



**SCHOOL OF  
ADVANCED STUDY  
UNIVERSITY  
OF LONDON**

# School of Advanced Study Metrics Report

---

Report for the Research England Advisory Group  
2021-22

# School of Advanced Study 2021-22 Metrics Report

## *Focus on Research Promotion & Facilitation activities*

### Table of Contents

<b><i>School of Advanced Study 2021-22 Metrics Report</i></b> .....	<b>1</b>
Executive Summary .....	1
Events Programme.....	3
Research training provision and delivery .....	9
Fellowships .....	11
Digital Resources and Online Platforms .....	14
SAS-run Libraries – Usage and Collections .....	17
Publishing.....	20
Partnerships & Networks.....	22
Key financial indicators .....	24
Income - Research Grant Performance .....	24
Other Key financial indicators.....	26

### ***Executive Summary***

This report provides data to evidence the School's performance between 1<sup>st</sup> August 2021 to 31<sup>st</sup> July 2022. It focuses on **Research Promotion and Facilitation** activities, with contextual information on research grant capture and other key financial indicators to support the longer-term sustainability of the School. Some specific insights on partnerships and knowledge exchange activities have been added to the report. Other metrics on Teaching and Research activities can be supplied on demand.

Evidence is presented in the context of the School's key strategic aims and objectives, launched in October 2021.<sup>1</sup>

Key achievements have been noted below:

- The School continued with a hybrid programme of activity which saw **99% of its events programme held online**, ensuring continued accessibility and visibility across the UK and abroad (events attendance rising to 500 during live audience, and 700 digital/legacy views). The **Being Human Festival** recorded **over 35k digital/legacy views**.
- In its first year the Doctoral Centre offered a highly successful and expanded programme of training for humanities researchers, in particular early career researchers, across the UK and beyond with **events participation** recorded at over **13,000 including speakers**.
- The School recorded over **16,000 headlines across medias** (blogs, newspapers, prints), having reached millions of people, consolidating the visibility of its research.

---

<sup>1</sup> [https://www.sas.ac.uk/sites/default/files/school\\_advance\\_studies/SAS%20Short%20Strategy.pdf](https://www.sas.ac.uk/sites/default/files/school_advance_studies/SAS%20Short%20Strategy.pdf)

- Nearly **600 researchers** across all career stages applied to the School's fellowship schemes, through open competitions. 140 researchers were appointed.
- Meanwhile, the School **hosted over 700 fellows**, whether as visiting fellows, honorary fellows, associated fellows, visiting students, or research fellows, all confirming the attractiveness of the School's research environment and resources.
- With the lockdown easing and **libraries** reopening, library usage saw a significant **increase in both registrations** (over 12,000) and footfall (over 70,000).
- The **University of London Press** continued to transition to a press which publishes high-quality, innovative new work. Work focused to ensure the School's open access publications were consistently on key OA platforms to maximise their global reach (with over **700,000 downloads**).
- The School's wide-ranging **online resources** and services continued to be popular (**over 170m record views**), with visible access from all parts of the world. The development of the Digital Humanities Research Hub (DHRH) helped promote the available digital skills and expertise in the School through publications, conferences, projects as well as teaching delivered to over 500 researchers.
- Much of the School's diverse programme of activities was delivered in partnership/collaboration across sectors. The last census recorded over **400 partnerships, networks, and/or collaborations**.
- The School continued to work hard to establish a sustainable and secure financial base. In addition to the uplift to the School's Special Funding (0.5m), for the first time, the School was in receipt of HEIF funding as part of the *New KE funding for smaller providers not in receipt of HEIF* allocation (£200k). These funds have been committed to projects to advance the School's strategy. The School was also successful in securing funding from external sources from both externally **funded research** (awards totalled **£2.9m**) as well as **academic fees (£2.1m)**.

## Events Programme

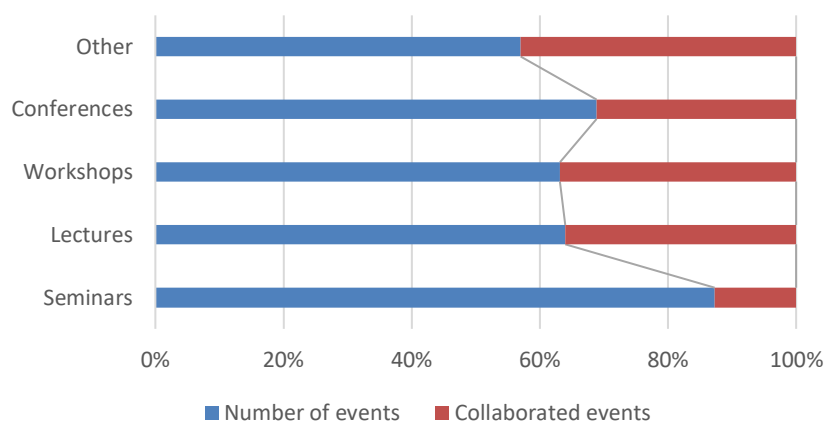
The total **number of events** decreased by 6% from 1,711 in 2020-21 to 1,612 in 21-22. The decrease across the different type of events remains minimal but was in line with the School strategy to offer events with more impact and in line with the resources in the team to deliver them.

The **number of joint events** continued to represent 33% of the School's events programme. 1% of the programme of events was organized by third parties but sponsored by the School (14).

**Table 1- Number of Events per Type**

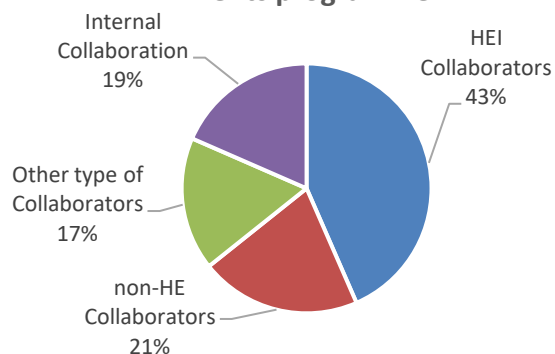
Seminars	1050
Lectures	78
Conferences	48
Workshops	62
Other events*	374
<b>Total</b>	<b>1,612</b>
<b>Joint Events</b>	<b>535</b>

**Fig 1 : Proportion of Collaborative Events**

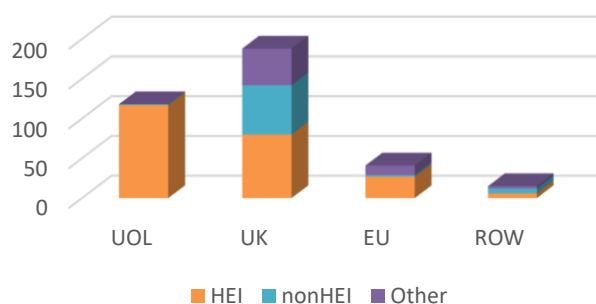


The **number of collaborators** from the HE sector continued to be higher than the number of collaborators from other sectors, covering nearly half of the joint events. The event collaborators were predominantly from the UK, while 15% from overseas (including Europe).

**Fig 2: Type of Collaboration across SAS Events programme**



**Fig 3: Collaborations per geographical origin**



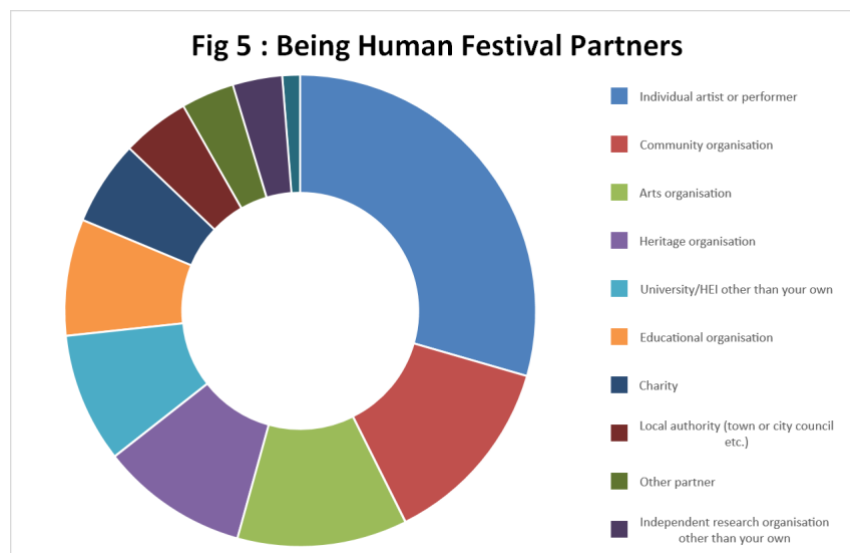
The type of collaborators varied and included Higher Education institutions, national libraries, professional bodies including the European Criminal Law Association, Cambridge Press, the Westminster Foundation for Democracy or the National Institute of Disaster Management, supporting the School's objective to grow the **diversity of national and international partnerships and networks**.

As demonstrated by the 2021 Being Human Festival, the School's UK (and worldwide) partnerships widened to individual artists and performers as well as community or arts organisations, **showcasing growth of partnerships, working and engaging across sectors**.



