School of Advanced Study Metrics

2019-20

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Introduction

This report provides evidence of the School's activities between 1st August 2019 to 31st July 2020 and supplements the 2020 Annual Review. The findings aim to provide evidence of the School's strategic framework 2015-2019[1]. Note that the year 2020 is being seen as a transitional year to the new strategic planning period. While comparative information from the previous years have been provided, it should be noted that the pandemic which started in March 2020 has impacted on the results both positively and negatively.

Key Performance Indicator Summary

Some key achievements have been highlighted below:

KPI 1: Increase in quality, range and impact of activities including networks, events, publications, fellowships, collaborations and new initiatives, contributing to the School's RPF and public engagement agendas.

ACHIEVED:

Events:
  • Despite the pandemic, the School managed to organise over 1500 events, 45% of which were joint ventures. The School events footfall was high with over 60,000 attendees.
  • Non-HEI collaborators whether in the public or private sectors together represented 53% of the overall number of collaborators per School's joint events. 64% of the collaborators were from the rest of the UK.

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[1] https://www.sas.ac.uk/sites/default/files/files/Committees of the School/SAS Strategic Framework 15-19(1).pdf

- 68% of the School's events programme (1,039 in 2019-20) demonstrated engagement with the public (including active engagement). In addition, interaction with the School's online platforms increased: In 2019-20, YouTube recorded over 159.3K with 2.5M impressions (views from impressions were recorded at a high 76k).

Fellowships

- The School runs over 30 fellowship schemes; Over 830 researchers (an increase of 5% from the 794 recorded in the previous year) applied to the School's fellowship schemes (from short to long-term).
- Overall fellows' numbers increased by 3%, from 965 recorded in the previous year.
- The number of early career fellows increased by 2%.
- Our visiting fellows were once again very active in 2019-20. The School was able to record over 100 events organised by our visiting fellows, and over 100 publications reported to date by all fellows.

Publishing

- The School published over 40 monographs, edited collections and other scholarly works, compared to 30 in the previous year.
- The number of publications in E-Book form represented 35% of the total publications.
- The number of views and downloads of the School's open access publications (available either via SAS-Space, JSTOR or the Humanities Digital Library) is impressive, with over 164.9k record views, a continuous increase from the 151k reported in 2018-19.
- The number of E-Journal's record views totalled 2.9m.

KPI 2: Increase in range, use and impact of specialized digital research tools/services and number of partner institutions collaborating on digital humanities.

ACHIEVED:

- The School has over 200 digital/online platforms or web presence,
- The number of page views increased by 10%.
- The number of visits increased by 7%.
- The number of users increased by 4%.

KPI 3: Continuation, encouragement and recognition of the contribution made by research in Strategically Important and Vulnerable Subjects (SIVs)

ACHIEVED

- The achievement is evidenced through the activities undertaken by the Institute of Modern Languages Research, and this year in particular the events related to the

Open World Research Initiative (OWRI) funded project, *Cross-Language Dynamics: Reshaping Community*[2] and their reach.

KPI 4: Increase in number and range of researchers who make use of the libraries, improvement in facilities and user satisfaction:

ACHIEVED:
- The usage of SAS Libraries was highly affected by the pandemic.
- Despite the pandemic, two Institute libraries ran stakeholder surveys which showed strong support and overall satisfaction of the services provided.

KPI 5: Assurance that academic outputs are verifiably of the highest quality and internationally recognised

TO NOTE:

No Research Quality Assurance Exercise took place in 2019-20. The following can however be noted:

- In 2019-20, SAS recorded over 195 publications produced by staff and research fellows.
- The School's Directory of Research and Expertise registered 91k page views, 52k of unique users and 63k of visits.
- The School recorded over 1,000 media mentions per different outlets.
- The School's research grant application success rate was recorded at 22%.

KPI 6: Growth in provision and delivery of research training

ACHIEVED:

- The number of research training events was affected by the pandemic as School was not able to run its summer schools, which attract a lot of attendees. But the number of short courses did increase from 6 held in 2018-19 to 19 in 2019-20.
- Research Training platforms, including PORT (Postgraduate online research training for postgraduate studies in the humanities) recorded a 33% increase of record views.

KPI 7: Maintenance of the quality of teaching, learning and supervision with external endorsement

ACHIEVED:

- 2020 PTES: 84% of SAS respondents were *overall satisfied with the quality of the course*.

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[2] http://projects.alc.manchester.ac.uk/cross-language-dynamics/ and
https://crosslanguagedynamics.blogs.sas.ac.uk/
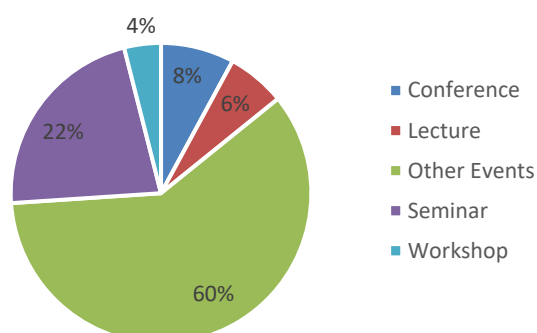
- *Promotion and facilitation:*

  - **Events Programme**

The total **number of events** decreased by 27% from 2,070 in 2018-19 to 1,519 in 2019-20. The decrease is mainly due to Covid-19, as events could not all go online. Seminars continued to be the largest component of the events portfolio. The number of workshops has remained steady in comparison (compared to 80 in the previous year). Lectures and Conferences have halved due to the pandemic. However, the number of other events (which include exhibitions, book launches, as well as all activities undertaken as part of the Being Human Festival) increased by 17% (from 446 in 2018-19 to 521 in 2019-20).

Table 1- Number of Events per Type	
Seminars	781
Lectures	65
Conferences	64
Workshops	88
Other events	521
Total	**1,519**
Joint Events	**683**

The **number of joint events** decreased by 23% from 891 in 2018-19 to 683 in 2019-20. Such collaboration represents 45% of the School's events programme, which is a 2% increase from the 43% recorded in 2018-19. It includes events, which have been sponsored by grant schemes, as demonstrated by the Institute of Latin American Studies, which supported for example a conference entitled *Environmental Justice and Alternatives to Development in Latin America: Knowledge, Narratives and Cultural Production*, led by the University of Leicester.[1]

Fig 1: % of Joint Ventures per types of events

- Conference 8%
- Lecture 6%
- Other Events 60%
- Seminar 22%
- Workshop 4%

The number of collaborators per joint event from the HE sector continued to be higher than the number of collaborators from other sectors. The number of UK HE-I collaborators per joint event remained very high at 42%, while collaborators from the University of London Federation represented 39%, and 12% were from the rest of the world. The number of non-HE-I collaborators per joint event was predominantly from the rest of the UK, with 14% from the rest of the world. Institutes also collaborated with each other, and these events represented about 7% of the joint programme[2]. Examples of joint events include:

- The Institute of Advanced Legal Studies organised in collaboration with the Human Rights Law Association a seminar on *Intersectionality: A 30th anniversary.* It had

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[1] The post-event blog: https://latinamericandiaries.blogs.sas.ac.uk/2020/05/04/environmental-justice-and-alternatives-to-development-in-latin-america-knowledge-narratives-and-cultural-production/
[2] Data included under UOL legend.

been 30 years since the term 'intersectionality' was first coined by Kimberlé Crenshaw. In this event, the panel explored the history of intersectionality, the current state of UK anti-discrimination law and how it treated multiple ground discrimination, and the outlook for the future, including ways in which the law might be changed and ideas from other countries. The event attracted over 30 people.

- The Institute of English Studies organised the Bloomsbury Chapter Stevenson Lecture in collaboration with the University College London and the Bloomsbury Chapter. Laurence Worms spoke on *Taking Mapping to the World.*

- The Institute of Philosophy led a conference entitled *Under Pressure: Truth, Trust and Democracy* with the Universities of Connecticut and Nottingham. This event, which took place in November 2019, brought together renowned scholars to discuss two broad themes. The first is "Truth and Bias in Images" (Day One) and the second is "Truth, Propaganda, and Public Discourse" (Day Two).

Fig 2: Collaborators' geographical origin 2018-19

■ RoE	
■ RoL	
■ RoUK	
■ RoW	
■ UOL	
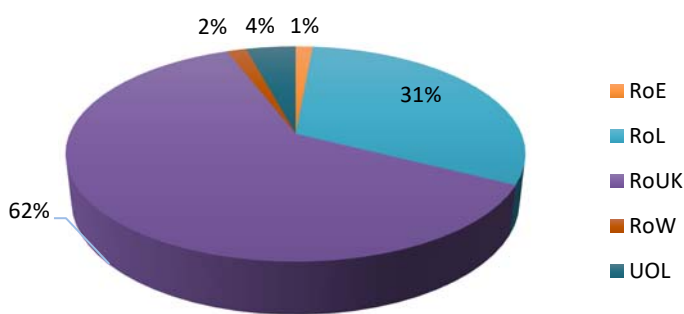
Fig 3: Collaborators' geographical origin 2019-20

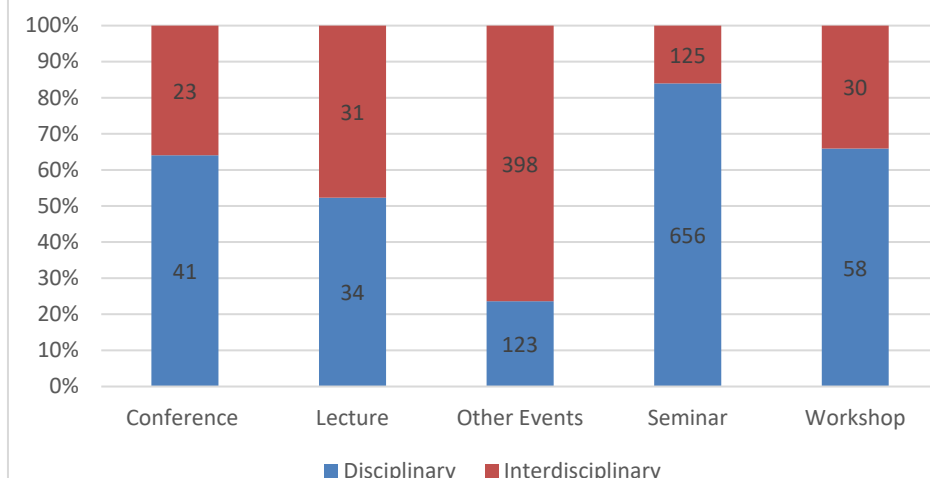|	
■ RoE	
■ RoL	
■ RoUK	
■ RoW	
■ UOL	
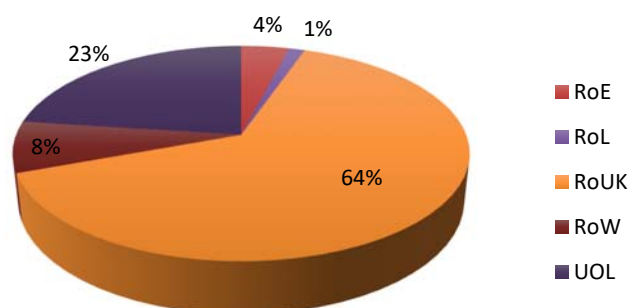
Reflecting on this year's programme, 40% (compared to 66% in the previous year) of the School's events were **interdisciplinary (607)**. The profile between disciplinary and interdisciplinary events remained the same as in the previous years.

Fig 4: Type of events per subject area

|	Disciplinary	Interdisciplinary
Conference	41	23
Lecture	34	31
Other Events	123	398
Seminar	656	125
Workshop	58	30

68% of the School's events programme (same percentage as in the previous years) (1,416 events in 2018-19, compared to 1,039 in 2019-20) demonstrated **engagement with the public** (including active engagement). The types of engagements provided are multi-faceted, including outreach, participatory arts, community engagement and engagement with partners. Data arising from the School's Flagship Humanities Festival *Being Human* 2019 is a further illustration. As indicated in the Evaluation Report, the School worked with 315 partners, and organised events in over 50 UK towns and cities, 350 UK activities and 34 international events. Other examples include:

- The Institute of Historical Research organised the *Gerald Aylmer seminar, 2020: Co-production and collaboration in the archive*, in collaboration with the National Archives;

- The Institute of Modern Languages Research led a virtual workshop *Exploring Theatre Translation*[3], which was collaborated with King's College London, Instituto de Artes del Espectáculo, Centro Cultural Paco Urondo (Universidad de Buenos Aires), Argentine Association of Translators and Interpreters' as well as Jack Tarlton (actor, director and teacher) and John Donnelly (playwright and screenwriter). The event was supported by the AHRC, OWRI Cross-Language Dynamics, and Language Acts and Worldmaking.

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[3] https://modernlanguagesresearch.blogs.sas.ac.uk/2019/12/03/five-days-exploring-theatre-translation-in-buenos-aires/

The School worked hard to convert as much of its events programme to online events as possible. In so doing, this increased the School's national reach. Out of the 537 events organised across the UK, which included events under the Being Human Flagship, 150 events were organised online between April and July 2020.

Fig 5: Events per locations

- UOL 48%
- London 16%
- Rest of the UK 36%
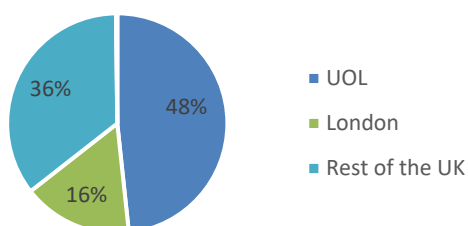
The School **events footfall** continued to be high. It is worth noting that events footfall was affected significantly by the academic boycott up to March 2020 and the pandemic thereafter. The number of attendees across the UK increased as additional events were organised across the country (as noted in the Being Human Festival report) or online.

