

<p>Institution: Brunel University</p>
<p>Unit of Assessment: 20 Law</p>
<p>a. Overview</p> <p>Brunel Law School is one of Brunel University's eight Academic Schools. Since the 2008 RAE, the School has moved to its own £7M building, the Elliott Jaques Building, which accommodates all staff, PhD students and visiting Research Fellows. The building is equipped with facilities such as seminar rooms, a new £216k Moot Court, a computer laboratory, social spaces for students, and dedicated space for research students, while still having space for future expansion.</p> <p>We maintain a policy of supporting broad-based research agenda driven by the intellectual curiosities and interests of our staff. We do not engineer or prescribe research activities of staff. Our research agenda is informed by our broad multinational and multi-ethnic staff complement (over 70% of our staff are from a non-UK background), which has lent itself to strong international and comparative approaches in most areas of research activity. All staff members are actively encouraged to pursue research that is of interest to them; but our wide international experience ensures that we can take international, supranational and comparative views of the issues. Our research activity embraces doctrinal, theoretical, critical and contextual approaches to the study of law.</p> <p>Our research is characterised by deep intellectual curiosity, challenging established norms and approaches. This has enabled us to contribute significantly to creative thinking in the development of law and public policy. We are strongly motivated by the dignity of the human being, both in the domestic and international spaces. This extends particularly to the rights of vulnerable people - minorities, women, children, LGBT, indigenous communities, and minorities.</p> <p>We have thriving, vibrant Research Centres and Groups, which have arisen organically from the convergences of our individual research interests, and perceived support and developments opportunities for their members.</p>
<p>b. Research strategy</p> <p>Our strategic aims for research during the assessment period include:</p> <ul style="list-style-type: none"> • to generate world class research • to retain and attract top quality researchers at all levels, including early career scholars • to develop and widen the research base, and • to continue to secure maximum staff submissions for research assessment by ensuring an enabling environment that expects, encourages, facilitates, and rewards the production of world class research. <p><i>Generating world class research:</i></p> <p>All our academic staff are expected to engage in and to produce and disseminate leading research in their areas of study. This strategy is complemented by several practices and policies within both the School and the wider University. Our emphasis on peer-review, which begins internally for both research grant applications and scholarly writing, through our mentoring scheme, and Research Seminar series within our Research Centres, encourages the placing of research outputs with peer-reviewed journals, and leading publishers of monographs. We believe that research that survives the refereeing processes has demonstrated its value.</p> <p><i>Attracting and retaining top quality researchers:</i></p> <p>We appoint only the strongest candidates, regardless of their research area, gender, sexual orientation, or national, religious, social or ethnic background. Thus, we consider the cosmopolitan nature of our academic staff base to be one of our major strengths. Its impact on the diversity and breadth of our research activity has been very positive. Various strategies and initiatives, including promotions, target-based performance bonuses, and other initiatives have ensured staff retention. Of the 10 Professors that we submitted in 2008, we have had only one resignation. Thus, we are pleased to note that we have been successful in retaining even our most high profile scholars.</p> <p><i>Developing the research base:</i></p> <p>We do not merely absorb researchers produced elsewhere. We also aimed assist in the</p>

development of high quality early career researchers for the legal academy and for the profession. We have, over the past 4 years produced several new scholars from our PhD candidates who, upon completion, have taken up full-time academic positions at Brunel, Reading, Sussex, East Anglia, Buckingham, and in India, the UAE, and Thailand, to mention a few. Some have remained in (or entered) legal practice following completion. We have increased the number of PhD students from 24 in 2008 to 74 in 2013 (excluding those who have completed). Completions continue at a steady pace, with 10 successful completions in the past academic year.

Maximum staff submission:

In our 2008 RAE submission we stated “The School has a range of strategies that combine to attract, support and nurture junior and senior academics alike, and we are committed to a continued drive for excellence, and to the submission of all academic staff to this and future RAEs.” We are pleased to be able to demonstrate our continuing success in this endeavour. In the 2001 RAE, we submitted 19 staff members, growing to 29 staff in 2008, and 33 in the current submission. Our increasing staff numbers have been accompanied by improving research scores—attesting to the strength, resilience and sustainability of our research culture, and research environment. Our selectivity is not at the submission but recruitment stage.

