

Institution: University of St Andrews



Unit of Assessment: International Relations

a. Overview

The University of St Andrews is a research-intensive institution that ranks regularly in the *top-10 UK and top-100 worldwide universities*. The School of International Relations is similarly committed to the pursuit and delivery of research at the highest international level. The School is *one of only a handful of locations in the world where International Relations can be studied as an interdisciplinary subject in its own right*. International Relations has been taught at St Andrews for 25 years, becoming a separate department in 1990 and a School in 2003. Management of research in the School is the responsibility of the Director of Research (DoR), in cooperation with the Head of School (HoS), with advice provided by a School Research Committee which involves four senior staff members who represent the different themes and centres within the School. The School approaches International Relations as *an interdisciplinary and cross-cultural endeavour, which is a reflection of the changing subject matter of the field given the greater diversity of the international system in a context of globalization*. The School's substantive plurality is complemented by an acceptance of methodological diversity, interdisciplinary insight, and engagement across sectors and cultures.

Our research is organised into four major interdisciplinary centres: the *Handa Centre for the Study of Terrorism and Political Violence (CSTPV)*, *Institute of Middle East, Central Asia and Caucasus Studies (MECACs)*, *Centre for Global Constitutionalism (CGC)*, and *Centre for Peace and Conflict Studies (CPCS)*. Each has a Director with devolved decision-making responsibilities and budget, and directors sit on the School Management Committee. Together these centres encompass the full spectrum of research in International Relations, spanning investigations on the properties and behaviour of terrorist organisations to the dynamics of regional and global governance. The School has strong links with other units in the University that address aspects of world politics such as Divinity, which houses the Centre for the Study of Religion and Politics, and the Centre for Russian, Soviet and Central and Eastern European Studies (CRSCEES). The result is an atmosphere characterized by both focus and the vibrancy that comes from interdisciplinary and cross-boundary research.

Despite the University's modest size, the School is distinguished by its capacity to attract high calibre staff, visiting scholars and PhD students from around the world. Our research benefits from one of the highest proportions of international staff, international students and international research collaborations in the higher education sector worldwide (QS rankings) with *10 new permanent academic appointments* and a *35% increase in PhD recruitment* in the REF period, ensuring a vibrant and sustainable research culture. Research in International Relations at St Andrews is underpinned by world-class research-led teaching with a *student:staff ratio* of 33:1 (total UG and PGT), very high entry requirements and a generous research leave scheme. Research is outward-facing with wider impacts on policy and public engagement, and a leading role in national and international research networks.

b. Research strategy

We aim to be in the top 10 broadly-based Schools of International Relations and Politics in the country for research. Following RAE2008, the School endorsed the strategic vision *to produce innovative and critical inquiry into the complex international and global issues of our times that leverages our underlying pluralism, interdisciplinarity, and inclusive research culture*. In the REF period, we built on our centre-based strengths to establish four cognate multidisciplinary groupings that consolidate the range and impact of our research:

- *Conflict, peace and security* is concerned with research on political violence and terrorism, international security, conflict between (and within) state and non-state actors, institutional responses to conflict, post-war reconstruction, normative theories of war and peace, human rights, regional tensions, the social construction of conflict, and the political economy of peace and violence.

- The *evolving character of global order*, which encompasses work on formal international institutions (e.g. the UN, regional associations), on regimes (environment, non-proliferation), on ideas about and practices of global order (the rise of great powers, the possibilities of global constitutionalism and global justice), and the interface between international relations and international law.
- The interpenetration of *civil societies, states and international relations* highlights work on revolutions, religion and politics, debates around trauma and memorialisation, on the ways in which ‘hidden actors’ are represented and understood in international relations (e.g. children), on ideas and practices relating to the politics of human rights, and the politics of resistance in the global south.
- *Area studies and ‘thick theorizing’* is concerned with the deepening and widening of comparative and interdisciplinary research on regions as diverse as post-communist Europe, Caucasus, Central Asia, Middle East, East Asia, Africa and an additional new specialism in Latin America, and with building inter-regional linkages and global themes.

