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<p>Institution: University of Lincoln</p>
<p>Unit of Assessment: 25 – Education</p>
<p>a. Overview</p> <p>The Centre for Educational Research and Development (CERD) was formed in 2007, fusing two groupings concerned with elements of educational research and practice, the International Institute for Educational Leadership and the Teaching and Learning Development Office. CERD is located within the College of Social Sciences. Its aims are to act as an independent centre for educational research across the sector, and to promote and improve teaching and learning within the university through research into pedagogic practice. Many of CERD’s research activities are focused across the higher education sector internationally, and these produce a variety of research outputs; membership of CERD includes researchers from other areas of social science creating a strong interdisciplinary environment, including sociology, psychology, politics and health education. CERD works through reflective practice informed by a wide variety of research approaches. As a designated research centre, engendering a vibrant and intellectually stimulating research environment is a priority. Research is organised around three research groups that highlight current strengths and future areas for research excellence (core members are noted below):</p> <p>a) Educational Organisations and Leadership – Organising and leading education (Bell, Thody) including educational leadership and schools management;</p> <p>b) Knowledge, Pedagogy and Curricula – The content of education and research (Abbas, Amsler, Neary, Winn), including work on critical pedagogy, the research and teaching nexus, and the creation of knowledge;</p> <p>c) Students, Teachers and Academics – Learners, educators and researchers (Abbas, Karran and Stuart), encompasses work on academic freedom and higher education, widening participation and social mobility.</p> <p>Each group is led by a senior academic, at reader or professorial level, with strategic responsibility for leading development of the area through, for example, mentoring staff, applications for external funding, production of research papers and other research artefacts, and dissemination to academic and other audiences.</p>
<p>b. Research strategy</p> <p>CERD’s Research and Enterprise Strategy is aligned with the strategic research aims of the University and the College. These are: to continuously improve the research environment; to invest in the building of key research capabilities and resources; to support the continued professional development of researchers; to raise the impact of research outputs; and to strengthen the postgraduate offering. CERD’s activities and achievements in relation to these since 2008 are summarised below, and addressed in the relevant subsequent sections.</p> <p>CERD’s Research and Enterprise Strategy has seven interlinked objectives:</p> <ul style="list-style-type: none"> ▪ develop CERD’s reputation for high quality research nationally and internationally; ▪ contribute to the academic, policy-making and practitioner communities as a centre for research excellence; ▪ secure publication of research outputs in internationally rated refereed journals and books with high-quality academic publishers; ▪ generate research grants, more especially from peer reviewed academic funding bodies, which make a significant contribution to scholarly research and lead to peer reviewed publications; ▪ encourage all staff to be fully active members of academic and research communities via conferences, professional bodies, and networks of academic staff; ▪ engage with undergraduate and postgraduate students as research collaborators, and regard students as important contributors to the research culture of the University; ▪ develop a thriving program of postgraduate degrees, with teaching and supervision informed by research that connects the research interests of staff with students’ professional practice. <p>Building on RAE 2008 achievements</p> <p>CERD submitted to the RAE in 2008 as an emerging centre for research, and achieved over 35% of research outputs ranked at 3* or 4*. CERD’s 2008 RAE Submission strategy highlighted three</p>

areas of strength, with clear targets for research activity in each. The strategy's success is reflected in the fact that two of these areas form the basis for the REF case studies, and by assessing these targets against outcomes, below:

1. *Developing the undergraduate curriculum in the UK and internationally: Neary's work is focused on the relationship between teaching and research, the design of social learning, and teaching spaces and students as active learners and producers.* In August 2010, a grant of £199,177 was obtained from the Higher Education Academy National Teaching Fellowship Scheme Projects Programme 2010-13 for the 'Student as Producer: Reinventing the Undergraduate Curriculum' project. This enabled collaborations across different parts of the sector and internationally to create new concepts and models of teaching and learning practice. This work been further enhanced by the appointments of **Amsler** and **Abbas**, bringing new research insights into pedagogical practice and development. **Stuart's** work on widening participation and social mobility, based on her HEA and ESRC funded research, has enhanced understanding of social divisions and ad/disadvantages within and between different student producers.
2. *Academic freedom in a European context: Karran is leading on work in this area which will be undertaken through a collaborative approach involving fund raising with European partners.* This work has now taken on an additional international dimension. In July 2012, CERD was awarded a two year Marie Curie International Incoming Fellowship (€278,807) to enable a Ghanaian scholar to study academic freedom in the African states; in November 2012, a two year Marie Curie Intra-European Fellowship (€299,558) was awarded to allow a German academic to study academic freedom in the EU. The academic freedom work produced three articles in peer reviewed academic journals during the audit period, and directly altered academic freedom legislation in Denmark (as detailed in an impact case study).
3. *Workforce reform and public service restructuring: Stevenson's ESRC funded school workforce reform project completes in September 2008, and key research outputs will emerge.* The ESRC graded the end of project report as 'outstanding', and the project produced a joint authored book (*Industrial Relations in Education* (2009), London: Routledge), and seven articles in peer reviewed journals. Later in the audit period Stevenson moved to the University of Nottingham.

In CERD there is a strong emphasis placed on promoting research informed discussion and debate about teaching and learning within the University and beyond. A research oriented culture is fostered, including through monthly progress meetings, attended by all staff, and annual Research Conferences, which combine research-based presentations by staff with high profile international keynote speakers. Speakers have included Professors Michael Apple, Ron Barnett and Antonia Darder. Staff and doctoral students also present their work at the Doctoral Study Schools during weekends in February and October and two full weeks in July, in Lincoln and at the County Mayo Educational Centre, that are attended by all staff. CERD also organises an annual postgraduate conference, at which doctoral students present their findings for critique and analysis.

CERD also makes extensive use of social media, particularly Web 2.0 technologies, to disseminate and share research outputs, and to create wider engagement with users. A number of these have approaches have also been taken up by other institutions and by the national data.ac.uk project.

Beyond 2014, CERD will continue to build on these achievements by expanding the research groups discussed above, growing the number of researchers within each of the groups, creating impactful research and responding to and creating debates for policy makers in the education field, maximising external research funding, and engaging with other academics in research into all aspects of the teaching and learning process. In pursuit of these aims, CERD's key priorities for the next five years are to:

- develop the research groupings, and attract PhD and EdD students to contribute to debates in education on leadership, students and pedagogy;
- increase the proportion of staff who are research active: through on-going and targeted support for less active researchers (and those not represented in the REF submission). All staff will be encouraged to produce at least one peer reviewed output each year, in line with University policy;
- continue to raise the proportion of international and world leading outputs – by supporting staff

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to produce high quality research outputs, including via a process of internal review, and greater engagement internationally, for example, by utilising EU funded research fellows and collaborating with researchers across the world;

- maximise high quality grant income for excellent research about the future needs of education, by targeting revenue streams within and outside the UK, sharing best practice arising from successful applications, and actively collaborating with existing research networks in the UK and, increasingly, new international networks;
- increase our engagement with policy makers and pedagogical institutions to ensure that the full impact of our research benefits and supports development in educational environments.

c. People, including:

i. Staffing strategy and staff development

Recruiting research active staff is central to CERD's research strategy. Two strategic appointments have been made in the area of the sociology of education, one at Reader level (**Abbas**), and a Senior Lecturer (**Amsler**). As part of the annual academic promotions process **Amsler** was promoted to Reader, and **Karran** to Professor. The additional staff members have significantly enhanced CERD's generic research profile – both are contributors to the current submission – as well as feeding in to innovative research into critical pedagogy and social divisions in higher education. These appointments have had a further positive impact on postgraduate provision, for example by broadening the range of topics available for PhD supervision. Additional staff resources gained through further external research funding will also increase research capacity and outputs. The current Marie Curie Fellows, for example, both possess doctorates in law, which is valuable in promoting cross-disciplinary working across the College of Social Science. Further development in this area is being pursued, with three current Marie Curie applications focusing on academic freedom in Russia, on university autonomy (**Karran**), and on higher education reform in newly emerging eastern European countries, such as Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan (**Amsler**).