Selection process:

We have a robust selection process in which all academic appointments are vetted and approved by the University’s Pro-Vice-Chancellor for Research, who ensures that all shortlisted candidates demonstrate clear evidence of a strong up-to-date research record, and/or strong potential to fulfil the University’s research mission. All Professorial shortlists are vetted by the Vice-Chancellor, for the same reason. We require new staff to have completed or be close to completing a PhD (or equivalent), as we believe that successful completion of a programme of doctoral research is a valuable benchmark for academic researchers.

The Research Committee:

The Law School’s Research Committee (established in 2008), chaired by the School’s Director of Research, aims to provide overall support and guidance for academic staff members in producing publications of the highest quality, developing and strengthening research centres and groups, ensuring greater co-ordination in organisation of conferences and high profile events, and providing support and a higher profile for generation of external income. The Directors of our research centres/groups are members of our Research Committee, and lead a stimulating **seminar programme** throughout the year.

Research Centres/Groups:

Research Centres are University-accredited large clusters of academics and are a prominent feature of our research infrastructure. Research Groups are smaller clusters, and are School-accredited. All staff are associated with at least one research centre/group. These have been a magnet for attracting international students, especially those intending to conduct doctoral research. They have also enabled us to develop collaborations and networks, to work towards collaborative funding applications, to expose our individual research outputs to scrutiny by our colleagues, and to provide a forum for our academics to share views and expertise both with colleagues from UK and overseas universities, and with national and international practitioners and policymakers in their respective fields. These centres/groups have proved organised high impact conferences, seminars and lectures. Our research groupings include the following:

- *Centre for International and Public Law (“CIPL”), a **University Research Centre**;*
- *The Human Rights Centre (“HRC”)*
- *Law and Religion Research Group (“LRRG”); and*
- *Intellectual Property, Internet and Media Research Group (“IPIMRG”)*

A new Centre (*Centre for International and Commercial Arbitration*) was launched in May 2013, as a focal point for our growing expertise in international and commercial arbitration. This Centre has already attracted modest funding for its activities.

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The *CIPL* has a membership of 18 academic, 5 student, and 2 external (Associate) members. The *HRC* has 12 academics, and 10 student members. The *LRRG* has 4 academics, 1 student, and 3 external members.

Recent activities of the *CIPL* (from 2010 to date) include 4 seminars/workshops by our staff, 4 research seminars by international speakers, a seminar by Philippe Sands QC and a lecture by the 2003 Nobel Laureate, **Shirin Ebadi**. The Centre also successfully launched two new peer reviewed academic journals (see below). Our Research Groups have been similarly very active. The *IPIMRG* has, in the current assessment period, had seminars by 10 UK speakers and 2 international speakers. The *LRRG* has recently secured support for a number of colloquia under the financial sponsorship of OUP. Two of these colloquia will take place at Brunel in 2013, and will thereafter take place annually. These colloquia present opportunities for our academics and visiting academics to present their work. Two papers presented at the Group's seminar series have been published in the *Oxford Journal of Law and Religion*.

Financial support:

One of the most tangible ways in which the School promotes research is through direct financial support for research activity on an individual level. The annual conference allowance for each member of academic staff has grown from £1k in 2008 to £1.3k. This provides support for conference attendance and other research-related expenses. PhD students can claim up to £300 per year to support attendance at conferences at which they are delivering a paper. Additional sums may be awarded at the Head's discretion.

Among the University's financial support for research are the competitive **BRIEF** schemes for early career researchers, and grants for the purpose of facilitating short-term themed seminar and conference proceedings in order to trigger and facilitate networking links for the pursuit of bigger intra-University projects. Recent successes of the School in accessing these funds include **Cole**, **Jaffey**, and **Rehman** (more details below).

The University also provides funding for a Research Seminar series for University Research Centres. Recent awards of Seminar series funding include 2 successes by members of the *CIPL*, and 2 successes by members of the Security, Human Rights and the Media Centre.

