

<b>Institution:</b> University of Glasgow (UofG)
<b>Unit of Assessment:</b> 18 Law
<p><b>1. Unit context and structure, research and impact strategy</b></p> <p><b>1.1 Overview</b></p> <p>Law has been studied at Glasgow since the University's foundation in 1451. Past scholars, including Viscount Stair, Adam Smith and Madge Easton Anderson (the first female solicitor in the UK), contribute to our inspirational history. Today, the Law School is a vibrant international community that prides itself in championing equality and diversity (section 2.4). Meeting our strategic aim to be a leading international Law School, we have grown considerably since REF2014, from 38.0 to 58.5 Category A FTE (62 individuals). We have category A staff of 20 different nationalities; 49% are from outside the UK, compared to 40% submitted to REF2014. We have recruited outstanding Early Career Researchers (ECRs), who account for 32% of our category A staff, compared to 14% in REF2014.</p> <p>Our mission is to produce innovative world leading research with significant impact locally, nationally and internationally. We achieve this by attracting outstanding researchers and providing a supportive environment where they can flourish. Retention is as important to us as recruitment. We want our growth to be sustainable and our outstanding early career colleagues to develop into our future research leaders. Our supportive environment is evidenced by our high retention rate: our output pool includes only three outputs from authors who were not in post on the census date (one who moved abroad for family reasons and one on secondment, who will return in 2024).</p> <p>Our achievements over the REF period are detailed in the following sections. In brief, we have:</p> <ul style="list-style-type: none"> <li>• Published <b>1,146</b> outputs, including <b>24</b> research-based monographs with academic publishers</li> <li>• Achieved total research income (measured by spend reported to HESA) of <b>£4,705,394</b> and new awards worth <b>£6,035,790</b>, which has supported cutting-edge research and important impact (section 3.1)</li> <li>• More than tripled the number of doctoral degrees awarded (<b>79.97</b> measured by supervisor load, compared to 24 in REF2014) (section 2.3)</li> <li>• Attracted excellent <b>post-doctoral scholars</b>, supported by prestigious external fellowships (section 2.2.1)</li> </ul> <p><b>1.2 Research scope and structure</b></p> <p>Our research addresses local, national and global challenges, evidenced by the diversity of our impact case studies and outputs. It covers a wide range of disciplinary/inter-disciplinary areas and traditions (quantitative and qualitative socio-legal work, alongside doctrinal, theoretical and historical approaches); all are supported and valued. The Unit has five research groups, bringing together researchers where there is critical mass of research strength (section 1.3.1), but also supports smaller areas of activity and individual scholarly work.</p> <p>Research activity is overseen by the Research Committee, comprising the Head of School, Research Director, REF Champions, research group leads, Unit Impact Officer and two other members (one an ECR, one not affiliated with a research group, to ensure diverse input into research policy).</p> <p><b>1.3 Strategic aims for research and impact</b></p> <p>Following REF2014, we recognised that the Unit would benefit from a fresh strategic review ('the Review'). This occurred in 2015, with input from a REF2014 panel member and impact assessor. It made 61 recommendations, grouped around:</p>

- Supporting research excellence by creating research groups
- Developing a research culture that attracts and retains excellent researchers
- Building and strengthening collaborative relationships and networks
- Establishing a more strategic approach to impact
- Developing the PGR community
- Diversifying research income

All have been implemented; each is discussed below.

### 1.3.1 Creating research groups

Until the Review, research was organised around six clusters. They have been replaced by research groups: cohesive areas of research strength. Rather than simply identifying individuals working in similar subject areas, we created groupings with the scale to make them sustainable.

Alongside the existing CREATE Centre for Copyright and the Creative Economy, three new groups were established in 2015 (Legal Theory; International Law, Conflict and Security; Law Reform and Public Policy). It was not envisaged the list would be closed and the Corporate and Financial Law group launched in 2019. While the Unit now has only one fewer research group than it did research clusters before the Review, the increase in Unit size means these groups have a critical mass and shared identity which some clusters lacked. Each group is led by a senior colleague and supported by a Research and Teaching Associate (RTA), a role combining a 50% employment contract with a fees-paid PhD (up to five years).

The groups are flexible (colleagues can participate in as many as they want) and inter-connected (research projects may involve members of multiple groups). Group affiliation is entirely optional. Some colleagues prefer to work as lone scholars and have made valuable contributions by e.g., publishing monographs. All staff, whether affiliated with a group or not, benefit from a wide range of research support (section 2.2) and are welcome to participate in group events. There is no set model for groups, but all meet to explore research ideas, organise collaborative events and offer peer-review feedback. They have been particularly successful in facilitating collaboration between colleagues who had not previously worked together (e.g., Geiss/Jokubauskaite/Olcay AHRC award; Chadwick/Tams/Rasulov ESRC IAA award; Chadwick/Solana UKRI GCRF award).

The achievements of each group are detailed later. Here, we give a brief synopsis of their focus and accomplishments.

#### (a) Legal Theory (9 category A staff)

The University of Glasgow has been a world leading centre for legal theory since the Scottish Enlightenment and the work of Adam Smith and John Millar. The Glasgow Legal Theory group continues this tradition. It is one of the largest academic units in Europe dedicated to research in legal theory and has made ground-breaking contributions to understanding contemporary law and government. It hosts the annual Adam Smith Lecture in Jurisprudence, which has been delivered by world leading philosophers such as Desan (Harvard) and Streek (Cologne). The group has secured new awards with value to the University of Glasgow of **£1,537,679**, including major ERC and Leverhulme awards. It has made a significant contribution to our output portfolio – six monographs with world-leading publishers.

#### (b) Law Reform and Public Policy (18 category A staff)

This group's defining feature is its contribution to policy and law reform – it has become a go-to research evidence hub for policy makers. It focuses on civic responsibility (local to Glasgow and more widely) and social justice, and has partnered with a range of research users including Amnesty International, Citizens Advice Scotland, Human Rights Commission Scotland, Humanist Society and Scottish Land Commission. A mark of its success is that three of our five impact case studies stem from the group (Chalmers/Leverick, Gill, Murdoch). The group has secured new awards with value to the University of Glasgow of **£1,859,754**, including major AHRC, ESRC and Scottish Government awards.

(c) CREATE (the UK Copyright and Creative Economy Centre) (7 category A staff within the Unit, as well as staff from the College of Arts)

CREATE was established in 2012 as the inter-disciplinary Centre for Copyright and the Creative Economy. From 2012-2018, CREATE was funded with £5m from the AHRC/EPSRC/ESRC. A key achievement is to have sustained its viability as a world-leading research centre after 2018. It has secured new awards with a value to the University of Glasgow of **£1,870,427**, including AHRC, EPSRC and European Commission awards. It has supplied one of our impact case studies and will form part of the University of Glasgow's £112 million Advanced Research Centre (section 3.3).

(d) Glasgow Centre for International Law and Security (GCILS) (11 category A staff)

The GCILS is a world-leading hub that addresses major international security challenges, including drone warfare, counterterrorism, cyber-security and UN peacekeeping. It has supplied one of the Unit's impact case studies (Geiss) and secured new awards with a value to the University of Glasgow of **£495,060**, including from the AHRC and European Commission. It leads a €4.32 million collaborative Erasmus Mundus programme on global security, peace and development, informed by the Centre's research. Group members advise international organisations, governments and NGOs (e.g., UN, NATO, International Committee of the Red Cross); Melzer is United Nations Special Rapporteur on Torture/Inhuman or Degrading Treatment.

(e) Corporate and Financial Law (8 category A staff)

This is the newest research group, launched in 2019 to reflect increasing research strength in corporate governance, corporate social responsibility and financial regulation. Its work is at an early stage, but it has ambitious plans and has formed inter-disciplinary collaborations within and outside the University of Glasgow with a view to making large-scale funding applications. The group's main research income success to date has come from the UKRI Global Challenges Research Fund (Solana/Chadwick, with Universidad de los Andes, Colombia).

