Institution: UNIVERSITY OF READING

Unit of Assessment: 20 LAW

a. Overview

The School of Law is a diverse, dynamic, and thriving research environment where individual researchers are stimulated to undertake significant and high-quality work, and which enjoys a strong research presence in the newly formed (2011) Faculty of Arts, Humanities and Social Sciences. During this assessment period, it has flourished, with staff levels rising from 21.9 (2008) to 28.2 (September 2013) research active FTEs, and an increase of 250% in Postgraduate Research numbers. The School has identified and developed three main research themes, *International and EU law*, *Rights* and *Public Policy*, and a supplementary strength in *Legal History*: themes which are broad and fluid enough to provide a framework for encouraging and supporting critical engagement without artificially restricting the scope and nature of research activities undertaken. Achievements have been made across a range of approaches, including socio-legal, comparative, empirical, doctrinal and theoretical research. The themes have been supported via strategic staff appointments, but many researchers retain homes in more than one theme.

b. Research strategy

Since RAE 2008, the School's principal research priority has been to secure and build upon existing areas of expertise, and develop in new directions, in conjunction with a wider expansion agenda. In part, the evolving staffing profile and researcher expertise within the School has driven this process, leading to a reduction in the level of property law research, and allowing for the enhancement of existing and new areas of research strength. The School is now structured around three core, often inter-related, research themes. First, our leading position in *International and EU* law, including Human Rights Law, has been built on, with new researchers appointed and new strengths in International Commercial Law being developed (see c below). Key achievements include playing a key role in the multi-disciplinary SPIRS led 'Liberal Way of War' research project (2008-13, Ghandhi and Barnidge as Co-Is), receiving British Academy (BA) funding for research on the '123 Nuclear Agreement' (Barnidge, Thies, Green, with Ambedkar of the Law University, Chennai), and Green's monograph receiving the prestigious 2010 Francis Lieber Prize for outstanding scholarship on the law of armed conflict. Second, research in the field of *Rights* has prospered and diversified, with the Ministry of Justice (Bano for original empirical research into the nature of Shariah councils in England) and the BA (Auchmuty for research into the dissolution of civil partnerships) funding theme members to carry out research of real value to society. Auchmuty's research contribution was also recognised when she was made a Fellow of the Royal Society of Arts in 2012. Both Callus and Cooke's work advising the Law Commission on marital property rights, and the widely-commended Feminist Judgments Project (see d below), which several UoA members were involved in, also brought the work of the theme to a wider audience. Thirdly, our *Public Policy* theme has provided a platform for researchers to undertake influential externally-funded, policy-oriented research into media freedom and national security (McNamara, ESRC/AHRC), climate change (Hilson as Co-I, BA), and public perceptions of work-related fatality cases (Almond, ESRC), among other things. McNamara's work in particular was cited in parliamentary discussion and proved influential in the scrutiny of law-making practices. Lastly, during this period, the School has developed an exciting supplementary strength in *Legal History* which has already made a significant scholarly contribution, with researchers producing important publications (Banks on duelling, Auchmuty on women in the legal profession, Smith/Wilde on the Landmark Case of *R v Pease*) and collaborating with institutions such as the Privy Council (Smith, along with Chatterjee). The aim is to develop this strength via recruitment (see c below) so that it occupies a leading position in the academic community.

Another key part of the research strategy outlined in the RAE 2008 has been to support and promote the development of high quality research outputs. Existing informal process for the review of research have been formalised and more structured peer review introduced to improve the quality of outputs by monitoring progress and engaging proactively with individual researchers' publication plans. Since 2009 a small reading committee, drawn from across the main research themes of the School, has provided constructive feedback to authors and helped monitor research quality and the attainment of our overall output profile. This has become part of the fabric of the School's research culture and has served to support the attainment of high quality, original and

significant outputs.

