

Institution: University of St Andrews



Unit of Assessment: UoA 29: Classics

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

The School of Classics at St Andrews is one of the world's foremost centres for the study of the ancient Mediterranean (in the top 20 QS global rankings for 2019 and 2020; in the top two in the UK in the *Guardian* rankings 2020 and 2021). Our strategy since REF2014 has been to expand the scale and range of our research activities through a marked increase in the numbers of staff, Postgraduate and Postdoctoral colleagues within the unit; through greater attention to inclusivity, to create a research culture in which everyone can thrive; and to extend our reach within the discipline through national and international collaboration. Our profile has been transformed into a bigger, more diverse, collegiate and outward looking community, including internationally recognised researchers at all stages in the profession. This has been achieved by:

- **Generating outstanding research outputs** which include book length projects on subjects as distinct as ancient philosophies of death and immortality, Juvenal, the topography and sociology of late antique Rome, Dionysius of Halicarnassus, ancient cultures of animals, the reception of Catullus in Romantic Britain, and Terence. Our 50+ journal articles have appeared in international and rigorously refereed publications such as *AJA*, *AT*, *CA*, *CQ*, *HSCP*, *JRS* and *P&P*, many of which are agenda setting, such as work on Classical Greek ethnography and the slave trade, and Christianization and memory. Some 15+ edited collections represent new approaches and international collaborations, such as *Cosmopolitanism and Empire*, *Literary Interractions under Nerva, Trajan and Hadrian* and *Authority and Expertise in Ancient Scientific Culture*. 160+ individual papers such as 'Palimpsest and Virtual Presence' and 'Uncertainty and the possibilities of violence' in edited volumes and collections highlight the esteem in which our colleagues are held by peer experts. Many colleagues also engage research users via online platforms, for example, by lively blogposts on Classics and Communism, Rhetoric and Democracy and the Bridges Collection of Cypriot artefacts.

- **Supporting ambitious new research projects with research leave and funding.** Since 2014, colleagues have achieved unprecedented levels of success in securing external research funding from bodies such as the AHRC, British Academy, Leverhulme, Leventis, and the Loeb foundation. This has amounted to c.24 person-years of funded research leave, enabling colleagues to undertake projects such as 'Mountains in Ancient Literature and Culture', 'Networks of the Cyclades' and 'Quantifying Enfranchisement in the Roman World'. These achievements are encouraged through rigorous internal reviews of grant applications as well as support through the award of a semester of research leave after every 6 teaching semesters. These external awards have created opportunities for ECRs to gain invaluable professional experience and to establish St Andrews as a recognised springboard into the wider career (see below, 2.1).

- **Building and strengthening interdisciplinary research clusters within the unit and university** through the four Research Centres, all created since 2016. The *Centre for Late Antique Studies*, the *Centre for the Literatures of the Roman Empire*, and the *Centre for Ancient Environmental Studies* promote interdisciplinary research within particular areas. The fourth, the *Centre for the Public Understanding of Greek and Roman drama*, is primarily directed at public engagement with a subject in which we have considerable research expertise (see below, 3.5). The centres feature postgraduates and staff from the Faculties of Arts, Sciences and Divinity, and have secured externally funded PhDs and postDocs. Colleagues from the School are also central figures in research clusters elsewhere in the University, such as the Institutes for Gender Studies, Intellectual History, Cultural Identity and Memory Studies, Study of War and Strategy, and Legal and Constitutional Research.

•**Enhancing the school's international profile.** Since 2014, colleagues have launched research projects and/or co-authored work with academic collaborators in, for example, Denmark, Italy, the Netherlands, Germany, and the USA. Through our 50+ conferences featuring over 500 speakers, we have forged new multi-disciplinary relationships with other world-leading centres of classical research, such as La Sapienza (Rome), Bonn, Groningen and Tübingen. In addition, we have expanded our annual staff exchanges to Columbia to include William and Mary, and the University of Cyprus. As visiting fellows, we have hosted scholars from the USA, Netherlands, Italy, France, Finland, Germany, Brazil, China, Denmark, and Greece. In person and online, we have welcomed over 160 seminar speakers (see below, 3.5). This has helped to strengthen our international visibility as a top tier location for postgraduate studies with now 68 % of our PGR students and 61% of our PGT students from outside the UK.

•**Expanding the School's size and disciplinary reach, while maintaining quality.** Since 2014, the complement of research-active permanent staff members has increased by c 30% to 21 staff through 8 new permanent appointments. Within the overarching ambition for modest growth by replacement and innovation, our staffing strategy has been twofold: to reinforce our existing strengths in Greco-Roman history and Late Antiquity and classical Greek and Latin literature, and to extend our coverage into new areas such as Classical Reception and the Archaeology of Environment and Early Rome (see below, 2). This strategic growth has helped us to increase our PGR and PGT numbers (see below, 2.2).

•**Colleagues' service in positions of national and international leadership within the discipline.** For example, since 2014, Smith completed his office as the Director of the British School at Rome and is now Executive Chair of the AHRC; Halliwell was appointed FBA; Lavan, Long and Rees have leading roles in journal editorship; and other colleagues have been newly appointed to influential roles in national committees and international publications (see below, 4).

•**Diversifying and enriching our impact activities.** The growth in numbers of our category A staff has generated an increase in our Impact activities. Critically, the three ICSs required for REF2021 represent a 50% increase from 2014. We have expanded our impact and outreach programmes through a combination of teaching relief, increased funding and administrative support, and by building teams of colleagues working on projects. The results of this strategy can be seen in each of our three ICSs, 'Archaeological resources enhancing education and well-being: Through a Glass Darkly', 'Shaping modern perceptions of military culture through Roman experiences' and 'Transforming practice in schools and the performing arts through Greek and Roman drama'. This wider participation represents a welcome step-change in our working practices (see below, 3.5). The impact of our research is local, national and international – for example, our three ICSs cite details of changes that our research has inspired in Scotland and the UK, Canada, France, Italy, New Zealand, and the USA. This has been achieved through a variety of means, including professional consultation work, collaborations with schools, museums and cultural groups (e.g. creative artists and practitioners) and engagement with others (e.g. heritage visitors, prisoners, homeless and mental health charities and their outreach events).

