Institution: University of Glasgow
Unit of Assessment: 20 - Law

a. Context: The School of Law has 46 research active members of staff, 35 full-time and 11 part-time, working in six "clusters" around specific subject areas. The School's research impact has broad reach, with particular strengths in international and European law, public law and human rights leading to effective working relationships with legal bodies globally, whilst excellence in the areas of commercial and private law has allowed us to forge strong links with practitioners and other professionals within the UK. The principal beneficiaries of the School's research can be classified into three main groups:

- **Legislative and Judicial Bodies**, including: European, UK and Scottish Parliaments; governments of other European member states such as Ukraine and Georgia; the European Court of Human Rights; and judges and other legal decision-makers internationally and domestically. The School's research has been cited in decisions by both the US and UK Supreme Courts.
- **Organisations who Monitor Compliance with the Law**, such as: the United Nations Refugee Agency and the United Nations Special Rapporteur on Torture. Several members of staff have ongoing relationships with the Equalities and Human Rights Commission and the Scottish Law Commission.
- **Stakeholders engaged with the Operation of Law and Policy**, with examples during the current period such as: engagement with NGOs seeking to influence law/policy development such as Scottish Women's Aid; legal practitioners and their professional body, the Law Society of Scotland; practitioners in cognate areas such as the police, social workers, and health professionals. Staff have also worked with governmental administrative bodies such as the Registers of Scotland and NHS Greater Glasgow & Clyde.

The key types of research impact delivered by the School naturally cluster around public policy, law and services. The School has had impact of particular significance by:

- **Influencing legislative change**, as with Connelly's research exposing the weaknesses in legal protections for domestic abuse survivors, which led directly to the introduction of the Domestic Abuse (Scotland) Act 2011.
- **Influencing the public/political debate and resulting policy**, as with Tomkins' research on Scottish independence creating a platform for both institutional influence (as an advisor to the House of Lords Select Committee on Constitutional Affairs) and shaping the public debate (by way of mainstream media contributions in The Times and The Scotsman, amongst others).
- **Improving professional standards, services and practices** both within **the legal sphere**, as with Murdoch's research leading to new protocols for the treatment of detained persons across five European countries, and across **a wider range of professions**, as with McLean's research leading to new protocols on the treatment of human organs post-mortem.

The School has recently developed new avenues of impact by **working with industry**, particularly creative industries, through the establishment of the RCUK Centre for Copyright and New Business Models, 'Creativity, Regulation, Enterprise and Technology' (CREATe). Partners on current CREATe projects include Google, Marks & Spencer and the FA Premier League.

b. Approach to impact: Between 2008 and 2013, the School has supported the delivery of impact through three main pathways.

First, by **building direct connections with key stakeholders and organisations**.

- The School has directly developed relationships with distinguished members of the legal profession through the appointment of an Advisory Panel which includes, among others, Lord Gill, head of the judiciary in Scotland, and the Rt Hon Lord Reed, Justice of the UK Supreme Court. It also established the "Glasgow 40" network of the most

influential legal practitioners in the West of Scotland. Both groups are embedded into the intellectual life of the School, attending seminars and social events, participating in CPD provision and advising on its research programme.

- Non-academic beneficiaries have sought out relationships with staff on the basis of their expertise. The School has supported this activity by recognising it within relevant staff workload models. Several professors have, therefore, acted as special advisers to governmental committees and key projects (McNeil to the House of Lords Economic and Financial Affairs Committee; McLean to the House of Commons Select Committee on Science and Technology; Tomkins to the House of Lords Select Committee on Constitutional Affairs Tomkins; Rennie as a member of the Scottish Housing Improvement Task Force; Mullen as part of the Steering Group for the Walker Inquiry into Final Appellate Jurisdiction in the Scottish Legal System; Crawford & Carruthers invited to submit expert opinion to the House of Lords EU Sub-Committee E on the potential European Certificate of Succession).

Second, by **supporting staff working in external networks**. Staff have effectively delivered impact through subject-specific networks comprised of academic and non-academic partners. The School has financially supported staff participating in external networks in the form of 0.5FTE secondments (Craig and Kretschmer, with McCarthy to begin a secondment to Policy Scotland in September 2013), as well as reducing teaching and administrative duties for those on secondment or engaged in the process of preparing funding bids for network projects (Deazley). Key examples include:

- The Glasgow Refugee, Asylum and Migration Network (GRAMNet) comprised of academics, third sector organisations and community groups focused on research, knowledge exchange (KE) and public engagement activities relating to migration, refugees and asylum. Craig now co-chairs GRAMNet and has worked with network partners to influence the debate on UK asylum policy.
- CREATe includes an interdisciplinary group of academics in seven universities working with partners in the creative industries. CREATe is capable of delivering significant impact as can be seen in its report on "Copyright and the Regulation of Orphan Works", co-authored by Kretschmer, commissioned by the Intellectual Property Office to assist in the development of new UK law and policy in this area.