A related part of the RAE 2008 strategy was to 'allow colleagues time and resources to carry out the research needed to produce these outputs' by supporting collaborations and grant applications and ensuring that teaching and administrative work are kept within bounds so as not to take over colleagues' time. We have subsequently developed and enhanced a number of inter-related strategies in this regard. The submission of successful external funding applications has been prioritised as a central aim of the School, and this has been pursued via more formal process of peer review for funding applications, training opportunities for PIs (see sections c and d), and material support (buy-out and study leave) for potential applications. This has resulted in an increase in the number of external funding bids submitted and the number of projects funded during the assessment period (see section d below), including a number of substantial research projects funded by charitable bodies (e.g. Auchmuty, Almond) and RCUK funders (e.g. McNamara, Donoghue), network funding to enrich opportunities for knowledge exchange and collaborations (e.g. Ahmed, James and Smith), and fellowships to provide researchers with space and time to pursue a particular project (e.g. Thies and Barnidge). External collaborations, whether cross-School/Faculty, cross-institution, national or international, have also been wholeheartedly encouraged and supported by allocating resources (e.g. peer review and mentoring, use of facilities – rooms and IT – for events) and financial support (for conference/workshop/meeting attendance) where needed. As a result exciting new collaborations have emerged, and existing ones have flourished, during the assessment period (see section e below). The need to maximise the time and resources available for research activities remains at the heart of our research plans. We have continued to generate income and research opportunities via our internationalisation strategy. Although our core 'twinning' collaboration with Taylor's University, Malaysia is coming to an end in 2014, we have developed new partnerships with Taylor's and Brickfields College in order to continue generating income to fund administrative and teaching support which allows us to maintain relatively low teaching hours for research-active staff: this has meant that we have been able to maintain (since 2005) annual teaching loads of below 110 hours. Our recruitment of teaching fellows has also supported this objective (see section c).

Looking forward, the School has developed three significant research support initiatives during this assessment period which will be central to its on-going research strategy. First, the School will continue to promote a vibrant internal dialogue, which is at the heart of knowledge exchange and development, encouraging reflection and growth amongst individuals and in the School as a whole. Our research strategy encourages virtual and face-to-face exchanges about research, and helps to bring researchers (of all levels, including new recruits, PGR students and visiting scholars) together, to exchange research interests and to identify commonalities. Internal communication is key to building this common awareness and connectivity, and a monthly Research Bulletin provides for the collation and sharing of information about the research activities, publications, impact, and achievements produced by staff and postgraduate students. Face-to-face interaction is supported through an annual research staff 'away-day', regular research training events, and a series of reading/seminar groups, including those which are subject-specialist (e.g. International Law, EU and Human Rights Law), those which are informal, wide-ranging, and eclectic (the fortnightly School-funded 'Law and Lunch' Reading Group established in 2005), and those which are avowedly focused on supporting researchers in developing and enhancing their research projects and outputs (the recently-established fortnightly 'work in progress' seminars).

Finally, external research engagement is supported via a visiting speakers programme, open policy debates with guest panellists (e.g. a panel was recently organised in collaboration with our European Law Students Association, which included Lord McNally, the Minister of Justice, and Bella Sankey from Liberty) and Annual Public Lectures (invited speakers have included Baroness Hale and Dame Rosalyn Higgins), which add to this inclusive, dynamic, and ever-evolving research culture. The School's enthusiasm in this endeavour has been complimented by initiatives at Faculty level. Here a number of centres and themes with pro-active agendas for encouraging knowledge exchange (through seminars and joint funding bids) have emerged (e.g. the Centre for Economic History and the Minority Identities, Rights and Representation theme), and a desire to promote better cross-discipline engagement has been supported by the development of an on-line Faculty calendar that advertises School events.

Secondly, the School has encouraged the development, and integration, of postgraduate research activity. It is our aim that our PGR students should identify themselves primarily as

scholars, contributing to their fields and aspiring to publish in leading peer-reviewed journals in the same way as academic staff. To this end, our PhD students participate in the same research knowledge exchange activities as staff (see above), including being invited to attend research away-days and all reading groups, and their research achievements are included in the School's internal reporting and communication processes. In addition, there is a post-doctoral resource folder (including sample applications) for PGRs looking to develop careers in academia and research, and we encourage students to enthusiastically partake of all relevant research training opportunities (discussed below in section c) in order to enhance their development as doctoral candidates and as researchers. This core endeavour is supported by the University's Graduate School and other research-related training mechanisms.

