Unit-level environment template (REF5b)

REF2021

Institution: University of Strathclyde

Unit of Assessment: 18

1. Unit context and structure, research and impact strategy

Strathclyde Law School exploits law's potential as a driver for 'social good': locally, nationally, and globally. The School has collaboratively developed a theme of 'justice' which underpins its research and links strongly to its missions in teaching, outreach, knowledge exchange and impact. Our commitment is to the furthering of 'justice' both as a theoretical concept and in its specific social, civil, criminal and environmental contexts. We have a clear link to the mission and vision of the University of Strathclyde as 'the place of useful learning'; to reach outside the University to make the world better educated, prosperous, healthy, fair and secure.

The School is medium-sized with 29 staff eligible for REF2021; a 50% increase from 19.67 FTE in REF2014. The School's results in REF2014 reflected its commitment to a highly inclusive research culture supporting all research-active colleagues both as individuals and within informal networks and research centres. Its THES intensity ranking as first (equal) in Scotland in REF2014 demonstrated the success of this approach. The School has undergone major changes in staffing since REF2014 but retains its inclusiveness and excellence in research culture.

Our School away days (2017, 2018) have crystallised the 'justice' theme as a collective endeavour. The common threads of School research focus on how (human) rights can improve the lives of individuals and contribute to social advancement, economic cohesion and wellbeing; how environmental justice can be achieved through legal intervention; and how legal institutions and processes can be reformed to improve access to justice in both the criminal and civil contexts. Our research focusses on and engages with these aims in Glasgow, Scotland, the UK and internationally. The overarching commitment to social justice and to the pursuit of socially progressive values is evident in our recruitment (*Morgera*, *Vermeylen*) and projects (e.g. *Morgera*: One Ocean Hub; *Busby* (with *Rose*)): Citizens Advice Bureau), and in our outputs (e.g. *Da Lomba*: migration and vulnerability; *Brown*: legal responses to 'revenge porn').

Central to the School's strategy has been the support of our existing research centres and creation of new specialist centres where appropriate. The core aim has been to seek to achieve critical mass in areas in which our individual researchers share interests. The centres are designed to foster collaborative research and strengthen our identity and visibility, and staff are free to be part of multiple centres or none. New centres are created if there is a critical mass of scholars in and beyond the School. Centres are reviewed regularly to ensure their continued success. The six centres are: the Strathclyde Centre for Environmental Law and Governance, the Centre for the Study of Human Rights Law, the Centre for Law, Crime and Justice, the Strathclyde Centre for Anti-trust Law and Empirical Study, the Centre for Professional Legal Studies, and the Centre for Internet Law and Policy.

The Strathclyde Centre for Environmental Law and Governance (SCELG): Established by *Sindico* and *Switzer* in 2012, SCELG is at the cutting edge of work in socially significant areas including environmental law theory (*Cardeza-Salzmann*) climate change and water rights (*Sindico*), global health (*Switzer*), and, especially, the oceans (*Morgera*). The reach of SCELG's research is international and it has attracted highly regarded scholars worldwide to work with it (e.g. *Sajeva*, joined as a Marie Curie fellow in 2020). SCELG's global reputation was instrumental in supporting *Morgera*'s successful UKRI-GCRF One Ocean Hub bid, which involved all SCELG members and which forms the core of the Centre's short and medium term work.

The Centre for the Study of Human Rights Law (CSHRL): This centre provides a hub for interrogating the expanding impact of human rights law on all aspects of society, locally and globally. From ground-breaking theoretical work on the concept of dignity (*Webster, Neal*) to human rights and climate change (*Sindico*), to the rights of indigenous peoples (*Vermeylen*), the Centre is an exemplar of a rights-based, collaborative approach to universal social issues. *Miller* provides higher level mentoring and guidance on knowledge exchange in the field and his appointment seeks to strengthen the CSHRL's future local and international engagement.

The Centre for Law, Crime and Justice (CLCJ): CLCJ brings together the School's expertise in Criminal Law and Justice research as well as taking an interdisciplinary approach at law's interface with sociology, social work, psychology and computer science. *Tata*'s ground-breaking work, theorising the role of "not guilty" pleas in the criminal process, and around judging and sentencing has, *inter alia*, attracted a growing body of PGRs. The Centre is prominent in debates around surveillance (*Nellis* (Emeritus)) and *Lennon* leads the Centre's work on counter-terrorism and stop and search.

The Strathclyde Centre for Anti-trust law and Empirical Study (SCALES) was instituted in 2019, recognising the School's embedded presence in Competition Law nationally and internationally (through Director, *Rodger*) and its strategic hiring of four researchers (*Andriychuk, Daly, Wang* and *Kenny*). The work of the Centre has particular resonance in highly technological, innovative markets. It is concerned with the impact of competition law on consumers and its role in the digital economy and is strategically placed to lead academic debates on post-Brexit policy in Scotland.

The Centre for Professional Legal Studies (CPLS) was established in 2000 by *Paterson* to bring together stakeholders from the judiciary, government, the Faculty of Advocates, the Law Society, the Scottish Legal Aid Board, Citizens Advice Scotland and academia to discuss and debate issues relating to access to justice, the provision of legal services, the future of the legal profession, professional ethics and the judiciary. The Centre hosts an annual retreat for high-level invitees including Lord Neuberger, Former President, UK Supreme Court (2019).

The Centre for Internet Law and Policy (SCILP): the School has been in the forefront of the law relating to Information Technology, Telecommunications, Intellectual Property and the Internet for over 20 years. The Centre was revitalised (2019) by strategic appointments of new directors *Daly* and *Andriychuk*, increasing its reach in the digital economy. It links to the theme of Justice most directly in its focus on human rights in privacy, which has proved timely in the debate about information-tracing following COVID-19 and which has formed the backdrop for a series of SCILP-coordinated online events and debates with international scholars and practitioners in 2020. We will continue to build capacity by positioning the Centre as a key player in Internet law and policy research and knowledge exchange in Scotland and beyond, with a particular focus on responsiveness to emerging events including Brexit and COVID-19.