In the next five years our strategic aim is to grow the consolidated thematic groupings as ‘transdisciplinary areas of excellence’ in order to catalyse a step change in both the quality and impact of our research – including to strengthen collaborations both nationally and internationally, thereby enabling participation in large multi-centre, multidisciplinary projects in line with the themes noted above. In addition, we recognize the critical importance of research linking together international, UK and Scottish politics and policy, and we aim to focus thematically-driven research more strongly in order to nurture such linkages, explore outreach activities and support arising social impact.

Our four research centres strengthen interactions between staff and research students in the School, and provide direction for existing and emerging areas of research excellence leading to disciplinary leadership. The *Centre for Peace and Conflict Studies (CPCS)* was created in 2005. CPCS is Scotland’s first centre to combine global cross disciplinary expertise on the issues of non-violence, development, peacebuilding and conflict transformation. A burgeoning focus on state crime will be used increasingly to facilitate academic-practitioner partnerships.



- *Main achievements by CPCS in the REF period:*
 - Established new partnerships with similar centres around the world (the Kosovo Institute for Peace; African Network Against Illiteracy, Conflicts and Human Rights Abuse, Cameroon; The Observatory for Collective Action and Social Movements, Colombia).
 - Secured highly competitive funding from the British Academy, the Nuffield Foundation, the Leverhulme Trust, The Foreign and Commonwealth Office, and the European Commission's Framework VII programme.
 - Organized numerous workshops and conferences that facilitate knowledge exchange between academics and non-academics, developing knowledge of peace and conflict grounded in the experiences of local people, places and history.
- *Main aims in the next five years:*
 - Continue to develop collaborative research projects with partner centres in Kosovo, Cameroon, Ethiopia, Iceland, Columbia and Croatia.
 - Build upon current track record of securing research grants from major funding bodies.
 - Continue research with excellence that makes an impact, building on previous research successes by facilitating dialogue between individuals, groups or communities who are concerned with conditions of positive peace.

The *Handa Centre for the Study of Terrorism and Political Violence (CSTPV)*, established in 1994, is Europe’s oldest centre for the study of terrorism and for 20 years has led a programme of rigorous, evidence-based analysis of terrorism and other forms of political violence that is policy-relevant but not supporting any particular partisan policy. The Centre’s research is grounded in a belief in public service, global responsibility and the desire to contribute to the enhancement of human security.



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- *Main achievements by CSTPV in the REF period:*
 - Creation and sustenance of a St Andrews-led, but internationally affiliated, research culture in terms of on-going public lectures, seminars, workshops and conferences involving scholars from, among others, Stanford, Oxford, Yale, Princeton and Georgetown Universities, the LSE and KCL, together with St Andrews scholars.
 - Generation of a strong cohort of PhD students supervised in CSTPV (24 at present).
 - Acquisition of external funding to sustain research at the Centre (including c£1 million from UK government sources; c£500,000 from the EU; c\$250,000 from US government sources).
- *Main aims in the next five years:*
 - Consolidation of research publication of an internationally leading kind (with publishers such as Oxford University Press, Yale University Press, Routledge, Blackwell, Palgrave publishers) to reinforce CSTPV as a world-leading centre for research in the field of terrorism and political violence scholarship.
 - Sustenance and further consolidation of a globally-competitive research culture at the Centre, in terms not only of publications but also the acquisition, supervising and mentoring of PhD students, the acquisition of research funding to sustain high-grade research, and the development of appropriate policy impact and engagement, nationally and internationally.

The *Institute of Middle East, Central Asia and Caucasus Studies (MECACS)* places St Andrews' long history of excellence in regional studies into a truly cross-disciplinary framework. MECACS



also houses the *Centre for Syrian Studies*, which fosters scholarship and dialogue about Syria and exchanges between Syrian and British scholars and others. MECACS hosts a weekly seminar series with visiting speakers, a student-run

presentation series, annual workshops and conferences, and collaborates with the British Society for Middle Eastern Studies (BRISMES) research network on 'Domination, Expression and Liberation in the Middle East'.

