

Institution: University of Strathclyde
Unit of Assessment: 20
1. Unit context and structure, research and impact strategy

Organisation and structure

- 1.1. This UoA is situated in the School of Social Work and Social Policy and includes 19 staff members (18.0 FTEs). The School also includes 13 staff (8.2 FTEs) on teaching-led contracts and 4 (4.0 FTEs) on research-support contracts and hosts two Scottish Government-funded Knowledge Exchange (KE) Centres – CELCIS (Centre for Excellence for Children's Care and Protection) and CYCJ (Children and Young People's Centre for Justice).
- 1.2. The School was formerly known as the School of Applied Social Sciences and included Sociology, Geography and Community Education, as well as Social Work. In 2011, the University decided to withdraw from the first three areas and develop Social Policy as a new area. A Professor of Social Policy (**Harris**) was appointed in September 2013 and seven further appointments (**Meer, Greener, Deeming, McCarry, Heap, Smith** and (from 1/8/20) **Henderson**) followed. In 2014, our principal research areas included **Children, Young People and Families, Health and Wellbeing, and Citizenship and Communities**. The area of **Criminal and Social Justice** was added in 2015. This reflected the School's close links with CYCJ and was subsequently reinforced by **Piacentini's** transfer from the School of Law and **Jardine's** Leverhulme Early-Career Fellowship.
- 1.3. Research into **Children, Young People and Families** is underpinned by a strong commitment to principles of equity and social justice. Research topics include the experiences of children in care and the youth justice system (**Heron, Jones, Steckley, Paul**); children and bereavement (**Paul, Vaswani**); child poverty (**Sime**); relationships (**McCarry**); emotional abuse (**Fawcett**); and the experiences of child migrants and their families (**Sime**).
- 1.4. Our **Health and Wellbeing** research includes work on the history of height, health and mortality and the development of the NHS (**Harris**); the measurement of wellbeing (**Deeming**); health inequalities (**Smith**); mental health (**Fawcett, G. MacIntyre, Quinn**); medicalisation (**Fawcett**); adult wellbeing (**Fawcett, Hafford-Letchfield**); disability studies (**Fawcett, Hafford-Letchfield, G. MacIntyre**); telemedicine (**Eccles**); social care (**Miller**); and contemporary health policy (**Greener, Smith**). There is strong collaboration with the University's Centre for Health Policy (CHP) and participation in a range of international networks.
- 1.5. The **Citizenship and Communities** research seeks to improve our understanding of the causes and consequences of social divisions and their impact on individual and social welfare. It includes work on the history of charity, mutual aid and community development (**Harris**); participatory social policy (**Fawcett**); LGBT+ communities (**Hafford-Letchfield**); the political economy of the welfare state (**Greener**); health citizenship (**G. MacIntyre**); 'race' and ethnicity (**Meer**); social attitudes and the development of welfare policies (**Deeming**); social investment and inclusive growth (**Deeming**); the welfare of older people (**Eccles, Fawcett, Hafford-Letchfield**); and migration and belonging (**Sime**).
- 1.6. The idea that social and criminal justice are inextricably interlinked is reflected in our **Criminal and Social Justice** research. It includes issues associated with incarceration and punishment (**Piacentini, Jardine, Weaver**); crime and desistance (**Weaver**); death, bereavement, grief and loss (**Paul, Vaswani**); and gender-based violence (**McCarry**). We explore these issues in Scotland, the UK, and internationally. We also benefit from close

links with the Scottish Government and CYCJ and play an integral role in the Scottish Centre for Crime and Justice Research (SCCJR) (**paras. 1.8, 4.5**).

- 1.7. Our two Scottish Government-funded KE Centres have a particular focus on children and young people. **CELCIS** works to improve our understanding of the issues facing looked-after children and **CYCJ** promotes a better understanding of measures to prevent offending and reoffending.
- 1.8. Within the University, we have made leading contributions to the activities of the CHP and the Institute for Future Cities (IFC). The **CHP** is co-directed by **Quinn** and includes colleagues from across the University. Its four main themes include Children, Young People and Families; Marginalised Communities; Innovation in Scottish Health Services; and Strengthening Global Health Systems. **Rogerson** became Deputy Director of the interdisciplinary **IFC** before leaving the School in 2020. The Institute undertakes research into urban problems and works with local and national governments, as well as commercial organisations, to improve the quality of urban life across the world.
- 1.9. Our Research Clusters are aligned with Faculty priorities in the areas of **Health, Children and Young People**, and **Public and Social Policy**. They also align with University Strategic Research Themes in **Society and Policy** and **Health and Wellbeing**.