Examples of the School fulfilling its **Public Engagement agenda**, included the IES event: *A Night At The Rare Book Auction*, part of the Being Human Festival, which had 14 performers. Showcasing the ERC-funded project CULTIVATE MSS, the audience (153 people) experienced an online immersive

theatre performance bringing the atmosphere of early twentieth-century book auctions to life. The evening ended with a short conversation with historians and actors, and the launch of a virtual exhibition and podcast exploring the history of book collecting.



humanities researchers across disciplines, universities, research organisations and sectors in ways that benefit culture, society and the economy and encourage new forms of knowledge. For example:

- *The Digital Reconstruction of the Akhenaten Torso in the Brooklyn Museum* Seminar organised by the ICS and the DHRH. Part of the Digital Classicist London Seminar Series, Matei Tichindelean (from the University of California, Los Angeles) spoke to 106 attendees about the Torso of Akhenaten (inv. No. 58.2) in the Brooklyn Museum as an excellent example of

Amarna style sculpture—an artistic technique employed during the reign of the “heretic” pharaoh Akhenaten.

- Charlotta Forss (Stockholm University) gave a lecture to 109 attendees, as part of the Maps and Society series, '*Septentrionalism: Mapping the Exotic North through History*'. The event was organised by the WI in collaboration with the IHR, as well as Kings' College London, the British Library, and the Antiquarian Booksellers' Association.

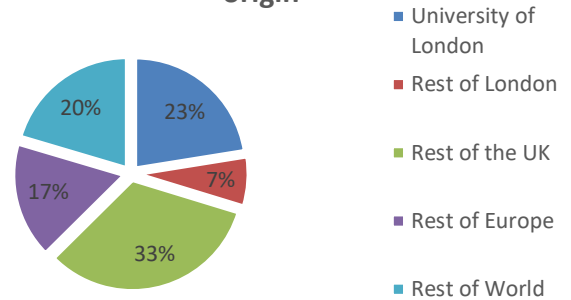
Event collaborations as described above do not consider the speakers and their hosting institutions. Almost 4,000 speakers, mostly based in the UK engaged with the School.

43% (compared to 39% in the previous year) of the School's events were **interdisciplinary** (695). 68% of the School's events (same percentage as

in the previous years) demonstrated **engagement with the public** (including active engagement). The types of engagement provided are multi-faceted, including outreach, participatory arts, community engagement and engagement with partners. In addition to the data arising from the School's Flagship Humanities Festival *Being Human*, other examples included:

- The conference *The UN Inquiry into Hammarskjöld's death: Last chance to reach the truth?* Organised by the ICWS in collaboration with the Dag Hammarskjöld Foundation. (90 attended). The event marked the 60th anniversary of the plane crash in which Dag Hammarskjöld and fifteen others died. The occasion was marked at the United Nations in New York, and in Sweden and African cities as well as in London. A follow-on discussion on YouTube Speakers included representatives of the Embassy of Sweden, Botswana clergy, Zimbabwe governmental officials, and shows a digital footprint of over 700 views since first aired.
- The ILCS's *Zusammen 'Weiter Schreiben'! A Dialogue between Writers across Languages and Cultures*. Writer Annett Gröschner, poet Widad Nabi and Weiter Schreiben project leader Annika Reich showcased and discussed the partnerships between migrant and German-based writers that have emerged in Germany as part of the Weiter Schreiben project. The discussion was organised in collaboration with Austrian Cultural Forum London, DAAD, the German Embassy, the Goethe Institute London, the Swiss Embassy and Weiter Schreiben. (60 people attended)
- *The challenge of parosmia* conference organized by the IP in collaboration with AbScent (over 60 people attended). The virtual conference, hosted by the IP's new Centre for Olfactory Research and Applications (CORA) with the support of the AHRC Science in Culture Theme, brought together sensory scientists, philosophers, clinicians and patient advocacy groups to discuss parosmia, recent findings, and the experience of those living with the condition.

**Fig 6: Events Speakers by geographical origin**



Promoting and facilitating research through events is **impactful**. Respondents to the Global Refugee Regime Conference organised by the RLI in July 2022, felt clearly involved with the issues:

**Fig 7: Q-How might this event influence you, if at all?**

ANSWER CHOICES	RESPONSES
Increased my awareness of research in the subject	100.00%
Increased my understanding of the subject	66.67%
Encouraged me to find out more about the subject	66.67%
Sparked an interest in refugee and forced migration research	33.33%
Had relevance to my own work	83.33%
It's had no real impact on me	0.00%
Not sure	0.00%

The School continued to hold most of its events online, and at times in a hybrid formats (85%), which was much appreciated.

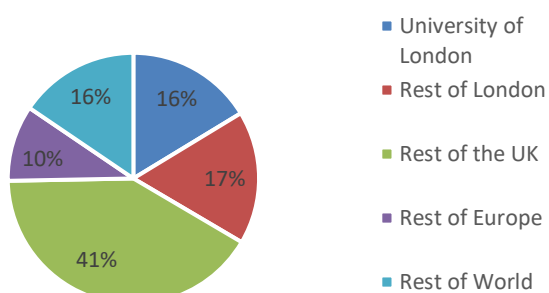
*I had the pleasure to attend RLI conference in person in 2018 and online in 2020 and 2021. While there are definitely different aspects one misses from in-personal conferences, this year the conference being online actually enabled me to attend and present during the event. (End of June is still in the middle of semester in Japan and having a teaching job in academic means that I have no budget, nor time to travel to conferences internationally. Also going to the UK will imply a pretty expenditure and time-consuming process to apply for the visa well before the event.)*

The **events footfall** and its national and international reach continue to be high. Events attendance is showing an average of 57 people per event (140 per conference, 100 per lecture and workshop, 60 per seminar...). (Average live audience per event for the Being Human Festival was 89).

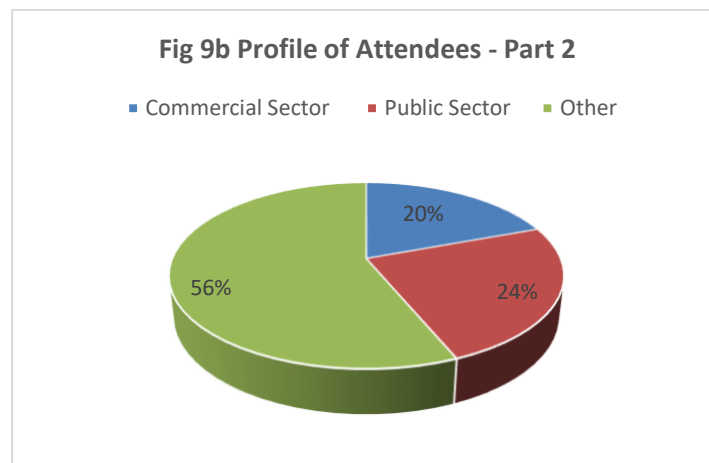
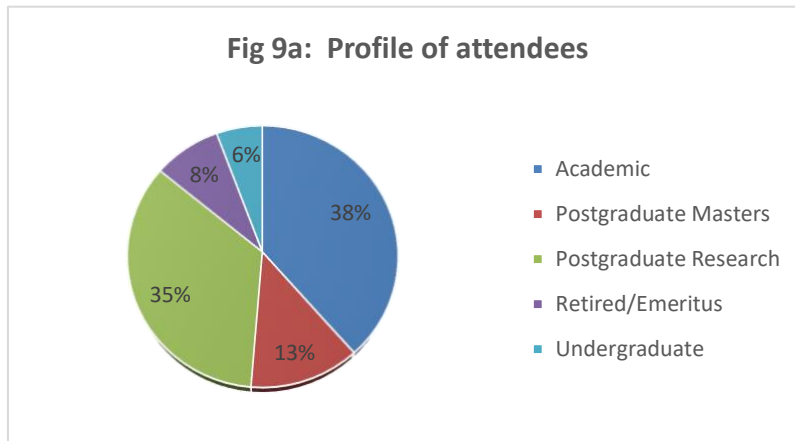
Participation (speakers and attendees) reached over 95k, compared to 110k in 2020-21.

Table 2: Number of Attendees in 2021-22	
Conference / Symposium	6,495
Other events	25,484
Lecture	6,040
Seminar	52,115
Workshop	2,069
<b>Total</b>	<b>92,203</b>

**Fig 8: Events Attendance by geographical origin**



The majority of events were open to the public and free (87%) and attracted academic audiences across all career stages. Interest also extended to other sectors.



The Being Human Festival saw an **additional** 36,301 people watching recordings of events<sup>2</sup>. SAS digital views (legacy views) recorded in 2021-22 reached very high numbers including for example:

- Book Launch- *Legal Identity, Race and Belonging in the Dominican Republic: From Citizen to Foreigner*, organised by the Centre for Latin American & Caribbean Studies-CLACS/ILCS. Facilitated by Dr Eve Hayes de Kalaf, IMLR/ICLS Visiting Fellow, chaired by David Howard, Associate Professor in Sustainable Urban Development, University of Oxford and included discussants: Junot Díaz, and Raj Chetty. The event recorded over 980 views since first aired (December 2021).