Thirdly, during this assessment period, we have devoted time and resources to deepening our appreciation of the possible impact of research and to encourage promotion of research as widely as possible. This is an important development in the research culture of the School, and of the wider research landscape, and so we have worked proactively to ensure that as a research-led School we continue to promote and value engagement and collaboration with non-academic communities and user groups. All of the internal research monitoring and reporting mechanisms we use, including the research bulletin and away days (above), and the personal Annual Research Plans and Reports produced by staff each year and reviewed by the SDoR/SDDoR, place a focus on the reporting and discussion of impact as a category of research activity. We have funded and hosted a media training event for staff (Summer 2011) and a staff 'impact seminar' (Autumn 2012), and information about HEFCE and RCUK's policies regarding impact are kept up to date on our internal research support Blackboard site (see section d below). Finally, our UoA Impact/REF leads have disseminated our impact case studies as a means of promoting the sharing of good practice and encouraging a deeper and inclusive engagement on the part of all research staff, and is an ongoing strategy in this key area.

c. People, including:

i. Staffing strategy and staff development

In order to invest in individuals who will enhance our dynamic and evolving research base the School has undertaken a very proactive and focussed staffing recruitment strategy during this assessment period. This has taken four main forms:

First we aimed to recruit **to maximise existing research strengths**, especially in light of the departures of key established academics (Ghandhi through retirement, and Stychin and McNamara). We have made excellent appointments in the field of *International and European Law* (Bisset, Ahmed, Tryfonidou, Samuels, Ziegler, Hill-Cawthorne, and Breau) in order to retain a diverse critical mass of researchers in this core area. The *Rights* theme has been enhanced by the research strengths of new appointees Zanghellini (political and moral philosophy, gender and sexuality) and Flacks (drug treatment and youth justice, human rights and social theory). The *Public Policy* theme has benefitted from the research strengths of new appointees Krebs (ECR, criminal liability in English and German law), Karapapa (intellectual property law) and Hopkins (home ownership and property law). In order to boost our growing research strength in the area of *Legal History*, the more recent senior level appointment of MacMillan (history of contract and company law) will add experience and leadership.

Second, we have recruited in order to **develop new, complimentary, areas of research**, for example, via the appointment of Kokkoris (competition law and law & economics) and Glinavos, (law, economics and international development) we have developed a new International Commercial Law research strength within the *International and EU Law* theme. The 'Centre for Commercial Law and Financial Regulation' (CCLFR) – jointly established with the University's International Capital Markets Association (ICMA) Centre – was set up in 2010 and has organised several topical inter-disciplinary events, including a 2011 Banking Law Symposium at the influential OECD in Paris, which brought together policymakers and practitioners in an attempt to determine the future of banking law after the current financial crisis, and a panel discussion on the Euro-Crisis, held at the University of Reading in October 2012. These activities, and the recruitment priority it has received, reflect CCLFR's aim and potential to become one of the leading UK and global institutions for the study of commercial law and financial regulation.

Thirdly, across all themes, we have aimed to **promote sustainability in terms of succession planning**. The recruitment strategy has endeavoured to appoint established

researchers (Breau, Hopkins and MacMillan were appointed to Chairs, and Zanghellini, Kokkoris and Karapapa as Readers/Associate Professors), and several appointments were made of early-career scholars (e.g. Samuels, Ziegler, Flacks, Krebs and Hill-Cawthorne). The School now has a broad career profile – by which we mean the balance between those at the start of their career, mid-career academics and those nearer to retirement age. In addition to appointments being made, there have been several promotions during the assessment period, naturally renewing the senior ranks of the School through a healthy internal process. The School is also committed to ensuring part-time members are given appropriate space and recognition for their research, and the promotions of Callus to SL and James to Professor while part-time show the success of this.

Fourthly, the School has continued to **recruit Teaching Fellows** (TFs). Our total FTE TFs is currently 9.7. Although the appointment of TFs is intended to free up research time for research-active staff, the TFs' teaching load is considerably lower than would be contractually permissible, and TFs actively participate in our research activities and have access to in-school and university training opportunities (see below). This means that those who wish to do so have the time and support to develop their own research interests – including in some cases the commencement of, or conclusion of, PhDs or publications (e.g. Horton participated in the feminist judgments project – see section e – and has co-authored with colleagues at the School). A number of TFs have successfully moved to research-active lectureship positions – both internally at Reading (e.g. Tamanna, Lakin and Bisset) and externally at other leading Law Schools (e.g. Lee at Birmingham University and Rieder at Lancaster University).

Beyond this recruitment strategy the School is <u>committed to supporting individual researchers in a way that is sensitive to their particular circumstances, research interests and career development needs</u>. This is evidenced in the inter-related ways the School supports staff development:

(i) Newly appointed colleagues attend research related induction programmes within the School which provide information about our policies on research. The HoS, SDoR and SDDoR, as well as relevant research-related administrators, provide information on all aspects of the School's research policy and environment, including research expectations and culture, sources of research support, research finance and policies for ethical scrutiny of research projects (our SDDoR is a member of the University Ethics Committee), and Quality Assurance in Research (which follows the University Code of Good Practice in Research).

