

<b>Institution:</b> Keele University
<b>Unit of Assessment:</b> UoA18 Law
<p><b>1. Unit context and structure, research and impact strategy</b></p> <p><b><u>Introduction</u></b></p> <p>The Keele Law School is an exemplar of an academic research unit, producing world class, critical, cutting-edge and socially relevant research. A group of talented and enthusiastic academics explore Law from diverse methodological and theoretical frameworks, including socio-legal, doctrinal and philosophical perspectives. As will be demonstrated, our research is outward looking, compelling and innovative. It has impacted perceptibly on contemporary legal thinking and contributed internationally to the understanding of some of the most pressing challenges facing society today, ranging from the impact of Covid-19 to transgender law reform, access to justice and climate change.</p> <p><b><u>Unit Context and Research Structure</u></b></p> <p>At Keele, the PVC for Research and Enterprise leads the University's overall research strategy alongside the Directorate of Research, Innovation and Engagement (RIE), overseen by the University Research Committee. At Faculty level, the Dean of Research chairs the Faculty Research Committee comprising Heads of School, School Research Directors, Unit of Assessment Leads and professional services colleagues from RIE and provides proactive support, at individual and School level, for development of research strategy, priorities and performance.</p> <p>The Law School has an effective and inclusive research infrastructure led by the Head of School (Brammer) and School Research Director (Obokata) and supported by the School Research Committee (comprising School Research Director, Head of School, Research Impact Lead (Raj), PGR Director (Emmerich), and Chair of the School Ethics Committee (Moreton). Beyond the focus on developing and implementing research strategy and evaluating research performance, the overarching emphasis is upon supporting and nurturing the full range of research activities for all academic colleagues. This includes guidance on research planning, informal and formal appraisal processes, allocation of internal research funds and integration of PGRs into School life. This synergy has generated a research culture that is dynamic, exciting and, moreover, thriving within the School.</p> <p>Individual and collaborative research is facilitated through the in-house cluster structure which reflects the interests and expertise of Law colleagues and supports the Faculty and University research strategies. The clusters provide a collegiate, interactive and egalitarian environment where colleagues, at all stages of their careers, can share, explore and disseminate their respective research pursuits in a mutually supportive atmosphere. The School is committed to maintaining and innovating research clusters that play to our research strengths and reflect the interests of changing personnel. For example, the initiative was recently taken to streamline the cluster structure, by a reduction from seven to five clusters, in order to better reflect the existing research strengths. The present research clusters are:</p> <ul style="list-style-type: none"> <li>• <b><u>Social Justice and Human Rights (SJHR)</u></b> SJHR members apply doctrinal, empirical and other methods to diverse legal settings, raising issues of social justice and human rights. The theoretical frameworks are impressively far ranging and include critical, feminist, queer, Marxist, materialist, and postmodern theories, alongside moral and political philosophies. SJHR colleagues understand law as a regulatory tool constitutive of broader social relations. Law is therefore approached critically as both productive of inequality and injustice and as a vehicle for advancing social justice.</li> <li>• <b><u>International and European Law (IEL)</u></b> IEL is a fast-growing area of research expertise within the Law School, combining policy analyses with jurisprudential, critical, postcolonial and feminist theories. Members use a range of methods and perspectives to explore such leading-edge transnational issues as climate change, global</li> </ul>

pandemics, modern slavery or forced migration. The cluster is also home to academics specialising in European Union law and working on live questions such as data privacy, EU trade and investment policies, the EU judiciary and Brexit.

- Legal Education, Innovation and Practice (LEIP)

LEIP members conduct research on the pedagogical and wider issues in legal education. This new cluster was introduced to reflect growing research strength in the area. Using interdisciplinary methods (sociological, anthropological, historical and philosophical), LEIP members have produced research that has led to direct and productive engagement with key policymakers, such as the Ministry of Justice, the Law Society, the Law Commission, the Solicitors Regulation Authority, the Bar Standards Board, the Quality Assurance Agency and the Nuffield Foundation.

- Ethics, Health and Social Care (EHSC)

This cluster builds upon the School's longstanding tradition of excellence in applied ethics and philosophy, socio-legal scholarship and justice as applied to areas of health and social care. EHSC colleagues utilise a far-reaching range of theoretical approaches to address important and highly germane questions of policy, ethics and healthcare governance. This coverage includes regulation theory, ethical theory, analytical philosophy, conceptual analysis, theories of kinship, analysis of legal rights discourse, theories of distributive justice, Foucauldian analysis and field studies.

- Gender, Sexuality and Law (GSL)

Keele has deservedly enjoyed a long-established and distinguished research reputation in the field of Gender, Sexuality and Law. Our GSL research is highly inter-disciplinary and makes important theoretical and policy interventions on contemporary subjects such as transgender law reform, penal sociology, sexual citizenship or gender relations in the context of neoliberalism.

Each cluster lead facilitates/coordinates research activities (SJHR – Varney, IEL – Eccleston-Turner, LEIP – Coyle, EHSC – Pritchard-Jones, and GSL – Raj). Many colleagues belong to more than one cluster, demonstrating the confluent, interconnected and interdisciplinary nature of our research.

All clusters facilitate rigorous peer-review of draft publications, serve as a springboard for research ideas and enable more systematic research collaboration and engagement. PGR students are also supported by clusters and are offered opportunities to present their research and prepare for their viva. Clusters also host an impressive range of research seminars and public lecture series, including the Thornberry Annual Lectures on International Law and Human Rights; the Royal Institute of Philosophy Seminars on Healthcare Ethics; the Social Work Law Seminar Series and the Gender, Sexuality and Law Seminar Series.

### Current School Research Strategy

The School adopted its "Research Strategy 2015-2020" immediately after REF 2014, with the overarching aim to **"realise and improve on our position as last assessed in REF2014, building a vibrant and diverse research culture, with measures to support increasing proportion of 4\* outputs, research income and externally funded PhD students."**

At its core, the School Research Strategy has guided the unit over the assessment period to **enhance the contribution to the subject through production of quality outputs and impactful research**. The research clusters provide an important vehicle to enable an environment where these goals can be realised.