*I was extremely impressed with the presentation of all the guests. What particularly caught my attention was the multiple perspectives from which the issue was analyzed.*

<sup>2</sup> Being Human Festival Evaluation Report



In 2021-22, the School YouTube Channel recorded 386,712 views, which is nearly twice as many as recorded in the previous year. The level of engagement<sup>3</sup> and impressions<sup>4</sup> measured in 2021-22 from School's social media posts and videos increased significantly since 2020-21.<sup>5</sup>

**Fig 10 – Total of Impressions**

Impression Metrics	Totals	% Change
<b>Total Impressions</b>	<b>23,805,644</b>	<b>↗184.9%</b>
Twitter Impressions	349,075	↘ 66.3%
Facebook Impressions	23,383,999	↗ 220%
Instagram Impressions	9,953	—
LinkedIn Impressions	62,617	↗ 362.2%

**Fig 11 – Total of Engagements**

Engagement Metrics	Totals	% Change
<b>Total Engagements</b>	<b>287,355</b>	<b>↗24.7%</b>
Twitter Engagements	7,677	↘ 36.9%
Facebook Engagements	275,760	↗ 27%
Instagram Engagements	1,394	↗ 173.3%
LinkedIn Engagements	2,520	↗ 360.7%
YouTube Engagements	4	↘ 93.9%

<sup>3</sup> umbrella term for actions that reflect and measure how much your audience interacts with your content

<sup>4</sup> help measure the number of people who have seen a post, even if they didn't click, comment, or otherwise engage with that post

<sup>5</sup> This does not include the institute's own social media presence.

### Research training provision and delivery

In its first academic year of operation, the School's Doctoral Centre has been working to lay the foundations for strengthening the School's reputation as the national leader in **advanced humanities research training**. Alongside ongoing work to review our provision, in 2021-22, the School's training

Thanks for offering these sessions online, which I find really generous and helpful! [...] I also appreciate the great care for diversity and inclusiveness.

programme reached thousands of humanities researchers across the UK and beyond. Feedback highlights the vital role the School plays in **providing accessible and flexible cross-humanities and disciplinary-specific** training provision not available at individual institutions. The programme was particularly valued by doctoral and early career researchers,

but feedback also highlighted its benefits for "experienced researchers", demonstrating the School's role supporting researcher development in the humanities across career stages.

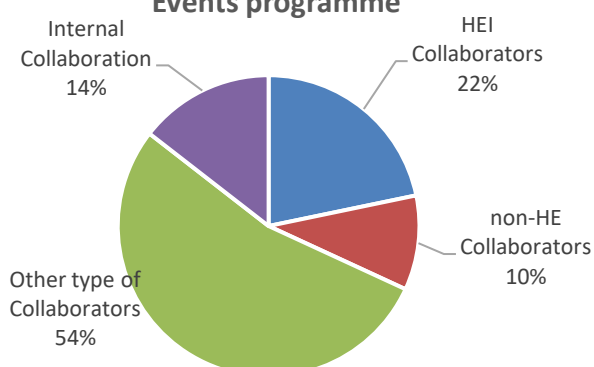
While continuing to respond to core training needs in relation to subjects such as academic publishing, preparing and delivery lectures, efforts have been focused on responding to emerging training needs for the next generation of humanities researchers. The events achieved an average attendance of 50 participants. Training this year has been provided mainly online (85%). The total amount of events increased by 17% (from 173 recorded in 20-21). The number of summer schools more than doubled (from 8 in 20-21), while the number of RT sessions increased by 8% from 135 in 20-21.

Table 4: Number of RT Events	
Research Training events	147
Short Courses	29
Summer Schools	25
<b>Total</b>	<b>201</b>

60% of the School's research training programme continued to be disciplinary, 35% included some public engagement activities and 65% were free of charge, as previous year. 41 (compared to 20 in the previous year) events were organised in collaboration with a variety of external partners and were also co-organised across member institutes. Examples include:

- IALS training session organised with the Westminster Democracy Foundation on *Advanced Course on Post-Legislative Scrutiny* recorded 40 attendees.
- ILCS organised a short course in collaboration with the embassy of Peru in the UK, the Latin American House, and the Rimanakuy Community Association, introducing Quechua (50 people attended).
- IHR organised a session with the ICWS and SHL on *Researching Imperial and Commonwealth History*. (86 people attended)
- The DHRH programme which covered the concept of *Digital Humanities to 3D imaging in museum research or Reuse of heritage data and open licenses*, recorded an average attendance of 80 participants.

Fig 12: Type of Collaborations across SAS Events programme













The School's research training programme has always traditionally been accessed by a largely UK Humanities and Social Sciences researcher audience but continues to be attractive to overseas researchers due to its accessible online format.

**Research Training footfall** as such increased by 47% from 8,895 in 2020-21 to 13k. Attendance from across the UK increased by 71% from 2,443. Attendance by overseas researchers more than doubled (EU from 663, and RoW from 898). The footfall evidences the School's objective to increase the uptake and reach of ECR-focused events.

**Table 5 – Research Training Footfall**

Origin	Speakers	Attendees
UoL	213	3733
London	60	1238
Rest of the UK	80	4169
Rest of the EU	33	1645
Rest of the World	14	1846
<b>Total</b>	<b>400</b>	<b>12,632</b>

**Fig 13: YouTube Channel Top Videos**

Content	Average view duration	Views
1  Magic and the Occult in Islam: Ahmad al-Buni (622H/1225CE?) and his Shams AL-Ma'ani May 6, 2013	4:02 (8.2%)	212,819
2  Ancient Magic Nov 21, 2018	13:26 (18.6%)	10,985
3  The viva: the examiner's point of view Nov 6, 2014	2:03 (63.1%)	7,871
4  The Past Re-viewed: Adam Curtis for Historians Jul 5, 2017	10:50 (21.8%)	6,182
5  Naming and Necessity Revisited - Prof. Saul Kripke Jun 13, 2019	6:07 (10.4%)	6,084
6  A Short History of the Quill Pen Jun 21, 2012	2:01 (39.7%)	4,026
7  The viva: opening questions Nov 6, 2014	2:14 (64.8%)	3,624
8  The academic job interview: presentations Nov 6, 2014	1:55 (51.8%)	3,088
9  Why are we obsessed with the Nazis? The Third Reich in History and Memory May 22, 2015	10:42 (15.9%)	2,857
10  Recent Research in Imaging and Archaeological Science: Herculaneum and Beyo... Nov 16, 2020	7:34 (24.0%)	2,465

In addition to the footage of the Research Training events on YouTube, **particular training events videos** remained available to view on the School's YouTube platform. Some of the research training videos most viewed this year, included:

- *The viva: the examiner's point of view* (published in 2014) - reached 7,871 views in 21-22
- *The viva: opening questions* (also published in 2014) - reached 3,624 views in 2021-22

**Research Training platforms**, mainly PORT (Postgraduate Online Research Training for postgraduate studies in the Humanities) recorded a 6% decrease of record views. It is interesting to note that 75% record views (compared to 66% of in 20-21) were from outside the UK (Rest of Europe and Rest of the World). PORT will be reviewed in 22/23.

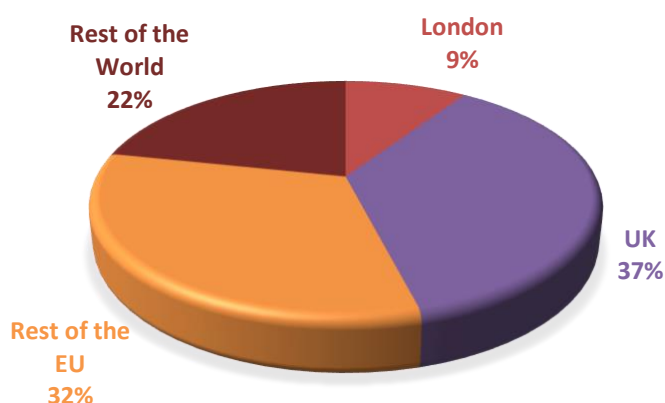
**Table 6: Research Training Online Platforms**

Record views	UK	Rest of Europe	Rest of the World	Total
<b>2018-19</b>	175,084	58,481	189,781	<b>423,345</b>
<b>2019-20</b>	207,964	83,988	270,243	<b>562,195</b>
<b>2020-21</b>	246,796	103,044	373,366	<b>723,206</b>
<b>2021-22</b>	176,769	90,284	414,986	<b>682,039</b>

## Fellowships

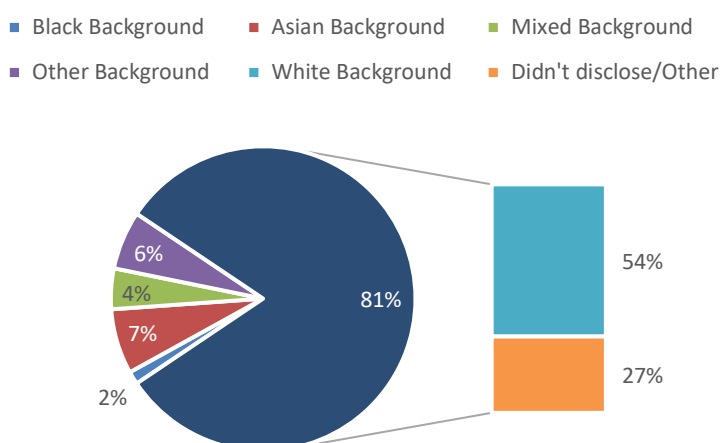
The School runs **over 30 fellowship schemes**, which aim to attract researchers from across the globe. After the pandemic, the School organised 34 open competitions (compared to 17 in 2020-21). Over 600 researchers (same as in 2020-21) applied to the School's fellowship schemes. The applicants' gender profile is more even than previously reported (50% male and 49% female, 1% undisclosed). Applicants were mainly of white background.