(ii) Support for new research active staff: all staff at the start of their careers are given a lighter teaching load (approximately 65% of the normal load in their first year, and including a reasonable proportion of repeat tutorials and, typically, teaching is restricted to two subjects, to ease the burden of preparation). As part of the University's formal probation procedure, all new research-active staff benefit from research-focused mentoring by a senior member of the School, who reports to the SDoR with a view to ensuring that the management of the School is aware of the individual's research development plans and needs. The HoS is also closely involved in mentoring research progress as part of the probation and staff development review processes.

(iii) Annual Research Plans: all staff are required annually, in the Autumn, to produce (a) a new research plan for the forthcoming year within which they provide information about their *intended* research activities for that year (and for the short-term future) – it covers outputs, conference papers, research funding applications, and impact and user engagement plans; and (b) a reflection on the previous year's research plan and a statement of progress made. The reports are read by the SDoR and SDDoR and provide a useful means by which to reflect upon career development and any need for additional support (e.g. in preparing funding applications) where relevant.

(iv) Supportive Staff Development Reviews (SDRs) **and training support**: School policy is to have SDRs on a biennial basis (annual for those on probation and on request), during which the HoS or, on occasions, SDoR generally discusses research progress with staff and agrees appropriate targets and training needs. We hold training events within the School (e.g. on impact strategies and media engagement) and staff are encouraged to attend specific/relevant research related training events at the University where appropriate: e.g. all PIs are required to attend an 'Essential Guide to being a PI' training session and all staff with relevant responsibilities (such as project leaders) are required to attend sessions on recruitment and interviewing, managing research staff, project leadership and management, and Equality and Diversity (as required by the Concordat to Support Career Development of Researcher, implemented by the University). There are also many other training sessions on other aspects of the research role, such as IT, PhD

supervision and examination, and promotion procedures.

(v) Generous internal financial support for research: we provide all research active staff with an annual allowance – currently £1000, with scope for additional discretionary support beyond this (which has been used to enable colleagues to present at important international venues – e.g. the Law and Society conference, Hawaii, 2012). This policy is complemented by a university travel grant fund, to which non-professorial colleagues can apply when presenting papers abroad. Staff development accounts (SDAs), typically used for research expenses, are also held by colleagues who have been awarded income from other sources: for example, where research is funded on a Full Economic Costing basis, the University's policy is to pay a proportion of grant income directly into the SDA of the PI/Co-Is; and staff who win the annual faculty-wide research outputs prize (which School of Law staff have done four times since 2008) receive £1000 paid into their SDA.

(vi) Generous research leave allowance: all research active members of the School are eligible, on the basis of equality of opportunity, to apply for research leave regularly throughout their careers in the School. Upon joining the School, an individual will normally be eligible to apply for a term of research leave following nine terms of teaching. In addition, the Research Committee uses its discretion to award leave at points outside the 'nine term cycle' based upon the strength of an individual application. A recent initiative at University level provides (RETF) funding to support leave or lighter teaching/admin loads outside of the School's normal allowance to enable colleagues to work on a specific output or funding application. This was awarded to Barker and Callus in 2011-12 to allow time for completion of major REF-able outputs and Bisset and James in 2012-13 to allow time for completing new funding applications.

(vii) Professional assistance with seeking research funding/fellowships: as outlined in section d (below), the School, and University Research and Enterprise Development team, provide a plethora of support to those who wish to apply for external funding in order to undertake specific research. Central to this is the School's innovative Research Support Blackboard site: a resource specifically for researchers (including PGRs), which provides up-to-date information about funding opportunities, writing grant applications, training events and courses available through the Centre for Staff Training and Development, School research policy, Impact, and Open Access. The School has also been particularly committed to supporting strong applications for personal research fellowships, which can provide specific benefits in terms of individual staff development. These have been awarded to a number of colleagues during the assessment period: Dr Anne Thies was awarded a Jean Monnet Fellowship at the prestigious Robert Schuman Advanced Studies Centre, European University Institute, Florence (Sept 2010- Aug 2011); Dr Lawrence McNamara held a RCUK Global Uncertainties Fellowship in Ideas and Beliefs (2009-12) – jointly funded by the ESRC and AHRC, the Fellowship carried a £309,000 (FEC) award to support the foundation of the *Law, Terrorism and the Right to Know* research programme; and Dr Robert Barnidge was awarded a fully-funded fellowship from the Schusterman Center for Israel at Brandeis University in the United States and took part in their Summer Institute for Israel Studies in June/July 2012.

