



Arts & Humanities
Research Council

2011 Call for Nominations to the AHRC Peer Review College

Guidance notes on completing the Nomination form



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Introduction

The nominator is asked to submit the nomination form (with input from the nominee as stated below) with a supporting CV and list of publications to gsd-mail@ssc.rcuk.ac.uk by the deadline of **Friday 16th December**.

Before completing the form please refer to the eligibility criteria for membership (Appendix A) and remember to obtain the nominee's consent.

Who should complete the form?

Although a nominator can complete the form in its entirety (except the Equal Opportunities section), it is probably more useful for the nominee and nominator to complete some sections of the form in discussion with each other. We recommend that sections 1-6 are completed by the nominator, in discussion with the nominee, before the nominator adds the case for support (Section 7).

Section 1 Nominator Details

Section 2 Nominee Details: If the nominee already has a Je-S account, it is important that the personal details (email and address) noted on the nomination form correspond with those saved against their account. The details saved within the Je-S record will be used to contact the nominee throughout the nominations process. The contact details in Je-S can be checked by the nominee logging in to their Je-S account and viewing the Contact Details section. Please contact the Je-S helpdesk if assistance is required, JeSHelp@rcuk.ac.uk or 01793 444164.

Section 3 Suitability to Assess the Themes: A summary of each research Theme can be found in Appendix B – *Theme Descriptions* (p.7) and a full description can be found on the AHRC website. Please indicate in which of the themes the nominee could assess applications. This might be more than one theme. The themes are inter-disciplinary so we are particularly interested in attracting members who are able to assess applications covering more than one discipline or which sit at disciplinary boundaries.

Section 4 Targeted Research Areas: We are hoping to recruit new members to areas of the College for which additional expertise is required, please refer to Appendix C - *Targeted Research Areas* (p.8). Some of these areas are also covered by the Themes but it would still be helpful if you could specify them here. In completing this section, use only the area titles listed in the Appendix. Please list all that apply; it is not necessary for time and place indicators to be listed here. If the nominee is an expert in too many areas to list, cover the key ones in this section and mention others in Section 5.

Section 5 Research Expertise: Refer to Annex A of Appendix D for the full list of *AHRC Research Areas and Qualifiers* ('time periods' and 'places') (pp.11-16). This section enables you to provide a more general overview of the nominee's expertise, including and expanding on the Research Areas mentioned in section 4. It is important information for determining which area(s) within the theme(s) he/she might be able to assess. These may be areas of expertise that go beyond those that are directly relevant to the call (if the nominee has expertise outside of AHRC's subject domain, the cross-Council list of Research Areas can be accessed from a Je-S account (<https://je-s.rcuk.ac.uk/>)).

Section 5.1 If the nominee is able to assess practice-led applications within one or more Research Areas, please indicate this in the table provided.



Section 5.2 Keywords: Refer to Appendix D - *Explanation of AHRC's Research Areas* (pp.9-10) for examples and further guidance.

Section 6 Peer Review College Groups: Refer to Appendix A – *Eligibility Criteria* (pp. 5-6) for descriptions and eligibility criteria for each of the College Groups. Please put a cross against all of the groups for which the nominee might be considered and say whether they have a high or medium level of expertise in this area or if they are highly appropriate (high) or moderately appropriate (medium) for the group. The level of expertise should be completed by the nominator alone. If the nominee is not being nominated for a particular group, please leave this row blank.

Section 7 The Case for Support: **this should be completed by the nominator** in all cases. Please use this section to say why you consider the nominee to be a suitable College Member. You should expand on the information about their research expertise in respect of any themes or research areas you have indicated. Importantly, you should refer to the criteria for a College member (Appendix A) and say how the nominee fits these criteria and would be a suitable College member. In support of your recommendation, please include evidence, e.g. by using illustrative examples, of the nominee's expertise and experience for all of the College Groupings for which he/she has been nominated. Where a nominee is being recommended for Groups other than Academic Reviewer, evidence of eligibility for each classification should be identified clearly under separate headings.

Section 8 Equal Opportunities: this section is optional but it **must** be completed by the nominee. The information is confidential and will be kept separate from the rest of the nomination form.

Nominee's C.V and List of Publications

Nominee's CVs should be no longer than 2 sides of A4. The nominee's list of publications should be no longer than 1 side of A4 and should if possible focus on the publications over the last five years.

Please note that any creative output listed within the publications list must be one which was accompanied by a form of documentation to support the research process.



