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| <p>Institution: UNIVERSITY OF BIRMINGHAM</p> <p>Unit of Assessment: C25 Education</p> <p>a. Overview</p> <p>The School of Education became a founding School within the College of Social Sciences (CoSS) at the University of Birmingham (UoB) in August 2008 (see www.birmingham.ac.uk/education). This enabled us to place our strategy in response to the RAE 2008 in the context of the broader development of social sciences at UoB. The School has a reputation locally, nationally and internationally for delivering high quality research and for fostering public engagement with that research. It has three departments: Education and Social Justice; Disability, Inclusion and Special Needs (DISN); Professional Education. The School restructured in 2008 leading to a reinvigoration in research and has achieved significantly higher research income, employed twelve new professors, enrolled larger numbers of research students and has established three additional research centres: the Centre for Research in Race and Education; the Centre for Higher Education Equity and Access; the Jubilee Centre for Character and Values.</p> |
| <p>b. Research strategy</p> <p><u>Evaluation of the achievement of strategic aims for research outlined in RAE 2008</u></p> <p>1] <u>Strengthen research foci around key groups of scholars in areas of excellence and 2] Establish and promote research centres:</u> The School of Education restructured into three departments which enabled us to consolidate and expand areas of strength (see details below in [3]). Education and Social Justice includes the Centres for Higher Education Equity and Access; Research into Race and Education; and MOSAIC - Research on Multilingualism. Disability, Inclusion and Special Needs includes Visual Impairment Centre for Teaching and Research; Autism Centre for Education and Research. Professional Education includes the Jubilee Centre for Character and Values.</p> <p>Our existing centres are testament to the vitality and sustainability of research impact in the School of Education, e.g as shown by two of our impact case studies and a £1.9million AHRC grant to MOSAIC. We have made significant progress by developing three University of Birmingham research centres in this period where the Centres' leads were recruited from international experts in the field (Arthur is Director of the <i>Jubilee Centre for Character and Values</i> [established in 2012]; Davies heads up the <i>Centre for Higher Education Equity and Access</i> [CHEEA] [also established in 2012]; Gillborn leads the <i>Centre for Research in Race and Education</i> [CRRE] [established in 2013]). The Centres have already attracted substantial funding from a wide range of bodies such as the John Templeton Foundation (Jubilee Centre), the Higher Education Academy and Nuffield (for CHEEA), the Society for Educational Studies (for CRRE).</p> <p>3] <u>Build capacity for research leadership and ensure that there is a critical mass of world class researchers who make up the majority of academic staff within the School:</u> Our ambition to attract world class scholars of education has been realised through 12 professorial and 16 other academic appointments during the REF period (see section c: 'People'). By enhancing our research expertise the School takes a lead within the College and beyond. We make significant contributions to the ESRC Doctoral Training Centre at Birmingham (e.g. Douglas is Director of MA in Social Research). Nationally, a number of staff have contributed to the ESRC National Centre for Research Methods (e.g. Grosvenor on visual research methods; Guldborg contributed a module on researching autism). International research leadership in multilingualism is evidenced by funding secured through the ESRC Researcher Development Initiative Scheme (Martin, D., Blackledge and Creese). With an eye to the future of research leadership, we have increased our numbers of doctoral students and provide mentoring for our Early Career Researchers. We have a programme of visiting professors and visiting scholars whereby distinguished and early career scholars contribute to the School of Education's research community.</p> <p>4] <u>Grow collaborative and interdisciplinary research within and across the School, College and the University and with other universities nationally and internationally:</u> The aim has been achieved through international and national networking: we have collaborated internationally with colleagues at universities such as Harvard (USA), Tilburg (Holland), Monash, Melbourne and Sydney (Australia), Shanghai Normal (China), Oslo (Norway), Max Planck Institute, Göttingen (Germany),</p> |