Law School Research Strategy

Our research strategy during this REF period was built on our past achievements towards the following aims:

   (1) To promote and sustain a supportive and stimulating research environment, capable of attracting and retaining high quality staff, while fostering the development of early career researchers;
   (2) To maintain and develop existing areas of research strength which complement and advance our shared focus on 'justice', including socio-legal studies, environmental law and governance, human rights, crime and justice, competition law, IT and the internet, Scots private and public law – and to expand these through strategic appointments and internal collaborations;

(3) To continue to provide a research environment that enables individual scholars, independently or collaboratively, to pursue their own research agendas and strengths;

(4) To provide support mechanisms to further enhance our research funding capacity and success through continued growth in ambitious funding bids, including multi-disciplinary and cross-institutional proposals. One of our greatest successes in the REF period is the increase in number and size of successful funding applications. [See section 3];

(5) To recruit strategically to build our research capacity especially by investing in staff, particularly ECRs; [See section 2]

(6) To expand and strengthen our PGR student community;

(7) To create capacity for Knowledge Exchange and Impact to enhance our reputation for useful scholarly research, in Scotland, the UK and beyond, through support for international collaborations, and further publicising our research through targeted events, improved website facilities and social media engagement.

We have met these goals and consolidated our reputation as a site of excellence in research nationally and internationally. We have worked to nurture existing colleagues' strengths towards achievement of funding, including via recruitment of staff in key areas. Of particular note is ECR *Rose* who was awarded a Leverhulme grant. We have helped colleagues build on smaller grant successes who have then obtained larger grants (*Neal*: British Academy then ESRC; *McDiarmid*: Carnegie then Scottish Government). *Scoular* won a major ESRC grant. *Morgera* was awarded the UKRI-GCRF One Ocean Hub (see Section 3), the biggest grant ever awarded to Strathclyde with extensive involvement of other colleagues (*Switzer, Vermeylen, Sindico, Webster*) and support from the University.

We have pursued a strategy of supporting the highest quality individual research as demonstrated by outputs and impact in diverse areas including sex work (*Scoular*); stop and search (*Lennon*); criminal process (*Tata*); and biodiversity and human rights (*Morgera*). Our research is aligned with and contributes directly to the University's strategic research themes of 'Society and Policy', 'Ocean, Air and Space', 'Health and Wellbeing' and 'Energy'. This has enabled strategic recruitment (*Morgera, Vermeylen, Lennon*) utilising University-wide Global Talent Programme (GTP), and Chancellors' Fellow (CF) schemes. Strategic recruitment of Chairs (*Morgera, Cardwell*) and future leaders (*Andriychuk, Lennon, Combe*) has strengthened research leadership. We have emphasised our production of the highest quality outputs. For all colleagues we have adopted practices including peer-reviews of funding applications/proposals (see Section 2) and enhanced feedback processes on writing with clarity. In addition to improving our overall output quality, some outputs are award-winning (*Switzer*: best article, *Journal of International Trade Law and Policy* (2018); *Scoular*: SLSA prize for best article (2020)).

The School has a unitary structure with the Head of School, Director of Research and Research Committee responsible for overall policy direction. The research centre Directors have strategic autonomy. As noted in Section 2, leadership of centres is not restricted to senior staff to facilitate development and succession. Research, KE and impact is led and supported at School-level by the Research Committee (RC), which comprises representatives from across the School's research community, including the Directors of Research, KE, PGR, REF and Impact, and the Head of School. The School pursues a strategy of targeted support and capacity-building with successive Directors of Research (DoR); *Rodger; Busby*) working alongside colleagues (eg *McDiarmid*: Scottish Government; *Neal*: British Academy; *Vermeylen*: Leverhulme) to support funding bids. Shared research leadership within the School has involved fairer distribution of tasks including separately allocating, and thereby building expertise in, REF leadership; KE leadership; impact leadership; PGR direction; research community building through seminars. Full School meetings take some decisions on resource allocation thereby facilitating co-production. Annual 'away days' involve all staff discussing how to further our collective aims.

Impact Strategy
Our impact strategy reflects and seeks to promote the School's central research theme of social justice. The generation of impact is an essential element of our work and, in this period, we have taken concrete steps to enable the creation of impact from our research as follows:

(1) Leadership: an experienced, socio-legal Professor (*Scoular*) champions impact and encourages researchers to maximise the impact of their work; offering advice on pathways to impact plans in applications, signposting and organising training opportunities as well as working with individual case study authors.

(2) Public Engagement Strategy: The School encourages all colleagues to promote their research to the widest possible audiences to enhance our profile and engagement with the wider community. We have invested in developing the School's website and social media platforms to promote research and KE activities among beneficiaries. In 2019, *Combe* assumed responsibility for our Communications Strategy. The School has targeted its public engagement towards three strategic aims:
   a) informing policy development (*Scoular, Busby, Daly*);
   b) engaging with, and advancing issues currently arising in law as points of reference for the legal profession and judges (*McCorkindale, Norrie, Paterson*);
   c) meeting the School's self-identified responsibility to use its expertise for the good of society locally, nationally and globally so that the community (in its widest sense) benefits.

Our staff utilise a range of methods to reach audiences e.g. Twitter (*Cardwell, Combe, Rodger, Andriychuk, Daly*), Knowledge Exchange events (*Morgera, Tata*), newspaper articles (*Cardwell*) TV or radio media (*Da Lomba, Neal, McDiarmid*) or through The Conversation (*Cardwell*). *Daly* has attended training to lead on capacity-building within the School (see Section 4).

(3) Recognition & Training**:** Impact and KE activity is embedded within individual Accountability and Development Review (ADR) processes, and is recognised via career progression. Workload allocation is encouraged for impact and KE activity. Regular 'How to do KE/impact' workshops are delivered by the School's Impact lead and experienced staff from the Faculty's Research and Knowledge Exchange Team (RaKET). These have been well attended; the last session in September 2019 involved the majority of research-active staff.

(4) Funding: The School has prioritised, and increased, external research funding (see Section 3) which prescribes that impact be foregrounded in projects. Success here has provided vital external funding for a range of impact activities, for instance *Morgera*'s report for the European Parliament following the Benelex project. See section 4 for further detail on School support.

Interdisciplinary (and multidisciplinary) research
The School of Law supports and encourages interdisciplinary and multidisciplinary working within and beyond the Faculty and Institution. Current examples of internal working across boundaries include research with Civil Engineering, Naval Aerospace Ocean and Marine Engineering, the School of Social Work and Social Policy, the Fraser of Allander Institute. The success of our approach was demonstrated by the successful achievement of the largest grant ever awarded to the University: the UKRI GCRF One Ocean Hub (£18,181,220, 2019-2024) led by Law and bringing together marine sciences, social sciences, law, policy and the arts. See Section 3 for more information on collaborative funding.