Responsibility for the research and impact strategy outlined above is shared between the Head of School (HoS), the Director of Research (DoR) and the Director of Impact (DoI) in consultation with the School's Management Committee and Principal's Office. Five School Staff Councils per year ensure wide engagement and discussion with all colleagues. Each colleague has an Annual Review with the HoS and a Research Review with the HoS and DoR; these meetings are valuable opportunities to reflect with colleagues and help to identify research and impact synergies within the School (see below, 2.1). These various mechanisms for reflection and

planning ensure that everyone is heard and that regular discussions about research and impact activity are at the heart of our planning. Our on-going grant success is in part attributable to the fact that colleagues routinely share drafts of research proposals for comment with the School Research Committee and senior staff. A further distinguishing feature is the active and supportive nature of our research community: we work together to support research development for all staff through mentoring processes, and we involve staff and PGs in our seminar and conference programme. We have also increased investment in administrative support and financial resources for research activity.

Our commitment to recruiting excellent postgraduates and preparing them for their professional future is a point of pride. In addition to the Directors of Postgraduate Research and Taught, we have recently appointed a Postgraduate Mentor, a colleague who coordinates staff feedback to our PG students as they progress through their skills development and teaching opportunities. Furthermore, we have created opportunities for our PGs to develop a wider range of research and impact experiences: the School funds PG and ECR conferences, actively includes PGs in the planning and realisation of full-scale research events and provides resource and experience to help PGs organise their own seminar series.

In our 2019 Teaching Review, the School was commended for its commitment to research-led teaching, particularly in modules at Honours level (i.e. UG years 3 and 4): examples include 'Anonymous Writing in Ancient Rome' (Geue), 'Roman Praise' (Rees), 'Networks and the Cyclades' (Sweetman), 'Poverty and Social Life in Late Antiquity' (Machado) and 'Travels and Marvels in the Graeco-Roman World' (Petsalis-Diomidis). Exposure to – and opportunity for participation in – our research and impact activity are now a high-profile feature of our typical UG experience. Every year, six Classics UGs participate in the University's centrally funded Research Internship scheme (undertaking six weeks of paid research/impact work under staff supervision). Through competitive selection, the University's Laidlaw scholarship programme funds research projects of the UGs' own devising; since 2014, the School has boasted eight Laidlaw scholars on various projects, such as fieldwork and co-authorship of publications (e.g. on the Late Antique churches of the Cyclades; see figure below). With support from the School and the University, two UGs organized an international and multidisciplinary conference on Aesthetics in 2020 (postponed by Covid to April 2021). We believe that our emphasis on research throughout the UG programme helps to explain the high rate (between 30% and 40%) of UGs who go on to undertake postgraduate degrees.



Future strategic aims and goals for research and impact

- To extend the scale of the new interdisciplinary collaborations in research and postgraduate teaching stimulated by our Research Centres (e.g. new PhD supervisions with the Schools of History, Divinity, Neuroscience and Computer Science).

- Enhancement of the range of our research projects and conferences through growth of our international collaborations (e.g. with Bonn, Tübingen, La Sapienza, Groningen and Melbourne) and with the development of themed series such as the visibility of women in antiquity expressed in different media, and topics connected to the School's four Centres, including the planned conferences 'Reconstructing the ancient environment through text and archaeology' and 'Lived spaces in Late Antiquity'.
- To attract the best applicants for PhD degrees we have doubled our investment in PGR funding (see below, 2.2) and increased the range of academic and professional developmental opportunities.
- Expanding our recent track record of success in major grant awards, with the goals of widening the range of colleagues with awards and building towards a set of large-scale project applications over the next five to ten years, to include new PhD funding (see 2.2); to that end, since 2014 we have developed several projects through a series of small- to medium-sized grant applications and collaborative research events.
- In parallel with our recent success in embedding good Equality and Diversity (E&D) practices in the day-to-day research life of the School (see below 2.3), such priorities are central to consideration of external invitees for seminars and conferences.
- Growing our range of public events on 'responsible Classics' (Classics and Exile, Classics and Democracy, Classics and Human Rights, Classics and Race, and Inclusive Classics).
- Advancing the ambition and scope of our Impact projects, building on our already significant levels of experience and investment, e.g. Hesk's long-standing provision of online resources for secondary schools has evolved into close dialogues with teachers in the UK and in his participation in in-service professional development of schoolteachers in Italy; and AKönig is expanding her project on 'Visualizing War' to engage more theatre practitioners.
- Coordinating new research synergies between colleagues, e.g. Buckley, Machado and Rees on images of power in the past and present (with a focus on Domitian); Carroll, JKönig, Petsalis-Diomidis and Stead on 18th and 19th century travellers and views of contemporary societies; Carroll and Hesk on the staging of choral odes in contemporary theatre production; and Brock and Post on 'Ancient Environments - lessons for contemporary society'. We now employ an external consultant to help us develop Impact projects. This pooling of experience and expertise increases our potential for Impact.
- Covid 19 has put pressure on all our research and impact operations, from access to fieldwork and libraries, to postponements of visiting fellowships, workshops and conferences, to changes to publication timetables. We have sought to maintain our research and impact activity where we can, modified as appropriate, and to think ahead to new practices and projects when we can.

Section 2. People

2.1 Staffing strategy and staff development

The School has 22 CAT A staff (6 Lecturers, 8 Senior Lecturers, 2 Readers and 6 Professors). Since 2014, we have made 8 new permanent appointments; for seven of these, our appointment strategy has been to recruit at Lecturer level early career colleagues and to help their research and careers flourish within the School. Accordingly, we have appointed Brock, Carroll, Geue, Machado, Petsalis-Diomidis, Pezzini, and Stead, two of whom have since been promoted to Senior Lecturer. The exception to this strategy was the appointment of Harrison as Professor of Ancient History. Through these appointments, we have expanded into and consolidated several areas which we identified as priorities: Ancient Persian Culture, Late Antique History and Material culture, Art History, Republican Latin Literature and Reception Studies.