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Otago (New Zealand), National Committee of Science and Technology (Argentina) and Open University (Cyprus). Examples include: an AHRC grant in translation and translanguaging involves colleagues in Leeds, Cardiff and London (PI: Creese); and the ESRC funded (£863k) ECHOES2 project on technology and the social and communicative skills of 5-to-7-year-old children on the Autism Spectrum involved the Institute of Education University of London and eight other institutions (CI: Guldborg). Interdisciplinary networking of the kind outlined in section (e) and our impact strategy resulted in changes to institutional practices when the 'Birmingham Stories' AHRC project transformed archival practice in the Library of Birmingham. Collaborative and interdisciplinary research has also been facilitated through internal funding mechanisms: [i] College and School research support funding has enabled colleagues to collaborate in developing research bids. Since 2008 over 25 research projects involving two or more Education staff have attracted internally available College funding. [ii] University seedcorn funding e.g. interdisciplinary 'sandpits' funded through the University's Institute for Advanced Study. For example, education staff were in a group securing funding for 'resilience' related to education policy around initiatives in emotional well being for both teachers and pupils. [iii] Funding for conference/seminar participation/study leave facilitating networking opportunities. For example, colleagues used study leave at universities in Australia and the USA.

Main objectives and activities for next 5 years and the methods for monitoring attainment of targets

1] *To advance our specific contribution to scholarship in social justice, inclusion and character education.* The University's investment of £2million into the University of Birmingham School and Sixth Form, due to open in 2015, demonstrates commitment to a genuine collaborative learning and research community. We have been invited by the Government to make the University School one of the first 'University Training Schools' in the country. It is a unique site for innovation and provides significant opportunities for our research into social justice, inclusion and character in relation to teacher training and pupil pedagogy. Central to these activities will be optimising benefit to society, as set out in our Impact Template. This core objective underpins all of our research but, in particular, is pursued by the three recently established research centres. This involves the promotion of equity and inclusion across a range of areas: race/ethnicity, widening participation and citizenship. More broadly, research in the three departments will also continue to focus on social justice and social inclusion in key areas e.g. multilingualism, disability and special needs, teacher development; and historical understandings of education and schooling.

2] *To provide a vigorous research environment which enables all staff to develop their scholarship and research leadership to the highest level.* The production of good research and the securing of grant funding rely upon the enthusiasm of researchers who are enabled to achieve their own intellectual ambitions. We are aware of the importance of being vigilant regarding the support structures and guidance provided to all colleagues but particularly to new colleagues, early and mid-career researchers (see section on methods and monitoring below, and section c 'People').

3] *To expand our international and interdisciplinary research presence and profile.* We will further our success in encouraging researchers to collaborate and develop partnerships with scholars across countries, cultures and disciplinary contexts. We have taken steps to 'internationalise' our professoriate (see section c 'staffing strategy'). Through our dual undergraduate programmes we are setting up a joint centre for research in education with Zhe Jiang University, China. The University's membership of Universitas 21 - a community of research-intensive universities which collaborate in areas of common interest and application - has kick started a process of joint research on multilingualism with Melbourne (Creese is the University's Country Champion for the Universities of Melbourne [Aus] and Chicago [USA]). We will continue to participate as principal or co-investigators in bids for ESRC seminar series (Bathmaker and colleagues in four UK institutions successful bid involves representatives from the UK, Europe and internationally e.g. the 23 country member network of TNET CEDEFOP, Australia, South Africa and the USA). The University Public Service Academy (PSA), led by Youdell and funded by the University, is of particular significance to education in the development of the University Training School as it brings together the University's teaching research consultancy and knowledge transfer expertise around public services and works with a range of key public service partners, including Birmingham City Council

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(see www.birmingham.ac.uk/education). The Director of Research will work with Departmental Research Leads to promote interdisciplinary collaboration within social sciences (through seed-corn funding and special events organised by the College's Advanced Social Science Collaborative) and more widely to medical, humanities and engineering disciplines through the University's Institute for Advanced Studies programme for interdisciplinary research pilots.

4] *To maintain a focus on the distinctiveness of research.* A vital research environment is one that is responsive to change as well as building on success. Our current distinctiveness is reflected in our research into social justice, inclusion and character education. Specific examples include research into the preparation and development of specialist teachers and teaching (e.g. autism, visual impairment, deafness) and research findings contributing to the training of medical and dental practitioners. The focus on specialism has more recently broadened in that the School of Education has strategically assembled a cohort of major researchers to provide leadership in specific educational disciplines: History of Education (Grosvenor, Martin, J., Myers); Philosophy of Education (Arthur, Carr, Curren, Hand, Kotzee; Kristjánsson); Sociology of Education (Gillborn, Rollock, Skelton, Warmington; Youdell); Multilingualism (Blackledge, Creese; Kubanyiova); and Inclusive Education (Allan, Artiles, Thomas).