Fig 14: Applicant's geographical origin



Almost 400 early career researchers applied to the School's fellowship schemes, compared to 109 mid-career researchers and 72 Professors. 164 appointments were made, including 67 early career researchers.

Fig 15: Ethnicity profile of SAS applicants



Fellowship schemes allow the School to focus on issues of strategic importance. An example would be the **Inclusion, Participation and Engagement Fellowship scheme**, funded by Research England funding.<sup>6</sup> The scheme not only supports the School in its inclusion and engagement agenda, but also

strengthens cross-institute collaborations. Out of the 38 applications received, 4 fellows were appointed during the first phase which started in May 2022, and included Dr Yewande Okuleye, whose research is entitled: *Multilingual Black Voices: Community Poetry and a Self-Care Tool for Liberatory Practice*.

Fig 16 : Number of Fellowships Schemes per career stage

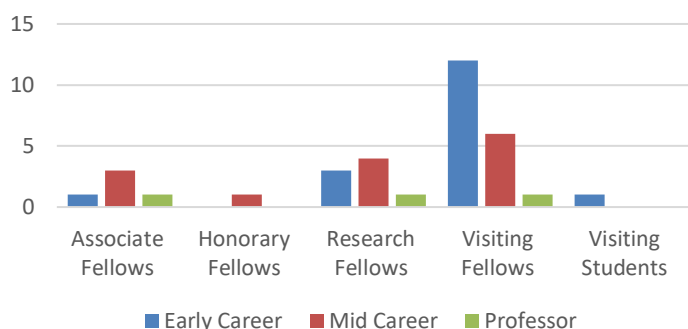
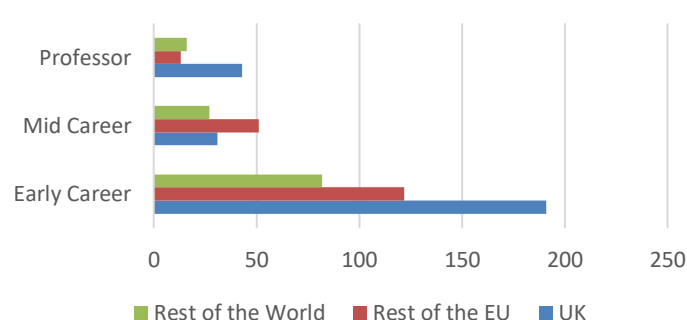


Fig 17: Stage of applicants per geographical origin



<sup>6</sup> <https://www.sas.ac.uk/news/early-career-fellowships-inclusion-participation-and-engagement>

The School also attracted many **researchers who wish to come to the School via externally funded schemes** such as the UKRI Future Leaders Fellowship, the Marie Skłodowska-Curie Action Postdoctoral Fellowship, or the British Academy Postdoctoral Fellowship schemes, supporting researchers of all career stages. In 2021-22, the School registered 31 expressions of interest (compared to 27 last year) from researchers from all areas of the globe and supported over 20 fellowship applications, including 2 British Academy Global Professorships, and 1 CHCI-SSHRC Postdoctoral Fellowship, which is facilitated in collaboration with the Consortium of Humanities Centers and Institutes (CHCI) and the Social Sciences and Humanities Research Council (SSHRC) of Canada, to provide opportunities for SSHRC Postdoctoral Fellows to spend time in residence at CHCI member organizations<sup>7</sup>. Successful applicants profiles were mainly from across the UK (45%), while 7% were from London, 28% from the rest of the EU and 20% from the rest of the world.

Two British Academy Postdoctoral Fellowship applications were successful as well as two Newton International Fellowships, all starting in 2022-23. All 5 applicants who submitted to the Marie-Curie Post-Doctoral Fellowship scheme scored above the threshold: two received the Seal of Excellence<sup>8</sup> and one of them, which reached an 89.8% score (**43/5 excellence; 4.6/5 Impact; 4.8/5 implementation.**) was on the reserve list, until unfortunately the UK/EU political situation made it impossible for the proposal to be funded.

Table 7: Externally Funded Fellowship Schemes	Expression of Interest	Supported	Successful
CHCI-SSHRC Postdoctoral Fellowships Collaboration	1	1	1
AHRC Policy and Engagement Fellowship in Digital Research Infrastructure	1	1	1
BA Global Professorships	5	2	0
Marie Curie Postdoctoral Fellowship	6	6	0
Newton International Fellowship	8	2	2
BA Postdoctoral Fellowship	10	9	2
<b>Total</b>	<b>31</b>	<b>21</b>	<b>6</b>

A few of the School fellowships were organised in partnerships with external collaborators, such as the Warburg/I Tatti Joint Fellowship or the Inns Court Fellowship at IALS. The Inns of Court Fellowships allow judges to undertake research, such as Justice Forrie Miller, a judge in the New Zealand Court of Appeal, who worked on a comparative analysis around the topic of 'Unforeseen consequences: the impact of a new apex court on the work of New Zealand intermediate appellate court'.

It should be noted that as part of the Development Network, the School belongs to a consortium of partners (including Edinburgh, Queens University Belfast, Leeds, Cambridge, Cardiff and UCL) that delivers UKRI's research leadership support and training for their Future Leaders Fellows (FLFs). Professor Barry Smith, Director of IP, leads for the Network on the Research and Innovation Landscape and on Engagement. He is part of the core team who secured two contracts from UKRI of £3.1M for Rounds 1-3 and £3.4M for Rounds 4-6 to run a research development network. The School

<sup>7</sup> <https://chcinenetwork.org/programs/chci-sshrc-fellowship>

<sup>8</sup> [https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/seal-excellence\\_en](https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/seal-excellence_en)

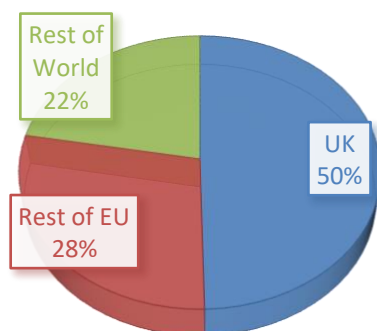
aims to support Fellows to expand the reach and impact of their research and to develop more academia-industry links with events such as:

- the FLF workshop on *Attracting the Media to your Research*, led by Professor Smith and Professor Churchwell with Stephen Khan, Chief Editor of The Conversation and BBC Radio Producer Hester Cant.
- Professor Smith commissioned a series of insight talks for the FLFs by Prof Graeme Reid (UCL) on Research and Policy Work in London, Edinburgh, Belfast, Cardiff, and Manchester, which included topics such as From Crowdsourcing to Citizen Science, Making the Most of Festivals and Building Partnerships, Working with the Media.

*This is just a quick note on behalf of the FLF cohort team to thank you for your participation in the FLF Annual Conference. It was a tough ask to give you an interactive collaboration session right at the end of day 1 but you truly delivered – the buzz of conversation in the room was fantastic!*

The **School's own Fellowship community** includes visiting researchers and students, honorary fellows, associates and senior researchers. In 2021-22, the School recorded 776 such fellows. The number of UK visiting fellows

**Fig 18: SAS Fellowship community 21-22**



**Table 7: Number of Fellows – 2021-22**

Type	Number
Visiting Fellows	97
Honorary Fellows	82
Research Fellows	137
Associate Fellows	312
Visiting Students	56
Other	92
<b>Total</b>	<b>776</b>

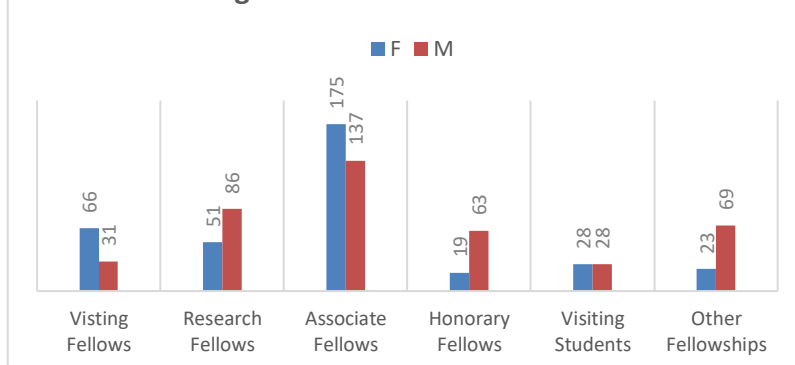
decreased by 17%, while the number of EU and overseas fellows increased by 20% and 4% respectively. The number of visiting students more than doubled (from 20 in 20-21 to 56 in 2021-22).

91% of the fellow community's research was categorised as disciplinary: while 66% of the visiting fellows' research was described as interdisciplinary. 60% of the visiting fellows and 47% of the associated researchers were early career researchers. 47% of the Fellowship community was female, while 53% was male.

**All fellows contributed to the School's mission and its programme of activities.** For example, our visiting

fellows recorded over 300 outputs including events, publications or other scholarly work during their fellowship at the School.