Open Access and Research Integrity

The University adopted a policy to be fully compliant with HEFCE open access requirements: all staff must deposit author-accepted manuscripts of all papers on the University's institutional repository immediately upon acceptance for publication. This requirement is monitored by the University's Open Access Team, which provides regular reports to the DoR. The School has been compliant in 93% of academic publications. All monographs and book chapters have been made open access.

The School is fully committed to observing the principles of research integrity via the UUK Concordat. The University promotes research integrity through training, support and recognition. Our research ethics policies include the Research Code of Practice, Policy and Code of Practice for Postgraduate Research Study and Code of Practice on Investigations Involving Human Beings.

The School has established a process to review papers and grant proposals pre-submission, to ensure that the research adheres to established principles of quality, honesty, rigour and transparency. It has internal School processes for ethics approval and is strongly represented on the University Ethics Committee.

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2. People

The School recognises its staff as its most important resource. Twenty-nine of the 44 staff are academic staff and so eligible for REF2021 (up from 19.67 staff in REF2014). Twelve are teaching-focussed and three (including two Professors of Practice) are on Knowledge Exchange contracts.

We carefully balance our staff composition to ensure our research-active staff have sufficient space to pursue their research-related activities. Our Staff-Student Ratio was 29 in the last REF cycle and we have recruited strategically to ensure that it has been reduced to a current level of 27. The teaching requirements of our accredited LLBs are fixed, requiring constant staff resource so we have strategically recruited Teaching Associates, Fellows and Senior Fellows. Teaching staff can transfer to an academic contract where sufficient quality and quantity of research output is demonstrated, with mentoring available.

The School's research centres (see Section 1) are subject to periodic review. Centre leadership is entrusted to staff at different career stages, recognising that giving such opportunities for more junior staff is vital in enhancing career progression and promotion prospects. The CSHRL is led by *Webster* (L, now SL) and *Ntona* is directly involved in its management. The synergies between SCILP and SCALES are helping to establish the school as a centre of excellence in relation to Competition Law in the Digital Economy (notably *Andriychuk* and *Daly*).

Professors of Practice on fractional contracts have also enhanced KE and impactful work in the Centres. *Mehling* (appointed 2017, SCELG) and *Miller* (appointed 2019, SCHRL) have proved particularly vital in supporting ECRS and in enhancing the opportunities for colleagues to access networks where their research can be maximised.

Recruitment

We have recruited strategically with a focus on the enhancement and sustainability of research leadership and capacity-building (chair: *Cardwell*; SLs: *Daly, Andriychuk, Combe*). The School has benefited from the University-wide Global Talent Programme (GTP), and Chancellors' Fellow (CF) schemes.

- GTP appoints academics of global standing ('established stars') to inculcate research excellence. We appointed *Morgera* in 2016, enhancing our profile in environmental law and policy, and SCELG's global reputation. Grant capture as a result of this appointment has

been outstanding, most notably the UKRI-GCRF research grant of £18,181,220 to create the One Ocean Hub.

- The CF Scheme attracts top research scholars with the promise of a diminution of at least 50% of teaching over the first three years, allowing greater time and focus on research work and leadership development. *Lennon* (L) and *Vermeylen* (SL) were recruited as CFs in 2014 and 2016. *Lennon* was promoted to SL in 2017, demonstrating the success of the scheme's implementation. Both have significantly enhanced the research culture in the School via research impact (*Lennon*) and impressive grant capture, including a Leverhulme Fellowship (*Vermeylen*).

A business case is made for each new post, ensuring alignment with strategy, and applications are scrutinised by the DoR for quality of output, grant capture success and KE. In this period, in total, we have recruited 4 Senior Lecturers and 6 Lecturers.

Recruitment around the centres has also been strategic. *Morgera* has brought major funding to SCELG (One Ocean; Benelex; European Parliament (see Section 3)) as well as a collaborative approach to research leadership. *Vermeylen*, straddling SCELG/CSHRL, builds our overarching capacity in funding (Leverhulme, Marie Curie), socio-legal methodology and PGR supervision. *Daly* and *Andriychuk* have, since its relaunch in 2019, attracted visiting scholars to SCILP and developed a public engagement programme. With *Wang* and *Kenny*, they have collaborated in the launch of SCALES.

Staff Retention & Development

Our strategic approach to retention and development values all individual researchers seeking to create the time, space and bespoke support required to reach their full potential, notably in terms of quality research outputs, grant acquisition and impact and KE. The DoR and the HoS have overall responsibility for staff research development. At least annually, they conduct individual meetings with colleagues to discuss research achievements and plans. All colleagues participate in the annual Accountability and Development Review (ADR), to reflect on the past year and set new objectives, including for research outputs, supervision and KE activities. In accordance with its overarching strategy, the School uses this opportunity to discuss research funding bids.

A culture of inclusiveness and celebration of excellence permeates the ethos of the School. For instance, *Webster'*s monograph was the subject of a roundtable in the School involving scholars from UK and international universities. *Combe* has introduced a dedicated School blog as a channel for dissemination of the breadth and depth of our research areas. We have refined the workload allocation models on teaching and citizenship to ensure fair distribution to allow at least 40% of time for research. Our citizenship allocation allots time for mentoring (see 2.5). Research-active colleagues may apply for one semester of research leave after seven semesters. Research Committee considers applications and reviews post-sabbatical self-evaluations.

We have put in place additional support mechanisms. As part of the University's Academic Career Development Framework, the School arranges mentoring for new ECRs (less than three years' experience) to assist in planning and progressing their professional trajectory. These staff enjoy a reduced teaching and citizenship load to develop their expertise. The Head of School appoints an experienced mentor to support and set realistic objectives for publications, research income, supervision, and REF eligibility. The School runs a parallel, informal research advisory scheme for all colleagues, covering research goals and timescales, advice on suitable journals or other outlets, and engagement with the research strategy. The DoR provides guidance on outputs, responses to funding calls and other related activities.

During the School's Research 'Away days' in 2018 and 2019, researchers experienced in successful funding applications shared their best practices. Grant applications undergo extensive internal peer

review, even when not required by funders, enabling less experienced researchers to be involved in peer-review. Completed drafts are reviewed by a pool of staff chosen by the DoR. For larger applications, formal review is led by the Faculty team. Our staff mentoring scheme has enabled senior staff to provide support for grant applications to ECRs. Our research leave scheme requires colleagues to consider potential research funding applications, and this is monitored post-research leave with encouragement and support from the HoS/DoR. The appointment of two editors provides further help, at faculty level, in the essential skills of writing and editing. In addition, to allow early peer discussion of research ideas we organise regular, well-attended work-in-progress seminars for staff and PGRs, thereby expanding our capacity for informal peer review.