School	Faculty	University
Health and Wellbeing	Health	Health and Wellbeing
Children, Young People and Families	Children and Young People	Society and Policy
Citizenship and Communities	Public and Social Policy	
Criminal and Social Justice		

Research strategy

- 1.10. The UoA includes a unique combination of internationally-recognised experts in education, social policy, social work, residential child care, criminology, and gerontology. We aim to be recognised globally as a leading centre of excellence for research, teaching and KE across all these areas. In seeking to advance knowledge and understanding across all our disciplines we aim to secure changes in policy and practice which make a positive difference to society, both nationally and internationally.
- 1.11. At the time of the last REF, our principal objectives were to sustain and develop our existing research areas; enhance the connections between academic staff and the two Scottish Government-funded KE Centres; increase our engagement with wider University initiatives; and reinforce our international partnerships. Each of these was designed to strengthen and extend our research impact. We also identified a number of other steps to enhance research activity. These included promoting a better understanding of 'research quality'; increasing grant income; improving PhD completion rates; and encouraging colleagues to make further contributions to disciplinary development.
- 1.12. During the current period, we have rationalised teaching provision in ways which increased research time and implemented a new research leave policy. We have prioritised the appointment of high-quality research leaders through the University's Chancellor's Fellowship (**Meer, Deeming**) and Global Talent programmes (**Greener, Smith, Hafford-Letchfield, Fawcett, Henderson**), alongside our normal appointment procedures. Our Output Development Group reviews the work of all colleagues prior to submission and works

to improve understanding of the characteristics of 3* and 4* research outputs. We review all grant applications internally and have strengthened the role of our research clusters to provide more supportive environments for staff in each area.

- 1.13. The new research cluster in Criminal and Social Justice builds on pre-existing strengths in Criminal Justice Social Work and reinforces our links with CYCJ. **Weaver's** research collaboration with **Lightowler** (CYCJ Director), **Paul's** collaboration with **Vaswani** and **Heron's** work with Interventions for Vulnerable Youth (IVY) illustrate some of the benefits which this has generated.
- 1.14. These activities have made a significant difference across a number of areas. During the period 2013/14-2019/20, the annual value of the grants awarded averaged more than £600K and our field-weighted citation index increased from 0.98 to 1.33. PGR students more than doubled and we introduced new research-methods based Masters programmes in Social Policy, Social Work and Criminology to enhance the recruitment of postgraduate researchers (**paras. 2.14-2.24, 3.1-3.6**).
- 1.15. As already indicated, our research has been aligned closely with University priorities in the areas of Society and Policy and Health and Wellbeing. However, the University has also invested heavily in the area of Children, Young People and Families. This has been reflected in the establishment of the **Institute for Inspiring Children's Futures**. We have recently appointed a Professor of Child and Youth Wellbeing (**Henderson**) to provide academic leadership in this area.
- 1.16. Our vision for the next five years is closely aligned with the University's Vision2025. In addition to ensuring that staff continue to generate high-quality research outputs, we also aim to raise the impact and profile of our academic publications, increase our competitively-won research income, and build our postgraduate research population. We will continue to retain and recruit outstanding academic staff, researchers and students; extend collaborations with researchers in other parts of the University; expand our links with leading academic partners, government and the third sector; maintain an excellent research culture and environment; and ensure that our research and KE activities reach the widest possible audiences and continue to exert a positive impact on both practice and policy.

Impact and KE

- 1.17. As befits a School with a strong practice component, we are strongly committed to the achievement of impact and KE. We recognise the importance of coproduction and the involvement of external partners in the design and conduct of research activities and the dissemination of results in order to enhance both relevance and sustainability.
- 1.18. This approach reflects the University's founding mission as the 'place of useful learning' and its 'triple helix' approach of bringing together academia, business and industry, and government and the public sector. As our REF2014 submission demonstrated, we have a long track record of developing close relationships with the voluntary sector, local authorities, the Scottish Government and international organisations.
- 1.19. The value of these relationships is reflected across the School. **Eccles** has close links with North Lanarkshire Council, the Coalition of Care Providers and Social Work Scotland (SWS), and is a member of SWS's 'personalisation' sub-committee. **Jones** established a multi-organisation partnership – Stand Up for Siblings – which has had a direct impact on Scottish adoption legislation and the Independent Care Review; and **Kendrick** chaired a special investigation for the Scottish Child Abuse Enquiry. **Greener's** collaboration with the Kibble Centre has generated a toolkit for evaluating the provision of services for children in care (**see also paras. 3.6, 4.6-4.11**).

- 1.20. Our commitment to collaborative working is also reflected in our Impact Case Studies (ICSs). ICS1 (**Sime**) was underpinned by the development of close links with the Scottish Association of Teachers of English as an Additional Language (SATEAL), Glasgow City Council, the Convention of Scottish Local Authorities (COSLA), and the Scottish Parliamentary Equalities and Human Rights Commission. ICS2 (**Weaver**) built on Weaver's relationships with East, North and South Ayrshire Councils, Turning Point Scotland, Community Justice Scotland, the Freedom Bakery, the Scottish Prison Service and the Scottish Government. Sime and Weaver also developed links with the UK Government through the All-Party Parliamentary Group on a Better Brexit for Young People and HM Prison and Probation Service respectively.
- 1.21. Our approach to impact is also underpinned by our relationships with CELCIS and CYCJ. Members of these Centres are heavily involved in two of our research clusters (Children, Young People and Families; and Criminal and Social Justice) and **Steckley, Weaver, Paul** and **Heron** act as research consultants. These collaborations have extended the reach and impact of our research. Jones worked with CELCIS to promote her research into the family relationships of care-experienced children and Paul used her links with CYCJ to disseminate findings on the bereavement experiences of young people in custody. **Kendrick** co-authored a series of CELCIS reports which have contributed to the development of proposals for improving the legal redress offered to historical child abuse survivors.
- 1.22. **Smith's** appointment to a Chair in Public Health Policy has also strengthened our commitment to research impact. She has worked with Action on Smoking and Health (ASH) and the Poverty Alliance to develop a better understanding of the socioeconomic determinants of smoking, leading to the publication of a joint report in 2019. She is currently collaborating with the Scottish Government, Greater Manchester Combined Authority and Sheffield City Council on the development of a more integrated approach to the reduction of health inequalities.
- 1.23. The School has hosted two major Scottish-Government funded knowledge-exchange projects in connection with the reduction of gender-based violence in Universities and Colleges. The 'Equally Safe' toolkit has now been implemented by a number of Colleges and Universities, including UWS, Queen Margaret University, Napier University, Heriot Watt University, Robert Gordon University, and the Universities of Aberdeen, Dundee, Edinburgh and Stirling.