CERD's research strategy is premised on enabling staff to fulfil their potential as leading academics in their respective fields. Therefore, in addition to recruiting staff with strong research records, to build capacity within the research groupings, an inclusive approach is adopted, within which all staff (whether represented in the current submission or not) are encouraged to engage with research activity, and are supported by CERD, College and University infrastructures.

Furthermore, successful research funding bids have been used to generate grant income for projects in which all staff are encouraged to participate, with the consequent production of high quality research outputs.

In essence, this overarching approach has three key elements:

1. to increase the proportion of academic staff producing research outputs of the highest quality by providing mentoring and support to those staff who have been less research active. Considerable emphasis is placed on nurturing research talent, and supporting colleagues to build on their previous work in a way that promotes engagement in the research process, with a system of mentoring being used to support colleagues in producing high quality outputs. CERD staff who do not have PhDs are encouraged to study for research degrees; during the audit period one staff member successfully completed his doctorate, three others are currently undertaking PhD studies, and another is undertaking an MRes. Disseminating research findings through publications and conference papers is supported through the mentoring system, while CERD also provides financial support to staff and research students for dissemination and networking;
2. to ensure that more experienced staff are able to maximise their research outputs, strategic recruitment of new staff has been designed to buttress, and also enhance, the research groups in CERD and highlight areas of existing research strength within the Centre; workload planning takes into account the research needs of staff;
3. to enrich the research environment, through a system of research leave as set out in the College's research strategy;
4. and by the recruitment of additional postgraduate students. There has been a concerted effort to increase the number of doctoral students recruited within the UK and internationally, including students from China, Germany, Ghana, Ireland, Nigeria, and Saudi Arabia. The

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growth in the number and diversity of students, allied to the increase in staffing, has helped create a vibrant and active research environment, with students as well as staff being encouraged to produce research outputs.

The benefits of this highly focused research strategy are evidenced by the increase in the number and quality of outputs, the increase in external research income, and the number of currently registered and completed postgraduate students on the doctoral programme.

The Centre and the University fully endorse the Concordat to Support the Career Development of Researchers by recruiting, supporting and retaining researchers with the highest potential to achieve excellence in research. The Centre is pursuing minimum academic standards regarding research productivity, which are embedded in its annual appraisal scheme.

Individual career planning and progression is also facilitated by the University’s annual appraisal system. This process allows the Centre and its staff to set goals and review progress in relation to teaching and learning, research and income generation and wider contributions to the University such as administration, management, external engagement and impact-related activities. It also allows for monitoring the alignment of individual objectives with CERDs’ aims and the College’s research strategy, and the identification of potential barriers to progress in both. Along with appraisal, mentoring for all members of the Centre provides support for research development, as noted above. The University has also developed a continuing professional development framework, which sets out clearly, and transparently the routes to research development and progression and how to access appropriate support.

Diversity and equality are promoted in all aspects of the recruitment, personal development and career management of CERD staff members, and are aligned to the University’s equality and diversity policies and practices. Half of the Centre’s permanent staff are women, and women hold Professorial and Readership posts within CERD, including the current Head of the Centre (**Abbas**). Attention to other areas of diversity is an important part of the development of the Centre going forward, working with new staff and students who bring greater diversity to the group.

Beyond 2014, the Centre will continue its existing policy of appointing high quality research active academics and attracting visiting researchers via external research funding. CERD has created a network of support measures designed to aid existing and early career researchers, including new staff whose work has been teaching focused, in order to enhance the number and quality of research outputs in the medium and long term. Additionally, College initiatives introducing study leave, and the utilisation of the College Research Fund to provide seed corn funding (up to £5,000 per project) for new research, which have been established during the audit period, are significant institutional developments which will have an impact beyond 2014. The University also has a Research Investment Fund (£500,000 in 2013-14), to which staff can bid for pump-priming, PhD studentships, and other forms of support for research. There is also considerable other support at a local (College/CERD) level, including through regular research colloquia and seminar series, away days, research mentoring and peer support, peer review of applications for external funding, and support for conference attendance. The success of these measures will continue to be monitored within CERD, by the College Research Director, and by the College Research Committee, and improvements made where necessary.