Financial support is available for all research-active staff for conference attendance via a transparent application process handled by the HoS, Director of Planning and DoR. This dovetails with a Faculty conference fund for staff without access to external research funds.

More generally, we tailor faculty and university-wide research support initiatives to our own strategic requirements. New professorial appointments have access to the New Professors' Fund (NPF) for up to £25,000. *Busby* used this funding to further the impact from her research resulting in one of the unit's case studies. *Cardwell* employed an RA to assist with high-quality output preparation, hosting two workshops and supporting a successful external grant application. The Faculty Research and Knowledge Exchange Team (RaKET) handles research administration and provides a vital focal point for staff as they develop grants. Their development of good practice also indirectly facilitates the inculcation of grant application skills in first-time academic applicants. The team is well-connected to cognate teams in other Faculties, enabling applicants for non-subject specific grants (e.g. Leverhulme, British Council, Nuffield) to liaise with successful grant holders across the institution. Support is supplemented by the University's Research and Knowledge Exchange Service (RKES) for support and advice.

In keeping with the University's commitment to 'useful learning', we continue to work hard to support and develop staff in building engagement beyond the academy. To ensure that our research has impact built into its design and its findings reach appropriate audiences so as to maximise their reach, the School has:
(1) appointed *Scoular* (2017), who has extensive first-hand experience of external engagement as Impact Coordinator with responsibility for overseeing and guiding associated activities including, but not solely related to, the School's ICSs;
(2) incorporated KE and impact as a specific feature of individual annual research reviews conducted by the DoR with all research staff, and appointed a KE director (*Daly*) (2019);

In accordance with its aim of supporting ECRs and building capacity, the Law School's strategy is to disseminate appropriate calls in a targeted fashion and to provide individual support across a range of justice-related fields. For example, Research Council Peer Review College members (*O'Donnell, McDiarmid, Daly*) guide applications from Law School researchers to relevant calls e.g. the UKRI Future Leaders Fellowship and ad hoc national and international opportunities. It will continue to support its outstanding researchers, by freeing them from other duties, to focus on major research council funding sources. *Scoular* secured a faculty scholarship to give her the time to finalise a major, and, ultimately, successful application to the ESRC entitled "Understanding Sexual Violence in Sex Working Populations".

The HoS is responsible for supporting promotion applications. There is a clear, transparent University promotion policy where, again, the School's strategic focus on funding has paid dividends in enhancing individual staff profiles. The HoS and DoR make significant inputs to this process, given the priority attached to research excellence. Four spheres of activity are relevant for promotion purposes: research, teaching, citizenship and KE. Academic colleagues must demonstrate

excellence in research and one other sphere of their choice. In the current REF cycle, 11 of 17 applications for internal promotion have been successful, 2 colleagues advanced to Lecturer B grade (*Cardesa-Salzmann; Rose*), 6 colleagues were promoted to Senior Lecturer (*Da Lomba, Lennon, McCorkindale, Switzer, Webster* and *Zahn*) 2 colleagues were promoted to Reader (*Neal* and *O'Donnell*) and 1 promoted to Chair (*McDiarmid*).

The introduction of the Professorial Zoning scheme (2016) provides an institutional incentive for professors to apply for re-zoning across four bands, based on excellence in research outputs, funding and esteem.

Research Students

PGR students are central to the School's research culture. We place great emphasis on ensuring an inclusive, vibrant and supportive environment for our PGR community. During this REF period we have focussed on recruitment, retention and development. Our strategy has been to recruit high calibre PGR (PhD and MPhil) students who, together, constitute a diverse student body in terms of, *inter alia*, gender, race, nationality and part-time or full-time study. We have seen a significant increase in our doctoral awards compared with REF2014 (see figure 1). As at July 2020, the total number of active PGR students was 46, of whom 26 were overseas students from 20 different countries. Six students were studying part-time.

Figure 1: Research Degrees Awarded over time
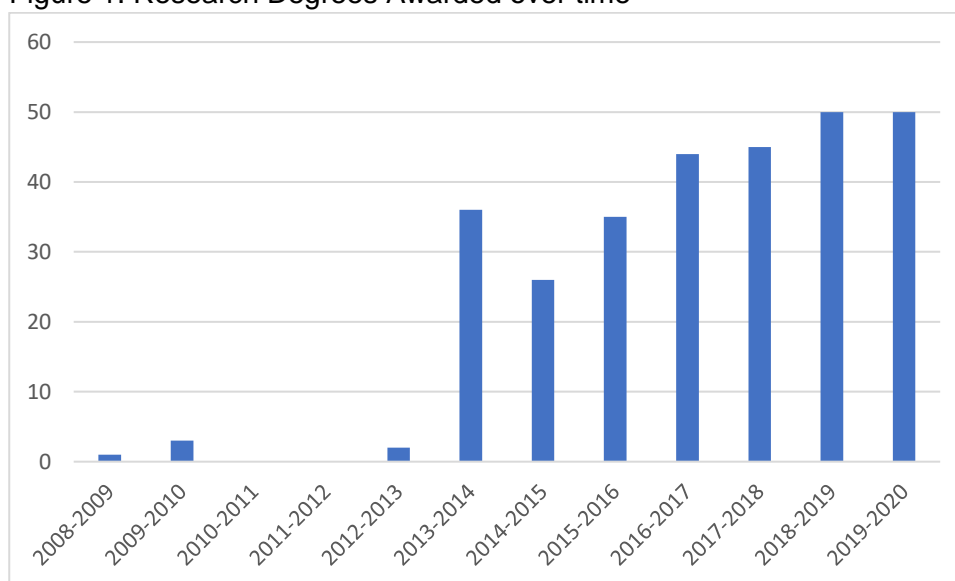
Our recruitment strategy has a number of strands:
- PGR supervision is strongly encouraged and supported for all our academics, presenting a valuable opportunity in relation to research leadership. Each PGR student has two supervisors allocated. It is discussed in annual reviews and taken into account in relation to promotion.
- We have enhanced website guidance for potential applicants including a template for PhD and MPhil research proposals. Colleagues' individual profiles give a direct indication of areas in which they can offer supervision. We showcase current and past PGR students' experiences. Inquiries are routed through our PGR directors ensuring personal attention.
- Colleagues seek to identify excellent UG and PGT students to encourage PGR application.
- In 2020 the PGR directorship passed from one colleague (*Da Lomba*) to two (*Tata* and *Vermeylen)* allowing closer strategic focus on recruitment (*Tata*) separate from enhancement

of administrative and pastoral care of existing students (*Vermeylen*). This deployment of senior staff demonstrates the significance the School attaches to PGR.