Table 2- Footfall		
Origin	**Speakers**	**Attendees**
UoL	627	8,748
London	391	6,271
Rest of the UK	817	37,140
Rest of the EU*	368	1,947
Rest of World	515	3,500
Total	**2,718**	**57,606**

Fig 6: Number of Speakers over 4 years
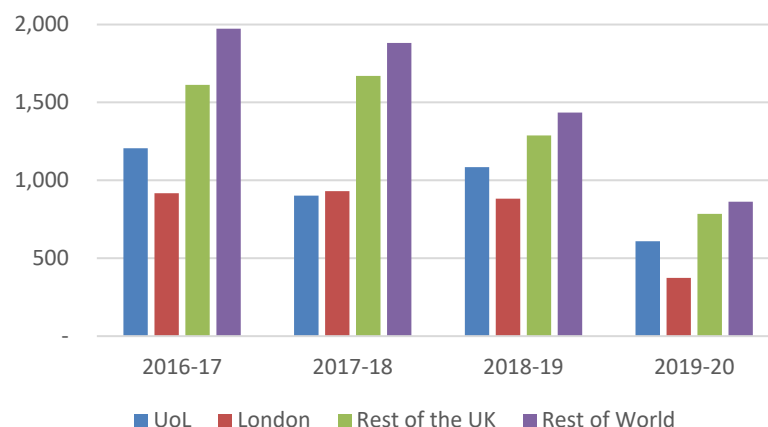
Fig 7: Number of Participants over 4 years

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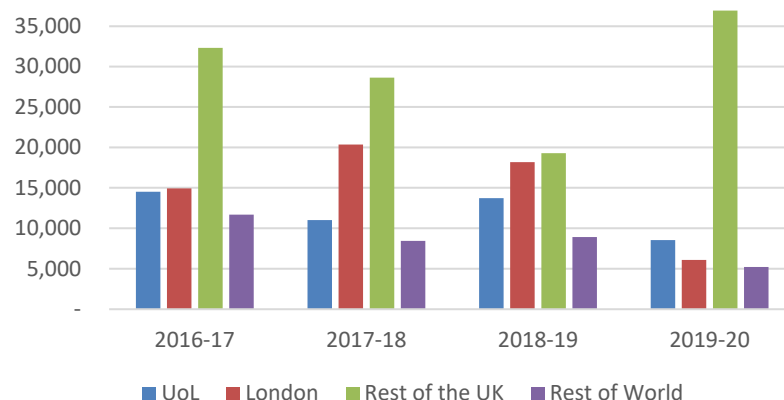
When reviewing our events footfall, usage of the **School's video-share platforms** (ITunesU and YouTube) should be taken into account. Selected public lectures, seminars, workshops and conferences hosted by the School and its institutes are recorded and accessible from these platforms. Overall, the interaction with the online platforms increased as more subscribers and viewers engaged

Table 3 – Podcasts		
Year/Type of usage	2018-19	2019-20
Downloads	29,868.36	18,477
Streams	19,671.96	14,575
Browsing	52,845.00	35,926
Visits/Views	144,871.16	196,996
Total Record Views	247,256.49	265,973
Total Subscribers	5,513	13,332

with the School's podcasts, possibly as a result of the pandemic.

The School joined **YouTube** in May 2011, and has since accumulated nearly 6k subscribers (compared to 4.96K in the previous report). In 2019-20, YouTube recorded over 159.3K with 2.5M impressions (views from impressions[4] were recorded at a high 76k). The School has established and maintained about 20 playlists, including the Being Human Festival[5]. The top countries from which users originated were US - with 21%, UK - with 20% and India with 6.3%. Users were mainly female (71%) and between the age of 25-34 (42%). Users aged 35-44 represented 23% of the viewers. The top playlists were the Institute of Advanced Legal Studies with 57.3% of the total watch time, followed by the Institute of Historical Research, the Warburg Institute and the Institute of Philosophy with 10%.

The top video of the year was *Magic and the Occult in Islam: Ahmad al-Buni (622H/1225CE?) and his Shams Al-Ma'arif*. A lecture by Saiyad Nizamuddin Ahmad (Department of Arabic and Islamic Civilizations, American University in Cairo) delivered at the Warburg Institute, on 1 May 2013, which recorded 1.9K views in 2019-20 (total view 22.4k), 6 years after being released.

Fig 7:

	Video		Average view duration	Views
1		Magic and the Occult in Islam: Ahm... 8 May 2013	5:11 (10.5%)	22,420
2		Naming and Necessity Revisited - P... 13 Jun 2019	6:45 (11.5%)	6,920
3		The viva: the examiner's point of view 6 Nov 2014	2:05 (64.0%)	6,411
4		The viva: opening questions 6 Nov 2014	1:56 (56.0%)	4,399
5		The academic job interview: present... 6 Nov 2014	1:53 (50.5%)	4,123

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[4] The viewable impressions metric uses data collected from a customer's device to improve the impression count by eliminating instances where, in all likelihood, the digital media was not seen

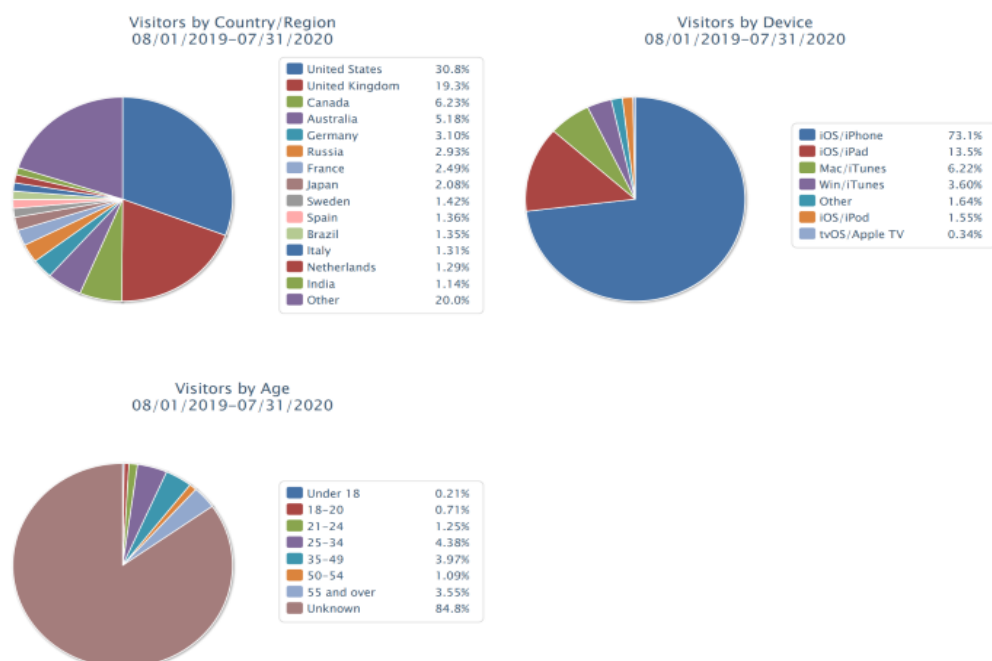[5] https://www.youtube.com/channel/UCOicHJkpUlXCtn5Npvbd1JQ

The School holds 32 collections (including those archived) on the **University of London ITunesU platform**, which contains over 1,500 podcasts. In 2019-20, the Institute of English Studies Collection was the most popular, with 1,388 downloads.

Top episodes included the Institute of Classical Studies' lecture with the British School at Athens: *Pella. The Great Capital of the Macedonian Kingdom,* with nearly 900 downloads.

Table 4 - Top collections on ITunesU	Number of Downloads 2019-20
Literature Studies at the School of Advanced Study	1388
Latin American History Seminars	1362
British History in the Long Eighteenth Century	1343
Institute of Classical Studies	1249
Socialist History Seminars	1145
Tudor & Stuart History	940
Institute of Modern Languages Research	858
Latin American and Caribbean Studies at the School of Advanced Study	813
Cultural Studies at School of Advanced Study	805
German Philosophy Seminar Series	729

Even though physical attendance continued to draw mostly from the UK, the number of streams and downloads as noted below showed a much higher engagement from outside the UK, indicating **an increase in global reach**. It is interesting to note that access to the podcasts were overwhelmingly via handheld devices rather than desktops or laptops.

Visitors by Country/Region
08/01/2019–07/31/2020

United States	30.8%
United Kingdom	19.3%
Canada	6.23%
Australia	5.18%
Germany	3.10%
Russia	2.93%
France	2.49%
Japan	2.08%
Sweden	1.42%
Spain	1.36%
Brazil	1.35%
Italy	1.31%
Netherlands	1.29%
India	1.14%
Other	20.0%

Visitors by Device
08/01/2019–07/31/2020

iOS/iPhone	73.1%
iOS/iPad	13.5%
Mac/iTunes	6.22%
Win/iTunes	3.60%
Other	1.64%
iOS/iPod	1.55%
tvOS/Apple TV	0.34%

Visitors by Age
08/01/2019–07/31/2020

Under 18	0.21%
18–20	0.71%
21–24	1.25%
25–34	4.38%
35–49	3.97%
50–54	1.09%
55 and over	3.55%
Unknown	84.8%

Fig 8: ITunesU Analysis per age, region and devices

- ## Research training provision and delivery

The **number of research training events** includes events held under the aegis of London Arts and Humanities Partnership (LAHP), of which the School is a full partner. No Summer Schools could be held this year due to the pandemic. However, the number of short courses increased from 6 held in 2018-19 to 19 in 2019-20.

Table 5- Research Training Events			
Category of Event	**Number of Events**	**Disciplinary**	**Interdisciplinary**
Research Training	**151**	93	58
Short courses	**19**	16	3

Training is provided as face-to-face or online, with curriculum-led and graduate-led workshops and seminars, often in areas where individual HE-Is or Doctoral Training Centres have no provision, and is available to all UK Humanities and Social Sciences researchers. The School also provides training in core disciplinary skills open to PhD students UK-wide and training events are delivered outside London such as:

- The Institute of Advanced Legal Studies held several training sessions online on *Formatting your Law Dissertation with Microsoft Word* and switched their roadshow online to introduce the IALS Library and showcased their research tools, after having gone to the Universities of Sussex and Portsmouth.

- The Institute of Historical Research held many events on *Visual Sources for Historians*- 2020, which were held in various locations including the Royal Museum in Greenwich, and the National Portrait Gallery,

In 2019-20, the School ran 170 research-training events, mostly **disciplinary** (64%). The same number as in the previous year were **joint ventures** (14%). **Collaborations** continued to be mainly with non-HEI organizations (35% of the total) and cross-institute training sessions were also on the increase. Collaborative events included:

- The Institute of Modern Languages organised an online CPD course on *Content and Language Integrated Learning,* in collaboration with the Centre for Language Research at Aston University and sponsored by the Association for the Study of Modern and Contemporary France, the Association for French Language Studies, the Society for French Studies and the University Council of Modern Languages;

- The Institute of Classical Studies supported a session on *Data visualisation for Ancient and Modern History, Languages and Literature* with the IMLR, IES, and IHR;

- As part of the LAHP programme of training courses and other events, SAS supported events such as placement with the Victoria and Albert Museum or a welcome event at the Museum of London.

The School contributed to the **Bloomsbury Postgraduate Skills Network,** again this year. The network facilitates access to training programmes for research students in participating institutions, including Birkbeck, King's College London, London School of Economics, London School of Hygiene and Tropical Medicine, Royal Veterinary College, School of Oriental and African Studies and University College London. The School is a major contributor but has not operated since March 2020.


Research Training footfall suffered greatly from the lack of summer schools with a susbtantive decrease in footfall by 69%.

Table 6 – Research Training Footfall		
Origin	**Speakers**	**Attendees**
UoL	144	1,171
London	18	297
Rest of the UK	15	287
Rest of the EU	7	106
Rest of the World	7	96
Total	**191**	**1,957**

Research Training platforms, including PORT (Postgraduate online research training for postgraduate studies in the humanities) recorded a 33% increase of record views. It is interesting to note that the 48% of the record views were from outside the UK. This is an increase from the 45% recorded in the previous year.
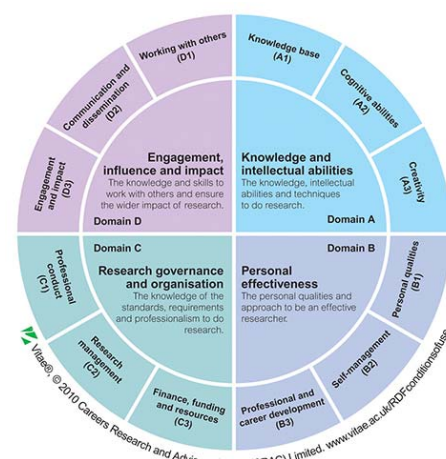
Fig 9: Record Views per georgaphical origin in 2019-20
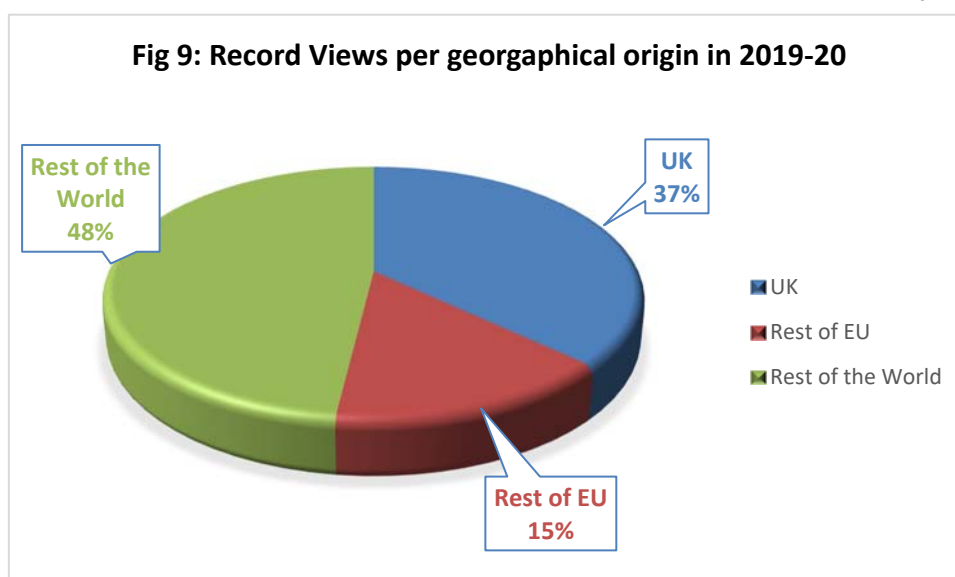
PORT videos are also available on the School's YouTube platform. Some of the research training videos were part of the most viewed this year, including

- *The viva: the examiner's point of view* (published in 2014) which has acquired 69,279 impressions[1] (6,411 views to date)

- *The viva: opening questions* (published in 2014) which has acquired 39,403 impressions (4,399 views to date - an increase from the 29,388 impressions reported last year).