Supporting interdisciplinarity

- 1.24. The School draws members from a wide range of specialist areas (**para. 1.11**), and we have constructed our research clusters on an explicitly inter- and multidisciplinary basis. This also reflects the University's commitment to interdisciplinary working across each of its Strategic Themes (**para. 1.10**).
- 1.25. Within the School, **Jardine** and **Weaver** (Social Work) have collaborated with **Piacentini** (Criminology) on research into prisoner employability; and **McCarry** (Social Policy), **McGoldrick** (Social Work) and **Donaldson** (KE Fellow) co-directed the Equally Safe projects. **Harris** (Social Policy) and **Jones** (Social Work) co-supervise postgraduate research into child protection and decision-making and **Greener** (Social Policy) and **Paul** (Social Work) co-supervise postgraduate research on palliative care.
- 1.26. Colleagues are also involved in University-wide interdisciplinary projects. Members of the Health and Wellbeing cluster collaborate with colleagues in Psychological Sciences and Health (PSH), Law and Humanities on projects associated with: violence reduction, stigma and counselling; health and human rights; and, health literacy. They have also collaborated with Education, the Business School and Computer & Information Sciences (CIS) on grant

applications. Members of the Criminal and Social Justice cluster work with colleagues in Law and CIS and members of the Children, Young People and Families cluster collaborate with colleagues in Education and PSH on research into the health of child migrants.

- 1.27. Our commitment to interdisciplinarity is also reflected in many of our national and international collaborations. **Weaver** and **Piacentini** have worked closely with sociologists and academic lawyers as part of the SCCJR. **Weaver's** membership of the International Social Economy Network involves collaboration with specialists in Social Work, Criminology, Sociology and Public Management. **Piacentini** directs an international and interdisciplinary enquiry into the experience of incarceration in post-Soviet Russia. **Hafford-Letchfield** participated in a multidisciplinary COST Action on Ageism. **Deeming** has edited collections with authors from a range of both countries and disciplines. **Harris** collaborates with economists, demographers and gender studies specialists at Universities in Sweden, the Netherlands and the UK. **Paul's** research into bereavement and palliative care includes collaborations with colleagues in Education (Universidad Autónoma Madrid) and Palliative Medicine (Radboud University, Nijmegen).

Open access and research integrity

- 1.28. The School observes the principles of research integrity, as set out in the University's *Code of Practice on Investigations Involving Human Beings* and Universities UK's *Concordat to Support Research Integrity*. All staff receive online training in research integrity as part of induction and any concerns can be raised with the Associate Principal.
- 1.29. All projects, other than those which are wholly dependent on the use of historical or literary databases and documents, require ethical approval. Most applications are reviewed by the School's Ethics Committee but applications involving invasive techniques or especially vulnerable populations must be reviewed by the University Ethics Committee. All applications must be led by a Chief Investigator who is employed at Grade 7 (Lecturer A or Research Associate) or above.
- 1.30. Staff working with original data are required to make appropriate arrangements for data management and storage. The University's Research and KE Services (RKES) organises half-day training sessions on Data Management and Sharing for all staff. Project teams are required to complete a University Data Management Plan with sections on data collection, documentation and metadata; ethical and legal compliance; copyright and IPR issues; storage and back-up; data curation and open access; and any resource issues.
- 1.31. All author-accepted manuscripts must be deposited within the University's research information portal (PURE). This is monitored by the University's Open Access Team, and staff can also deposit copies of any associated research material on the same site. We encourage staff to prioritise journals which support open access when submitting articles for publication. All of our REF-nominated outputs were OA-compliant in December 2020.

2. People

Context

- 2.1. Our staffing strategy is based on a number of considerations, including the ability to either support or lead research development in key areas. Rather than replacing staff on a like-for-like basis, we make a detailed assessment of future needs. This has enabled us to make targeted appointments in a number of areas, including Children, Young People and Families (**Jones, Paul**) and Criminal and Social Justice (**McCarry, Jardine**).

Unit-level environment template (REF5b)

- 2.2. We have also used the University's Chancellor's Fellow and Global Talent schemes to appoint senior staff in Health and Wellbeing (**Greener, Hafford-Letchfield, Smith**) and Citizenship and Communities (**Deeming, Fawcett**). **Piacentini's** transfer from the School of Law provided additional leadership in Criminal and Social Justice. These appointments also strengthened leadership capacity across the School, with leadership positions being distributed more widely.

