

Institution: University of Leeds
Unit of Assessment: 21 Sociology
1. Unit context and structure, research and impact strategy
<p><u>A. Unit context and structure</u></p> <p>This submission comprises the research activity (2013-2020) of the School of Sociology and Social Policy, Faculty of Social Sciences (FSS), University of Leeds. Founded in 1946, our School has a long and distinguished history. In 2021 we celebrate our Diamond Jubilee. Positioned in the Global Top 100 for our subjects (QS rankings), we are committed to research excellence, which we define in terms of <i>criticality</i>, <i>inclusivity</i> and <i>contribution</i> (academic and societal).</p> <p>As one of the largest UK academic communities focused on critical, sociological investigations, our research concentrates upon social identities, systems and practices, politics and policies, governance and resistance, from local to global levels. We analyse injustices and inequalities associated with gender, disability, 'race', religion, migration, social class, the generations and their intersections. We engage critically with technologies and social sustainability 'projects', developing and applying sophisticated approaches to the evaluation of social programmes. We are united in our concern for social inclusion, welfare and wellbeing - recognising social science's vital role in highlighting the impact of a complex, turbulent world upon 'vulnerable' populations.</p> <p>Our School Research and Innovation Strategy is developed by our Director of Research and Innovation (DoRI) in consultation with the School, our Research and Innovation Committee (RIC), Head of School and our Faculty Pro-Dean for Research and Innovation. We submit our research plans to the Faculty RIC for discussion and integration within an overall Faculty Research Strategy. The latter is reviewed by the University Executive Group during an Annual Integrated Planning Exercise. Our School-level RIC meets regularly (10 times per year), monitoring progress against our plans and helping to determine ways to enable, enhance and sustain research, impact and knowledge-exchange (KE).</p> <p>Our 'Research Expectations' document, developed by our DoRI in the same consultative manner, is aligned to University and Faculty benchmarks, providing guidance to colleagues when formulating their academic plans. It provides a cultural reference point regarding the activity normally expected of us as researchers, calibrated by career-stage, personal and other circumstances. It reflects our commitment to disseminate the tacit knowledge(s) that facilitate research activity and success. Such knowledge circulates unevenly across academia. We are keen to ensure that 'equality, diversity and inclusion' cohorts and early career researchers, in particular, can access this knowledge. Our 'Expectations' document emphasises cooperation – that we rise and succeed <i>together</i>. It outlines the various and valued ways colleagues can and do contribute to the achievement of our research objectives, reminding us that we can expect support to achieve our academic plans. It affirms the commitment of our Senior Management Team to implementing a responsive and creative approach to supporting researchers.</p> <p>Colleagues are encouraged to build impact into their research wherever appropriate. All Category A Staff are afforded time for impact activities and KE. The School provides seed-corn funding, enabling researchers to develop partnerships with non-academic stakeholders. Impact Champions and a Faculty Knowledge Transfer & Impact Officer identify avenues for and support the achievement of social impact.</p> <p>We maintain high ethical research standards, in line with the Code of Ethics of the International (ISA), British (BSA) Sociological Associations and UK Social Policy Association. Well-established institutional culture and support mechanisms, determined by the University's Concordat to</p>

Support Research Integrity, promote principles of honesty, rigour, transparency and open communication, care and respect for research participants.

Highlights of our achievements during this REF period include:

- **£5.6M external research funding;**
- **170+ new awards from 32 funders;**
- **Quadrupling** funding-capture from industry sources;
- **11 prestigious Postdoctoral Fellowship Awards;**
- Interdisciplinary and international collaborations: **47 Visiting Scholars** and **11 Visiting PhD researchers** from **26 countries**; output co-authors from **25 disciplines** and **20 countries**; involvement in **3 large, EU-funded, European research networks**;
- Publication of **20+ books, 6 edited collections, 190+ peer-reviewed journal articles, 55+ book chapters** and **15 significant research reports**.

Inspired by the Budapest Open Access (OA) Initiative and supported by Open Research Leeds, we extend the reach of our research beyond academia. We deposit (subject to ethical and legal requirements) research data in suitable repositories issuing a persistent identifier and able to preserve data in perpetuity. Via our ESRC-funded Timescapes Initiative, we have pioneered the preservation and sharing of qualitative longitudinal data. This repository, developed with the UK Data Archive, is open to inter/national researchers. We use the self-archiving Green OA White Rose Research Online repository to share our publications. Since 2013, colleagues have launched one new OA periodical (*International Journal of Disability and Social Justice*) and taken a second into this realm (*ReOrient*). We support the BSA's free-to-access *Sociological Research Online*, providing in-kind funding of one day per week time for its Chief Editor (Hughes).

Research activity in the School congregates around five 'Centres' (see Table 1), which drive research, develop a critical mass of researchers and expertise and build reputation around our intellectual agendas and research strengths. All Category A staff are members of one or more Centre. Exchange of ideas between Centres, development of joint research projects, events and co-supervision of postgraduate researchers (PGRs) prevents the formation of sub-field 'silos'.

Table 1

Centre	Focus
Bauman Institute (BI) Director: Favell	Inspired by the legacy of Professor Zygmunt Bauman at Leeds, developing critical/social theory perspectives on alternative futures for economies, arts, populations, mobilities and democracy.
Centre for Disability Studies (CDS) Joint Director: Beckett	Globally-renowned centre in its field and pioneer of research into disability as a form of social oppression. Developing interdisciplinary perspectives on equality and social justice for disabled people and building inclusive societies.
Centre for Ethnicity & Racism Studies (CERS) Director: Demir	Exploring decoloniality and anti-racism, diaspora and migration and Islamophobia. Bringing racism, ethnicity and migration into conversation.
Centre for Interdisciplinary Gender Studies (CIGS) Director: Throsby	Interdisciplinary research into gender and feminist scholarship.
Centre for Families, Life Course & Generations (FlaG) Director: Irwin	Examining socio-economic inequalities and interplay of social experience and social change for families, intergenerational relationships and across the life course.

All are interdisciplinary Centres, with members from across the University. The CDS has two Directors, one from the School of Sociology and Social Policy and one from the School of Law – underlining the Centre’s interdisciplinarity.

Centre Directors are members of our RIC and PGR Committee helping to shape, monitor and realise the School’s Research and Innovation Strategy.

B. Research and Impact Strategy

i. Evaluation of achievements against 2013-2020 Strategy (set forth in REF2014)

Between 2013-2020 we revised our research orientation to become a leading source of and home for *critical sociologies*, with a global footprint. This informed our decision to return to the Sociology Unit of Assessment. Our research has challenged conventional wisdoms among disciplines and publics, helping to shape scholarly and public debates and transform policies, programmes and practices across public, private and third sectors.

The following mechanisms and/or initiatives supported these achievements:

- *Revitalising our School Research Culture*: greater dialogue has been fostered between Centres, to counter over-specialisation and encourage cross-fertilization of ideas; we established a well-attended, weekly **Research Seminar Series**, at which external speakers and School researchers (including PGRs) present their work;
- *Investing in three University Academic Fellowships (UAFs)*: we participated in this structured five-year development programme for early-career researchers (ECRs) identified as future leaders (Allen, Barbulescu and Wallace were appointed via this scheme);
- *Investing in Research*: all Category A staff have received at least one day per week for research and have conference allowances. Centres are financed from our core funds, with Directors afforded half a day per week to undertake their roles;
- *Enhancing Internal Review Processes*: we have established a Research Funding Application Review Group for the School; robust and supportive Faculty and Central University peer-review processes have also been introduced;
- *Continuing Diversification of Funders*: we have approached a diverse range of funders, receiving support from thirty-two bodies (**37% Research Councils; 24% EU funders; 22% UK Charities; 12.5% UK Government; 3% Industry; 1.5% Other**);
- *Working for Positive Change*: we have been agentic, collaborating with catalytic individuals and organisations concerned with social justice and sustainability.