There has been significant progress against the five priority areas identified within the strategy:

***To support staff, in a career sensitive way, to produce high-quality research publications with a special emphasis on increasing the proportion of 4\* outputs to the range of 30% of submitted outputs***

In REF 2014, 60.8% of outputs were rated as internationally excellent, with 17.6% receiving a 4\* rating. The School aims to enhance the quality of research outputs in REF 2021, by placing an emphasis on producing quality rather than quantity. Clearer expectations in terms of publication outputs have been developed and now feature in academic role expectations, appraisal discussions and promotion criteria.

Under the oversight of the School Research Director, each cluster has formalized review of draft outputs so that colleagues can receive feedback. This review mechanism is strengthened by the School-wide “Work in Progress Seminars” (3 per semester), allowing colleagues to present draft publications to their peers for further reflection and improvement. These arrangements have contributed to the enhancement of research, collaboration and collegiality within the School.

One clear achievement since REF 2014 is that the number of academic staff submitted for REF 2021 has **increased by 57%**, demonstrating that the School continues to recruit and nurture excellent researchers. It is a testament to our research culture that the School submission has 100% intensity.

During the current assessment period, Law colleagues have published in an array of highly regarded journals in their respective fields, including: the Lancet, Medical Law Review, Yale Human Rights and Development Law Journal, Human Rights Law Review, Common Market Law Review, Criminal Law Review, European Journal of Crime, Bioethics, International Journal of Human Rights, Asian Journal of International Law, Criminal Law and Criminal Justice, Houston Journal of International Law, International Journal of Law & Psychiatry, International Journal of Refugee Law, Journal of Social Welfare & Family Law, Journal of Business Law and Journal of Medical Ethics. Colleagues have also published in high quality general journals such as the Modern Law Review, Cambridge Law Journal, and Northern Ireland Legal Quarterly. Monographs, edited collections, as well as book chapters have also been published by leading publishers such as Oxford University Press, Cambridge University Press, Hart Publishing, Edward Elgar, Palgrave Macmillan, and Routledge.

***To increase research grant income, especially from UKRI grants over £100,000, in a career-stage sensitive way, in the context of a whole school target of £150,000 per year on average***

The total number of funding applications during the current assessment period is 71, 18% higher than REF 2014. This substantial increase demonstrates the heightened commitment by Law colleagues to facilitate funded research. Colleagues have applied to several UKRI schemes, charity organisations (Leverhulme Trust, Wellcome Trust, Nuffield Foundation, Dunhill Medical Trust, Barrow-Cadbury Trust, Open Philanthropy, John Templeton Foundation), as well as other bodies (Socio-Legal Studies Association, Society of Legal Scholars, European Union, Hall Smith Whittingham Solicitors LLP, Independent Social Research Foundation and Information Commissioner’s Office).

In terms of research grant awards during the current assessment period, the School secured £736,778 (Spend £490,801). Aside from the LEIP research cluster which was only established in 2019, all other clusters have been highly successful in securing external research grants. Examples include:

- Allo – ‘More Than Just Words: An Inquiry into the Transformative Promise of ‘Solidarity’ and ‘Medemer’ in Ethiopia’s Transition to Democracy’ (£27,172 – AHRC)
- Brammer, ESRC Seminar Series ‘The Care Act 2014: A New Legal Framework for Safeguarding Adults in Civil Society’ (£28,837 - ESRC)
- Eccleston-Turner, ‘Assessing the Viability of Access and Benefit-Sharing Models of Equitable Distribution of Vaccines in International Law’ (£130,000 – AHRC COVID-19 Rapid Response Call)
- Emmerich - ‘Swimming against the Current: Women, Prison Reform and Resistance’ (£52,203 – Leverhulme)

- Obokata (PI) and Ramezankhah (CoI) – ‘Sharing Good Practices in Protection of Workers and Victims of Modern Slavery during the COVID-19 Pandemic’ (£74,287 – AHRC COVID-19 Rapid Response Call)
- Pritchard-Jones (PI), Eccleston-Turner (CI) and Brammer (CI), ‘Adult Social Care and Safeguarding During COVID-19: A Large-Scale Mix Methods Study’ (£106,824 – The Health Foundation)
- Sharpe – ‘The Sexual Ethics of Intimacy: The Case of Nondisclosure of Gender History’ (£42,319 – Leverhulme)
- Wrigley – ‘Hope and Death: Despair and Absolute Hope in the Face of Inevitable Death’ (£46,988 – John Templeton Foundation)

***To enhance the visibility of our research to academic and non-academic audiences, including policymakers, relevant stakeholders, current and potential students, alumni and the general public; and to enhance the research impact in terms of informing policy debates and positively engaging with local, national and international communities***

A notable change the School has made in order to strengthen this aspect after REF 2014 is the creation of the post of “Research Impact Lead” (RIL). This role is assumed by a colleague (Raj) who has proven experience of impact generation and maximization. RIL assists colleagues in improving their research impact, raises awareness on wider issues including public engagement and contributions to economy and society, and identifies/disseminates of impact opportunities.

This support structure has positively encouraged Law colleagues to generate and maximise impact. This is demonstrated through our Impact Case Studies which reflect work from 3 clusters (SJHR, GSL and EHSC). Sharpe’s work on prosecution of young trans people for non-disclosure of their gender history prior to sexual intimacies has influenced the practice and strategies of criminal law barristers and CPS regarding reformulation of sexual offence guidelines as they pertain to trans suspects. Krishnadas’ application of a “transformative methodology” designed to trace the lived experience of person’s seeking access to rights to housing, livelihood and family life, continues to enable those in need at the local level to access justice through the award-winning CLOCK (Community Legal Outreach Collaboration, Keele) initiative, which has now been taken up nationally by a number of universities, including Leicester, Oxford Brookes, Sussex, Wolverhampton and York. Wrigley’s research on ethics on the margins of life (beginnings and ends) had national and international policy impacts. A policy paper produced for the Nuffield Council on Bioethics (an independent body providing advice on ethical issues in biology and medicine) has been endorsed by ethics advisory councils in the UK, Germany and France, and discussed by the House of Commons Science and Technology Committee. Haley’s work on business tenancies was cited by counsel for both sides before the Supreme Court in *S. Franses v Cavendish Hotel* and Haley & McMurtry’s text on Equity and Trusts was relied upon both in a decision of the High Court of Singapore and findings of the Supreme Court of British Columbia.