Career development

- 2.3. We have appointed colleagues on both short- and long-term contracts. However, all of those appointed on fixed-term contracts (**McCarry, Heap, Jardine**) now have permanent contracts. This reflects the strength of our appointment procedures and the support provided to new colleagues (**paras. 2.5-2.6**).
- 2.4. We offer early-career staff reduced teaching loads in accordance with the University's Career Development Framework. An experienced colleague supports them and helps them to set and achieve objectives, including publications, research income, supervision, and the development of an independent personal research plan.
- 2.5. ECRs are also supported by the University's Organisational and Staff Development Unit (OSDU). SPIRAL (the Strathclyde Programme in Research and Leadership) offers courses in research supervision, grant writing, KE, publication, personal effectiveness, access to funding opportunities and research leadership. The Strathclyde Programme in Academic Practice, Researcher Development and KE (SPARK) provides postgraduate certification in each of these areas.
- 2.6. We also provide more informal research mentoring for all colleagues. This covers research goals and timescales, publication strategies, reviewing drafts and proposals, highlighting new research opportunities, and engagement with research strategy. The University provides a dedicated research-mentoring scheme with support for career development, interdisciplinary networking and exchange of knowledge and expertise between staff at different career levels.
- 2.7. Within the School, the Director of Research and KE and Head of School are responsible for monitoring research performance and overall academic activity. All colleagues participate in the annual Accountability and Development Review (ADR). This enables colleagues to reflect on the previous year's achievements and set new objectives – including research-related objectives – for the coming year.
- 2.8. Colleagues can apply for promotion in the autumn and spring of each academic year. Applications are assessed by the Faculty's Promotion Panel before consideration by a University Promotion Panel. Candidates can choose whether to be assessed on the basis of KE, teaching and citizenship, but research is essential. During the current review period, five colleagues (**Jardine, Jones, G. MacIntyre, Paul, and Steckley**) have received Senior Lectureships and **Sime, Weaver** and **Meer** obtained Professorships.
- 2.9. The School offers postdoctoral researchers opportunities for joint publication, research supervision and training. During the current period, **A. MacIntyre** has co-authored a paper with **Quinn**, and **Reynolds** and **McMellon** have co-authored publications with **Sime**. **A. MacIntyre, Horn** and **Hill O'Connor** have participated in PhD supervision.

Research support

- 2.10. The School has a dedicated Strategic Development Fund, allocated annually by the Faculty. This is used primarily to support conference attendance. A Faculty Conference Fund provides additional support when conference attendance is linked to promotional activities.

- 2.11. We have two additional budgets for exceptional conference costs (such as attendance at major international events), development activities, and small-scale research expenditures. The Faculty's Research Income Distribution Policy ensures that colleagues who obtain grants from UKRI and similar bodies retain a proportion of indirect costs for their own research activities.
- 2.12. The Faculty's Research Leave Policy enables academic staff to apply for one semester's research leave every four years. Applicants are expected to demonstrate how they will contribute to research objectives, either by undertaking a significant piece of research activity, preparing material for publication or drafting grant applications. Successful applicants are required to prepare a report for the School's Research and KE Committee.
- 2.13. We recognise that colleagues may require additional research time when returning from prolonged absence. The University's Family-Friendly Research Leave Policy entitles colleagues who have returned from periods of maternity, adoption or shared parental leave to apply for three months' research leave. The University's Agile Working Toolkit also enables staff to work more flexibly. The development of this toolkit has been accelerated by the Coronavirus pandemic.

Research students

- 2.14. In 2016, the School launched a new MSc in Social Policy (Research Methods) in order to increase the flow of potential PhD applications in this area. We have also established comparable programmes in Social Work and Criminology. These programmes are organised around a common hub of methods modules, covering the philosophy of social-science research methods and qualitative and quantitative methodologies, and will help to strengthen research training capacity across our disciplines. We have also launched three new PhD programmes in Social Policy, Criminology, and Public Health and Health Policy to accompany our pre-existing Social Work programme.
- 2.15. We advertise PhD opportunities through the University and Scottish Graduate School of Social Science (SGSSS) websites and the University's Recruitment and International Office. We have used a number of University funding schemes, including the Student Excellence Award (SEA) and Dean's Global Research Scholarship (DGRS) schemes, to encourage applications. We have also supported candidates' efforts to obtain external funding from such sources as the ESRC, Wellcome Trust, and Commonwealth Fund.
- 2.16. We have secured PGR funding from both internal and external sources, including the ESRC, Wellcome Trust, Capita, Hunter Foundation, Beatson Cancer Charity, Scottish Recovery Network and MCR Pathways. Fifteen students are currently receiving University awards (two SEAs, five Research Excellence Awards, one John Anderson Research Award, five International and Transatlantic Strategic Partnership awards, and two DGRSs).
- 2.17. The following table illustrates the main trends in PGR enrolments and graduations. Although enrolments fell at the start of the period, they increased in 2016 and this was maintained. We expect the number of graduations to rise as our 2016 and 2017 entrants approach completion.

	2014	2015	2016	2017	2018	2019	2020	Total
Enrolments	6	1	8	7	7	9	5	43
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Graduations	5	3	3	1	5	2.7	6	25.7

- 2.18. The School is associated with the SGSSS's Social Work and Social Policy and Socio-Legal Studies and Criminology pathways. **G. MacIntyre** and **Greener** have contributed to SGSSS training schemes and **Greener** was Associate Director in 2015/16. We have received 12 ESRC-funded scholarships, including both student- and supervisor-led awards. We have also developed close relationships with non-academic partners to support collaborative applications. **Sime's** relationship with Volunteer Scotland and **Deeming's** collaboration with ScotCen have both generated ESRC-funded collaborative awards.
- 2.19. All PhD students have a primary and secondary supervisor. The two supervisors normally take equal responsibility for student supervision. An independent reviewer participates in annual reviews and assesses student progress.
- 2.20. The following table summarises the schedule of interim and annual reviews. These reviews provide an opportunity to monitor progress and identify relevant training needs and opportunities.