**Fig 19: Gender of SAS Fellows**



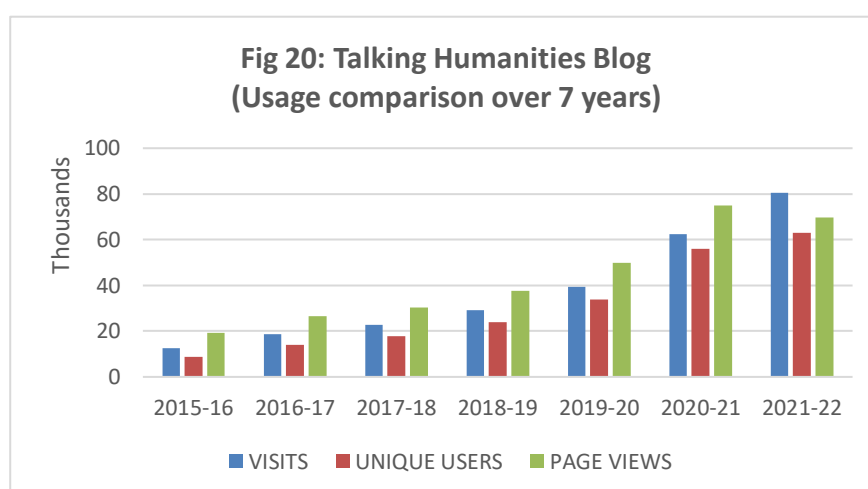
### Digital Resources and Online Platforms

The School has a very wide range of online 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).

The School holds about 160 online resources, which together recorded over 132m page views (compared to 121m page views in 2021-22). A few resources were archived since. This does not take into account social media accounts' usage.

Table 8- Type of Resource 2021-22	Number	Visits	Unique Users	Page Views
Archived Site	2	157,457	130,167	201,077
Blogging Website	31	310,934	240,758	328,903
Community building site (social sites)	46	-	-	-
Database (holding data)	3	22,399,016	6,189,869	109,731,156
E-journal	5	106,770	45,495	78,257
E-repository	6	9,662,491	5,759,588	15,386,982
Informational website (core sites, societies)	32	1,785,130	1,219,747	3,612,173
Library Catalogue / Directory	8	1,066,814	329,783	1,517,974
Research project website (active project)	14	506,980	456,679	1,196,883
Research training resource	5	114,014	91,423	476,602
Teaching/Learning resource	2	24,985	2,878	-
Video-sharing website	5	386,712	-	-
<b>Total</b>	<b>159</b>	<b>36,521,303</b>	<b>14,471,597</b>	<b>132,530,007</b>

The number of **blogs** remain high. The usage seems to have shifted in favour of overseas users (210k) compared to UK users which recorded 101k. Blog such as **The Talking Humanities blog**<sup>9</sup> continued to see its usage increase, showcasing another year of substantial engagement and interest.

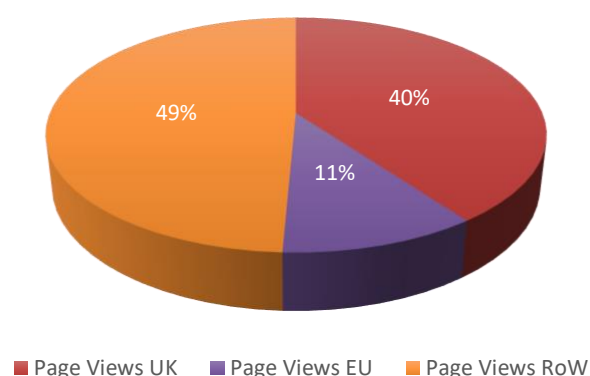


<sup>9</sup> <https://talkinghumanities.blogs.sas.ac.uk/>

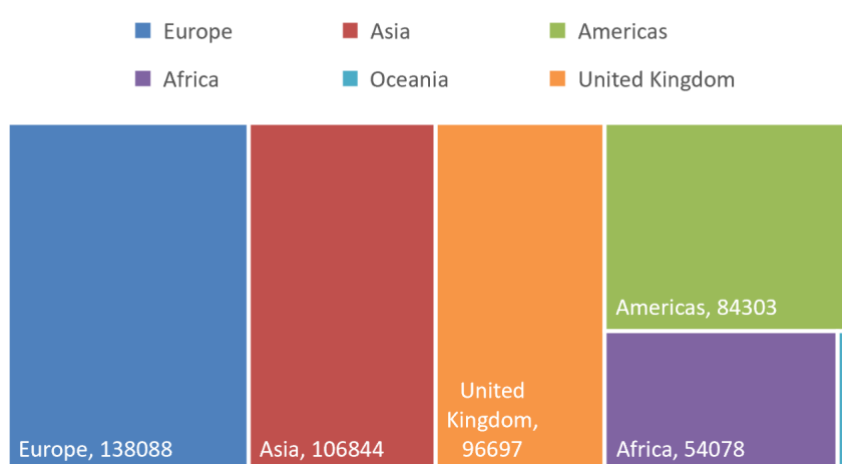
The School has various databases. **BAILII**, the British and Irish Legal Information Institute (full-text online legislation and case law hosted by BAILII at IALS), continued to show the highest usage rate. As the most popular free legal website with legal content, it is accessed frequently as shown by the 102m page views (compared to 87m page views recorded in the previous report).

The School's Open Access repository, **SAS-Space**<sup>10</sup> recorded 62k page views (compared to 78k page views in 2020-21), and over 200k downloads compared to 230k downloads in 2020-21. **Library Catalogues** are part of our digital services. The online Warburg Institute catalogue recorded nearly 450k visits in 2021-22.

**Fig 21: Database (holding data)**



**Fig 22: School main website visits in 21-22**



**The School's and institutes' own websites** host many different resources. Overall, they recorded over 3.5m page views (compared to 4.4m in 2020-21). Reach is clearly global. Resources available from these sites include project materials, research training, databases, projects.

Digital resources generated as a result of externally

funded projects continue to show high impact and visibility. For example, **The Layers of London Project**<sup>11</sup>, which brings together a collection of digitized historic maps, photos and crowd-sourced histories provided by the public and key partners across London, recorded over 1m page views (compared to 760k page views in 2020-21). A list of digital resources can be found here <https://www.sas.ac.uk/projects-and-initiatives/digital-resources>

The Digital Humanities Research Hub have made a significant contribution to the advancement and promotion of research in the Digital Humanities in many ways:

- Strengthening the School-wide collaboration and supporting the School's mission towards the early career researcher's development, it led and contributed to the research training programme, with events such as the *ICS 3D Summer School and Digital & Practical Epigraphy*

<sup>10</sup> <https://sas-space.sas.ac.uk/>

<sup>11</sup> Project funded by the National Heritage Fund. <https://www.layersoflondon.org/>



Workshop, as well as the *IES London Rare Books School* (with an average attendance of about 70 people)

- The UK-Ireland Digital Humanities Association<sup>12</sup> now based at the Hub was launched in 2021-22 and will bring increased visibility to the School through the programmes, events, and publications.
- Contribution to major funded projects this year, including the Congruence Engine<sup>13</sup> (AHRC-funded three-year research project which started in November 2021 that will use the latest digital techniques to connect industrial history collections held in different locations) and the CLEOPATRA<sup>14</sup> network (ERC funded international network training grant), that involved collaborating with HE and GLAM partners across the UK and Europe.
- Supporting the objective to showcase the social benefit of Humanities Research, two members of the Hub contributed to the Digital Humanities Climate Coalition and spearheaded the creation of a Toolkit for researchers, which helps them access the climate impact of digital research and reduce the carbon footprint of their work. The Toolkit was presented at the DH Benelux conference and is available [online: https://sas-dhrh.github.io/dhcc-toolkit/](https://sas-dhrh.github.io/dhcc-toolkit/)
- The School was commissioned by Research England and the AHRC to complete the Mapping the Humanities Project. Led by the Dean and Professor Jane Winters (Chair in Digital in the Humanities), this **major initiative** to map the entire humanities infrastructure in the United Kingdom and make it discoverable for researchers and policy makers. Hundreds of Higher Education Institutions and their partners are being catalogued through various parameters, including funding, to provide an accurate footprint of the true collaborative infrastructure that is the UK Humanities.

- *The course offered a brief but important insight into the vast world of DH.*
- *Trying new tools and thinking about the underlying philosophies and approaches to DH helped me think about new ways to conceptualize and present my research.*

<sup>12</sup> <https://digitalhumanities-uk-ie.org/>

<sup>13</sup> <https://www.sciencemuseumgroup.org.uk/project/the-congruence-engine/>

<sup>14</sup> <https://cleopatra-project.eu/>

### SAS-run Libraries – Usage and Collections

The School collections are managed by both Institute and Senate House Libraries. Data is included for **SAS-run libraries** only (Legal Studies, Classical Studies, Historical Research and the Warburg).

With the ease of the lockdown and the reopening of the libraries, usage has increased:

**Table 9 – 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	2,225	4,729	2,216	2,453	255	270	360	12,508
Visits	14,792	13,631	26,577	2,610	97	96	8,702	66,505*
Loans	3,288	2,687	2,822				57	8,854**

\*WI visits figures not available.

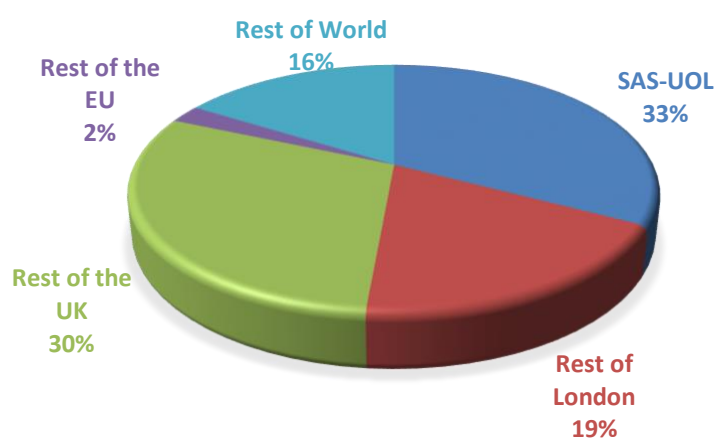
\*\*only ICS and IALS libraries offer loans

**Registrations** to SAS libraries recorded a 13% increase (from 11,063 recorded in 2020-21). The increase is due to students but also members of the public, which more than doubled (from a total number of over 400 in 2020-21 to over 880 registrations in 2021-22).