Other factors:

The University moved several years ago from a semester system to a system of three terms, in which no teaching is done within the third term. This change was designed specifically to provide more time for staff to carry out their research. Thus, apart from marking and other examination duties in the short period from mid-May to mid-June, academic staff can devote their time to research from the end of March to late September. This has had the desired impact on the quality and volume of publications of our staff, and the improved productivity has been to the benefit of the School and to staff morale. The system has proved particularly beneficial to staff at the early stages of their academic careers, as it has enabled them to be more productive than they otherwise could have been.

Future directions:

We consider our stated objectives to be fundamental to who we are, what we do, and what we aspire to be. Consequently, they will continue to inform our strategic aims for the foreseeable future. We intend to drive this agenda by fortifying our current strategic and tactical approaches, and focusing on developing our current research strengths, while not closing the door to the possibilities of new research agendas developing. Our strong presence in international and public law and human rights, which has developed in the past 10 years, has given birth to two refereed law journals, the **International Human Rights Law Review** (IHRLR), and the **State Practice and International Law Journal** (SPILJ), publications of the Centre for International and Public Law. We consider the success of these journals a measure of our success in consolidating our position as leaders in the relevant fields. We expect new journals to be launched in our other areas of research activity, as they continue to gain momentum and become further established.

We aim to continue to achieve our aim of strengthening the research base by producing new researchers through our doctoral programme, and by appointing promising newly-qualified researchers who can be mentored and supported to develop their research careers.

c. People, including:

i. Staffing strategy and staff development

Our staffing strategy has remained constant. All full-time academic staff in the School are active researchers. We always aim to recruit the strongest scholars that we can attract, regardless of their areas of research interest. Therefore, in recruiting staff, demonstrated research achievement and/or potential, as appropriate, has always been a crucial factor, in addition to ensuring that the School's teaching needs are met. While we do not operate a structural division between researchers and teachers, we recognise that there is scope to adjust our individual members' workloads in ways that best serve the School's collective and individual research interests at any given time. No member of the Law School is expected to have an average teaching load of more than 4 contact hours per week over two 12-week teaching terms. It is also our expectation that no-one will teach more than two entire courses in any one year, at least one of which will be squarely located in his or her main area of research interest.

Recognition that all members of staff are active and productive researchers is also reflected in the allocation of administrative duties. Wherever possible, administrative tasks have been transferred to non-academic staff. Those new to academic life are not expected to undertake a substantial administrative role during the first three years of their employment. A thriving suite of Master's programmes has extended the scope for staff to teach predominantly within their research areas. We continue to offer specialised optional courses for final year LL.B. students together with a compulsory supervised 10,000 word dissertation. This benefits colleagues with established research careers, but is particularly important for the research careers of junior lecturers, since they can focus their energy in a closely defined and self-chosen area.

Staff are subject to annual appraisals, which involve an evaluation of their teaching and research performance against targets/objectives and the agreement of targets/objectives for the next year. This provides the School with the opportunity to monitor the quality of the on-going research of each staff member and to offer support as required.

Junior staff

Staff who have not completed probation in a UK university are normally given a three-year probationary period, during which they will have targets relating to their teaching and research performance. Research targets for probationary staff would typically include publication of refereed journal articles. There are normally a minimum of two interim probationary reviews each year, which are designed to identify areas in which colleagues may require further support from the School to achieve their probationary targets. Where the need for support is identified, such support may take the form of reduced workload in other areas and/or closer assistance from mentors.

All new staff are given significantly reduced teaching loads in their first year of teaching. All lecturers and Senior Lecturers have a designated mentor who is either a Reader or a Professor. It is also an important element of the culture of the School that colleagues read and comment upon drafts of each other's work, regardless of their status, and all staff understand the importance of responding speedily to these requests. Probationary staff cannot supervise doctoral research as first supervisors, but are developed by being made second supervisors. This gives them the opportunity to partner with more experienced colleagues in the supervision process, and to develop their own skills and confidence in a safe and supportive environment. Typically, early career researchers would have acted as second supervisor to a handful of doctoral students by the time they complete their probationary requirements.