As a result of our success in securing external funding since 2014, we have also been able to recruit 11 outstanding Early Career Researchers on fixed-term contracts, all of whom have played an active part in the School's research culture. The School has a long-standing commitment to support the research and broader career development of fixed-term colleagues in

exactly the same way as for colleagues on permanent contracts (such as through access to research funding and research leave opportunities). Our success in helping to develop early career researchers can be seen in the recent appointment to permanent positions of four colleagues who held fixed-term positions at St Andrews, at TCD (2018), Lancaster (2019), Cork (2019) and St Andrews (from 2021).

Staff and Research Clusters

Although much of our research and teaching crosses these traditional disciplinary boundaries, all academic staff have a principal affiliation to one of three teaching areas:

Ancient History	Brock, Coulston, Harrison, Lavan, Lewis, Machado, Smith and Sweetman
Greek	Carroll, Halliwell, Hesk, JKönig, Long, Petsalis-Diomidis, Wiater
Latin	Buckley, Geue, AKönig, Pezzini, Rees, Stead

Across the range and expertise of the staff, the School pools particular research strengths which generate impact, inclusivity and interdisciplinarity.

Greek and Roman drama	Carroll, Halliwell, Hesk, Pezzini, Buckley, Stead
Material Studies	Brock, Coulston, Lewis, Machado, Petsalis-Diomidis, Sweetman
Literature (Greek and Roman) of the imperial period	Buckley, Geue, Lavan, AKönig, JKönig, Manioti, Rees, Wiater
Late Antiquity	JKönig, Lavan, Machado, Pezzini, Rees, Sweetman

Recognition of these research clusters has been formalised in the creation of our four research Centres within the School (see below, 3.5). These areas have been enriched by colleagues on fixed-term contracts, such as Addey and Usherwood on Late Antiquity or Campbell and Cousins on Material Studies, and also by emeritus/emerita staff members and by colleagues with classical expertise in other Schools who are members of our Centres (e.g. Harries and Humfress in the Late Antique Centre).

Appointment process

Our determination to create a collegiate and outward looking research culture in which everyone can thrive is at the heart of our appointment process, as can be seen in two key principles. First, we advertise and select on a global scale. Our standard practice is to invite all shortlisted candidates to attend final selection in person (rather than by e.g. Skype). Our nearly 20 permanent and fixed-term appointments since 2014 include Irish, Canadian, German, USA, Greek, Australian, UK, Brazilian and Italian nationals, and enhance our inclusive and multi-cultural profile. Secondly, throughout the longlisting and shortlisting stages, all colleagues within the School have access to the application portfolios (including extensive samples of research) and are consulted by the appointment panel. Research excellence and a capacity for outstanding research-led teaching are the driving selection criteria. Presentations by shortlisted candidates are open to staff and PGs; these are very well attended, and the subsequent collective evaluations are reported to the panel before final interviews and appointment.

Staff Development

Induction procedures for new staff are at University (OSDS and CEED –see Institution-Level Environment Statement, ILES, 3.2) and School level (Academic reviews and Mentoring). All new staff (both permanent and fixed-term) are introduced to the University's professional resources, and career developmental opportunities are available throughout the year.

In 2018-19, the School mentoring programme for new staff was revised and extended to all colleagues. The scheme provides regular, informal support and guidance in all School matters, including research, teaching and promotion ambitions. New colleagues are also allocated a 'buddy' for their first year to help navigate any day-to-day concerns. In recognition of the under-

representation of women in senior positions, the University operates a dedicated mentoring scheme for female colleagues, to which the School contributes both mentors and mentees.

The University's probation procedures (standard period currently 15 months) provide for formal meetings between staff member, mentor and HoS. The School's policy is to give all new staff on permanent contracts a 30% reduced teaching load in their first year. To integrate them into our research community, all new staff give a paper to the research seminar at an early stage.

'Check in' Meetings, Annual Review and Promotion

In annual Research Review Meetings with the HoS and DoR, colleagues have the opportunity to discuss their particular research activities and ambitions. Typically, these meetings involve consideration of outputs, both published, in progress and anticipated, and Impact. Colleagues are encouraged to be ambitious in their grant application and publication plans and candid in their ranking of their own REF-eligible outputs.

The Annual Review process, based around a completed proforma, is a one-to-one conversation between the HoS and colleague; it covers all aspects of professional performance (teaching, research and impact, administration), both retrospectively and prospectively. It is a valuable way to help connect promising areas of research and impact compatibility between colleagues.

As a self-contained School within the University, there are many opportunities for significant leadership roles, at all stages of the academic career: for example, the directorships of the four Centres represent new managerial responsibilities for staff and so expand professional development opportunities to a wider number of colleagues than was the case before. Roles such as Director of Research and Director of Postgraduates now have deputies (Director of Impact and Director of Postgraduate Taught) with a view to increasing training and opportunities for career development. Suitably supported by the School's Management Committee and Professional Services staff, such high-profile positions offer exciting creative potential and have proved rewarding to the various office-holders, for example in career development and promotion ambitions.

Promotion is an annual process by open competition within the Arts Faculty: the criteria, which are publicised to all staff, were fundamentally revised in 2017, among other things to give greater recognition to teaching, impact, and E&D issues. Staff are encouraged to discuss their promotion prospects with their mentor and with the HoS in Annual Review; we also invite the University's HR department to deliver a presentation and Q&A session for staff in advance of the applications deadline. Since 2014 the School has celebrated 12 promotions as follows (even taking into account the expansion in staff numbers, this record of staff promotions is unprecedented in the School's history):

Senior Lecturer	Buckley, Coulston, AKönig, Long, Machado, Pezzini, Wiater
Reader	Lavan, Hesk
Professor	JKönig, Sweetman, Rees

Research Leave and Opportunities

The School recognises that time is one of the greatest resources in conducting excellent humanities research; weekly, seasonal and triennial measures are now in place to protect time that colleagues could be dedicating to research. In semester time, no UG or PGT classes are timetabled for research-active staff on Mondays; planning and preliminary administration of teaching for each new session are now finalised by mid-June, thus freeing up the second half of June, July and August for research activity. The School operates a research leave scheme for all research-active colleagues, at a rate of one semester of leave after each six full teaching semesters; this represents an increase in frequency of research leave since 2014, until when entitlement was after eight semesters. Applications for research leave are made to the HoS, who consults with the Management Committee and maintains a record of accumulated entitlement. With advice and support from colleagues, staff are encouraged to apply for external funding (see

below, 3.1) to tie together with sabbatical leave entitlement to extend the period of dedicated research.