### 1.3.2 Developing a supportive research culture

We aim to make our Unit a fantastic place to work, attracting and retaining outstanding researchers. Our approach to supporting staff is outlined in section 2.2; measures introduced following the Review include:

- Research mentoring (section 2.2.3)
- A Work in Progress series where Unit members present early-stage work for feedback (section 2.2.1)
- Peer review of outputs that offers specialist and generalist feedback on work in progress (section 2.2.1)
- Improved peer review of funding applications (section 3.2.3)
- Investment in academic and research support posts (section 2.1)

### 1.3.3 Building collaborative relationships and networks

We have supported colleagues in building collaborative relationships outside the University of Glasgow – using internal, institutional and external resources. Section 4.1 outlines the support provided, evidences the number and diversity of these relationships and highlights key outcomes.

### 1.3.4 Establishing a more strategic approach to impact

Following the Review, the Unit implemented a new impact strategy with two components:

#### (a) Embedding an impact culture

We had a positive impact profile in REF2014 (60% 4\*; 40% 3\*), but wanted to build on this, embedding impact as a central part of our mission, valued equally to outputs. Aside from the measures detailed below, some of the steps we took included:

- Encouraging and supporting all staff to build and develop an impact profile where appropriate for their research
- Valuing impact equally to outputs in performance and development review/promotion
- Using the Unit's research budget for buyout to engage in impact activity and taking advantage of institutional resources (section 2.2.7)
- Facilitating pathways to impact through secondments/partnerships (section 2.2.7)

### **(b) Improving support measures**

We introduced support to help colleagues (i) identify the impact potential of their research (especially where not immediately obvious) and (ii) develop that potential in full, to the benefit of society. No-one is forced to develop an impact profile, but we encourage colleagues to think creatively about impact. We make visible many diverse examples, including historical and theoretical (e.g., public engagement work stemming from historical research into the UK's first female lawyer) (section 4.3) and support impact of many different types and scales (section 2.2.7). For evidence of success, see sections 4.2-4.4.

#### **1.3.5 Developing the PGR community**

Several PGR initiatives resulted from the Review, including targeted investments in GTA-type posts, securing external studentships and embedding research students in the research groups (section 2.3). This helped us increase the number of PGR degrees awarded since REF2014 from 24 to 79.97 (measured by supervisor load).

#### **1.3.6 Diversifying research income**

At the start of the REF period, research income was healthy, but reliant on the RCUK-funded CREATE centre. As well as sustainability for CREATE, a priority was funding base diversification. Both aims have been achieved: CREATE secured substantial new awards and other Unit members obtained funding from a wide range of bodies (sections 3.1-3.2).

### **1.4 Research integrity and open access**

#### **1.4.1 Research integrity**

The University of Glasgow is committed to providing an environment that ensures research is conducted to the highest quality standards. Its policies for supporting research integrity have been recognised externally, by e.g., the Royal Society and Universities UK, and have featured as a UK Research Integrity Office case study.

In the Unit, we have a Research Integrity Advisor and mandatory integrity training for all incoming PGR students/staff, including online modules and webinars (to accommodate part-time students). Allegations of research misconduct are taken seriously and dealt with under the University's [Code of Policy and Procedures for Investigating Allegations of Misconduct in Research](#). The Research Integrity Advisor provides informal advice to anyone unsure about a research conduct issue who is considering making an allegation.

All research by staff/doctoral students involving human participants, material or data must be approved by the College Ethics Committee. Support is available from a School Ethics Officer, who provides briefings and advice for staff/students, chairs the School's Ethics Committee and sits on the College Committee. Ethics applications are scrutinised by two reviewers – one within the Unit and one from outside.

**1.4.2 Open research environment**

It is extremely straightforward for staff to comply with open access (OA) expectations: our library is resourced to manage OA requirements based on a simple email from authors. The overall proportion of our outputs that are OA has increased since 2014 from 17.9% to **54.2%**; for journal articles it has increased from 27.7% to **93%**.

**1.5 Strategic priorities for 2021-2027****1.5.1 Review the research group structure**

Our strategic re-organisation around research groups has proved successful but will be reviewed to ensure it still provides the optimal way of organising research and whether the current groups best represent our strengths.

**1.5.2 Exploit opportunities for inter-disciplinary/challenge-led funding**

In a funding landscape that is increasingly challenge-led, we know that maintaining success will require capacity to respond quickly to opportunities and contribute to inter-disciplinary projects. We will do this by developing research Spearheads – inter-disciplinary groups led by Unit members, encompassing expertise from throughout the University. Four areas have been identified: Constitutions and Markets; Water as a Resource; Global Security; Culture and Creative Economies. Scoping work has begun in bringing these together, supported by seedcorn funding.

**1.5.3 Develop the post-doctoral/visiting researcher community**

We have attracted world-leading post-doctoral researchers, as independent researchers and as researchers attached to funded projects. We will build on this by exploiting funding opportunities to grow the community further. We will continue to utilise the Glasgow Law Fellowship (section 3.4) to attract excellent Visiting Fellows to the Unit, especially those with an inter-disciplinary research agenda.

**1.5.4 Explore opportunities for commercialisation**

The Unit has achieved impact at local, national and international level. It will continue to support researchers in maximising impact, but will also explore opportunities for research commercialisation, supported by funding from the £1.15 million ESRC Impact Acceleration Account, £1.05 million University of Glasgow Knowledge Exchange Fund and College of Social Science's participation in the £5M HEFCE supported ASPECT programme, which is creating new, bespoke commercialisation processes for social science.

**2. People**

At the end of REF2014, our category A FTE was 38.0; this has increased to **58.5** (headcount **62**). Of these, **48%** are grade 7/8 (lecturer), **11%** grade 9 (senior lecturer) and **40%** grade 10 (professor); **39%** are female; **5%** have declared as BAME; and **2%** have declared a disability. We have become more international: **49%** of our category A staff are from outside the UK (**19** EU, **11** from the rest of the world), compared to **40%** of those submitted to REF2014. We have category A staff of **20** nationalities, which has enriched our research environment and facilitated international collaborative relationships (section 4.1). We discuss equality issues further in section 2.4.

## 2.1 Staffing strategy

### 2.2.1 Investment in future research leaders

Our strategy has been to invest in outstanding colleagues in areas of research strength. We focused recruitment as far as possible on strengthening the research groups, with key R&T appointments in all. With sustainability and succession planning in mind, expansion has been primarily driven by recruiting early career colleagues. Given our excellent record of staff retention, we expect these will be our future research leaders.

We have recruited exceptional post-doctoral researchers. Aside from those supported by external funding (section 3.2.5), we attracted talented post-docs via the University of Glasgow's Lord Kelvin Adam Smith (LKAS) Research Fellowship Scheme, which provides five years of funding with a pathway to a permanent post. Two LKAS researchers joined over the REF period – both are now lecturers within the Unit.

We aim to minimise the use of fixed-term contracts and transitioned four colleagues from fixed term to permanent posts over the REF cycle. Three included in the submission remain on fixed-term contracts – two on a five-year contract and one on a four-year contract.

### 2.1.2 Investment in research support posts

The Unit teaches a wide range of compulsory professional subjects to be recognised as an accredited LLB provider by the Law Society of Scotland. The Review observed that this led to teaching loads that were not conducive to research excellence. Aside from the expansion in R&T posts, we addressed this by:

(a) Investing in five new Research and Teaching Associate (RTA) posts – one for each research group (section 1.3.1). The nature of the support varies, but includes teaching, research assistance, event organisation and social media support.

(b) Recruiting to teaching and scholarship lectureships in high teaching need areas – we now have six such posts.