Mid-career staff

Staff at the mid-career stage are subject to annual appraisals that assist the School in identifying excellent performance and taking appropriate action to recognise and reward it. There is an annual call for applications for accelerated increments and internal promotion, and research excellence is rewarded by accelerated increments and/or internal promotion via the research route. For this

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purpose, there is no minimum “waiting period”, and those who are high achievers are encouraged to apply for internal promotion as soon as it is clear that they have met the relevant threshold requirements.

Senior staff

Readers and Professors have annual performance targets which are agreed with the Head of School, who provides a report to the Vice-Principal on the performance of each of these staff members against the targets every year. The targets typically cover research output, research leadership, teaching and management/administration. High performance leads to pay increments and/or performance bonuses. This scheme allows the University to identify and reward excellence, and to satisfy itself that senior staff performance matches the expectations of the University.

Research Ethics

All our research undertaken is governed by the universal code of ethics for researchers. All students and staff who undertake empirical research observe the Codes of Research Ethics produced by the University and the School. Our **Research Ethics Committee** has overall responsibility for the ethical approval of all research involving human participants conducted by staff and students in the School and, where relevant, referral of an application to the University Research Ethics Committee. It applies these procedures to a number of research projects and/or funding applications every year. Our Research Ethics Committee is required to act in accordance with the requirements of the University’s Research Ethics Committee, and to prepare an annual monitoring report for consideration by the School Board and the University Committee.

ii. Research students

We have significantly expanded our research degree programme. There are currently about 74 research students, of whom 8 are part-time. Over 80% of our research students are international students, the majority of whom are from the Middle East, South East Asia and Africa. We continue to have a high success rate in PhD completions (21 PhD completions between 2008/2009 and 2012/2013).

Competitive studentships

We have a well-established programme of funded PhD Research Studentships. During much of the period of the current assessment, there have been 5 Studentship holders. The Studentships provide the School with a modest return, insofar as they act for a few hours a week as research assistants or undertake a small amount of teaching. In so supporting and encouraging doctoral research, we are helping to create a new generation of researchers and scholars, thereby contributing to the growth of the legal academy. The holders of Studentships are treated in many respects similarly to members of academic staff. They are eligible to attend staff meetings and (except where it is clearly inappropriate) to participate in all events and activities that are open to academic staff. Their impact as a bridge between academic staff and other research students is very clear. They are members of our research centres or groups, and participate fully in the activities of the centres/groups to which they belong. Some of these students have completed, and have secured full-time academic positions in the UK and abroad. At University level, there is the prestigious **Isambard Scholarship**, a competitive scholarship for research students. During the current assessment period, one of our students (**Berry**) has been successful in this competition, with a total award value of approximately £24k, and has recently secured a full-time academic position in one of the UK’s leading universities.

Other competitive awards

The Vice-Chancellor’s Travel Prizes are competitively awarded to support conference attendance for research students each year. Up to 32 prizes of £500 each are awarded per annum. During the current assessment 5 of our PhD students (**Pham, Berry, Afandi, Guntrip, Morris**) have each been awarded one of these prizes.

The School holds the annual *Research Student Conference*, and awards a prize of £500 to the best student each year. At the University level, a multidisciplinary *Research Student Poster*

Conference is held annually, with over 150 students contributing posters to the event. Each year, the University nominates one student for the *Walduck Prize for Research Impact* which recognises the potential impact of research conducted by a research student. One of our students (**Pham**) received the award in 2010/11.

Integrated PGR culture

Our research students are embedded into the activities of our research centres/groups that are associated with their research areas. This provides them with access to a wide-ranging and well-established network of fellow students and academic staff members, in addition to their individual supervisors. As members of research centres, research students attend and participate actively in the research seminars delivered under the auspices of the centres. Some are very active in helping to organise and/or promote the activities of the centres, especially when we have high profile external speakers.

The School provides other support to research students. Apart from a minimum of one supervision meeting every 6 weeks, there is formal training in research methodology, and a structured central programme of development classes offered by the **Graduate School**. Each research student has at least two supervisors, which effectively means that most of our academic staff (including early career researchers, who can only be second supervisors) are actively involved in the mentoring and supervision of research students. Progress of research students is monitored (inter alia) by an **annual review** process, which requires students to provide a detailed **report** of their activities, progress and accomplishments at the end of each academic year.