Full-time	Month	5	10	18	24	30	36	42*
	Review	Interim	Annual	Interim	Annual	Interim	Annual	Final
	Present	S	S&R	S	S&R	S	S&R	S&R
Part-time	Month	11	21	33	46	55	71	84*
	Review	Interim	Annual	Interim	Annual	Interim	Annual	Final
	Present	S	S&R	S	S&R	S	S&R	S&R

Key: S: Supervisors; S&R: Supervisors and reviewer.

* Or six months prior to anticipated date of submission

- 2.21. We aim to provide all students with appropriate facilities. All students are allocated desk space in the Faculty's Graduate School, alongside free printing and photocopying. The Graduate School has a small pool of loanable laptops. All PhD students belong to at least one of the School's research clusters and are invited to participate in events such as writing retreats and annual research awaydays. The PGR Director organises a regular postgraduate seminar and a separate awayday for students to present their work.
- 2.22. As members of the Faculty of Humanities and Social Sciences, postgraduate research students are eligible for financial support for conference attendance. They may also receive additional funding from the University Travel Fund. The University has a hardship fund for students experiencing financial difficulty.
- 2.23. All students participate in the Faculty's Research Skills Programme (RSP) and the University's Postgraduate Certificate in Researcher Professional Development (RPDP). The RSP was developed by **Sime** and provides introductory training in literature reviewing, the use of qualitative and quantitative methods, academic writing, engagement and impact. The RPDP enables students to accumulate credits across four domains mapped onto the Researcher Development Framework. These include Knowledge and intellectual abilities; Personal effectiveness; Research governance and organisation; and Engagement, influence and impact.

- 2.24. Our students have used the opportunity provided by SGSSS membership to access specialist training on topics including the use of visual methods, the analysis of emotions, feminist research methods, and research innovation and creativity. Students have also participated in training provided by external organisations such as IMISCOE and the British Library.

Equality and diversity

- 2.25. The School recognises the importance of equality and diversity and aims to comply with all relevant University policies, including the Equality and Diversity Policy, the Equality and Diversity Strategy Committee Policy on LGBT+ students and staff, and the Disability Policy.
- 2.26. We encourage applications from currently under-represented groups and have introduced a number of changes into our application procedures, including changes to advertisement texts and marketing tactics, in order to increase the number of female applicants. The University is currently exploring a range of options, including anonymised shortlisting, to reduce the impact of unconscious bias and candidates declaring a disability are guaranteed an interview if they meet all essential criteria. Individuals from BAME backgrounds are currently under-represented within both the School and the University and the University has established a Race Equality Working Group to address this. It also forms part of the remit of our own Gender Equality and Diversity Committee.
- 2.27. We aim to ensure that all staff are able to attend appropriate conferences and other development activities (**paras. 2.10-2.11**). In allocating conference funds, priority is given to early-career staff who are less likely to have access to their own funds. We recognise that some staff have caring or other responsibilities which may impede conference attendance and aim to provide support to help overcome this.
- 2.28. Female staff have been historically-underrepresented at more senior levels and we have established a Women in Social Work and Social Policy network to help address this. Staff involved in assessing research outputs have undertaken equality and diversity training and we have established a Gender Equality, Diversity and Inclusion Group to identify areas for further improvement.
- 2.29. We have introduced a number of measures to help ensure that colleagues do not experience discrimination as a result of personal characteristics. In addition to the Family-Friendly Research Leave Policy (**para. 2.13**), colleagues who have experienced long-term sickness can return to work on a phased basis and we operate a Compressed Hours Policy for staff who wish to concentrate working hours within a smaller number of days. Since 2016, one colleague has taken family-friendly research leave and two are currently working compressed hours. We have also introduced flexible working arrangements for other School members.
- 2.30. Two of our current Research Cluster leads are female and two male. Both men and women have acted as Directors of Research and KE during the current review period. Our Research and KE Committee contains two male and four female academics and our School Management Team includes four men and eleven women.
- 2.31. Since 2014, six women have been promoted to Senior Lecturer, Reader or Professor, and one man was promoted from Reader to Professor (**para. 2.8**). We have also appointed 1 male Professor and 4 female Professors. These changes have resulted in a more balanced academic staffing structure, as shown below:

2019/20	Male		Female		All	
	N	%	N	%	N	%
Grade 8	2	50.00	2	50.00	4	100.00
Grade 9	1	14.29	6	85.71	7	100.00
Grade 10	1	100.00	0	0.00	1	100.00
Professor	2	28.57	5	71.43	7	100.00
	6	31.58	13	68.42	19	100.00

- 2.32. The School attaches considerable importance to health and wellbeing. We aim to promote a culture in which all staff feel valued and are treated with dignity and respect. If staff are experiencing difficulties, they are encouraged to speak to their mentor, line manager or Head of School. The University's Occupational Health Service also provides support, if appropriate.