(c) Creating three new research professional support posts: two administrators and a digital engagement officer. Among other things, our research administrators supported colleagues organising research-related events. These ranged from international conferences (e.g., 2015 Annual Conference of the European Policy for Intellectual Property Association; 2019 Global Young Property Lawyers Forum) to smaller events. Our Digital Engagement Officer redesigned our research web pages, focusing in particular on the research groups, which now all have dedicated websites and Twitter accounts. She helped colleagues with digital engagement strategies to support grant applications, established the Unit's podcast ([UofG Law Podcast](#)) and [blog series](#) and assisted colleagues in developing social media profiles to promote their research.

## 2.2 Staff development and support

### 2.2.1 Induction and events

We aim to make the Unit a fantastic place to work, where colleagues feel welcome and valued from the outset. We have an induction process including a Head of School welcome, briefings on teaching and research, a gift bag of useful items (including, as this is Scotland, an umbrella) and information about physical orientation, health and safety and local facilities. Our Induction Committee (two academics, two professional services colleagues) answers questions and helps people settle in.

We have a wide range of research events. The research groups each have their own seminar series (all are welcome to attend, regardless of group affiliation), but our programme is much

broader. Internal funding is available for anyone to invite a speaker to the Unit. Events range from small specialist reading groups (e.g., public law, socio-legal group) to large public lectures (e.g., James Wood lecture, Adam Smith Lecture on Jurisprudence). We have adapted during the pandemic and moved events online (e.g., Competition Law in Isolation seminars, Virtual Criminal Law Forum).

There are numerous opportunities for feedback on draft work. We have a regular Work in Progress series, as well as specialist forums, such as the Justice@Glasgow Forum and CREATE seminar series. We provide generalist and specialist feedback on draft outputs, via the Unit's peer review group (who also reviewed published outputs for REF).

We have regular social meetings where colleagues can interact informally (section 2.4 explains how we ensure these are inclusive). These continued during the pandemic (e.g., virtual coffee mornings, Zoom baby showers). In 2020, we established a Staff Forum – a consultative body including all colleagues that provides advice to the Head of School on staffing and working arrangements. During the pandemic this helped address remote working issues (section 3.3).

### **2.2.2 Work allocation**

We are mindful that teaching/administrative burdens can fall disproportionately on certain groups (women, BAME staff, early career colleagues) if steps are not taken to avoid this. We have a strong culture of transparency and fairness in work allocation, with a work model ensuring equitable allocation. It is visible to all and helps to ensure R&T staff – regardless of grade, gender or other characteristics – benefit from protected research time, which accounts for one third of work model hours. Administrative roles are openly advertised and allocated work model hours commensurate to the workload required. Staff receive an additional 13% allocation for administration (beyond time allocated for specific roles) to cover general administrative duties required of academics, which would otherwise eat into research time and make the notion of protected research time meaningless. Colleagues who secure external research funding are given buyout from teaching and administration in addition to the normal protected research time of 33%.

We are mindful to avoid role stereotyping, whereby women become overburdened with pastoral responsibilities and/or lack strategic influence. We have an all-female senior leadership team (Head of School and Deputy). Currently our directors of undergraduate and postgraduate studies (directors of learning and teaching) are both male; REF preparations were shared between a gender-balanced pair of staff members. Over the REF cycle, the Director of Research role was held first by a female colleague, then a gender-balanced job share, and now by a male colleague. A female colleague will assume the role from September 2021. Our advising leadership team is gender balanced and all colleagues are expected to be advisors of studies.

### **2.2.3 Mentoring and collegiality**

All staff at grades 7-9 are supported by a mentor – a dedicated Early Career Development Programme mentor for those on this programme (section 2.2.6) – who advises on research plans and puts the mentee in contact with other sources of help. Work model hours are allocated to facilitate meaningful support.

Our environment is one where colleagues support each other to succeed. Collegiality in research is encouraged: in 2019, the professorial promotion criteria were revised to include a requirement to demonstrate support for the career development of academic colleagues, particularly those at earlier career stages.

### **2.2.4 Research allowance**

All R&T staff have a personal research allowance of £1,000. Recognising that colleagues with caring responsibilities might find it difficult to travel (and with gender equality in mind), the fund can be used for any legitimate type of support, including research assistants and organising events

in Glasgow. An additional £2,000 per year is allocated to each research group for collective activities e.g., seminars and reading groups. There is a separate Strategic Research Goals budget of £4,000 per year available to any Unit member, regardless of research group affiliation, to support collaboration. This has enabled e.g., developing a human rights network bringing together academics from several Universities to collaborate in funding applications.

### 2.2.5 Research leave

R&T colleagues can apply for research leave after six consecutive semesters without leave. Following an equality impact assessment in 2016, entitlement continues to accrue during periods of leave due to e.g., medical absence, maternity leave. Research leave requires a research plan contributing to our strategic aims; outcomes are reported after its conclusion. Research leave provides full relief from teaching/administration for six months and carries a 50% work model reduction in the academic year within which leave is granted (ensuring the six months when leave is not taken are not over-loaded). Over the REF period, **15** of our 60 staff on R&T contracts had one period of research leave; **19** had two (the remainder are mostly colleagues who joined too recently to be eligible). Leave has enabled colleagues to finish major projects (e.g., Farmer, Finlay, Rahmatian monographs) and develop successful funding applications (e.g., Chalmers/Scottish Government, Dukes/ERC, Geiss/AHRC).

A College Excellence Fund supports teaching replacement to facilitate output completion or impact activity. Applications from those who might be reluctant to apply (e.g., women, early career colleagues) are encouraged. **29** Unit members obtained funds (**16** males, **13** females: **12** grades 7-8, **6** grade 9, **11** grade 10). Excellence Fund money has supported colleagues to complete nine monographs and three impact case studies.

### 2.2.6 Supporting early career researchers

Early career researchers are supported via the Early Career Development Programme (ECDP). ECDP helps newly appointed academics to achieve career progression within a defined timescale, through setting annual objectives, mentoring, and networking. Tailored learning and development are provided in three areas (Learning/Teaching, Research/Knowledge Exchange and Leadership), aligned to promotion criteria. Colleagues on ECDP have a reduced teaching/administration load for two years (50% in year 1; 25% in year 2). Over the REF period, **29** of our submitted staff started on ECDP at grades 7 or 8. **Fourteen** have already secured promotion (all within ECDP timescales of four years for grade 7 to 8, six years for grade 8 to 9).

A dedicated post-doc mentor (separate to any specific project mentor) looks after our growing post-doc community, facilitating training opportunities and providing advice and support. The University of Glasgow has signed up to the 2019 Researcher Development Concordat and provides a range of development opportunities, as well as an annual research staff conference and informal support, such as post-doc careers lunches.

### 2.2.7 Impact support

Our Impact Officer is the “first port of call” for impact-related queries. The significance of the role is recognised through 150 work model hours annually. The Unit supported our Impact Officer from the previous REF cycle to continue (until her secondment to the Scottish Law Commission towards the end of the cycle), facilitating the development of expertise.

The Impact Officer developed a new Unit-level training programme for this REF cycle. Initial sessions, compulsory for all researchers, focused on understanding impact and developing an impact practice. Subsequent sessions included social media training, engagement with Parliamentary officials, collaborative research project design with end users and development of public engagement materials. She worked with individual colleagues, identifying impact potential and advising on pathways and funding sources. Evidence of success is found in our impact case



studies, the range of staff who have given evidence to Parliamentary Committees and other consultations and the activities detailed in sections **4.2-4.4**.