- We participate actively in faculty and university recruitment events and facilitate discussions with relevant colleagues and/or existing students where possible.

We also recognise the considerable importance of scholarship funding for PGR recruitment and success. The PGR directors advise colleagues of potential scholarship opportunities, allowing early discussion with possible candidates. Draft applications undergo peer review. The School is a participant in the AHRC and ESRC scholarship competitions run by the Scottish Graduate Schools for Social Sciences (SGSSS) and for Arts & Humanities (SGSAH) and also benefits from faculty and university review of these applications. As of December [2020] our PGR community contains students with the following scholarships: 2 AHRC scholarships; 25 University scholarships (including School and faculty funding); 1 Commonwealth scholarship; 1 Modern Law Review scholarship and 5 others.

Once PGR students are admitted we seek to deliver an outstanding experience ensuring pastoral and development support throughout. The inclusion of PGR students in our research community as well as the wider Faculty and University doctoral community goes to the core of PGR support and development. The University provides supervision training opportunities (including refresher training) in which School colleagues participate via the Graduate School. We also engage actively in the PGR review process, ensuring that student progress is monitored twice a year. In addition to the two supervisors, a third colleague is appointed as reviewer who offers an objective, independent assessment of progress. Supervision and review processes are monitored and supported by the PGR Directors, in collaboration with the Faculty Graduate School, with a view to timely completion. This has enabled us to identify and respond to issues faced by students and staff in a supportive manner at an early stage.

We recognise the value of the experiences available to PGR students in networking (including with staff and visiting researchers), enhancement of skills, thesis-writing and career advice. All PhD students are enrolled on the University's PG Certificate in Researcher Professional Development, ensuring that they develop their skills base and are able to document this to future employers. The School is the home of the SGSAH's Law+ catalyst (*McDiarmid*) which provides law-specific training for Arts and Humanities PGR students across Scotland. In 2019, the School ran an introductory workshop for this cohort 'Finding Your Feet with the PhD'. *Rose* is the SGSSS lead for its pathway in Socio-Legal Studies and Criminology. Both these strong links are valuable for our students in feeling connected to the broader PGR community and in dissemination of opportunities. PGRs (eg *Jack, Gavin*) have been able to access internships through these bodies.

We organise a PG Focus Week for UG students to network with current PGT and PGR students giving prospective students an insight into PGR and existing students the opportunity to reflect on their experience. Our students attend induction at University and faculty levels. The School additionally runs a separate Law induction to assist students in orienting themselves well at the outset. More generally, the staff reading group includes PGR students and our work-in-progress seminars are well-attended by PGRs. Both activities hone key academic skills in review and critique. There is also a separate PGR reading group grounded in socio-legal studies providing a space in which to develop these skills.

SCELG's work with PGR students exemplifies one way in which the School's commitment to its vibrant PGR culture and community delivers mutual research and KE benefit. SCELG is currently hosting 20 PhD students, who have been supported and mentored in contributing to international consultancies and pro-bono activities for the Scottish Government and Parliament in relation to Brexit (PGR *Geelhoed* presented at the Scottish Parliament's breakfast seminar series on Brexit and the Environment), to the Convention on Biodiversity workshops in Moldova and at the United Nations;

PGR *Schröder* presented ERC research findings at three international side-events at the UN Biodiversity Conference, November 2018, Sharm-el-Sheik, Egypt; PGR *Hamley* co-delivered week-long workshops with the World Organisation for Animal Health (OIE) in Zambia and Lesotho.

Equality and Diversity

The Law School's research active staff demonstrate an excellent gender balance with 55% (16 out of 29) identifying as female. Eight of the 11 colleagues promoted internally during the current REF cycle have been female academics. Our annual ADRs are led by senior colleagues of both genders. This reflects the success of the School in appointing both female and male staff to senior leadership roles. During this REF period, the School has had two female Heads of School (*Busby* and *McDiarmid*) as well as *Neal* in an acting role, and two male (*Clark* and *Hudson*). Female colleagues at Lecturer/Senior Lecturer level have been encouraged and supported to lead Centres (*Daly, Webster; Switzer*). The University's Family Friendly Leave arrangements allow research active colleagues the space to re-engage with their research on their return to work from family leave. This is a new initiative in which *Zahn* and *Lennon* (ICS author) have participated. These exemplify ways in which we seek to achieve and sustain equality and to ensure diversity of role models.

The Faculty of Humanities and Social Sciences has taken a particularly proactive role in equalities issues and the School participates fully in this, through *Webster* (School Director of Gender Equality, Diversity and Inclusion). *Wang* is the School's Disabilities Officer. In December 2019, the School submitted an application for Athena SWAN Bronze Award. The application was led by a Lecturer (*Gillies*) who coordinated the internal team. This exemplified the School's strategy of creating leadership opportunities for staff at different stages of their academic career. *Gillies* will provide continuity in taking forward key learning from it. The School has appointed (2020) a female DoR (*Scoular*) and deputy DoR (*Rose*) and is pursuing a strategy of grounded support involving assistance with personal research strategy embedded in a recognition of the diversity of circumstances in which each colleague works. The School recognises broader issues of equality and diversity. For example, publishing a blog post by a student discussing Black Lives Matter (2020). Several staff in the School identify as LGBTQ+ and contributed to the University equalities policy and development of a supportive staff network.

The Research Committee, DoR, Deputy DoR and HoS will continue to monitor gender balance for REF 2021 and future exercises. *Webster* has been appointed as Gender Equality, Diversity and Inclusion Director. All staff with any responsibility for output selection for REF 2021 (primarily *Cardwell, McDiarmid*) undertook equalities training, including unconscious biases and these issues are at the forefront of consideration in making these choices.

3. Income, infrastructure and facilities

Grant capture is integral to the success of the School as a research institution. We continuously identify appropriate, ambitious funding opportunities and ensure the highest possible quality of bids in close collaboration with University/Faculty services.