When such grants are secured, it is our practice to replace the grant holder's teaching with a fixed term grade-7 Lecturer, (with research as an explicit part of the contract) rather than a grade-6 Teaching Fellow, and as a policy with a 12-month rather than 9- or 10-month appointment. Fixed-term lecturers enjoy the same access to School research resources as permanent colleagues, including research allowances and eligibility for exchange programmes and leave, and are encouraged to teach research-led Honours modules. They also participate fully in the processes of performance review and are encouraged to submit draft work and funding applications for comment and advice. Our bi-annual Leventis Teaching Fellow (employed as part of the Leventis Exchange Fellowship with the University of Cyprus), is also awarded a semester of research leave as part of their 12 month contract.

Post-Doctoral Schemes

Since 2014, we have welcomed the following post-Doctoral colleagues. This represents more than a twofold increase from the previous REF census period.

Manioti	Leverhulme Early Career Fellowship 2014-17
Lampinen	BA/Newton International Fellowship 2015-17
Pyy	Finnish Postdoctoral Fellowship 2015/16
Geue	BA Postdoctoral Fellowship 2015-18 (promoted to Lecturer)
Hollis	Leverhulme Postdoctoral Research Fellowship (2017-20)
Brock	Leverhulme Early Career Fellowship (promoted to Lecturer).
Post	Leventis Postdoctoral Research Fellowship (2020-22)

Professional support staff

In liaison with the University's Business Transformation team, all aspects of Professional services with the School have been fundamentally revised and expanded since 2015. This process has clarified and increased the range of professional support available for research and impact activity within the School including a colleague dedicated to research, impact and funding and a colleague dedicated to conference organization. These structural changes have significantly increased continuity and confidence among all colleagues, and enabled us to sustain an unusually rich conference programme, including hosting the 2018 Celtic Classics Conference: historically, a conference of this scale would have put too much pressure on the organisers and infrastructure at St Andrews; the conference ran smoothly and was considered a great success (see below, 3 on Infrastructure).

2.2 Postgraduates

Administration and Recruitment

The School's Director of Postgraduate Studies is responsible for the recruitment and progress of our research PGs (PGR). The Director of PG Taught is the deputy. With the MLitt Convenor and PG Mentor, they form the PG committee.

Our PGR applications and numbers have grown and diversified in subject area since 2014. We have deliberately pursued a policy of prioritising academic quality over volume and we work hard to keep our intake at a maximum of 6-7 students per year. This ensures that we have the time and resources for outstanding supervision and for provision of excellent teaching opportunities to all our PGR students. Our current PGR numbers are 35 PhD [of whom 13 are female, 22 male] and 2 MPhil [1 male, 1 female]. In this REF cycle our PGR community has been drawn from a wide range of countries (France, the USA, Netherlands, Denmark, New Zealand, Canada, Australia, Brazil, Chile, Norway, Italy, Greece, UK), both attesting our international appeal and enriching the diversity of our research environment.

Since 2014, the School has celebrated 5 graduations to MPhil and 34 to PhD. This is a 50% increase on the research degrees returned for REF2014.

PhD Funding & Supervision

Funding is at the heart of attracting the best postgraduates to the best projects, and the School appreciates that it is in competition in this field with much bigger and wealthier Universities. The School has more than doubled its own funding for PGs from 11 students between 2009 – 2014 to 25 students from 2014-2019. Our PhD students have won funding administered by the University via its PG college, St Leonards (Inter-Disciplinary Scholarships; World Leading Scholarships, International Fee Waivers; Wolfson; Santander 600th Anniversary awards, as well as awards from the 'Handsel', Bonnyman and A. D. Links schemes (ILES, 3.3); we have had notable successes in studentship applications to national and international fields such as SGSAH AHRC Doctoral programme (eight studentships in the period 2016-19) and overseas government funding (from Brazil, Chile, Denmark, Mexico, and the Netherlands); since 2014, we have supervised PhDs on international co-tutelle arrangements with La Sapienza, Aarhus, Oslo, Leiden and Chancellor College Malawi. We have also created opportunities for international research trips for our students via Erasmus+ in Leiden and Cologne, with further visits to La Sapienza, Harvard and Tübingen in place. Students have been funded by the British Schools to conduct research in Athens and Rome.

We have expanded our system of allocating second supervisors where it is academically appropriate, and we ensure that all new staff have been involved in PhD supervision by the end of their second year in post. We have undertaken co-supervision of PhDs with other Schools in the University, such as History, Modern Languages and English. Many staff have supervised and/or examined their first PhDs in this assessment period.

PG Training and Facilities

PGRs have working facilities in the School itself, with 24/7 access to the School and the School Library; they are all invited to post a research profile on the School website.

Training opportunities for PGR Students are provided by the School, within the University on the GRADskills programme (ILES, 3.3) and nationally via STAGE (the student-run body for Classics postgraduates at St Andrews, Aberdeen, Glasgow and Edinburgh). We provide 'in house' professional training in technical matters such as grammar instruction in *ab initio* classical language teaching or artefact handling; and in more general principles of good pedagogical practice, such as in conducting tutorials and marking coursework assignments. The PG Mentor organises a workshop for the incoming cohort of PGR teachers, staffed by colleagues. Since 2014, 5 PGRs in Classics have attended residential courses at the BSR or BSA including some on technical skills such as numismatics and epigraphy, funded by the School's budget. In collaboration with the *Classical Association of Scotland*, STAGE hosts an annual conference for PGs, sometimes with an element of professional training e.g. 'Training and Research in Material Culture Related to the Ancient World' a two-day conference (2015). SGSAH have a wealth of cross-disciplinary training and internships for all students across Scotland in Arts and Humanities subjects to design and run their own events, with generous funding (awarded by competitive application). Our PGRs have taken advantage of such opportunities, for example through an interdisciplinary PG conference 'Cultivating Perspectives on Landscape', in November 2017. Under the guidance of the DoPG, St Andrews PGRs have taken lead roles in organising these conferences, for which funding is available through the School's Research Committee budget.