- *Main achievements by MECACS in the REF period:*
 - Organised a conference and linked workshop produced a multi-authored comparative study of the impact of empire on post-imperial sovereignty in Middle Eastern and Central Asian states.
 - Acquired funding for PhDs from several foundations (Open Society, Marie Curie, Asfari).
 - Serving as a policy-based forum for confidence-building measures between conflict parties in the Caucasus through a UK Foreign Office funded project.
 - The Centre for Syrian Studies led a British Academy funded research project on Syria-Turkey relations which produced a book multi-authored by British, Syrian and Turkish scholars.
- *Main aims in the next five years:*
 - Secure additional external funding to support further scholarships in aid of the recruitment of PhD students from the three regions.
 - Deepen and extend its research and teaching on the Caucasus.
 - Consolidate further collaborative research with scholars from the three regions.

The School's newest centre, launched in 2007, is the *Centre for Global Constitutionalism (CGC)*. CGC provides an institutional home for the exploration of constitutionalism at the national, regional, and global levels. The Centre draws upon expertise in the disciplines of law, history, international relations, philosophy, regional studies and religion, making it a site for interdisciplinary work focused on the diverse ways in which constitutionalism shapes the global political order. The CGC also bring together scholars and policy analysts from the United Kingdom, Europe, North America, and the Middle East, to expand its regional and conceptual range.



- *Main achievements by CGC in the REF period:*
 - Sponsored and organized the Inaugural Lecture by Justice Richard Goldstone on the

Global Rule of Law.

- Initiated and hosted a series of conferences designed to push the boundaries of enquiry at the intersection of political theory, juridical theory, public policy and international law, such as the conference 'Protecting Human Rights: Duties and Responsibilities of State and Non-State Actors', cosponsored with Glasgow Human Rights Network.
- Secured funding for conferences on pressing public affairs with prominent partners, such as the workshop on the 'UN Security Council as a Global Legislator', co-sponsored with the United Nations University, and the workshop on 'Constitutionalism and the Arab Uprisings', co-sponsored with the British Academy.
- *Main aims in the next five years:*
 - Draw on social media and events devoted to the wider public to further develop thinking on international law and politics through the lens of constitutionalism.
 - Expand the ambit of the Centre to include work on human rights, cosmopolitanism and international law in the developing world.
 - Build up an influential body of literature on global constitutionalism through publications in world-leading presses and journals.

In order to support the School's strategic aim of providing an interdisciplinary research environment where existing and emerging staff research can flourish, two initiatives were introduced during the assessment period. The first initiative established a robust research review process with individual staff members for the purpose of thinking through the characteristics of outstanding research and the strengths and weaknesses of specific pieces of research. This objective was achieved through regular one-to-one discussions providing staff with an opportunity to be reflexive about the immediate and longer-term research choices they were making and why they were making them.

This element of the strategy:

- Highlighted identifying individual pieces of work that were not sufficiently strong for inclusion at an early stage so that alternatives could be identified or developed.
- Encouraged staff to submit drafts for reading and review, prior to publication, in order to increase the probability that the published version should be of high quality.
- Provided staff with both the information and knowledge to address any weaknesses in the quality of their research and thereby increase the likelihood that the final product would be of a high quality.
- Contributed to a positive environment in which staff felt they were being supported and encouraged.

The second initiative focused on increasing the sense of ownership, engagement and collegiality in management of staff research. This objective was fulfilled by enhancing opportunities for staff to discuss work in progress and prior to submission, and for staff to offer feedback on how the research environment could be improved. In addition, the Research Committee emphasized holistic cross-centre collaboration and interdisciplinarity. This approach led to:

- Reorganization of the weekly School Seminar to better reflect the four research groupings of the School as well as achieve a stronger balance of internal staff, research students and invited speakers.
- Creation of additional centre-based seminar series and workshops, which increased the number of staff and PhD presentations and interactions.
- Launch of an informal lunch series to provide a venue for discussion of academic work in progress, as well as staff development issues relating, for instance, to making decisions about journals or publishers, preparing funding applications, and research ethics.

c. People, including:

i. Staffing strategy and staff development

The School has a strategy *to prioritise the recruitment and development of highly promising staff who will contribute rigorously to the production of excellent scholarship that aligns to or expands our intellectual strengths*. Since 2008, permanent staff numbers have increased from 27 to 37 (FTE). The balance of staff across the research themes has been sustained, although this is a continuing process given on-going hiring in the context of a School where student numbers

continue to increase. Our cohort includes staff from Australia, Canada, Germany, India, Ireland, Italy, Spain and the United States, in keeping with our international profile.