***To increase the number and quality of PGRs, with a focus on externally funded PGRs and maximise their contributions to the School’s research environment; and to increase supervision capacity***

This has been achieved through:

- Building effective collaborative relationships within the AHRC Centre for Doctoral Training, and working with Faculty on potential ESRC studentship bids
- Working closely with high-achieving UG and PGT students
- Maintaining regular Graduate Teaching Assistantships in the School budget
- Increasing the number of trained PGR supervisors within the School

In order to encourage PGR applications, the School informs PGT students of PhD opportunities regularly. The PGR Lead (Emmerich) hosts informal workshops for this purpose. Internal and external applicants are encouraged to contact prospective supervisors to discuss their research

proposals informally before application. This increases their chances of success in obtaining a place and in securing internal or external funding.

During the assessment period the average number of PGR awards each year has **increased by 58%**, with 31 awards in REF 2021 and 14 awards in REF 2014. PGR intake within the School during the current assessment period has increased with the PGR population during this REF period reaching 98 FTE. The School has also had success in attracting externally funded research students. In 2018, out of 4 studentships available from the ESRC funded North West Social Science Doctoral Training Programme, the School was awarded two studentships (one ESRC CASE studentship and one standard studentship). The School has also been awarded two AHRC studentships and a further ESRC CASE studentship during the assessment period. It recently introduced a 1+3 Programme where students undertaking an LLM in Law and Society can move on to do a PhD degree. The School also continues to attract high quality students internationally who have come from countries including Iraq, Israel, Kenya, Saudi Arabia, and the United Arab Emirates. These demonstrate wide recognition of the School's research expertise and its supportive research environment.

***To strive towards an environment that creates a robust, collegial and egalitarian research community, enabling high-quality researchers to thrive and progress at Keele.***

This priority underpins all research activities and vividly characterises the ethos of the School. A number of achievements are illustrated throughout this document.

### **Interdisciplinary Research within the School**

Interdisciplinarity is central to Keele's ethos as an institution. When it was established, the University espoused the breaking down of disciplinary boundaries as a founding principle. True to Keele's history and intellectual tradition, the School's research strategy rightly assumes an interdisciplinarity ethos.

The School enjoys a highly distinctive profile in UK academia by bringing together legal academics and professional ethicists. It is home to PEAK – Centre for Professional Ethics at Keele – a leading centre for research and teaching in ethics for over many years and a regular funded host of the Royal Institute of Philosophy seminar series in Healthcare Ethics and Law. The Centre is engaged in vanguard research in areas of applied and professional ethics such as bioethics, new genetic technologies, ethics at the end of life, commercial exploitation of the human body, and ethics of policing and criminal justice. The School also has a long-standing reputation for research excellence and innovation in areas such as legal philosophy, socio-legal studies, and queer approaches to law, all of which are inherently interdisciplinary.

The School aims to bridge some of the conventional divides between its core subject areas and (other) social science and humanities subjects. As an example, Brammer successfully led an ESRC Seminar Series on Care Act 2014 which brought together scholars from law, sociology, social work, as well as health and social care professionals working in the field.

At Faculty level, the Keele Institute for Social Inclusion (KISI) plays a key role in facilitating interdisciplinary research. Law colleagues, particularly in the EHSC cluster, have taken advantage of various opportunities offered through KISI. For instance, Pritchard-Jones obtained financial assistance to organise a one-day conference on the theme of "Dementia, Disability and Human Rights" (June 2019), which included researchers from several disciplines as well as stakeholders working in relevant fields. Moreton, Wrigley and Santantzoglou, together with colleagues from Keele Business School and the School of Nursing and Midwifery, hosted a conference in 2018 on the role of compassion in decision-making when working with vulnerable people. Law colleagues have also collaborated with other colleagues at University level, through the Institute of Global Health and the Institute of Sustainable Futures. Eccleston-Turner's work on global health law and regulation provides a noteworthy example.

**Open access**

The School is at the forefront of developing an open research environment. Research outputs are made openly available (this practice began in advance of the current REF policy) and ensures the 100% open access compliance for REF 2021. The School goes beyond the REF policy by also making over 31 book chapters and commentary pieces openly available for others to utilise. The School works with partners to seek external funding for open research and, where this has not been possible, effectively utilises Keele's research repository.

An exciting initiative contributing to development of an open access environment within the School is the establishment, in 2020, of the "Keele Law Review". This new, open access, peer reviewed journal seeks to publish articles within all areas relating to law and related disciplines, including: moral philosophy, criminology, social work, and political theory. The scope of the Journal emphasising the School's commitment to interdisciplinary research. Under the leadership of Nehushtan (Editor in Chief), it is to be published online biannually and its editorial board includes prominent international scholars. A student editorial board supports the journal and builds research capacity.

**Research integrity**

Keele has an Academic Lead for Research Integrity and Improvement who is also the main contact for the UK Reproducibility Network. This post leads Keele's network of research integrity champions and works closely with the Project Assurance Research Integrity team to deliver the University's research integrity and reproducibility strategy. Within the Faculty of Humanities and Social Sciences, there is a Lead for Research Integrity. This post ensures that there is a methodological and discipline appropriate approach to Research Integrity within the School and Faculty. Through this, the Faculty has adopted a discipline and methodology specific approach to research integrity. Further, CPD training for current staff, as well as PhD students in research integrity is available.

The School has its own research ethics committee (headed by Moreton) for student projects. Law staff have served on the Faculty and University Committees on Research Governance and Ethics (Jacob, Bradney, Obokata, Wrigley) and have promoted changes to disciplinary based research ethics regulation. In addition, Eccleston-Turner was, in 2020, appointed as the Faculty Research Integrity Champion.

Research projects undergo rigorous internal scrutiny in order to ensure research ethics and integrity are reflected in all aspects of projects.

**Research Aims and Objectives over the Next 5 Years**

The School Executive Group and Research Committee met during the academic year 2019-2020 to review the implementation of the research strategy and set aims and objectives for the next 5 years.