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[1] YouTube impression is counted when a video thumbnail is shown to someone on YouTube

- *The academic job interview: presentations* (published in 2014) which has acquired 23,552 impressions, (4,123 views to date)

Fig 10: Total Record Views per geographical origin

Year	UK	Rest of Europe	Rest of the World
2019-20	208	84	270
2018-19	175	58	190
2017-18	139	26	96
2016-17	97	20	59
2015-16	65	15	71

Thousands   100   200   300   400   500   600

■ UK   ■ Rest of Europe   ■ Rest of the World
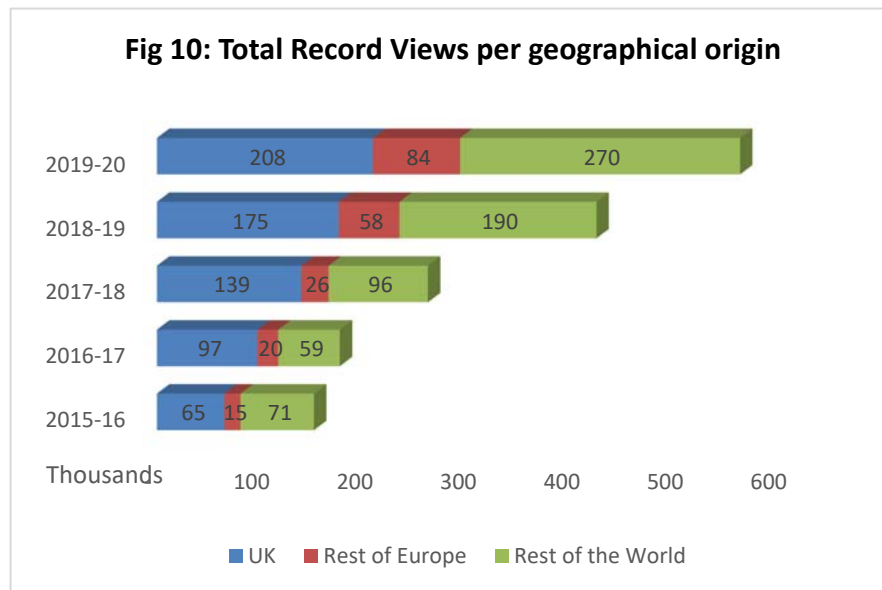
- ## Usage of SAS Libraries

The School collections are managed by both Institutes and Senate House Library. The results below are for the **SAS-run libraries** only, which include Legal Studies, Classical Studies, Historical Research and the Warburg. Senate House Library is in the midst of a transformation programme, which can no longer provide information related to each of the collections hosted there (Germanic, Latin American, and Commonwealth). It should also be noted that not all items in **Senate House Library** are loanable, e.g.: the Germanic Studies Library collection, and the Commonwealth main collection are for reference-only. The results below have been affected by the pandemic, as Library buildings were closed between March and August.

Table 7 – SAS-run Libraries' usage							
Type of Usage/Users	MPhil/PhD	Academic Staff	MA Students	Independent	Non-HEI - Private Sector	Non-HEI - Public Sector	Other	Total
Registrations	2,093	6,166	3,052	2,089	398	154	644	**14,596**
Visits	13,882	22,178	43,052	3,202	708	458	6,858	**100,119***
Loans	2,469	2,594	6,085	1,371	60	-	390	**12,969**

*includes Warburg which cannot provide segregated figures

Fig 11: Registered users per geographic origin

Rest of World 17%
SAS-UOL 39%
Rest of the UK 25%
Rest of London 19%
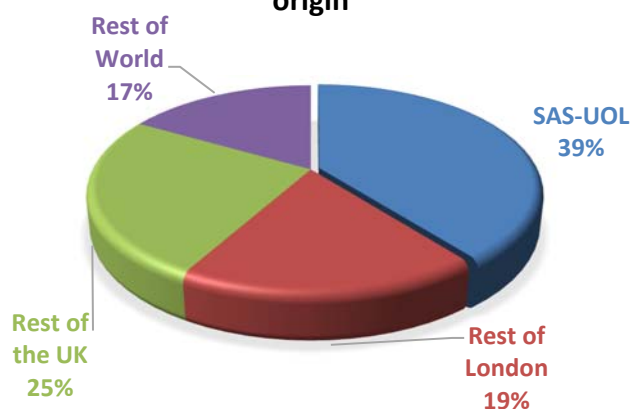
Registrations to SAS libraries recorded an 8% decrease (from 15,948 recorded in 2018-19).

Visits to SAS Libraries recorded a 48% decrease (from 191,280 recorded in 2018-19), mainly due to Covid-19 pandemic.

The **number of loans** decreased by also by 55% (from 28,771 in 2018-19).

The pandemic has affected all the library activities and their user numbers. The highest decrease in footfall was recorded for non-HE and/or private sector visitors, having decreased by over half those recorded in 2018-19.

Fig 12 - Visits by geographical origin

Rest of World 8%
Rest of the UK 10%
Rest of London 17%
SAS-UOL 65%
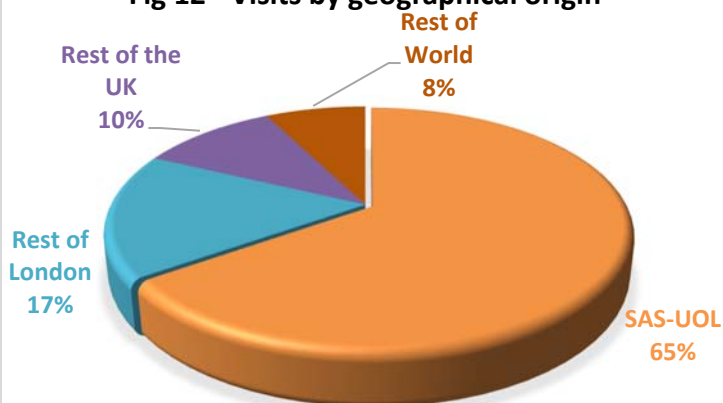
Library Reader Satisfactory Surveys were undertaken during 2019-20. The results are extremely positive as noted below:

The IALS Report provided some positive comments made several times:
o "Wonderful, quiet place to conduct research – I always have a productive day at IALS." (x 16)
o "Superb range of resources, the library has everything I need." (x 15)
o "The helpful and polite staff are second to none!" (x 11)
o "Quite simply, an excellent library." (x 8)

- The **IALS' Library Reader Satisfaction Survey 2020** revealed that the overall satisfaction increased to 97.5% (from 96% in 2019). The top rating was for our research skills public training sessions at 98% (97% in 2019). IALS Library is very pleased to have established a definite trend of overall reader satisfaction, particularly in light of the ongoing refurbishment and notwithstanding the impact the pandemic has had on the services. This year top ratings above 90% were scored for helpfulness of library staff at 96.6%, range of print journals at 96.6%, study facilities at 95.1%, range of electronic journals and databases at 94.7%, availability of PCs at 91.5%, range of books at 91.4%, ease of use of the library catalogue at 91.3% and closing times at 90.4% (as well as for research skills public training sessions and for overall satisfaction).

- The **ICS' Library Reader Satisfaction Survey 2020** had a record number of responses (over 217 recorded last year). Results were broadly similar to previous years, with an overall satisfaction score of 94%. The highest number of comments continued to be compliments for both of the library in general and more specifically for the library staff (with an average of 98% satisfaction rate).

Neither the **Warburg Library nor the IHR WHOL Library** undertook a Reader Satisfaction survey this year.

- **SAS Libraries' Collections**

The SAS-run Libraries **continue to facilitate research** by consistently and steadily increasing their collections and making them available to the academic as well as the wider public in many different ways.

SAS libraries' stock increased by 1% on the previous year.

Table 8 - Physical Stock (comparative table)						
Academic Years	Books and Pamphlets	Serial Volumes	Microfilms	Microfiches	Cassettes	Total
2014-15	694,623	206,067	5,007	44,796	204	950,697
2015-16	702,615	207,377	5,008	44,885	204	960,089
2016-17	709,573	205,862	5,014	44,897	204	965,550
2017-18	719,048	207,240	5,014	44,906	174	976,382
2018-19	723,266	208,871	5,077	44,912	144	982,270
2019-20	728,413	209,095	5,090	44,912	144	987,654

Electronic resources again increased by 9% overall, with the number of electronic journal collections increasing by a further 14% and electronic books by another 17%.

Table 9 - Electronic Resources(comparative table)							
Academic Years	Electronic Databases	Electronic Journal Collections	Electronic Books	Electronic Primary Resources	CD-ROMs - stand alone	CD-ROMs - networked	DVDs	Total
2014-15	26	423	1,536	7,118	860	311	80	10,354
2015-16	65	566	1,580	7,115	880	312	82	10,600
2016-17	74	621	1,912	7,159	894	333	82	11,075
2017-18	76	637	5,355	7,305	871	346	91	14,681
2018-19	77	698	6,463	7,421	869	348	92	15,968
2019-20	81	799	7,572	7,551	872	368	93	17,336

Examples of the activities undertaken to promote SAS collections include:

- At the **Warburg Institute**, in collaboration with the Institute of English Studies, Dr Richard Gartner (Digital Librarian, Warburg Institute) held an online seminar on the Book and Print Initiative: 'The analogue and the virtual: where is the librarian in the digital library?' which aims to bring together scholars of books, printed material, and printing, at all career stages, across the School.

- The **Institute of Advanced Legal Studies Library** introduced IALS LibChat, a new way for our members to get help from the IALS Librarians LibChat via a live online chat interface. 'Chat with a librarian' banner on the library webpages to be connected with a member of library staff. IALS Library has contributed to the IALS PhD Masterclass series of podcasts. Our podcast episode is called Online Resources at

IALS Library and it is aimed at helping all PhD researchers learn about the resources available at IALS Library and how to access them

- The **Institute of Classical Studies Library**'s digitisation project funded by the Leventis Foundation continued. Digitisation progress now stands at 144 volumes digitised. This is 77,411 pages, and 2.24TB of data.

- On the 18th June, the Institute of History Research ran a History Librarians Workshop, a chance to discuss and think about some of the challenges Libraries faced by the pandemic: from the practicalities of offering a scanning service or providing e-resource access, to the challenges of running a Heritage Lottery Fund project during a pandemic. The event includes presentations from Isabel Holowaty (Head of Humanities Libraries & History Librarian, Bodleian Libraries, University of Oxford) and Simon Dixon (Head of Special Collections and Archives, University of Leicester).

Table 10 - Acquisitions				
Academic Years	**By gift**	**By purchase**	**By exchange**	**Total**
2014-15	3,141	6,747	665	**10,553**
2015-16	2,781	6,615	624	**10,020**
2016-17	2,121	6,605	546	**9,272**
2017-18	2,517	5,868	536	**8,921**
2018-19	3,652	6,216	583	**10,451**
2019-20	2,247	4,179	365	**6,791**

Withdrawals not taken into account above

The **number of acquisitions** decreased by 35%. This is due to the large increase in gifts in the previous year and the closure of library buildings. Acquisitions included a collection of books and pamphlets (from 7,369 to 5,621– a decrease of 24%) and the serial titles (which decreased from 2,244 in 2018-19 to 1,423 in 2019-20).

Spend on Libraries' collections recorded an overall decrease of 5% (an 8% decrease in print spend compared to an increase of 3% in digital spend).

| Table 11 - Diversification of Resources (print vs digital)			
SAS-run Libraries only	**Spend on Print £**	**Spend on Digital £**	**Total £**
2015-16	912,884	211,335	**1,124,219**
2016-17	784,614	241,556	**1,026,170**
2017-18	856,885	289,333	**1,146,218**
2018-19	873,529	302,844	**1,176,373**
2019-20	£801,916	£312,910	**1,114,826**

Range of Digital Resources and Services

The School has a very wide range of resources and services, which continued to be popular: from archived project sites to blogging sites, to library catalogues, research training resources or community building presence (ie social media accounts). They may be held on specific platforms or on core institutional websites. The figures below take into account of all activities publically available online, managed as well as supported by each and every institute and centre of the School.