All research students have dedicated office space, a computer, and printing facilities paid for by the School. All are encouraged to attend conferences in their respective fields and to present papers where appropriate, and we provide financial support (up to £300 per annum) to those who are delivering papers at conferences. This financial assistance can be supplemented by additional conference scholarships provided by the University. Every year, a selection of PhD students has an opportunity to present their research in our annual **PhD Students' Conference**, which are attended by their colleagues and members of academic staff. These events afford the students the opportunity to practice their presentation skills, and, more importantly, to receive feedback on their research from academic staff and other PhD students. At the University level, the **Graduate School** acts as a central hub for research students, providing advice and support, weekly coffee mornings, monthly researcher teas, on-request inductions as well as a range of facilities (e.g. a large postgraduate study centre with IT provision, quiet study room, common room, etc.) that can be accessed 24 hours a day, 7 days a week.

Our Graduate School runs a **Researcher Development Programme** consisting of workshops and seminars to help research students develop personal and professional skills, following a nationally recognised Researcher Development Framework. In 2011-12, over 1,240 attendances were recorded at 74 Graduate School workshops ranging from research methods to research ethics and integrity, oral and poster presentation and employability skills. The University Library also provides a training programme to help postgraduate students develop their scholarship skills.

The success of our doctoral programme can be seen from the destinations of those who completed in the past three years. Five – i.e., **Conway** (Brunel), **Karapapa** (Senior Lectureship at Reading), **Berry** (Sussex), **Guntrip** (East Anglia) and **Covarrubia** (Buckingham) have secured full-time academic positions in the UK. Others (**Gupta**, **Dusitnanond**, **Enabulele**, **Alenaze**, **Gaber Ali**) have full-time academic positions outside the UK. One (**Pham**) has recently been appointed Deputy Director General of Legal Affairs in the National Parliamentary Assembly of Vietnam.

Equality and diversity:

We value inclusiveness and are fully committed to the principles of equality and diversity in all areas of our operation. With regard to research degree students, we provide equal opportunities to all applicants, regardless of race, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, religion or belief (including lack of belief), and sexual orientation. Our research student community comes from around the world, and we have part-time

and full-time modes for our research degree. We are proactive in seeking to remove or minimise disadvantages suffered by research students.

With regard to staff, the diversity of our staff complement is one of our greatest strengths. We have staff representing more than 20 nationalities, and there is an almost even gender split among our senior staff. Wider University strategies and initiatives to promote and enhance equality and diversity include the **Athena SWAN Research Awards**, made to staff returning from maternity, adoption or paternity leave (longer than four months) to help them recommence their research. These are competitive awards given on the basis of a submitted research proposal. **HR Excellence in Research**: The University was awarded the European Commission's 'HR Excellence in Research' badging in 2011 in recognition of its commitment to the recommendations of the Concordat to Support the Career Development of Researchers. The University has a publicly accessible **Concordat Action Plan** and a **Concordat Working Group**.

d. Income, infrastructure and facilities

Income

It is our view that funded research can produce high quality outcomes and engender successful collaborations. We thus emphasise the acquisition of external funding to support our research activities. We have consequently seen a real growth in our external income. In addition to an array of small grants (including \$US 4,250 from the Institute of Global Law and Security, Harvard University), staff members have also attracted larger grants, primarily from the EU. The School secured external income (including our share of collaborative grants) of £87k in 2008/09, £6k in 2009/10, £99k in 2010/11, and £84k in 2011/12. This came to a total of £277k. Some of our substantial collaborative successes include;

- **Rehman** Total award €643k: European Union 7th Framework Cooperation Programme as part of a consortium involving six other academic partners (Europe-South Asia Research Exchange on supranational, regional & bilateral instruments);
- **Danov** Total award €196k: European Commission Civil Justice Programme, in a consortium with Prof. Dr Becker (Kiel University, Germany).