While it has been agreed to maintain all key aims described above, the School decided to place focused attention on three areas in the future:

- Intensifying efforts to increase external research income. With the support available from the Faculty and the University, the School will create more opportunities for Law colleagues to improve their grant writing skills through workshops and peer mentoring. Communication regarding funding opportunities will also be strengthened so that they can identify appropriate funding streams based on their research interests/expertise.
- Reinvigorate the recruitment of PGRs from diverse backgrounds through more effective marketing and proactive communication of our research achievements, with a view to attracting high quality students both nationally and internationally. The School will also facilitate targeted recruitment by developing research and teaching links with academic institutions particularly from overseas. The School Research Director will work with other colleagues within the School, such as PGR Lead, EDI Director (Tzanous), School Directors

of Internationalisation (Fay) and Marketing (Prost), as well as relevant Faculty/University colleagues, including the newly established Keele Doctoral Academy, to fashion a coherent strategy and to monitor closely its implementation during the next 5 years.

- Intensify efforts to internationalise research activities. As evident throughout this document, the research activities of Law colleagues are consistently outward-looking. This is demonstrated, among other, via joint publications and funded projects with international scholars and knowledge transfer/public engagement with international beneficiaries (e.g. foreign governments and regional/international organisations). The School intends to build upon these achievements and internationalise its research activities further. The School Research Director will work closely with the School Director of Internationalisation to identify opportunities and encourage Law colleagues to engage in international research. The School will also work with the University's three key research institutes: Institute for Global Health, Institute for Social Inclusion and Institute for Sustainable Futures to actively promote interdisciplinary research with international academic and non-academic partners.

## 2. People

### Staffing Strategy

The School's staffing approach focuses on its research strategy, learning and teaching priorities and its Athena SWAN Action Plan (updated in October 2020). The School has made regular new appointments during the assessment period - Moreton (2015), Ramezankhah (2015), von Papp (2015), Pritchard-Jones (2016), Allo (2016), Eccleston-Turner (2017), Raj (2017), Richards (2017), Westwood (2017), McRae (2018), Tascioglu (2019), Treloar (2019), Pearson (2019), Allen (2019), Saunders (2019), Cotter (2019) and Gaspar-Szilagyi (2019). Two further appointments were made in 2020 to start in 2021 (Faulkner and Higson-Bliss). The research expertise and interests of all such appointees align with key School research strengths as represented by the cluster structure. Four professors who retired recently (Bradney, Cocks, Cownie, and Wasik) have become emeritus professors and continue to contribute to the work of the School, particularly through publication of high-quality research outputs. The School prides itself on the international breadth of its research staff who presently come from 14 countries on four continents.

The School has a long-standing and passionate commitment to gender and other forms of equality, evidence through our support for female colleagues in the School enrolling on the Transitions to Leadership Programme. Since REF 2014, it has been proactive in implementing better gender representation in alignment with Athena Swan principles. The School was awarded an Athena SWAN Bronze award in November 2017 (renewed until April 2022). The University also received a Race Equality Charter Bronze Award from Advance HE in May 2019, one of only 12 universities achieving this distinction. As of March 2020, 51% of academic staff are female; 41% are international and 16% come from a BAME background. All vacancies advertised on the Keele University website include the Disability Confident, Athena SWAN and Stonewall logos. LGBTi role models occupy senior positions, including the Faculty Dean for Research. Colleagues take part in the recruitment process regardless of their career stages and all undergo recruitment training (including unconscious bias, bullying and harassment and other EDI issues) which they update every two years. The training is designed to alert colleagues to equality issues, including questions relating to unconscious bias, and ways of dealing with such matters.

The School prefers to appoint to permanent contracts. Where it is only possible to appoint to fixed-term contracts the School seeks to make those permanent as soon as possible. All staff submitted for REF have permanent contracts.

### Mentoring/Training ECRs

The school is committed to Vitae's Concordat for Promoting Excellence in Research. ECRs are typically placed on probation for 2-3 years in line with the University Policy on Academic Probation. During this period, teaching and administrative loads are reduced, allowing an appropriate amount

of time to be spent on research as well as on other activities necessary to pass probation. The Head of School assigns experienced colleagues to mentor each ECR. Research mentoring is acknowledged in the School's Work Allocation Model, recognizing the importance of developing ECRs. Mentors provide advice and encouragement as to research opportunities and instil the importance of publications and grant applications from the outset. Each mentee's progress is monitored by the School Research Director through the examination of annual research plans, and ECRs are also integrated into the research clusters where wider support is provided.

### **Staff Development and Retention**

All researchers are required to submit an annual research plan. The plan sets out past and current achievements, documents research activities and, crucially, outlines future research planning. Individual plans are monitored by the School Research Director and inform annual appraisal processes. Appraisals provide opportunities to review research objectives and progress, set attainable targets and discuss the reviewee's annual research plans. These meetings are guided by the University's Academic Role Expectations, so that objectives are clear and appropriate to career stage. Accordingly, such appraisals establish a structured, supportive, and consistent approach to research and career planning over an extended period. They also enable the Head of School to consider EDI issues, identify training needs and allocate resources.

Colleagues with significant responsibility for research receive an allowance (on average 20%) to engage in research. Additional time is allocated when colleagues prepare for and secure external funding to carry out major research projects or engage in other significant research activities.

Research clusters provide opportunities for colleagues to enhance the quality of publications through presentations and peer review. The School also offers workshops on grant writing and impact generation. Outside of the School, the University's Academic Development Team provides short professional development modules in relation to producing high quality outputs, grant writing, research methods and ethics and research supervision. All colleagues are encouraged to take part in these sessions, with participation monitored through appraisal of annual research plans.

The School and Faculty have budgets allocated to support wider research activities. Approximately £15k is set aside annually to support external conference presentations and organisation of seminars and workshops internally. A large proportion of our research active staff benefit from this, with ECRs given preference. The School has an annual library budget of approximately £70k, which assists research and research-led teaching. A dedicated budget is ringfenced to employ research assistants. All colleagues have access to this fund (£12k during the assessment period), which has provided valuable support for basic research activities (e.g. literature review, data gathering, and editing outputs). The facility has proved popular with 30% of colleagues benefitting.

