

<b>Institution: University of Sunderland</b>
<b>Unit of Assessment: 20</b>
<p><b>1. Unit context and structure, research and impact strategy</b></p> <p><b>Introduction:</b> Social sciences research at Sunderland is delivered primarily through the Centre of Applied Social Science (CASS), a centre created in the period leading up to the REF 2014 to promote and improve research in this university priority area. The Unit comprises of 13 full-time research active members of academic staff drawn from the School of Social Sciences and the School of Culture within the Faculty of Education and Society. These 13 full-time research active members of academic staff are to be returned to the REF 2021. In addition to these staff, 18 members of CASS are being funded to study at doctorate level and 19 members are on teaching intensive contracts (this includes 5 Associate Tutors). The Centre's research mission is to engage in research and practice-based collaborations that aim to improve living conditions, address inequalities and social exclusion and promote social justice.</p> <p>CASS has four themes that unite research and foster collaboration between academic staff. These are: <i>Crime, Victims and Social Justice; Social Histories; Communities, Health and Social Exclusion; Children, Young People and Families</i>. The Unit's research active members consist of two professors (Prof Stephen <b>Macdonald</b> and Prof Leaza <b>McSorley</b>), one associate professor (Dr Kevin <b>Yuill</b>), eight senior lecturers (Dr Rick <b>Bowler</b>, Dr Sarah <b>Lonbay</b>, Dr Delphine <b>Doucet</b>, Jane <b>Scutt</b>, Dr Peter <b>Hayes</b>, Dr Lesley <b>Deacon</b>, Dr Nicola <b>Roberts</b> and Dr Matthew <b>Durey</b>) and two lecturers (Dr Sarah <b>Hellawell</b> and Dr Tom <b>Rodgers</b>). Within the REF2021 period, these research staff have been responsible for research projects concerning <i>domestic violence, disability, mental health and medicalisation, gender and social policy, white-collar crime, crime and technology, terrorism and de-radicalisation, police culture, early modern crime and the law, regional history, and the politics of suicide</i>. The unit's academics also contribute to the broader university research culture concerning disability studies, gender studies, and regional history as staff are founding members of cross-faculty research networks such as SUNGEN (University of Sunderland Gender Network) and DISCRIM (Vulnerability and Criminal Justice Research Network) that broaden the reach of CASS. It is felt that, since 2014, CASS has been central to the emergence of a research culture in the social sciences at the university.</p> <p><b>Overview of Structure:</b> From RAE 2008 through to REF 2014 there was a strategic shift as the University of Sunderland recognised the need to develop a research base in the social sciences and to progress towards a research-led teaching model. Various approaches were investigated, resulting in the establishment of the Centre for Applied Social Sciences (CASS) in 2013. The purpose of this Centre (and other similar centres in different disciplines) was to provide training, funding, and support to staff and postgraduate students conducting research at the university. We consider CASS to have been a very successful initiative, building on the outcome of REF 2014 and ensuring the significance of the applied social sciences in the University's research profile. Currently, the various centres across the University are managed at a Faculty level, each Faculty being responsible for funding and delivery of the approved research agenda. The Faculty of Education and Society oversees two research centres the 'Centre for Applied Social Sciences (CASS)' and the 'Centre for Education and Pedagogy Research'. These two centres are of equal status and both Heads of CASS and CEPR sit on the funding panel that allocates funding to members from both research centres. A strengthening of University commitments to research have resulted in a 700% increase in annual funding for the centre.</p> <p>The policy of CASS has been to support individual students and academic staff to develop research careers within a sustainable subject team capable of producing and disseminating high-quality applied research. This has taken the form of encouraging and supporting the growth of early-career staff (particularly in the postdoctoral phase) as well as underwriting the efforts of the more established social scientists. To reach the widest audience, members of the Centre have published in a variety of ways, including newspaper articles (<b>Yuill</b> on euthanasia, Daily Telegraph), online webpages (<b>Lonbay</b> on Social Work by experience, NESWA), and contributions to Wikipedia (Prof Pete <b>Rushton</b>). Alongside these publications staff have also published 137 peer-reviewed journal articles, book chapters, books, edited collections, and encyclopaedia entries.</p>

Books (Monograph)	Book chapter	Journal article	Encyclopaedia entry	Edited collection
5	50	78	2	2

Table 1: Publications produced by CASS staff members between 2014 and 2021

**Research Strategy:** Following REF 2014, further steps were taken at University-level to support staff to submit research outputs in REF 2021; to increase provision for postgraduate students; to build upon our regional networks, both academic and public; and to increase our impact. The University's current research plan sets out an ambitious strategy as '*an exemplar in the creation of knowledge, skills and learning that is work relevant in the 21st century*'. At the core of the University's ambition is research-led teaching that can transform the individual lives of students studying at our university, whilst recognising the importance of the development of our disciplines through research, innovation, and practice activities. The University is clear in its strategic plan that research and innovation should make a real difference to communities and societies at a local, national and international level. CASS's research strategy reflects the University's strategic mission as a civic university with ambitions to address inequalities and social exclusion and to promote social justice. To achieve these goals, CASS aims to produce research excellence via knowledge exchange with practitioners and policymakers, the development of a research-led curriculum, and the dissemination of research outputs through academic publications and conferences.