Arising from the award to Danov, a book is due to be published shortly. The study aimed to propose solutions for some practical problems, and, so, in addition to the findings of the project, the book includes papers by a number of leading practitioners, and academics, and a judge. Another example of the success of collaborations is the series of workshops at Brunel, funded by a *Jean Monet Series of Workshops* grant. While the grant is held at Aberdeen, as part of the networking activities within the project, Brunel has hosted three workshops gathering academics from Belgium, Italy, Spain and Sweden.

Strategies for generating income

There continues to be a deliberate steer towards developing the abilities and potential of staff to secure external research grants to further support their own research agendas. Strategies for generating research income include having grant applications as part of the annual targets for probationary staff and for the most senior staff (Readers and Professors), while other staff are strongly advised to seek grant income. External research income is also a part of the promotions criteria for research-based promotions. These policies have meant a steady flow of research grant applications.

We recognise that, while having grant applications as part of the annual targets for staff is relevant to increasing the research income, it is necessary to have supporting mechanisms, to enhance the potential for success in a very competitive process. Our supporting mechanisms include grant writing training sessions and peer-review exercises in respect of all grant applications. These training sessions are run in collaboration with the University's Research Support and Development Office (**RSDO**). The Pro Vice-Chancellor (Research) provides global guidance and oversight, and holds monthly meetings with the Deputy Heads of Research/Research Directors for the Academic Schools. The University's Planning Office supplies the Schools with useful data as may be required, and the RSDO provides practical support in the grant applications process. This has

meant that academic staff can focus on developing and writing the research proposal itself, while the RSDO carries out the administrative and accounting aspects.

Infrastructure and facilities

For the first time, all our academic staff and research students are located in a single building. This has helped to secure a more integrated environment, especially for research students, who are now in daily physical contact with members of academic staff. Staff and research students have 24-hour access to the building.

All academic staff members have their own offices, a desktop computer linked to the Internet, and a laser printer. All staff and students have both on-campus and off-campus access to online legal materials such as Westlaw, Lexis/Nexis, and HeinOnline. The University also has a self-contained Law Library, with quiet spaces for academic staff and students. We also have excellent secretarial support, and a designated Subject Liaison Librarian for Law within the University's library services. Brunel's location on the outskirts of London is strategic for access to the library of the Institute of Advanced Legal Studies in London, and the Bodleian Library in Oxford, each of which is less than an hour away. This gives our staff and research students ready access to the resources and facilities of these libraries.

Research and other leave schemes

Reference has been made to the support provided by the University for research in its academic areas. Early career researchers can take advantage of the University's BRIEF scheme, which awards grants of up to £15k to pursue specific research projects. The University also operates a Knowledge Transfer scheme which enables staff to spend a period of time within industry, in order to develop further their own skills and also to disseminate their own research outside of academia. A recent success for the School in this scheme is **Corbett** (seconded to Criminal Justice Practitioners). This secondment is extant.

The University's rolling programme for paid research leave ensures dedicated time for staff to focus on and pursue their research, with the aim of producing specific outputs. University research leave is normally awarded upon production of a credible research agenda for the period of leave being sought, and can last from one term to one year. Staff are normally eligible for paid research leave every three years. However the eligibility criterion is applied with flexibility (particularly in situations where very few members of staff are seeking research leave). Staff members who have held onerous administrative tasks normally receive a generous research leave (normally for one year) at the end of their terms. The School has enjoyed tremendous benefit from the generous research leave policy of the University, and has had at least one member of academic staff on paid research leave in each academic year during the assessment period. Recent beneficiaries include **Olowofoyeku, Rehman, Chigara, Mushkat, Xanthaki, Ferretti, Giannouloupoulos, and Easton**. In addition to University research leave, the Law School provides extra sustained support to its academic staff with focused research time through its *Research Support Initiative Award (RSIA)*.