Colleagues are eligible to apply for research leave for one semester every 7 to 8 semesters, regardless of career stage. All eligible colleagues within the School have been successful in securing research leave during the current assessment period (typically 2-4 colleagues per semester). The School also recommends research leave for colleagues who come back from maternity leave, one colleague has so far benefitted from this. End-of-leave reports detail the extent to which goals were achieved, enabling further supported career planning.

The Faculty also assists colleagues to apply for research fellowships to enable additional time for research. Several Law colleagues have been successful in securing external fellowships (e.g. Allo – Princeton University; Eccleston-Turner – Johns Hopkins University, Emmerich, Jacob, Keren-Paz and Sharpe – Leverhulme Fellowships). The School regularly puts colleagues forward for the University's Excellence in Research Awards (renewed in 2018).

In terms of leadership development, the School has ensured that all key administrative roles are allocated (and rotated) appropriately from an EDI perspective. Research related roles (HoS, School Research Director, Research Cluster Heads, PGR Director, Ethics Committee Chair,

School EDI Director, School Internationalisation Director, Research Impact Lead, CLOCK Director, and Keele Law Review Editor) are shared equally between male and female colleagues, and 65% are international staff.

Academic promotion is an important part of the staff retention strategy. Research achievements, including publication of high-quality outputs, externally funded projects, and impact generation and maximisation, feature prominently among Keele's promotion criteria. Potential applicants are encouraged to think about promotions trajectories every year at their appraisal and to plan accordingly, supported by the Head of School. The success of this support framework is evidenced by the fact that during the assessment period, three colleagues have been promoted to Senior Lecturer (Allo, Fay, Tzanou) and 3 colleagues to Professor (Brammer, Nehushtan and Wrigley). From an EDI perspective, 2 are female, and 4 are male, 3 are international staff. Out of five female academic lecturers who took maternity leave in the last 10 years, four were subsequently promoted to Senior Lecturer and one then to Professor.

### **Exchanges between Academia and Business, Industry, Public & Third Sector Bodies**

A great example of engagement is the award-winning Community Legal Outreach Collaboration, Keele (CLOCK), which is informed and strengthened by Krishnadas's ongoing research on transformative methodology designed to trace the lived experiences of local people seeking access to justice. It brings together universities, law firms, barrister's chambers, mediators, charitable and court services, all of whom contribute to the promotion of legal aid and affordable legal services in the area of family law (e.g. divorce and child protection), domestic and sexual violence, housing, and asylum matters.

The School has also run two legal advice clinics (commercial and divorce) since September 2019. These are led by two solicitors (one part time, one full time) and build upon the research and expertise of our colleagues specialising in these areas.

### **Supporting Impact**

The School Research Impact Lead (RIL) plays a pivotal role in supporting colleagues to achieve impact from their research. Additional support is provided by the Faculty and the University. At Faculty level, the Engagement, Partnerships and Impact Officer works with the School RIL and the School Research Director to enhance research impact. The RIL post identifies numerous opportunities for impact related activities and organizes regular workshops, drop-in information sessions as well as training for all colleagues. At University level, RIE regularly hosts training workshops on impact generation and public engagement. Under the UKRI funded Strategic Support for Expediting Embedding Public Engagement with Research (SeekPer), one colleague (Raj) has been trained as a Public Engagement Champion, whilst Brammer served a member of the Seekper Steering Committee. In addition, the University provides an "Impact Acceleration Fund" designed to encourage colleagues to strengthen the impact aspect of their research by allowing them to organize impact events and conduct further empirical research. One colleague (Davitti) benefitted from this.

### **Approach to Well-Being of Staff**

The School supports flexible working in order to promote staff-wellbeing. The general position is that during teaching terms colleagues are expected to be available in the School 3 days per week to perform relevant duties and may work from other locations for 2 days. This flexible arrangement accommodates other commitments colleagues may have and reduces commuting time, which could otherwise detract from research activities. In addition, colleagues are able to work part-time for a limited period. The School also promotes a collegiate environment within which to work (e.g. organising group coffee mornings in its dedicated staff common room, celebrating new arrivals and commemorating the contribution of departing colleagues).

Outside the School, the University offers a free counselling service for staff, and other services such as occupational health and learning and professional development are designed to enhance the well-being of all colleagues. Treloar acts as school well-being champion.

### **Postgraduate Research**

The achievements in terms of PGRs recruitment and capacity have been illustrated earlier. They were made possible through robust support mechanisms at School, Faculty and University levels. To begin with, research supervision, training, support, and examination of PGR students is governed by the regularly reviewed and updated University Code of Practice on Research Degrees produced by the University Postgraduate Research Degrees Committee and the recently formed Keele Doctoral Academy. Responsibility for PGR students lies with the Faculty's Postgraduate Research Committee (chaired by Wrigley). It monitors student progress, oversees student support, administers supervision and examination arrangements, and manages funds for training and research. Working with its University-level counterpart, it ensures academic and pastoral needs of PGR students are met fully.

Each PGR is allocated two supervisors: a lead and co-supervisor. The primary supervisor is required to have sufficient experience of supervising PGRs to completion. The second supervisor can gain relevant experience by working with the primary supervisor in all aspects of research supervision. They meet regularly with their students to feedback on written work and monitor research training undertaken as part of the degree requirements. New PGR supervisors may also be assigned a mentor – an experienced PGR supervisor - who advises them on aspects of supervision and formal proceedings.

The School, Faculty and University offer support and opportunities for professional and personal developments of PGRs. Internally, the Faculty and the School provide a dedicated space with IT facilities for PGRs, where they can conduct research and write their thesis in a quiet and productive environment. They also encourage all PGRs to participate in research events, including presentation of their research at the School-wide Work-In-Progress Seminars. The PGR Lead also organises a 'research students presentation day' annually where students present either their PhD research or papers they intend to present at external conferences and workshops. In addition, the School organises a workshop on transitioning from PGRs to ECRs so that they can consider this career path after study.