The gender balance in the School has improved significantly during the REF period. Currently the School has 11 women amongst its permanent academic staff – including 3 professors, 1 reader, and 7 lecturers – compared to 5 in 2007. In April 2013 St Andrews was awarded the University Athena Swan Bronze Award in recognition of having established a solid foundation for the elimination of gender bias and the development of an inclusive culture that values all staff. Following on from this University-level award, over the next five years the School aims to further improve on its internal gender balance with staff appointments in order to demonstrate its commitment to promoting gender equality.

New junior staff in the School are afforded a reduced workload during their probationary years; they are not asked to undertake any administrative tasks in their first year and only minor administrative tasks in their next two years. A mentor – usually a senior member of staff – offers general guidance to new colleagues and to help them through the probationary procedure, including the University's Q6 review process. All colleagues can avail of training through the University's Centre for Academic, Professional and Organisational Development (CAPOD). In 2012, the University initiated a procedure whereby newly appointed staff agree, with their Head of School, a set of research (and other) plans for the first four years of their time at the University – this includes objectives in the areas of publishing, grant capture and impact. Further, each member of staff is allocated an annual research budget of at least £1,500 to support participation in national and international conferences, preliminary pilot research and the preparation of grant applications.

In an attempt to provide equal opportunities for developing the research careers of all staff, the School has a policy and practice of distributing teaching and administrative responsibilities equally across staff. During this REF period, the teaching schedule was reorganized, making it possible for staff to have research leave for a semester every three years, rather than every four years as it has been in the past, and staff are actively encouraged to apply for externally funded research leave. This change to the School's research leave scheme has enhanced the capacity for staff to be released from teaching and other duties in order to undertake focused research, and the new system is highly valued by staff. As noted in section b, the main mechanisms for maintaining standards of quality and integrity of research have included the provision of structured feedback to staff both prior to and following publication. The result of the process has been to make staff more reflexive about how they write and where they submit their work. The procedures for evaluating and improving the ethical underpinnings of specific projects have been strengthened and regularized during this period, which has also served to increase reflexivity about the ethical implications of specific projects and the ethical integrity of staff and PhD research.

Over the next five years our objective is to continue to strengthen our staff complement by improving the quality of our research in each of the major thematic groupings by investing in new senior staff with existing international reputations; recruiting new early career researchers and nurturing them through to realise international reputations; supporting staff development through funding, research leave and mentoring by senior staff; and increasing the number and diversity of our visiting scholars.

ii. Research students

The School has a strong and vibrant PG research environment, and its growing doctoral programme is a member of the ESRC Scottish Graduate School of Social Sciences. There are approximately 80 PGR students in the School at present, compared to approximately 55 in 2007, and all eligible members of staff supervise at least one PGR student (with most supervising 2-6 students). Entry to our programme is highly competitive, with more than 150 applications (200 in 2012-13) for approximately 20 positions annually.

All PGR students receive compulsory training in research methods and issues during their first semester through the School's taught module, IR5601: Research in International Relations which is recognized by the ESRC. Students may supplement this discipline-specific module by auditing

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up to four modules in social science research theory and methodology more broadly, offered at the Faculty level. PGR students also are required to complete a series of generic skills modules addressing professional competencies in research, teaching, presentations and networking offered by CAPOD in order to develop transferable employability skills. The School's PGR students may also take advantage of further specialist training through the numerous short courses offered by the collaborative Summer School programme of the recently established Scottish Graduate School of Social Sciences. In addition, the School offers numerous activities open to all PGR students including the School-wide seminar series, four other seminar series hosted by specialist centres within the School, occasional conferences, and many other less formal events held throughout the year (such as, for example, a PG workshop with Louise Arbour, former UN High Commissioner for Human Rights and current President of the International Crisis Group, in February 2013). PGR students also organise their own seminar series, which allows them to present work in-progress to their peers and staff, as well as various reading groups.