Since 2008 the University has been actively committed to fostering a research-active culture across the institution. The School of Social Sciences has engaged fully in achieving this goal through fostering a supportive, friendly, and intellectually stimulating environment that has the potential not only to transform local professional communities but also has a positive impact on the academic development of our discipline. Through the establishment of CASS, a research culture within social sciences has emerged which now has local, national and international recognition. This has been achieved through research support administered led by CASS. To develop a research culture, the previous, Prof Catherine **Donovan**, and current Heads of CASS, **Macdonald**, have created an inclusive research environment that brings together the research interests of staff from across the School of Social Sciences as well as supporting social scientists from other Faculties. In developing a research culture in the social sciences, our key aims were to:

- create spaces where research can be discussed in a public forum (i.e. CASS public lectures; funding for staff to present their research findings at international conferences);
- support staff to develop their research careers through funding doctoral research projects across the school and faculty (see below for further details);
- implement training to support staff in developing research projects (i.e. CASS academic research development training; funding of external writing mentor);
- support staff to apply for external research funding (i.e. CASS academic research development training; internal research mentors);
- develop a supportive space where staff can transform their research into high quality published outputs (i.e. writing/reading groups, external writing mentor, research mentors; working papers);

Social science staff have access to the CASS Mentoring Scheme where any member of staff can request a mentor from within the Faculty. There are currently 5 Research Mentors (**Bowler, Lonbay, Deacon, Roberts and Durey**) who offer specialist subject-specific support for individuals from each programme (i.e. Criminology; Sociology; History; Health and Social Care; Childhood Studies; Social Work and Youth and Community Work). To encourage academic staff to engage in high-quality research that reaches local, national, and international audiences, the Head of CASS, along with the Head of School, supports staff to apply for promotion at every level. Thus, lecturers are supported to apply and progress to senior lecturer level and senior lecturers to principal lecturer level as these promotions are based partly on their research profiles. Furthermore, the University has a biennial promotion call for suitably qualified academic staff to be promoted to the position of Associate Professor or Professor. For example, both **Yuill**, to

Associate Professor, and **Macdonald**, to Professor, have been promoted through this process. This promotion mentoring illustrates CASS's commitment to rewarding and maintaining research-active staff at the University. These different forms of support help CASS to achieve its key strategic aim: to work with staff to foster a research culture and a supportive atmosphere that will foster research across the school and faculty.

Senior Lecturer	Associate Professor	Professor
6	1	2

Table 2: Promotion of CASS members between 2014 to 2021

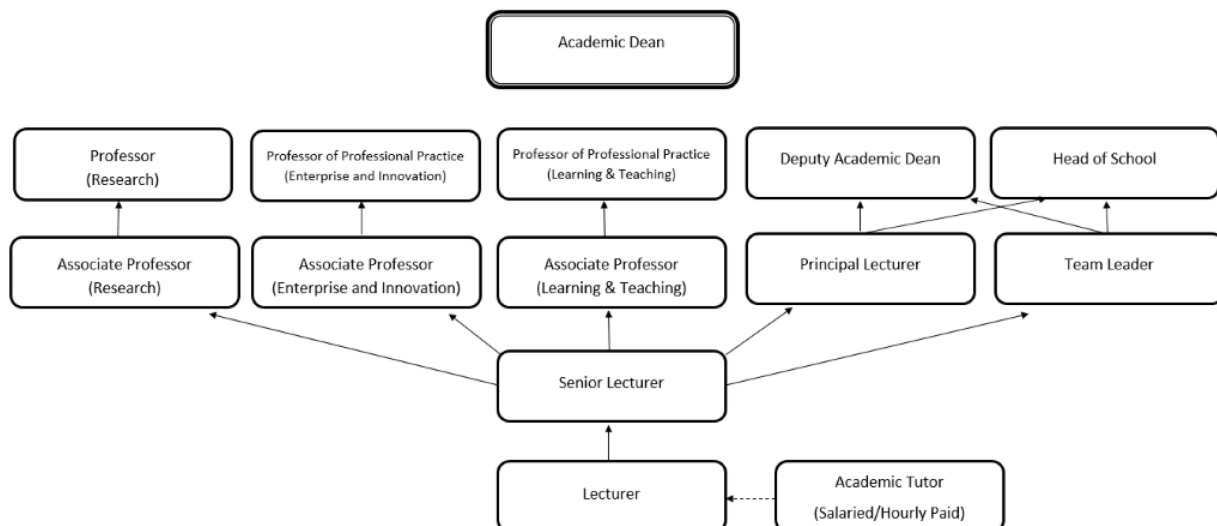


Figure 1 - Academic career pathways

**Impact Strategy:** The impact strategy fostered by CASS focuses on supporting staff to develop partnerships with local, national, and international policy or practitioner organisations. An objective of CASS is to embed research conducted in the social sciences into practice outside of the academy. University strategic investment has been central to this strategy as CASS has been able to develop several projects in partnership with local, national, and international charities, statutory agencies, and social enterprises. As many of our academics have emigrated from professional practice, staff often already have ties to local, national, and international practitioner-based organisations. CASS has been proactive in promoting collaboration between outside agencies and academia to foster an applied social science approach, allowing research to be embedded into professional practice. Many of the smaller strategically funded initiatives have developed research projects such as, *Bystander Research – Roberts*, *LGBT+ Equality for serving police officers – Donovan*, *Dyslexia and Homelessness – Macdonald*, which have shaped professional practice locally, nationally, and internationally.