3. Income, infrastructure and facilities

Research funding

- 3.1. The School has benefited historically from its ability to generate comparatively small amounts of funding from different funders. This has helped to cement relationships with local and national government and third-sector organisations and promote research impact. However, we have also placed increasing emphasis on efforts to secure larger awards from research councils, overseas funders and major research charities. The number of such applications increased from 9 in 2013/14 to 21 in 2019/20 and the average value per application increased by more than 58% over the same period.
- 3.2. These applications have generated substantial awards from prestigious UK and international funders, including the ESRC (**Piacentini** [£631K], **Sime** [£341K], **Weaver** [£140K]), UKPRP (**Smith** [£624K]), British Academy (**Sime** [£79K]), Royal Society of Edinburgh (**Meer** [£299K]), Leverhulme Trust (**Piacentini** [£44K], **Jardine** [£71K]), Wellcome Trust (**Harris** [£244K]), Wallenberg Foundation (**Harris** [SEK1.1M]) and European Commission (**Quinn** [£405K]). Other awards have been obtained from central and local government, the NHS and third-sector organisations.
- 3.3. We support staff in developing grant applications in a variety of ways, including writing retreats. Our research leave policy encourages staff to set time aside for grant applications. Our Strategic Development Fund can be used to support pump-priming activities, such as scoping, pilot research and planning meetings (**para. 2.10**). Applications for external funding are reviewed internally prior to submission. Our staff mentoring scheme (**para. 2.6**) has enabled senior staff to help recently-appointed colleagues, including **Weaver** (ESRC Future Leaders' Award) and **Jardine** (Leverhulme Early-Career Fellowship), to obtain prestigious grants at early stages of their careers.
- 3.4. We also encourage staff to collaborate with colleagues across both the Faculty and the University in the development of large-scale collaborative applications. **Harris** led an application for funding under the What Works Scotland initiative, and **Sime** led a later application for an ESRC Research Centre. We also encourage colleagues to collaborate with staff from other institutions. **Smith** worked with colleagues from the Universities of Edinburgh, Leeds, Manchester, Newcastle and Sheffield, together with the Scottish Government, to obtain funding for research into the evaluation of health-related social

policies. **Piacentini's** ESRC-funded research into post-Soviet incarceration practices involves collaboration with partners at the Universities of Glasgow and Nazarbayev, as well as the National Research University Higher School of Economics (Moscow). **Harris** worked with colleagues from the London School of Hygiene and the Universities of Birmingham and Edinburgh to secure funding from the Wellcome Trust (for research into the history of the NHS). His collaboration with colleagues from the University of Umeå led to funding from the Wallenberg Foundation (for research into the history of morbidity).

- 3.5. UoA members have also contributed to the development of a number of University Strategic Partnerships and have used these to develop successful applications for research funding. In 2015, **Quinn** coordinated a successful Horizon 2020 application with colleagues from two of the University's Strategic Partners, the City University of New York (CUNY) and New York University (NYU). The project also includes colleagues from Illinois University of Technology, Yale University and Ulm University, and addresses a series of issues associated with the marginalisation of people with mental health problems in both Europe and North America.
- 3.6. We have a long track record of collaboration with a variety of public and voluntary agencies, reflecting our commitment to social work training as well as research. Many of these links have also led to new funding successes. For example, **Kendrick** secured funding from the Scottish Government for research into the development of care services, and **McCarry**, **Donaldson** and **McGoldrick** obtained Scottish Government funding for research into Gender-Based Violence. **Greener** built on the School's longstanding relationship with Kibble Education and Care Centre to develop research into Adverse Childhood Experiences, and this has led to further Scottish Government funding. **Quinn** has received a series of awards from NHS Scotland and has also collaborated with the Mental Health Foundation, and **Paul** has received funding from a local hospice. **Stewart** and **Weaver** have received funding from different local authorities. **Jones** has received funding from Adoption UK. **Miller** and **Weaver** have received funding from the Good Shepherd Centre (which provides live-in services for vulnerable young people) and the Robertson Trust (a Glasgow-based charitable funding agency) respectively.

Organisational infrastructure

- 3.7. As part of a challenging but supportive research environment, the School organises a regular programme of research seminars and workshops. These are structured around the interests of specific research clusters but are open to all and include both internal and external speakers. They provide opportunities for the exchange of ideas, feedback on research papers, and support for collaborative activities. Including external speakers helps to develop and reinforce relationships with potential partners and seminars are also open to non-academic participants.
- 3.8. Within the School, research activity is managed by the Director of Research and KE, working with the School's KE Coordinator and reporting directly to the Head of School. The Director of Research and KE oversees the development of the School's R & KE strategy; disseminates information about funding opportunities and encourages the development of cross-School applications; and has overall responsibility for the review of funding applications. The KE Coordinator coordinates information about KE activities across the School; disseminates information about funding opportunities and works with the Director of Research and KE to coordinate impact activities.
- 3.9. The Director of Research and KE chairs the School's Research and KE Committee. In addition to the KE Coordinator, this also includes representatives of each of the four Research Clusters, together with the PGR Director, the Internationalisation Coordinator, and representatives of the Research and KE Centres. The research clusters ensure the presence

of a critical mass of researchers in each area. The individual clusters organise research seminars and workshops and provide launching pads for research applications. They also provide a pool of knowledgeable peer reviewers for applications and papers.