ii. Research students

In 2007-08 the School had 6 PhD students, 1 MPhil student, and 2 part-time LLM-by-thesis students. At that time, the School had never had any candidates holding funded studentships. There were 3 PhD and 3 LLM-by-thesis completions in the six-year RAE period leading up to 2008. Over the assessment period our numbers have risen exponentially: we now have 21 PGR students at the School, and during the assessment period, 14 have held funded studentships (4 by the University of Reading studentships, 2 part-funded by the University and Law School, 2 by the ESRC Doctoral Training Centre, and 6 by the Law School on a fees-only basis). PGR development has remained a core priority for the School during this REF period. From recruitment stages, through supervision and training, and on to submission and career development, the School of Law, supported by the University's Graduate School and the Reading Researcher Development Programme, provides an outstanding research environment for its PGR candidates and fosters a culture of excellence in its doctoral research community. Significantly, this is informed by an outward looking approach that encourages and equips PGRs to locate themselves not merely within the School and the University, but as part of wider intellectual and research communities. In numerous instances the School's PGR work has informed PGR practices at University level (for example, our innovative approach to mentoring and Guide for PGRs).

Key indicators and activities driving the developments during this assessment period include:
Recruitment: using a rigorous selection process we encourage the development of high quality

research proposals to ensure a high calibre of students in the cohort. Each year a proposal-writing workshop is typically run for prospective PhD applicants from within and from outside the University. The PGR Director works pro-actively with colleagues to assist them in providing guidance to prospective PhD applicants; for example, we run a staff workshop on assessing proposals and studentship applications. The MRes and MARes programmes have been developed as key points feeding into the PhD programme. Of those who have undertaken these programmes over the last three years, seven have applied for PhD entry at Reading, all successfully.

Studentships: We engage actively with internal studentship competitions in Social Sciences and Arts & Humanities, and external PGR studentship competitions such as AHRC, ESRC, Modern Law Review, Felix and NERC. Over half our PhD students hold studentships funded fully or partly funded by the University or by external awards from research councils or research-oriented charities. We are highly successful in the University competitions and externally: of the five ESRC Doctoral Training Centre (DTC) studentships awarded to Reading between 2011-13, two are held by Law PhDs. Here, the School has built on its ESRC "+3" recognition under the old funding system. The University is a partner in the South-East DTC with Kent, Surrey and Royal Holloway. A Law School staff member (McNamara) was on the Reading steering group for the successful DTC bid and was a coordinator of the DTC's Socio-Legal Studies Pathway (the members being Reading and Kent). The School secured DTC studentships in two of the three years, making it one of Reading's strongest performing pathway members. We are also successful in a bid for AHRC BGP2 (2013), under which the School will have access to AHRC studentships.

Training: The School engages closely with the Research Training programme at the University's Graduate School, providing some sessions, and the PGR Director was involved in the programme's development. Teaching Fellows, and other staff keen to develop their research skills, are also able to access this research training programme. The School also offers PGR students training through masters modules in Research Methods and Legal Writing. Research allowances are provided, through the University or the School, to facilitate students undertaking external training where necessary and the Advanced Training offerings via the DTC are also utilised. The use of 'Learning Needs Analysis' and monitoring and review processes ensures students are getting the training they need to support their PhDs and their career development as researchers. The School regularly hold PGR presentation sessions in which candidates present their work and also receive guidance and feedback on presentation skills. The School also provides an annual 'writing for publication' workshop for PGRs (since 2012).

Supervision: The School has built its supervision capacity substantially and systematically, using supervision panels for all candidates, joint supervision with other Schools, and external co-supervisors where necessary. It endeavours to provide continuity of supervision where possible even when supervisors leave the School (e.g. Stychin and McCrea) and each supervisory team includes at least one supervisor who has supervised to completion. We have risen from 0.25 supervisions per staff member in 2007-2008 to 0.6 now. Together, these strategies ensure candidates have access to experienced supervision and to subject-specific expertise, and it has also enabled us to expand recruitment and places us strongly to develop our future PGR profile.