Table 12- Type of Resource 2019-20	Number	Page Views	% of total page views
Archived Site	2	12,513.00	-
Blogging Website	39	303,795.20	-
Community building site (social sites)	46	N/A – see social media section	
Database (holding data)	14	90,203,489.00	78%
E-journal	6	734,084.00	1%
E-repository	8	17,526,007.00	15%
Informational website (core sites, societies)	37	3,187,729.00	3%
Library Catalogue / Directory	11	2,129,075.00	2%
Research project website (active project)	26	1,106,178.00	1%
Research project website (closed project)	7	59,278.00	-
Research training resource	9	406,093.00	-
Teaching/Learning resource	3	N/A – Visits data only	
Video-sharing website	3	50,501.05	-
Total	**211**	**115,718,742.25**	**100%**

The number of **blogs** remained high. The number of page views for the blogs increased by 30% (from 232.5k in 2018-19 to 300k in 2019-20). Blogs include:

- **Talking Humanities**: https://talkinghumanities.blogs.sas.ac.uk/ continued to see its usage increased, showcasing another year of substantial engagement and interest to

Fig 13: Talking Humanities Blog for the last five years

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19 ■ 2019-20
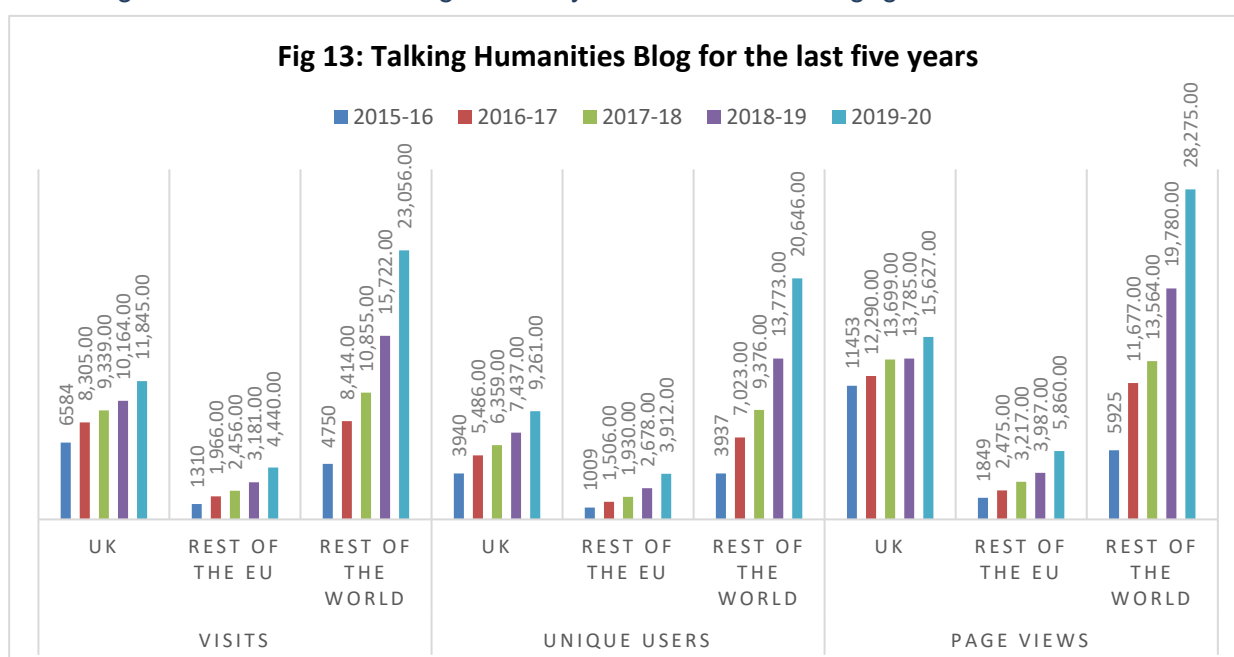
the promotion of the Humanities generated by the School. The data of this web platform shows an average increase of 36% in usage across all areas (compared to 29% recorded in the previous report). The blog includes articles written by members of staff and fellows.

Other resources include:

- **BAILII**, the British and Irish Legal Information Institute (full-text online legislation and case law hosted by BAILII at IALS). BAILII is the most popular free legal website with legal content, which assists teaching staff and students in their law studies, It is accessed frequently as shown by the 80m (compared to 67.5m recorded in the previous report) of page views.
- **The Layers of London Project,** https://www.layersoflondon.org/ brings together a collection of digitised historic maps, photos and crowd-sourced histories provided by the public and key partners across London. Partners include the British Library, The London Metropolitan Archives, Historic England, The National Archives, MOLA (Museum of London Archaeology) and a wide range of national and local archives, institutions, community groups and individuals. In 2019-20, the resource recorded 653k of page views. 15774 records were created by registered users, 2509 subscribers to Mailing list.
- **British Online** - http://www.british-history.ac.uk is a collection of nearly 1300 volumes of primary and secondary content relating to British and Irish history, and histories of empire and the British world. BHO also provides access to 40,000 images and 10,000 tiles of historic maps of the British Isles. BHO was founded by the Institute of Historical Research and the History of Parliament Trust in 2003. It's since grown into an essential resource for teachers and researchers which is regularly updated with new content. In 2019-20, the database recorded 9m page views, compared to 7.6m page views in 2018-19.
- **The School's and institutes' own websites** host many different resources on their platforms. Overall, they have recorded over 3.2m of page views in 2019-20, compared to 3m of page views in the previous year. Resources include the Handbook (Latin American and Caribbean Research Portal) http://ilas.sas.ac.uk/portal , or the research training courses of the Institute of English Studies' home for the T. S. Eliot International Summer school which brings together students and renowned scholars from around the world for an immersive exploration of the life and work of Nobel Prize winning poet, critic, and dramatist T. S. Eliot. *https://www.ies.sas.ac.uk/study-training/study-weeks/ts-eliot-international-summer-school* or the Institute of Modern Languages Resources Graduate Forum[1]

A list of digital resources can be found here: https://www.sas.ac.uk/projects-and-initiatives/digital-resources.

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[1] http://modernlanguages.sas.ac.uk/graduate-study/research-training/imlr-graduate-forum.

- ## Usage of Digital Resources and Services

Data below supports achievements made in regards to KPI2:

Table 13- Number of Record Views[1]					
Academic Years	Total Visits[2]	Total Unique Visitors[3]	Total Page Views[4]	Total Streams[5]*	Total Downloads[6]
2019-20	31,525,9834	15,739,693	115,901,686	50,501	799,282
2018-19	29,496,314	15,171,057	105,008,446	72,516	769,283
2017-18	25,985,443	9,076,481	94,687,028	76,519	7,310,073
2016-17	24,431,705	8,563,299	94,612,280	44,685	7,532,058
2015-16	24,398,991	12,479,627	86,883,928	108,103	10,014,435

*include browsing

While the number of page views increased by 10% from 2018-19, the number of visits increased by 7% and the number of unique users and downloads increased by a 4%. The increase is mainly due to usage in the UK as:
- the number of UK visits increased by 16%;
- the number of UK unique users increased by 33%
- and the number of UK page views increased by 38%.

Fig 14 : Number of records views in the UK over the last 3 years.

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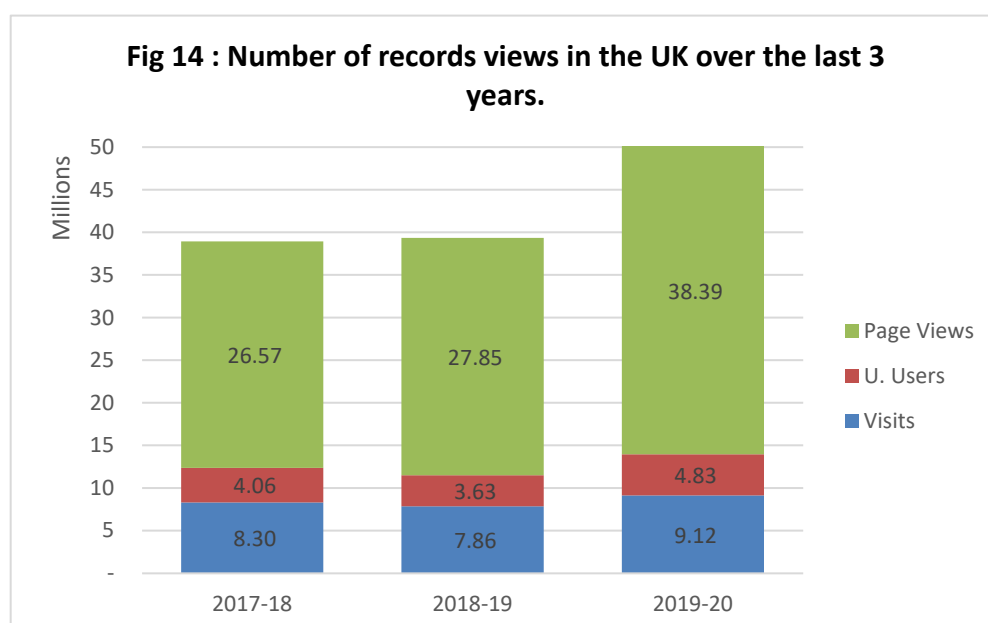
[1] Record Views include all types and methods of recording usage of online platforms. They include:
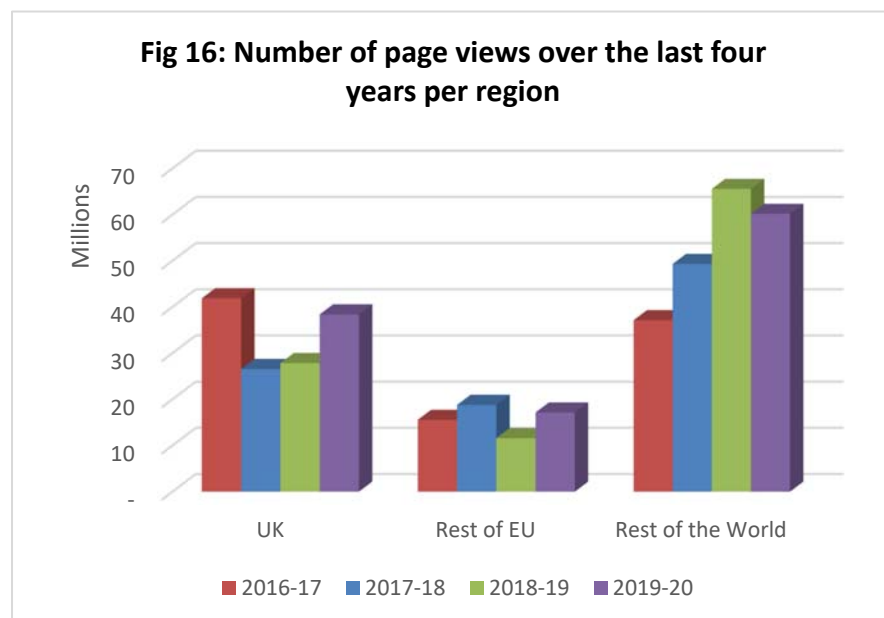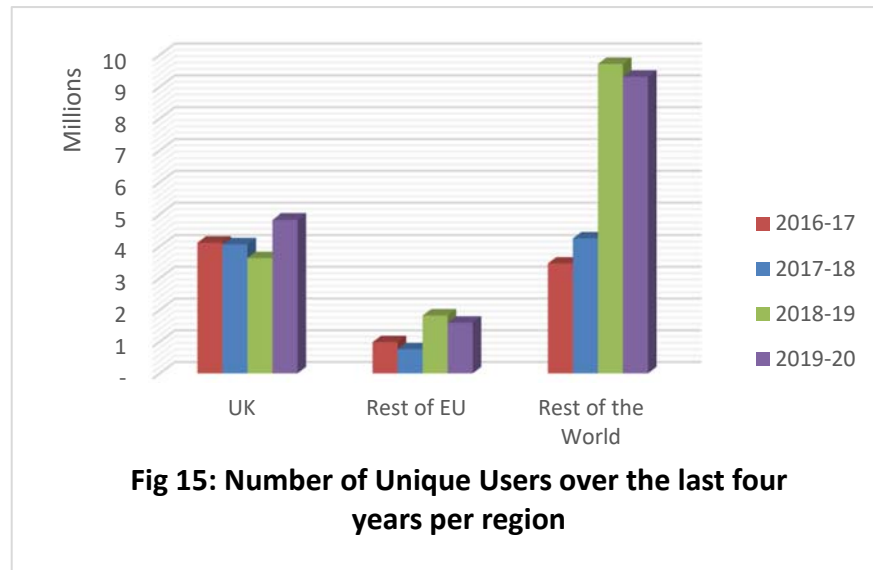[2] Visits – The number of visits to your website
[3] Unique Visitors – The number of individuals who have visited your website. ...
[4] Page Views – The number of web pages your website serves
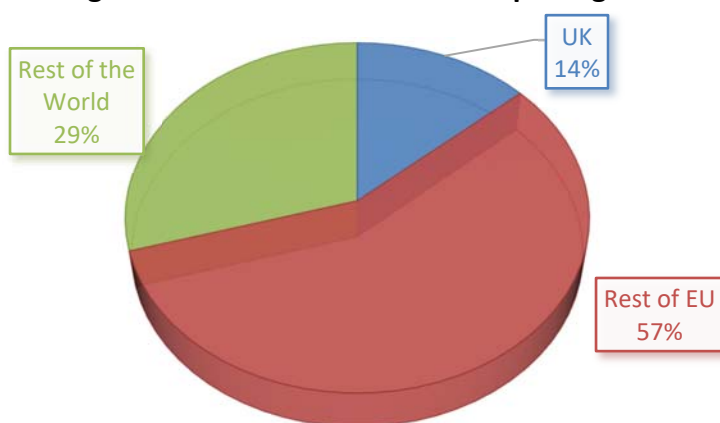[5] Streams: Number of viewers who watched especially video and audio material over a computer network as a steady, continuous flow, allowing playback to start while the rest of the data is still being received
[6] Downloads: number of transfers (software, data, character sets, etc.) from a distant to a nearby computer, from a larger to a smaller computer, or from a computer

Fig 15: Number of Unique Users over the last four years per region

Fig 16: Number of page views over the last four years per region

The total number of podcast record views, which include browsing figures, increased by 8% overall (from 144k in 2018-19 to 197k in 2019-20). This is in particular due to the number of visits, rather than any other viewing methods (streams, browsing or downloads, which all have decreased by an average of 30%). We are still trying to understand the impact the changes in statistical engines has had on the video-share platforms data. Our analysis is therefore focused on what we can see as a consistent parameter. While ITunesU recorded a decrease in usage by an average of 30%, YouTube in

Fig 17: YouTube Views in 2019-20 per region

UK 14%

Rest of the World 29%

Rest of EU 57%

comparison recorded a 14% increase in views, mainly due to users from the rest of Europe and overseas.