The quality of our graduating PGRs is attested in their track-record of securing postdoctoral funding, fixed-term and permanent positions in the profession since 2014 including at Jesus College Oxford, Leiden, Tübingen, the BSA, University of Cyprus, KU Leuven, Frankfurt, Florida State, *Institutum altioris latinitatis* Rome, Utrecht, Kent and Cape Town. Non-academic destinations for our research graduates since 2014 have included secondary education, and the legal and financial sectors.

Our MLitt programme has also been completely overhauled since 2014, partly with the goal of providing even more comprehensive training for future PhD study, through our redesigned core

'Themes and Methods' module. Our MLitt recruitment has expanded significantly, with 22 students in 2018-19, 17 in both 2019-20 and 2020-21, drawn from Europe, North and South America, Australasia and Asia. The School funds two scholarships per year.

2.3 Equality and Diversity

The School is committed to equality for all and this commitment was recognised by the award of Athena Swan Bronze status in 2019. It supports flexible-working patterns to enable parents and carers to further their careers. Approximately 20% of current academic staff have formal flexible-working arrangements written into their contracts. Where possible we seek to timetable research activities such as conferences and workshops outside weekends and within 'core hours' of 10am-4pm etc. From 2019, the School has paid for a crèche facility for childcare if such is required by any colleagues, PGs or speakers at a seminar. We seek to make opportunities for involvement in research and impact activity as accessible as possible; the School's E&D officers are on the Management Committee *ex officio*. E&D data has been gathered in our preparation for REF, and has helped to shape our procedures: e.g. gender balance is a factor in determining membership of the School's research committee, and appointments to the 8-person reading group which advises the HoS and DoR on output selection for REF submission. One of our other Athena Swan projects involves a nationwide investigation, jointly with several other UK Classics departments, into the reasons for gender imbalance in applications for permanent posts. The University's Head of E&D regularly updates all colleagues on relevant new legislation and policy at the Staff Council. All new colleagues are required to undertake Equality and Diversity training via an online course provided by OSDS.



Three recent conferences organised at the School have raised awareness and promoted discussion of key E&D issues. 'Gender Fluidity in the Ancient World' (2017) and 'Race and the Classics' (2019, see figure above) featured external and local speakers, combining research papers with talks and roundtables on the role of E&D issues in teaching practice. The second event, keyed to Black History Month, exemplifies the School's commitment to discussing issues of race and intersectionality, and to cultivating a more inclusive and diverse community beyond the gender remit of Athena Swan. Both events attracted wide attention and lively and informed delegates, with extensive contribution from UGs as well as PGs and staff. During the Covid crisis, the school co-organised the online forum 'Towards a more inclusive Classics', attended by 160 participants from 12 countries.

Section 3. Income, infrastructure and facilities

3.1 Income

Since REF2014, we have increased our research income more than twofold to now in excess of £1.5M. The more significant grants are:

Brock	Leverhulme ECF	2019-21	£93,000
	Loeb Classical Library Foundation Fellowship	2019-20	£18,683

Geue	BA Postdoctoral Fellowship	2015 – 2018	£302,343
Harrison	Leverhulme RF	2018 – 2019	£52,716
Hesk	Leverhulme RF	2016	£41,223
JKönig	Leverhulme RF	2017-21	£186,123
Lampinen	Royal Society Newton Fellowship	2015-17	£87,000
Lavan	Leverhulme RF	2014 – 2015	£34,984
	AHRC Leadership Fellowship	2017 – 2019	£149,063
	Leverhulme Prize	2018	£100,000
Long	Leverhulme RF	2014 – 2015	£34,485
Manioti	Leverhulme ECF	2014 - 2017	£87,000
Pezzini	BA Mid-Career Fellowship	2019-2020	£119,218
	Loeb Classical Library Foundation Fellowship	2019-2020	£23,426
Smith	Leverhulme RF	2017-20	£173,897
Sweetman	Leverhulme Senior RF	2015-2018	£109,282
	Leventis Exchange Fellowship	2015	£133,480
	Leventis Impact Funding	2016, 2019	£50,126
	Leventis Postdoctoral Fellowship	2020-22	£105,633

[Pezzini was also offered a Leverhulme award, which he had to decline to accept the BA Fellowship].

We have secured smaller grant awards from the following funding bodies: Alexandria Foundation, BA/Leverhulme Small Research Grants, Durham Visiting Fellowship, Classical Association, Fritz Thyssen Stiftung Grant, Honeyman Foundation, Institute of Classical Studies, AHRC, University of Zurich, Carnegie Trust, Scots Philosophical Club, Gerda Henkel Foundation, Society of Antiquaries, and the Mind Association.

3.2 Internal Funding

The annual research allowance for individual members of staff (permanent and fixed-term) has increased by 50% to £1500. Typically, this is used to cover costs for attendance at conferences and fieldwork, but it can be used for other research-related purposes.

The School's Research Committee, headed by the DoR, administers a budget for research/impact activities and all colleagues are encouraged to apply. From 2018-19, thanks to an injection of resources from the University, this budget was doubled to £16k pa. The School's Research Committee assesses applications on a rolling basis, and is able to respond very quickly with decisions and/or requests for further information. Typically, this budget funds or provides seed-corn funding for conferences/workshops at St Andrews, but it can also be used for other research activities, such as lab costs and fieldwork etc. Research Committee tends to cap applications at £1500, and requires applicants to demonstrate what other income streams they are seeking to approach for funding: for example, Brock secured funding from the Loeb Classical Library Foundation and from the School of Classics to undertake coring in the city of Rome in 2019.

In 2018-19, in recognition that many colleagues are now involved in research with visual material, the Research Committee established a separate fund specifically for costs of publication of illustrations; the budget is set at £2000 per annum and each application is capped at £500.

Since 2017, to assist with impact activity, we have secured six grants of £2500-10000 from the University's central Knowledge Exchange/Impact Fund.