We encourage and support staff to undertake secondments with research users. Mair led the negotiation of a Memorandum of Understanding on academic secondments between the Scottish Law Schools and Scottish Law Commission. MacLeod (Unit member until 2018) was the first placement under this scheme, contributing to the Discussion Paper on *Enforcement of Heritable Securities*. Ó Floinn had a six-month secondment with the Law Commission of England and Wales, contributing to their Consultation Paper on *Search Warrants* and Scoping Report on *Abusive and Offensive Online Communications*. A series of secondments for Meletti (CREATE research associate) at the British Film Institute led to changes detailed in the CREATE impact case study. McCarthy was appointed as a Commissioner at the Scottish Law Commission in 2019 on a five-year secondment.

We have a portfolio of resources illustrating the range of potential impact activities and sources of institutional and external funding. This includes the University of Glasgow ESRC Impact Acceleration Account, which has supported **22** impact projects within the Unit (involving 17 colleagues) to a total of £173,285. It has facilitated the development of three of our impact case studies and enabled impact outwith these. For example, Craig organised a symposium for lawyers and language experts, who subsequently collaborated in successful litigation challenging Home Office policy on language analysis in asylum claims; Fletcher employed a research assistant to develop training materials on Brexit immigration issues for Citizens Advice Bureau; Robbie held an engagement workshop with practitioners, supporting her in securing funding for a larger project from the Royal Society of Edinburgh/Carnegie Trust.

## **2.3 Research students**

### **2.3.1 Strategy**

We recognise the importance of research students to our research culture. Our PGR strategy has three components: to (a) attract a diverse body of excellent students (b) create a welcoming and inclusive environment where they thrive and (c) help them develop skills that lead to positive career destinations.

### **2.3.2 Attracting a diverse body of excellent students**

We target students in the final year of their LLB/LLM with a view to PhD study, providing a pipeline of excellent doctoral students. We recognise, however, that attracting the best students requires funding. We utilised external and internal funding sources, resulting in a large high-quality PGR student body – in REF2014 the Unit awarded 24 doctoral degrees by supervisor load; this increased in the current cycle to **79.97**.

Our student body is diverse – students awarded PhDs over the cycle were **33%** UK, **15%** EU and **51%** from the rest of the world. We supervised students of **38** different nationalities, from Africa, Asia, the EU, the Middle East and South, Central and North America. Female supervisees have outnumbered male for every year of the REF cycle bar 2013/14. We encouraged inter-disciplinary work, resulting in numerous joint supervision partnerships (section **4.6**).

No research-based professional doctorates were awarded in the assessment period.

#### **(a) Externally funded studentships**

The Unit has exploited opportunities for UKRI funding – obtaining one AHRC DTC doctoral scholarship and three ESRC DTP 1+3 studentships. We secured doctoral scholarships from the Leverhulme Trust, AHRC (1+3 award, Craig's Researching Multilingually project), Carnegie and ERC (Dukes' Starter Grant). Three doctoral candidates secured Modern Law Review

scholarships, two China Scholarship Council awards and one a scholarship from the Altona Foundation for Philosophical Research.

We explored opportunities for collaborative studentships with non-academic institutions and secured PhD studentships funded by CMS Cameron McKenna and the National Library of Scotland.

We helped students to secure funding for the LLM by Research, which provides a pathway to PhD study, securing **four** scholarships from the Clark Foundation and one collaborative studentship with Registers of Scotland. Three of these students have progressed to funded PhDs within the Unit.

### **(b) Internal investment**

The Unit invested in five new PhD studentships over the REF cycle, via its RTA posts (section **2.1.2**). We also invested in a collaborative PhD studentship with the Yaoundé Ethics Lab (Université Catholique d'Afrique Centrale, Cameroon), recruiting the first student in April 2020 for a September 2020 start, with a supervisor from each institution. We supported PhD candidates to obtain College scholarships, with **21** awards over the REF period. We secured two PhD scholarships from the University's inter-disciplinary Lord Kelvin Adam Smith (LKAS) scheme (with history and music) and one Eleanor Emery Scholarship (which supports students from Botswana, using a former High Commissioner's legacy).

### **(c) Innovative programmes**

We worked to make the PhD programme attractive to new audiences via partnerships and innovative programmes. The best example is the Collaborative PhD in Legal Theory, established during the previous REF period. This is now a collaborative venture between the Universities of Glasgow, Louvain and Tilburg, and was singled out as a strength in REF2014. In recognition of its strategic importance, the Unit took over its ownership in 2016. It is part of the European Graduate Network in Legal Theory (including the Universities of Vienna, Frankfurt, Lucerne, Stockholm, Brussels and Cracow). Each student is allocated to one participating university, which confers the PhD, and has a co-supervisor from another. The Goethe University Frankfurt is in the process of linking its LLM Legal Theory programme, which will create a pipeline of students moving onto the PhD.

Our PhD and Research LLM programmes are available in distance learning mode, supported by an online research methods course (section **2.3.4**). This has proved especially important during the pandemic, providing opportunity for doctoral study to those who cannot travel to Glasgow.

### **2.3.3 An environment where PhD students thrive**

We have created an excellent PGR environment, reflected in our most recent PRES Survey (2019), where **86%** of respondents reported overall satisfaction, compared to 80% across all participating Law Schools.

#### **(a) Research culture**

Students have a week-long induction including sessions on research integrity, training opportunities and sources of financial support, as well as inclusive and culturally sensitive social events. From the outset, they are integrated into our research culture. The research groups include staff and PGR researchers and there is a wealth of subject-specific groups that PhD candidates whose research is not aligned with one of the research groups can join. This means PhD candidates participate, alongside staff, in reading groups (e.g., legal theory, public law) and discussion groups (e.g., the Socio-Legal Group) and present work at the Unit's regular events (e.g., Criminal Law Forum, Justice@Glasgow Forum). Elected PGR student representatives sit on the Postgraduate Committee and attend School meetings.

The flagship event of the year is the Glasgow Law Postgraduate Conference, established in 2018, with its success making it an annual – and increasingly international – event. In 2019, only a third of the presenters were from the Unit, with others from a range of countries, including Austria, Canada, Italy, the Netherlands and the US. The Conference is student-led, but sessions are chaired by senior academics who provide written feedback. In 2020, the event ran in a limited form online; it will run fully again in 2021.

The Unit runs monthly “Shut Up and Write” sessions, where PGRs and staff work in short silent bursts with a structured break schedule; this has continued virtually during the pandemic. We hold an annual PGR Poster competition and provide training on designing research posters.

Visiting doctoral students are a welcome addition to the research environment – we hosted **14** this REF cycle. We offer scholarships to support this e.g., the Alan Rodger Postgraduate Visiting Researcher scheme (section **3.4**) and Glasgow Legal Theory Bursary.

### **(b) Facilities and support**

We have a PGR Director and Deputy Director who provide support, as well as an experienced PGR Administrator. All doctoral students have office space, a computer, free printing and, from 2020-21, will be given a personal laptop. They are members of the College of Social Sciences Graduate School (‘Graduate School’) and attend events within the Unit and Graduate School, encouraging disciplinary and inter-disciplinary networking.

PGR students can apply for funding to support research-related activities; **24** students did so in 2018-19, primarily for conference attendance but also activities such as transcription services. PGR students can apply for Rankin Travel Scholarships, established in 2018 through legacy funding – the first successful applicant used the funding to participate in the International Bar Association Conference.

We have taken care to reach out to our PGR community during the pandemic, hosting online Q&A sessions and taking a flexible approach towards requests for suspensions/extensions. Institutionally-funded students have had their awards extended. A virtual peer support group meets via Zoom, sharing lockdown survival tips and coping mechanisms. Recognising that PGR students may not be able to work effectively at home, we facilitated a safe return to their office space where possible for those who need it.

### **(c) Quality assurance**

Supervision is conducted within the framework of the University’s [PGR Code of Practice](#). All candidates have a supervisory team of at least two members. First supervisors must have prior supervision experience at least as a second supervisor to completion. All supervisors attend mandatory supervisor training workshops on a rolling five-year basis and in the interim have access to a comprehensive suite of support and training workshops, events and resources. Minutes are kept of all supervision meetings.