Staff members have also received training to engage with local authorities and Parliament to raise the profile and impact of research conducted by CASS. **Donovan**, on domestic violence, **Yuill**, on assisted suicide, and **Macdonald**, on neurodiversity, have presented, and had their research findings presented, to Parliament (at APPGs) on several occasions (see Section 4 for details). CASS has also encouraged a number of our partners to engage in academic research through enrolment on doctorate research degree programmes. This has encouraged closer ties between academia and professional practice. To support an understanding of research impact, CASS runs regular workshops and works in partnership with the University's Impact Officer to encourage staff to work alongside our external partners. Additionally, our Impact Officer has conducted several workshops designed to support early-career staff to develop a research impact strategy. These workshops are developed to promote partnership working and identify pathways to impact at every stage of their research. As impact is central to the research carried out by CASS our lecture series is open to the public, to engage and attract external practitioners. The monthly events attract a meaningful number of practitioners to engage in debate around

topical sociological issues. This engagement has resulted in ongoing collaborations between practitioners and academics within the School, Faculty and University.

## 2. People

**Staffing strategy:** Since REF 2014, a successful staffing strategy has been in place in the School of Social Sciences to actively recruit new members of staff who are qualified at doctorate level or near completion. This recruitment strategy underpins the Faculty's research priorities and has resulted in post-doctoral level appointments to our History, Criminology, Sociology, Social Work, and Childhood Studies Teams. When recruiting senior staff, i.e., senior lecturers and above, there has been a focus on recruiting experienced researchers with published research outputs, from outside of the University.

Staff recruited with a PhD	Staff currently studying for a funded doctorate at Sunderland	Staff currently studying for a funded doctorate at another university	Associate Tutors studying for a Ph.D. at Sunderland	Associate Tutors studying for a Ph.D. at another university	Ph.D. Students
13	11	5	4	1	8

Table 3: Staff recruited since 2014 – 2021

Within the School, we also offer a range of programmes led by professionally qualified lecturing staff such as Social Work and Youth and Community Work. Practice experience is essential criteria to the recruitment of staff to these degrees. For these practitioner-led degrees, the School makes concessions on the doctoral criteria, as professional experience is paramount for these programmes. Staff on these programmes are recruited at Masters level and there is an expectation that these staff will progress onto a Ph.D. or professional doctorate to progress their research skills. These staff members are eligible for academic support, doctoral funding, and 10% work-loaded time to make a seamless transition from practitioner to academic researcher. It is central to the ethos of CASS to foster an inclusive environment where staff members are supported at every stage of their careers and their previous experience is acknowledged at every level. Therefore, more experienced research-active staff are assigned to support new staff to develop their research skills and careers.

The School has five staff members who are Associate Tutors who are currently undertaking a full-time Ph.D. at the University of Sunderland or are studying for a Ph.D. at another university. Staff on these contracts receive paid time to attend CASS meetings, CASS public lectures, CASS training sessions and are part of the decision-making process to shape the future direction of CASS. Associate Tutors also have full access to CASS mentoring staff to progress their academic and research careers. By developing an inclusive approach for our Associate Tutors, we believe that we are supporting and encouraging the development of the next generation of researchers at Sunderland University. CASS plays an important role within the Faculty in providing a nurturing environment to advance academic skills, so staff can achieve their full potential in line with the University's strategic plan of '*knowledge careers and boundary breakers*.'

**Staff development:** An important first step in creating a research culture, when CASS was launched in 2013, was the establishment of the Public Lecture Series. From humble beginnings, the CASS public lectures now welcome academics from around the world including those from the University of Auckland, the University of Cologne, and the University of Glasgow. These lectures occur on the last Wednesday of every month during term time and provide a vibrant space for academics, students, and members of the public to debate current social science issues. The centre's staff from our 'Social Histories' strand, actively attend and present at the Humanities Seminar Series hosted by the Faculty of Arts and Creative Industries. Staff members are work-loaded to attend these public lectures and seminars, as the School views these sessions as central to staff development. Since 2017, these public lectures have been published online.



Alongside the '*Public Lecture Series*' CASS also organises the '*Academic Research Development Series*' for staff and postgraduate students, which takes place on the second Wednesday afternoon of each month. These sessions are aimed at developing a space where methodology training can occur to support staff at every level of their careers. The schedule is organised around the needs of academic staff from the School of Social Sciences. Academics leading these sessions are both internal and external to the University of Sunderland. The series has significantly expanded the range of methodologies employed by the social science community from traditional qualitative approaches to those involving quantitative and mixed-method analysis. Similar to the public lecture series, staff are also work-loaded to attend these sessions. The sessions bring together social science staff possessing different skills, knowledge and experience and are designed not only to up-skill staff but also to produce an environment that promotes collaboration beyond the Centre.