Infrastructure and facilities

3.3 Operational

The School of Classics is in Swallowgate, a large 19th-century building. As a single site for all colleagues, PGs and teaching, it encourages a sense of collaboration and well-being in the

workplace. It has three teaching rooms (one of which houses the Bridges Collection), three rooms with desk space for PGRs (see below), and a two-room class library. The Bridges Collection contains a wide range of Cypriot artefacts dating from the Bronze Age to Byzantine periods. This collection is regularly used for teaching and is the basis of one of our Impact Case studies and a SGSAH-funded PhD project (see figure below).



The class library holdings are a good teaching collection, with full sets of primary texts, reference materials and essential secondary reading. Swallowgate is the regular venue for conferences and seminars; the teaching rooms are ideal for conference numbers of 25, and the library hosts tea/coffee breaks and buffet lunches.

3.4 Scholarly

Library facilities constitute a crucial resource in attracting the best postgraduate students and visiting scholars. In recent years, the University Library has been completely refurbished on a rolling programme and more 'stack' storage for library holdings has been made available. In a difficult financial climate since 2014, we have secured modest growth in Classics purchases, with approximately £140k spent on print and electronic holdings in Classics since then, excluding journals, which are covered by a separate budget. All colleagues are encouraged to recommend purchases within their own research specialisms. The University also operated a resource enhancement fund ring-fenced for specific bids for substantial spending on live research areas with particular needs and for new resources that are on a scale too large to be covered by our day-to-day library budget. Classics benefited extensively from awards from this fund.

3.5 Organisational

Conferences

We have a thriving programme of conferences and colloquia (usually 6-9 per year: for a full list see www.st-andrews.ac.uk/classics/events/archive/). The scale and purpose of these events varies, from focused work-in-progress to analytical workshops to large-scale international conferences extending over more than a day or two. We have invested a significant proportion of administrative time in supporting this activity, and now a greater percentage of our annual operational budget is dedicated to research activities than was the case in the last REF cycle. We have appointed a professional services colleague (part-time) to specialise in support for conference activity, and this is paying dividends by reducing the time academic colleagues spend on administration. In addition to the many conferences/workshops hosted at St Andrews for participants numbering 15-30, we have also held a few much larger-scale conferences, namely: 'Roman Military Equipment' (2016) featuring c.100 delegates; 'The 11th Celtic Conference in Classics' (2018), featuring 320 delegates; and with Mediaeval History, the interdisciplinary British Academy conference 'Sovereignty: a Global Perspective' (2019), featuring 50 delegates (the first British Academy conference to be held outwith London).

Seminars

Our prestigious research seminar, which has now been running for c. 45 years, is a weekly highlight for the School, both for featuring a wide variety of presentations that lead the field in current research and for being a high-profile focal point for the School's collegiality and community. Colleagues attend from many other Schools and from different Universities. Nominations for seminar speakers (and other visitors) are invited from all colleagues: across the seminar series, which runs every week throughout the two semesters of the academic year, we secure an appropriate balance between classical sub-disciplines and genders. When possible, we try to convene an international range of speakers: since 2014, as well as from the UK, the seminar series has featured speakers from Australia, Belgium, Brazil, Canada, Cyprus, Denmark, Finland, France, Germany, Greece, Ireland, Israel, Italy, the Netherlands, New Zealand, Poland, Turkey, and the USA. Costs for travel, accommodation and hospitality for speakers are covered by a fund allocated within the School's operational budget. To encourage dialogue between our seminar speakers and our PG community, we also pay for two students to attend the dinner after each seminar.

Also weekly, our PG research seminar provides a highly useful platform for doctoral work-in-progress presentations; and the CLAS (see below) has a further work-in-progress seminar, typically with three or four meetings per semester.

During Covid, the School's flagship seminar series was conducted entirely online; we developed protocols for chairing these sessions to accommodate the marked increase in numbers of people attending. Also during Covid, Harrison introduced the 'Herodotus Helpline' online seminar series, with 27 seminars to date, often with more than 50 delegates in attendance.

To enhance the accessibility and inclusivity of our academic events, through our E&D officers we alert the Chairs of all our conferencing and seminar activities to the best practices in nurturing scholarly exchange as identified by the latest social science research,

Research Centres

Our four research centres are subject to the University's standard review processes to ensure their ongoing relevance and vitality; the Centres reflect distinctive research clusters within the School and across the University; for example, across the four Centres, we work with research colleagues in History, Divinity, Modern Languages, English, Art History, Film Studies, Computer Science and Geography. Each Centre is run by a director who oversees activities, manages an operations budget and coordinates the Centre's Annual Lecture, given by a distinguished visitor. To varying extents and in different ways, the Centres promote interdisciplinary approaches; affiliation to the Centres extends to staff and emeriti, PGRs, colleagues in other Schools in the University and, particularly in the case of the Centre for the Public Understanding of Greek and Roman Drama (CPUGRD), to external practitioners.

<p>Centre for Study of the Literature of the Roman Empire</p> <p>Director: Alice König</p>	<p>The Annual Lecture for the Centre has been given by Stephen Harrison (Oxford 2017); Alessandro Schiesaro (Manchester 2019); Alessandro Barchiesi (New York 2020, postponed). Conferences the Centre has hosted include 'Unspeakable Volumes: Absence in Latin Texts' (edited volume now under contract with CUP) and 'Revolt Narratives in the Roman Tradition'. Two large-scale projects have extended over several years: 'Visualising War: Interplay between battle narratives in antiquity' and 'Literary and Cultural Interactions in the Roman Empire' which was based around a series of four conferences and led to two collected volumes.</p>
<p>Centre for Late Antique Studies</p> <p>Director: Carlos Machado</p>	<p>The CLAS was formed in 2016: its Annual Lectures (since 2020 known as the Jill Harries Lecture) have been given by Bryan Ward-Perkins (Oxford 2016); Michele Salzman (California Riverside 2017), Silvia Orlandi (La Sapienza 2018); Sebastian Schmidt-Hoffner (Tübingen 2019); Claire Sotinel (Paris 2020, postponed). The CLAS</p>