An annual review provides independent progress monitoring. Its precise nature depends on the year of study, but it involves submission of work and a face-to-face meeting with two staff members. Students are asked (in confidence) for comments on their supervisory experience.

### **2.3.4 Training and development**

PGR students and the supervisory team undertake an initial training needs assessment and establish a development plan, choosing from the portfolio of opportunities available. The plan is reviewed at the annual progress review, via a PGR Training & Professional Development Log covering subject specific, research methods/philosophy and researcher development skills (aligned to the Vitae Researcher Development Framework). All PGR candidates take the Law

School's Research Methods course and mandatory training in equality and diversity, research data management, data protection and research integrity. The Research Methods course is available in-person and online and includes formal presentations to help prepare for the viva and future academic careers. We have contributed to doctoral training more widely, running a Scottish Graduate School for Arts and Humanities workshop "Critical traditions and approaches in legal research" for 29 doctoral students across Scotland.

The Unit provides annual training on topics including publishing and academic job interviews and PGR candidates attend employability related training in the Graduate School. We offer teaching opportunities (through formal application to a GTA contract to ensure equality of opportunity) to help career development. We give all candidates who want one a mock viva to help prepare for the real thing. We provide internship opportunities internally for PGR students to work on academic projects (seven over the cycle). We also seek to provide access to exceptional training opportunities outside Glasgow e.g., offering internships at the United Nations and European Bank for Reconstruction and Development; becoming an institutional partner in the annual Intensive Doctoral Week training programme run at Sciences Po University (Paris).

Our success is reflected in the 2019 PRES survey, where **93%** of respondents agreed their PGR programme had developed their research skills, compared to 83% for all participating Law Schools. We produce outstanding PhD graduates, many of whom become colleagues – over the REF period, six of our PhD students were appointed as lecturers within the Unit. Others secured academic posts elsewhere in the UK (e.g. Bristol, Lancaster, Leeds, Oxford) and around the world (e.g. Leuven, Riyadh, Nankai, Chiang Mai, Vietnam National University, Tartu, Queensland); or secured prestigious positions in practice (e.g. as advocates, a magistrate at the International Criminal Court, senior roles in law firms).

## 2.4 Equality and diversity

A concern with equality and diversity runs through our research, which addresses issues including workplace gender equality (Busby), food insecurity (Chadwick), supporting asylum seekers (Craig, Fletcher), access to justice for vulnerable energy consumers (Gill), migrant domestic workers' rights (Pavlou), the conduct of rape trials (Chalmers, Leverick) and land rights of minorities (Jokubauskaite).



We aim to make the Unit a welcoming environment where everyone feels valued. We hold an annual Family Day (including children and pets) and ensure that, unless there is a very compelling reason otherwise, research events are held in core hours (10am-4pm). We hold social events during core hours, and they are inclusive to those who do not drink alcohol e.g., our regular Cake Days, which have included a successful Bake Your Research event (pictured).

We are aware that our international colleagues might feel disadvantaged by being away from home and in an unfamiliar cultural setting. We support colleagues recruited from outside the UK by putting them in touch with peers, who advise on e.g., finding accommodation, living in Glasgow and UK academic culture. We have reached out to support colleagues when disturbances or disasters have occurred in their home countries and offered support to our EU colleagues to ensure they feel welcome and valued after Brexit (reinforced by the University, with e.g., [supportive messages from the Principal](#) and [practical help with the EU Settlement Scheme](#)).



As a traditional university, our physical environment has not always reflected diversity. Recognising this – and especially that representations of white men dominated the Law School building – we commissioned portraits of the first five female professors which hang in a prominent stairway and renamed a key meeting room after a leading female judge (Lady Cosgrove). Staff and students have described the portraits as inspiring. The picture to the left is of Noreen Burrows CBE, appointed Jean Monnet Professor of European Law in 1990.

Our project [100 Voices for 100 Years](#), marking the centenary of the Sex Disqualification (Removal) Act 1919 (section **4.3**), features prominently in our physical environment and website. It focuses on female lawyers and celebrates diversity, showcasing role models from black and minority ethnic backgrounds, the trans community, those with disabilities and those from disadvantaged backgrounds. The visibility of their stories is an important part of making our research environment welcoming and inclusive to those from minority groups.

We support part-time working – over the REF period two colleagues made successful flexible working applications and three were appointed part-time due to caring responsibilities. Our work model (section **2.2.2**) ensures part-time staff are allocated teaching/administrative duties commensurate with their fractional appointment. We have supported staff with caring responsibilities during the pandemic by re-distributing work. We have welcomed children in Zoom meetings, often to great hilarity. Our Research Committee recently surveyed all colleagues to assess the impact of the pandemic (caring responsibilities in particular) on research activity. It will use these findings to identify additional support required to address inequalities (e.g., financial support, enhanced research leave).

The Unit has helped three colleagues returning from maternity leave, using the University's Academic Returners Research Fund, which provides up to £10,000 for e.g., teaching buyout. Two subsequently obtained significant funding awards (from the Royal Society of Edinburgh and ERC). The University offers two weeks fully-paid paternity leave (with no length of service eligibility requirement), utilised by five colleagues in the current cycle.

The gender balance of our category A staff is 61% male/39% female. We have addressed gender equality in recruitment in various ways. Candidates for interview are selected using pre-determined essential and desirable criteria. Appointment panels always have at least 40% female representation – in order not to over-burden senior female staff, these can be from other disciplines. All panel members undergo equality and diversity and unconscious bias training. This has helped to achieve gender parity at grades 7-9, where most recent recruitment has occurred.

We are conscious, however, that we have some way to go. Only seven of the Unit's 25 professors are female (27%) (one is presently on secondment – section **2.2.7**). Recognising that they are disproportionately likely to delay seeking promotion, we encourage women to apply by raising it in annual Performance and Development Reviews, with some success. Over the REF period, there have been **31** promotions (at all levels), **14** female and **17** male. **Four** women have been promoted to chairs, compared to **three** men. We will continue to mentor and support all colleagues to achieve promotion, in part via the ECDP (section **2.2.6**). A University analysis demonstrated that the ECDP has significantly increased the number of women applying for promotion and this is also evidenced by our own figures.

We are conscious that while we have made good progress regarding gender and nationality, we need to think more strategically about equality and diversity in relation to some of the other groups protected under the Equality Act. We have appointed an Equalities Officer, who has begun to broaden our focus. We have, for example, implemented a mandatory equality and diversity checklist for all research events – ensuring e.g., accessibility, appropriate dietary provision, ethnic diversity of speakers. We arranged bespoke unconscious bias sessions for all staff, led by

Challenge Consultancy, a London-based firm of consultants which provides training on equality, diversity and related issues. We have designed our website with content accessibility in mind e.g., captioning videos/pictures and ensuring text is compatible with screen readers and can be enlarged without spilling off the page.

## 2.6 Selecting the output and impact portfolio

Our output portfolio was developed in line with the University's [REF Code of Practice](#). Outputs were scored on a REF 12-point scale by two reviewers (a third reviewer becoming involved where scores diverged) and were selected entirely on merit.

Throughout the process, we were mindful of gender equality. In REF2014 we submitted 35 of 46 eligible staff, but 81% of male staff were submitted, compared to 67% of female staff. For 2021, outputs were selected by a gender balanced Output Scoring Committee and all reviewers underwent unconscious bias training. We monitored output scores by gender throughout the process and our 2021 output portfolio is in line with the overall gender balance of the Unit. A University Equality Impact Assessment confirmed this, finding no significant difference in output scores by sex of author.