The School offers financial support for individual PGR students to carry out fieldwork and participate in conferences, awarded on a competitive basis each semester. The School prioritized improving the PGR research budget during the assessment period and in the past three years the amount provided by the School has nearly doubled from £6,000 pa to £10,000 pa. In addition, the School provides occasional enhancement funds to support larger collaborative PGR student initiatives, such as organising workshops and conferences. For instance, in June 2012, Beaulieu-Brossard organized a workshop titled 'The Constitution of International Relations as a Discipline', while Saunders, Mrovlje and Jaede organized an International Political Theory conference in June 2013. Both efforts received financial support from the School's postgraduate enhancement fund and the latter conference also received sponsorship from the BISA 'Contemporary Research in International Political Theory' working group.

Six PhD students in the School within the REF period are holders of prestigious and competitive external studentships. Five students (Hamaiza, Saunders, O'Shea, Ferguson and Sapiano) are ESRC funded, and one student (Chernobrov) is the recipient of a Scottish Overseas Research Student Award. For academic year 2013-14 the University has committed significant new funding in order to attract the most talented PGR students from across the world, and to continue to build its PGR community to 15% of the student cohort. This funding includes the 600th anniversary award scheme, with substantial scholarships being offered to suitably qualified applicants. The School awarded five of these scholarships to incoming students in order to substantially enhance the breadth and depth of our research environment.

PGR students are encouraged to teach on the School's sub-honours modules to acquire professional experience, supported by a comprehensive suite of transferable-skills workshops provided by CAPOD. Our research students go on to highly successful careers. Many of our PGRs aspire to an academic career, although a large percentage aim for careers with international agencies, NGOs, and think-tanks, as well as in government and in policy research. Students who have graduated during the assessment period now hold permanent academic positions at the Universities of Reading, St Andrews, Leiden, Kent State, Webster, Victoria (New Zealand), Fu Jen (Taiwan), Amsterdam and Botswana; others hold postdoctoral research fellowships or associate positions at the Universities of Oxford, Princeton, Bristol, UNU Tokyo, the Diplomatic Academy of Vienna, and the European Inter-University Centre for Human Rights and Democratisation; and others are employed with the British government, the South African government, the US government, the government of Canada, the African Union Peace Support Operation Division, and the Afghan Institute for Strategic Studies.

d. Income, infrastructure and facilities

The School strategy in regard to generating research income *focuses on providing regular support and timely advice to staff members*. All staff members within the School are encouraged to submit at least one grant application per year and a monthly clinic, run by staff from the Research Funding Office, assists staff in preparing research grant proposals. In addition, the University's Research Forum and Research Policy Office, Research Business Development and Contracts (RBDC) and the Finance Advice and Support (FAS) office provides extensive support to researchers such as

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assisting staff in finding funding for research ideas and completing funding applications. RBDC also has a dedicated business development manager for European funding opportunities. The School has received research funding totalling £5.4 million over the assessment period from a wide range of sources: Research Councils, UK, EU and foreign government bodies, private companies and charities. Major long term funding continues to benefit research groups and centres, such as the successful bid by CSTPV for a £1 million contribution from Dr Harushisa Handa, which allows for the funding of postgraduate students and research symposia, and £183,018 from the Home Office to support counterterrorism research services. Notable grant successes during the REF period include:

- European Commission/EU for 'Prevention of and Fight against Crime' (Lynch and Argomaniz), €560,016.
- AHRC for 'Defining and Identifying Middle Eastern Christian Communities in Europe' (McCallum), £246,026.
- Government Communications Planning Directorate UK for 'Ideas & Learning, Vulnerabilities & Possibilities for Intervention' (English), £304,795.
- European Commission/EU FP7 Marie Curie for 'Post-Soviet Tensions: A PhD and post-doctoral Training Programme in Post-Soviet Affairs for Early Career Researchers' (Cummings and Fawn), £481,646.
- AHRC for 'Non-Muslim and Muslim Youth: Religious Identities, Islamophobia and Everyday Geopolitics' (Sanghera), £452,062.

Numerous smaller grants include:

- British Council for 'Intercultural Navigators Project Youth Radicalisation in Europe' (Murer), £44,000.
- The Leverhulme Trust for 'Unlawful Combatants: A Genealogy of the Irregular Fighter' (Scheipers), £41,747.
- The Carnegie Trust for 'Chinese Special Economic Zones in Africa: Catalysts for Development' (I. Taylor), £27,306.
- The British Academy for 'Foreign Policy-Making, Security Perceptions and Conflict-Resolution in Syrian-Turkish Relations' (Hinnebusch), £28,000.