In the forward-looking section of our **REF2014** submission we identified three research and impact objectives for the current REF period (2013-2020). Objective 1 was the primary goal, facilitated by Objectives 2 and 3. We met these objectives, mostly as envisaged, but also in additional ways as we responded to events unfolding during this period e.g. deepening of austerity in UK post-2014, 2015 Europe migration/refugee crisis and social/cultural/economic consequences of Brexit and Covid-19.

2013-2020 Objective 1 was to extend our research focus from social injustice towards social sustainability. Our work in this period was informed by a ‘strong definition’ of social sustainability, understood as entailing: (a) opportunities for all to participate in, and benefit from, the economic, political, civil, social and cultural life of communities; and (b) guarantee of rights in these spheres. We explored the practices, institutions and systems needed to create and sustain communities that are *diverse, inclusive, equitable* and *democratic*, ensuring the wellbeing of all.

Globally, population health and flourishing, together with intergenerational equity, are major frontiers in social justice and sustainable futures. These were the focus of **CIGS** and **CDS** projects that: interrogated the concept of 'healthy lifestyles', politics of food and its lived inequalities; evaluated the effectiveness of (a) programmes to improve maternal and child health in Nigeria and (b) UK-based initiatives to improve health and mental wellbeing amongst older people and patients with Multiple Sclerosis (MS).

FLaG projects linked to the Timescapes Archive tracked the lives of young fathers as austerity deepened, exploring the impact of men's insecure work trajectories on their familial and social relationships. This programme of research considered how the needs of vulnerable families might be met, sustainably, and their experiences of key public services improved. **CIGS** researchers explored how participation, rights and wellbeing for people of all genders are vital to achieving 'sustainable futures' and critiqued the constraints imposed by power relations and gender norms. **CDS** research monitored progress towards achieving human rights for disabled people across Europe (see **UoA21 REF3 CS 3 'Mainstreaming Disability Equality'**) and beyond.

CERS researchers considered how diverse communities retain and respect cultural differences amongst their members, to live together well. The 'Anti-Islamophobia Toolkit' Project reviewed dominant anti-Muslim narratives and compared the efficacy of prevailing counter-narratives to Islamophobia within eight EU member states (see **UOA 21 REF3 CS 1 'Countering Islamophobia'**). Work on migration refined our understanding of how, despite rising anti-immigrant sentiment, 'receiving' societies accommodate migrant communities, provide non-citizens with rights and transform citizenship. The 'Commission on Diversity in the North', co-ordinated from the School, considered the impact of the UK's EU Referendum on the post-War vision of Britain as an open, diverse, multi-racial society. This laid foundations for the 'Northern Exposure: Race, Nation and Disaffection in "Ordinary" Towns and Cities' Project, investigating Brexit's impact on/in Northern communities. From 2016 CERS colleagues developed a research programme allowing them to track the impact on social sustainability of the UK's withdrawal from the EU Social Model.

Building on the School's leadership of the University's 'Building Sustainable Societies' initiative (2011-2015, bridging two REF periods), **BI** research included thought-experiments and critical appraisal of the community-building potential of Mega-events, 'imaginaries of aspiration' and role of cinematic-imaginings in creating new principles of hope. They explored the: (a) potential of crowdfunding to finance socially-beneficial and sustainable public infrastructure projects; (b) role communities play in energy development and whether the private sector can contribute to local collective resilience; and (c) growth in 'prosumers' – people who produce and consume energy from renewable sources - asking how this trend might be maintained, citizen participation and inclusion safeguarded, via business models, market regulation and energy policies (see **UoA 21 REF 3 CS 2 'New Model of Finance'**).

Closely-connected work by **FLaG** researchers analysed: (a) Social Impact Bonds ('pay-for-success' financing), assessing their effectiveness in tackling entrenched social problems (health issues, homelessness, youth unemployment); and (b) ethical food practices and their implications for environmental as well as social sustainability.

2013-2020 Objective 2 was to consolidate and extend our methodological expertise. Our researchers advanced the state-of-the-art in realist methods. By focusing on context and actor-reasoning they showed how it is possible to gain a sophisticated understanding of context/causal mechanism(s) resulting in particular outcomes (desired or otherwise) in social programmes. They advanced the craft of interviewing in realist evaluation and realist synthesis as a mode/l of empirical research. Their work inspired others in the School to integrate elements of realist methods into their research, to understand *what works, for whom, in what contexts and how* in

relation to social interventions. This transfer of methodological expertise is most evident in **CDS** research, where realist approaches informed evaluations of the effectiveness of sex-offender programmes for people with learning disabilities and sports-based programmes designed to challenge dis/ableism.

As envisaged, we built capacity for deploying mixed methods approaches, strengthening quantitative expertise in the School via a new post (Lectureship) linked to the University of Leeds Q-Step Centre. Hughes's award as National Centre for Research Methods (NCRM) Fellow cemented **FLaG's** position as a centre of excellence in Qualitative Longitudinal (QL) Research Methods and the Timescapes Archive as a NCRM *Centre Partner*. New appointments brought expertise to the School in visual and media studies methods (**CERS**) and autoethnography (**CIGS**).

2013-2020 Objective 3 was to collaborate in developing interdisciplinary responses to new Global Challenges. This goal has been facilitated by enhanced leadership and support in this area at the University level, led by a Dean for Interdisciplinary Research and team. Further, the Leeds Social Sciences Institute (LSSI) provides support for impact activities and large interdisciplinary grant applications in the form of a dedicated Research and Innovation Development Manager.

Since 2013 colleagues have been involved in research projects and co-authored outputs with scholars from **25+** disciplines across the social sciences and STEAM. They have led the sociological dimension of these projects, positioning sociological theories and methodologies at their core. Much of this research has been *transdisciplinary*, with knowledge-production evolving from dynamic tension between different disciplinary perspectives and those of non-academic stakeholders and experts. Example projects include:

- **CRIMSON** (CDS Project, MS Society-funded, Principal Investigator, Manzano): researchers from Medicine and Sociology, practitioners from the MS Society and those living with MS co-produced research to understand patient decision-making on treatments and design information tools to support patients in this process;
- **PROSEU** (BI Project, EU-funded, Davis as Working-Group Leader): researchers from Ecology, Engineering, Finance, Accountancy and Sociology, plus Local Authorities, NGOs and Non-Profits worked to find ways to enable mainstreaming of the renewable energy prosumer phenomenon (**see UoA 21 REF3 CS 'New Model of Finance'**);
- **COST Action LUDI** (CDS Project, EU-funded, Beckett as Working-Group Leader 2014-17): researchers from Psychology, Health Sciences, Sociology, Education, ICT, Design and Engineering worked with disabled people's organisations, NGOs and toy companies to forge a new agenda for innovation to ensure disabled children's (UN CRC Art 30, CRPD Art 31) right to play.

ii. Post-2020 Research and Impact Strategy

Moving forward, we will build upon our achievements in the current REF period. Our research will be informed by our **School Mission** to foster and deliver research excellence, understood in terms of *criticality*, *inclusivity* and *contribution*. We will elaborate a sociological imagination for a post-disciplinary academy, nurturing critical, creative and rigorous research underpinned by intellectual pluralism and academic freedom. At a time when the world faces environmental, health and geopolitical instability, the School will continue to be a productive space for discussing matters of pressing social concern - local to global - and imagining better futures.