The impact case study selection process was also rigorous and objective. All Unit members were encouraged to submit potential case studies, which were reviewed by an internal gender-balanced four-person panel. Seven were selected for development, with an eighth being added after a further invitation midway through the REF cycle. These went through two rounds of external review by former REF panel members (eight reviewers in round one, 11 in round two), whose scores determined the final selections.

## 3. Income, infrastructure and facilities

### 3.1 Income generation strategy

In our REF2014 submission, we reported significant research income success, most notably a 2012 RCUK award of £5.1m (value to Glasgow: £2.2m) to CREATE. The Unit recognised this award would end during the current REF cycle and we needed to (a) ensure CREATE's sustainability and (b) diversify our income base. Both aims were achieved.

Over the cycle our total research income was £4,705,394, with new awards worth £6,035,790. Breaking down these figures:

**(a)** CREATE secured new awards worth £1,870,427 to the University of Glasgow from funders including the AHRC, European Commission and EPSRC, most notably the AHRC Centre of Excellence for Policy & Evidence in the Creative Industries (£6 million total, £610,189 to CREATE).

**(b)** 49% of our research income and 69% of the value of new awards were contributed by colleagues outside CREATE. The percentage of staff holding grants rose from 17.5% in 2013-14 to **35%** in 2019-20 (and **61%** over the REF cycle as a whole). Gender balance has improved: in 2013-14, female colleagues contributed 19% of research income; in 2019/20 this rose to **60%**.

We achieved this as follows.

### 3.2 Unit-level actions on income generation

#### 3.2.1 Embedding research funding into our culture

Supported by the development of law-specific resources, the Unit endeavoured to establish funding applications as a mainstream activity expected of all. Funding is discussed with mentors

(who offer support and/or direct colleagues elsewhere). The research groups have created a forum where collaborative funding applications can be developed, or individual applications supported.

We recognise that research funding trajectories often build incrementally and encourage early career colleagues to apply for smaller awards as the first step in their research income profile. This has been successful – 12 Unit members secured their first award from funders including the British Academy, Carnegie Trust, Clark Foundation for Legal Education, Royal Society of Edinburgh and Society of Legal Scholars. Some have already progressed and secured larger awards (e.g., Iljadica/Horizon 2020).

### **3.2.2 Developing law-specific resources**

We developed an extensive intranet site with a sources of funding guide tailored to legal research and database of successful applications. Researchers can also access databases of successful applications from the Colleges of Social Sciences and Arts.

We have worked hard to change the perception that research grants are only available for certain types of activity, by showcasing successful applications from all areas. This has led to a diverse portfolio of major awards, covering historical (e.g., Farmer/Leverhulme Major Research Fellowship), theoretical (e.g., Dukes/ERC award), empirical (e.g., Gill/ESRC award) and doctrinal (e.g., Chalmers/Philip Leverhulme Prize) projects.

### **3.2.3 Effective peer review**

We introduced comprehensive peer review for applications – within the Unit for all applications, with additional College-level review for larger ones (including all UKRI applications). A Unit-level review panel was established, comprising colleagues who have been awarded substantial funding and experienced external reviewers. College-level review has facilitated assessments by senior academics with high-level Research Council experience, who advise on how to frame projects to appeal to non-law reviewers. The most notable success is the Geiss/Jokubauskaite/Olcay AHRC award.

### **3.2.4 Improved support for applications**

Our Impact Officer (who advises on pathways to impact, with input from two experienced College impact advisers) and Digital Engagement Officer (who advises on project websites/social media) provide support for applications. The Unit has benefitted greatly from the College Research Support Office, established in 2015. This has transformed the help available, with experienced project officers providing continuous support from the outset (e.g., identifying funding sources), through to managing financial/HR issues for successful applications.

### **3.2.5 Targeting external post-doctoral fellowships**

We have grown our post-doctoral community, by publicising opportunities and directly targeting promising candidates. We have utilised the University's Lord Kelvin Adam Smith Leadership Fellowship Scheme, which provides support/matched funding for those applying for externally funded fellowships. Over the REF period we secured two Leverhulme Early Career Fellowships, a British Academy Postdoctoral Fellowship, an ESRC Post-Doctoral Fellowship (awarded June 2020, commenced September 2020) and a Marie Curie-Sklodowska Individual Fellowship (awarded February 2020, commencing in 2021).

We created opportunities for post-doctoral researchers through funded research projects e.g., Dukes' ERC grant (three); CREATE's AHRC (three) and Horizon 2020 (one) awards; Geiss/Jokubauskaite/Olcay AHRC award (one).

**3.2.6 Outputs and impact**

We recognise that income is not an aim in its own right – what is important is that funded projects contribute to advancing knowledge and/or achieving meaningful social change. This, of course, can take time and many of our funded projects will not come to fruition until the next REF cycle, while some funded in the previous cycle are now delivering results. For example, outputs included in this submission include Dukes' *The Labour Constitution* (OUP, 2014), Farmer's *Making the Modern Criminal Law* (OUP, 2016) and Finlay's *Legal Practice in Eighteenth-Century Scotland* (Brill, 2015), all of which were supported by AHRC awards reported in REF2014. Rahmatian's *Credit and Creed* (Routledge, 2019) was supported by a more recent award from Nantes Institute for Advanced Study.

Two impact case studies are based on funded research (Chalmers and Leverick, CREATE). Other awards have led to impact e.g., Craig's AHRC funded project 'Researching Multilingually' has influenced Home Office decision-making policy about refugee status; Mair's Nuffield funded-project has influenced divorce law reform in England and Wales; Fletcher/Busby's Legal Education Foundation/Amnesty International funding enabled them to support Scottish civil society organisations dealing with Brexit.

**3.3 Infrastructure and facilities**

All staff and PhD students have offices in one of two buildings, a short walk apart. Both are close to the University Library, one of the UK's leading research libraries. We also have a subject-specific library and a research meeting room that can only be booked by the Unit (a flexible space for e.g., meetings, seminars/workshops). The University is constructing an Advanced Research Centre (ARC), opening in 2021 and housing 600 researchers (including PhD students), to encourage inter-disciplinary collaboration. CREATE will be part of the leadership of the ARC's Creative Economies theme, bringing together researchers in law, creative/cultural policy, digital humanities and immersive technologies. The ARC will have a strong public engagement mission; public areas will house research exhibitions.

The global pandemic has, of course, restricted access to some of our facilities. We have supported staff to work at home by arranging transfer of office equipment (e.g., computers, chairs), supplying additional equipment (e.g., wi-fi dongles with pre-loaded data allowances, webcams, headsets) and providing safe office space for those whose circumstances make it difficult to work effectively at home.

**3.4 Major benefits in kind**

As a result of significant legacy funding (the James and Grace Sutherland Fund), in 2018 the Unit launched the Glasgow Law Fellowship, which enables distinguished scholars to spend time in Glasgow, interacting with staff and PhD students. The 2019 Fellows were Dyzenhaus (Toronto), Ng (Melbourne) and Ripstein (Toronto). In 2015 the family of the late Lord Rodger of Earlsferry established an endowment to support Roman law/legal history, which funds the annual appointment of an Alan Rodger Postgraduate Visiting Researcher (three awards to date). The John and Mary Buchanan Travel Scholarships have funded overseas travel for PhD students in Commercial Law/International Private Law.

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

As a Unit, we feel a strong sense of civic responsibility. We undertake research driven by user needs, to the benefit of society, many examples of which are shown below. We do this at local and national level, but a priority in the current cycle was to strengthen our international focus, through collaborative projects and working for global social justice. This is very much a collective venture – we have helped ECRs to 'make a difference', as well as supporting experienced colleagues.



#### 4.1 Research collaborations, networks, partnerships

Over the review period, **52** colleagues were involved in collaborative research with academics from other institutions. We encourage collaboration, recognising that combining expertise enables complex societal problems to be addressed. We have supported collaborative work with our own funds and helped staff to access institutional support.

