

Institution: University of Reading
Unit of Assessment: 18 Law
<p>1. Unit context and structure, research and impact strategy</p> <p>Reading Law School has always been proud of our strong, supportive and collegial environment, which is reflected in the quality of our research and teaching. We value our co-operative, non-hierarchical culture and are committed to transparency of processes and open dialogue. We are proud of our collaborative approach to decision-making, fairness and coherence across all areas of activity. Our location in Foxhill House, a Victorian Gothic mansion set among lawns leading down to a lake, makes the School a delightful place in which to work and study. The range of research expertise which flourishes here is testament to the importance we place upon enabling an open-minded, inclusive and respectful environment in which researchers are valued and nurtured. This helps us to inspire our students to become individuals who can make a difference.</p> <p>The School attracts students from all regions of the UK and also a sizeable international cohort. We offer the LLB and a range of postgraduate taught and research programmes, as well as contributing to an International Foundation Programme and joint teaching for other Schools.</p> <p>1.1 Structure</p> <p>After REF2014 the University research structures were reconstituted across four broad themes that provide forums for cross-disciplinary research activity across Research Divisions as detailed in the Institutional Environment statement. Each Research Division has a Research Division Lead (RDL) who provides leadership and support for division members in the development and realisation of personal and strategic objectives for the Division. The RDL is supported by the theme's Research Dean through regular meetings to discuss support for research initiatives, work-in-progress, and how to overcome any challenges in the research environment. These structures have enhanced our research and enabled more cross-disciplinary collaboration between Law and other areas such as Agriculture, Business, Education, Environmental Science, Geography, Global Development, Meteorology and Politics. Law Research Division is part of the Prosperity and Resilience theme and is fully contained within the School of Law. All staff in the division are research active and are included in this return. One Law professor – Rosa Freedman – was returned in Development Studies but is also an active member of the Law School.</p> <p>1.2 Research Strategy & Achievements since REF 2014</p> <p>In REF2014 we had 28 staff and submitted all but one of those eligible. This deliberate decision, based on our inclusive approach, was rewarded by being ranked 10th for research intensity and 25th for research power, the smallest law school to achieve such a high-power rating. Our strategy for the period 2014-21 was informed first by a collective reflection on the REF 2014 outcomes and our strengths and weaknesses, and as the Law School grew and evolved over the period, by a collective effort to identify who we were and where we wanted to go. Out of these discussions emerged our strategic aims:</p> <ul style="list-style-type: none"> To enhance our Impact by widening and strengthening our interactions with international organisations, public bodies and community organisations. To improve the quality of research outputs by working with colleagues to better understand how quality is measured and by creating space and mentoring opportunities to enable colleagues to produce more and better work. To increase staff's grant-holding experience and capacity by encouraging and supporting more colleagues to apply for a diverse range of research funding. To grow our research capacity in commercial law and international law, and to sustain our excellence in socio-legal studies and legal theory. <p>Strategic Aim 1 (<i>enhancing our Impact</i>) was addressed by the new University and Division structure which included dedicated Impact Officers at Theme level, an institutional Building Outstanding Impact Support Programme, and enhanced awareness and training for impact (see</p>

Section 3). Within the School, an Impact Lead (Hilson) was appointed to work with staff and research groups to develop impactful projects, resulting in the Law School embracing much more impact-related work and public engagement, building an impact portfolio and pipeline and ensuring impact is embedded in our research culture (see Section 4).

Strategic Aim 2 (*improving the quality of outputs*) was addressed, first, by creating space for research through our recruitment strategy outlined in Section 2 and by providing training and support for the production of the highest quality (including prizewinning) outputs in highly ranked journals and with highly ranked publishers.

Second, we made it a priority to strengthen processes for reviewing outputs and providing feedback to develop a clear, robust, and evidence-based knowledge of the quality of our outputs across the School. There is a regularly communicated expectation that all outputs will be peer-reviewed prior to publication. Staff have a choice of sending their work to colleagues internally or to external peer reviewers. Part of assigned mentors' formal role is to provide feedback on draft outputs for ECRs (see Section 2). This pre-publication strategy is complemented by a formal post-publication review process, undertaken by a standing School Reading Committee who read all REF-eligible outputs. This process is intended as a research development tool, with formative feedback for improving future work. Our approach is repeatedly shared by the University as good practice for other Schools.

Finally, we support quality research and building impact through encouraging and facilitating collaborations and generally contributing to the development of the discipline, as demonstrated in Section 4.

Strategic Aim 3 (*increase staff grant-holding experience and capacity*) is addressed in Section 3.2.

Strategic Aim 4 (*growing our research capacity in key areas*) was addressed by the creation of three research groupings described below.

1.3 Research groupings

A key part of our post-REF2014 strategy was creating new research groupings to reflect the School's research and impact strengths, provide more targeted support, and implement more concrete procedures and expectations to foster development and a sense of 'ownership'. Reorganisation took place through negotiations and discussions with all staff to ensure the groupings truly reflected members' research goals and needs. All staff belong to one of the three research groupings and some to more than one. The groups are broad enough to encompass the varied research interests of all colleagues yet specific enough to support our strategic objectives. The impact case studies included in our submission emerged from each of these groups.

The *Centre for Commercial Law and Financial Regulation* (CCLFR) has its roots in our strong links with Henley Business School, with initial staff recruitment focused on delivering PGT commercial law courses. The Centre has developed to include leading researchers such as Devenney and Merkin and is now a thriving part of our research environment and identity. It has collaborations with external partners at home (Glasgow CREATE, Bournemouth CIPPM) and abroad (ALBA Business School in Greece, Singapore Management University, and the Australian National University – see Section 4). It presents two standing seminar series and organises regular high-level research events.