All PGRs are required to maintain a Personal Development Plan to record research training activities. At Faculty and University levels, professional/personal development modules are offered and PGRs are required to undertake research training as part of their degree requirements. There is an annual PGR conference event at Keele, where all PGRs may present papers and there is also a separate annual conference for Social Science postgraduates to which Law postgraduates contribute. The Faculty also provides financial support for PGRs to present their research at external seminars, workshops and conferences. Finally, the University established the Keele Doctoral Academy in April 2020. PGRs from all Schools and Faculties are members, and the Academy provides support, guidance and facilities for all PGRs to interact and share experiences in a collegiate and friendly environment, integrating them further into University life.

PGRs are encouraged to publish in academic journals as part of their training. Supervisory teams provide support and advice in this regard, and some of our PGRs have been successful in publishing their research findings during their study. This is one of the reasons why some PGRs within the School have been able to secure academic jobs subsequently (e.g. Westwood, Allen and Pearson to Keele, Murphy to Chester).

UoA 18	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
PhDs	4	2	1	2	7	5	2	23
Prof Docs	3	1	2	2	0	0	0	8
Keele total	7	3	3	4	7	5	2	31

**3. Income, infrastructure and facilities**

Increasing the number of successful grant applications is an important aim of the School Research Strategy and is linked to other strategic objectives, including publication of high-quality outputs and impact maximisation/generation. A starting point in achieving this objective is the cluster structure which plays an important role in nurturing the culture of funded research. Each cluster meets regularly to share/generate ideas, and the cluster leads follow up on concrete actions to be taken in order to translate ideas into funding proposals. Within the IEL cluster, for instance, COVID-19 has become a topic of mutual interest, and Eccleston-Turner, Obokata, and Ramezankhah have been successful in securing funding to examine its various aspects. Colleagues from the EHSC cluster, including Moreton, Pritchard-Jones, Santatzoglou, and Wrigley have also been proactive in facilitating interdisciplinary and collaborative research through the Keele Institute for Social Inclusion's funding scheme as highlighted earlier.

In order to enhance the success of funding applications, colleagues with prior experience of funded research in each cluster offer useful discipline specific advice and assist others to write grant proposals. Once ideas have been developed into concrete proposals, the School Research Director, who has significant experience in funded research, reviews all applications. and provides guidance on wider technical issues such as research methods, project management and budget allocation. The School RIL and the Public Engagement Champion also provide additional advice on the impact dimensions of funding proposals.

In order to increase the volume of grant applications, one of the changes the School made since REF 2014 is to allocate points for grant applications as part of the School Workload Allocation model. This acknowledges the amount of time and effort it takes to write grant proposals, and its practical effect is to reduce teaching and administrative duties. The School also organises workshops on funded research and impact generation, which provide important opportunities for colleagues to gain further insight into various aspects of funded research.

Additional assistance for income generation is provided outside the School. At Faculty Level, the Dean of Research serves as an additional check on the quality of each application and provides in-depth feedback where appropriate. KISI also offers a dedicated funding scheme which allows colleagues to conduct initial research activities (e.g. scoping study and networking) with a view to translating them into large externally funded projects in the future. The EHSC cluster has been proactive in utilising this facility. In addition to colleagues already mentioned elsewhere, Brammer (together with colleagues from Schools of Computing and Mathematics and of Social, Political and Global Studies as well as other academic institutions) organised a series of workshops on the theme of parenting post separation/divorce through this scheme during 2017-2018. The KISI scheme also provides important opportunities for ECRs to gain relevant experience. Within the School, Pearson (The Perspective Collective, Opening a Window onto Rights and Reality: Hearing and Recording Experiences of Disability Rights to Shape Future Responses), Pritchard-Jones (Dementia, Disability and Human Rights), and Ramezankhah (Conflict, Trauma, Memory: Interdisciplinary Approaches) have all benefitted from this.

At University level, professional support for grant writing, grant administration, impact activities and knowledge exchange and enterprise is provided by the Research and Innovation Support Enhancement (RaISE) team, which draws together professional services staff with expertise in research development, governance, integrity, ethics, contracts, public engagement, commercialisation and impact. Its establishment has enabled a joined-up approach to research and innovation support, with due consideration given to EDI dimensions, helping improve the quality and effectiveness of our research proposals, implementation and impact. The aforementioned "Impact Acceleration Fund" is also available to strengthen the impact aspect of research, including funded research. Finally, the PVC for Research & Enterprise has established a University-wide Peer Review College which scrutinizes all applications valued at more than £40,000.

From an EDI perspective, all support provided at School, Faculty and University levels is available to all colleagues regardless of seniority, gender, or other characteristics. Of all funding applications made during the current assessment period, 50% have been submitted by female and BAME colleagues. In terms of career stages, 60% have been submitted by senior colleagues (SL and above).

In addition to funded projects mentioned earlier, other important examples within the School include:

- Allo – Visiting Fellowship (\$126,000) – Princeton Institute for International and Regional Studies)
- Jacob, 'Figuring "Bad Apples": Legal-Bureaucratic Assemblages of Scientific Misconduct' (£48,047- Leverhulme)
- Brammer - 'Mothers of Children Removed under a Care Order: Outcomes and Experiences' (£9,788 - British Academy)
- Eccleston-Turner - 'Tackling Third Party Transfers of PIP Biological Materials' (\$22,000 – Open Philanthropy)
- Fay – 'Why not Me? – The Extent to Which Students' Academic Identity Impacts Their Sense of Community and Mental Health' (£5,000 – Society of Research in Higher Education)
- Keren-Paz – 'Privacy Law, Gender Justice and End Users Liability: 'Revenge Porn ' and Beyond' (£48,078 - Leverhulme); and ESRC Seminar Series: 'Liability v Innovation: Unpacking Key Connections' (£30,300 – ESRC)
- Wrigley, Santatzoglou, and Read – 'Integrating Loss and Bereavement Assessment' (£19,735 – Barrow-Cadbury Trust)

The successes in securing several Leverhulme and other fellowships by Law colleagues are particularly impressive. These have facilitated research collaborations with, and visits to, overseas institutions including Cornell University and Notre Dame University (Wrigley), Princeton University and Addis Ababa University (Allo), and Georgetown University and Griffith University (Eccleston-Turner).