To support staff, particularly early career researchers, with writing skills and publications CASS organises several writing groups for the School of Social Sciences. Led by volunteer senior researchers, the Centre supports staff (16 in 2019/20) in the dissemination of their work. These groups meet fortnightly to discuss a single member of staff's work. The groups work as critical friends and are grounded in an ethos of inclusive, non-confrontational, and friendly support. These groups foster an atmosphere of trust where staff members feel supported, and the group works to the common goal of supporting each member to the point of publication. The Head of CASS also supports members of each group to identify appropriate journals, book publishers, and networks. A strength of the Centre has been in the implementation of research that has the potential to transform professional practice and of relevance to a wider international academic audience. To ensure the wider dissemination of this work and funded centrally by the University, CASS has now employed an external writing mentor, Prof John **Bradshaw** from York University, to support staff in achieving this aim. Bradshaw works as a part-time member of staff, employed for a two-year period, to support staff at every stage of their career in writing for publication. Currently, twenty CASS staff members have been working with Bradshaw to publish their work in respected social science journals. Our senior staff have also been working with him to improve the quality of their publications and improve our REF-relevant outputs in the short and medium-term. Depending on the success of this project after March 2021 CASS will review the writing mentor role to extend this service if this pilot scheme has been successful.

As an indication of its commitment to research, the University has made firm commitments to supporting academic staff who wish to undertake a Ph.D. or a professional doctorate. CASS is similarly committed to supporting staff to achieve these qualifications, and there are currently 18 members being funded in this way. The Head of CASS holds regular one-to-one meetings to encourage staff to consider engaging in doctoral level study. The support provided by CASS consists of developing a research question, writing a research proposal, and integrating research alongside their academic teaching responsibilities. CASS has negotiated an extra 10% of staff workload which can be dedicated to doctoral study alongside their existing 10% research and scholarship time. In reality, this means that staff can dedicate 20% of their workload to their doctoral studies. Thus, the University offers staff financial support and extra time to progress their research careers through doctoral support. For a one-year period following graduation, staff in the post-doc period are awarded an extra 10% on their workload (in total 20%) to publish their research findings from their doctoral studies. These staff members are also offered one-to-one mentoring from the Head of CASS to support them in publishing key themes from their Ph.D. or professional doctorate.

**Equality and Diversity:** The School of Social Sciences and CASS are committed to the equality and diversity strategy of the University and, in the broader sense, to the requirements of the Equality Act (2010). The University recognises that to be truly effective, equality, diversity, and inclusivity should be considered across all facets of delivery. The University has an Equality, Diversity, and Social Responsibility Group that aims to ensure consistency of practice across all faculties, including the Faculty of Education and Society. The School of Social Sciences has various equality, diversity, and inclusion mechanisms through which to enhance research and the environment of the School itself. We have a dedicated School-wide Equality, Diversity, and Social

Responsibility Group made up of staff and students which feeds directly into the larger Equality, Diversity and Social Responsibility University-wide group. In parallel, Andrew **Dalton**, the University's LGBTQI+ Staff Officer (and a member of our staff currently being funded to complete his Ph.D.) operates to ensure inclusion within our activities. The School has the Disability Confident award, informing all recruitment practices, and we originated and have the Positive Allies charter mark, to ensure that organisations are 'HIV-friendly' in their ethos. The School of Social Science consists of 50 members of staff, the gender ratio is at 68% (N = 34) females and 32% of males (n = 16). 23% (n = 11) of our staff identify as disabled and 5% (n = 3) are from BAME communities. Although we are a teaching-intensive university, 13 of our staff are considered research active. From these, 23% (n = 3) are early career researchers, 54% (n = 7) are females and 46% (n = 6) males; 31 % (n = 4) identify as disabled researchers and 8% (n = 1) identify as being from a BAME community.

Through its commitment to promote equality and social justice through our research, the centre fosters an inclusive and supportive environment that challenges and removes perceived barriers within the research workplace. CASS has a diverse membership and staff members are committed to equality and social justice. Several research projects produced from CASS have led to University equality training (see **Dalton's** doctoral research on HIV, for example). CASS members have also run academic seminars promoting equality and diversity across the University and beyond (see **Roberts's** research on student Bystanders). To embed this into CASS and our research culture we have created the post of CASS Equality, Diversity, and Inclusion Officer, a new role in the School. The Officer's purpose is to ensure an inclusive research environment for research staff and students, offering training, workshops, and information about University initiatives. The post-holder also acts to inform staff in their practice, and to enable voices to be heard within the Faculty and in the University Equality, Diversity, and Social Responsibility Group. Thus, issues of diversity were taken into consideration when selecting the submission of REF outputs. Finally, it should be noted that the University holds the Athena Swan Bronze award, has been awarded Investor in People status, and is a Stonewall Diversity champion.