Methods and Monitoring of targets: Data on numbers and types of staff involvement on international and interdisciplinary activity is collated by Departmental Research Leads; the College Research Support Office produces monthly data for the Director of Research on grant applications and awards; the School research administrator produces data regarding the use and appearance of our research on social media; details of publications are taken from the university central system annually, checked with colleagues and reviewed internally for rigour and significance by two senior members of staff; information on the effectiveness of the mechanisms for staff support involve the Heads of Department and their Departmental Research Leads in meetings with individuals or in general discussions at departmental research away days. This data is sent to the Director of Research at three points in the academic year ahead of the School Research and Knowledge Transfer Committee (R&KT). The School R&KT is responsible for reviewing and modifying the research strategy in the light of the data and revising any guidance e.g. the probationary period; preparing promotion applications, support for early career researchers. This data and the R&KT revisions and recommendations are then taken to and discussed with the School Senior Management Team and, where appropriate, the College R&KT and International Committees.

New and developing initiatives not yet producing visible outcomes but of strategic importance

Research into multilingualism in superdiverse cities (Creese) is a four year, £1.9million AHRC funded project due to start in April 2014 and is indicative of MOSAIC's position as a leading Centre in multilingualism. The three recently established Research Centres (CHEEA, CRRE and the Jubilee Centre) will consolidate and enhance our existing expertise in social justice and character education. The Centres will build on the longstanding relationships with partners to create resources that will benefit the wider community as indicated in our Impact Strategy.

Identification of priority development

The research potential for all of our three departments and Research Centres coming out of the opening of the University of Birmingham School and Sixth Form is significant. There are evident synergies between the work of the School of Education and the interests and needs of this school that our partnership can build upon. To provide examples based on our Research Centres: the concerns of the Centre for Research in Race and Education, and the Jubilee Centre for Character and Values both relate to schools' ambitions to raise pupils' achievements and motivations within a context of citizenship and equity; the research aims of the Centre for Higher Education, Equity and Access are related to schools' concerns with enabling all pupils to have access to further and higher education; and the research involvements of MOSAIC (multilingualism), ACER (autism) and VICTAR (visual impairment) are entwined with schools' priority area of inclusion and special educational needs.

c. People, including:

i. Staffing strategy and staff development

During this REF period the Dept. of Sport Pedagogy moved out of the School of Education to another College. This relocation made a significant impact both in terms of providing a sharper research focus but also reducing our numbers of research active staff. We have recruited 12 new professors since 2008 others have either retired (7) or moved to posts elsewhere (4). Departing staff have been replaced by those whose work is commensurate with our commitment to social justice, e.g. education and social justice: Bathmaker, Davies, Gillborn, Martin, J. and Youdell; and in disability, special needs and inclusion: Allan and Artiles. We have also expanded research capacity in character education: (Arthur, Carr, Curren, Hand and Kristjánsson). We have taken steps to internationalise our professoriate (Kristjánsson [Iceland]; Artiles, Curren, Middleton [USA]). Of the three international US professors, Artiles takes a lead in pulling together research interests in the Dept of Inclusion and Special Needs and that of Education and Social Justice (through his research into how teachers learn to use a social justice perspective as they teach diverse students); Curren advises on research into moral and virtue education in the Jubilee Centre; and Middleton has engaged with colleagues in the Dept of Professional Education on pupils' motivation in STEM subjects. All of these professors have been involved in advising and mentoring staff, collaborating on research bids and leading seminars. We have also appointed 18 non-professorial, research active staff ranging from research fellows to senior lecturers.