We have determined a set of **Strategic Objectives** that will help co-ordinate our efforts and drive a value-based approach to research activity, as follows:

Post-2020 Objective 1: aligned with the University of Leeds's Vision and Strategy 2020-30, our research will be challenge-led, focusing upon:



Understanding the Making of Majorities: we will interrogate the formation of national majorities – the normative and demographic centre of contemporary nation-states – by exploring the entanglements of ‘racism’, patriarchy, heteronormativity, ableism and class in the construction of majorities and their occurrence in societies that span the ‘West and the Rest’. We will seek to understand the impact of these entanglements on people’s lives, dignity and wellbeing, especially in those border and contact zones where cultures meet and grapple with each other.



Engaging Critically and Constructively with Social Innovation: we will develop a distinctive, critical, sociological approach to social innovation. We will articulate this as a new version of the older question, core to sociological thinking, about how we might study society in ways that allow us to see into, through and around it, ultimately getting *beyond* to imagine future conditions that are desirable and possible. We will consider the role

of sociology within *post-disciplinary* initiatives for positive change. Working with public, private and third sector partners, we will investigate new approaches to meeting social needs and managing crises in the face of interconnected ‘mega-trends’ including: global pandemics, climate change, a shifting balance of global economic power, challenges of/to governance, ageing societies, movement of peoples, rapid urbanisation and growth of digital economies.

Two 5 year ‘**Projects**’ (formalised, collective endeavours involving writing and research projects, symposia and public events, impact and KE activities, workshops and training for early-career researchers), each with a Scientific Director, will provide the organising framework for our engagement with these challenges.

Post-2020 Objective 2: We will consolidate and extend our methodological expertise by establishing infrastructure bringing together our resources (e.g. Timescapes Archive) and expertise in realist and emancipatory methodologies, qualitative longitudinal research, archiving and secondary analysis of longitudinal qualitative data and quantitative methods. We will develop innovative ways to: (a) conceptualise and implement transdisciplinary, even ‘post-disciplinary’ methodologies; (b) disseminate resulting knowledge to the research community.

Post-2020 Objective 3: we will engage in Public Scholarship. Social research has an important role to play in an age which is data-rich and analytically-poor, when publics are vulnerable to disinformation and/or information-overload, neither of which are helpful in the process of deliberation over our collective futures. We will engage as social commentators, creating opportunities for publics to engage with and learn from our research and expertise in new, accessible ways, in diverse spaces. We will build on the success to date of our Northern Notes Blog (launched 2019) as a communication platform.

The following *Guiding Principles* (see Table 2) and *Facilitators* (see Table 3) will help us to achieve our post-2020 Mission and Objectives:

Table 2

Guiding Principles
Criticality: we will articulate our critical sociologies in ways that facilitate dialogue between disciplines, preparing and positioning ourselves to be at the forefront of University-wide initiatives to address Global Challenges.
Inclusivity and Internationalisation: we will explore and exploit the creative synergies afforded by contacts with a diverse world, contributing to the de-Westernization of knowledge and co-production of transnational knowledge in our fields. We will employ digital technologies to enhance our global footprint, whilst lowering our carbon footprint.
Contribution: we will continue to focus on generating academic and social impact from our research, supporting each other and our students to be/become 'change-makers'.

Table 3

Facilitators
Funder diversification: we will work with international contacts to develop applications to binational funding schemes (target countries to include: Bangladesh, Brazil, Canada, Germany, India, Taiwan and USA). We will grasp opportunities afforded by bilateral agreements established by the LSSI with corresponding institutes at the Universities of Queensland (Australia) and Buenos Aires (Argentina), by School-level Memoranda of Understandings with the Universities of Malta, Nanjing (China) and Punjab (Pakistan) and by the University's International Collaboration Fund.
Collaboration: We will maintain and enhance our engagement with White Rose and Northern 8 Partnership initiatives. Biannual 'Stakeholder Forums' will inform our research agendas. We will explore how we might work with NEXUS (the University's community of business innovators, including social enterprises) to translate our research into products or services of <i>social</i> value.
Communication: We will encourage and facilitate creative approaches to communicating our research and raising its profile. Colleagues will receive training as required. We will maximise on the potential of the 'Policy Leeds' initiative – a new mechanism developed by the LSSI to be a focal point for policy-facing research at the University and hub for fostering communication with policy communities.

Finally, key to achieving our mission and objectives will be our *Research and Innovation Infrastructure*. Two new roles are being introduced (2021): Deputy DoRI (Income and Infrastructure) and Deputy DoRI (Culture and Infrastructure). Our DoRI and Deputies will form the School's Research Leadership Team, working together to maintain and enhance existing structures and introduce new components as follows (see Table 4):

Table 4

Research Infrastructure Component	Maintain & Enhance	Introduce
Mentoring and Coaching	✓	
Continuing Professional Development	✓	
Innovation Events (e.g. pitch-to-peers, sandpits)	✓	
Research Funding Application Review Process	✓	
Open Science Strategy	✓	
Research Seminar Series	✓	
Enhanced Engagement with University's Challenge-Led Research Initiatives (see REF5a)		✓
Public Scholarship Action Plan		✓
Stakeholder Engagement Activities		✓

2. People***i. Staffing Strategy and Staff Development***

During this period, our staffing strategy has ensured that our staff weighting is sufficient to maintain and enhance our historical strengths, in a context that is ever more sociologically and epistemologically global. We will maintain this approach, focusing upon recruiting researchers to increase our research intensity.

Including assistant researchers on funded projects, we sustain a critical mass of research staff in the region of forty, plus seven Professors Emeriti. We envisage this number increasing by 10-15% over the next five years through investment posts (Senior and ECR) and increased research activity.

Since 2013 a number of staff have left (retirements and new positions) and we have recruited three Professors, two Associate Professors and six ECRs. We have balanced external appointments with internal staff progression, demonstrated by four promotions to Professorial level. This submission includes the work of: eight professors (four women, four men); twelve Associate Professors/Readers (seven women; five men); eight lecturers (four women; four men); and three University Academic Fellows (two women, one man). We have welcomed eleven Post-doctoral Fellows (funded via ESRC, Leverhulme, Marie Curie Sklodowska and Wellcome). An example of the latter is Palmer, who we have supported to transition from doctoral studies, to Teaching Fellow to his current position as Leverhulme Early Career Fellow within the School.

The School endorses the objectives and philosophy of the *Researcher Development Concordat* (University of Leeds is a signatory), recognising that career-development is a mutual responsibility of employer-employee. All colleagues are provided with career and skills development opportunities. They are offered mentoring at induction and, after completing probation, participate in an Annual Academic Meeting (AAM) and Staff Review and Development Scheme (SRDS) meeting with senior colleagues. In future, the School's 'Research Expectations' Document will provide a reference point during these discussions. AAMs are a supportive space for celebrating successes and discussing areas for development, plus consideration of an individual's academic plan. The SRDS meetings provide colleagues with the opportunity to discuss aspirations and training needs, which can be met by the University's Organisational Development and Professional Learning Unit (OD&PL) or alternative providers. For those with line-management responsibility, an annual review of performance against the University Leadership and Management Standard (in the context of the University's core values) is routine.