**Research Students:** Since 2014, the University has aimed to grow postgraduate research provision across the University. Within the School of Social Sciences, we have seen an increase in Ph.D. and professional doctorate students since the last REF. From 2014 to 2020 11 students successfully completed doctorates an increase from just 4 in REF 2014. We currently have 17 Ph.D. and 3 professional doctorate students studying with CASS, mainly consisting of our staff (n=12<sup>1</sup>) but also more recently attracting postgraduate students (n=8). Hence, postgraduate students have doubled since the REF 2014 from 10 to 20 students in REF 2021. The success of our academic team and the growing reputation of CASS has increased applications to study with us, both from within the University and from outside; this is undoubtedly helped by the reputation the University has developed for the excellence of student support, as evidenced in the 2019 Postgraduate Research Experience Survey. In 2019 the University's overall rating was 11th in the Postgraduate Research Experience Survey. In the Social Sciences, we achieved first place in our overall rating compared with 86 institutions that took part in the survey. Social science post-graduate students also have access to the same CASS support as academic staff. Postgraduate students can be employed as Associate Tutors, so they are viewed and supported as a crucial part of the academic team. Doctoral support takes place as a two-tier system. Firstly, the Head of CASS, **Macdonald**, is the CASS postgraduate Research Student Manager and offers academic and pastoral support to all of the postgraduate students within CASS. Secondly, the University offers support and training through our Postgraduate Degree Training Programme. This universal training brings together all doctoral students from across the University and offers both generalist and specialised training within the context of a vibrant postgraduate community. Generalist courses include SPSS, N-Vivo, and R, while for social science students, CASS offers its own research-specific training that can be accessed through the 'CASS Academic Research Development Sessions'. In addition to this support, CASS post-graduate students (staff and non-staff) join our CASS writing groups. CASS also encourages

<sup>1</sup> Please note 12 staff in CASS are funded to study at doctorate level at the University of Sunderland and an additional 6 members of staff are being funded to study at doctorate level at other universities (n=18)

students to engage in postgraduate reading groups both internally and externally to connect with students who have similar research interests and experiences. This is to improve their subject-specific knowledge, foster a sense of community, and extend their internal and external professional networks. Postgraduate students can also receive funding from CASS to attend national and international conferences and students have the opportunity to present papers at our postgraduate conferences. Again, these conferences are designed to foster an inclusive environment that is intended to be supportive of CASS post-graduate students. Finally, there has been the creation of a dedicated postgraduate room, with computers and printers, which has been an important stage in the development of a sense of collective experience for our research students.

### 3. Income, infrastructure and facilities

Funding for staff to engage in their research activities comes from a mixture of external funding sources and internal University funds. Members of CASS have been successful in securing several large and small research grants. CASS's income generation from 2014 to 2021 equates to £326,664 averaging at £46,666 per year. These include, for example, £59,855 for **Bowler's** '*Perinatal Mental Health and Young People Project*'; £71,001 for **Donovan and Roberts's** '*Be Difference: Active Bystander Project*' and £30,793 for her '*Changing Lives: Breaking the Cycle*' project; £35,481 for **Dr Faye Cosgrove and Macdonald's** '*Volunteer Appropriate Adult Project*' and £11,220 for **Macdonald's** '*All Together Sunderland: Understanding Experiences of Social Isolation and Loneliness Project*'; £27,958 for **McSorley's** ESRC funding project '*Whatever Happened to Gender Mainstreaming Project*'. We have also received £2,300 from the ESRC, over a three-year period, to hold the annual '*Parenting: Nature, Nurture and Futures*' conference series. Central University funding has also led to 15 new projects being developed across the School of Social Sciences. Many members of staff have presented at local, national, and international conferences concerning their research outputs. Assisted by the University Individual Research Plan fund, CASS members have been successful in obtaining £45,276 over the past year, including the current funding of the 18 staff studying at Ph.D. and professional doctorate level. CASS acknowledges the importance of external research funding and has developed an ambitious goal to double its income generation by working in partnership with the University's Research Office.

**Infrastructure:** in addition to funding for attendance at academic conferences, CASS has also funded staff to engage with academic networks outside the University, to improve their research skills and identify collaborative opportunities, and also to become engaged with the organisation of academic and practitioner-based conferences at local, national and international levels. CASS has organised several international conferences that have been held at the University. Examples include *The World Congress On Learning Disabilities (90 delegates from seven different countries)*; *National Appropriate Adult Network Conferences (110 delegates)*; the annual ESRC funded conference on '*Motherhood*' (30 delegates), etc. CASS has also developed international ties with Cologne University due to our research concerning hidden disabilities. Members of staff have visited Cologne University to present on disability theory, biographical and ethnographic methodologies. Likewise, staff from Cologne University have visited Sunderland regularly to conduct training, particularly in the field of '*Individual Case Study Analysis*' led by our Visiting Professor, Matthias **Grünke**. Building on the success of CASS, the University has supported the establishment of DISCRIM (the Vulnerability and Criminal Justice Research Network) a cross-faculty research network. Established in 2019, it brings together academics from across the University who have an interest in the study of children and adults who are/have been in contact with the criminal justice system and have been identified as having significant vulnerabilities. This unique research network brings together key programme disciplines from across the University, including Criminology, Police Studies, Forensic Psychology, Forensic Computing, Law, and Performing Arts. This network establishes a platform for future partnerships with the aim to become a centre of excellence in this area on a national and global level.