Monitoring: The School has implemented new monitoring procedures in a way that provides both oversight and support. We have appointed a PGR Monitoring Officer and Review Coordinator (Green), who oversees progress and administers upgrades. Candidates have a monitoring panel of two staff members and standard agendas are used to ensure the management of candidature (towards in-time completion) and the discussion of career development issues. Monitoring operates as a form of student progress review but also, crucially, as a support mechanism for PGRs, providing opportunities for reflection on progress and training needs.

Support, resources and community: The School has a comprehensive PGR Guide for candidates which is provided in hard copy upon commencement and is available on-line. We have a welfare/PG Senior Tutor (Thies) and Student Support Officer who liaises with PGR students, especially on disability matters. PGRs also have on-going access to the PGR Director for any matter affecting their study. A PGR representative contributes to the staff-student committee meeting and PG Board of Studies (one meeting a term). Candidates are all provided with desk space in either the Graduate School or the Law School. All PGRs are invited to, and regularly contribute to or lead, reading groups and seminars alongside academic staff. The School regularly encourages students to participate in events with/at other institutions. This is especially so with DTC partners; in 2011 we ran a regional Law PGR conference at Reading with Surrey,

Southampton, Oxford Brookes, Portsmouth and Brunel Universities. There is at least one opportunity every term for PGRs to present their research and receive feedback in a friendly, supportive environment, attended by academic staff at the School.

   Researcher and career development: We encourage candidates to apply for funding from University and external sources to support travel for conference presentations and the School contributes to any such application. PGRs have annually presented at UK and international conferences during the assessment period (e.g. SLSA, SLS, British History Conference, Critical Legal Conference, European Conference on Politics and Gender). We have compiled a resource folder for PhD students seeking post-doctoral positions, which include several sample grant applications. We run a 'Working Internationally' career workshop for PGRs each year which brings people from government, NGOs and IGOs, and industry to the School to meet with PG students and talk about how to develop career prospects. PGRs are notified of career development opportunities regularly via mailing lists and postings on the University VLE. PGR candidates both contribute to, and receive, the School's monthly Research Bulletin, in order to embed them within the activities of the School.

d. Income, infrastructure and facilities

   As discussed previously, the successful pursuit of research funding income has remained a key research priority for the School during the REF period. The emphasis has been on sustained support from inception to submission and beyond, recognising that this process needs to encompass exploration and review, discussion, and constructive feedback at all stages of the process. The strategy adopted has involved:

(i) disseminating information about funding opportunities to all colleagues and/or contacting individuals where particular opportunities arise that might be relevant to them. Information about funding opportunities is cascaded down to individual members of staff via regular bulletins and communications from the University's pro-active Research and Enterprise Development team, additional updates and personally-targeted information identified by the School's research management team, and via our innovative Research Support Blackboard site (see section c), which hosts up-to-date information on identifying and exploiting external funding opportunities. Finally, regular processes of discussion and review (including via the Annual Research Plans, see section c) between individual researchers and the SDoR and SDDoR ensure that an institutional awareness of individuals' funding plans is maintained.

(ii) critical peer review and allocation of support to assist colleagues in submitting high-quality applications: drafts of applications are reviewed internally by the SDoR, SDDoR and members of the research committee, and technical and substantive input is provided by our Faculty support officer at the University's Research and Enterprise Development team (Powell). We make copies of past applications available to staff for future reference, and we use research leave and light term allocations (awarded competitively and on merit) to provide colleagues with the time and space to produce high-quality applications. This has recently been supported by administrative and teaching buy-out from the University's Faculty Research Endowment Trust Fund (Bisset and James).

(iii) training and mentoring support for those making funding applications. Our SDDoR (currently Almond, previously Bano and James) is selected for the post because of his/her knowledge and experience of successful funding applications, and has particular responsibility for supporting colleagues in this area. Having a colleague designated to this role provides clarity and helps us to monitor individual progress. Annual Research Plans also provide an opportunity to identify training needs in relation to any application being made or managed and we provide core training (e.g. relating to media engagement and impact strategies) in-house. In addition, experienced colleagues within research theme areas provide one-to-one mentoring to junior colleagues where needed.

   Our strategies adopted for generating grant income have borne fruit during this assessment period, leading to a near-**doubling in the number of external research awards/funds received**, from £234,502 during the 2008 RAE period to £457,761 in this REF cycle. The School has prioritised the development of a diversified funding base, and continues to build up a wide-ranging experience and knowledge of a variety of funders.