ii. Research students

A significant element of CERD’s teaching resources are focused on its large and successful doctoral programme. This includes both PhD (full time and part time) and EdD (part time) awards. The 2008 REF return reported that CERD had 13 part-time postgraduate students. Following the successful re-validation of the EdD programme in 2009 this figure has increased significantly, with particular growth from outside the UK. The following table provides disaggregated HESA Doctoral Completions Data for PhDs and Professional Doctorates in CERD.

	2008-09	2009-10	2010-11	2011-12	2012-13
EdD	2	3	3	3	2
PhD		1			

The increase in students from Eire, for example, has been such that CERD now runs a Summer Study School in County Mayo, just for Irish students, which is funded by the Irish government.

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In 2012/13 student numbers were:

	UK	EU	Overseas	Total
EdD (p/t only)	30	27	0	57
PhD (f/t)	1	0	14	15
PhD (p/t)	7	4	0	11
Total	38	31	14	83

Students are currently drawn from 10 countries, with research interests in both the statutory and post-compulsory sectors. CERD has an established system of supervisory support for research students, which is supplemented by materials available through the University's VLE. As the extended cohort progresses, completions are expected to rise rapidly – in 2008/09 there was one doctoral completion, 2009/10 saw four completions, and there were three further doctoral completions in each of 2011/12 and 2012/13. A further five students are scheduled to complete in the next four months. Students can access a range of teaching and training opportunities to help them develop the full range of research skills required in their work, including:

- residential study schools (two weekends, and two weeks each year, in Lincoln and Mayo), available to all students, but focused on the part-time study mode;
- research methods training – fortnightly classes for all full time PhD students, with further new College-wide provision available through an MSc in Social Research from 2014-15;
- three Researcher Education Programmes per annum;
- cross-discipline classes in methodology – a 12 week course for first year research students, offered across the social sciences and provided by the Graduate School;
- generic training for research students – a range of specific stand-alone sessions provided by the Graduate School.

Every CERD research student is a member of the University's Graduate School (led by Neary), which fosters postgraduate research and champions the interests of research students at the University. The Director is included in the REF Education UOA. The Graduate School offers research training, a career development programme and employability skills, and a support network for all research students. Supplementing support from within CERD, research students get support to present their work, including within the University at seminars and at the University's annual Postgraduate Student Conference, to get work published, identify potential research funding and to learn skills transferrable to the workplace. This is in addition to extensive online and physical library facilities, research librarian support, and IT support available for all students.

Student satisfaction with the doctoral programmes is high. Students are encouraged to participate in all aspects of CERD's research environment, including attending 'Thinking Aloud' seminars, and also have their own student research conference on the day following CERD's annual research conference. Students are supported to attend and present at external conferences, and support is provided with preparation of conference papers or publishing, with a number of students publishing in academic journals in the recent past.

Beyond 2014, CERD will increase the numbers of doctoral research students over the next 5 years to 110, as the Centre grows. A new Masters programme, developed within the College of Social Science, and the proposed development of an EU funded Erasmus Mundus Doctoral programme in education, will increase the range of research possibilities for potential post-graduate students.

d. Income, infrastructure and facilities

In addition to structures put in place by CERD itself, there has been considerable institutional support in this area. Research and external income targets are set annually, and delivery is supported by a Dean of Research and the University Research Office, with Research Officers and Business Development Managers for each College. This promotes the delivery of high quality research through a range of support mechanisms including: bid-writing workshops; providing access to external consultants who provide advice on external bids; identifying potential partners for collaborative research; the maintenance of a centralised on-line database of successful and

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unsuccessful bids; and enabling the dissemination of best practice. The College of Social Science has a Director of Research, who provides strategic direction and plays a central role in ensuring quality, including through the establishment of a College Peer Review Group to review all external funding applications for all units in the College, including CERD. The appointment of a dedicated College Research Administrator since 2010 has enhanced research support by, for example, providing weekly updates on research funding opportunities and support in the development of funding bids, including carrying out costing, editing and managing online submission of bids. This combination of staff working at University and College level ensures that approaches are structured, co-ordinated and effective, with the result that there has been a further significant increase in research income since 2008.