**Facilities:** CASS has just moved into a new multi-million-pound building, Wearside View, which has been designed around teaching and research to facilitate collaboration and research excellence. This building has designated research rooms that allow staff to work in collaboration

with each other and draw on up-to-date technologies as well as to create a space to develop world-leading research. These spaces have led to collaborations between social workers and criminologists; youth workers and sociologists; criminologists and childhood practitioners; sociologists and historians, and criminologists and sociologists. CASS actively works across programme/teams/faculty structures to encourage the development of research across academic and professional boundaries. This has led to a number of collaborative journal articles and edited books. An example of this can be seen in **Ruston and Donovan's** 2019 volume *'Austerity Policies: Bad Ideas in Practice'*.

The University Library Services, (ULS), supports research and researchers through the provision of a high-quality library environment, appropriate print and electronic information resources, and support for research staff and students. The ULS book fund for 2020-2021 allocated £82,100 to the Faculty of Education and Society including £43,900 for Social Sciences books. ULS also has Social Sciences e-Journals subscriptions totalling £22,900. Search and retrieval tools include a federated search engine and a range of online databases including, SocINDEX with full text; Community Care Inform; Child Development and Adolescent Studies; CINAHL; Health Research Premium Collection; PsychArticles; Psychology and Behavioural Sciences Collection. The ULS professional librarian contribute to CASS's training programme for new researchers and deliver sessions on accessing, searching, and retrieving information from online databases. Thus, our librarians work in partnership with CASS to support a vibrant and supportive environment so staff at every level of their careers can produce high-quality and internationally relevant research.

CASS also works in partnership with the library to develop its own publication strategy. CASS has created its own writing groups run by **Lonbay** supported by our subject specialist librarian. This group supports staff with writing at every stage of their career. This includes supporting staff in identifying high-level international journals which are aligned with their research. **Lonbay** organises a CASS reading group to update staff with current and cutting-edge theoretical ideas applicable to professional practice and staff can contact **Macdonald** for advice on journal choice for publication. CASS has a working paper series in which papers are blind peer-reviewed. Each paper is reviewed by three academics, two senior and one junior. This process is designed to produce high-quality publications, but also to support staff in publishing their first article. Articles can be submitted multiple times until they achieve a publishable standard. The peer-review process is also designed to mentor junior members of staff, who have not encountered peer-review previously, through the process of peer-reviewing these articles. The current editor of the working papers is **Deacon**.

The University's Research Repository and Publishing Coordinator has provided numerous training sessions for CASS members, including regular drop-in sessions on the topic of REF compliance offered throughout 2016; workshops on SURE and REF compliance training in 2017; training sessions on an 'Introduction to Open Access' in 2019 and 2020. These sessions are designed to enable staff to learn about Open Access and the wider themes of Open Research, including Plan S requirements. This gives staff the knowledge to consider how open access impacts and benefits their work. These practical sessions give staff an understanding of open access, how to use the SURE repository, and demonstrate how the system complies with REF Open Access policies.

#### **4. Collaboration and contribution to the research base, economy and society**

A central aim of CASS is to develop high-quality internationally relevant applied social science research. Programmes such as Social Work, Criminology, History, Health and Social Care, Childhood Studies, Sociology, Youth and Community Work have engaged in application-relevant research that has bridged the gap between academia and practice. Examples of this research can be viewed in the descriptions below for senior and junior members of staff within CASS.

**Academic esteem and outreach engagement:** Members of CASS are regularly called on to peer review articles for international journals (see table 4). They are also called on to review book proposals for publishers such as Palgrave, Routledge, McGill and Queen's University Press, Boydell and Brewer, and Bloomsbury. Senior Academics (i.e., Senior Lectures to Professors) in CASS are frequently called on to examine Ph.D.'s nationally and internationally. Examples of



national external Ph.D. examinations have taken place at Loughborough University; University of East Anglia; Newcastle University; Edge Hill University; Leeds Beckett University; Northumbria University. Examples of international external examinations are Swinburne University of Technology (Australia); Rhodes University (South Africa).

*List of journals that have requested social science staff at Sunderland to peer review*

History
Journal of Policy History
Journal of American History
American Journal of Legal History
Immigrants and Minorities
Journal of American Studies
William Mary Quarterly
The Seventeenth Century
The London Journal
Law and History Review
Journal of Constructivist Psychology
International Journal of Mental Health and Addiction
AREA
The International Review of Victimology
Scandinavian Journal of Disability Research
Howard League Journal
Journal of Youth Studies
Journal of Oñati Socio-Legal Series
Journal of Intellectual Disabilities and Offending Behaviour
Disability and Society
Studies in Higher Education
Dyslexia: An International Journal Of Research And Practice
Journal of Substance Use and Misuse
Journal of Special Education & Rehabilitation
Journal of Marketing Communications
First Monday: Journal of Internet Studies
Journal of Risk and Society
Journal of Police Science and Management
Public Health
Journal of Gender-Based Violence
European Journal of Women's Studies
Geography Compass
The Journal of Adult Protection
The European Journal of Social Work
Crime Media Culture
City
The Sociological Review
The British Journal of Social Work