Fig 18- Podcasts Usage Trend for the last four years (Visits)
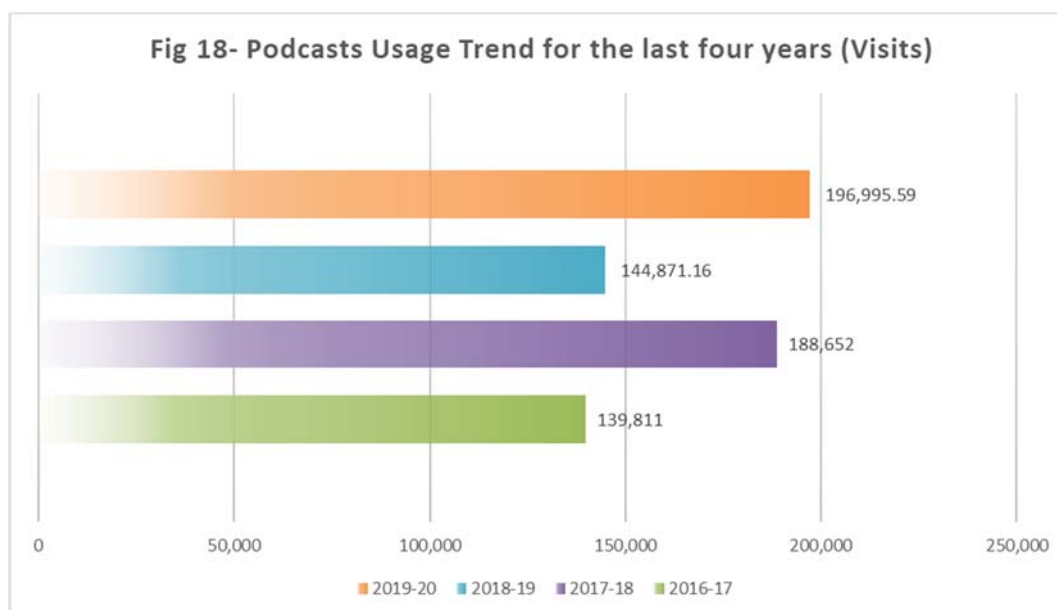
Activities on our **social media platforms** increased again since our last report, further emphasising and validating our efforts to engage the academic community and beyond. It should be noted that the figures aim to provide a trend rather than the exact scale of activity and engagement, as many staff members do use their own accounts to promote their institutes and SAS activities, which are not all included here:

1. While the **Facebook** total *likes in year* dropped slightly, the number of Facebook *lifetime likes* in

Table 14 – Usage of Social Media		
Platforms	Total Likes[7]* (Facebook)	Total Followers (Twitter)
2016-17	54,386	85,972
2017-18	48,913	102,725
2018-19	52,070	108,977
2019-20	48,565	140,204

2019-20 reached over 20m, an increase from the 17.7m recorded in 2018-19. Engagement continued to be high as demonstrated with the following findings:

- o 37k **daily page engaged users** (an average of 111 people a day), or 3.7m **weekly total reach**;
- o SAS reached 700k total users a day (an average of 1.7k users a day);
- o 900k **daily impressions**[8] were recorded (an average impression total of 2.4k a day);
- o Viewers between 25 and 35 years old were more active with the School's Facebook platforms; 22% were female and 20% were male. The second most active age group was between 35 and 44 years old; 13% were female and 11% male (the same as last year). The most successful posts on Facebook were calls for events booking, research funding, job opportunities, and topical blog posts.

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[7] Total Page Likes gives you the number of current followers on your page and shows you the growth in likes over the chosen time period
[8] The number of impressions seen of any content associated with your Page.

o **Facebook engagement data** showed an increase in UK users, who represented 31% (compared to 28% in the previous year) of the total users.

Fig 19: Geographical split of Facebook Usage data
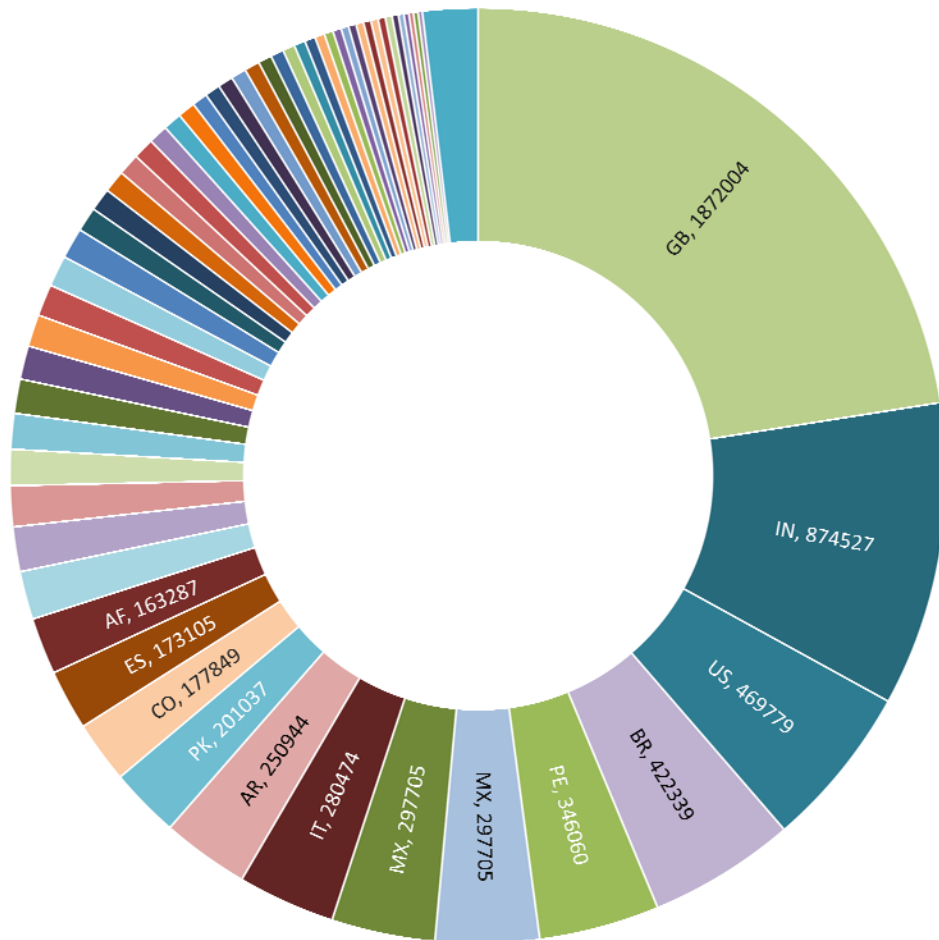
2. In 2019-20, SAS recorded a 29% increase in **Twitter** followers. SAS' audience on Twitter is mostly led by academics, partner organisations, and students. The general public is more engaged during high-profile events such as the Being Human festival.

- The number of tweets increased by 68% (from 3.4k in 2018-19 to over 6k in 2019-20)
- The level of engagement increased by 86% and the level of media engagement increased by 52%.
- The **number of follows from a tweet** generated by the School and its institutes tripled from 519 in 2018-19 to 2,135 in 2019-20;
- The **number of likes** increased by 67%(from 29k in 2018-29 to 49k in 2019-20) while the number of retweets increased by 64% (from 17k in 2018-19 to 29k in 2019-20).

- ## Publishing: books and monographs

The School published 40 monographs, edited collections and other scholarly works

(compared to 30 in the previous year), with over 70 different ISBNs (representing different formats of

Table 15 - SAS Publications					
Types of Scholarly works	2019-20	2018-19	2017-18	2016-17	2015-16
Monographs	40	24	21	26	9
Edited Books	53	28	27	28	12
Other Scholarly works	4	6	2	3	7

the same work). 40% of the School's titles were interdisciplinary, while 60% were single-disciplinary focused. Other scholarly works include reviews, research aids and primary resources.The distribution is otherwise fairly similar across the last two years.
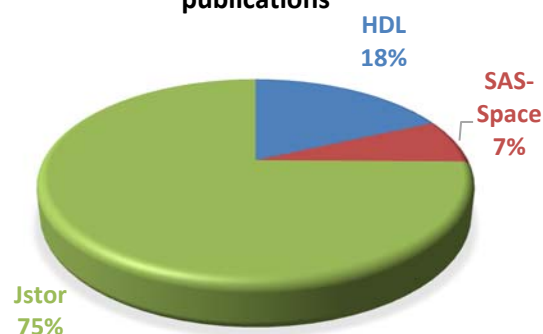
The number of publications produced digitally continued to increase: In 2019-20, 35% of the publications were e-books (Kindle and EPUB formats), while 32% were released as open access PDFs alongside print counterparts, an increase from the 21% recorded in 2018-19. It is worth noting that 11% of the print publications were produced as hardback, while 21% were paperback.

Publication sales, i.e. the number of copies of **frontlist titles** sold (published during the 2019-20 academic year) increased by 63%: 1,150 copies were sold in 2019-20, compared to 705 copies in 2018-19. Proceeds for sales doubled compared with the previous year (over £30k). This is partly due to to books being held back for publication under the new University of London Press trademark in autumn 2019. However, Institutes sold over 1,200 **backlist titles** in 2019-20, compared to over 2,000 in 2018-19 (a 45% decrease). This was due to a couple of titles coming out very late in 2017-18, meaning that their initial sales were recorded as backlist sales for 2018-19.

The number **of views and downloads** of the **School's open access publications** (available either via SAS-Space, JSTOR or the Humanities Digital Library) is impressive, with over 164.9k views recorded, a further increase from the 151k reported in 2018-19. This gives a ratio of views of over 2.4k per item.

Fig 20: Number of Downloads of SAS OA publications

HDL 18%
SAS-Space 7%
Jstor 75%

The **Humanities Digital Library[1],** is a cross-institute initiative which allows the School to publish new titles through its open access programmes, as well as open access versions of books previously available only in print. Each book is available as a PDF (full text) but can also be purchased in print (hardback and paperback) or as an e-book (EPUB format) via links to the School's website. The library currently holds 66 titles (compared to 44 in the previous year), including monographs, edited collections and shorter form works. For its third year running, the platform has seen an increase in activity.

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[1] http://humanities-digital-library.org

Fig 21: Comparaison of HDL Records views over the last three years

● Publishing: journals

The School manages 9 journals, which published 17 issues in 2019-20. This does not include the IHR's *Reviews in History*, which allows academic to write and publish reviews of scholarly works and which publishes over 50 reviews a year.

44% of our journals are interdisciplinary. Over 30% are Open Access and over 40% are available in digital form. Most are still produced in paperback. 33% are published jointly with another publisher such as the Journal of the Warburg and Courtauld Institutes. 44% are published by another publisher on behalf of SAS, including Wiley, which looks after the *Bulletin of the Institute of Classical Studies (BICS) and Historical Research (HR)*, or the Yearbook of the Research Centre for German and Austrian Exile Studies published by BRILL.

In 2019, 6,624 institutions, compared to 5,576 in the previous year, had access to the latest content of **HR**, while 6,594 institutions, compared to 5,519 in the previous year had access to the **BICS** via either a Wiley license or a traditional (title by title) subscription. This represents in both cases a 19% increase from the results recorded in 2018, as illustrated in the table below. This was particularly due to the increase in European usage noted at 33% (compared to 29%in the previous year).

| Table 16 - Reach per country until the end of 2019								
Journals	**BICS**				**HR**			
Region	**2016**	**2017**	**2018**	**2019**	**2016**	**2017**	**2018**	**2019**
Australia & NZ	165	165	165	**166**	166	166	166	**167**
Canada	76	77	67	**74**	77	79	69	**76**
China	128	137	142	**151**	131	140	145	**154**
Europe	1,459	1,890	2,421	**3141**	1,394	1,828	2,358	**3136**
Japan	77	75	8	**92**	83	80	92	**95**
Rest of World	1,488	1,912	1,937	**2165**	1,496	1,918	1,941	**2169**
UK	105	108	111	**120**	123	126	130	**131**
USA	557	575	588	**685**	651	663	675	**696**
Grand Total	**4,055**	**4,939**	**5,519**	**6,594**	**4,121**	**5,000**	**5,576**	**6,624**

E-journals' usage is monitored through publishers' activities, as well as website records of the SAS Open journal, which holds:

- The Journal of the Friends Historical Society
- Digital Evidence and Electronic Signature Law Review
- IALS Student Law Review
- History of Women in the Americas
- Amicus Curiae

| Table 17 –E-journals' record views			
Record views	**Page views**	**Unique Users**	**Visits**
2019-20	734,084.00	461,733.00	539,210
2018-19	1,690,238	706,989	873,264
2017-18	1,623,776	661,775	826,476
2016-17	2,011,266	687,125	862,510

In 2019-20, E-Journals recorded an overall decrease in page views of over half as much as the recorded in 2018-19. The number of unique users and visits have also decreased by 35% and 38% respectively. The results are mainly linked to a reduction in weekly reviews of the Reviews in History website as well as its content, which is no longer incompatible with tablets and smartphone.

Fig 22 - E-Journals Record Views Trend
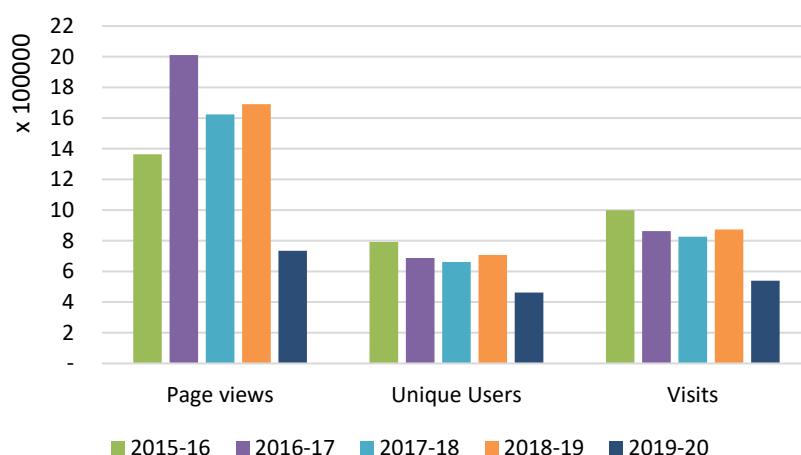
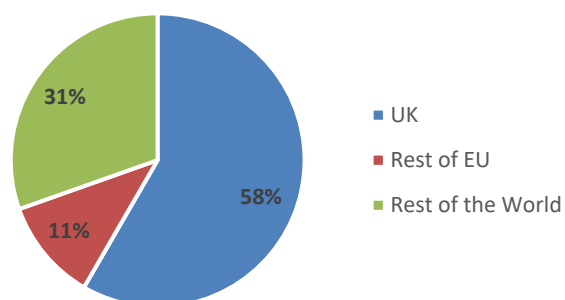It is interesting to note that the profile of the users have actually shifted, as 51% were from the rest of the World in 2019-20, compared to 31% in 2018-19.