The RSIA has allowed individual academic staff members to focus on their research for a maximum period of one term. The primary objective of the RSIA has been to allow staff members to concentrate exclusively on the production of high quality research outputs to support the REF submission, and for the period beyond the REF. The immediate and most significant objective is to ensure that the School produces a very high volume of world-leading publication outputs for the REF 2014. Beneficiaries of this scheme include **Kaganas, Badar, Giannouloupoulos, and Dimopoulos**. We also have a local informal system, of which recent beneficiaries include **Ferretti, and Easton**.

e. Collaboration or contribution to the discipline or research base

We see collaborations with colleagues as crucial to achieving our strategic aims in terms of world class research, and external income generation. We therefore encourage all staff to engage with the wider discipline and to seek avenues for collaborations. We have already referred to successful national and international collaborations in respect of grant applications, especially from the EU. In addition to these, our collaborative efforts have also succeeded in generating other large and prestigious international conferences, recent examples include the International Association of

Consumer Law Conference (2011), the Protecting and Representing Parents conference (2011), the 'Achieving Compliance with Road Traffic Law' conference (in association with Parliamentary Advisory Council for Transport Safety) (2012), the Indigenous Cultures and Languages Conference (with the UN), and the Law, Religion & LGBT Rights conference (2013).

A significant number of staff members are recognised as international authorities in their respective fields. Their publications have been cited widely, both within and outside the legal academy, and have influenced or informed policy debates and judicial decision-making within and without the UK. For example, we have leading authorities on Islamic law (**Rehman, Shahid**); Islamic law and human rights (**Rehman**); East African human rights (**Ssenyonjo**); judicial accountability and impartiality (**Olowofoyeku**); human rights, post conflict issues and reconstruction policy and practice of Southern African States (SADC) (**Chigara**); car crime (**Corbett**); child contact disputes and also child protection and domestic violence (**Kaganas**); exclusion of improperly obtained evidence and custodial interrogation rights (**Giannouloupoulos**); international criminal law (**Bantekas, Ssenyonjo, Chigara**); public international law (**Chigara, Bantekas**); minority rights and indigenous peoples (**Xanthaki**); law and religion (**Petkoff, Bantekas, Rehman, Ssenyonjo**); international investment agreements (**Cole**). **Olowofoyeku's** book *Suing Judges* (Oxford, 1993) has been cited in the highest courts in several jurisdictions, including the New Zealand Supreme Court (2011), the Hong Kong Court of First Instance (2006), the Canadian Federal Court of Appeal (2006), and the High Court of Australia (2005). His recent article on bias, *Cambridge Law Journal* (2009) has been cited widely in academic writings, and by the High Court of Australia (2011). **Bantekas'** paper, Reconciliation of Islamic Law with Constitutionalism: The Protection of Human Rights in Sudan's New Constitution, (2000) has been cited by the African Commission on Human and Peoples' Rights (2009). His paper, Criminal Jurisdiction of States under International Law, (2012) has been cited in an Amicus Brief before the US Supreme Court (2012), and his paper Reflections on Some Sources and Methods of International Criminal and Humanitarian Law, (2006) has been cited in defence briefs before the Extraordinary Chambers in the Courts of Cambodia (2009). **Chigara's** research on the emergent jurisprudence of the SADC Tribunal before and during its suspension has become the focal point of policy deliberations regarding the future of the SADC Tribunal. His edited 2012 two-volume set on the subject of racism and discrimination in the land use issues of the SADC have been recognised also by the United Nations, which in October 2012 invited him to address the Office of the Human Rights Commissioner's Inter-governmental working party on the Durban Declaration and Programme of Action on the combating of racism, xenophobia and related intolerance. **Wang** organises and chairs the Cyberlaw Section of the SLS Annual Conference (2009, 2010, 2011, and 2012). **Piper** has recently been appointed an Academician of the Social Sciences, and is a member of an Expert Advisory Group (EAP) for "GAP Work", an EU funded project under the DAPHNE programme (1 Feb 2013-Jan 2015) which aims to challenge gender-related violence against (and by) children and young people by developing training for practitioners who have everyday contact with general populations of children and young people ("youth practitioners"). Xanthaki's 2011 edited collection has become the focal point of discussions surrounding the States' obligations deriving from the UN Declaration on the Rights of Indigenous Peoples in the UN, cited in all UN Annual Reports of the Expert Mechanism on Indigenous Rights since its publication and also in case law.

Journal Editorships

In addition to our general work as independent reviewers for refereed journals, a large number of our staff are involved in editorial work for academic journals and publications. Our staff currently hold 34 Editorships, demonstrating the significant contributions of the School to the discipline and research base.