This model, established during this census period, together with the development of existing staff and the recruitment of new research active staff, has seen income generation rise for the unit. The RAE return noted a total grant income for CERD for the 2001-2008 audit period of £617,536. The comparable figure for the 2008-2013 period is £1,663,677, an increase of 169%. There have been a number of significant projects, for example funded by JISC, which, while primarily developmental, have been used to develop research ideas and outputs. External income will also continue to form a central part of our research strategy and, reflecting this and recent rapid growth, £0.75 million of new research income has already been won by CERD in 2013.

e. Collaboration or contribution to the discipline or research base

The Centre continues to be a significant driver for interdisciplinary teaching and learning research and development, nationally and, increasingly, internationally, as well as within the university. It also plays a significant role in the development of the research base for teaching and learning by supporting staff in their development as active and effective researchers.

Interdisciplinary/collaborative research: the teaching and learning research activities of the Centre have interdisciplinary resonance, and there is considerable collaboration between CERD staff and the other departments, both in the College of Social Science and across the university. For example **Karran's** work on legislative protection for academic freedom in the EU has a natural symmetry with research in the Law School, while **Neary's** work on Student as Producer has created teaching and learning partnerships across the university, and beyond. Staff have also collaborated with researchers in a range of other institutions, including **Abbas'** ESRC project on Pedagogic Quality and Inequality in University First Degrees with McLean (Nottingham) and Ashwin (Lancaster), **Crawford's** Researching Academic Identities project with Lucas (Bristol), Boud (Sidney) and Brew (Mcquarie), and **Neary's** Learning Landscapes project with Glasgow, Loughborough, Queen Mary (London), Newcastle, Oxford Brookes, Reading, Warwick, Wolverhampton, York and Glyndŵr universities. **Stuart's** work on widening participation and social mobility involved colleagues at Sussex, Greenwich and Kingston. **Neary's Student as Producer** project contains strong representation from universities in the UK – Warwick, Sheffield and the University of Central Lancashire – and Macquarie University in Australia. A new partnership project, funded by HEFCE 2013- 2014 on postgraduate students, involves **Abbas** and **Stuart**, in collaboration with Kingston, Bristol and the Institute of Education.

Collaborations with professional networks and associations: CERD staff are well integrated into a variety of teaching and learning research networks and professional associations. The Centre's research is international by virtue of its scope, its quality and the range of locations within which it takes place. CERD is also part of an international community of practice, evidenced by membership and close engagement with international networks such as the North American University Council for Educational Administration, of which Lincoln is the sole UK university member. **Amsler** is a Visiting Professor and Consultant for the Open Society Institute, for Budapest and Central Eurasian Region. **Karran** is a member of the *International Academic Freedom Advocacy Team* run by the international NGO, the Scholars at Risk Network, and headquartered at New York University, which includes scholars from the University of Ghana, the Max Planck Institute Munich, the Niger Delta University, the Illinois Wesleyan University, the Université Saint-Joseph, Lebanon, Geneva University and Istanbul Bilgi University. Two members of the *Scholars at Risk Advocacy Team* now work in CERD as Marie Curie Intra-European and International Incoming Scholars. Stuart is an active participant in the International Forum of Research (IfOR). More than half of CERD's staff are members of the Higher Education Academy, most as Fellows, but **Thody** has a Senior Fellowship. **Hagyard** is a member of the Executive

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Committee of the Association for Learning Development in Higher Education.