Global Law at Reading (GLAR) harnesses our strengths in international law, a key strategic priority for our environment and identity. It has grown since 2014 to include scholars with a range of complementary interests and expertise, such as Freedman in international human rights and Schmitt in International humanitarian law, enhancing our reputation with a broad programme of standing seminars, symposia and publications ranging from award-winning monographs to non-traditional outputs such as podcasts. The excellence of its work has

been recognised through prestigious awards (e.g. Hill-Cawthorne, the American Society of International Law Francis Lieber prize 2016 and the International Committee of the Red Cross Paul Reuter Prize 2017; Green, the European Society of International Law Prize 2017).

Law, Justice and Society (LJS) recognises our longstanding strength in socio-legal studies and legal theory. It includes sub-groups on legal history, gender and sexuality, and legal philosophy, with members undertaking many joint projects within and across sub-groups. The legal historians organised the British Legal History conference (2015) and a Hamlyn Lecture with Sir John Baker (2019). Colleagues involved in Gender and Sexuality work contributed to the *Great Debates in Gender and Law* textbook and the *Women's Legal Landmarks* project. The Rights, Justice and Legal Theory sub-group received a *Modern Law Review* seminar award to run an international workshop (2017) and sponsored two post-doctoral funding bids to Marie Curie and British Academy.

1.4 Approach to Open Research and Research Integrity

The School, as appropriate within our discipline, is moving towards a culture of open research, embracing the University's commitment in this area. We have supported colleagues to ensure their publications comply with open access requirements, and where possible we have accessed University financial resources to secure open-access publishing not covered by funders. We are considering using metrics as one way to understand the reach and importance of our work. In 2017-18 the Law Division implemented a Citation strategy, detailing expectations and providing guidance for utilising ORCID and Google Scholar profiles. Our expectations in this area adhere to the University's statement on the responsible use of metrics. While metrics are still developing their importance in law, ours compare favourably against other Law Schools and demonstrate our work's quality, importance and reach: at various points in the REF cycle over 40 per cent of our articles were in the top ten percentile journals, which was much higher than the sector average. Our field citation includes outputs with Altmetric scores in the top ten per cent of all outputs ever tracked by Altmetric.

Within all of our grant applications and field work we follow the University's Code of Practice in Research in terms of research ethics and data management. We provide support for colleagues and postgraduate students undertaking this work and consult with the Research Dean or the University's central administrative support when queries arise (see Section 3.2).

1.5 Looking ahead

The Unit's priority for research is to evolve an ambitious *and sustainable* process of achieving *excellence in research* through:

- (i) support for investigating and analysing important legal questions via mentoring, research policy and infrastructure;
- (ii) facilitating collaborations and networks in our fields via attendance at research events and assistance with grant capture; and
- (iii) wide engagement with academic and non-academic communities at home and globally via impact and engagement support and infrastructure.

This priority is aligned with our vision for the Law School and is interrelated with and indivisible from our priority to achieve *excellence in teaching*, by providing students at every level with

- (i) the research-informed knowledge and skills they need to succeed in legal education and beyond, and
- (ii) a positive student experience, in which they are helped to achieve their potential.

1.6 Impact of Covid

When we went into lockdown in 2020, the Law School instituted weekly Teams coffee sessions in which, in addition to formal meetings, staff discussed openly and collegially such topics as the immediate impact on research time of online teaching delivery and personal circumstances; the detrimental impact on University-funded research leave arrangements; and the uncertainties around longer-term financial impacts and their effects on research time. The University's

response to these issues is detailed in the COVID annex to the Institutional Environment Statement.

2. People

The Law School has 39.1 FTE academic staff. There are 28.5 FTE on teaching and research (TR) contracts, who (apart from Freedman) make up the UoA for the REF, 10 FTE on teaching intensive (TI) contracts, and 1 teaching-related (professional services) colleague. Our structure is very collegial, tasks are shared out equitably, and every individual has an equal voice. Unless bought out by external grants, all staff contribute to teaching core or large optional modules. The School's Workload Allocation Model (WAM) operates consistently for all staff other than Early Career Researchers (ECR), who receive a reduction of 12% in hours for teaching and administration. Management and leadership roles are openly advertised and decisions are made by a team agreed by and led by the Head of School and including, as appropriate, RDL and/or School Director of Teaching and Learning and other relevant officers. Management and leadership roles are held as job-shares or with a deputy, allowing workloads to be shared and enabling less experienced colleagues to gain experience. Probationary colleagues consistently complete probation on time, their protected research time and mentoring having enabled them to produce monographs and articles in leading journals, join or lead collaborative funding bids, and undertake impactful and engagement activities.

Teaching and research staff

There are roughly equal numbers of female and male TR staff by headcount (14 women and 15 men). Four women and four men are on part-time contracts, giving a ratio of 12.4 FTE women to 13.9 FTE men. Our permanent fractional appointments are a positive means to offer flexibility to colleagues who might not otherwise be able to work with us. There are 12 Professors (10.5 FTE), excluding Nick Hopkins who is seconded to the Law Commission: 48% (5.2 FTE) women and 52% (5.6 FTE) men. There are 10 Associate Professors and 7 lecturers.

Our policy of creating an environment where colleagues wish to remain or return has led to a high proportion of staff choosing to develop their careers at Reading. More than 15% of current staff held their first academic post here, including four Professors. Our recent lecturer appointments include two of our former PhD students, one of whom is returning from her first lectureship elsewhere. Reading is also an attractive workplace for incomers, leading to a research community that combines home-grown talent and the wide-ranging expertise of colleagues from all over the UK and the world.

Recruitment. Our policy on staff recruitment is to appoint candidates who have produced or have the potential to produce the highest quality research and contribute to our research clusters, while also being able to deliver quality teaching, particularly on undergraduate core law modules. As a successful Law School, our undergraduate student numbers have inevitably grown during the REF period. We have been mindful of balancing priorities in a way that allowed us to retain manageable teaching loads, spread evenly across staff, thus giving everyone time for research. A key element of our recruitment strategy has been to recruit high-quality ECRs whom we can nurture and mentor through promotions, alongside a few strategic senior appointments. Since 2019, we were able to make several TR appointments including five lecturers and four (2.5 FTE) research-leader Chairs (two in GLAR and one in each of the other research groupings). Three additional TR Associate Professors will start after this REF census date. Such a significant investment in Law at Reading demonstrates recognition of our achievements and strategic importance to the University.