Third, by **diversifying modes of research communication**. In collaboration with the University, the School has provided training on public speaking and media engagement. School-specific training was developed on the use of Enlighten, the University's institutional repository of open access publications, and the Social Science Research Network, an alternative repository widely used throughout Europe and the US for the open dissemination of research papers that can then be accessed by non-academic users. The School also employs dedicated support staff to assist with the development of online resources such as webpages and blogs. Some successful examples during the review period include:

- Mair hosted a "launch event" at which she presented the distilled findings of her ESRC-funded research into the use of minutes of agreement in divorce cases in a policy- and practice-relevant manner. Mair was able to capture the views of busy policy-makers and practitioners who may not have time to read the full report; her presentation was followed by a Q&A on how the law should be adapted in response to this new evidence;
- Farmer maintains a topical blog (http://www.obliqueintent.blogspot.co.uk/) on his AHRC-funded criminalisation project and related matters, discussing the research whilst "in progress" and inviting comment from the public;
- CREATe makes effective use of a twitter feed to publicise publications and events (@copyrightcentre).

The School has benefitted from **institutional support for this approach**. Impact criteria are embedded in academic job profiles, and review of individual impact work forms part of the School PDR/professorial zoning process which leads to promotion and pay increments. Financial support is available through the University KE Fund, from which, Craig successfully secured an award in 2012 to develop GRAMNet's social media strategy. Additionally, the

University has recently signed up to the Manifesto for Public Engagement, under which specific training, support and funding will be provided to enable School staff to further their own impact agendas.

c. Strategy and plans: As well as building on the good practice outlined above, the School will enhance its strategic approach to KE and impact over the next five years by pursuing the following objectives:

- All School-supported research will incorporate impact activity where practicable. An impact strategy will form part of the application process for any School support (e.g. in the form of research leave or funding from the School research budget).
- All staff will be trained in how to involve research users in the design and delivery of projects. Good examples of this approach already exist within the School, such as Craig's project Translating Cultures - Translation and Asylum Claims, in which end-users were engaged throughout, and Mair's ESRC-funded research into the use of minutes of agreement in divorce cases, which saw key government stakeholders involved in designing the research tools, as well as analysing the results. Craig and Mair will lead staff training in this area.
- Improved record-keeping practices will be implemented to ensure impact activity can be evidenced and good practice shared. Training on KE and public engagement, including how best to evaluate and measure impact from such activities, will be delivered to all staff. Staff will document impact work through CVs or online profiles. Records will be kept at School level through the existing School annual research interview process.
- The School will develop KE and impact skills among its PGR community by making attendance at institutional training a requirement of progression through the annual review process. This will be complemented by an internal training series delivered by established academic members of School staff whose research impact has been highlighted as best practice in 2008-2013 (Craig, Tomkins, Murdoch, Connolly).

d. Relationship to case studies: The importance of **building direct connections** with stakeholders is best demonstrated by the Craig case study. Craig has gradually constructed a wide network of non-academic users in the immigration and asylum sphere as her research profile has developed. These working relationships gave her a platform on which to influence the development of policy and practice on treatment of asylum applicants across Europe.

The Connelly case study, exemplifies how the School's researchers are sought out on the basis of research establishing them as experts in the field. In order to optimise access to our research, so that a wider audience can engage with and respond to our research in similar ways, the School has made a commitment to making its research as openly accessible as possible through the **development of diverse modes of communication**.

The benefit of **working with external groups** is also articulated by several of the case studies. Tomkins' Fellowship of the Bingham Centre for the Rule of Law was an important aspect of his pathway to the House of Lords Select Committee: adding the Bingham Centre "brand" to his distinguished research profile in constitutional theory made an important contribution to the impact of his work. Murdoch's relationship with the European Committee for the Prevention of Torture was developed during his time as a Professeur Stagiaire at the Directorate of Human Rights of the Council of Europe in France. Links built at that time led to him being invited to research detention processes in Ukraine and Georgia, and his knowledge of the organisation enabled him to make sure the results of that research were used effectively to bring about changes in practice. This case study also demonstrates the important of **engaging with non-academic users from the earliest stage of a project**, which the School will continue to support staff to do throughout the next five years.