Conferences/invited keynotes: staff have been invited to speak at a varied range of academic conferences, seminars and colloquia. For example, **Stuart** gave invited keynote speeches on social mobility and higher education at the Second Annual Asian Conference on Education in Osaka in 2010, and at the joint 2103 CRL-SCUTREA Conference in Glasgow, and the keynote address on public interest in higher education at the 2013 QAA Annual Conference in Nottingham. **Karran** gave a keynote address on academic freedom at the Scholars At Risk Network, 10th anniversary celebration conference, at New York University in 2011, and the Opening Address at the National *Perspectives on Academic Freedom* Conference at the National University of Ireland Maynooth. Disseminating results from the ESRC project on *Pedagogic Quality and Inequality in University First Degrees*, **Abbas** gave keynote addresses on students' engagement with higher education at the 2010 Conference for Academic Practice at the University of Northumbria, and on student transformations via the social sciences at *Knowledge and Curriculum in Higher Education Symposium*, Centre for Higher Education Development, University of Cape Town in 2012. **Neary** was an invited speaker at the *The Fifth Symposium on Social Learning Space: Knowledge Spaces*, at the University of Warwick in 2010, at the 2010 conference on *Student Engagement* hosted by Galway University and the National Academy for the Integration of Research, Teaching and Learning in Ireland, and at the 2011 *Quality Improvement conference The evolution of higher education: future proofing the curriculum*, De Montfort University.

Journal editorships and preparations: CERD staff play a full and important role in the development of their disciplines. **Hagyard** is Co-editor of the *Journal of Learning Development in Higher Education*, and **Bell** is Associate Editor of the *Journal of Educational Administration*, and the series Co-Editor of *Organizing Public Education Volumes I-IV* (major series to be published by Sage, 2013). **Abbas** is on the editorial board of *Teaching in Higher Education*, **Amsler** is on the editorial boards of *Reinvention: A Journal of Undergraduate Research*, the *Open Library of the Humanities* and *Socialist Studies*, and **Thody** is on the editorial boards of the *International Journal of Education Management* and the *International Studies In Educational Administration*. The majority of staff within the Centre undertake peer review duties for a varied array of academic journals including the *British Educational Research Journal* (**Morris**), *British Journal of Sociology* (**Amsler**), *Comparative Sociology* (**Amsler**) *Critical Studies in Education* (**Amsler**), *Educational Management and Leadership* (**Beckton, Bell, Thody**) *Eliss: Enhancing Learning in the Social Sciences* (**Abbas**), *Higher Education* (**Amsler, Karran**), *Higher Education Research and Development* (**Abbas**), *Higher Education Policy* (**Karran**), *International Journal of Critical Pedagogy* (**Amsler**), *International Journal of Education Management*, (**Bell, Thody**), *International Studies In Educational Administration* (**Bell, Thody**), *Journal of Youth Studies* (**Abbas**), *Prospects: Quarterly Review of Comparative Education* (**Karran**), *Sociology* (**Amsler**), *Studies in Higher Education* (**Karran**), *Teaching in Higher Education* (**Abbas**).

Contribution to discipline development: in addition to their discipline based research engaged teaching, CERD staff have a major commitment to researching what and how they, and others, engage in teaching, and this is reflected in the initiation of pedagogic innovations and the development and dissemination of best and original practice across other disciplines. **Karran's** work on academic freedom has moved thinking on the topic forward in many different countries (see case study). **Abbas** and **Stuart's** projects have provided insights into the challenges facing different student groups in higher education and contributed to the development of policy makers' approaches to widening participation. **Winn's** JISC-funded ChemistryFM project focused on the creation and release of on-line teaching and learning resources in Forensic Chemistry. **Winn's** further JISC funded ON Course project in 2012 undertook research and development into the use of course programme data, using network analysis techniques and visualisations to show the relationships between modules across all academic programmes. CERD will continue to contribute to the development of the discipline, with the intention of cascading expertise in teaching and learning transformative practice across an array of different subject domains within the higher education sector, with the overarching intention of improving and enhancing the student learning experience and feeding into emerging themes in policy and practice. Building on current partnerships, future work will focus on more national and international and collaborations to enhance knowledge and understanding of learning and teaching policy and practice.