The School's income from research has increased from a total of £665,000 during the previous REF Cycle to over £2.6million during the current cycle in addition to the circa £18million One Ocean Hub funding. The range of our competitively won funded income demonstrates an ingrained research funding culture.

Examples of research grants administered through the School to date include:

McDiarmid (2016) received £35142 from the Scottish Government for research into the role of Safeguarder in the Children's Hearings System and £7311 from the Carnegie Trust for work on Jointly-Reported Children in Scotland;

Tata (2018) received £45067 from the European Commission Horizon 2020 for a project entitled JUSTEMOTIONS, examining the dynamics of compliance and breach in criminal justice social work in Scotland, and also from Community Justice Scotland an award of £6650 for a study on Communicating Sentencing.

Neal (2017) was awarded a sum of £9396 from the British Academy for a project on Pharmacists' perceptions of ethical conflict and professional guidance. Moreover she was successful in an application to the Friends at the End charity for a PHD scholarship totalling £70k for PGR Ward.

Vermeylen (2018) was awarded a Leverhulme Fellowship of £54,874 examining Utopian Literatures and Space Law;

Scoular (2015) was awarded a significant ESRC grant of £153325 for her important and ground-breaking study, 'Beyond the Gaze: Regulation, Safety and Internet-based Sex Work in the UK'.

Rose was awarded £2116 in 2018 by the Carnegie Trust for research into 'Putting the spotlight on managerial prerogative: does it matter for social justice at work?'

Zahn was awarded £3623 by the British Academy in 2019 for research into 'Exiled influences on German codetermination';

Morgera has multiple funding successes, and together with *Sindico, Vermeylen* and *Webster,* (2017) was awarded £11574 from the Food and Agriculture Organisation of the United Nations (FAO) for a Legislative Study on the Right to Water for Food and Agriculture; *Morgera* was also successful with the following research funding:- (2020) a Research Fellowship of £177,853 from the European Commission Horizon 2020 to study Rights for Ecosystem Services (RES): a framework to protect the environment and sustainable local communities in the EU (*Sajeva*, Marie Skłodowska-Curie Individual Fellow 2018); she was awarded £180000 from EPSRC as a Inception Grant: GCRF One Ocean Hub; and (2019) *Morgera* (et al.), was awarded £18,181,220 from NERC for GCRF One Ocean Hub.

The One Ocean Hub is a major success, made possible by the allocation of significant time-based resources to devote to the application. The University ensures that staff have the resources they need to produce competitive grant proposals. RKES, and RaKET provide consistent professional support throughout the grant application process, from identifying opportunities to drafting and costing proposals to administering successful projects. In addition, the Faculty employs a Faculty Editor to support the drafting of grant applications. The development of the One Ocean Hub proposal benefitted from RKES' full time support in the development of the Hub budget, pathways to impact and theory of change development. Critically, the development of the grant was supported by Strathclyde University, Scottish Funding Council, and the GCRF Escalator Fund. At an institutional level, the Hub development supported inter-disciplinary connections in the context of its Strategic Themes: SCELG plays a leading role in the University's Strategic Themes on 'Ocean, Air and Space' and on 'Society and Policy' and 'Energy'. The University match-funded Morgera's time at 50% (£453,936); created a new lectureship for the Hub Deputy Director and a new postdoc focussed on Responsible Research and Innovation (£1.28M). Strathclyde also provided in-kind support for its legacy strategy (worth £410,028) and will provide 10 PhD scholarships over 2 years to the Hub. We continue to learn and benefit from the One Ocean experience in capacity-building for grant capture across the School.

Other successful research applications have been spread throughout the academics in the Law School as a reflection of this overarching culture of capacity-building. Colleagues have been successful in funding applications from prestigious UK and major international funders including the European Commission Horizon 2020 (*Morgera, Tata*), ESRC (*Scoular*); Leverhulme Trust (*Vermeylen, Rose*) and British Academy (*Zahn*). Others have been successful with bids to a wide variety of sources including Government *(McDiarmid)* and Charitable sources (Ward PGR (Friends at the End), *Webster* (Sir Halley Stewart Trust)) *Cardwell* (James Madison Trust). Established grant-winners have had major successes involving significant research income (*Scoular, Morgera*), but a range of scholars have been successful in applications for the first time (e.g. *McDiarmid, Neal, Zahn, Rose*) and have proceeded to make further successful applications in the same period. Moreover, we encourage and support smaller funding bids, (for instance Carnegie Trust; British Academy (see below)), for both pilot projects for later larger applications and to allow colleagues to seek funded research for the first time. These signify the School's ongoing commitment to increase its research income beyond 2021, taking advantage of the current positive upward trajectory in relation to (successful) applications and total sums awarded. The School's success in inculcating an environment which supports, encourages and rewards funded research is reflected by closer analysis of the sums awarded during the present REF Cycle, the environment and infrastructure which encourages this and in particular the support of our Centres, notably SCELG.

The School envisages that in future each of its Centres will play a greater role aligning the research of their members and providing a forum for support and collaboration, internally, and externally, in making research funding applications. *Wang* and *Rodger* have already collaborated through SCALES with a number of external colleagues to develop an interdisciplinary funding application to the ESPRC. The School's strategy is for Centres to follow the model and inspiration of SCELG.

SCELG was set up in 2012 by *Sindico* and *Switzer* and its subsequent success has allowed it to recruit strategically (*Morgera, Vermeylen, Cardesa-Salzmann*) and to attract significant levels of funding. SCELG has been awarded a variety of competitive research grants including:- an Ecosystem Services for Poverty Alleviation (ESPA) grant to consolidate findings from across the ESPA programme on sustainable fisheries and the SDGs (2017; *Morgera*); and in 2019 a Marie Curie Fellowship (£191K) comparing Scottish and Italian practices in relation to the human rights of local communities and environmental stewardship.

In 2018, SCELG led the development of the largest grant ever awarded to the University: the UKRI GCRF One Ocean Hub (£18,181,220, 2019-2024). The proposal is one of the most ambitious in terms of interdisciplinarity, bringing together marine sciences, social sciences, law, policy and the arts. It has been devised to compare and synthesise methodologies and findings across regions (including Africa, South Pacific, Caribbean) as well as a multiplicity of international law-making processes. The Hub represents an innovative and ambitious attempt to integrate research across disciplines in different sectors and at different scales (global-local) thereby contributing to multiple Sustainable Development Goals (SDGs). SCELG and CSHRL will partner in its implementation (*Morgera, Sindico, Switzer, Webster*), that has also brought together other colleagues from Law (*Irvine*), History, Mathematics, and the Business School. The One Ocean Hub has also significantly contributed to the University's internationalisation aims as it involves 40 global partners, many of which are new University partners and are interested in identifying further collaboration opportunities with SCELG, the School and University.