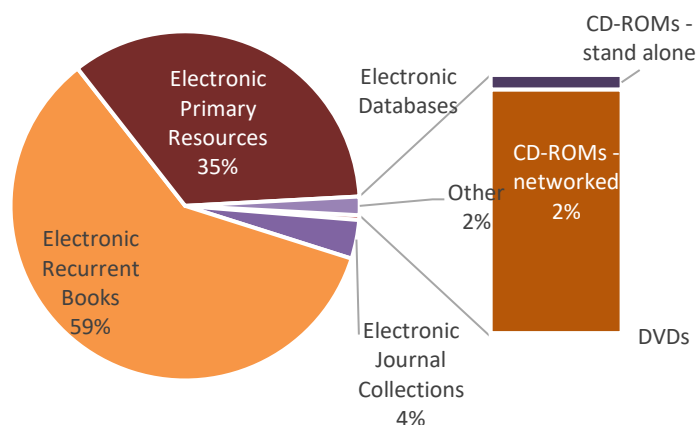
**Visits** to SAS Libraries recorded a significant increase – 83% (from 36,368 recorded in 20-21). The increase is due to the number of researchers in particular (academic and students), which in some instance more than tripled (from a total of 23,174 in 20-21, to 57,610). These figures unfortunately do not include the Warburg Institute Library visits.

The **number of loans** increased by 9% (from 8,104 in 20-21). The figures were led by the number of loan requests made by MA students (from 1,429 in 20-21 to 2,822 in 2021-22).

**Fig 23: Registered users per geographical origin**

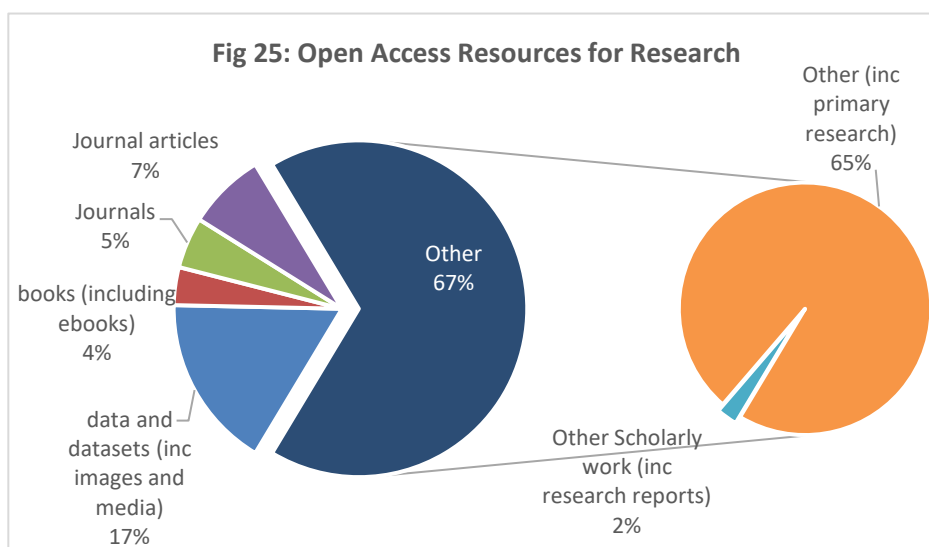


**Fig 24: current electronic resources**

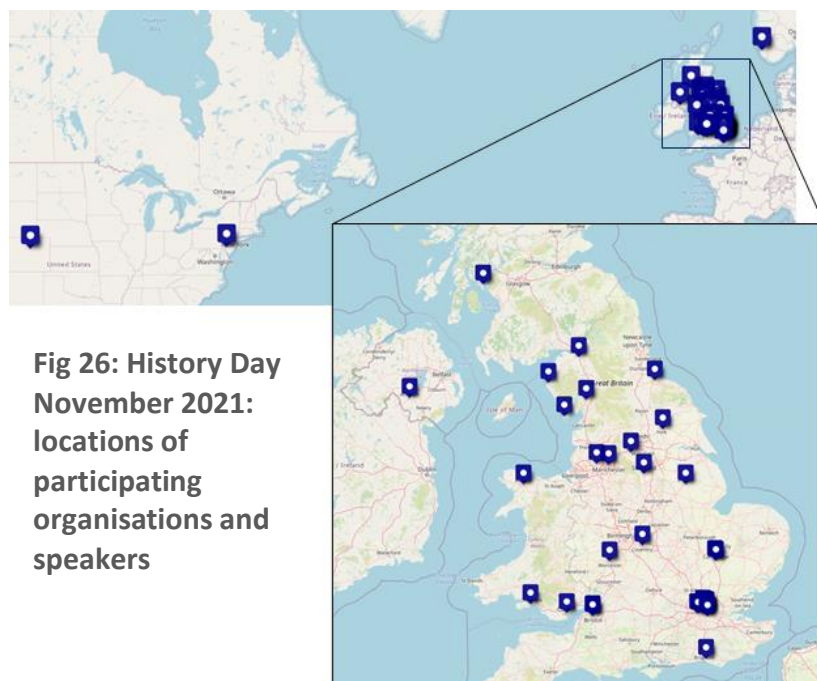


In 2021-22, the School libraries continue to spend over 1.2m on library resources (70% on print, 30% on digital), as recorded in the previous year). Spend on print is slightly less (873k compared to 899k in 20-21, while spend on digital is slightly more (382k compared to 373k in 20-21), as libraries continue to work hard to make collections more accessible.

Acquisitions have increased by 8%, due to exchanges which more than tripled (from 186 acquisitions by exchange in 20-21 to 418 in 21-22). The acquisitions were mostly books and pamphlets (over 5,800 items). It is worth noting that the IALS Archive was given the National Archives designation of 'Accredited Archive Service'. This UK quality standard raises the status and visibility of the IALS Archive and the School facilities and resources, enabling to apply for external funding for conservation and cataloguing projects to improve and for developing services further.



The School-run libraries benefit from various **partnerships** to support the collections as well as



**Fig 26: History Day November 2021: locations of participating organisations and speakers**

access and visibility of their resources. The IALS library has also been co-operating with the British Library for a number of years in the collaborative acquisitions of foreign legal materials. The IHR library partnered with JISC, SHL, TNA and RLUK for History Day at DCDC<sup>15</sup>. History Day is highly collaborative, and in November 2021, it brought together 56 organisations across the UK and beyond to share collections with researchers. The event supported research facilitation by engaging and creating links among researchers, information professionals, and the wider public,

and increases our visibility. The event attracted over 250 people.

<sup>15</sup> <https://www.history.ac.uk/whats/ihr-events-archive/history-day-2021>



## Publishing

The University of London Press continued to transition to a press which publishes high-quality, innovative new work. Working closely with the SAS Institutes on new publishing strategies to better support the Institutes and School's national remit, several book series were terminated, and exciting new book series will be visible over the next few years.

The Press developed a new strand of publishing-focused training sessions as part of the SAS Research Training Programme, including events on *Open Access Peer Review introductions to books and journal publishing*, and *transforming PhD thesis into publications*. These have been very well-attended (all averaging over 115 attendees) and had positive feedback. The Press is using the videos from these training sessions to build partnerships with new partners, including Cara (Council for At-Risk Academics) who will be using these in their own online training portal in future. Along with

*Thank you for this excellent training. The speakers were so knowledgeable [sic] In an area which is evolving (and thus understandably a bit confusing to navigate) and also by many bodies becoming mandatory (and thus we must be able to navigate) I wanted to quickly write to stress how useful and high quality this study session has been.*

*Thank you for your contribution to the EPOCH Writing Summit. Your workshop was absolutely fascinating and a great insight into the world of academic publishing. [sic] I think UoLP is doing some absolutely brilliant work in the space of academic publishing in the humanities and would love to work with you and your team again in the future.*

Institute-specific events such as the IES's 'Career Options for English PhDs session', the Press has also participated in external training events. This includes a workshop with EPOCH, a History ECR/PGR community at Lancaster University, whose organiser sent the following positive message. The Press supported a number of successful book launches, including an online event with the Royal Historical Society for Simon P. Newman's book, *Freedom*

*Seekers: escaping from Slavery in Restoration England*, with over 200 attendees.

## Books

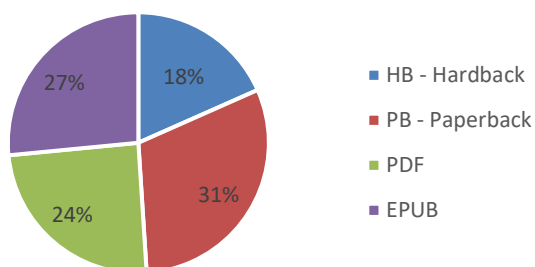
The transition noted above means there is a dip in the number of books being published by the Press in 2021-22.