Table 4: List of journals that have requested social science staff at Sunderland to peer review

Staff currently engage in multiple forms of outreach work within professional practice as well as participating in and enhancing scholarly communities at a local, national, and international level. Examples of this can be seen in the following academics who are to be submitted to Unit 20:

**Macdonald's** research broadly examines the intersectional relationships concerning disability and social exclusion. Macdonald's research on neurodiversity and deprivation has been widely used by third-sector organisations locally, (i.e., Social Inclusion and Dyslexia Project) nationally (Dyslexia Adult Network), and internationally (Learning Disabilities Worldwide). Macdonald's work

on labelling and disability has been referred to by the World Health Organisation in the World Report on Disability. Because of his research, Macdonald was asked in 2016 to present at the Houses of Parliament's All-Party Parliamentary Group Debate on Dyslexia'. His research has also been part of successful campaigns led by the British Dyslexia Association in Parliament, some of these being discussed in the House of Lords. Macdonald has been the keynote speaker for numerous conferences such as the 24th World Congress on Learning Disabilities; Dyslexia Culture Conference; National Dyslexia Conference for Police Services; SEN Umbrella Group Public Event; and Dyslexia and Dyspraxia Skill-Share Conference. His work on diagnosis and labelling has been referred to at Cambridge University's ESRC seminar series on 'The Role of Diagnosis in Health and Wellbeing' (published online). Macdonald was the Associate Editor of the international peer-reviewed journal *Insights on Learning Disabilities* (2015-18); an International Advisor for the *Journal of Intellectual Disabilities* (2012-2019); and is currently on the editorial board of the *Scandinavian Journal of Disability Research*. In May 2021 Macdonald will become the Associate Editor for the *Scandinavian Journal of Disability Research*. He has been part of several management teams including the British Sociological Association – North East Medical Sociology Group (2015–2017) and the Prison and Offender Research in Social Care and Health Network (PORSCH). Macdonald has reviewed numerous research project bids for the ESRC and peer-reviews for numerous international Journals. In 2019 he was a Visiting Fellow at the Faculty of Human Sciences, University of Cologne (Germany), and in 2020 has been an external reviewer for Professorial Academic Promotions at Maynooth University (Ireland). Macdonald has recently been interviewed by the Australian 'Dear Dyslexic Foundation' on dyslexia and inclusion and the Australian-based 'Neurodiversity Media' concerning his research on dyslexia and policing.

**McSorley's** research expertise is in regional economic development, particularly EU Cohesion policy, and labour market issues, social inclusion, and wage inequalities. She has contributed to several EU-funded research projects and has delivered research and policy advice to the Scottish Government, European Commission, and the Council of the European Union. McSorley is a co-investigator of the ESRC Productivity Insights Network, where she is the Health, Wellbeing, and Demographic Change Theme Lead and Lead for supporting early career researchers. McSorley is a Coordinator of the EU Cohesion Policy Research Network. She is an Advisory Board Member for the Joint EU Cohesion Policy Conference organised by the European Commission, Directorate-General for Regional and Urban Policy, and the Presidency of the Council of the European Union. She is an Advisory Board Member on the ESRC Hub Productivity Outcomes of Workplace Practice, Engagement and Learning (PROPeL) and the Co-ordinator for the Regional Studies Association EU Cohesion Policy Research Network. McSorley's international activities include being the organiser and the Chair of international research workshops including 'The Social Dimensions of EU Cohesion Policy' at the University of Lisbon. She was an invited speaker at the international policy-academic engagement event, European Week of Regions and Cities, 7th Master Class, for 30 international Ph.D. students and EU policymaker's in Brussels 2019. She presented at the European Week of Regions and Cities in Brussels between 2017 and 2020 on topics such as, 'Applying a gender lens to Cohesion Policy', 'Policy effectiveness in response to development challenges for European regions' and 'Territorialising EU Cohesion Policy to bring it closer to citizens.' Finally, McSorley has recently been writing a policy blog related to COVID 19 pandemic response, with international colleagues, entitled 'Cohesion Policy for Coronavirus, and Beyond'.

**Yuill's** primary research interests are in the intellectual history of the United States. He has explored issues including race and equality in the late nineteenth and twentieth centuries, attitudes to suicide and death, and attitudes to the possession of firearms. Yuill's research into assisted suicide has led to him being invited to deliver a paper at the Royal Society of Arts. He has been invited to take part in debates in University College, Dublin; Cambridge; Oxford; Exeter, and University College London. Yuill has guest-edited *Immigration and Minorities* (special edition on Immigration, Race, and the US Federal Government). Yuill continues to participate in public debates on the issue of assisted dying. His research and activities relating to assisted suicide are drawn on nationally to inform debates in the media and politics (BBC Radio 4 *The Moral Maze*; The House of Lords Select Committee on the Assisted Dying for the Terminally Ill Bill.). He has also been invited to speak internationally at events to debate assisted suicide in the Netherlands