School funds can be made available to facilitate external engagement such as holding workshops. Externally funded workshops have been used as a means of building networks and exploring the potential for future research collaborations and to disseminate research findings to targeted user communities. Such activities have been the focus of specific funding bids (e.g. RSE workshop

scheme) or as part of a larger externally funded project (e.g. European Research Council (ERC) projects New Sites (*Busby*) and Benelex (*Morgera*)).

Researchers also have access to 'one-to-one' university- and faculty- level support via the University's Research and Knowledge Exchange Services (RKES) and the Faculty Research and Knowledge Exchange Team (RaKET). RKES provides support and advice relating to intellectual property, contracts, and engagement with strategic partners. Colleagues have been encouraged by the Impact Lead to take advantage of University schemes providing support for impact. The yearly Engage event (see Section 4) showcases impactful research – it is community facing, encourages networking and raises awareness, as demonstrated by the work of SCELG (See section 1). Strathclyde is part of a consortium of universities supporting the 'Insight Institute' which supports programmes of knowledge exchange on substantial issues that face Scotland and the wider world. Colleagues have been involved in Re-thinking Rape (*Scoular*), Accountable Policing (*Lennon*), Gender and Social Security (*Busby*) and Child Poverty (*McDiarmid*).

The result of our strategy is that each of our centres contributes directly to the development of impact. CSHRL's embeddedness in Scottish civil society is exemplified by *Morgera*'s continuing involvement in the National Task Force for Human Rights Leadership, chaired by *Miller*, Professor of Practice since 2019. SCELG has collaborated with, *inter alia* the UN Food and Agricultural Organization; UN Convention on Biological Diversity; World Health Organization; Scottish Government; European Parliament. The CLCJ has been involved in various public engagement events around several themes including restorative justice, wrongful conviction and problem-solving courts. SCALES is already well networked both within Scotland (including with the recently established Scottish Office for the Competition and Markets Authority) and internationally and has attracted sponsorship from a large Scottish law firm (Shepherd and Wedderburn). It has hosted KE events around, for example, the Google Android case. SCILP is closely engaged with aspects of Law and Technology including 3D printing and crime (see Section 4).

Our impact case studies all emanate from strategy and cover the themes of representation and access to justice at tribunals (*Busby*), quality standards in legal services (*Paterson*) and the legal frameworks governing police powers (*Lennon*). Two of the case study authors were strategic appointments for research leadership (*Busby, Lennon*). *Paterson* is now 0.2FTE and focused on external engagements and impact. Two case studies are the result of long-term research projects undertaken with the support of external funding (UN Office on Drugs and Crime, the UN Development Programme, and the Council of Europe) (*Paterson*) and European Research Council (ERC) (*Busby*). This has been supplemented by internal resources to further support targeted impact strategies and KE.

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

In achievement of our key strategic objective to provide an inclusive environment producing world-leading and impactful research which benefits society and contributes to our shared commitment to justice, the School values collaborative activities. We have shared our expertise through engagement with parliamentarians, policy-makers, practitioners and civil society across the full range of our scholarship.

Colleagues are encouraged to initiate and lead knowledge exchange events and to work, wherever possible, with policy-makers and other key influencers to steer and produce policy and organisational changes with societal benefit. The collegiate culture in the School has helped established colleagues enable ECRs to develop their professional links and contribute to the wider research base.

University-wide initiatives such as Engage with Strathclyde (the University's flagship programme of public engagement) provide necessary resources and School colleagues have participated with this initiative in recent years (e.g. SCELG festival of environmental law). Recent examples of successful collaborations include: international conferences in Environmental Law and Governance, and Human Rights Law (e.g. International Union for Conservation of Nature Academy of International Law Annual Conference 2018; Human Rights Innovation in Scotland 2018). *Daly* is KE coordinator and works closely with the Faculty's Associate Dean for Public Engagement and Impact.

SCELG has contributed to Scottish policy debates on human rights, the environment and Brexit, often in partnership with CSHRL, with invited contributions to the Scottish Government's Roundtable on Environment and Brexit (*Morgera* and *Cardesa-Salzmann*) and to the Scottish Government's Roundtable on Human Rights and Brexit (*Webster, Morgera*) advising the Standing Committee on the EU (2016-2017); and preparing a series of policy briefs and presentations on Brexit, human rights and the environment for the Scottish Government and Parliament and the Scottish Human Rights Consortium (*Morgera, Ntona, PGR Geelhoed, McHarg*). This work culminated in a recommendation to include a human right to a healthy environment in the Scottish legal system, endorsed in 2018 by the First Minister and the Scottish Parliament, as a result of *Morgera*'s participation in the First Minister's Advisory Group on Human Rights Leadership (2018). The recommendation is being implemented by the National Task Force on Human Rights Leadership, of which Morgera is a member, with different sectors and communities within Scotland. SCELG has supported Scottish environmental NGOs to participate in these processes, as well as to advance their own initiatives, such as the creation of a new Environmental Rights Centre for Scotland as a response to limited access to justice for environmental matters in Scotland. SCELG has also facilitated exchanges between Scottish government and academic and international experts, such as the UN Special Rapporteur on Human Rights and the Environment and the UN Environment Programme.

Since 2018 SCELG (led by *Sindico*) has collaborated with RKES, and external partners: The Young Engineers and Science Clubs Scotland, and teachers from across Glasgow Primary Schools to develop a unique education for sustainability programme: Island Explorers. Island Explorers is a 6 lesson immersive learning experience for Primaries 4-7 enabling pupils to explore new environments and cultures, meet peers from around the world, challenge their imaginations and spark innovation and entrepreneurship. Island Explorers is a pupil-centred programme which breaks down traditional disciplinary boundaries and focusses on collaborative, multi-disciplinary (bringing together geography, social-sciences, science, engineering, technology and entrepreneurship) approaches towards a number of global sustainability challenges. The initiative was used as a template for further development as 'One Ocean Explorers' within the new One Ocean Hub programme.