Fig 23: 2019-20 E-Journals page views per geographical origin

- UK 38%
- Rest of EU 11%
- Rest of the World 51%
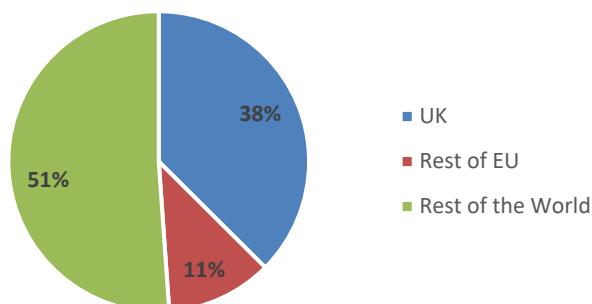
Fig 24: 2018-19 E-Journals page views per geographical origin

- UK 58%
- Rest of EU 11%
- Rest of the World 31%

However, as highlighted by Wiley Online Library, the number of **downloads** for **BICS** and **HR** increased again:

- Downloads via Wiley Online Library for the IHR journal increased by 24.3% in 2019, compared with an increase of 14.4% across all Wiley journals in the History subject area, and a 6.5% increase reported in 2018.

Fig 25 (not available for web)

The most downloaded article on Wiley Online Library for the Historical Research journal was Thane P., *What difference did the vote make? Women in public and private life in British since 1918* (2,805 accesses)

- Downloads via Wiley Online Library for the ICS journal increased by 27.0% in 2019. This compares with an increase of 27.0% across all Wiley journals in the Classical Studies subject area, and compared to a 10% reported in 2018.

Fig 26 (not available for web)

The most downloaded article on Wiley Online Library for the Bulletin of the Institute of Classical Studies was Munawar N., *Competing Heritage, curating the post-conflict heritage of Roman Syria* (1,653 accesses).
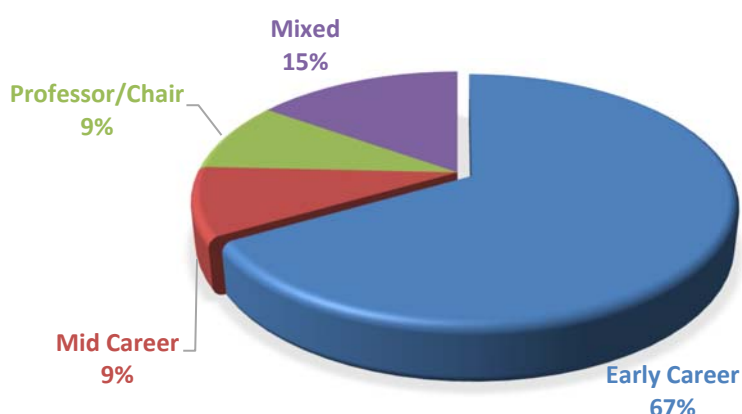
- **Fellowships**

The School runs **over 30 fellowship schemes**, **which aim to attract researchers from across the globe**. Over 830 researchers (an increase of 5% from the 794 recorded in the previous year) applied to the School's fellowship schemes (from short to long-term). A large number of applicants were from the UK, although the number of international applicants remained steady, confirming the School's international appeal. Out of the number of applicants, 144 were appointed (compared to 93 in the previous year). This represents an average of 17% success rate, an increase on the 12% recorded in the previous report. A large number of the schemes were aimed at early-career researchers. Applicants were 46% female, 52% male, only 3% did not disclose their gender.

Fig 27: Fellowship Schemes' Applicants per geographical origin 2019-20

- London
- UK
- Rest of the EU
- Rest of the World
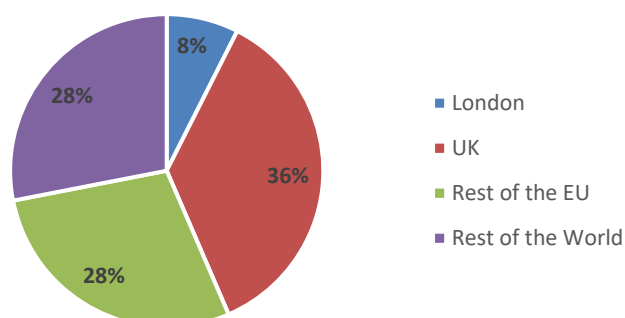
Fig 28: Career Stages per scheme

Mixed 15%
Professor/Chair 9%
Mid Career 9%
Early Career 67%

The above does not include **fellows who applied to external schemes via the School** for such as the Marie Curie Fellowship, the British Academy Post-Doctoral Fellowship or the Newton International Fellowship schemes. Each year, the School attracts over 30 researchers from all areas of the globe who wished to be hosted at the School.

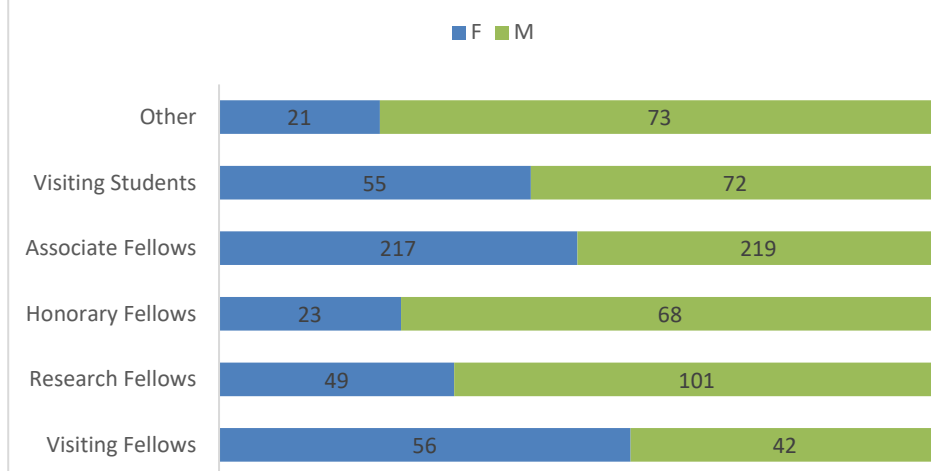| Table 17: Externally-funded Fellowship- Applications Submitted		
Funders	**2018-19**	**2019-20**
European Research Council (ERC)	5	1
The British Academy (BA)	7	6
The Royal Society (RS) (now BA (Newton F)	4	6
Grand Total	**16**	**13**

In 2019-20, the number of visiting fellows decreased by 21%. These numbers were affected by the pandemic due to travel restrictions. However, the overall number of fellows increased by 3%, from 965 recorded in the previous year.

While there has been a decrease of female visiting fellows compared to the previous year (by 24%), there has been an increase in

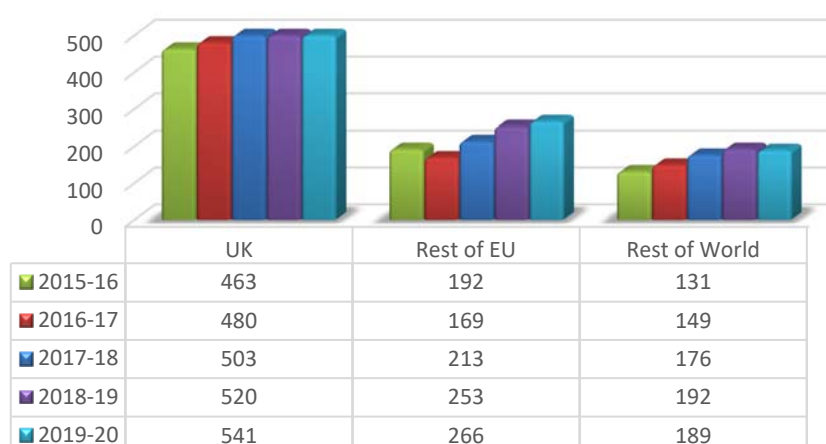| Table 18 – Number of Fellows		
Type	2018-19	2019-20
Visiting Fellows	124	98
Honorary Fellows	88	91
Research Fellows	143	150
Associate Fellows	421	436
Visiting Students	97	127
Other	92	94
Total	965	996

female honorary fellows by 15%, and an increase in female visiting students by 34%.

Fig 29: Gender Composition of SAS Fellows (2019-20)

■ F ■ M

Category	F	M
Other	21	73
Visiting Students	55	72
Associate Fellows	217	219
Honorary Fellows	23	68
Research Fellows	49	101
Visiting Fellows	56	42

The majority of our **fellowship community** (54% of the total of fellows) were from the UK. The number of the UK fellows increased by another 4% from 520 in 2018-19 to 541 in 2019-20, while the number of European fellows increased by 5 %, from 253 in 2018-29 to 266 in 2019-20. The number of fellows from the rest of the world represented a 2% decrease from the 192 recorded in 2018-19 to 189 in 2019-20.

Fig 30 : Fellows' cohort by geographical origin - comparaison over the last five years

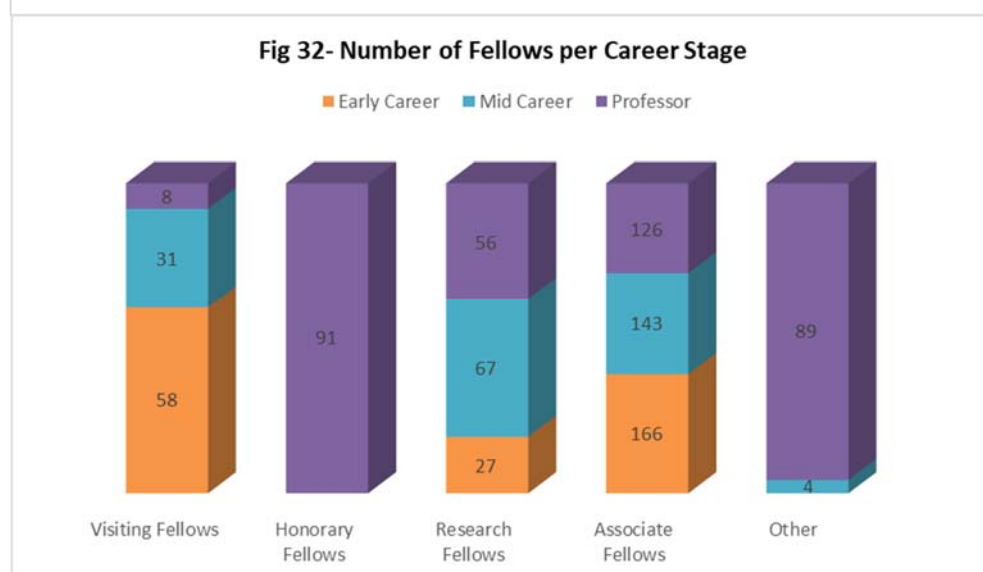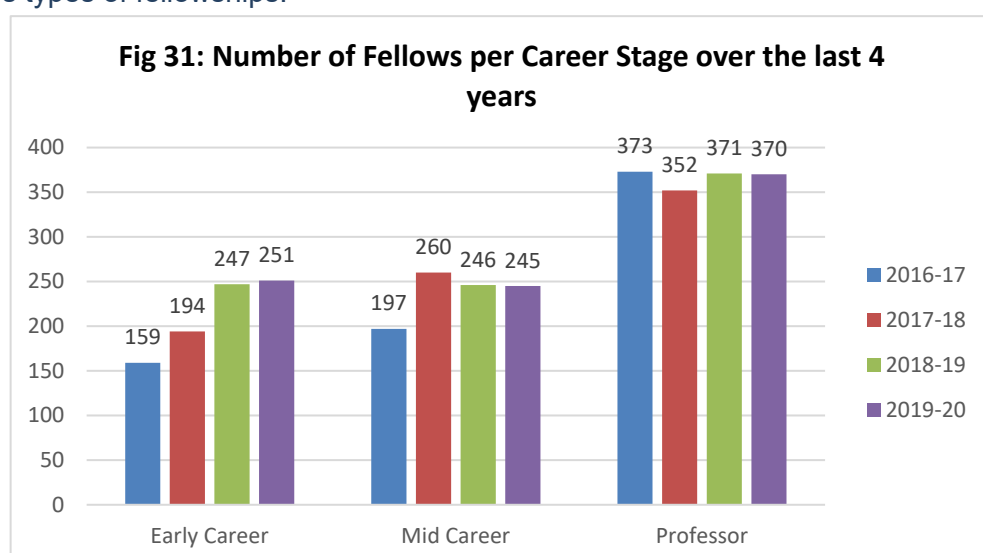|	UK	Rest of EU	Rest of World
2015-16	463	192	131
2016-17	480	169	149
2017-18	503	213	176
2018-19	520	253	192
2019-20	541	266	189

While UK based **visiting fellows** increased by 2% from (39 in 17-18, to 51 in 18-19 to 52 in 2019-20), **Visiting Students** from the rest of the EU recorded a further increase in number, by 25% (from 75 in 2018-29 to 94 in 2019-20). **Visiting Students from the rest of the world** also recorded a significant increase of 71% from 17 recorded in the previous year to 29 in 2019-20. **Research fellows from the rest of the world** have also recorded an increase of 29% (from 24 in 2018-19 to 31 in 2019-20).