Appendix A: Eligibility Criteria for AHRC Peer Review College Membership

The AHRC categorises its peer reviewers into different groups to improve our ability to match reviewers' expertise with proposals, and to enable us to identify reviewers who can assess certain aspects of proposals.

We will use these criteria to determine the nominee's suitability for the College. It may be the case for some research areas that we have more appointable nominees than can be accommodated on the College at this time. This means that not all of those meeting the essential criteria will be invited to join the College.

Academic Reviewers

Academic Reviewers are appointed to provide reviews of proposals for academic research and postgraduate training within their area(s) of research expertise.

Essential Criteria

- Researchers with an active track record who are held in esteem by their peers
- Able to demonstrate potential to review proposals within and on the margins of their main subject specialism or discipline
- Experience of leading a research project and having responsibility for the overall management of the research or other activities

Desirable Criteria

- Experience of reviewing proposals for the AHRC and/or other funding bodies
- Involvement in activities on a national or international level, for example external examining or national level committees
- Experience of supervising PhD students and/or engagement with research student issues
- Experience of leadership and responsibility
- Experience of managing high levels of academic administration
- Experience of collaborative working (within or beyond the academic sector)

International Reviewers

International Reviewers are appointed to provide reviews of research proposals of potentially international significance.

The criteria for appointment are the same as for Academic Reviewers, but nominees for International Reviewers **must** also be able to demonstrate one or more of the following:

- Experience of assessing applications for Research Funding Organisations at International level (e.g. for the National Science Foundation (NSF); or for the Netherlands Organisation for Scientific Research (NWO))
- Experience of assessing other types of documentation with an international dimension (e.g. being part of international review panels, refereeing for international academic journals)
- Experience of international research collaboration (e.g. collaboration with international researchers)



Strategic Reviewers

Strategic Reviewers are appointed to provide reviews of proposals which involve issues at an organisational-level (e.g. Block Grant Partnerships) or high levels of complexity.

The criteria for appointment are the same as for Academic Reviewers, but nominees for Strategic Reviewers **must** also be able to demonstrate the following:

- A good strategic overview of arts and humanities in the UK
- Experience of a senior management or senior leadership role within a Higher Education Institution (e.g. Pro Vice-Chancellor, Dean, Head of School or College, Research Director)

Knowledge Exchange (KE) Reviewers

Knowledge Exchange Reviewers are appointed to provide reviews of proposals that are focused on or include elements of KE activities.

The criteria for appointment are the same as for Academic Reviewers, but nominees for KE reviewers **must** also be able to demonstrate:

- A good understanding of the distinctive nature of Knowledge Exchange in the arts and humanities; **and** experience of one or more of the following:
 - Participation in any KE or impact activity as the result of their research; this can include both formal and informal, funded or un-funded and may have encompassed policy work, active dissemination, commercialisation and/or public engagement activities
 - Collaboration and/or partnership working (including collaborative studentships) with non-academic partners, including commercial business, public sector and third sector organisations
 - Reviewing KE proposals for Research Councils or other funding bodies

Non-Higher Education Institution Reviewers

Non-HEI Reviewers are appointed to provide reviews on the social, cultural or economic impact of proposals from a perspective outside the academic community.

Reviewers from Non HEI's or with Non HEI experience are sought to assess proposals requiring a perspective outside of the academic community. Many reviewers from organisations outside the HE sector are also part of the other college groups and will also be approached to comment on other aspects of proposals.

Non-HEI reviewers will usually be based in a non-academic organisation (e.g. public sector bodies, businesses, third sector organisations, museums and galleries) and **must** have experience of one or more of the following:

- collaborating with academic researchers
- using the results of academic research
- reviewing applications for Research Councils



Appendix B: Theme Descriptions

Connected Communities

This cross-Council theme aims to mobilise the potential for increasingly inter-connected, culturally diverse, communities to enhance participation, prosperity, sustainability, health & well-being by better connecting research, stakeholders and communities. It supports research into understanding the changing nature of communities, in their historical and cultural contexts, community values and identities and the role of communities in sustaining and enhancing our quality of life.

Science in Culture

This theme aims to develop the reciprocal relationship between the sciences and the arts and humanities. It will explore how the Arts and Humanities research brings new approaches to science, offering exciting possibilities for critical confluences of ideas and practices. It will contribute to a broader understanding of societal views about science, the role of scientific advances in our cultural life and ethical and regulatory frameworks, and how this shapes our broader world views. Innovative collaborations between scientists and arts and humanities researchers will be supported across new and emerging cross-disciplinary fields (e.g. medical or health humanities).