Staff development. The main mechanism for providing staff development and support is through the School's annual Personal Development Review. Staff also have an opportunity to have a Personal Research Planning meeting if they or the School research leaders identify a need or desire for extra support, with follow-up taking place throughout the year. These processes have been instrumental in facilitating support for completion of monographs, leading articles, and successful funding bids. All staff are encouraged to attend relevant University and Law-specific training such as those on empirical method, impact work, Open Access, funding applications and

understanding and assessing for REF. The research groupings further staff development through weekly events in which those attending (including PGR, TI and sessional staff) engage with external or internal speakers and participate in Work-In-Progress sessions. Alongside the formal mechanisms, the relatively small size of our community enables informal support and mentoring to take place as a matter of course.

Career progression. All new and probationary staff are required to undertake the University-level Academic Practice Programme (APP), which also leads to HEA membership. Formal mentors are allocated to ECRs and available for other staff. Mentors have proved helpful to those seeking promotion (e.g. Coe, Ziegler), newly appointed Chairs (e.g. Freedman), and new appointments to large administrative and management roles (e.g. Adebola). In 2014 we created the role of Director of Academic Career Progression in order to develop fairer and transparent promotions processes and improve the chances of candidates under-represented at senior levels. We recognised, for instance, that women were less likely to apply and more likely to be unsuccessful in promotion. Our practices, developed in-house by Law, have since been taken up across the university thanks to feedback and recommendations from our Director of Academic Career Progression (Zanghellini), and are now required in all Schools. This has led to considerable success for our staff seeking promotion, especially women (see Equality and Diversity, below).

Research allowance. The School provides all part-time and full-time staff with an annual £1000 research allowance, and additional funds *ad hoc* which are usually granted by the Head of School upon request. Colleagues use these funds for activities that support research, enhance reputations, and develop networks, ranging from conference presentations to hosting arts events.

Research leave. During this REF cycle all TR staff were entitled to apply for one term or two light terms of research leave every 3 years to provide some focused research time. Proposed outcomes had to align with both individual and School goals, although we have always operated a flexible approach to what might be suitable, including outputs, grant applications, and developing new collaborative links. Follow-up reports must be submitted. Priority has been given to ECRs, those returning from parental leave, and those who have transferred from TI.

Teaching intensive staff, sessional staff and visiting scholars

There are 13 TI staff who, while not part of this UoA for our REF return, participate in research events internally and externally. Nine are women (three part-time) and four men (all full-time), making the FTE proportions roughly equal: 48.5% to 51.5%. They receive WAM hours for 'scholarship', which includes research, consultancy or outreach – for instance, Millmore acts as consultant to an ESRC-funded project on Access to Justice for Children with Autism Spectrum Disorders. Many TI staff write for leading journals, for example, D. Wilde in the *Cambridge Law Journal* and *Trusts and Trustees*. TI staff engage in pedagogical research with internal and external colleagues, sit on PhD monitoring panels and act as external examiners. We support and mentor TI staff who seek to develop their career to TR, as three staff in this submission have done. Likewise, some colleagues have moved from TR to TI (this is only ever done at their request) because it better captured their portfolio of interests.

Sessional teachers are also an integral part of our research community. They include doctoral students, 'retired' law teachers, practitioners and judges, whose different expertise helps to shape the research environment by introducing colleagues and students to research areas and perspectives they would not otherwise encounter. They attend research seminars and many undertake research activities such as publishing (Buckley), participating in dissemination events (Duncan and Buckley in the Bebb play, see Section 4), and responding to government consultations (Box's evidence to the Health and Social Care Committee).

Also contributing to our culture are visiting scholars and external fellows from Asia, the Middle East and Europe. They include educators and legal practitioners (for instance, from Japan's

Ministry of Justice and Turkey's Prosecutor's Office), whose work adds a practical element to our research.

Doctoral students

Our PGR community remained small for some time after 2014, with 32 new doctoral students joining between 2015 and 2018. Focused efforts to improve recruitment, the addition of new senior staff and the developing reputation of rising earlier career colleagues have led to many more applications, and we had 21 registrations in 2019-20.

Over the past five years we have enrolled roughly equal numbers of male and female doctoral students (15 male to 16 female). They come from a broad range of nationalities (16 different non-UK nationalities in 2019-20), ethnicities, and religions/beliefs. Between 2013-14 and 2019-20 the proportion of UK BAME students increased from 18% to 27% and the proportion of non-UK BAME students almost doubled, from 33% to 64%. Twelve percent of our students in 2019-20 were disabled.

Funding for doctoral study. Reading is a partner in two doctoral training partnerships: the ESRC-funded South East Network for Social Sciences (SeNSS) and the AHRC-funded SWW (South West and Wales). We have a track record of successful applications to both: two ESRC PhD scholarships, two ESRC+1 scholarships, and three AHRC PhD scholarships. We currently have one internally funded Law School Graduate Teaching Assistant. Other doctoral students have received University bursaries and research studentships, including the Wilkie Calvert studentship and the regional studentship or external funding, including a Felix PhD Scholarship, a *Modern Law Review* Scholarship, a Government (Turkey) Scholarship.

Supervision and completions. There have been 27 awards since 2014. Our completion rate has improved from 0.267 to 0.96 awards per FTE for REF 2021 thanks to proactive steps to take higher-quality students combined with committed supervision and our nurturing environment. After REF 2014 we developed more rigorous doctoral monitoring procedures and panels, which once again have influenced those adopted at University-level. The University's interdisciplinary environment has enabled us to share supervisions with other Schools including Agriculture, Archaeology, Business, Environmental Science, Geography, Philosophy, and Politics, offering students opportunities to pursue high-quality interdisciplinary research but also helping to mitigate the challenges posed by our relatively small size and early career staff.