	also runs a well-attended work-in-progress seminar, featuring papers from colleagues in the School, the wider faculty and from other institutions, including overseas. Conferences the Centre has hosted include 'Praising Constantine'; 'Regionalism and Integration in the Later Roman Empire'; 'God and the gods in Late antiquity – where next?' and 'Epigraphy and Literature in Late Antiquity and the Middle Ages' (jointly with La Sapienza'). A long-term collaboration with Tübingen began in 2019 with a postgraduate conference at St Andrews.
<p>Centre for Ancient Environmental Studies</p> <p>Director: Andrea Brock</p>	Formed in 2016 as the Centre for Landscape Studies, this was reorganised under its current title in 2020. The Annual Lectures have been given by Athanasios Vionis (Cyprus 2016), Katharine Earnshaw (Exeter 2017), Elena Isayev (Exeter 2019) and David Mattingly (Leicester 2020). Conferences the Centre has hosted include 'Mountains in Antiquity' and 'Religious space and topography of the Cyclades' JKönig and Sweetman have both had major projects sponsored by Leverhulme which are embedded in the Centre.
<p>Centre for the Public Understanding of Ancient Drama</p> <p>Director: Jon Hesk</p>	The CPUGRD was launched in 2018 and essentially harnesses the School's wide range of relevant outreach and public engagement activities in classical drama; typically, the Centre engages with school groups, theatre audiences, schoolteacher CPD events, practitioners and authors, and amateur and professional theatres and companies. The CPUGRD Annual Lectures have been given by Martin Revermann (Toronto 2019) and Isobel Torrance (Aarhus 2020).

Impact infrastructure

We have expanded our impact activity by cultivating a more collaborative approach. In REF2014, for example, each of our two case studies was essentially undertaken and realised by a single colleague. That structure put strain on individuals and rendered the system vulnerable. While lead individuals remain fundamental to our impact activity, our strategic drive towards collaborative activity has yielded both collegiate and academic advantages, whereby the input and outreach are more diverse and the impact itself is richer. We now habitually operate with wider teams composed of other colleagues, including those from other schools, UG and PG students, and external parties. REF is only one prism through which our Impact activity is generated. In 2019, the school's annual Awayday was dedicated to Impact; this was the latest in a series of ongoing information and experience sharing exercises, designed both to disseminate knowledge about activities across the School, and to consolidate awareness among colleagues of the opportunities there are for them for contributions. In some cases, we have been thinking primarily about the development of impact activity over the coming 5-10 years rather than focussing on REF2021 as an 'endpoint'.



The School is investing very substantially in Impact support; in addition to the expanded Professional Services team, other colleagues have been appointed with Impact support and delivery as a major part of their role. In 2019 we appointed Dr Alex Imrie on a part time basis as an executive officer for our research Impact to enrich its potential for cultural engagement. Imrie coordinates aspects of our Impact activities through the *Classical Association of Scotland* and the *Scottish Qualifications Agency*. Leah Neiman was employed for 6 months in 2019-20 to work on Archaeology in the Community for the *Through the Glass Darkly* ICS (see figure above); a related current project is a SGSAH funded PhD on archaeology and dementia.

Exchanges and Visiting Scholars

In addition to exchange schemes with Columbia, William and Mary, and the University of Cyprus, we have Erasmus exchanges with Padua, Leiden, Heidelberg, Köln and Groningen. We have established close collaborative relationships for research and supervision at PG level with the department of Ancient History at Tübingen and the Department of Classics at La Sapienza. The Tübingen collaboration featured a plenary PG and ECR conference at St Andrews in 2019; a 2020 version at Tübingen was postponed but will be rearranged.

Distinguished Visiting Scholar (DVS)

Our DVS scheme is now an established annual highlight in our research calendar. The scheme, which the School funds, brings an outstanding international scholar to St Andrews over a full week for a series of seminars and workshops. After discussion within the School, scholars are identified and invited according to their own eminence in the field and the benefits of their scholarship to the School; this typically sees different sub-disciplines and research interests represented on an informal rotation. The DVS is accommodated in St Andrews throughout their stay and in addition to the more formal events of the week, spends time with colleagues and PGRs, discussing their work in progress and research interests. The DVS week is now intensely busy and rewarding. Since REF2014, the DVS roll has been as follows:

2014	Josh Ober (Stanford)	'What is democracy and what is it good for?' conference
2015	Denis Feeney (Princeton)	'Early Roman Historiography' conference
2016	John Oakley (William & Mary)	'Making the Ordinary Extraordinary' conference
2017	Kim Bowes (Philadelphia and the American School at Rome)	'Researching the Poor' workshop
2018	Suzanne Marchand (Louisiana State)	'19 th century Herodotean reception' workshop
2019	Martin Revermann (Toronto)	'Translating Aeschylus for the stage' workshop
2020	Ineke Sluiter (Leiden)	'Anchoring Innovation' colloquium (postponed)

Other visitors

Covid restrictions necessitated the postponement of the high profile visits of Alessandro Barchiesi (New York) as one of the first award holders of the University's new Global Fellowship (ILES, 2.7); of Alastair Blanshard (Queensland) as a Senior Global Fellow; and of Anthony Long (Berkeley) to deliver the University's Irvine Lecture. We are in the process of rescheduling all three.

Gianfranco Agosti (La Sapienza) was a British Academy Visiting Fellow 2018-9; with the Schools of Classics and Divinity he led an inter-disciplinary colloquium, 'Epigraphy and Literature in the Imperial Age, Late Antiquity and the Middle Ages' with an international field of speakers (see above CLAS).

In addition, the School hosts on average around 10 visiting scholars each year, for periods ranging from a few weeks to a full year. Many of these scholars are on prestigious awards (for example Humboldt award, Chinese Government Scholarship, DAAD (Deutscher Akademischer Austauschdienst), Royal Irish Academy and Institut Universitaire de France scholarships. The consistent numbers of funded visitors to St Andrews is indicative of the School's lively research networks. Typically, our visitors make use of the University's library resources and contribute to

the research environment by their participation in seminars and conferences, in some cases giving papers and pursuing research collaborations with staff in the School (for example, Agosti and Machado on 'Epigraphy and Literature' which will be published by Brepols; Long and Jordi Pia Comella (Sorbonne; Visiting Fellow 2019) are organising a series of conferences on ancient ethics and contemporary challenges).

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

4.1 Collaborations

Since 2014, the School has comprehensively nurtured and invested in existing and new collaborations. Our academic, practitioner and public collaborations are inclusive and forward-looking and are underpinned by a commitment to furthering the discipline.