Digital Transformations in Arts and Humanities

The development of digital technologies offers huge potential for innovation and transformation and in the way we do business, make policy and live. It is also opening up exciting new opportunities for, and ways of conducting, Arts and Humanities research. This theme will seek to explore the transformative potential of digital technologies for Arts and Humanities research as well as broader issues such as intellectual property, privacy, cultural memory and identity, and communication and creativity in a digital age, engaging researchers across disciplines and in the creative and cultural sectors.

Care for the Future: Thinking Forward through the Past

This theme will explore new thinking about understanding changing cultural values, improving the way historical knowledge and experience informs future policy, and enhancing the stewardship of cultural heritage for the benefit of future generations. Arts and humanities research under this theme can contribute to social challenges and public debate around future ethical, moral, cultural and social landscapes, such as balancing the needs of current and future generations in the context of major environmental, constitutional or democratic changes. The theme contributes to our understanding of these through an exploration of the impact of lived experience, memory, tradition and narratives on the evolution of ideas, belief systems, histories and cultural values.

Translating Cultures

Translating Cultures explores understanding and communication across cultures, looking at the role of translation, in its broadest sense, in the transmission and sharing of languages, values, beliefs, histories and narratives. It will address issues of substantial policy relevance in areas such as cultural exchange and diplomacy, multiculturalism, toleration, identities and migration, as well as exploring issues such as youth language and on-line language and identity, and will promote opportunities for researchers in these fields to work across language areas and across disciplines.



Appendix C: Targeted Research Areas

Archaeology

Archaeology of Human Origins

Classics

Classical Reception

Cultural and Museum Studies

Gender and Sexuality Studies

Museum and Gallery Studies

Policy, Arts Management and Creative Industries (In particular creative curatorial practice with a focus on digital and new media works)

Cultural Geography

Heritage Management

Conservation of Art and Textiles

Design

Product Design

History

History of Science, Medicine and Technology

Post-Colonial Studies

Languages and Literature

Interpreting and Translation

Post-Colonial Studies

Asiatic Studies (please select the option 'Asiatic and Oriental Studies')

Italian Studies

German, including Dutch and Yiddish

Law and Legal Studies

Legal History

Linguistics

Media

New Media/Web-based Studies

Music

History of Music

Music and Society (in particular post 1960s/modern)

Classical Music

Musical Performance

Musicology

Philosophy

Aesthetics

Philosophy of Science and Mathematics and Mathematical Logic

Theology, Divinity and Religion

Church History (Please select the option 'Church History and History of Theology')

Buddhism

Hinduism

Inter-faith Relations

Contemporary Religion

Visual Arts

Photography History, Theory and Practice

Community Art including Art and Health

Installation and Sound Art History, Theory and Practice

Art History (In particular cross-disciplinary with expertise in Post-Colonial studies with emphasis on the representation of ethnic minorities in art)

Design History, Theory and Practice

Film-based Media History, Theory and Practice



Appendix D – Explanation of AHRC’s Research Areas

Introduction

When completing the Research Expertise section, please refer to the list of *AHRC’s Research Areas and Qualifiers (time and place indicators)* in Annex A (pp.11-16) of this section. These provide broad descriptors of the AHRC’s subject domain; they are not an attempt to redefine or capture in its entirety the AHRC’s wide subject domain. Rather, we are asking for the nominee’s research expertise to be identified using these descriptors. The list of AHRC Research Areas is used by both appointed College Members, who are asked to classify their research expertise, and applicants, who are asked to classify their research proposals in one or more research area, through the Joint Electronic Submissions (Je-S) system. Using common lists for both reviewers and applicants helps to ensure reviewers receive proposals within their area(s) of research.

As you may be aware the Joint Electronic Submissions (Je-S) system <https://je-s.rcuk.ac.uk/> is used by all seven Research Councils, this means it is possible for members to record research areas and qualifiers (time and place indicators) outside AHRC’s remit. It is important that at least one AHRC research area is recorded on the nominations form. We encourage you to list other research areas as we expect to receive more inter and cross-disciplinary research proposals. The full list of cross-Council research areas can be accessed from an individual’s Je-S account (username and password is required). From the menu on the left hand side of the screen under the heading of ‘Research Expertise’ select ‘Classification’ to see the full guidance. By selecting the link ‘Add new Research Areas’ you can display the full list of classifications.

If the nominee is appointed as a College member they will be asked to create a Je-S account, if they do not already have one, to record research expertise from pre-defined lists. They will also be given the opportunity to add keywords to more fully describe the remit of their research.