Support for PGR students. Our doctoral students are integrated into our community, joining teaching teams as part of their career development and participating in research activities. The University provides a comprehensive programme of research training (see Section 3.6 of the IES) which we supplement with targeted Law sessions. Within the Law School we foster an inclusive community through regular lunches where doctoral students network with staff; inclusion in research events, some of which they host (e.g. Samuel and Bird convened the Gender and Sexualities seminar series) and contributions to projects (e.g. two PGRs contributed to a *Festschrift* in honour of Sandy Gandhi). Students from Law received University and Research Themes PhD Researcher of the Year awards (Brookman-Byrne in 2017 and Bird in 2020). We fund, or support those applying for funding for, attendance at conferences and assist those seeking post-doctoral opportunities. Since March 2020 we have run weekly Work-in-Progress online sessions for our PGR students.

We encourage PhD students to publish peer-reviewed articles both in collaboration with staff (e.g. Green and Samuel, *Journal of Conflict and Security Law*) and independently (e.g. Brookman-Byrne in *Netherlands International Law Review* and the *Journal on the Use of Force and International Law*; Evans, *Melbourne Journal of International Law*), book chapters (e.g. Samuel in *British Influences on International Law*, 2016), and other outputs such as case notes (e.g. Kirkwood), blogs (e.g. Bagshaw), meeting reports (e.g. Bird), and podcasts.

Outcomes. Our doctoral graduates are successful. Some have been appointed to lectureships in the UK (Brunel, Buckingham, City, De Montfort, King's College London, Lincoln, Reading, Royal

Holloway, Sheffield, Queen's University Belfast), others to postdoctoral positions (Sussex) and research fellowships (Georgetown, Max Planck Institute for European Legal History) or to posts in their home countries (e.g., at the University of Windsor, Canada, and at the NGO CHAMA (Challenge Aids and Malaria in Africa). A former University Alumna of the Year went on to work at the International Criminal Tribunal for the former Yugoslavia.

Taught students

Reading prides itself on research-led teaching. Students benefit from being taught by leading experts on core modules, and options are delivered by active researchers whose teaching materials are based on their own research. Students are made aware of teachers' research through posters in Foxhill House and across campus showcasing individual colleagues' work. At each level LLB students may (and final-year and PGT students must) undertake a research project, with associated skills training. Undergraduates may acquire further research experience through the Undergraduate Research Opportunities Programme (see Section 3), or through participation in research-related events (Section 4).

Equality and diversity

Our diverse student body is matched by a diverse staff including a wide range of nationalities, ethnicities, and religions/beliefs. We have more women by headcount, although a lower FTE of academics, and all colleagues have an equal voice. While we are a relatively young staff overall, we have colleagues in all age groups. Our succession-planning of appointing early career colleagues and focusing on career progression ensures that there is continued institutional knowledge and memory. We explicitly welcome fractional appointments and job-shares. Foxhill House is accessible for individuals with mobility disabilities, as is the rest of the campus.

The University is committed to increasing gender parity. The School provides mentoring for promotion applicants and there is evidence that it has improved the promotions prospects (including to chairs) of our female staff: since its introduction there have been three times more applications by women and three times more success. We have family-friendly policies that have been taken up by female *and* male staff for flexible working and flexible contracts allowing colleagues to go part-time at their request. Meetings are held during children's school hours, and timetabling allows flexibility for those with caring responsibilities.

Contributions at university level. The University has a Dean for Diversity and Inclusion and the Law School has its own Diversity and Equality officer (job-shared by Adebola and Tryfonidou). Colleagues are committed to University initiatives: Adebola co-founded and co-leads the BAME Network, for which the School provides one day per fortnight protected time, and Tryfonidou and Ziegler are the School's co-representatives on the University's LGBT+ Network. We are visible at (and often host) diversity events across the university and beyond. For example, Zanghellini organised an interdisciplinary symposium on Queer Kinship and Ziegler convened a conference on LGBT+ asylum seekers, while Auchmuty spoke at events marking the anniversaries of the Wolfenden Report and repeal of section 28, as well as sessions on the Gender Recognition Act. Zanghellini organised the 2019 Wolfenden Seminar on transgender experience. The University is a Stonewall Champion and offers staff development opportunities based on Stonewall's training. Four of our staff have participated in women's development programmes including Aurora and Springboard. Female PGR students have been able to attend the women's development programme Sprint.

School initiatives. In the process of applying for the Athena Swan award a self-assessment team led by Thies (Deputy Head of School) was formed of volunteer staff and students. They assessed and devised action plans on gender equality and intersectional discrimination such as race, sexuality and disability. Among the many objectives identified was the need to raise staff *awareness* of equality and diversity issues, to implement these more fully in *practice*, to provide strategic *overview*, and to ensure *representation of difference* internally and externally. As part of implementation, the School instituted a series of events relating to teaching and research, often involving students, and a programme of activities including a symposium showcasing gender-related research (Section 4). A School Senior Management sub-group on Wellbeing, Equality

and Diversity was created to take ownership of the Athena Swan action plan including continuing the programme of equality and diversity events. School teaching seminars have included research focused on equality and diversity such as a presentation of research by a TI colleague (Conaghan) on gender participation in classrooms, and a session on Decolonising the Legal Curriculum organised by Windsor.

Output selection. Our REF outputs were selected taking into consideration the diverse nature of our staff in terms of sex, race, age, stage of career and type of contract. As explained in Section 1, we reviewed all relevant publications and assessed them using a combination of self and peer, and sometimes external, review. Once the 'best' outputs had been selected for REF submission, we measured the pool against race, sex and career stage and then, recognising the possibility of unconscious bias in the initial assessments. This led to some outputs being re-assessed (internally/externally) and to adjustment of scores. Our final output selection therefore fully reflective of the diversity of our staff. The University's interim Equality Impact Assessment (2020) and bias analysis (2021) identified no statistically significant differences for protected characteristics in our selection.