For collective wider activities and contributions, the School has implemented a collective response process for legal issues. A School response to the Scottish Government's proposals to incorporate into Scots law the UN Convention on the Rights of the Child was submitted in 2019. Members of the School (*Da Lomba, Zahn, Cardwell, Busby, Gillies*) are members of the Scottish Universities Legal Network on Europe (SULNE). SULNE papers were used to inform Standing Council and First Minister's Group on Brexit. *Busby* and *Zahn* co-edited an e-book on Teaching Brexit which drew on the research expertise of staff and was launched by the Scottish Brexit Secretary. SCALES has co-organised an event with the Competition and Markets Authority on proposed new merger control guidelines.

Individually, staff have contributed their research expertise to Scottish and UK government consultations and Parliamentary calls for evidence. These include: *McHarg* (Scottish Parliament (SP) and Westminster Parliament (WP)), *Busby* (SP), *Tata* (SP), *Cardwell* (WP), *Morgera* (SP). *Neal* has given evidence to the New Zealand Parliament. *Busby* and *Morgera* are members of First Minster's Advisory Group on Human Rights Leadership. *Neal* is an advisor to the Health and Sport

Committee of the Scottish Parliament. *Norrie* was the expert legal adviser to the Child Abuse Inquiry in Scotland. *McDiarmid* has engaged with the Scottish Government on Children's Rights and was seconded to the Scottish Law Commission to work on their Homicide project. *Scoular* was an expert adviser on sex work for the Scottish Government's review. *Gillies* was co-organiser of the Scottish Government's Civil Justice Roundtable (2017). *Paterson* was appointed International and Academic Adviser to the Scottish Government's Strategic Review of Legal Aid in Scotland (2017-8). *Tata* was the Academic Adviser to the Review of Sentencing Policy, N Ireland Executive (2017-19). *Lennon* was a member of the Independent Advisory Group on Use of Biometric Data. *Daly* has been appointed to the Research Data Scotland Board, and the Scottish Government COVID19 Data Taskforce (2020).

Internationally, *Sindico* has acted as legal advisor to the Bolivian Government. *Morgera* contributed to the UN expert consultation on human rights obligations pertaining to biodiversity and ecosystems (2016), and has undertaken consultancies for Secretariat to the Convention on Biological Diversity (CBD), Ecosystem Services for Poverty Alleviation (ESPA) Programme and the Food and Agriculture Organization of the United Nations (FAO). [text removed for publication]. *O'Donnell* and *Cardwell* supervised a CARA (Council for At-Risk Academics) Fellow from 2019: he was invited to participate in the UN Working Group on the Use of Mercenaries (2020).

Staff are heavily involved in judicial training in Scotland (*Norrie* (Sheriff Court), *Busby* (Employment Tribunal)) and internationally (two 14-day visits to the School by senior judiciary of Thailand in 2018/2019 coordinated by *Cardwell*). *Busby* and *Cardwell* serve on high-level judicial appointments panels in Scotland and England respectively. *Paterson* was re-appointed as Convenor of the Law Society's Complaints (Policy) committee and as member of the Regulatory Committee and the Professional Practice Committee. *Rodger* has trained Spanish and Portuguese competition law judges (2018).

The School's outreach success includes *Da Lomba*'s appointment as Special Director of the Ethnic Minorities Law Centre and *Webster* sits on the Equalities and Human Rights Commission Board in Scotland. *Rose* and *Busby* disseminated their Employment Disputes research findings at a workshop for Citizens Advice, trade unions, solicitors and Employment Tribunals (Scotland, 2015).

Collaborative and interdisciplinary research is generally conducted with cross-institutional and external partners. Current examples include ongoing work with colleagues in Engineering, Business and Humanities and Social Sciences. SCELG colleagues have collaborated with Civil and Environmental Engineering and Naval Architecture (*Sindico; Cardesa-Salzmann*) and Work through the Scottish Universities Insight Institute on Children and Poverty was facilitated though the School of Social Work and Social Policy (*McDiarmid*). The CLCJ works with the School of Government and Public Policy around Counter-Terrorism. SCALES (*Rodger, Andriychuk*) is developing links with the world-leading Fraser of Allander Institute. We are prioritising our communication (in the appointment of a dedicated, research-active, communications director (*Combe*) and impact strategy through capacity-building workshops and consciousness-raising (primarily by *Scoular*).

Staff have made significant contributions to legal and interdisciplinary research and academic networks. Zahn was elected as the Convenor of the Society of Legal Scholars' Labour Law Section (2015-18). *Rodger* is the Chair of the Competition Law Scholars' Forum (2017-present). *Neal* was appointed as an expert member of the British Medical Association's Medical Ethics Committee (2016). *Cardwell* and *Zahn* were elected Committee members of the University Association of Contemporary European Studies (UACES) from 2011-14 subsequently as Treasurer and Secretary respectively 2013-16, 2014-7. *McCorkindale* is a steering group member of Scottish Public Law Group and lead organiser of a guest lecture by Lady Hale at the Signet Library (2018). *O'Donnell* is

a member of the expert Advisory Panel on Public International Law of British Institute of International and Comparative Law (BIICL).

School staff hold numerous journal and book series editorships. For example, *Rodger* is editor of Competition Law Review and Director of SULI (Scots law academic publisher). *Sindico* is a member of various editorial boards including CCLR (Carbon and Climate Law Review), RECIEL (Review of European, Comparative and International Environmental Law), and LITES (Legal Issues in Transdisciplinary Environmental Studies). *O'Donnell* is Member of the Editorial Review board of Human Rights & Human Welfare. *Tata* is Associate Editor of Journal of Criminology and Criminal Justice and editorial board member of the European Journal of Probation.

Numerous keynote lectures were given by staff during this period. Notable examples include *Neal*'s invited plenary talk at the CCEE (Council of European Bishops' Conferences) conference in Edinburgh in November 2016, speaking on 'Value-charged communication'. *Norrie* spoke on Discretion and Judgment in Child Protection Orders: Judicial Institute, Edinburgh. *Busby* was a keynote speaker at the Employment Law Bar Association (2015). *Tata* spoke on 'Towards progressive sentencing for women offenders' Holyrood Conference on 'Women in the Criminal Justice System' (2016). *Paterson* gave a keynote address on 'The Future of Legal Aid: An International Perspective' to China–EU High Level Legal Aid Policy Dialogue (2017). *Rodger* was keynote speaker, Radboud University, 4th International Economic Law Conference (2019).