Research Areas

One or multiple research areas may be recorded. Please remember that whilst the descriptors are fairly broad, you should be confident that the nominee has the necessary expertise to review proposals in the research area(s) recorded in this section.

We have provided some examples (p.8) to illustrate how different combinations of research expertise should be recorded.

In the columns headed **Research Area (level 1)** and **Research Area (level 2)** list all the research area(s) that the nominee is able to review authoritatively (with reference to Annex A - *AHRC’s Full List of Research Areas*). It is necessary for the nominee’s primary area of expertise to be recorded at the top of the list, by selecting **one** level 1 and **one** level 2 Research Area. See example 1 for an illustration of this.

Time and Place Indicators (Qualifiers)

For each research area that has been identified you should normally indicate in which time periods and places (qualifiers) the nominee can review proposals. This will be essential for some research areas, such as History. If you do not think time period and/or place is applicable then these columns can be left blank. Multiple time periods and places can be listed, in the columns headed ‘**Time Periods**’ and ‘**Places**’, to explain and qualify each research area (see example 2). It is important that you only select from *AHRC’s Full List of Qualifiers* in Annex A of this document.

Free-Text Keywords

To complete the description of the nominee’s research expertise, ‘free-text’ keywords may be provided. There is no upper limit on the number that can be entered, descriptors that appear in *AHRC’s Full List of Research Areas and Qualifiers* should not be included in this section.



Example 1: The nominee’s primary research expertise is in English Language and Literature. They also have expertise in Gender and Sexuality (specifically romantic poetry) and Art History. The table could be completed as follows:

Research area (level 1)	Research area (level 2)	Time period	Place
Languages and Literature	Gender and Sexuality	18 th Century 19 th Century	UK & Ireland
Languages and Literature	English Language and Literature	18 th Century 19 th Century	UK & Ireland
Visual Arts	Art History	18 th Century 19 th Century	UK & Ireland

In the keywords section ‘Poetry, Romanticism, Wordsworth and Coleridge’ could be entered to exemplify the type of poetry they have knowledge of.

Example 2: The nominee is an ancient historian, specializing in Roman Military History. The table could be completed as follows:

Research area (level 1)	Research area (level 2)	Time period	Place
History	War Studies	Roman Republic (c400-31 BC) Roman Empire (c31 BC-AD 250)	Mediterranean Middle East

In the keywords section the words ‘Gallic wars, Caesar, Crassus and Rubicon’ could be entered to give more specific information about the time period and place, and to give examples of the military historians they have knowledge of.

Example 3: The nominee’s research expertise is in the history of sculpture, covering the period 1700 to the 20th Century. The nominee would be able to review proposals (including practice-based) with a broadly European base and they have experience collaborating with the local NHS trust. The table could be completed as follows:

Research area (level 1)	Research area (level 2)	Time period	Place
Visual Arts	Fine Art History, Theory and Practice	Early Modern (c1500–1800) 18 th Century 19 th Century 20 th Century	Western Europe Eastern Europe Scandinavia Mediterranean
Visual Arts	Community Art including Art and Health		

Are you able to assess practice led-applications?

Yes	X
No	

In the keywords section you could enter the words ‘Sculpture, Modern Classicism, Rodin, Contemporary Sculpture and Picasso’ to exemplify the particular movements and sculptors they have knowledge of.



Annex A – AHRC’s Full List of Research Areas and Qualifiers

1) Research Areas:

Level 1: Archaeology

Level 2

Prehistoric Archaeology
Archaeology of Literate Societies
Archaeology of Human Origins
Archaeological Theory
Maritime Archaeology
Landscape and Environmental Archaeology
Industrial Archaeology

Level 1: Classics

Level 2

Classical Literature
Classical Reception
Philosophy, Thought and Religion
Epigraphy and Papyrology
Languages and Linguistics

Level 1: Cultural and Museum Studies

Level 2

Gender and Sexuality Studies
Museum and Gallery Studies
Cultural Studies & Pop Culture
Policy, Arts Management and Creative Industries
Cultural Geography
Heritage Management
Conservation of Art and Textiles

Level 1: Dance

Level 2

History of Dance
Dance Performance
Dance Notation
Social Dance
Choreography

Level 1: Design

Level 2

Architecture History, Theory and Practice
Design History, Theory and Practice
Digital Art and Design
Product Design

Level 1: Development Studies

Level 2

Area and Development Studies



Level 1: Drama & Theatre Studies

Level 2

Theatre and Society
Dramaturgy
Scenography
Performance and Live Art
Theatre and History
Theories of Theatre
Drama & Theatre - Other