Research workloads: all Category A staff are allocated a day per week for research (School-funded), to which externally-funded research time is added.

Research/er investment: we reserve an additional workload 'budget' for research investment, enabling us to allocate additional time to colleagues (up to half a day per week) to achieve priority activities. This is allocated annually, fairly and transparently. Category A staff can apply for seed-corn funds from the School, to develop research concepts/ideas or partnerships.

Research leave: all Category A staff can apply for a semester-long research leave every seven-eight semesters. Applications are subject to peer review of an outcome-based research plan and report on previous research leave. Since 2013, twenty-two colleagues have had research leave. ECRs are encouraged to apply for the annual Rockefeller Foundation Fellowship, which funds overseas travel to develop research collaborations. Since 2013, six colleagues have benefitted.

Researcher development: traditionally, the DoRI initiates mentor-mentee arrangements for colleagues at all career-stages. These arrangements may last years, or shorter periods to support a colleague with a particular research activity or in a new role. Our new Deputy DoRI (Culture and

Infrastructure) will assist our DoRI with enhancing mentoring and coaching within the School, encouraging uptake of opportunities provided by the University's OD&PL team and facilitating engagement with University initiatives such as the Crucible Programme for ECRs (see **REF5a**). Our Research Leadership Team will work with Centre Directors to foster a culture of continuous professional development.

ii. Equality and Diversity

We are committed to attracting, developing and retaining a diverse and talented staff-base able to build on the School's research strengths and support its Mission and Objectives. When recruiting staff we welcome applicants from diverse backgrounds, including disabled people, LGBTQ+ and minority ethnic groups. The School currently comprises researchers from **12 countries** – a more international community than at REF2014. Maintaining and growing a diverse staff-base is important to us - it provides the resources for developing a global outlook and inclusive approach in our teaching and research.

Our Staffing Strategy is informed by a drive for excellence and research intensity, underpinned by an ethic of care. Disabled staff are supported via Access to Work or reasonable adjustments. We facilitate phased returns to work from illness, flexible working and reduced hours where beneficial to the wellbeing of staff. We participate in Athena Swan as one way, amongst others, to ensure that we advance the careers of women and equality, representation and success for all. The Faculty of Social Sciences was awarded Athena Swan Bronze (2020).

We encourage our staff to participate in initiatives designed to foster inclusivity in the University and HE sector. **CDS** colleagues supported the University's Equality Policy Unit to develop the University's Disability Equality Framework. We have engaged in the national 'Why is My Curriculum White?' Campaign and colleagues led related initiatives at the University. The Book *Building the Anti-racist University* (Routledge, 2018) was the culmination of work of **CERS** colleagues. The **CDS** co-sponsored the 2018 'Ableism in Academia' national conference, which explored the challenges faced by disabled, chronically ill and neurodiverse staff in HE. This event began to shape a policy-facing manifesto for improving access and inclusion in the sector.

iii. Research Students

Our doctoral researchers (henceforth PGRs) are valued members of our community, adding to the richness of our research culture. We want our PGR graduates to work creatively and flexibly across diverse intellectual contexts and challenges. Thus, whilst they are all aligned to one of our Centres, providing a supportive peer-group and sense of belonging, they are encouraged to engage with other Centres and regularly do so.

We are supportive guides to our PGRs on their PhD journey, helping them to achieve their potential. We encourage them to generate impact from their research and become 'change-makers'. The training we provide equips them with the knowledge, skills and confidence to become the next generation of globally competitive researchers.

Of the sixty students who completed their PhD since 2013, around half have continued into research careers. Example PGR alumni and their positions at the time of submission include:

- Bolaji Balogun (2020) Leverhulme Early Career Fellow, University of Sheffield.
- Leah Burch (2020) Lecturer, Liverpool Hope University.
- Katucha Bento (2019) Lecturer, University of Edinburgh.
- Kathryn Gudmunson (2019) Senior Policy Analyst, British Columbia Ministry of Health.
- Maria Victoria Gauci (2018) Lecturer, University of Malta.
- Katie Markham (2017) Research Associate, Newcastle University.
- Remi Joseph-Salisbury (2016) Presidential Fellow, University of Manchester.

- Yana Manyukhina (2016) Research Associate, University College London.
- Deborah Fenney (2015) Researcher, The King's Fund.
- Ruth Patrick (2015) Lecturer, University of York.
- Angelica Pesarini (2015) Lecturer, New York University-Florence.
- Kate Brown (2013) Senior Lecturer, University of York.
- Leon Sealey-Huggins (2013) Assistant Professor, University of Warwick.

Key figures: Between 2013 and 2020 we have welcomed **106 PGRs**, of whom

- 65 women, 41 men;
- 63 home, 34 international, 9 EU;
- 17 disabled students.

At the point of submission there are **90+ PGR students** (over 60 FTE) in the School. Our messaging on PhD opportunities is clear: we welcome and support students from diverse backgrounds.

Since 2013 there have been **70+ PhD completions**. The average number of completions per year holds steady at just over 10 per year (as at REF2014).

Scholarships and awards: our PGRs have received **46 competitive scholarships/awards**.

- 22 ESRC Studentships;
- 12 University Scholarships (4 international);
- 12 awards from international funders in Algeria, Brazil, Chile, China, Japan, Mexico, Saudi Arabia, Thailand and Turkey.

The prestigious ESRC White Rose Doctoral Training Partnership (WRDTP) is the second largest in England, providing critical mass for funding, training and support. The partnership funds Pathway & Interdisciplinary Awards (50% funded by WRDTP and 50% funded by School). We have secured six such awards since 2013. Colleagues can apply for Network Awards (100% funded by DTP and White Rose University Consortium) and WRDTP Collaborative Awards (100% funded by DTP) to provide PGR scholarships. We have obtained two Network awards and two collaborative awards since 2013.

The **CDS** secured two Marie Curie Sklodowska Early Stage Researchers as part of the 'Disability Advocacy Research in Europe' (DARE) Initial Training Network. These Fellows are registered for PhDs and will work with partners Lumos Foundation and European Disability Forum.

Moving forward we will be even more proactive in seeking scholarship funding, especially from industry sources and organisations e.g. Association of Commonwealth Universities.

Institutional support: the Leeds Doctoral College coordinates all PGR support services and opportunities at the University, runs drop-ins, training sessions, seminars and events including the annual Doctoral College Showcase. All PGRs are members of the FSS Graduate School, which works closely with staff across faculty to develop and implement initiatives for PGRs. Disabled students are well-supported by the University's Disability Services. New investment has delivered a comprehensive online Graduate Record of Achievement and Development (GRAD) system to facilitate individual training needs analysis, supervision records and progress review. The WRDTP hosts events for all PGRs from the participating institutions. FSS Graduate School and LSSI work with the WRDTP Research Support Team, identifying strategic training and support opportunities. Since 2017 we have provided the Director of Advanced Qualitative Methods Training for the WRDTP (Emmel then Manzano). In a recent ESRC mid-term review of the WRDTP the quality, reach and extent of advanced qualitative research training was positively noted. The School leads the University's MA Social Research (Interdisciplinary), providing ESRC-recognised research training for 15 Schools across the University.