Examples of RCUK Funding Council income include Almond (PI): £99,862 for project *'Understanding Public Perceptions of the Social Significance of Work-Related Fatality Cases'* (ESRC, 2009-10); Donoghue (PI): £81,366 for project *'An Examination of the Judicial Role in Specialist Anti-Social Behaviour Response Courts in England & Wales'* (ESRC, 2009-10);

McNamara (PI): £309,000 for *'Fellowship in Ideas and Beliefs under the Global Uncertainties Scheme'* (ESRC/AHRC, 2009-13); and James (PI): £27,821 for *'Research Network on Work/Family Reconciliation'* (AHRC, 2011-14).

Examples of other government-backed research income include: Bano (PI): £24,768 for project *'An Exploratory Study of Shariah Councils in England with Respect to Family Law'* (Ministry of Justice, 2010-11); Barnidge (PI, with Green and Thies): £29,412 for project *'India, the 123 Agreement, and Nuclear Energy: Issues of International Law'* (British Academy UK-South Asia Partnership, 2009-12); and Auchmuty (PI): £7,048 for project *'Civil Partnership Dissolution: Expectations and Experiences'* (British Academy, 2012-13).

Examples of charitable and non-government research income include: Barnidge and Ghandhi (Co-Is): £60,000 (of £610,000 total) for SPIRS-led multidisciplinary project *'The Liberal Way of War'* (Leverhulme Foundation, 2008-13); Almond (PI): £199,702 for project *'The Changing Legitimacy of Health and Safety at Work'* (Institution of Occupational Health [IOSH], 2013-15); and Ahmed (PI); £1,320 for *'UK Network on Minority Groups and Human Rights'* (Human Rights Consortium, 2013).

We have a supportive research infrastructure, centred on the facilities available at Foxhill House, the attractive and inspiring building where the School is housed, with individual offices for research staff and office space for Research Assistants, PhD students, and administrative and IT support staff, as well as seminar/meeting rooms, PC clusters, and a staff common room. This provides an inspiring venue for research seminars and conferences/workshops. In addition, a research law library is maintained on campus. Increasing FTEs meant that Foxhill House was extended in 2009 and we have also acquired use of office space adjacent to the Henley Business School for our commercial law/CCFLR researchers, to allow the development of closer links with other commercially-focused departments. In light of our current expansion, we expect to move to a new, purpose-built, building during the next assessment period. In terms of organisational infrastructure, effective research management within the School is overseen by the Head of School (HoS – currently Hilson) and the School Director of Research (SDoR -currently James) who are supported by the School Deputy Director of Research (SDDoR – currently Almond). Research postgraduate management is undertaken by the Director of Postgraduate Research (currently, Glinavos) and progress is overseen by the PGR Monitoring Officer and Review Coordinator (currently Green). This core team is supported by our Research Committee (reporting to School staff meeting and to Faculty Research Board), which peer-reviews grant applications and meets termly to discuss research-related matters, and by the School Reading Committee, which reviews and monitors outputs. The School continues to have strong administrative support for research activities, including a School manager for externally-funded research accounts, an administrative officer who supports the SDoR, and full time, School specific, IT support.

e. Collaboration or contribution to the discipline or research base

The School of Law continues to encourage stimulating and vibrant inter-disciplinary and multi-disciplinary collaborations within and beyond the University. Outstanding collaborations and contributions are being made in Law across all the research themes discussed above, and in a number of exciting and inter-related ways:

First, some of the School's contributions reflect <u>academic partnerships developed during the assessment period by individuals within their fields of expertise</u>. Two examples from the *Public Policy* theme, where links with other researchers and policy users are a key means of advancing the state of knowledge, illustrate this well. First, Dr Thérèse Callus's bio-ethics research has involved her becoming *the* UK member of the Steering Committee of International Academic Network on Bioethics, a multi-disciplinary international co-operation in research on areas of bioethics (with a membership spanning the EU, USA, and the rest of the world, partly funded by the French National Research Council). She is also a member of the 'Family Finances Group' of the 'Common Core Trento Group on European Private Law' (determining pan-European legal protocols) and is an associate member of the Comparative Law Centre at Université de Paris X, France. Second, Professor Grace James's contribution to research on work-family reconciliation has been advanced through her leadership of an AHRC network on work/family reconciliation, in collaboration with Professor Nicole Busby at Strathclyde University. This collaboration has given rise to a published co-edited collection, an ongoing monograph (Hart Publishing, 2015), two 'family and work' themed panels at the SLSA Conference 2013, and three planned panels at the Work-Family Reconciliation Network conference in New York in 2014. James is also a UK member of the

International Committee for the USA Work-Family Reconciliation Network, is Co-I on two other ESRC Networks spearheaded by colleagues at Surrey and Middlesex Universities, and is on the advisory group for an ESRC-funded project based at Kent University.