Level 1: History

Level 2

Cultural History
Political History
Imperial/Colonial History
History of Science/Medicine/Technology
War Studies
Religious History
Economic and Social History
American Studies
Post-Colonial Studies

Level 1: Information and Communications Technologies

Level 2

Information and Knowledge Management

Level 1: Languages and Literature

Level 2

American Studies
Interpreting and Translation
Lifewriting
History and Development of the English Language
Literary and Cultural Theory
Post-Colonial Studies
Scandinavian Studies
Asiatic & Oriental Studies
Middle Eastern & African
Italian Studies
Hispanic, Portuguese & Latin Studies
English Language & Literature
Creative Writing
Comparative Literature
French Studies
Celtic Studies
Medieval Literature
Ethnography and Anthropology
Australasian Studies
Comparative Studies
German, including Dutch and Yiddish
Russian, Slavonic and East European Languages and Literature
Gender and Sexuality



Level 1: Law and Legal Studies

Level 2

Jurisprudence/Philosophy of Law
Human Rights
Criminal Law and Criminology
International Law
EU Law
Public Law
Comparative Law
Common Law, including Commercial Law
Law Regulated by Statute
Law Relating to Property
Legal History

Level 1: Library and Information Studies

Level 2

Archives
Records Management
Information Science and Retrieval
Library Studies
Information and Knowledge Management
Computational Studies

Level 1: Linguistics

Level 2

Textual Editing and Bibliography
Syntax
Semantics and Pragmatics
Phonetics
Language Variation and Change
Lexicon
Linguistic Theory
Morphology and Phonology
Applied Linguistics
Linguistics (General)

Level 1: Media

Level 2

Media and Communication Studies
Journalism
Publishing
Television History, Theory and Criticism
New Media/Web-based Studies
Film History, Theory and Criticism

Level 1: Music

Level 2

Traditional Music
History of Music
Music and Society
Popular Music
Composition
Classical Music
Musical Performance
Musicology



Level 1: Philosophy

Level 2

Political Philosophy
Philosophy of Mind
Aesthetics
Metaphysics
History of Ideas
Language and Philosophical Logic
Epistemology
Ethics
History of Philosophy
Philosophy of Science and Mathematics and Mathematical Logic

Level 1: Political Science and International Studies

Level 2

Diplomacy & International Relations

Level 1

Theology, Divinity and Religion

Level 2

Old Testament
Modern Theology
Judaism
Islam
Liturgy
Systematic Theology
Church History and History of Theology
New Testament
East Asian Religions
Buddhism
Hinduism
Jainism
Sikhism
Alternative Spiritualities/New Religious Movements
Atheism/Secularism
Inter-faith Relations
Contemporary Religion

Level 1: Visual Arts

Level 2

Fine Art History, Theory and Practice
Photography History, Theory and Practice
Art Theory and Aesthetics
Community Art including Art and Health
Installation and Sound Art History, Theory and Practice
Ethnography and Anthropology
Digital Arts History, Theory and Practice
Applied Arts History, Theory and Practice
Art History
Design History, Theory and Practice
Film-based Media (History, Theory and Practice)
Time-based Media History, Theory & Practice



2) Qualifiers:

Time Periods
Palaeolithic and Mesolithic
Neolithic, Copper and Bronze
Protohistory and Iron Age
Ancient Egypt: Egyptian Prehistory
Ancient Egypt: The Pharaonic Period (c.3000 – c.300BC)
Ancient Egypt: The Hellenistic and Roman Period (c.300BC – c.700AD)
Ancient Near East: Prehistory
Ancient Near East: Sumerians to Persians (c.3500BC – c.300BC)
Ancient Near East: Hellenistic Period to Sassanids (c.300BC - AD 651)
Archaic Greece (c. 850-600 BC)
Classical Greece (c. 500 BC)
The Hellenistic Greek World (c.323)
The Roman Republic (c. 400-31 BC)
The Roman Empire (c. 31BC-AD250)
Later Roman Empire (AD 250 – 450)
Byzantine Empire
Early Medieval (c.400 –1100)
Medieval (c.1000-1500)
Early Modern (c.1500-1800)
Renaissance
18 th Century
19 th Century
20 th Century
Contemporary

Places
UK & Ireland
Ireland
England
Scotland
Wales
Western Europe
Eastern Europe
Mediterranean
Scandinavia
North America
South America
Central America (including Caribbean)
Middle East
Africa
Oceania
Far East (China/Japan)
Central Asia
South Asia (Pakistan to Indonesia)