This has led to key successes. CREATE researchers, collaborating with nine European institutions, secured funding from the European Commission to develop an integrated policy approach to copyright in the EU digital single market. Geiss/Jokubauskaite/Olcay, collaborating with researchers from Freie Universität Berlin/University of Rosario (Colombia), obtained funding from the AHRC/German Research Foundation for the “Endless Conflicts” project, investigating how international law might promote an integrated humanitarian and development response to protracted armed conflicts. Farmer and Ó Floinn collaborated with researchers from Queen Mary, University of London/Law Commission of England and Wales to obtain funding from the Institute of Advanced Legal Studies to hold the 2020 WG Hart Workshop (postponed until 2021 due to the pandemic), which will bring together academics, lawyers and judges to address challenges of jurisdiction in criminal investigations and prosecutions.

Research collaborations have led to two impact case studies – Chalmers and Leverick (with Munro (Warwick) and social researchers from Ipsos MORI); CREATE (with multiple partner institutions). They have resulted in excellent outputs e.g., Sergakis’ collaboration with researchers from the University of Sapienza (Rome) was best paper at the 2019 European Academy of Management conference and his collaborative work with researchers from the Universities of Montreal/Trento informed the Ontario Securities Commission.

We have invested in long-term partnerships, such as the Radboud-Glasgow Collaboration Fund (most recently enabling a collaborative project on the establishment of the Permanent Court of International Justice) and the newly-established European Centre for Advanced Studies (with the University of Leuphana), which has already secured external funding for a collaborative project on the role of courts in conflict litigation.

We value the exchange of ideas with a diverse community of visiting scholars and offer financial support for this through the Glasgow Law Fellowship (section 3.4). Over the REF period, the Unit hosted **73** visiting academics from **25** countries (others were unable to visit due to the pandemic). Visitors are fully integrated into the research environment e.g., joining reading groups, giving public lectures, one-on-one meetings with doctoral students. We support our researchers to visit other institutions: **38** colleagues were visiting researchers at **64** different institutions outside Glasgow (**four** UK e.g., Oxford, LSE; **60** international e.g., Harvard, Sciences Po, Tokyo, Toronto, Yale). Most were funded by the host institution/external grants, but we have used institutional funding to support early career colleagues e.g., Devaney (Sydney); Lovat (McGill).

#### 4.2 Relationships with key research users

Building relationships with research beneficiaries is a strength of the Unit and vitally important to fulfil our civic responsibility to respond to societal challenges. Creating the law reform and public policy (LRPP) research group has helped to bring together people working in this area to pool expertise and offer support/advice.

We encourage colleagues to undertake research driven by user needs, whether local, national or global. Our policy of encouraging secondments – and their outcomes – was discussed in section 2.2.7. At a local level, the LRPP group has successfully developed relationships with key beneficiaries. These include the Scottish Government, with funded projects addressing challenges such as hate crime, wrongful conviction (Chalmers/Leverick impact case study) and child contact following domestic abuse. Other examples include Gill’s impact case study on improving complaints processes (with the Scottish Public Services Ombudsman) and Busby/Fletcher’s

Amnesty International/Legal Education Foundation project on Scottish civic society/Brexit (section 4.7).

Beyond Scotland, CREATE's AHRC Creative Industries Policy and Evidence Centre provides independent research and recommendations to aid development of policies for the UK's creative industries, contributing to their continued success. CREATE curates three globally leading digital resources: (a) [www.CopyrihtHistory.org](http://www.CopyrihtHistory.org) (with the University of Cambridge, awarded an Outstanding evaluation by the AHRC); (b) [www.CopyrihtEvidence.org](http://www.CopyrihtEvidence.org) (the most important reference point for accessing and disseminating copyright research findings); and (c) [www.CopyrihtUser.org](http://www.CopyrihtUser.org) (CREATE's impact case study). Gill's ESRC funded project Just Energy focussed on improving vulnerable energy consumers' access to justice (in five European countries/regions). Murdoch worked with the Council of Europe to combat ill-treatment of detainees and Geiss worked with the German Government/United Nations to address the problem of autonomous weapons systems (both are impact case studies).

We encourage colleagues to contribute to policy formation at local, national and international level and held training sessions for ECRs to help them build the skills and confidence to do this. **20** colleagues (mostly from the LRPP group, including several ECRs) provided, by invitation, oral evidence to Parliamentary or similar committees on **64** occasions, including the Bank of England, Council of Europe, European Parliament, German Parliament, House of Commons, House of Lords, Scottish Parliament and United Nations. One Unit member (Tomkins) is an MSP and has advised on how to contribute effectively to policy debates.

Unit members held key senior advisory roles over the REF period. Busby was a member of the Equality and Human Rights Commission Scotland, the Scottish Government's Employment Tribunal Stakeholders Forum and Scotland's Expert Advisory Group on the UN Convention on the Elimination of all Forms of Discrimination against Women. She was a member of the First Minister's Advisory Group on Human Rights Leadership and will take forward its recommendations as Chair of the Academic Advisory Panel to the National Taskforce for Human Rights Leadership. Mullen was Constitutional Adviser to the Scottish Parliament Constitution and Finance Committee. Tomkins was adviser to the Strathclyde Commission, a member of the Smith Commission (whose recommendations for devolution of powers to the Scottish Parliament were implemented in the Scotland Act 2016), Constitutional Advisor to the Secretary of State for Scotland and Legal Adviser to the House of Lords Constitution Committee. Sergakis was a member of the Oversight Committee of the Best Practice Principles for Shareholder Voting Research Providers, the proxy advisors' global industry group.

### 4.3 Wider contributions to the economy and society

**26** Unit members served on advisory groups or as consultants to review bodies, using research expertise to assist with law/policy reforms. As well as the examples in the impact case studies, beneficiary organisations included the Commonwealth Secretariat, General Confederation of Italian Industry, Governments of Belize and Greece, Italian Ministry of Finance, King IV Committee on Corporate Governance in South Africa, Law Commission of England and Wales, Ministry of Justice, Scottish Law Commission, Swiss Federal Department of Defence, UK Intellectual Property Office and World Pensions Council.

**29** colleagues used research expertise to design and/or deliver training to non-academic bodies as diverse as the British Transport Police, Citizens Advice Bureau, Bulgarian/North Macedonian judges, Council of Europe, Employment Tribunal judges, Equality and Human Rights Commission, Faculty of Advocates, Italian pension funds, Judicial College, Judicial Institute for Scotland, military officers and the Organization for Security and Co-operation in Europe. Unit members regularly deliver CPD seminars to Scottish legal practitioners.

In partnership with RebLaw, the Unit hosted the 2017 and 2019 RebLaw Conferences at Glasgow, bringing together lawyers and academics to explore how they might campaign, protest and advocate for rights in Scotland, using the law as a tool for social justice.



In 2019, to mark the centenary of the Sex Disqualification (Removal) Act 1919, Fletcher directed the project [100 Voices for 100 Years](#), creating a digital exhibition featuring oral histories of 100 women past and present with a connection to Glasgow Law School. An ongoing collaboration with National Archives Scotland has researched the inspirational stories of early pioneering women in law, holding a series of events and exhibitions, and focusing in particular on Madge Easton Anderson, a graduate of the University of Glasgow and first female lawyer in the UK.

The team's historical research resulted in the discovery of an image of Madge (above) and her picture – with an Andy Warhol style makeover – is displayed throughout the Law School and has featured in public engagement events in schools and more widely. The work has been described on Twitter as “inspirational”, “amazing”, “brilliant” and “wonderful”.



Two global law firms – Dentons and Ashurst – have sponsored the research, stating that it is an important part of their work around equality and diversity, helping to change culture and practices in their firms. Madge's story is being written up for the BBC – the scriptwriter testified that “[t]he current research has helped me write the treatment and will ultimately be a core element in my writing of the script”.