Several staff members, such as Murer, are engaged in fundraising activities with colleagues in other Schools of the University, such as Psychology. Each of the centres within the School has devised their own strategies of funding. The strategy of the CSTPV, for example, has revolved around three main sources of external funding for research activities and research culture. The first has been to apply for and secure research money from bodies such as the European Union, for specific, large-scale research projects. The second has been to gain funding for a range of research activities (including Research Fellowships and Research Workshops) from UK and US government sources (especially the UK Home Office and UK Foreign and Commonwealth Office). The third part of the strategy has been to secure external donations from non-governmental sources. All three strategies will continue to inform the Centre's research funding. In terms of strategies for generating future grant income, the School plans to develop workshops on grant getting where successful principal investigators and those who sit on funding panels share 'secrets of success'; to review draft applications in-house through thematic groups (sometimes repeatedly) as a means of ensuring high quality submissions; and to target specific competitions (e.g. the EU Horizon 2020 scheme).

The School is located in the new Arts Building, which provides purpose-built (2007) facilities and flexible work and social spaces that enable staff to network, exchange ideas and build a strong cohort experience. Our facilities include dedicated lecture and seminar rooms; study and meeting rooms; social spaces; both University and Eduroam cable and wireless networking; and multimedia facilities. In terms of technical support, all staff in the School are provided with a computer and printer and the School shares, with the



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School of Economics, a Computing Officer who helps with constructing web sites and other resources and with the use of various computer and digital technologies. The Library has recently benefitted from a £14m refurbishment; the current book fund for the School is £35,291 annually (excluding a substantial budget for periodicals that is allocated centrally). A new funding model was put in place in 2012-13 which increased the budget from £29,219 the previous year. There is a dedicated Library Liaison Officer for IR (McNae) who provides Information Skills teaching and guides staff and students to the collections, including impressive electronic resources for politics and international studies.

The School and University provide research space, computer, library and IT facilities for research students. The School has actively engaged with the University's strategic revitalisation of St Leonard's College as the new Research Graduate School. As part of this initiative the School worked closely with Estates on the refurbishment of newly available research and office facility in the Postgraduate Study Centre located in the Bute building. As of March 2013, the School's PGR students have a dedicated working environment consisting of a mixture of shared offices (for research students employed as tutors), group study and computer space, social area with kitchen and central printing facilities. The facility has 24-hour swipe card access, ensuring students have their own study space where they can interact with peers on a day-to-day basis. In addition, the School and University are currently refurbishing another large space on Butts Wynd intended for our PGR students, which is on track for completion in spring 2014.

e. Collaboration and contribution to the discipline or research base

All of our centres and many individual members of staff have productive collaborative relationships with a number of national and international research groups. Some notable examples during the REF period include:

- English collaborated with Adam Roberts, Oxford University/British Academy, in co-hosting a symposium, '9/11: Ten Years On' (London, October 2011), with Maria Rasmussen and Mohammed Hafez, Naval Postgraduate School, Monterey, USA, on a two-day workshop, 'Innovation in WME Terrorism' (St Andrews, March 2012), and he co-sponsored a conference at the University of Georgetown (October 2012) on Intelligence and Counter-Terrorism.
- Lynch and Argomaniz are co-directors of an EU project on the Victim-Perpetrator Cycle under the Programme 'Prevention of and Fight against Crime'. They also co-direct and are partners with Rogelio Alonso, Universidad Rey Juan Carlos, Madrid, on an EU-funded Project titled 'Supporting victims of terrorism, the role of victim orientated organizations: the case of the UK and Spain'.
- McCallum co-founded, along with Michael Marten, University of Stirling, and Dr Christine Lindner, University of Balamand (Lebanon), the Christians in the Middle East Research network, which received start-up funds from the School. The network organised a symposium 'Christians in the Middle East: Past, Present and Future' at the Third World Congress for Middle Eastern Studies (Barcelona, 2010).
- Volpi is co-directing an AHRC sponsored research network, with Ewan Stein, Edinburgh University, on 'people power and state power', which is organized through the Centre for the Advanced Study of the Arab World, and has organized international conferences in Tunis (2012) and Cairo (2013).