Whilst our recruitment strategy is based on sustaining our shared research, it also nurtures new offshoots while strengthening existing areas. For example, multilingualism and education is an established area of research in the School and has been strengthened through a lecturing appointment (Kubanyiova). The new Research Centres include existing staff whose interests lie in these areas at the same time as using a targeted staffing approach to ensure a range of appointments. In addition to the professors listed above the Jubilee Centre for Character and Values recruited a lecturer, Kotzee, and 9 research fellows; the CRRE has recruited a lecturer (Rollock); and CHEEA recruited a research fellow (Qui). Seven staff have been promoted across all the departments ranging from professor to senior lectureship.

Staff primarily involved in the School's teacher and professional education programmes have an allowance for 'scholarship' included in their workload planning to engage in professional/research activity in order to enable their own development and ensure research-led teaching.

Equality of opportunity is promoted in various ways from recruitment onwards. One third of the professoriate and half of senior lecturers are female. All staff are expected to complete the University's Diversity in the Workplace online training course. Equality of opportunity is embedded in School and College procedures. For example, the College's commitment to practical support of equality was manifested recently in the granting of travel funding to an academic in the School which included provision of support for their child to also make the trip. The strength of commitment to both equality and capacity building is demonstrated in our support for early career and research fellows. We have 16 Early Career Researchers in the School including six lecturers and ten research fellows. In developing the careers of research fellows, the University was awarded the HR Excellence in Research accreditation in September 2011 and full implementation of its Concordat action plan by December 2013. We provide these early career and research fellows with support to make research proposals as PIs, write for publication, supervise doctoral students, provide support with teaching and they each have a senior academic adviser. The Research Staff Group and Early Research Career Group were amalgamated in 2012 and report to the Research and Knowledge Transfer Committee. Staff development is provided in the following ways:

Funding opportunities: Conference budget is over £30K for staff presenting papers - these are subsequently developed into journal articles. We have a professional development budget for staff on teaching excellence contracts to develop scholarship relating to teaching e.g. for attending professional conferences. Small grants and capacity building grants are available through departmental research budgets. Staff can also apply for College funding from the Advanced Social Science Collaborative for research events and initiatives involving those from across the College/University.

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Study Leave: We extend study leave to all research active staff including research fellows and part-time staff. Since 2008, 36 staff have taken study leave (equating to one term every three years). This can be flexible i.e. for short periods or in a block. Alongside writing books, articles, grant applications etc., staff have used study leave to develop research collaborations by visiting and researching at universities outside the UK.

School/College Research Prizes. These School and College research prizes are designed to reward and promote creativity and high quality social science research amongst early and middle career academics e.g. Outstanding Early Career Contribution, Creative Research Outreach, Original Research Contribution.

Skill development: Each non-professorial member of staff has a research adviser. Early career researchers work closely with an experienced research mentor in developing their research skills. We provide targeted workshops e.g. for early career researchers on topics such as writing for publication or book proposal/preparing research bids and making an impact with research. The College and University offer workshops on a range of areas including bidding for international funds, ethics procedures and impact.

Internships. These are funded opportunities for colleagues in other universities/educational establishments to come to the School of Education to work alongside a mid-career researcher.

Promoting professional and academic exchange: We encourage involvement in University-wide interdisciplinary centres (e.g. Institute for Research into Superdiversity [Blackledge and Creese]; Public Service Academy [Youdell]). We promote the work of leading social scientists in education by delivering a range of events where academics external to Birmingham are invited to speak, such as at the School’s annual Priestley Lecture. We also host the *Educational Review* journal Annual Lecture and the Educational Research Seminar Series where notable national and international academics and policymakers give presentations or contribute to discussion panels.

Research Guidelines: The School has a number of policies that have formed the basis of workshops and are available to staff for guidance e.g. Guidelines on Impact; Ethics Committee approval guidance; and we adhere to the British Sociological Association authorship policy.

ii Research students

| Degree Completions | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------|------------------|------------------|------------------|------------------|------------------|
| Ph.D | 23 | 14 | 23 | 15 | 26 |
| Professional | 13 | 19 | 21 | 24 | 24 |