Academic Collaboration

Our research partnerships range from small-scale projects involving one or more workshops or conferences and resulting in edited volumes, to much larger-scale multi-event collaborations, in some cases with associated funding. The School seeks to provide to colleagues the administrative support and resource to allow them to develop and lead collaborative research projects of ambitious scale and significance (ILES, 4.1). For example: AKönig's project on 'Literary Interactions' in the Roman Empire has involved four conferences, two edited volumes published with *CUP*, and an extensive project website including a working-papers section; Rees' *Panegyrici Latini* project involves researchers from the UK, Ireland, the Netherlands and Spain, and features conferences, workshops and online collaboration; outputs include articles, conference papers and full-scale commentaries; AKönig and Wiater developed the interdisciplinary 'Visualising War' project, which involved four conferences and has an edited volume in preparation; JKönig's Leverhulme-funded project on 'Mountains in ancient Greek and Roman culture and their postclassical reception' has employed one postdoctoral scholar and involved three conferences, featuring more than 40 international and interdisciplinary delegates, with an edited volume in preparation.

Practitioner and Public collaborations

The culture of collaboration outside academia is established across diverse areas of the School's research, well beyond our Impact Case studies. For example, Sweetman and Coulston collaborate extensively with museums in the UK and beyond. The CPUGRD has been developing a series of collaborations with schools (Madras, St Andrews and Royal High Edinburgh) and theatre companies such as *NMT and Company of Wolves*. Sweetman has collaborated with the StAnza Poetry Festival on themes of Displacement and Exile. Petsalis-Diomidis' project on Classical Marvels has involved working with local schools through a series of museum visits, tourist interviews exploring the culture of pilgrimage in the modern world, and work with artists and magicians. Hesk's project on Ancient and Modern Political Rhetoric has involved a series of blog posts over several years bringing modern society into dialogue with ancient politics, especially with classical Athenian democratic culture. This led to a collaboration with our Students Union on Classics and Democracy. Several colleagues have ongoing relationships with TV and radio: e.g. multiple TV appearances by Coulston, and a series of appearances by AKönig and Halliwell on Radio 4's *In Our Time*. Some colleagues have run research projects on pedagogical issues: for example, AKönig and Buckley's project investigating the different needs of Latin language learners from different educational backgrounds in the first year of university has led to a research publication in *JCT*, and involved a series of events with schoolteachers and meetings with the Scottish government; Sweetman's work on archaeology and early-years literacy has generated resources and professional development sessions for primary schoolteachers. AKönig and Pezzini have been involved as members of the Young Academy of Scotland (AK as co-chair for 2019 and 2020) in a series of initiatives designed to engage the Scottish government and other stakeholders in debating the future of humanities research in the UK and beyond.

In 2014, the University acquired the Byre Theatre site in St Andrews (ILES, 2.8); comprising a main auditorium, studio theatre, meeting rooms, restaurant and bar, the Byre is the main cultural

venue in St Andrews. The School of Classics regularly uses the venue for collaborative engagement activities such as youth theatre workshops (e.g. on performing Greek choruses), student performances of classical plays and operas (e.g. *Menaechmi*, *Oedipus Rex*), public lectures (as pre-performance guidance), and panel discussions (e.g. on Classical and Modern democracy, and on Metaphors of Displacement).

4.2 Research councils, advisory committees, research review panels.

Our colleagues make sustained and wide-ranging contributions to service to the academy at national and international levels (including Ireland, Belgium, Germany, Cyprus, Brazil, the Netherlands and Canada). Smith was appointed Executive Chair of the AHRC in 2020. Buckley and Machado sit on the SGSAH board. Halliwell, Long, Machado, Petsalis-Diomidis, Harrison and Sweetman are members of advisory committees like the British Academy, AHRC and review panels for the Irish Research Council, Social Sciences and Humanities Research Council Canada, Leverhulme, DAAD, and the Netherlands Institute for Advanced Study.

4.3 Editorial positions

More than 1/3 of our colleagues give their time to 32 different editorial roles. Rees is commissioning editor for *CR*, Long edits *Phronesis*, and Lavan is Reviews Editor for *JRS*. Long is co-editor of *Key Themes in Ancient Philosophy* and Harrison is a series editor for Duckworth (now Bloomsbury) for *Companions to Greek and Roman Tragedy*, *Archaeological Histories*, *Classical Essays* and *Ancient Religions and Cognition*. Machado is Series Editor for *Amsterdam University Press: The Social Worlds of Late Antiquity and the Early Middle Ages*. Other colleagues are members of editorial boards representing a wide international variety of subject disciplines from long standing to innovative new series, including the *Annual of the British School at Athens*, *Skenè*, *Talanta*, the *History of European Political and Constitutional Thought* and the *Journal of Cognitive Historiography*.

4.4 Other service

Further indices of the scale and range of our service to the discipline since 2014 include our record of examining, refereeing, assessing and advising. For example, colleagues have served as external PhD examiners for more than 45 PhDs at over 30 Universities, in the UK, Europe and Australasia. We have acted as referees for article submissions to 65 scholarly journals worldwide and for monograph manuscripts submitted to 18 recognised University and academic presses in the UK, Europe and the USA. Colleagues have also served as referees for over 30 promotion, tenure or senior appointments at 25+ Universities in the UK, Europe, Australasia and the USA. The professional advice of individual colleagues has been sought by 15+ research councils and funding agencies across the UK, Europe and Australasia; and Sweetman mentors a group of refugee academics on the *Council for At-Risk Academics* Syria Programme (Strand 6).

4.5 Fellowships, prizes and lectures

Highlights of the professional recognition of our colleagues since 2014 include the appointment of Halliwell as FBA (2014) and as Fellow of the Fondazione Lorenzo Valla, Rome (2015); the Premio 'Cultori di Roma' was awarded to Smith in 2017 and a Leverhulme Prize to Lavan in 2018. Also since 2014, colleagues in the School have served as distinguished speakers for more than 12 named events, such as the Stanford, Barron, West, Postgate and Axel Boethius lectures; and have given more than 150 lectures to non-UK institutions including 128 in Europe.