Secondly, collaborations and contributions are evident where relationships have emerged around a specific project. Within the *Rights* theme, Auchmuty, Bano, James and Horton all contributed to the UK's Feminist Judgment's Project, and the School hosted a one-day event as part of this innovative research project (in which feminist socio-legal scholars from across the UK wrote alternative feminist judgments for a series of significant cases in English law); the judgments were published by Hart in 2010 and very well received within and beyond academia. Additionally, Ahmed organised and managed a UK Network on Minority Groups and Human Rights, with Dr Corinne Lennox of the Institute of Commonwealth Studies + Human Rights Consortium; and Tamanna collaborated with the South Asian Institute of Advanced and Human Rights Studies (SAILS) based in Dhaka, Bangladesh, where she headed the Muslim Law segment of their law reform consultation project (funded by the Dutch Embassy) in informing the Bangladesh Law Commission's review of discriminatory personal laws. Within the *International and EU* theme, Barnidge, Thies and Green undertook a BA-funded '123 Nuclear Agreement' project in collaboration with Dr Ambedkar Law University, Chennai, India; and Green undertook a cross-discipline, cross-institution and international collaboration to produce several publications and a co-edited book with Professor Chris Waters at Windsor University, Canada (Palgrave, 2010). In the *Public Policy* theme, Callus worked with the Law Commission Advisory Group to the Matrimonial Property project (2010 - present); Peter Smith contributed to two reports on English Commonhold and Irish multi-unit developments, as well as to the Trento Project on condominium principles run from Stellenbosch (South Africa); and Hilson contributed, as Co-I, to a BA-funded workshop on climate change with Dr Lisa Vanhala from UCL. And within the *Legal History* research area, Charlotte Smith worked, as Co-I, on an AHRC network on the Subjects of Law in collaboration with historian Nandini Chatterjee at Plymouth University; and McNamara contributed as Co-I on an AHRC-funded project, *'Enemies of the State: The Easter Rising and Irish Detainees in Reading Prison'*, with Professor Peter Stonely from the English Department at the University of Reading.

Thirdly, there have been other more generic contributions and collaborations which promote networking or knowledge exchange between academics (and other user communities) or can act as a catalyst for further research or the advancement of a particular research agenda: Auchmuty sits on the Library Committee of the Institute of Advanced Legal Studies, which supports world-wide legal research, and is also a member of the Society of Legal Scholars executive committee; Callus and Almond participated in an ESRC funded Researcher Development Initiative, *'Building Capacity in Empirical Socio-Legal Research'*, hosted by the University of Liverpool during 2008-09; Ghandhi worked with the Ministry of Justice on the formulation of period reports to various UN Human Rights Treaty Bodies and the Universal Periodic Review System of the Human Rights Council; Samuel and Green contributed as UK members of International Law Association Committees (on 'Islamic Law and International Law' and 'Use of Force' respectively), and to the production of periodic reports; and Thies organised a conference with Professor Marise Cremona (EUI, Florence) on the European Court of Justice and EU external relations law (19/20 April 2012) involving colleagues from across the EU, from which an edited collection will be published in 2014. Finally, colleagues in the School of Law provide ongoing support for the research base and discipline of law in more holistic ways – as external examiners for PhDs, reviewers for leading academic journals, peer review committee members for research-related bodies (e.g. Almond for the ESRC; Callus for the 'Droit, Bioéthique et Société' Collection published by Bruylant/De Boek (Belgium); Hilson as a member of an EU Commission FP7 evaluation panel; Stychin for the AHRC; and McNamara for the ESRC and its Large Grants Commissioning Panel). Colleagues work on editorial boards or as Editors-in-Chief for academic journals, including Hilson for the *Journal of Environmental Law* (2007-12); Ziegler for the *Refugee Law Initiative Working Paper Series*, (since 2012); and Green for the *Journal on the Use of Force and International Law* (since 2013).

In sum, throughout this assessment period the School of Law has engaged in activities that promote and enhance the quality of legal research at national and international levels. Our contributions reflect a proactive, enthusiastic, and sustainable research-focussed environment where exciting growth has already occurred, and where original and significant legal research will continue to flourish.