Well-being

Staff well-being is a priority, with centralised well-being services available and additional support from the School being in place, such as in-house and external professional coaching for new Chairs and support for staff returning from extended periods of leave and during COVID-related closures. After we moved to remote working, the use of Microsoft Teams for research seminar series resulted in increased audience numbers and engagement. We plan to continue these seminars online beyond COVID-19 to facilitate participation of those who work part-time, have caring responsibilities or cannot travel, thus harnessing technology to remove barriers to engagement.

3. Income, infrastructure and facilities

The School, Research Theme and University all provide complementary support and infrastructure for our researchers.

3.1. Income

Strategy. Research income generation and capacity for grant capture have been challenges for the Law School because of our relatively small size and early career staff. We have therefore focused on increasing the number and diversity of our applications and building capacity through training, support and a culture of identifying when and how funding will support and enhance people's research. We support colleagues to start small (e.g. with BA small grants, Ziegler) or mid-sized (e.g. AHRC Network grants, Adebola) in order to develop expertise and a track record to support future funding bids, with the WAM and/or research leave creating space for developing larger bids. Researchers are also encouraged to join large funding bids led by colleagues from other Divisions or at other institutions. We have appointed staff (e.g. Freedman, Sato, Schmitt) with expertise in large grant capture to assist others seeking funding.

Achievement. In 2014-15, the School was not awarded any external funding. Since then, there has been an average yearly capture of £78,329. Beyond continuing to apply to and receive grants from traditional sources such as the Research Councils (e.g. Adebola, Freedman, James, Smith), the British Academy (e.g. Krebs, Mantzari, Miglionico) and the European Commission (e.g. Sato, 2017), we have received grants from UK Charities (e.g. Sato, 2016); UK government (e.g. Freedman, DfID, 2020; Sato, FCO, 2017); UK law societies (e.g. Kyritsis, *Modern Law Review*, 2016; Ziegler, Society of Legal Scholars, 2016); EU-based funding sources beyond the EU government (e.g. Zanghellini, Volkswagen Foundation, 2017); international organisations (e.g. Almond, International Labour Organisation, 2017) and non-traditional sources of funding (e.g. Freedman, Folke Bernadotte Academy, 2017; Sato, Swiss Federal Department of Foreign Affairs, 2016). We have also seen an increase in applications from ECRs as PIs (e.g. Adebola) and as Cols (e.g. M. Aronsson-Storrier).

3.2 Research infrastructure

School research administration. Within the Law School, a dedicated member of Executive Support supports the Research Committee's activities, submissions to the University online repository, and all REF work in liaison with the School's RDL and the UoA Lead.

Support for funding applications and grant management. Within the University's Research & Enterprise Services (RES), Research Development Managers (RDM) and Officers are allocated at Theme level to work with staff in research divisions to develop grant proposals. In Law, we have support from one RDM, one officer and one senior RDM. As well as providing costings for applications these officers facilitate workshops for idea development, hold drop-in sessions, comment on bid proposals and suggest improvements, hold events aimed at developing large multidisciplinary bids (e.g. ESRC Centres) and support interactions between members of different divisions to develop projects (successfully used by Hilson). External GCRF funding is available to the University to support new or ongoing projects, impact acceleration and as seed funding, which might lead to a grant bid or joint-writing of a large application (e.g. Windsor). There were dedicated staff in the EU Unit who supported all applications for European funding. Funding applications have been encouraged for Covid-19-related research, with recent submissions including a project on health and safety and tortious liability in a post-Covid age (M. Wilde and Almond).

Within the School, details of open funding calls are circulated weekly by the RDL, and the School runs regular workshops on grant writing.

Output management. The research output repository is managed by the Library, who advise on all Open Access issues at University, Division and individual levels. There is also a Research Publications Adviser, who provides advice and training on outlets and ways of publishing, including specific deals with publishers, and provides support for using bibliometric data and tools.

Undergraduate Research Opportunities Programme. The University's UROP scheme offers undergraduate students the opportunity to gain paid research experience on projects by spending their summer working with an academic. UROP has supported many projects in Law e.g. on regulation of mental health in the workplace (James, Almond and Horton, 2018), EU external action and gender mainstreaming (Thies, 2019), and the implications for international law of heads of state and governments using Twitter (Green, 2020). The scheme contributed to outputs such as Green in the *Virginia Journal of International Law* and James co-authored with the student, Spruce, in *Legal Studies*.

Support for Impact. While recognising that not all researchers' work will have REF impact the University is committed to ensuring that all researchers have opportunities to effect meaningful social change. It has prioritised Impact in its centralisation of support and created a 'Building Outstanding Impact Support Programme' (BOISP) that offers, *inter alia*, training and mentoring, case study reviews and financial support (amounting to £30,500 for Law) for impact activities. The RES team provides dedicated Impact Development Managers, who for Law have provided key support, working with staff to develop REF impact case studies and build impact opportunities from other projects.

We strongly encourage public engagement. With support from the Impact team and the University's Research Communications team, the School runs workshops on impact and engagement, e.g. writing for *The Conversation* (30 articles published, 327,000 reads), media appearances, working with policymakers and practitioners, and showcasing work through the arts (Section 4). All TR staff are required to identify in their Annual Research Review any impact potential and how it might be incorporated into their research generally. The Division's Impact Lead (Hilson) holds one-to-one meetings with every TR staff member undertaking or interested in impact and engagement activities. As a result, most of us undertake impactful activities, and Law colleagues have been awarded the University's Impact and Engagement prize on three occasions (Krebs, Sato and Freedman).

We have our own research media officer (Coe), who works together with the central team to support events, website and other external activities. As a result, our work has documented impact at international, transnational, national and local levels (see Section 4).