Examples of cross-HEI shared or collaborative use of research infrastructure include two ESRC Seminar Series organised by Keren-Paz and Brammer and events sponsored by KISI where scholars from other higher education institutions, as well as non-academic stakeholders, have been brought together to the Keele campus and promoted intellectual dialogue on their respective topics.

In addition to the Impact Case Studies submitted by the unit, other examples of impact include: Obokata's AHRC funded research on organised crime in the island of Ireland was cited in a research report and a briefing paper published by the European Commission (2015) and the North-South Irish Parliamentary Association (2015). This represents an example of knowledge transfer among key research users and a contribution to ongoing policy debates in the field. Eccleston-Turner's project on COVID-19 includes impact events, such as workshops involving the World Health Organisation and its Member States and a launch of a policy brief and guidance on the development of a COVID-19 vaccine allocation framework.

Finally, it is important to stress that there is a strong link between funded research and high-quality publications. Sharpe's research on sexual intimacy and gender identity fraud during her Leverhulme Fellowship and Obokata's AHRC funded project were published as research monographs during the current assessment period. Other Law colleagues have published in important journals such as Australian Feminist Law Journal, Journal of Criminal Law, Ethical Theory and Modern Practice, and International Journal of Palliative Nursing. Collaborative publication arising from funded projects involving multiple colleagues is also encouraged within the cluster structure. In this regard, Wrigley and Santatzoglou, who were involved in a project "Integrating Loss and Bereavement Assessment" funded by the Barrow-Cadbury Trust, published jointly an edited collection, a journal article and a book chapter.

**4. Collaboration and contribution to the research base, economy and society****Research Collaboration/Networks/Partnerships**

Research collaboration, networks and partnerships have been actively facilitated by Law colleagues with the support of the School and Faculty. Seminars, workshops and conferences funded internally (e.g. Keele Institute for Social Inclusion) and externally (e.g. ESRC Seminar Series) involving both external academic institutions and non-academic partners represent good examples. Several colleagues are also engaged in research collaboration with international partners. Their endeavours are supported by the School Director of Internationalisation. The post works closely with the School Research Director as well as with the International Recruitment and Development Office which helps all Schools to establish research and teaching links with overseas academic institutions. These support mechanisms have produced tangible outcomes. Obokata, for instance, has established a teaching/research link with Strathmore University in Nairobi and submitted a major funding proposal to explore human trafficking in Kenya. International research collaborations and partnerships have also been supported through external funding. Allo secured funding from the AHRC to conduct research into democratic transition in Ethiopia with the Addis Ababa University and a civil society organization “Empower Africa,” and a Leverhulme Fellowship allowed Emmerich to conduct field research in Germany on the theme of women and penal reform in collaboration with Goethe University.

**Wider Contributions to Economy and Society**

In line with the School’s aim to enhance impact generation and maximisation, Law colleagues have been proactive in facilitating practice-oriented knowledge transfer and public engagement, with key research users and beneficiaries at various levels. The Community Legal Outreach Collaboration, Keele (CLOCK) continues to facilitate access to justice to those in need. During the current assessment period, over 4,000 litigants locally have been assisted by CLOCK in the Stoke Family Court. Through its transformative methodology developed by Krishnadas, it provides an important avenue for critical analysis and reflection on access to justice and ensures its future sustainability. The CLOCK initiative has been taken up nationally by several other academic institutions, as well as internationally, in India in collaboration with the Tata Institute of Social Science and National Law Schools of Odisha and Cochin.

At a national level, Law colleagues are engaged in ongoing policy debates in their respective fields. They regularly take part in public inquiries and provide expert evidence to government and professional bodies (Joint Committee on National Security Strategy – Eccleston-Turner; Modern Slavery Bill Committee – Keren-Paz; Review of the Legal Aid, Sentencing and Punishment of Offenders Act 2012 – Krishnadas; Ministry of Justice – Sharpe; Law Society, Solicitor’s Regulation Authority, Quality Assurance Agency – Bradney; Equality and Human Rights Commission – Tzanou; and Public Health England – Wrigley), as well as to non-governmental organizations (Amnesty International – Raj and Sharpe, and Nuffield Council on Bioethics and National Council for Palliative Care – Wrigley). Other Law colleagues regularly deliver public lectures and seminars to non-academic stakeholders. As an example, Fay gave a lecture to the National Genetic Forum, which brings together healthcare professionals, held at the Birmingham Women’s and Children’s NHS Trust on the theme of disclosure in clinical genetics (2019).

At international level, Obokata has been serving as the United Nations Special Rapporteur on Contemporary Forms of Slavery since May 2020. In this role, he directly uses his research and expertise on modern slavery in drafting official UN reports which are widely read and utilised by relevant governmental, non-governmental and inter-governmental stakeholders, and in providing relevant policy advice in order to tackle this crime. In recognition of her expertise, Tzanou has been appointed and serving as a member of the Permanent Committee on Personal Data Protection in Greece since 2020 which advises the Greek Ministry of Justice on issues relating to data protection, including preparation of statutory frameworks. Further, Sharpe has provided a written submission on prosecution of trans people for non-disclosure of gender history to the

International Commission of Jurists, a renowned international non-governmental organization (2019).

The School has made vital contributions to wider knowledge transfer and public engagement and debates, especially through various media platforms: political situation and human rights in Ethiopia - BBC World Service, Al Jazeera and CNN (Allo); human rights of the LGBT community - Channel 4 News (Raj); coronavirus epidemic - Sky and BBC News (Eccleston-Turner); BBC Radio 4 (Fay and Krishnadas); Assisted Dying Bill - BBC Radio (Hughes); prosecutions for non-disclosure of gender history - New Statesman, Legal Voice, Inherently Human (Sharpe); and AI and LGBT facial profiling - The Conversation (Raj and Sharpe).

In August 2020, Emmerich and Adams (PGR student) launched a multi-layered public engagement platform on transformative justice [www.read-and-resist.org](http://www.read-and-resist.org). Together they are co-facilitators of this new abolitionist feminist web platform, a collective and collaborative forum bringing together a host of community, activist, and academic voices on all things transformative justice. As part of their web platform, they have a monthly open digital reading group ([Read and Resist](#)), a blog ([Write and Resist](#)), a podcast ([Listen and Resist](#)), and a YouTube Channel ([Watch and Resist](#)). The platform is developing global reach with people from the UK, US, China and other European countries regularly visiting the site.