**The Press published 18 books, edited collections and other scholarly works in 2021-22, while it recorded 442 backlist titles.**

Table 10 - SAS Publications							
Types of Scholarly works	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
Monographs	9	9	40	24	21	26	9
Edited Books	8	15	53	28	27	28	12
Other Scholarly works	1	-	4	6	2	3	7

The total of frontlist and backlist titles amounted to 440 together. Backlists were recorded as published mostly as hardback publications. 72% (compared to 83% in the previous year) of the School's titles were disciplinary. 67% of the frontlist titles were accessible on Open Access.

**Fig 27: Types of Publications**



As with many academic publishers during this period, the number of copies of frontlist titles (i.e., those published by the Press in 2021-22) sold increased significantly: 1,726 copies of new Press books were sold in 2021-22 compared to 995 copies in 2020-21. Added to the 343 backlist titles, proceeds for sales accordingly were noted at £51,845 in 2021-22, nearly twice as much as recorded in 2020-21.

### Open Access

Work focused to ensure open access publications were consistently on key OA platforms to maximise their global reach. Downloads of our titles were recorded over 700,000 in 2021-22 (an increase of 40% in the last 12 months) with usage across over 240 countries, supporting the Press's goal to ensure a diverse and wide audience for the books. The latest top downloaded titles are:

- *Human Rights, Sexual Orientation and Gender Identity in the Commonwealth* (published 2013: 62,492 downloads)
- *Envisioning Global LGBT Human Rights* (published 2018: 47,393 downloads)
- *Brazil: Essays on History and Politics* (published 2018: 43,220 downloads)

### Journals

Along with its own books publishing programme, the University of London Press also supports the wider journal publishing of the School, enabling greater global visibility within the academic communities being served. This includes two open access journals published by the IALS. Both journals are published under a 'Diamond' open access model, whereby authors publish immediate open access without having to pay an Article Processing Charge (APC) and articles are free to read and download. The School otherwise manages 3 journals published through OUP, except for the *Journal of the Warburg and Courtauld Institute* which is managed by the Warburg Institute:

- *The Bulletin of the Institute of Classical Studies*, a disciplinary journal, recorded circa 1700 commercial subscribers, 12,584 downloads. Publication Sales were recorded at £21.5k in 2021-22.
- *The Historical Research*, an interdisciplinary journal recorded 96 commercial subscribers and 61,526 downloads. Publication Sales were recorded at £158.3k in 2021-22.
- *The Journal of the Warburg & Courtauld Institutes*, an interdisciplinary journal, recorded 572 commercial subscribers and 3,983 downloads. Publication Sales were recorded at £33k in 2021-22.

The above does not include the IHR's *Reviews in History*<sup>16</sup>, which allows academic to write and publish reviews of scholarly works and which publishes over 50 reviews a year. The platform recorded over 15k page views.

---

<sup>16</sup> <https://reviews.history.ac.uk>



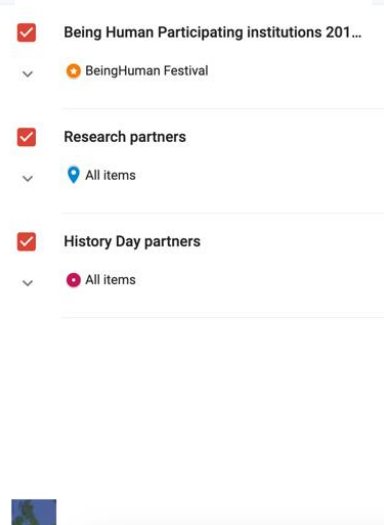
## Partnerships & Networks

The School last census recorded an average of 400-500 networks and collaborations. The School had been actively supporting over 300 of these networks, attracting over 18k researchers and over 4k institutions, predominantly UK-based.

Over 53% of networks contribute to the School event programme and 21% to School publishing activities. 62% of networks hosted by the School are national in remit. The majority of outputs from these networks are events, publications, digital partnerships, grant applications and funding partnerships. A sample of partnership across the UK whether research-related, events-related, or research training related is shown in the map below:

Table 11: Number of Networks and Collaborations	
Research related	223
Subject field/discipline-specific	124
Event related	140
Publications Related	50
Digital Resources Related	24
Research Training	31
Fellowship related	14
Policymaking	13
Library related	12
Teaching related	10
<b>Total</b>	<b>423</b>

**Fig 28: Samples of Partnerships across the UK**



Examples of strategic partnerships include:

- the Being Human Festival, with the founding partners (AHRC and the British Academy)
- the Mapping Humanities project (sponsored by AHRC & Research England).
- Promoting the value and importance of the integrated study of Languages, Cultures and Societies, ILCS has been working closely with the British Academy's Strategic Committee for Languages; the University Council for Modern Languages (UCML); the Alliance of Modern Languages and Area Studies Associations (AMLUK).

- Students and staff mobility/exchange agreements via the Erasmus+ and Turing programme, and other Memorandum of Understanding, representing over 30 collaborative partnerships<sup>17</sup>

The School's activities provided clear evidence of supporting and promoting the **Knowledge Exchange** agenda and recorded:

- Instances of KE Research partnerships – 76
- Instances of KE Working with business – 32
- Instances of KE Working with the public and third sector – 80
- Instances of KE Skills, enterprise and entrepreneurship – 32
- Instances of KE Public and community engagement – over 350 (reflecting the School's long focus on championing Public Engagement).

Such instances included:

- **Knowledge Exchange and Research partnerships:** Working with external partners to prototype, pilot and validate a Novel Objective Smell-Test (NOST) that could be used at home to assess Covid-related smell impairment, monitor progress and be evaluated for clinical use. This collaboration comes out of the IP's Centre for Olfactory Research and Applications and brings together sensory research, clinical medicine, patient groups and the smell loss charity, Absent.
- **Knowledge Exchange and Working with public and third sector:** Amnesty International Digitisation Project – started February 2022: A collaboration between the Professor Damien Short (the Human Rights Consortium (SAS)), Amnesty International and AM Digital<sup>18</sup> aimed at digitisation of the Amnesty International archive. To date this has involved over 175,000 images.
- **Knowledge Exchange and Skills, enterprise and entrepreneurship:** Prof Katherine Harloe (ICS) is consultant to theatre companies Actors of Dionysus and Chickenshed for the R&D phase of their project, (ongoing) Black Voices in Myth<sup>19</sup>
- **Knowledge Exchange and Public Engagement:** the ILCS partnered with Bloomsbury Festival and 26<sup>20</sup> (a writers' organisation) to organise guided walk and talk radio interview and collaborate on a writing project inspired by archival records. The WI organised a programme of collaborative research and exhibition projects with the GLAM sector, both in the UK and abroad. Relevant projects from last year included: 'Curatorial Conversations.' The series invited museum directors and makers of recent exhibitions at world-leading museums and galleries to the Warburg for a public discussion of their work.
- **Knowledge Exchange and Working with businesses:** the WI's Unlocking Archives: a week-long short course was co-delivered with Colnaghi (the world's oldest art dealership) and involved site visits to some of the art world's greatest archives (a mix of museums, galleries, dealerships, private collections and academic institutions).

<sup>17</sup> <https://www.sas.ac.uk/graduate-study/applying/erasmus-exchanges>

<https://www.sas.ac.uk/graduate-study/applying/turing-scheme>

<sup>18</sup> [www.amdigital.co.uk](http://www.amdigital.co.uk)

<sup>19</sup> <https://www.actorsofdionysus.com/productions/black-voices-in-myth>

<sup>20</sup> <https://www.26.org.uk/>



## Key financial indicators

### Income - Research Grant Performance

Research aims to enhance and reinforce the School's RPF mission by increasing its visibility, growing its national and international partnerships and networks, and of course contributing to sustainability.

**Table 12-Number of applications (census date November 2022)**

Submitted	Unsuccessful	Successful	Success Rate	SAS (Lead)	SAS (Co-I)	SAS sole PI
<b>40*</b>	24	13	32.5%	10	7	29

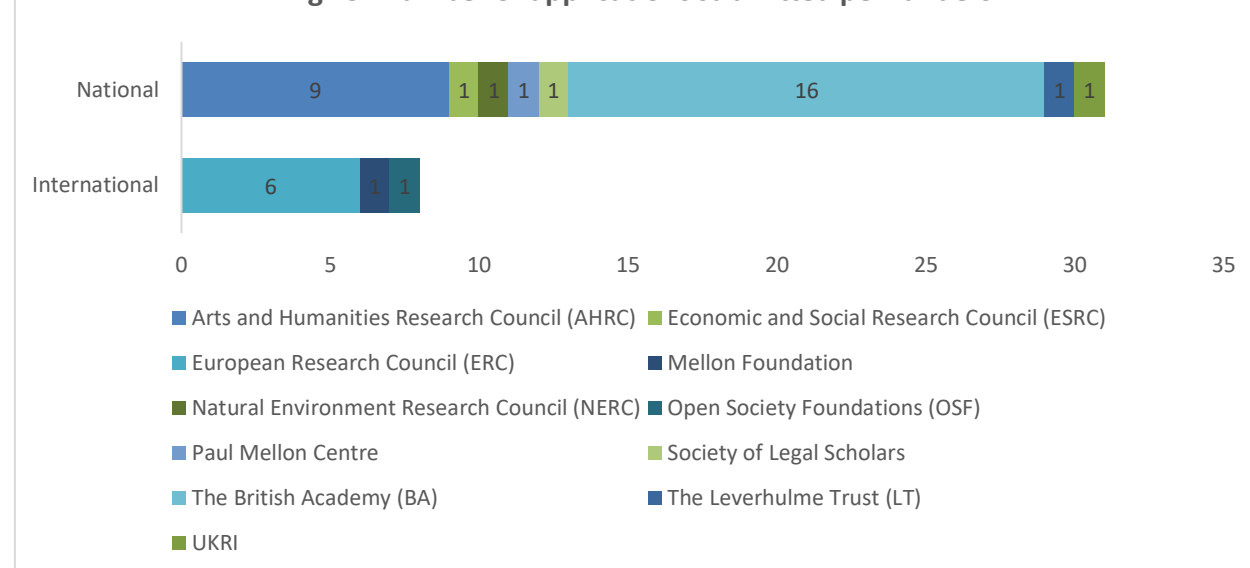
\*52 grant applications/projects were registered with the research services during the academic year, with the intent to submit in year.