Since 2008 we have been awarded 22 scholarships (8 ESRC scholarships; 1 Universitas 21 scholarship; and competed for and secured 13 internal University/College/School scholarships). We currently have just under 300 registered doctoral students: 66% of Post Graduate Researchers (PGRs) study on a part-time basis, usually in conjunction with full-time professional posts in the field of education, while 10% of PGRs are international. All PGRs have a supervisory team comprising a lead supervisor and either a second supervisor or an academic adviser. They join the department of their lead supervisor and are integrated into the departmental research community. For example, they collaborate on research with staff, participate in departmental research seminars and contribute to teaching. There are monthly Doctoral Research seminars and an annual, student-led Doctoral Research Conference is the centrepiece of the PGR calendar, featuring a keynote address by a distinguished guest speaker, a panel debate and around 40 student presentations in parallel sessions. All PGRs have access to shared workspaces in a dedicated ‘Research Suite’ where there are IT and telephone facilities. They have access to the University’s libraries, including a dedicated education library and to the computer laboratories. PGRs are entitled to grants towards conference attendance and free photocopying and printing. PGRs are expected to complete core modules of the MA Social Research offered by CoSS and have access to a range of advanced training opportunities through the ESRC Doctoral Training Centre based at this university. Further opportunities are provided through the cross university Doctoral Researcher Diversity Network which enables DRs to meet through networking lunches and workshops, to develop their employability skills and to collaborate across different disciplines. Progress is rigorously monitored through regular supervisory meetings and an Annual Progress Review. Students are also supported by a pastoral team comprising a mentor, a personal tutor and a

welfare tutor, and also have access to the University's central academic and welfare support services.

PGR provision in the School is led by the Director of Postgraduate Research (Hand) and Director of Professional Doctorates (Bathmaker) who work closely together and in conjunction with the Departmental Doctoral Leads. They are supported by three dedicated PGR administrative staff. Many staff in the School lead on or contribute to the modules in the Doctoral Training Centre.

Doctoral research contribution to research environment:

By using one of our research centres as illustrative - MOSAIC (Research on Multilingualism) – we can show the range of initiatives around doctoral activities: (1) A Universitas 21 PhD scholarship was co-supervised by Blackledge and a leading multilinguist at the University of Melbourne. This co-supervision between Melbourne and Birmingham developed a collaboration between the two institutions on multilingualism resulting in a 2-week joint Applied Linguistics Summer School, taught by academic staff from the Departments of English and Education at the University of Birmingham and the University of Melbourne Department of Applied Linguistics (July 2012). The Summer School was aimed at early career as well as more established researchers and practitioners; (2) Doctoral researchers made a successful bid for internal funding from the Centre for Learning and Academic Development to arrange two research seminars with leading scholars in the field; (3) Doctoral researchers are actively involved in other aspects of MOSAIC's work, including organising research seminar series which include speakers from other universities.

d. Income, infrastructure and facilities

The number of staff eligible for REF reduced considerably when the School reorganised. Despite this, a sharper research focus has produced a 57% increase in research grants awarded (to £12.6million from £8million in 2008) – a per capita rise which is well over 100%. Significantly, we have won 16 Research Council awards over this time, compared with 11 in RAE 2008. Research Council funding underpins many of our submitted research outputs (see Blackledge, Creese, Davies, Gillborn, Grosvenor, Rollock, Skelton, Thomas, Warmington, Youdell).

Our income generating strategy involves three elements: (a) working closely with stakeholders and with internal services to identify funding sources and match these to individuals and groups. The College Research and Support Office (CRSO) provides a 'one-stop-shop' facility to support academics in the School in applying for funding for research and knowledge transfer activities. It helps the School Director of Research (DoR) to target research tenders at specific research groups and individuals for research fellowship schemes. It also provides a bespoke service to the DoR on developing links with non-HEI organisations to maximise impact and runs workshops. Research and Innovation Services provide workshops and advice on international and European funding (e.g. a recent outcome was Davies' EU funded Leonardo Partnership on Financial Literacy [2012-2015] involving collaboration with colleagues in several countries). (b) Supporting and reviewing proposals: In the early stages of developing a research bid support is provided by research advisers, Departmental Research Leads and through departmental research away days and forums where experienced members of staff offer advice. At a later stage, bids are scrutinised by the Director of Research, the CRSO administrator for the School and a College Peer Review Committee who offer further guidance. (c) Incentives and Rewards. We recognise the work that goes into developing bids by ensuring staff are funded in their workload planning in proportion to the strength of their research activity as assessed by output. At a College level, a proportion of the gross award value generated by a successful research application is allocated to the Principal Investigator or team and can be used on future research activities. Also, the criteria for the award of School and College Prizes allow for recognition of income generation by staff.