Further, research outputs by colleagues have been cited or endorsed by governmental, non-governmental and international organisations: Legal counsel for both sides in the Supreme Court case *Franses v Cavendish Hotel* (2018) (Haley); the High Court of Singapore and the Supreme Court of British Columbia (Haley & McMurtry); Australian Senate Inquiry into the Use of Mitochondrial Replacement Technologies (Wrigley); Indian Department of People with Disability (2016)(Varney); European Commission (2015) and International Organisation for Migration (2018) (Obokata); and the United Nations International Law Commission and the European Parliament's Committee on Constitutional Affairs (Prost).

These examples clearly demonstrate multi-level impacts arising from research conducted and publications produced by Law colleagues through facilitation of knowledge transfer and public engagement with a diverse group of research users and beneficiaries such as policymakers, legal profession, public bodies, international organisations, as well as the wider general public.

### **Sustainability of Respective Disciplines and Fields**

Law colleagues have been making important contributions to sustaining their respective disciplines and fields in a number of ways. For example, many have assumed leadership roles within in scholarly societies in the field of law. Bradney was a long-standing member of the Executive Committee and Honorary Membership Secretary of the Society of Legal Scholars, and Cownie served as the Chair of its Legal Education Committee. Moreton was the Royal Institute of Philosophy Lecture Series Coordinator (2016-2019). At international level, Prost was elected on the Executive Board of the European Society of International Law, a renowned learned society in the field of international law, and Allen has been serving as a member of the International Law Association Committee on International Law and Sea Level Rise.

Several Law colleagues serve as the editorial board members of important academic journals in their respective fields, including: McGill Journal of Sustainable Development Law (Prost), Journal of Medical Law & Ethics (Hughes and Wrigley), International Criminal Law Review (Obokata), Journal of Sexual Ethics (Sharpe), Journal of Law & Society (Bradney), Law Teacher (Cownie), Journal of Adult Protection (Brammer), and Property & Compensation Reports (Haley).

Outside of formal editorial board responsibilities, Law colleagues regularly review book proposals for publishers, including: Cambridge University Press, Oxford University Press, Hart Publishing, Sweet & Maxwell, Macmillan Publishers, Pearson, Routledge, Edward Elgar Press) and journal articles (Modern Law Review, Cambridge Law Journal, Legal Studies; Journal of Law and Society, Leiden Journal of International Law; International Journal of Law in Context; World Trade Review,

Medical Law Review; Bioethics, Journal of Medical Ethics; Ethical Theory and Moral Practice; American Journal of Bioethics; Theoretical Medicine and Bioethics; Health Care Analysis; and Child & Family Law Quarterly.

Through these activities, Law colleagues have been contributing to the identification and development of new and cutting-edge research ideas to be taken up and widely shared by the relevant academic audience in their respective fields.

#### **Indicator of Wider Influence/Recognition by Research Base**

The research expertise of Law colleagues is recognized nationally, regionally and internationally. One clear indicator is membership of grant committees in addition to journal editorship noted above. Obokata, Jacob and Keren-Paz have served as members of the AHRC Peer Review College, and Obokata reviews funding applications for other bodies including the ESRC and the European Commission. Other examples include Cownie and Bradney (Hong Kong Research Grant Board), Prost (Agence Nationale de la Recherche Peer Review College, France), and Varney (Czech Science Foundation).

Another indicator of recognition is Fellowships awarded during the current assessment period, including: Academy of Social Sciences and Royal Society of Arts (Bradney and Cownie) and Leverhulme (Jacob, Emmerich, Keren-Paz and Sharpe). At international level, Eccleston-Turner has secured an internationally competitive “Emerging Leader in Biosecurity Fellowship” (2019) from the Johns Hopkins University, as well as visiting fellowship from the O’Neill Institute for Global Health Law at Georgetown University (2020) to conduct research on global health. Allo has been awarded the prestigious Fung Global Fellowship from Princeton University (2020-2021) to conduct research on ethic and politics of inter-ethnic solidarity, which arose from his AHRC project. Further, Sharpe held fellowships at the Institute of Criminology at University of Sydney and Queensland University of Technology, Wrigley a research fellowship jointly held at Cornell and Notre Dame Universities in the USA, and Bradney and Cownie have been serving as Senior Associate Research Fellows at the Institute of Advanced Legal Studies (University of London).

Several Law colleagues have been invited to deliver keynote addresses and public lectures to governmental bodies and at prestigious academic institutions. Obokata delivered a lecture on migration crimes in 2016 for the Hague Academy of International Law. Gaspar-Szilagyi delivered a lecture to the European Parliament on the themes of international and European trade/investment law (2019). Sharpe delivered the keynote address to the World Professional Association of Transgender Health (Rome 2019) and presented the annual Law and Society public lecture (Edinburgh 2017). Other colleagues have also been invited by academic institutions to deliver seminars or lectures. Notable examples include Allo (University of York 2017 and University of Minnesota 2018), Nehushtan (University of St. Gallen and Oxford University 2018), Prost (Paris Nanterre University 2019; Aix-Marseille University 2014; Tel Aviv University 2017), Raj (Cambridge University 2019 and Amnesty International 2020), Tascioglu (Northwestern University 2017), and Wrigley (University of Sydney 2015 and National Council for Palliative Care 2016).

Finally, in recognition of their expertise, several colleagues have received Prizes and Awards, including: Society of Legal Scholars Best Poster Prize (2014 - Moreton); UK Administrative Justice Institution Prize for New Voices in Administrative Law for paper ‘Legal Consciousness and Administrative Justice’ (2017 - Richards); Hart-SLSA Book Prize for Early Career Academics (2017 - Westwood); and the Socio-Legal Studies Association Prize for Contribution to the Socio-Legal Community (2018 - Cownie and Bradney). In addition to individual recognitions, CLOCK also won various awards during the assessment period (West Midlands Social Enterprise Peoples Award 2016, Access to Justice Foundations Award 2016, and Green Gown Award 2019).