School provision: our Director(s) of PGR oversee all PGR matters and have administrative support. They Chair our PGR Committee, which oversees School support for PGRs and includes PGR representatives. All PGRs have at least two supervisors - F/T students receiving a minimum of ten supervision meetings per year.

An enhanced PGR induction process begins with an initial two-day event, followed by a year-long series of workshops, supporting the PhD journey and covering all aspects of the PGR experience. Centres support their PGRs to run events e.g. **CERS-supported** 'Challenging Academic Debates: Situating Decolonial Science, Art and Faith in the Syllabus' Conference (2018) and the **CDS-supported** 'Disability Studies: Past, Present & Future' Conference (2019). Further, students from different Centres have collaborated to run events, e.g. **CERS, CDS and CIGS** students ran the 'Challenging Academic Debates: Decolonizing Knowledge Production' Conference (2017). These events have attracted delegates from the UK and internationally.

Records of meetings, annual audits of training needs and bi-annual progress reports are monitored via the GRAD system. The School's methodological expertise provides capacity for training in all aspects of social science methodologies, including Masters-level modules, specialist events (such as Masterclasses in Academic Writing) and in-house workshops on ethical review and Year 1 milestones. All students receive the same high-quality supervision, training and support, irrespective of funding source. All PGRs have access to dedicated office space, computing facilities and an annual conference/research allowance from core School funds.

PG Culture and Career Development: our PGR community is international and inclusive. We are proud that amongst our PGRs are students who joined the University of Leeds via our Foundation Degree in Social Science (for students without the usual entry requirements, many of whom are mature students and from widening participation backgrounds). The Faculty Annual PGR Conference supports the development of academic-paper presentation skills. Our Research Seminar Series provides regular opportunities to engage with the School's research and that of external speakers and for PGRs to present their work-in-progress.

PGRs have access to a subject specialist in the University Careers Service and a Work Placement Officer within the School. They are encouraged to gain paid teaching experience leading undergraduate seminars. They receive in-School mentorship on research-led teaching from the Teaching Assistant Co-ordinator and are encouraged to attend the 'First Steps in Student Education' Programme run by OD&PL.

PGRs present papers at inter/national conferences and publish. Since 2013, our PGRs have published in e.g. *BMJ Global Health*; *Disability & Society*; *Ethnic & Racial Studies*; *European Journal of Social Theory*; *Journal for the Theory of Social Behaviour*; *Journal of Chinese Governance*; and *Journal of Education Policy*. They have engaged in impact/KE activities. For example:

- **CIGS** PGR Ben Vincent's research-informed book *Transgender Health: a Practitioner's Guide to Binary and Non-Binary Trans Patient Care* (Jessica Kingsley, 2018), provided medical/healthcare professionals with guidance on excellent care for diverse patients;
- **CDS** PGR Leah Burch contributed to the BBC Journalist Nick Cassidy's documentary on Disability Hate Crime (2019);
- **FLaG** PGR Chong Liu advised Marie Stopes International, China, on the development of their *Guidelines for Fundamental Sexuality Education* (2019).

Other successes in this period include PGRs writing for media outlets (e.g. *Open Democracy*, *Baltic Worlds*, *Muslim News* and *Discover Society*). Remi Joseph-Salisbury won the 2019 *BSA Philip Abrams* prize for his book 'Black Mixed-Race Men: Transatlanticity, Hybridity and "Post-racial" Resilience' (Emerald), based on his PhD (2016); and Daniel Edmiston (now a colleague in

the School) won the 2019 SPA *Richard Titmuss Book Award* for: 'Welfare, Inequality and Social Citizenship' (Policy Press), based on his PhD (2015).

Post-2020 PGR Strategy: we will enhance PGR experience and training by introducing 'PhD Pathways' run by Centres. Students will attend regular reading-groups throughout the year in order to gain breadth and depth of knowledge of those texts considered 'highly significant' within their respective fields.

We will introduce a new programme for identifying and supporting applicants for Postdoctoral Fellowships; and a Visiting Research Fellow Scheme, providing recent doctoral graduates who are 'independent scholars' with a year of ongoing affiliation and mentorship. Our goal is to help facilitate their progress into research careers.

3. Income, infrastructure and facilities

i. Research Income: our research income 2013-2020 was £5.6 million. Highlights include:

- Priestley's (**CDS**) Scientific Leadership of the EU Commission's Academic Network of European Disability Experts (ANED) - a decade-long €6.6M research network of 35 country partners (for which the School received £300k in this REF period) (**see UoA21 REF3 CS 3 'Mainstreaming Disability Equality'**);
- Law and Sayyid's (**CERS**) leadership of the £519k Marie Curie-funded project 'Countering Islamophobia' (see **UOA 21 REF3 CS 1 'Countering Islamophobia'**);
- Favell's (**CERS/BI**) £728k ESRC-funded project 'Northern Exposure: Race, Nation and Disaffection in "Ordinary" Towns and Cities after Brexit';
- Professor Emerita Neale's (**FLaG**) leadership of the £568k ESRC-funded project 'Following Young Fathers: the lived experience of young fatherhood' (concluded 2015).

We are proud that, collectively, our ECRs have been awarded over £1M in grants. Example projects include:

- Anna Tarrant's **Leverhulme Trust Early Career Fellowship:** 'Men's experiences of family life and multiple care responsibilities in low income families' (2014-16);
- Greg Hollin's **Wellcome Research Fellowship in Humanities and Social Science:** 'Hard Knock Life: Negotiating Concussion and Dementia in Sport' (2018-21);
- Jack Palmer's **Leverhulme Trust Early Career Fellowship:** 'Zygmunt Bauman and the West: Exile, Culture, Dialogue' (2018-21).

ii. School Infrastructure: in addition to the research and innovation infrastructure discussed in **Section 1 (B ii)**, at the end of the last REF period the physical infrastructure of the School was improved, with a major refurbishment. During this REF period we have benefitted from this multi-million pound investment, which provided us with a new space to host events e.g. our Research Seminar Series. A bespoke PGR suite significantly improved the PGR workspace and bringing our doctoral students together enhanced their group spirit and collaboration. A new staff room has offered a communal space for 'time-out' from busy work schedules – vital for wellbeing.

In terms of e-infrastructure, the School is well-supported by the University's IT Services, who provide data and computing systems and our communication network. IT Services offer a wide array of research software for the social sciences (including, but not limited to SPSS, NVIVO Plus, Jisc Online Surveys and data visualisation tools). The School is connected to the Leeds Institute for Data Analytics (LIDA), which provides physical and IT infrastructures, to raise the bar in standards of data quality, access, protection and exploitation. This is a connection that we will be seeking to enhance.

iii. Facilities: the University of Leeds has one of the largest and best-resourced research libraries in the UK. We have a dedicated Librarian and invest annually in purchasing additional texts and library resources. Researcher@Library teams help staff and PGRs with open access, literature searches, finding and managing information and provide relevant training. The Research Hub, in the refurbished (2017) Edward Boyle Library, is a space for researchers and postgraduates, facilitating individual and group working. The Library Special Collections supports our research specialisms, hosting (longstanding) the Feminist Archive North and, since 2013, the Janina and Zygmunt Bauman Archive. Special Collections assisted **BI** researchers to prepare three collections of Bauman's lesser-known and hitherto unpublished writings, to be published by Polity Press – the first, entitled 'Zygmunt Bauman. Culture and Art: Selected Writings, Volume 1' is due May 2021.

iv. Professional and Academic Support: the University's Research and Innovation Service works in partnership with Faculty Research Offices and the Senior School Research and Innovation Support Administrator to provide researchers with comprehensive support for research projects (and consultancy) from birth of an idea through to dissemination and impact-generation. KRISTAL, a web-based, 'cradle-to-grave' research grant management system, integrates and streamlines processes of proposal initiation, submission, governance, financial management and reporting. In 2016 the University implemented robust institutional procedures for quality control of ESRC funding applications, with the establishment of a Central University Peer Review Panel, with a similar procedure at Faculty level for other UKRI applications and projects of over £1M. This provides a valuable additional layer of review and mentoring of applications to that within the School.