Our researchers organised a number of major conferences and workshops during the current assessment cycle (as well as organising and contributing to more than 100 smaller conferences, workshop and symposia), including:

- Hinnebusch and the Syrian Studies Centre organized a conference on Economic Reform in Syria (St Andrews, April 2008), a conference, along with Samir a-Taqi of the Orient Centre for Studies in Dubai, on Economic Reform in Syria (Damascus, November 2008), a series of roundtables on Syrian politics (2011) and a Postgraduate Conference, 'Syria in a changing world' (St Andrews, September 2011).
- Hayden and Lang organized two international conferences, with the theme 'Thinking With(Out) Borders: The St Andrews International Political Theory Conference', in June 2008 and June 2010, both conferences hosting prominent international keynote speakers

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and attracting more than 300 attendees from around the world.

- Fawn organized an international conference on security and stability in the South Caucasus, attracting numerous scholars of the region as well as key representatives from international organizations (e.g. the OSCE), NGOs, and Ambassadors from South Caucasus states, and in conjunction co-organized a crisis simulation between St. Andrews postgraduates and postgraduates at the OSCE Academy (both in 2010).
- Lang and Brett organized a conference surrounding the visit of Louise Arbour, former UN Commissioner for Human Rights and Chief Prosecutor of the Criminal Tribunals to Rwanda and the former Yugoslavia, to the School and University (February 2013), and Lang organized a 'Global Rule of Law' conference at St Andrews, with Richard Goldstone (first chief prosecutor of the United Nations International Criminal Tribunal for the former Yugoslavia and for Rwanda) as keynote speaker (June 2011).

Several leading journals are edited by School academics, including:

- *The International History Review* – the only English-language quarterly devoted entirely to the history of international relations and the history of international thought is co-edited by Williams.
- *Journal of International Political Theory* – a unique multidisciplinary journal devoted to the emerging paradigm of international political theory, founded and edited by Hayden.
- *Global Constitutionalism* – publishes interdisciplinary scholarship on the foundations, limitations and principles of global constitutionalism, co-edited by Lang.
- *African Security* – dedicated to the exploration of fresh approaches to understanding Africa's conflicts and security concerns, co-edited by I. Taylor.
- *Review of International Studies* – the flagship journal of the British International Studies Association was based in the School from July 2005 through December 2010, with Rengger as the senior editor, and Fawn, Richmond, Watson and I. Taylor as associate editors.

In addition, other staff members act as assistant or associate editors for *Terrorism and Political Violence* and *British Journal of Politics and International Relations* (English), and *Psychoanalysis, Culture and Society* (Murer). Editorial board memberships include *Global Society* and *Critical Studies in Security* (Fierke), *Human Rights Review* (Hayden), *Ethics & International Affairs* (Lang), *Religion and Ideology* (McCallum), *International Relations* (Rengger) and *Mediterranean Politics* (Volpi).

Members of the School held positions of national and international leadership across the field of International Relations during the REF period:

- Rengger was on the BISA Executive Committee through December 2010 and currently is (from 2011) a Global Ethics Fellow at the Carnegie Council for Ethics and International Affairs in New York City, which involves him in visits to the Council's HQ, Merrill House, for research collaboration and participation on the Council's Global Ethics Network project.
- Fawn is (since 2010) an Advisory Council Member for the Organization for Security and Cooperation in Europe (OSCE) Academy. In this capacity he addressed the Czech foreign ministry on Visegrad cooperation in June 2012 and was invited to give the keynote address to the European Science Foundation programme on regional dynamics in March 2013.
- Fierke has been a member of the steering committee of the Standing Group on International Relations (ECPR), as well as a founding member of its successor, the European International Studies Association (EISA), and she was a Non-North American Representative to the International Studies Association (ISA) Governing Body in 2013.
- Gentry was president of International Studies Association-West in 2009-2010 and its program chair in 2008-2009, sat on the ISA Governing Council from 2007-11 and is a member-at-Large of the ISA Feminist Theory and Gender Studies Executive Board.
- Three members of staff (English, Williams and Wilson) are fellows of the Royal Historical Society, English is a fellow of the British Academy as well as a member of the Royal Irish Academy, Murer is a member of the Young Academy of the Royal Society of Edinburgh, and Williams is on the Executive Committee of the British International History Group.