- 3.10. The Director of Research and KE also represents the School on the Faculty's Research and KE Committee (FRaKEC). This provides a forum for the exchange of ideas with other Research Directors and helps to coordinate research and KE activity across the Faculty. The Committee is chaired by the Vice-Dean (Research) and also coordinates activities with the University's Research and KE Committee.

Research support

- 3.11. As part of the Faculty of Humanities and Social Sciences, the School benefits from the support provided by the School Manager and by members of the Faculty's Research and KE Team (RaKET) and IT team. The School Manager is responsible for monitoring research budgets and the Faculty IT team provides support with both hardware and software requirements. RaKET provides advice and support for all aspects of research funding, including costing, submissions to funders, award management, consultancy, conference organisation, seminars, short courses and CPD initiatives. These arrangements are supported at University level by the University's IT team, Research and KE Services (RKES) and the Innovation and Industry Engagement Directorate. The University IT team provides support for the provision of online services, data sharing (via Strathcloud), data management, and dissemination (via the University's research information portal [PURE] and digital repository [Strathprints]). RKES provides additional support for the costing and submission of applications, disseminates information about funding opportunities, coordinates cross-University research initiatives, and negotiates contracts. The Innovation and Industry Directorate is responsible for intellectual property rights and provides advice and support for impact activities, including efforts to promote the use of 'toolkits' and social enterprise activities.
- 3.12. The School also benefits from access to the facilities provided by Scotland's third largest University library, the John Anderson Library. In addition to an extensive collection of books and journals, the Library also provides access to a wide range of data sources and official publications, including publications relating to our core areas of Social Policy, Social Work and Criminology. Staff benefit from reciprocal access to the Universities of Glasgow and Edinburgh libraries. The Andersonian Library holds a number of relevant archives, including papers relating to the history of adult and community education, occupational health (with specific reference to asbestosis and mining diseases), rural and urban planning (the Patrick Geddes papers), community action, disability legislation, and women's rights and socialism (the Sutherland papers).
- 3.13. During the current review period, the University has worked with local government to develop new ways of understanding cities. In 2013, the City of Glasgow received an award of £24M from InnovateUK to explore novel ways of using technology and data to make urban life safer, smarter and more sustainable. The University was integrally associated with this initiative and has used money from Future City Glasgow to establish the City Observatory. This is a tool that uses data to understand cities in new ways and develop innovative approaches to solving urban problems. The Observatory is hosted by the IFC (**para. 1.9**), which is housed within our state-of-the-art Technology and Innovation Centre. As Depute Director, **Rogerson** played a leading role in the Institute's development.

Supporting impact

- 3.14. The School also benefits from its location in the centre of Glasgow and its ability to take advantage of University facilities to organise conferences, workshops and other public engagement events. The University hosts the Scottish Universities Insight Institute, supporting knowledge-exchange programmes which provide insight into the substantial issues facing Scotland and the wider world. Members of the School have organised a number of events at the Institute, including a conference on the future of Scottish social policy after the Referendum on Scottish Independence (Meer and Harris), the concept of stigma (Kendrick), and issues relating to migration and poverty (Sime).

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

Supporting research collaborations

- 4.1. We have offered Visiting Professorships and Honorary Research Fellowships to a number of key research partners, including Professor Victoria Stanhope (NYU), Iris Elliott (Mental Health Foundation) and Catherine-Rose Stocks-Rankin (Public Health England). These appointments have been particularly important in developing research in Health and Wellbeing. Our collaboration with Stanhope has contributed to the success of the Strathclyde-led Citizenship, Recovery and Inclusive Society Partnership (CRISP).
- 4.2. We have also sought to build and maintain both national and international collaborations through participation in networks and conferences. **Hafford-Letchfield** founded and coordinated the International Social Work and Sexuality Network, with international conferences in Switzerland and Canada. **Harris's** participation in an international network of health researchers led to a special issue of the *History of the Family* on mortality change.
- 4.3. Research in Health and Wellbeing has been strengthened by **Smith's** leadership of the SIPHER (System-science Informed Public Health and Economic Research for Non-communicable Disease Prevention) consortium. This collaboration, involving researchers from the Universities of Edinburgh, Leeds, Manchester, Newcastle and Sheffield, generated a UKPRP award of £624K.
- 4.4. Research in Criminal and Social Justice has been reinforced by membership of the SCCJR. **Piacentini** and **Weaver** are Associate Directors and **Bailey-Noblett**, **Gavin**, **Simanovic** (PhD students), **Gillon**, **Jardine**, **Lightowler** and **Simanovic** (PhD student) are members. **Piacentini's** collaboration with Gavin Slade (Universities of Glasgow and Nazarbeyev) generated an ESRC award of £631K for research into post-Soviet prisons.
- 4.5. We also encourage colleagues to develop new links through academic visits. The opportunity to develop new links is a key criterion in the administration of the Faculty Conference Fund (**para. 2.10**) and colleagues have visited Universities in Shanghai and Nanchang with the aim of developing links for both teaching and research.