3.3. Facilities.

Our facilities include comprehensive Digital Technology Services (DTS) whose support ensured that all activities took place successfully off-campus during lockdown. The university has a well-stocked library which remained open, with safeguards in place, throughout the period for students and staff. Law has its own dedicated Librarian who provides one-to-one assistance to staff and PGR students. Our proximity to London means that colleagues and doctoral students can also access the specialist Law Library at the Institute of Advanced Legal Studies, where a Reading colleague (Auchmuty) is a Senior Associate Research Fellow and sits on the Library Committee representing non-University of London users. Our legal historians have good access to The National Archives in Kew, thus ensuring that our doctoral students in that subject enjoy first-class archival training.

Most Law School staff are comfortably housed in our dedicated Law School building, Foxhill House, which, although a listed building with beautiful interior décor, is equipped with excellent facilities for work, meetings and socialising. A small number of the Commercial lawyers are located in a building closer to the Business School to make the most of the synergies with their work. Almost everyone has their own individual office and there are kitchens and a large common room, used (in better times) for research grouping meetings, networking conversations and socialising after seminars.

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

A desire to reach out beyond the boundaries of Reading Law School is integral to our vision. We participate widely in national and international networks and events, with the School paying for those who wish to belong to the SLS, SLA and ALT. We create local and global partnerships and collaborations and have mounted national and international events at Reading and abroad. We work with national and international bodies and the community generally in ways that take our research to the public and help to effect important societal and legal change. The examples in this section are illustrative evidence of our contributions to the discipline and society but are by no means comprehensive.

Networks

During the REF period, the School has strengthened its existing national and international links. Many of these emanate from our internal research groupings, which form natural links across the University and beyond. Colleagues, PGR and other students participate in these activities; and collegial interest and support, as well as practical assistance, are taken for granted. Reading colleagues have taken leadership roles in existing networks, established new networks, and organised and/or participated in the workshops, conferences and collaborative research and publications (for academic, practitioner or lay audiences) that develop out of them. We connect ECRs and PGR students with experienced researchers to integrate them into established networks and encourage them to form their own.

The broad range of networks led or co-convened by staff demonstrates the breadth of our interests as well as our collegial research culture. The School houses two AHRC-funded research networks: the Commercial Law Research Network Nigeria (founded by Adebola, CCLFR) and the Sexual Violence and Peacekeeping Network (Freedman, GLAR). Staff head University Centres hosting multidisciplinary networks e.g. Hilsen (GLAR) directed the Reading Centre for Climate and Justice, and convene international research networks e.g. Hill-Cawthorne (GLAR) co-convenes a network of international humanitarian law academics and practitioners. James co-founded the Families and Work Network with Busby (Glasgow); Auchmuty was Chair of the Research Committee for Sociology of Law's Legal Professions Working Group 2014-2018. We have strong ties with leading legal networks (e.g. Coe is a research associate of the Information Law and Policy Centre at the Institute of Advanced Legal Studies). Our PGR students are encouraged and supported to take leading roles in networks, for instance, Cannilla

co-convened a 4-session workshop at the International Association of Legal and Social Philosophy World Congress 2019.

Collaborations and partnerships

The School encourages staff to engage in a wide range of **collaborative projects** that develop research and the discipline through collaboration within Law and across other disciplines. Krebs (LJS) collaborated with the School of Philosophy, UCD, to organise workshops and a textbook on Criminal Law and Philosophy. Freedman (GLAR) led funded projects (AGRC, BA, ESRC) with the School of International Relations at the Australian National University on the intersection of law and development studies, and Smith (LJS) organised a *Modern Law Review*-funded seminar series and edited collection on legal history as a tool of law reform. Staff are members of research teams focusing on topical and timely societal challenges, e.g. 'The Legal Treatment of Non-Performing Loans' (Miglioni, CCLFR), 'Legal Expertise and EU Policy-Making' (Windsor, GLAR), and 'Political Participation of Mobile EU citizens' (Ziegler, GLAR).

Some of our collaborative activities perform an important function in disseminating scholarship to a wider audience. Auchmuty (LJS) (with Rackley, Kent) coordinated the *Women's Legal Landmarks* project which led to a book, website and programme of seminars involving academics, lawyers and judges. A major exhibition on 'The judicial committee of the Privy Council: A Court at the Crossroads of Empire' was organised by Smith (LJS) at the Supreme Court in London.

Our **collaborative publications** help to develop a broad range of areas within the discipline, and we demonstrate our collegiality by involving colleagues at all levels. We have increased the number of co-authored publications written jointly by colleagues within the School (e.g. Green and Samuel, x2, 2017; Smith and Wilde, 2016). Two GLAR members edited the *Research Handbook on Disasters and International Law* (Edward Elgar, 2016) with contributions by seven colleagues alongside 21 other world-leading experts. Green (GLAR) co-edited *Adjudicating International Human Rights* (Brill, 2015) with chapters by four members of staff and two PGRs.

Our collaborative publications cross disciplinary boundaries. Almond (LJS) co-authored (with historian Esbester, Portsmouth) several articles and a book based on research from their Institution of Occupational Safety and Health grant, and Krebs published an edited collection (2017) and a special issue of *Criminal Law and Philosophy* (2018) based on workshops she convened. We involve contributors from around the world: for example Auchmuty (LJS) co-edited *Gender and Careers in the Legal Academy* (Hart, 2021) with contributions from 19 countries.

International invited, roundtable and keynote speaking engagements

Invitations to give keynotes and participate in prestigious events recognise the research distinction of colleagues. They also provide an opportunity for them to develop their networks and collaborations as well as to build impact and open avenues for further research work.