The relocation of the School of Education onto one site on the main campus during this REF period was accompanied by investment into our research infrastructure including a new IT suite. We have a dedicated IT support team located within the College. The University is investing £50million into a new library and we have our own education library. Research direction is managed by the School R & KT Committee and chaired by the Director of Research. Day to day management is led by the Director of Research who reports to the Senior Management Team and sits on the College Research and Knowledge Transfer Committee. The School has a dedicated Research

Administrator and a Research Facilitator in the CRSO structure who work to meet our specific needs. The College R & KT Committee oversees the College's Advanced Social Sciences Collaborative – an internal think-tank providing seed corn/think tank/first grant funding for cross School/ College and University collaborative bids. Education staff have achieved 20 successful applications from this fund. The College of Social Sciences has developed a programme of activities to increase our research impact by encouraging academics to engage with the worlds of policy and practice. These activities come under the banner of 'Public Intellectuals' and include a number of projects and changes to existing working practices to enable us to better showcase our research findings, as well as influence future policy and practice. These activities provided and funded by CoSS include a distinguished lecture series, a programme of inaugural lectures, opportunities for media training, and a PhD Summer School on 'Getting research into policy'.

e. Collaboration or contribution to the discipline or research base

All of the professoriate regularly give keynote talks nationally and internationally. As a School, we pursue ***interdisciplinary research*** and international collaborations exist with colleagues in the following areas: biological sciences [ocular specialism] (University of Zimbabwe); philosophy (USA - Harvard, Stanford, Pennsylvania, Massachusetts, Rochester, Wisconsin, Miami); history, (New York; Bowdoin College, Maine); geology (San Jose, California); interdisciplinary unit on autism (Toulouse, France). In terms of national and local collaborations, we endeavour to design research projects that are interdisciplinary e.g. an AHRC Large Grant awarded to MOSAIC (Creese) involves working jointly with academic and non-academic partners in Linguistics, Business and Entrepreneurship, Sport and Exercise Sciences, Library and Museum Studies, and Law. Further examples include: members of the School of Education working on interdisciplinary research with university colleagues in: cultural policy (Salford, Liverpool John Moores, City and Birmingham City); psychiatry (Oxford, Cambridge); paediatric neurodisability (Liverpool); rehabilitation studies (Birmingham City); sociology/social policy (Sheffield Hallam); and from other departments in Social Sciences at Birmingham as well as with colleagues in the Departments of English, Psychology Geography, Art History, International Development, Business and Law, and the College of Medical and Dental Sciences. This work is supported through various measures such as visiting professorships and visiting scholar programmes (see section [d]).

Research Collaborations. Our membership on various advisory panels enables us to identify collaborative research agendas with stakeholders and provides opportunities for maximising impact (e.g. Youdell, as Director of the Public Services Academy, is involved in collaborative working with Birmingham City Council and third sector and private sector agencies to develop strategy and interventions in relation to localisation and youth employment; and Grosvenor represents the University on the Creative City Partnership which is working with Greater Birmingham and Solihull Local Enterprise Partnership looking at training in the cultural sector). Rollock's involvement with the Equality Challenge Unit is looking at ways to re-attract Black and minority ethnic academics back to the UK; Fuller sits on the International School Leadership Development Network; and Martin, J. on the Independent Working Class Education Network. DISN has strong partnerships with over 40 organisations serving specialist areas of need with many staff serving in a senior capacity, including the Association of Workers for Children with Emotional and Behaviour Difficulties, the National Autistic Society, the National Association for Special Educational Needs and with international organisations including the International Council for Education of People with Visual Impairment. Watson is involved with the Ear Foundation, Nottingham and the National Deaf Children's Society; Allan collaborates with the Swedish National Agency for Special Education and Schools. These links also increase our doctoral student numbers as we have many students on PhD/Ed.D programmes who come to us through these networks.