#### 4.4 Engagement with diverse communities and publics

The unit supported staff to participate in important public engagement initiatives including the ESRC Festival of Social Sciences (members of the LRPP group showcased their research on cohabitation) and the 2016 and 2019 Explorathons at the Glasgow Science Centre (showcased projects included CREATE's online copyright infringement tracker and [100 Voices for 100 Years](#)). In 2015, Craig and Fletcher led the Immigration Bail Observation project, engaging with Detention Forum Scotland and the Campaign to Close Campsfield, to produce a Guide to Supporting Detainees in Immigration Bail Hearings. In 2019, Mair and McCarthy launched the prototype of a board game, *Legally Wed*, designed to help public understanding of the law relating to marriage, with support from the ESRC Impact Acceleration Account Business Booster Fund.

**35** Unit members hosted seminars/workshops with non-academic participants, including civil servants, legal practitioners and MSPs. Aside from those already noted, these include the annual Gerald Gordon Seminar in Criminal Law (co-funded by the Clark Foundation and Faculty of Advocates – attended by legal practitioners and academics); Chadwick's 2017 workshop on the financialisation of the food system (attended by NGOs from the UK and Netherlands and winning the Socio-Legal Studies Association's Annual Seminar competition prize); and Jokubauskaite's 2019 workshop on stakeholder engagement in development finance (involving participants from international financial institutions and UN agencies).

#### 4.5 Contribution to sustainability of the discipline

The Unit's expansion has enabled it to contribute to the sustainability of the discipline by appointing 19 members of staff to their first lectureship over the REF period. Six were our own doctoral students (section 2.3.4), two previously held post-doctoral fellowships with us, and all remain in post at the end of the review period. Institutional funding for doctoral study has contributed to sustainability, with **29** students in the Unit in receipt of internal funding at UKRI levels over the review period (section 2.3.2).

#### 4.6 Support for and exemplars of interdisciplinary research

**Interdisciplinary research** has been fostered in a variety of ways including:

(a) Recruiting researchers from diverse disciplinary backgrounds – **14** members of the Unit hold an undergraduate degree in a subject other than law.

(b) Cross-disciplinary PhD supervision: over the review period **18** of the Unit's doctoral students were jointly supervised with other University departments (accounting and finance, classics, East European studies, education, history, information studies medicine, music, philosophy, sociology and urban studies). Support was provided for two of these via Lord Kelvin Adam Smith scholarships (section **2.3.2(b)**). Unit members have also contributed expertise as second supervisors to doctoral students in other departments, including film studies and psychology.

(c) Using the College Strategic Research Fund to develop funding applications drawing on other disciplines (e.g., Margoni/open science; Sergakis/economics and management).

Over the review period, **38** colleagues undertook interdisciplinary research projects with disciplines as diverse as creative arts, ecology and linguistics. We have made particularly strong links with business (organising collaborative events, most recently on the potential of financial regulation technology for business and regulators) and philosophy (via the [Glasgow Law and Philosophy Network](#), which runs a seminar series sponsored by Hart Publishing and has attracted RSE funding for a workshop series). A recent exemplar of inter-disciplinary collaborative research is the New Frontiers in International Development Finance network (involving Jokubauskaite). The combination of expertise from law, economics/finance, politics, sociology and geography informed the UN Special Rapporteur for the Right to Development on international development finance best practice, and the group's work was repeatedly cited in his report to the United Nations General Assembly.

The Unit's key exemplar of externally funded interdisciplinary research is CREATE (section **1.3.1(c)**). Other significant examples include:

- Chadwick and Solana: with business/management, research network on constitutions and markets (GCRF, 2019)
- Craig: with education, linguistics, sociology and the creative arts, "Researching Multilingually at Borders" project led by University of Glasgow College of Arts (one of the largest ever projects funded by the AHRC, 2014-2017)
- McCarthy: with education, philosophy and sociology, interdisciplinary network on collective worship in schools (AHRC, 2014-2015)
- Mair: with social policy (ESRC, "All Settled" project, 2013) (Nuffield, "Built to Last" project, 2016), on divorce law reform; with history, on religion in the law and constitution of Scotland (Humanist Society Scotland, 2016)
- Moncrieff: with an artist and architect, to develop new transdisciplinary research methods (Independent Social Research Foundation, 2020).

#### 4.7 Responsiveness to national and international priorities

Significant examples of **responsiveness to national and international priorities** include Fletcher and Busby's establishment of the **Scottish Universities' Legal Network on Europe** (SULNE) as a response to the Brexit referendum. SULNE was initially supported by the ESRC Impact Acceleration Account, which helped it secure ongoing funding from the Royal Society of Edinburgh and Amnesty International/Legal Education Foundation. This enabled it to hold four knowledge exchange seminars on the consequences of Brexit (in collaboration with the Scottish Parliament and Equality and Human Rights Commission) and provide 12 position papers, with independent advice for civic groups. It has produced eight Brexit videos and nine open access

briefings containing citizen-focused information for those affected by Brexit, helping them to navigate issues such as immigration status and employment rights.

Dukes' ERC funded **Work on Demand** project focuses on the rapidly growing 'gig' economy, in which traditional employment protections are notably absent. Part of the project involves fieldwork with participants and external stakeholders, aimed at identifying a new paradigm of employment protection for workers in this area.

We have responded to the challenges of the global pandemic, e.g., members of the LRPP group provided advice to the Scottish Government about safely resuming criminal trials; members of the GCILS secured funding from the ESRC IAA to examine how litigation could shape post-COVID decisions; members of the corporate and financial law group held a webinar with academics and practitioners to address debt sustainability and the preservation of financial stability.

#### 4.8 Wider influence, contributions to and recognition by the research base

Over the review period:

- **Editorships:** 14 colleagues were editors in chief of peer-reviewed journals, book series or yearbooks.
- **Editorial boards:** 28 colleagues were – in addition to those who were journal editors in chief – members of the editorial boards of 42 peer-reviewed journals.
- **Peer review of outputs:** 54 colleagues were peer reviewers for academic journals or monographs published by academic publishers.
- **Peer review of grant applications:** 33 colleagues peer reviewed grant applications for funding bodies including the AHRC, ESRC, ERC, European Commission, Leverhulme Trust and Nuffield Foundation.
- **Prizes:** ten colleagues authored outputs that won or were shortlisted for prestigious prizes including the Birks Prize for Outstanding Legal Scholarship (Cooper, Devaney, Iljadica), best article in the *Journal of Contemporary Roman Dutch Law* (Esser), the Mauro Cappelletti Prize for best doctoral thesis in comparative law (Pavlou), best paper prize at the 2019 EURAM Conference (Sergakis), SLSA Socio-Legal Theory and History Prize (Dukes, runner-up), *World Competition* Young Writers Award (Thepot); Gottlob prize for best doctoral thesis (Zysset).
- **Peer review colleges:** three colleagues were members of the AHRC Peer Review College (Farmer, Finlay, Godfrey); one was a member of the ESRC Peer Review College (Busby). Sergakis and Goldoni were members of the UKRI Future Leaders Fellowships Programme Peer Review College.
- **Learned societies:** Seven colleagues are fellows of learned societies (or similar): Chalmers (FRSE), Cooper (FRSA); Dukes (RSE Young Academy of Scotland); Farmer (FBA); Finlay (FRHistS; FSA Scot); Godfrey (FRHistS); Tomkins (FRSE). Tams and Chalmers were both members of the RSE Young Academy of Scotland.
- **Research degree examination:** 29 colleagues examined research degrees at 54 different universities (24 UK, 30 international).

We value these individual recognitions but, even more importantly, they are testament to the collegial, collaborative community of engaged research that has been, and is continuing to be, forged by the Unit. In this way, we contribute to the research base for civic, national and international society.