(keynote speaker at an event to mark 15 years of euthanasia), gave testimony to the New Mexico Health and Human Services Committee, and spoke there at the Stop Assisted Suicide in Your State Conference, delivered the annual Telders lecture in Utrecht, and in providing written and verbal testimony for the Australian parliament and testimony before the Health Select Committee in New Zealand. His research has been cited in the American College of Physicians position paper, 'Ethics and the legalization of physician-assisted suicide', by the Schnabel Committee in the Netherlands in its decision to reject the provision of euthanasia to those over 75 who are 'tired of life', and in materials produced by the Australian Go Gentle campaign – Yuill features in one of their podcasts. This research has also been cited in reports in the Economist, The Daily Telegraph, The Independent; The Spectator (both in the UK and Australia), and in Canada's National Post. Yuill has been interviewed by the Dutch newspaper, Trouw, the Danish newspaper Dagblad, and the Belgian magazine Knack.

**Lonbay's** research interests are related to adult abuse and safeguarding, older people and ageing, empowerment and vulnerability, and engagement and participation. Lonbay has shared her research at international conferences (including at the European Conference for Social Work Research) and presented her work at Malmo University, Sweden, as part of a short course that examines social work practice within different national and international contexts. Lonbay is a member of an international group, The European Network of Gerontological Social Work (a European Social Work Research Association [ESWRA] special interest group) which is committed to strengthening the position of gerontological social work in Europe. She is also a member of the ESWRA special interest group on Service User Involvement which explores the participation of service users in social work research and social work education. Lonbay is a peer reviewer for several international journals. Lonbay is currently working with an academic from Northumbria University to undertake research for the Newcastle Safeguarding Adults Board on domestic abuse in the older population.

**Bowler's** primary research interests are in anti-racist youth and community work practice and countering the everyday myths and misrepresentations of 'race' and the racial logics that justify the perpetuation of old and new racisms. Bowler's research involved a two-year nationally funded 'locally delivered' project in Sunderland focused on participative anti-racist youth work approaches to bring young working-class people together across the racial divides in the City. This research was written up in a national report by the National Youth Agency and presented at youth conferences in Leicester, Belfast, and Essen, Germany. This work was followed up with a participatory approach to hearing the voices of refugees on the policy and practice of Integration. This was a transnational European-funded project involving research with refugees and asylum seekers in Newcastle upon Tyne, Rieti in Italy, and Dublin. This work was written up as a transnational report for the Council of Europe and the findings presented in Italy, Eire and England as well as a European conference on Integration in Helsinki, Finland. Bowler has also produced a series of podcasts drawn from his research work that has attracted a local, national and international audience.

**Durey**, an early career researcher, researches post-industrial cities and urban culture, cultural and creative industries, urban identities, landscapes, and every-day practices. He has also carried out research on experiences and landscapes of inequality, interpersonal violence, and resistance in the North of England and the North of Germany. His research on the North East Domestic Abuse Project informed national and international debate of interpersonal violence through the Northern Rock Seminar Series and contributed towards continuing knowledge-building and transfer work between domestic violence and abuse and LGBT organisations. The research he carried out investigating student experiences of interpersonal violence has informed Sunderland City Council decisions on urban redevelopment as well as feeding into a broader discussion of student safety at universities nationally and internationally. He has been invited to present his research on cultural landscapes and urban regeneration to the Tyne and Wear Geography Association and been invited to provide evidence to the Green Party on cultural and urban development.

**Hellawell's** research interests relate to women's and gender history, and the histories of social movements, internationalism, activism, and other themes in British social history in the 19th and

20th Centuries. Hellowell, an early career researcher, has been involved in the 'British Ex-Service Students and the Re-Building of Europe, 1918-1926' project with colleagues at UCL, Newcastle, and Northumbria universities since 2017. This project has community partners with the National Union of Students and the Workers' Educational Association North East. In addition to academic publications, this project has included workshops and pop-up exhibitions at NUS conferences around the UK. Hellowell is a member of the Women's History Network Steering Committee as the online seminar convenor. She runs the Network's seminars, which include national and internationally-recognised historians. The Women's History Network is the UK's leading academic society for researchers in women's and gender history.

**Rodgers'** research interests and practice are centred on criminological and politico-economic issues of real and imagined forms of harm arising from the widespread adoption of digital and social media. An early career researcher, Rodgers has co-authored research articles relating to this field in the British Journal of Criminology and co-presented this work at conferences in Leeds, York, and Newcastle Universities. In addition to this, he is also an active member of the Deviant Leisure Research Network, through which he has been invited to present his work and take part in conference panel debates on online pornography and violence in video games at the universities of Plymouth, Leeds, and Sheffield. Within this international research network, his co-authored research has been discussed and debated in the official Deviant Leisure blog and at the annual conference of 2018. In conjunction with the completion of his Ph.D. in 2016/17, he was invited to contribute to panel discussions at the University of York, abstract reviewing, and conference organisation for the ESRC ISRF Critique and Critiques series, for which he was also an invited speaker. Recently, he has become an active member and invited future panel host and editor for the International Law and Political Economy Research Network (LPE) housed at Yale Law School, USA. Rodgers has also conducted peer review work on multiple occasions for several internationally recognised journals.