Table 19: School Fellows Geographical Origin per type				
Total per origin	**UK**	**RoEU**	**RoW**	**Grand Total**
Visiting Fellows	52	24	22	**98**
Honorary Fellows	81	3	7	**91**
Research Fellows	102	17	31	**150**
Associate Fellows	275	83	78	**436**
Visiting Students	4	94	29	**127**
Other	27	45	22	**94**
Total	**541**	**266**	**189**	**996**

The **academic profile of our fellows** showed a small increase (2%) in the early career researcher category from 247 recorded in 2018-19 to 251 in 2019-20 (this does not take into account visiting students). The number of mid-career researchers and professors/chairs remained stable. The significant number of **early-career fellows** can be seen across the various types of fellowships:

Fig 31: Number of Fellows per Career Stage over the last 4 years

Fig 32- Number of Fellows per Career Stage

All fellows contribute to the School's programme of activities, and our visiting fellows were very active in 2019-20. The School was able to record over 100 events organised by our visiting fellows, and over 100 publications reported to date by all fellows. Some examples include:

- Jamie Grace (Sheffield Hallam University and IALS Visiting Fellow) spoke at the ALS Online Research Seminar - The 'policy spiral' of Domestic Abuse Disclosure Schemes, on 7th May 2020. https://ials.sas.ac.uk/events/event/22485
- Dr Martina Mazzotta, Visiting Fellow from the Warburg Institute produced a few podcasts, including the BBC Radio 4 series "A History of Ideas". https://warburg.blogs.sas.ac.uk/2020/05/20/warburg-institute-recommends-fellows/
- Linde Koster-Luijnenburg was an Open World Research Initiative Fellow in Languages and Communities, attached to the Centre for the Study of Cultural Memory. She produced a short documentary, in which discussions (in Italian) with Somali diasporic individuals provided insights into their associations with the Italian language and culture. Luijnenburg has published articles on Italian racial identities in film, Somali-Dutch literature, and Italian literature. She is currently working on an article on her documentary project, Africa is You, on the Somali-Dutch diasporic community in Birmingham, UK. They will appear here: https://lindeluijnenburg.com/media-projects/
- Dr Domenico Giannino, visiting fellow at the Institute of Latin American Studies (lecturer in International Law at INSEEC University (London). He is focusing on the relationship between human rights and the protection of the environment. In addition to writing in different academic blogs, he is editor and founder of www.incalabria.net .

In 2019-20, SAS recorded over 195 publications produced by staff and research fellows. This year, a larger number of publications were Open access, an average of 39%.

Table 20 - Publications by members of staff and fellows	
Articles (inc magazine articles)	22
Chapters in Books	26
Edited works	29
Journal Articles	63
Monographs	20
Other Scholarly works	35
Total	**195**

These publications include:

- Professor Charles Burnett (WI) (Chapter)*Arabic Magic: the impetus for translating texts and their reception,* in The Routledge History of Medieval Magic, eds Sophie Page and C. Rider, New York and Abingdon: Routledge, 2019, pp. 71-84*,* 01-Nov-19
- Dr Laura Cleaver (IES), *Charles William Dyson Perrins as a Collector of Medieval and Renaissance Manuscripts c.* 1900-1920, Perspectives médiévales [En ligne], 41 | 2020 journal articles .
- Dr Colin King (IALS), *Anti-Money Laundering Regulation and the Art Market* (with Dr Saskia Hufnagel) (2020) Legal Studies (In Press)
- Professor Philip Murphy (ICWS), Review of 'British Civic Society at the End of Empire: Decolonization, Globalisation and International Responsibility' by Anna Bocking-Welch. Journal of Contemporary History, Volume: 55 issue: 3, page(s): 704-70, 16-Jul-20

All members of the School's publications appear either published on our e-repository or on our directory of research and expertise[1] (the outward facing platform for our experts and our projects). In 2019-20, it registered 91k page views (an increase on the 84k recorded in the previous year), 52k of unique users (an increase over the 40k recorded in the previous year) and 63k of visits (another increase on the 50k recorded in 2018-19).

Staff and Fellows also generate other outputs to promote and facilitate research. These include talks, keynote speeches, radio and TV interviews, whether linked to personal research, to externally-funded projects either as the lead or as a collaborator or a consultant. In 2019-20, they included:
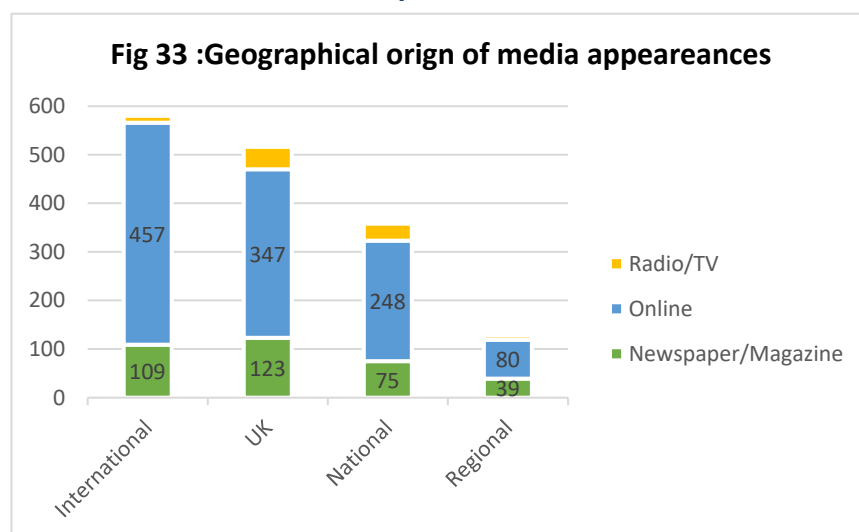
- Professor Sarah Churchwell, the School's public engagement chair and professorial fellow in American literature at IES, discussed Jane Austen's *Pride and Prejudice* on BBC Radio 4's Open Book show

- Caio Mello, doctoral researcher, discussed the concept of Olympic legacy in the British Library UK Web Archive article 'Boris Johnson, fertility and the royal baby: how far does the concept of Olympic legacy go?

- Professor Philip Murphy, director of the Institute of Commonwealth Studies (ICWS), discussed how the UK fell out of love with the Commonwealth in *The Independent* article 'The Commonwealth once gave Britain a much-needed

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[1] Research.sas.ac.uk

sense of direction – not anymore' (behind a paywall). Elsewhere, in the _Associated Press_, he commented on Prince Harry and Meghan's decision to step back from official duties and what impact it will have on royal relations with the Commonwealth. More than 280 national and international media outlets have picked up the story. They included _The South China Morning Post_, _The Washington Post_ (behind a paywall), _The New York Times_, _ABC News USA_, _CBC News_, the _Seattle Times_, _Eastern Ontario Network_, _The Australian Independent Media Network_, _The Chippewa Herald_, _Southern Illinoisan_, _KSAT.com_, _Irish Daily Mail_, _San Francisco Chronicle_, _Yahoo News USA_, _Yahoo News India_, _Yahoo News US_, and _Yahoo News UK and Ireland_..

In 2019-20, the School recorded over 1,000 **media mentions per outlet**. 73% of the mentions were made online, while 22% were made in print and 6% on the radio or TV broadcast. Outlets included ABC Australia, The Guardian , the Conversation , Voice of America, The Washington Post, Toronto Star, Yahoo News US, The Inquiry Mind, Talking Politics, Sky news. As such, the School reached over 2,488m people a week across the globe (63% outside the UK). Some mentions included:

Fig 33 :Geographical orign of media appeareances

- 'Holding the Vision: Collecting the Art of the Book in the Industrial North West', an exhibition curated at the Blackburn Museum and Art Gallery by Dr Cynthia Johnston, lecturer in book history and communications at IES, was reviewed in the US-based _Fine Books Magazine_. Opened just before lockdown, the exhibition – which includes the work of William Morris, Kate Greenaway and Harry Rountree – is now available online in Dr Johnston's ongoing series of blog posts
- Professor Sarah Churchwell, the School's public engagement chair and professorial fellow in American literature at IES, reviewed James Shapiro's _Shakespeare in a Divided America_ for the _New Statesman;_
- A new report from a three-year study of the policing of anti-fracking protests in England, co-written by Professor Damien Short, co-director of the Human Rights Consortium, was covered in the _Guardian_. The article, 'Police accused of groping female anti-fracking protesters' highlights the findings that raise serious questions about police policy and practice and the right to protest in the UK. The story has been picked up by _MSN Ireland_ and _Yahoo! UK and Ireland_. The full report is available here
- Professor Barry Smith, director of the Institute of Philosophy (IP) and the Centre for the Study of the Senses (CenSes), was quoted in the _Pharma Web_ story 'What if you wake up and can't smell the coffee? It may indicate you have Covid-19'.

In addition, SAS members received other types of recognition. They included:

- Professor Linda Newson, ILAS director, has been appointed to the jury for the Quinnenial Prize in Humanities and Social Sciences, awarded by the Belgian Fund for Scientific Research-FNRS (Belgian Research Funding Agency). This will be chaired by Professor Malcolm Grant, chancellor of the University of York.
- Dr Philip Mansel, IHR senior research fellow, won the 2019 Franco British Society Book Prize for King of the World: the life of Louis XIV. The award is presented annually to the author of a work published in the UK, which is considered to have contributed most to Franco-British understanding. Read more about Dr Mansel's book here.
- Dr Elizabeth Savage, senior lecturer in book history and communications at IES, has been awarded the 2020 Schulman and Bullard Article Prize. This award is given by the Association of Print Scholars to an article published by an early-career scholar that features compelling and innovative research on prints or printmaking. Dr Savage's article, 'Identifying Hans Baldung Grien's Colour Printer, c. 1511–12' was published in the *Burlington Magazine,* Volume 161 (October 2019), 830–839. Praised by one juror for illuminating the 'networked nature of printmaking'.
- Dr Niall Geraghty, ILAS associate fellow, has been jointly awarded the LASA Film Studies Best Essay Prize for his essay on Jonathan Perel's El predio and Los murales. The article, 'Sonorous memory in Jonathan Perel's El predio (2010) and Los murales (2011)' is available open access here.
- Vincent Hayward, professor of tactile perception and technology, won the 2019 Grand Prix Inria conferred by the Institut de France Académie des Sciences. The 25,000 Euro prize recognises his outstanding contributions to science including his work on a range of applications from helping the visually impaired to improving touchscreens and smartphones. In 2018, Professor Hayward's 'HaptiComm' device that helps deafblind people communicate remotely won the best hands-on demonstration award at the EuroHaptics international conference.
- *Tradition and Orthodoxy, 1934–1939* and *The War Years, 1940–1946* (volumes 5 and 6 of *The Complete Prose of T. S. Eliot: the Critical Edition*) co-edited by Professor Ron Schuchard, IES senior research fellow, have received this year's Prize for Scholarly Edition awarded by the Modern Language Association of America (MLAA). In their citation, the judges praised Professor Schuchard and his fellow editors for presenting new materials that 'open doors to further discovery, and enlarge our understanding of Eliot as the public intellectual at work'. They collected the award at the MLAA's annual convention in Seattle on 11 January 2020.

- *Postgraduate Students*

a) Postgraduate Teaching Students

In 2019-20, 112 (compared to 117 in 2018-19) PGT Students were registered at the School.

Table 21 - Number of Postgraduate Students (headcount)								
Years	UK			EU			Overseas		
Status	Full Time	Part Time	Writing	Full Time	Part Time	Writing	Full Time	Part Time	Writing
2019-20	**28**	**44**	**1**	**9**	**5**	**0**	**15**	**10**	
2018-19	19	56	2	6	5		19	9	1
2017-18	12	37	5	10	5	0	16	3	3
2016-17	17	39	0	16	3	0	9	3	0

Fig 34: Students' home base

EU 19%
Home 59%
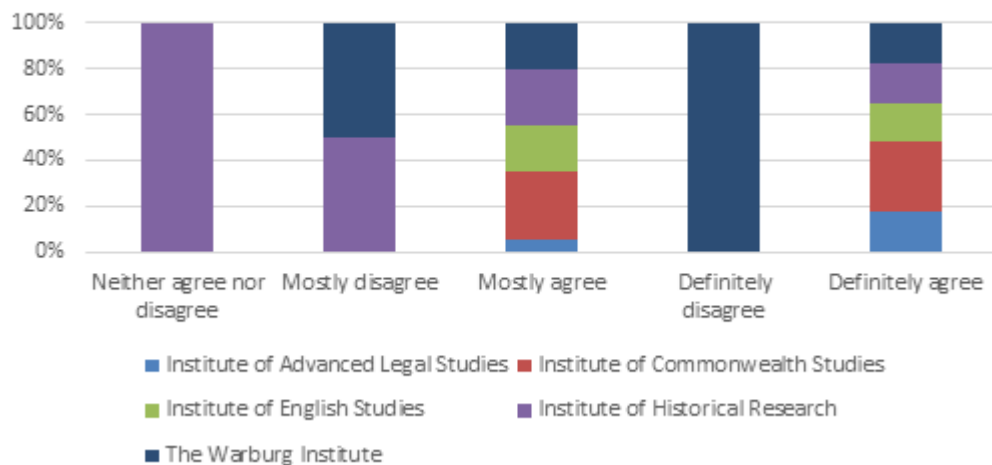Overseas 22%
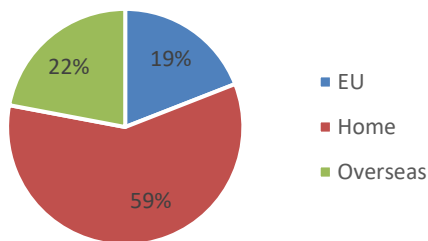
This does not include the students who are registered for the distance-learning MA in Refugee Protection and Forced Migration Studies, one of the largest programmes on forced migration in the world and the only one of its type to be offered by distance learning. The **MA in Refugee Protection and Forced Migration Studies** registered 263 active students in 2019-20 (compared to 230 in 2018-19).

The School takes part in the **Post-Graduate Teaching Experience Survey**. The 2020 results are available in the SAS 2020 PTES report.[1] It is however worth noting that:

Fig 35: Overall, I am satisfied with the quality of the course

■ Institute of Advanced Legal Studies ■ Institute of Commonwealth Studies
■ Institute of English Studies ■ Institute of Historical Research
■ The Warburg Institute

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[1] Please refer to SAS 2020PTES Report for more details.