The inter-Faculty Ethics Committee (chaired 2016-19 by Hughes) reviews research projects. The Research Data Management Team at the University Library supports the writing of data management plans, compilation of data documentation/metadata, preparing data for deposit and provides research data management training.

Since REF2014 we have laid the foundation for achieving our Post-2020 Objective 3 (Public Scholarship) and our communication strategy by investing in an administrator to raise the profile of the School within its discipline and amongst local, national and international publics, via support for events and development of our social media presence.

Interdisciplinary and international collaborations with and beyond the Social Sciences are facilitated and supported by infrastructure at the LSSI (School colleagues are currently co-Deputy Director [Favell] and member of its Steering Group [Barbulescu]). During 2013-2020 the LSSI facilitated delegations, including School members, to forge connections with leading research institutes in Argentina (University of Buenos Aires), Australia (University of Queensland) and China (University of Nanjing).

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

In this section we focus on the portfolio of outputs in this submission and wider activities of colleagues, which are indicative of expansive intellectual contributions to, and *beyond*, the disciplines of Sociology and Social Policy. The outputs selected include fifteen books and eight chapters, plus fifty-five peer-reviewed journal articles.

i. Advancing Theories and Methodologies:

Since 2013 colleagues have made useful interventions in their fields. For example, they have proposed a Foucault-Deleuzian 'manifesto' for Social Movement Studies (Beckett³⁵⁹⁶⁹⁵); considered the limitations of the agency/structure 'stand-off' in research on consumption (Emmel³⁸¹⁵⁸⁸); and demonstrated how the concept of 'meta-reflexivity' might be applied to understand crisis and ethnic diversity (Hussain³²⁹⁹¹⁷).

Harrington's⁽⁵³¹⁴⁹⁸⁾ *Georg Simmel: Essays on Art and Aesthetics* is a significant scholarly achievement, translating into English Simmel's complete writings on art, and providing an extensive commentary. Palmer's⁽⁴⁸⁰⁸⁰⁶⁾ exploration of genocide in Burundi and Rwanda using a theoretical framework of entanglement, provided insights into the existence of a variety of intertwined routes to and through modernity. Tzanelli's thought-experiments on topics including mega-events⁽⁴⁴⁰⁷³²⁾ and global tourism⁽³⁰⁷⁹¹⁹⁾, employed complexity theory in an original manner, developing a new mobilities paradigm; whilst Prideaux⁽³²⁴¹⁰⁸⁾ explored the complex interplay between politics, the media, business and criminal enterprise.

Elsewhere, our researchers offered Foucauldian perspectives on: 'Prevent' (a critical intervention in public discourse on this programme, generalizable to other national contexts) (Bagguley³⁵⁶¹²⁷); and the 'social model' debate within Disability Studies, reappraising this model as an 'oppositional device' of importance to disabled people's fight for social justice (Campbell³¹⁷⁸⁸⁶) and distinguishing it from the more recent human rights model (Beckett⁵³³⁴³⁹). They explored the changing nature of cosmopolitan citizenship and resistance politics in the digital age (Rovisco⁴⁹³²⁹⁴). They offered robust critique of characterisations of the EU as a neoliberal project, centring the 'fourth freedom' (i.e. movement) and the concept of a post-national cosmopolitan order at the centre of their analysis, with implications for future theorising on/of mobilities and Brexit (Favell³³⁴⁶²⁷).

In other work Sayyid developed a new definition of Islamophobia⁽²⁶⁰¹³⁸⁾ and explored the relationship of this concept to Europeanness⁽⁴⁸⁷³⁹²⁾. Holliday⁽⁴⁶²⁹¹⁴⁾ applied new materialist perspectives to explore the under-researched issue of cosmetic surgery tourism, re-orientating academic discourse away from a disapproving critique of 'vanity' projects-of-the-self towards an understanding of neoliberal subjectivity and its impact on different bodies. Buckner⁽⁴⁶⁴⁰¹⁹⁾ drew on the sociology of time to understand the role of community-mediators working with marginalised young people, revealing how youth-workers reflexively develop temporalities which replace hegemonic linear time ('working for a better future') with situationally 'open time' praxis ('making things better right now'). Hughes⁽³²⁷⁵⁹⁹⁾ undertook the first sociological exploration of the sociogenesis of happiness in Western thought; and Hollin⁽³⁵⁰²²³⁾ made valuable contributions to critical autism studies via his STS investigations into the emergence of the 'socially disordered body'.

In relation to methodological innovation, colleagues developed the craft of interviewing (Manzano³⁴⁴⁹⁷⁴) and advanced understandings of the 'mechanism' in realist evaluation (Greenalgh³²³⁰⁸⁰). They employed realist synthesis to explore the processes through which, and the circumstances when, feeding back data from patient-reported outcome measures improves patient care (Greenhalgh³⁷³⁵⁹⁹); and laid the foundations for achieving our Post-2020 Objective 2, by thinking *in-depth* about the challenge of post-disciplinary research (Emmel⁵³⁵²⁶¹).

Throsby's⁽³³³⁹²³⁾ autoethnography of marathon swimming is a showcase for this method, providing valuable insights into gender, the body and citizenship. Hollomotz⁽⁴⁴⁰⁵³⁶⁾ advanced the state-of-the-art in qualitative interviewing with people who have learning disabilities, with implications for inclusive research practices; and Hughes^(469077, 524353) provided social science with insights into the possibilities and limitations of secondary analysis of qualitative longitudinal data.

ii. Critical Perspectives on Social Injustice and Social Sustainability: we maintained our historical strengths in the mapping and critiquing of social injustice(s), whilst extending this to explore issues allied to social sustainability, including conceptual and empirical work on 'mobility'.

Colleagues investigated perceptions towards and experiences of inequality in the UK (Irwin³⁵⁹⁷²⁷). They considered how the media's 'class problem' and neoliberal austerity policies have been reflected in the cultural sphere, negatively impacting younger people (Allen⁴³⁵⁵¹⁰). As austerity politics deepened post-2013, they exposed how unevenly the vagaries of welfare capitalism are

distributed between rich and poor, corrupting the internal coherence of social citizenship (Edmiston⁴⁶⁸³²⁰). They provided original insights into men's generational identities in low-income contexts (Hughes⁴⁶⁹⁰⁷⁷); and cast their critical gaze on areas of urban gentrification, revealing how polarities and injustices persist within such communities (Wallace⁴⁹⁷¹¹⁵).