SAS submitted 40 research grant applications out of the 52 registered for the year. 29 of the applications were made by sole applicants (compared to 35 in 2020-21). The number of applications submitted during the 2021-22 academic year represents a drop from 2020-21, from 63 to 40. Applications were made to 13 research funders in 2021-22 compared to 17 in 2020-21.

At the time of writing this report, the outcome of 3 grant applications was still unknown. However, we are expected an award to be announced in January 2023. As of November 2022, the 2021-22 success rate was 33% (compared to 13% in 2020-21), but it is expected to go higher.

82% of the grant applications submitted (same as in the previous year) were made to UK-based funders. The other 17% were submitted to overseas-based funding bodies, including the Horizon Programme (ERC), the Open Society Foundation, and the Mellon Foundation. The School continued to apply predominantly to UK Research Councils and UK Charities.

**Fig 29: Number of applications submitted per funders**

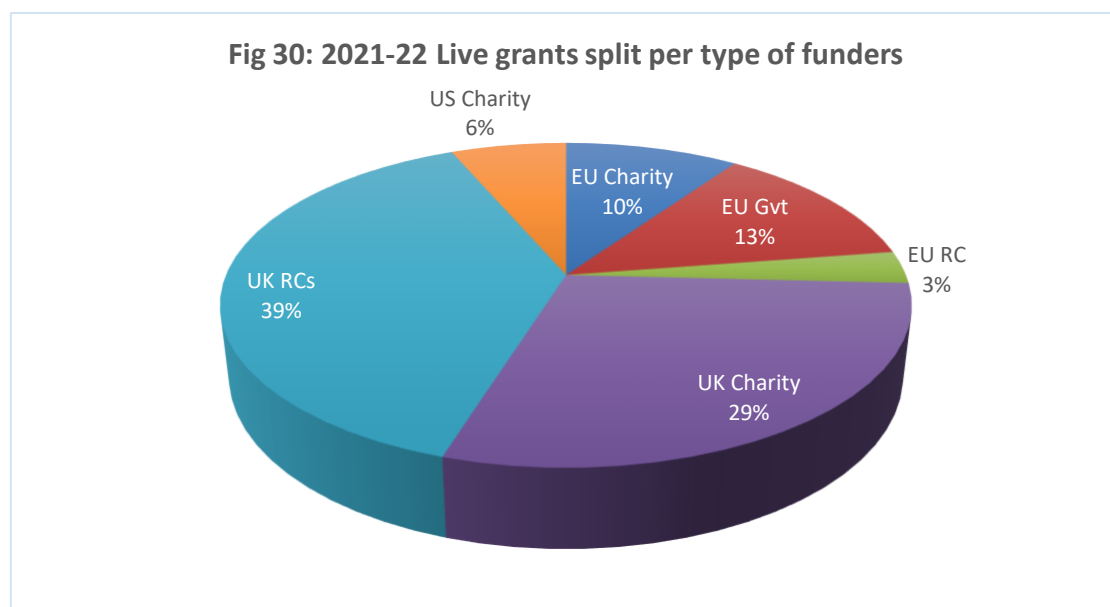


In 2021-22, the School submitted or contributed to grant applications worth over £17.3m (compared to £44.3m in 20-21 and £20m in 2019-20). If all had been successful, the School would have secured £8.8m (compared to £21m in 2020-21 or £9.5m in 2019-20).

The funding awarded to School projects in 2021-22 amounts to £6.3m (compared to £8.9m in 2020-21, and £1.64m in 2019-20). The School's share is £2.9m (compared to £1.9m in 20-21 and £360.5k reported in 2019-20.) As indicated in the fellowships section, of the 11 applications submitted to the British Academy, 4 were successful. 2021-22 successes include:

- ICWS – (Open Society Foundation), *The Commonwealth and decriminalisation of poverty*, £112,000 for 2 years.
- IES – (BA) *Migrant Editors: Postwar Migration and the Making of Anglophone Literatures, 1967-1989* (Newton Fellowship) £ 119,139, for 2 years.
- ILCS – (BA) *DecolonItaly. Challenging Colonial Legacies in Contemporary Italian Culture* (Postdoctoral Fellowship) £259,168, for 3 years.
- IP – (UKRI) Future Leaders Fellows - follow on funding, £222,000, another two years.
- WI- (Leverhulme Trust) *Writing Bilingually, 1465–1700: Self-Translated Books in Italy and France*, £384,890, 3 years.
- WI – (AHRC) - *Greek manuscripts in Renaissance Venice: The library of Guillaume Pellicier and its contribution to Europe's intellectual heritage*, £825,787 for 4 years.

It is worth noting that during 2021-22, research active staff continued to focus on mitigating the impacts of the pandemic on their existing externally funded projects. The School in total managed around 40 live externally funded projects in 2021-22.



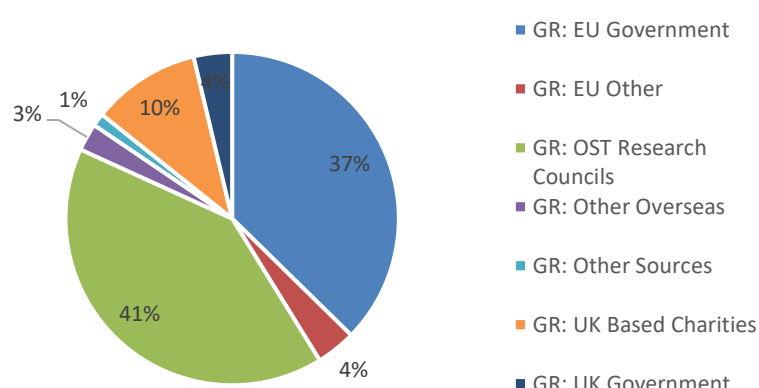
## Other Key financial indicators

In 2021-22, the School registered an increase in income with an uplift of Research England funding, new funding for Knowledge Exchange activities, including participatory research, and academic fees, and endowments. The amount of Special Funding (SF) received as a percentage of the School's total income has slightly increased to 52%.

**Research income** (*income spent in year*<sup>21</sup>) has increased slightly (from £1.83m in 2020-21). This level of research income was expected due to the delayed impact of the pandemic on research grant capture. Efforts were focused on ensuring live grants could be extended to deliver the expected outputs. Extensions went to December 2021 in most cases. 2021-22 also saw the start of a few large grants, but a slower start than planned.

Table 13 – School's Income	£ '000's
Research England	8,838,055
Research Grants and Contracts*	1,842,900
RPF Grants	1,115,985
Donations	240,957
Academic Fees (Tuition Fees)	2,117,898
Other Operating Income	2,007,277.81
Endowment	672,581.07
<b>Total</b>	<b>16,835,654</b>

**Fig 31 : Distribution of research income in year**

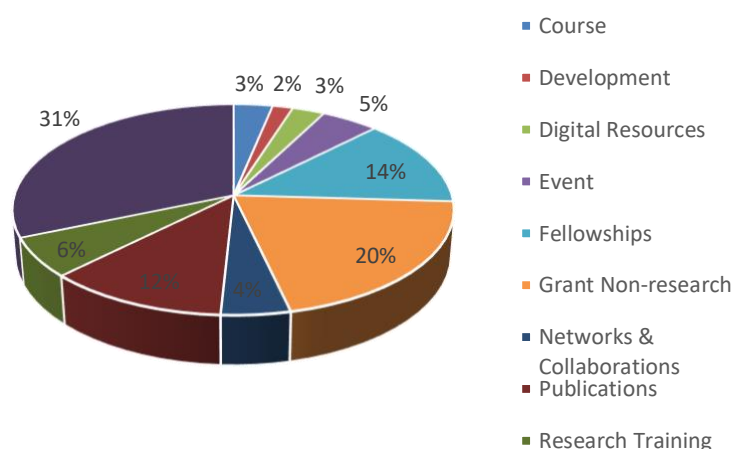


**Research Income spent in year** as noted above\* includes cost recovery, consultancy, and other research project contracts. It represents £48.1k per core<sup>22</sup> academic staff (38.3 FTE recorded in 2021-22).

**Non-Research income** remained level (from 6.2m in 2020-21 to £6.1m). Tuition fees increased by 7% (from 1.97m in 2020-21); other operating income which includes conference fees or library subscriptions for example decreased by

12% compared to 2020-21.

**Fig 32: Non-Research Income Distribution**



<sup>21</sup> Research Income means income spent in year, not awards secured in year.

<sup>22</sup> Core means funded by Research England