Staff have given **keynote addresses** at home and abroad, e.g. Devenney (CCLFR) in Australia, France, Germany, Hong Kong, Ireland, Italy, Korea, Latvia and the UK. They have delivered opening keynotes at conferences, e.g. Green (GLAR) at the annual postgraduate conference on International Law and Human Rights, Tryfonidou (GLAR) at the Family in the EU conference (Swedish Network for European Legal Studies), Auchmuty (LJS) at the Marriage Equality conference (ANU); Lakin at the World Congress on Legal Philosophy (Lucerne). We have given annual lectures, e.g. Green (GLAR) 2019 to the International Law Association British branch and Hilson (GLAR) 2019 at the UCL Centre for Law and the Environment. We are regularly invited to mark key days in the calendar, e.g. both Freedman (GLAR) and Auchmuty (LJS) gave talks on International Women's Day (in Amsterdam and Buenos Aires respectively). We are invited to address practitioner or mixed audiences (e.g. James to the UK Association of Women Judges on Feminist Justice) and to talk to them about our impactful work e.g. Newdick (CCLFR) on health equality issues (his impact case study) in UK venues and Helsinki. Colleagues are invited to take part in prestigious workshops, closed meetings and round tables on issues ranging from

the regulators' meeting for the UK's pre-pack Pool (Adebola, CCLFR) to a closed discussion on the Oslo principles at Somerset House (Hilson, GLAR).

Several colleagues have been awarded visiting and mentoring positions at institutions at home and abroad, which supports their research work and builds their networks. These include ECRs e.g. Aronsson-Storrier (CCLFR) at the Australian National University and Coe (LJS) at Pazmany Peter University in Budapest; colleagues with multiple positions e.g. Merkin (LJS) at the Universities of Auckland, Queensland and Sydney, the Chinese University of Hong Kong, and the Chinese University of Political Science and Law; and colleagues at specialist practitioner institutions e.g. Schmitt (GLAR) at the US Military Academy at West Point, the US Naval War College and the Strauss Center for International Security.

Work with Key Stakeholders and Users

Colleagues are encouraged and supported by the School to build impact and develop networks outside the academy through work with **international organisations, public bodies and community organisations**, internationally, nationally and locally.

Thanks to their recognised expertise, colleagues play important roles in international organisations e.g. Freedman (GLAR) is a member of UN Secretary General's civil society advisory board. We serve as advisers to regional bodies e.g. James and Horton (LJS) are UK gender equality law experts for the European Equality in Law Network, and to national governments: Hopkins (LJS) is on secondment from the Law School as a Law Commissioner; Schmitt (GLAR) is a member of the US Secretary of State's Advisory Committee on International Law. We hold leading positions in prestigious expert bodies, e.g. Green (GLAR) is co-rapporteur and member of the Steering Committee of the International Law Association's Use of Force Committee.

The University and School are committed to serving Reading, our local community. Newdick (CCLFR) is a member of the Berkshire Priorities Committee and Honorary Consultant to Berkshire West PCT. We run local research projects funded by the University e.g. Thies (GLAR) working with local charities, and by local stakeholders e.g. Callus (LJS) leads a project funded by the Royal Berkshire NHS Foundation Trust. We speak at local events e.g. Lakin (LJS) addressed English and German judges at Reading County Court, run local events based on our research e.g. Almond (LJS) ESRC Festival of Social Science, and speak to local audiences: Auchmuty (LJS) and Freedman (GLAR) deliver an annual talk at a local retirement community on current legal issues.

Staff deliver training within and beyond our local community. Callus (LJS) trains local medical professionals, Merkin (CCLFR) gives an annual presentation to the Lloyd's Market Association and regular training for insurance companies and brokers across 4 continents; and Schmitt (GLAR) delivers government-sponsored international cyber law courses for government officials from multiple countries.

Colleagues routinely use their expertise to **respond to consultations** and thus influence social and legal development. Adebola (CCLFR) responded to the government consultation on the Corporate Insolvency Framework; Hilson (GLAR) to the DEFRA consultation on post-Brexit environmental principles; Krebs (LJS) to the CPS consultation on secondary liability; Callus (LJS) to the Law Commission's consultation on surrogacy; and Auchmuty (LJS) and Freedman (GLAR) to the government consultations on the Gender Recognition Act. We also act as **legal advisers** to a range of bodies, local, national and international, helping to build impact and develop networks. Examples include: In CCLFR, Devenney has advised the Law Commission and the European Commission on consumer law and helped shape the Irish Law Reform Commission's Fifth Programme of Law Reform; Coe chairs an Advisory Group on implementing a new regulatory scheme for IMPRESS, regulator of the UK press industry. In GLAR, Freedman has addressed the Scottish Parliament, Foreign Affairs Select Committee, Department for International Development, and European Parliament Sub-Committee on Human Rights; Hill-Cawthorne has advised FCO legal advisers; Hilson advises many NGOs including WWF,

Greenpeace, Friends of the Earth; Windsor addressed government lawyers from DoJ, Home Office and the FCO on the ethics of legal advice; and Ziegler has advised the Scottish Refugee Council and worked with UNHCR. In LJS Krebs advises the Criminal Cases Review Commission and trains Case Review Managers and Commissioners; Almond advised the International Labour Organisation on progressive Occupational Safety and Health law; and PGR Cannilla addressed the Spanish political party Podemos on gender issues.

Editorial boards, peer reviewing and research-led academic citizenship

Engaging in editorial and peer review work contributes to developing our discipline and enhances our research standing nationally and internationally. All TR staff are encouraged to do so as part of their academic citizenship and to help develop their own research skills and collaborations, and it is testament to our collegial research culture that we use these positions to mentor early career colleagues, e.g. Devenney and Merkin encouraged a School ECR colleague to submit an article to the journal they edit, the *Journal of Business Law*, which was subsequently published; and one of Schmitt's doctoral students co-authored an article published in *International Law Studies* journal.