CDS researchers undertook a series of 'firsts': the first study of disabled people's access to the internet (Priestley³⁶⁸⁰⁴⁴), with implications for understanding inequality in digital economies; the first systematic cross-national, EU assessment of disabled people's political participation, with implications for citizenship and political rights (Priestley³³¹⁵⁶³); and the first study, from a disability studies perspective, of access to play for disabled children in E. Asia, providing insights into cultural constructions of disability and childhood (Beckett⁴⁹⁵⁰⁷⁸).

Social finance initiatives designed to address social needs were other subjects of our research. Edmiston⁽³⁷⁹⁵⁰¹⁾ investigated Social Impact Bonds (asking whether they improve social outcomes) and Davis⁽⁴⁵⁶⁵³⁶⁾ considered financial justice in relation to low carbon transitions and policy-responses to the global energy crisis.

Our researchers have explored issues of mobility in the forms of migration and social mobility, often entwined, undertaking myth-dispelling investigations into the experiences of more established immigrant populations and providing insights into the intergenerational compromises that occur amongst immigrant groups (Bagguley²⁹⁵²⁴⁰). They expanded the horizon of research into the S. Asian diaspora, empirically and conceptually, through studies of the well-established S. Asian population in New Zealand, in a context where 'super-diversity' might not be expected (Hussain^{458235,471703}). They have considered the human dimensions and implications of the extraordinary economic and urban change in China, particularly rural-urban internal migration (Sun⁴⁷⁰²²⁵).

As the 2015-ongoing refugee crisis in Europe unfolded, our researchers considered the role of NGOs in securing rights for migrant children and in counter-patriation (Barbulescu³⁶⁹⁷⁷⁴). They studied the identity dilemmas (battlegrounds) amongst diasporic populations (Demir⁴⁹¹¹⁷⁶); re-positioned the immigration and integration debate, which has seen it dislocated from the nation-state (Barbulescu⁴⁹⁷⁴⁰⁸); and critically appraised the category 'immigrant' as has been applied and misapplied to EU27 nationals in the context of Brexit, with implications for discrimination (Favell⁵¹⁶⁸⁶⁷).

iii. Collaboration and contribution to wider academic communities

Since 2013, members of this School have given **200+** papers/presentations at UK conferences and **130+** internationally.

Esteem Indicators: colleagues have been recognised for their outstanding contribution to their fields. Williams (Professor Emerita) was elected Fellow of the British Academy in 2016. In recognition of his status as a leading academic in Disability Studies, Priestley was elected to the Academy of Social Sciences (2016) and invited to become permanent Visiting Professor at the National University of Ireland. In 2019 Beckett was nominated, then elected to the Royal Society for Arts (RSA) in recognition of her role as a social innovator in the field of disability and inclusion. In 2020 Greenhalgh became President Elect of ISOQOL, a global community committed to advancing the science of quality of life and patient-centred outcomes.

In 2017, COST Action LUDI network (involving Beckett as 'Core Group' member 2014-17), was awarded the International Play Association's 'Right to Play Award'.

In 2020 Holliday et al's (2019) book *Beautyscapes: Mapping Cosmetic Surgery Tourism* was awarded the 2020 Foundation for the Sociology of Health and Illness Book Prize; and Tzanelli won the Russel B. Nye Award for outstanding article in the Journal of Popular Culture.

Contributions to Research Infrastructure: we co-ordinate research networks and develop research resources. The **CDS** runs the leading JISCMail list for Disability Studies researchers (**1,400 subscribers from 50+ countries**). Barbulescu co-edits *Migration News*, a social media platform with anchors on Facebook (**5k+ followers**) and Twitter (**10k+ followers**), providing global updates on international migration. Campbell, Davis and Palmer (**BI**) are developing the Janina and Zygmunt Bauman Archive to make a large body of Bauman's hitherto unseen material publically available.

International Connections: in addition to research and writing projects with academics in over **20 countries**, spanning Global North and South, our researchers have held overseas Visiting Fellowships and given invited presentations (**35+**), Keynote and Plenary speeches (**30+**) and prestigious Public Lectures (**7**) outside the UK. We welcomed **47 Visiting Scholars** and **11 Visiting PGRs** from **26 countries**. Notable examples include the **BI's** (2019) hosting of Prof. Alfia Leiva (National Autonomous University of Mexico), who shared her work on images of fertility, patriarchy and the body in ancient Meso-American art and cultures through to the present; and 2014 Visiting PGR Roshanak Mehdipanah (Pompeu Fabra University, Barcelona) who engaged in a writing project with Manzano, resulting in a co-authored paper on complex causal pathways between urban renewal, health and health inequality.

Figure 1 shows our global connections/collaborations 2013-20 (in purple):



Figure 1

International interest in our research is evidenced by translations. Since 2013 there have been translations of articles/chapters by Demir (into Spanish), Hollin (into Polish), Tzanelli (into Spanish) and Sayyid (into Malayalam). Major translated publications include Priestley's book *Disability: a Lifecourse Approach* (into Chinese, 2015); and Sayyid's books *A Fundamental Fear* (into Turkish, 2017), *Recalling the Caliphate: Decolonisation and World Order* (into Turkish, 2017, Arabic, 2018, Italian, 2019 and Malaysian, 2020) and *Thinking Through Islamophobia* (into Italian, 2019).

Training for Researchers: since 2013, our researchers have been at the forefront of the development of resources and training in the realm of Research Methodologies and Methods. They have published advanced textbooks e.g.:

- *Doing Realist Research* (2018) – Emmel, Greenhalgh and Manzano
- *Contemporary approaches to ethnographic research. SAGE International Library Series (Four volumes)* (2018) – Hughes
- *Qualitative Secondary Analysis* (2020) – Hughes

They have published 'guides' for researchers, available open access, online e.g.:

- *Managing Qualitative Longitudinal Data for Longer Term Use and Re-use: a practical guide for researchers* (2017) – Hughes for Timescapes
- *Revisiting Yesterday's Data Today. Working Across Qualitative Longitudinal Studies* (2016) – Emmel for ESRC's NCRM

They have produced/been involved in training videos and materials e.g.:

- Emmel's (2017) 15 videos with Sage Research Methods on aspects of Realist Research
- Between 2013-2020 The Rameses Project, involving Greenhalgh and Manzano, developed standards for quality, reporting and publication of realist syntheses and evaluations, plus accompanying training resources

Our methodological expertise is globally in demand: for example Manzano has run training events in realist evaluation at John Hopkins Bloomberg School of Public Health and Department of Health Policy and Management, Stanford University (USA) and Hughes has led training at University of Maynooth (Ireland) on qualitative secondary analysis.

Contributions to Academic Publishing: since 2013, colleagues have edited books that will be important reference points for the academic community e.g.:

- *The Ashgate Research Companion to Cosmopolitanism* (2017) – Rovisco
- *Transitions to Adulthood Through Recession: Youth and Inequality in a European Comparative Perspective* (2018) – Irwin
- *Everyday Europe: Social Transnationalism in an Unsettled Continent* (2019) – Favell, Barbulescu and Varella

Holliday is Co-Editor of the Emerald Book Series: *Gender, Health and Technology*.

School colleagues have edited special editions or themed sections of journals including: *Cultural Sociology*, *International Journal of Social Research Methods*, *Social Inclusion*, *Social Science & Medicine* and *Theory, Culture & Society*. Colleagues are members of the Editorial Boards of circa. **25** journals (e.g., *British Journal of Sociology of Education*; *Decolonial Horizons*; *Disability Studies Quarterly*; *Families, Relationships and Societies*; *Feminist Review*; *Islamophobia Studies*; *Journal of Ethnicity and Migration Studies*; *Journal of Patient Reported Outcomes*; *Journal of Poverty and Social Justice*; *Social Movement Studies*; *Sociological Review*; *Sociology*).