- **Response Rate**: 55 out of 112 SAS PGT students responded to the Student Survey. This represents 66% of the 2019-20 student cohort. (Compared to 47% in 2018-19, this represents a 19% increase).

- **Overall satisfaction**: 84% (compared to 76% in the previous survey) of SAS respondents were overall satisfied with the quality of the course. This represents an 8% increase, recovering from the low score recorded in the 2018 PTES.

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Table 22- Comparison of SAS Overall Satisfaction Rate vs national rate				
SAS PTES2020	**PTES 2020 – National Score**	**How does SAS compare?**	**SAS PTES 2019**	**SAS PTES 2018**
84%	79%	**+5%**	76%	84%

Table 23 - Comparison of SAS Overall Satisfaction Rate vs local rates			
SAS PTES2020	**PTES 2020 – Russell Gp**	**PTES 2018 – London Institutions**	**How does SAS compare?**
84%	78%	78%	**+6%**

- **Quality of Teaching and Learning: An increase of 12%** in satisfaction rate can be noted from the results SAS recorded in the 2019PTES (from 76% in 2019, to 88% in 2020).

- **Engagement** has **increased by a significant 14%,** from 78% in 2018, 71% in 2019 to 85% 2020.

- **Assessment and Feedback** area has **increased by 11%,** from 76% in 2018, 71% in 2019 and to 82% in 2020

- **Dissertation:** 93% (compared to 91% in the last survey) of the respondents, said that they were *currently planning or had undertaken their project.* The overall satisfaction in this area has **increased by 10% (**from 85% in 2018, and 72% in 2019 to 82% in 2020).

- **Organisation and management** shows a **16% increase** from 63% recorded in 2019 since to 80% in 2020.

- **Resources and services increased by 8%,** from 69%recorded in the 2019 PTES survey, to 78% in 2020

- **Skills development** recorded **an 11% increase** from 79% recorded in 2019 to 78% in 2020.

- **Providing Information** for prospective students has **significantly increased from 76% in 2019 to 87% in 2020**.

- **Retention**: **Much larger percentage of respondents** than in the previous survey *had not considered leaving or suspending their course.* This represents a **12% increase** from the previous survey's results.

b) Postgraduate Research Students

Overall, the number of PhD students has remained stable since 2018-19 which recorded 117 students, compared to 115 registered in 2019-20.

Table 24 -Number of Postgraduate Research Students (headcount)									
Region	**UK**			**EU**			**Overseas**		
Academic years	**Full Time**	**Part Time**	**Writing Up**	**Full Time**	**Part Time**	**Writing Up**	**Full Time**	**Part Time**	**Writing Up**
2019-20	**33**	**24**	**8**	**16**	**10**	**3**	**14**	**4**	**3**
2018-19	24	26	11	14	13	5	15	3	7
2017-18	24	32	12	15	10	10	17	3	13
2016-17	25	27	12	19	8	8	25	0	9

UK students' numbers continued to be high (65 in 2019-20, compared to 61 in 2018-19), representing 57% of the PGR students' cohort, the number of EU and overseas decreased slightly (29 EU students and 21 overseas students were registered in 2019-20, compared to 32 EU students and 25 overseas students in 2018-19)

The School holds also many Collaborative Doctoral Awards and Partnerships, in particular with the British Museum, the National Gallery, the Science Museum and the Imperial War Museum. In total, in 2019-20, the School has supported 13 students (including 5 CDPs), from such collaborations.

The School also continued to support the post-graduate research students recruited through its European Research Council's funded projects: CLEOPATRA (H2020 ITN) and CULTIVATE MSS (ERC Advanced Grant), and the collaborative project funded by the Leverhulme Trust, *The Society of Authors, 1884-1914: Professional Association and Literary Property*, led by Leeds University in collaboration with the Institute of English Studies.

The School did not take part in the 2020 national **Post Graduate Research Students Survey,** but will take part in the 2021 survey.

- **External research grant performance:** Applications, Awards, Success rate

The School was again very active in 2019-20, applying for and securing external funding. The profile of the School's grant applications continued to align with the evolving research landscape and the introduction of new funding schemes such as the UKRI Covid Response call. The 2019-20 success rate was at 22% (compared to 25% recorded in 2018-19).

Table 25-Number of applications*						
Registered	Unsuccessful	Successful	Success Rate	SAS (Lead)	SAS (Co-I)	SAS sole PI
70	47	13**	22%	22	18	30

* all projects registered during the academic year include those who ended up being withdrawn (10).
**includes one successful grant which was withdrawn by the AHRC due to the ODA budget cuts.

SAS submitted 60 grant applications out of 70 registered for the year. 26 grant applications were made as sole applicant (compared to 36 in 2018-19). This is due to the decrease in number of applications made by external researchers, who sought to be hosted at SAS through externally funded schemes such as the Marie Skłodowska-Curie Fellowship, the Newton Fellowship, or the British Academy Visiting Fellowship Schemes. There was an increase in grant applications led by the School in 2019-20 (22, compared to 8 in 2018-19), while the number of grant applications led by SAS partners remained the same (18, compared to 19 in 2019-20).

83% of the grant applications submitted (compared to 75% in 2018-19) were made to UK-based funders. 23% of the successful grants were awarded by international funders such as Volkswagen Stiftung Foundation. The School continued to apply predominantly to Research Councils and Charities such as the British Academy and the Wellcome Trust.

Fig: 36 - Funders' location

- Overseas Charities & Foundations
- Overseas Research Councils
- UK Research councils

1%, 3%, 13%, 47%, 36%

In 2019-20, the School submitted or contributed to grant applications worth nearly £20m (close to the amount recorded in 2018-19 - £24m), for which, if successful, would have brought SAS £9.5m compared to £11.8m reported in 2018-19. The sums are representative of the very large grant applications that were made, including international network grants (as part of the H2020 - ITN) and applications made to the Wellcome Trust under the Collaborative Awards in Humanities and Social Science scheme.
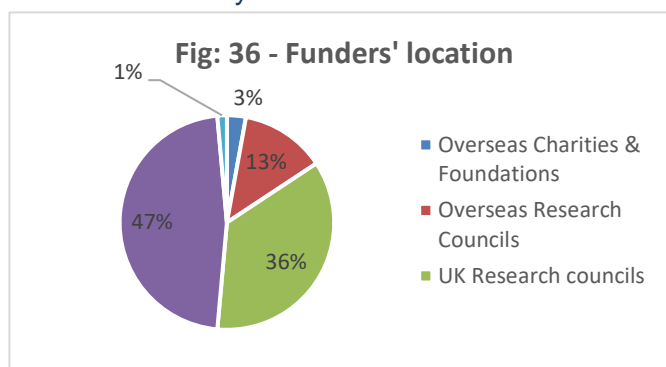
The funding awarded to School's projects in 2019-20 amounted to £1.64m compared to £4.16m in 2019-20. The School's share was £360.5k in 2019-20, compared to £2.3m in 2018-19. The awards are representative of the funding schemes as well as the collaborative nature of the projects. For example: the UK-EI Digital Humanities Association: a network for research capacity enhancement led by Professor Jane Winters and undertaken in collaboration with our UK and Irish partners, secured £24k worth of funding from the AHRC, £19k of which were allocated to the School; or the *COVID-19 rumours in historical context* project, led by Professor Jo Fox, in collaboration with Bath and Durham Universities, which

secured £120k worth of funding from UKRI, £60k of which were allocated to SAS. It is worth noting that the ICWS project *Supporting Regional IDP Networks (SuRIN),* which was successful at the UKRI GCRF Collective Programme Network Plus Partnership Development Awards scheme, would have secured around £200k worth of research funding, of which £40k were the School's share. Unfortunately, the funder had to withdraw its offer due to the 2021 ODA budget reductions.

2019-20 successes include:
- Professor Jane Winters, collaborating on a project led by the Science Museum, *Heritage Connector,* funded by the Arts and Humanities Research Council's Towards a National Collection: Opening UK Heritage to the World fund;
- Professor Catherine Clarke, collaborating on *the Towns and the Cultural Economies of Recovery: A New Multidisciplinary Mapping*, a project led by the University of Southampton;
- Professor Manos Tsakiris, collaborating on the VolkswagenStiftung Foundation funded project entitled, *the (trans)formation of a European sense of solidarity: Visceral politics and social belonging in a comparative European context*, led by the University of Aarhus;
- Dr Naomi Wells, leading a small project funded by the British Academy entitled *Digital Diasporic Belonging: Middle Eastern and Latin American Communities in London as a Case Study*

It is worth noting that research active staff did focus the second half of 2019-20 academic year on mitigating the impacts of the pandemic on their existing externally funded projects.

- **Financial Sustainability**

As reported to the School Board, the School has registered a decrease in turn-over of about £1.2m from the £23.9m recorded in 2018-19. The amount of Special Funding (SF) received as a percentage of the School's total turnover has slightly increased (38%, compared to 36% in the previous year).
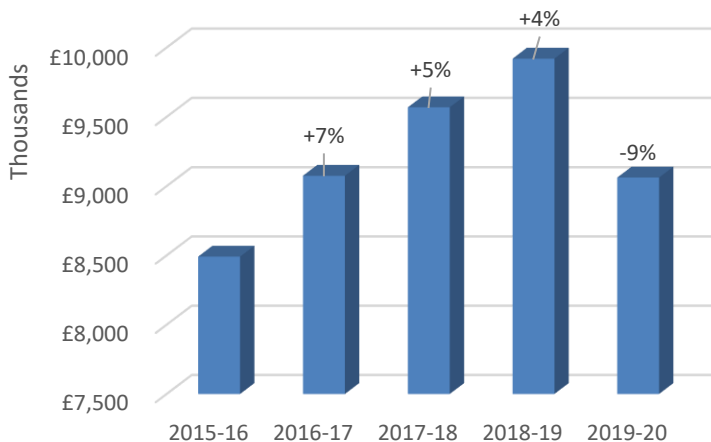
Table 26 - Income as presented to the School's Board	£ '000's
Funding Council Grants	8,582
Research Grants and Contracts	2,826
Academic Fees (Tuition Fees)	1,704
Other Operating Income [1]	4,532
University of London contribution [2]	4,380
Endowment Income and Interest	690
Total	**22,714**

Research income (*income spent in year*[3]), as presented in the annual financial statement, has increased by 6% (from £2.62m in 2018-19 to £2.82m in 2019-20). The impact of Covid-19 Pandemic was felt later in the academic year and more significantly in 2020-21. As such, ongoing grants continued to receive their funding as planned, including:

- Dr Gil Gambash from Haifa, Israel, who started his Visiting Professorship awarded by the Leverhulme Trust, at the Institute of Classical Studies, on 1st January 2020 until December 2020;
- Dr Tripurdaman Singh, who started his British Academy Post-Doctoral Fellowship at the Institute of Commonwealth Studies in November 2019;
- or Dr Laura Cleaver, who transferred her Advanced Grant funded by the ERC to be hosted at the Institute of English Studies in October 2019, for her project entitled Cultural values and the International trade in Medieval European Manuscripts 1900-1945.

Non-Research income (which does not include the University of London contribution) has decreased by 12% (from £7.8m in 2018-19 to £6.9m in 2019-20). While the tuition fees decreased only slightly (from £1,76m in 2018-19, to £1,7m in 2019-20), other operating income which includes conference fees for example has decreased more significantly by 18% (from £5.5m in 2018-19 to £4.5m in 2019-20). While the School maintained its target to achieve a 10% increase in external income[4] over 4 years (KPI 8) since the start of its 2015-2019 Strategic Framework, the 2019-20, which was meant to be a transitional year has made it difficult to achieve the same level of external income.

Fig 37: SAS Income over the last five years

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[1] *Other operating income includes internal income, commercial income, subs from colleges, donations and other grants*
[2] *University of London contribution includes investment, restoration of reserves and Warburg Institute*
[3] *Research Income means income spent in year, not awards secured in year.*
[4] *Does not include UOL contribution or Endowment.*

When reviewed separately, each type of income shows a steady growth over the last four years. The only significant departure can be seen under *other operating income*, for which the drop can be mainly attributed to the pandemic: while students continued their studies and were able to extend where needed, the lack of conferences and other events being able to take place in the second half of the academic year, contributed to the drop in income.

Table 35: % of income per type	2015-16	2016-17	2017-18	2018-19	2019-20
Academic fees and support grants	9%	8%	9%	10%	10%
Research grants and contracts	9%	12%	13%	14%	16%
Other operating income*	31%	31%	32%	30%	26%

Other Operating Income includes income from short courses or summer schools, or from RPF activities such as digital hosting, publications sales, and library subscriptions. They do not include the amount of funding that had been raised to support the capital projects of the Institute of Advanced Legal Studies and the Warburg Institute. The graphs below demonstrate the impact of the Covid-19 pandemic has had on the diversity of the School's income, as explained above.

Fig 38: 2018-19 Non-Research (RPF & T) income distribution
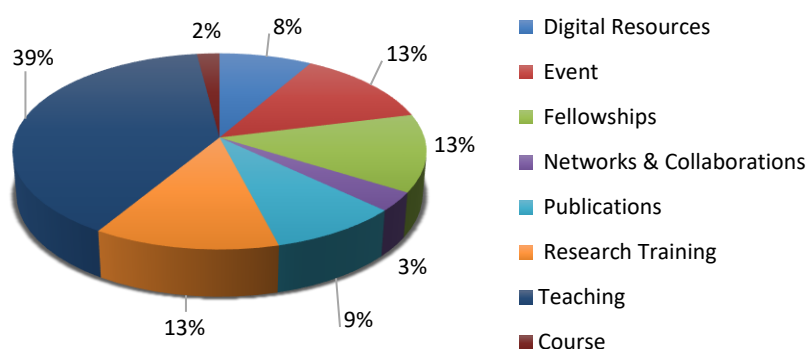
Fig 39: 2019-20 Non-Research Income (RPF & T) Distribution