National/international academic collaborations where there is evidence of success. We write and bid extensively with colleagues in other institutions both nationally and internationally as indicated throughout our REF submission (see for example, Allan, Bathmaker, Creese, Curren, Davies, Grosvenor, Kotzee, Kubanyiova, MacLeod, Middleton, Skelton, Warmington, Youdell). In addition to the examples already provided: Allan's work with colleagues at the Universities of Borås, Sweden and Woollongong, Australia has led to both book contracts and article publications.

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Further examples of successful collaboration can be seen in Hand and Curren's alliance with six colleagues in USA universities from which three international conferences in philosophy of education took place in 2010, 2011 and 2012, funded by a \$290k grant from the Spencer Foundation. Each of these conferences resulted in a special issue of the journal *Theory and Research in Education*. Curren's association with Jon Zimmerman (New York University) led to a book series contract (begun in 2012) with the University Press of Chicago. Martin, J.'s association with colleagues in the Institute of Education University of London led to a grant for working on an oral history component of the archive of the General Teaching Council for England. Gillborn's partnership with a group of USA scholars working with critical race theory (CRT) has established an annual conference on CRT in Education (Gillborn gave keynotes in 2008 & 2012) and two pre-conference courses on CRT held at the annual meeting of the American Educational Research Association, in 2009 and 2012. A HERA grant awarded to MOSAIC (Blackledge 2010-2012) funded an international research project on multilingualism across four European countries. Our research has been recognised internationally by: Creese receiving the Helen C. Bailey Award for outstanding research in educational linguistics by the University of Pennsylvania in 2010; Kristjánsson received the Ása Guðmundsdóttir Wright Award in 2011 (the most prestigious scholarly award given to an Icelandic academic across the Sciences and Humanities); Gillborn, received the Derick Bell Legacy Award in 2012 from the Critical Race Studies in Education Association, USA, for the advancement of social justice and racial equality through teaching, research, writing and direct community actions.

Executive Committee members or Chairs include: Arthur as Chair of the Research Committee of the Society for Educational Studies; Hand as Secretary to Philosophy of Education Society of Great Britain; Grosvenor as Secretary General to the European Educational Research Association; he is a member of the International Standing Conference for History of Education and of the AHRC Connected Communities Strategies Advisory Group; Leadbetter as Chair of the Division of Educational and Child Psychology Committee, a strand of the British Psychological Society; Martin, J. as President of the UK History of Education Society.

Editorship/Co-Editorship of eleven peer-reviewed international academic journals during this REF period: *Anthropology and Education Quarterly* (Creese) ; *British Educational Research Journal* (Skelton; Thomas); *British Journal of Educational Studies* (Arthur); *British Journal of Visual Impairment* (Douglas); *Educational Review* (Thomas); *International Review of Economics Education* (Davies); *International Studies in Educational Administration* (Bisschoff; Rhodes); *Paedagogica Historica* (Grosvenor); *Race Ethnicity and Education* (Gillborn); *Theory and Research in Education* (Curren); Associate Editor of *International Journal of Qualitative Studies in Education* (Youdell).

Personal/Visiting Fellowships are held by Allan at the University of Borås, Sweden; Kristjánsson at the Institute of Education University of London; Davies at Stockholm University, Sweden and Technical University of Dortmund, Germany; Grosvenor at the University of Umeå, Sweden; Hand at the Institute of Education University of London.

Invitations have been received during this REF period to serve as **research methods experts** for the US Institute of Education Science (Gorard) and the Icelandic Council of Science Research Panel for Humanities and Social Sciences (Kristjánsson).

Staff have acted as **Reviewers for Research Councils** internationally and nationally: Research Executive Agency – European Commission (Stolberg); Research Foundation Flanders (Youdell); Expert adviser on 3 occasions for Council of Europe and consultant to Dutch Ministry (Allan); ESRC Studentship Board of Examiners (Blackledge); ESRC First Grants Panel (Skelton); ESRC Seminar Series (Allan); ESRC Peer Review College/Rapporteurs (Bowl; Gillborn; Guldberg); AHRC Care for the Future Advisory Group; AHRC/ESRC Connected Communities Commissioning Panel 2012; AHRC Connected Communities Leadership Fellowship Review Panel 2012 (Grosvenor).