Colleagues have co-founded top journals in their fields e.g. Green (GLAR) co-founded the *Journal on the Use of Force and International Law* and remains one of three co-editors-in-chief; Thies (LJS) co-founded *Europe and the World – a Law Review*, the first peer-reviewed academic journal in the field of external relations. Staff are editors of journals, including from CCLFR, *Communications Law* (Coe); *Journal of Business Law* and *International Journal of Financial Consumers* (Devenney); *Journal of Business Law*, *Insurance Law Monthly*, *Arbitration Law Monthly* and *Lloyds Law Reports* (Merkin); from GLAR, *Refugee Law Initiative's Working Paper Series* (Ziegler), and *Journal of Environmental Law* (Hilson). Many colleagues are members of editorial boards in their niche areas (e.g. Smith, *Ecclesiastical Law Journal*) or contracted case note writers (e.g. Krebs, *Journal of Criminal Law*) or book reviews editor (e.g. Smith, *Journal of Legal History*).

Colleagues are committed to **peer-reviewing** for law journals, monographs, edited collections and textbooks, thus actively contributing to developing our discipline. These include the top generalist and specialist journals, with all staff conducting such reviews as a matter of course.

Many colleagues act as panel members, peer reviewers, expert evaluators and referees for **major funders**. In the UK: the AHRC (Freedman is a gold-star reviewer), British Academy, Carnegie Trust, ESRC, Leverhulme Trust, Natural Environment Research Council, and UKRI Future Leaders College. Abroad: Australian Research Council, Austrian Science Fund, Czech Science Foundation, Estonian Research Council, the European Commission and EU Research Executive Agency, German Academic Scholarship Foundation, Greek European Social Fund Coordination and Monitoring Agency, Icelandic Centre for Research, Irish Research Council, Marie Skłodowska-Curie Fellowship Scheme, Netherlands Organisation for Scientific Research, Research Council of Norway, Research Foundation Flanders, and the Social Sciences and Humanities Research Council of Canada.

Colleagues also act as **reviewers for doctoral studentship schemes**. Hilson directs the Leverhulme Climate Justice doctoral programme. Smith is a reviewer for the SWW DTP and institution pathway lead for Socio-Legal Studies for SeNSS. Callus helped to develop the new SeNSS consortium framework. Ziegler has reviewed for the FSR Incoming Postdoctoral fellowships at UCLouvain. Colleagues (e.g. Zanghellini) have reviewed for other university's PhD funding applications. The experience and insider-knowledge gained from these roles enables us to advise ECRs and PGRs on obtaining funding and publishing.

Public Audiences

Making our research accessible to public audiences helps to build impact and develop networks beyond academics and practitioners. Our Research Communications Lead (Coe) acts as conduit between the School and the University Research Communications team and helps colleagues to promote their research to the widest possible audiences including professional, industry, and

media. Staff are routinely sought out for their expert opinion by a range of media including local, national and international (e.g. Al-Jazeera, BBC Berkshire, Radio 4, World Service; CNN; France24; *Guardian*; *Independent*; Sky News; amongst many others). Many colleagues write for online outlets such as *The Conversation*, *Media Law Podcast*, *Oxford Human Rights Hub*, and the *Huffington Post* and are active on Twitter and other online fora in their field. Our research has also been showcased in the media e.g. Auchmuty's Women's Legal Landmarks project in the *Law Society Gazette*; Ziegler's project on Jewish citizenship claims in the *Jewish Chronicle*; and Krebs's work on criminal law on joint enterprise for a *Guardian* Long Read and a documentary film.

Reading staff have engaged with the connections between law and the arts and humanities in many of their activities. Some examples are as follows: in 2016 Lakin was co-panellist with Lord Waldegrave, Chancellor of the University of Reading, at a post-performance production of the play, *Regulation 18B*. In 2017 a play by Alex Giles called 'The Disappearance of Miss Bebb', based on Auchmuty's article in *Legal Studies*, was performed in Middle Temple featuring a cast of West End actors and senior judges, with further performances in 2018 in Birmingham and in 2019 in our campus Minghella Theatre with a cast of Reading law students and staff. In 2018 Auchmuty (with Cownie, Keele) ran a day conference on work-life balance and the arts, with a keynote by the Chairman of the Arts Council. In 2019 Hilson gave a presentation on climate justice to producers, script writers and editors and executives working on soaps (including *EastEnders*, *Coronation Street*, *Doctors*, *Casualty*, *Emmerdale*) at a BAFTA Soap Summit on climate justice. Zanghellini recently published a novel on Edward II based on research undertaken for his 2015 academic book, *The Sexual Constitution of Political Authority*.

Research in the age of COVID-19

Colleagues have responded to the challenge of pandemic and lockdown in a variety of ways. The University showcased examples of relevant research in law (Coe, Schmitt) and Hilson's Centre for Climate and Justice. Schmitt (GLAR) presented on the international law implications of the pandemic in cyberspace in a virtual global workshop sponsored by the Cyber Peace Institute in April 2020. Freedman (GLAR) has advised the UN and the UK government on human rights implications of the pandemic. Almond (LJS) appeared on Newsnight discussing the UK government's approach to Health and Safety issues in its programme of opening-up after the first lockdown. James recently sent a call for papers on Covid-19 and Vulnerability Theory for the *International Journal of Discrimination and the Law*.

Teaching and research

With teaching and research so closely aligned in our work at Reading, many of us are involved in teaching-related activities that draw on our research expertise. External examiner roles for PG and UG programmes, for example, may follow from research reputations. We act as external advisers and doctoral examiners nationally and internationally, and these activities lead to useful discussions about research projects and potential collaborations, with staff reporting that the links they have formed during such activities have led to invitations to speak at research events, to join collaborative projects, and even to do collaborative work with a person whose PhD they examined. This form of academic citizenship also pays dividends in bringing back the lessons learned to our own research and teaching. We write textbooks and teaching materials in core and specialist subjects and contribute chapters on our specific research areas to general textbooks in our fields. We focus on these areas to bring our research and research skills into all student activities because our students are our future, and the point of this work is to show them that law is a living body of knowledge about which it is possible to be excited and engaged.