They have played a pivotal role in establishing two new journals: *ReOrient* (Founding Editor-in-Chief: Sayyid) and the *International Journal of Disability and Social Justice (IJDSJ)* (Founding Co-Chair: Beckett). The IJDSJ is pioneering a new publishing model in Disability Studies – a journal with an open access companion 'Digest', written in plain English, designed to engage a wider non-academic audience.

In 2019 Hughes led a team (including Hollin and Wright) to become the Editors of the BSA's journal *Sociological Research Online*. Their successful bid included five promises to the discipline and society: *inclusion, responsiveness, interdisciplinarity, innovation and accessibility*.

Additional Contributions to Discipline: we

- Are active members of **20+** associations including: BSA, ESA, ASA and ISA; Council for European Studies; European Evaluation Society; Feminist and Women's Studies Association; Global Studies Association; Royal Statistical Society; SPA;
- Play/ed pivotal role in various research networks e.g. as BSA Youth Study Group Convenor; co-Founder of the Global De-Centre (Migrating People and Migrating Cultures); founding member of Privileged Mobilities Research Initiative;
- Have organised many successful events e.g.: 'The State of the Art of Realist Methodologies' Conference (2015); BSA Youth Study Group conference on

'Methodological and Ethical Challenges in Youth Research' (2017); ISA RC21 (Sociology of Urban and Regional Development) Annual Conference and Summer School; SPA-funded Workshops 'Rethinking the Social Divisions of Welfare' (2018); the Sociological Review Foundation Seminar Series 'Welfare Imaginaries' (2018); 'Disabled Children's Lives and Rights Symposium' (2020) with the University of Malta;

- Have been members of the review colleges or commissioning panels of the ESRC, DAAD (Germany), Health Foundation, Irish Research Council, Friends Provident Foundation, Horizon 2020, MS Society, NIHR and Spanish Agency of Innovation and Research. Beckett and Irwin have been members of Grant Assessment Panels for the Norwegian and Finnish Research Councils (respectively). Beckett represented the discipline of Sociology on the ESRC's Grant Assessment Panel B (2014-18) and Hollomotz was a member of their Capability Committee (2016-19);
- Been external examiners for **30+** UK and **11** international PhDs.

iv. Contribution to Economy and Society

The research described in the School's three Case Studies represents a significant contribution to economy and society. Research led by Davis (**UoA 21 REF 3 CS 2 'New Model of Finance'**) provided a new public financing solution – Community Municipal Investments - developed in collaboration with industry stakeholders and government, to meet local needs. Research by Sayyid (**UoA 21 REF3 CS 1 'Countering Islamophobia'**) helped to redefine Islamophobia as a form of racism and transformed its public understanding so that civil society organisations, local government and politicians could take new action to challenge it. A decade-long programme of international research led by Priestley (**UoA21 REF3 CS 3 'Mainstreaming Disability Equality'**) helped to embed and strengthen disability equality across the work of EU institutions, with important implications for disabled citizen's rights and wellbeing.

Beyond this, however, the majority of our research is designed with in-built impact. Vehicles for achieving impact have included arts-based approaches, pedagogical interventions and sustained engagement with policy-makers/commissioners and other stakeholders. In addition to the generation of impact via stand-alone research projects, we have contributed to economy and society in the following ways, by:

- Membership of Working Groups/Committees at the **UN, World Bank, OECD**, Ethical, Legal and Psychosocial Aspects of Organ Transplantation (**ELPAT**) and **UK Ministry of Housing, Communities and Local Government**;
- Giving evidence to e.g. the **UN**, UK All Party Parliamentary Groups (**APPG British Muslims** and **APPG Migration and Roma Travellers**), **Digital, Culture, Media and Support Select Committee**, **NICE** and the **Danish Technology Board**.

The School encourages its researchers to engage with and support Governmental Bodies and Civil Society Organisations, developing KE and research partnerships. For example, during this REF period:

- At the **BI**: Wallace worked with **Leeds City Council** and **Bauman-Lyons Architects** to consider whether modular housing might be a solution to the UK housing crisis;
- At the **CDS**: Manzano collaborated with **MS patients**, the **MS Society** and **NHS** to design a Decision Aid to support people with MS to make treatment decisions; and Beckett was an invited expert (on the rights of disabled children) to the **Joint Working Group of the UN CRC and CRPD Committees** and worked with the **Human Rights Monitoring Institute** to provide training on Disability Hate Crime for Police Services and civil society organisations in Lithuania, Latvia and Estonia;

- At **CERS**: Barbulescu became a Board Member of the **New Europeans**, a civil rights organisation championing the principle of solidarity in Europe; Favell and Barbulescu received ESRC Impact Acceleration (IAA) funding to forge the civil society partnership 'Commission on Diversity in the North' (partners including **Runnymede Trust, New Europeans, Leeds City Council, the Office of the Police and Crime Commissioner West Yorkshire, West Yorkshire Police, JUST Yorkshire, Leeds Jewish Representative Council and Stop Hate UK**);
- At **FlaG**: Irwin ran a conference (2019) with **Leeds City Council's** Employment and Skills Lead, focusing on young people's skills, pathways and prospects; and Edmiston collaborated with **Leeds Poverty Truth** to coordinate a project, enabled by ESRC IAA funding, to enhance opportunities for the civic representation and participation of marginalised citizens.

Finally, our researchers engage in social commentary and public debates – making useful interventions. For example, Wallace organised the Public Social Science event 'Struggles over home at a time of crisis' (2016). Throsby runs Blogs related to her research, drawing international audiences: 'The Long Swim' (circa 2000 hits/month) and 'Sugar Rush' (circa 500 hits/month). On the basis of her work on Kitsch/Camp Holliday spoke at a V&A exhibition. Sayyid has written over 30 Op-Eds for Turkish newspapers and has a regular column in the *Daily Sabah*. Manzano has written for *The Conversation* and *IFL* (a popular science website). Our researchers have been invited to provide social commentary for high-profile media outlets e.g. Davis (*RSA*) and Sun (*City Journal*), podcasts e.g. Hollin (*Autism Science Foundation*), television and radio e.g. Bagguley (*BBC News 24* and *China TV*), Sun (*Phoenix FM*), Holliday and Sayyid (*Radio 4*) and Hughes (*BBC Look North*).

Our research is cited within public discourse – evidence that it 'speaks' to matters of pressing social concern. Outlets such as *The Guardian*, *Observer* and *Financial Times* have referenced our research. Buckner's calculation of the economic value of informal care in the UK has been quoted in 18 Parliamentary debates, by the BBC and widely in local and national media. She provided evidence for the 2019 ITV documentary 'Living with Young Carers'. Edmiston's work on poverty and inequality has been cited in *The Guardian* and *New Statesman* and his research into social impact bonds has had wide coverage in *ProBono Australia*, *GovInsider*, *The Mandarin* and *Third Sector Magazine*. Manzano's work on organ trafficking received media coverage in the *Observer*, *Birmingham Star*, *Medical News*, *Business Standard*, *Medical Daily*, *ChinaTopix* and *The Big Issue in the North*.

Our social commentary to date provides a firm foundation upon which to build and achieve our Post-2020 Objective 3 relating to Public Scholarship.