User engagement

- 4.6. **Meer** and **Harris** organised a special conference for academics and practitioners to discuss the social-policy implications of Scotland's Independence Referendum. **Deeming** organised a dissemination event for local schools as part of the ESRC's Festival of Science. He subsequently wrote an ESRC blog on 'The makings of a successful Festival event'.
- 4.7. We have also developed close relationships with organisations who are not only research-users but also research partners. **Jardine** co-founded the Scottish Prisons Advocacy Research Collective with other Scottish criminologists and members of the Barlinnie Prison

Reading Group. **Rogerson** worked with local authorities and citizens' groups in India, Australia, Canada, the USA, Brazil, Mexico, Uganda, South Africa and the Philippines. **Quinn** and **G. MacIntyre** work with people who have experienced mental health problems to examine a range of health-related issues.

- 4.8. We have also developed closer links with research-users by including them on advisory bodies and steering groups. The Equally Safe projects' advisory groups included representatives from NUS Scotland, Dartington Research Unit, Glasgow and Clyde Rape Crisis Centre, the British Council's Gender Equality Research Team and Scottish Women's Aid. We also provide advice and consultancy to various public bodies (e.g. **Sime** advises Glasgow City Council on poverty issues). The annual Kilbrandon Lectures provide additional opportunities for the establishment of research links.

Wider impact

- 4.9. **Quinn** participated in a series of dissemination events organised by the World Health Organisation to launch a global mental health campaign. He has also disseminated research findings at Arts Festivals and participated in events organised by research partners at Illinois Institute of Technology to encourage people with mental health problems to disclose them to family members, friends and colleagues. **Hafford-Letchfield** has provided practice guides and podcasts relating to LGBT+ ageing for Community Care Inform and Research in Practice. Her collaboration with *Pink News* led to a national summit on the needs of LGBT people in later life. **Fawcett** has worked with Government agencies in Australia, India and South Korea. **Sime's** research into the challenges facing young migrants in the UK has been featured by the *Guardian*, Channel 4 and the BBC, and she has organised two art exhibitions – with more than 10,000 attendees – to discuss public attitudes to migration.
- 4.10. Our research has had significant impacts on practice in relation to gender-based violence, adoption, support for children in care, and the rehabilitation of prisoners. Research undertaken by **McCarry** and colleagues, as part of the Equally Safe projects, led to the development of a toolkit which is now being implemented by several Scottish Universities (**para. 1.23**). **Jones'** research will enable Adoption UK to develop a national post-adoption service to meet the needs of newly-formed and established adoptive families. The Scottish Government commissioned **Greener** to develop a toolkit which will enable providers to find appropriate placements for children in care. **Steckley's** co-authored study of residential childcare practices has been adopted by training programmes in England, Scotland, Canada, Chile and Australia. **Sime** has provided training for SATEAL and is now a Board member. **Hafford-Letchfield's** research into LGBT inclusion in care homes was cited by the Care Quality Commission and led to several keynote addresses. She has contributed to training activities in Ireland, Slovenia and the Netherlands and participated in a UK working group, organised by the Social Care Institute for Excellence (SCIE), on social work leadership. She was on the BASW Steering Group which developed knowledge, skills and capability benchmark statements for social work with older people. **Deeming** has advised the Vincentian Partnership on the introduction of a Universal Basic Income in Ireland and **Weaver's** research has encouraged important innovations in prisoner-rehabilitation.
- 4.11. Our research has also influenced local, national and international policy developments. **Sime** gave evidence to the All-Party Parliamentary Group on a Better Brexit for Young People and the Scottish Parliament's Equalities and Human Rights Committee. **Paul** has advised the Scottish Government on public health approaches to palliative care. **Rogerson** was Legacy Research Coordinator for Glasgow City Council and the Scottish Government and his research into the legacy of major sporting events has influenced municipal approaches to urban development. His work on 'smart cities and low skills' influenced urban policy developments in Asia. **Kendrick** and CELCIS staff were central to two key consultation

phases that shaped the remit and composition of the Scottish Child Abuse Inquiry, the Scottish government's commitment to the Statutory Financial Redress Scheme, and the implementation of an Advance Payment Scheme. **Hafford-Letchfield** gave evidence to the House of Commons Select Committee on Women and Equalities during the UK Government's enquiry into LGBT rights. **Miller's** research contributed to the passage of the Social Services and Wellbeing (Wales) Act, 2014. **Weaver's** work on the barriers to employment faced by ex-prisoners influenced the drafting of the Management of Offenders (Scotland) Act, 2019.

Disciplinary contribution

- 4.11. **Deeming** and **Smith** have served on the UK Social Policy Association's Executive Committee, and **Weaver** and **Piacentini** are Associate Directors of the SCCJR. UoA members have also taken the lead in organising SUll seminar series, the annual conference of the Scottish Institute for Residential Child Care, and an international seminar programme on 'Coproducting justice'.
- 4.12. Several UoA members have edited academic journals or served on Editorial Boards. **Greener** edited *Social Policy and Administration*; **Harris** coedited the *Voluntary Sector Review*; **Fawcett** is Editor-in-Chief for Gender Studies for *Social Sciences*; **Piacentini** co-edits *Criminology and Criminal Justice*; **Smith** edits *Evidence and Policy*; **Steckley** edited the *Scottish Journal of Residential Child Care*; and **Weaver** is Associate Editor of *Criminology and Criminal Justice*. **Deeming** is the Book Reviews Editor for the *Journal of Social Policy* and sits on the Editorial Board of the *Journal of Sociology*. **Weaver** has sat on the Editorial Boards of *Eurovista: Probation and Community Justice* and the *Howard Journal of Criminal Justice* and several colleagues, including **Smith**, **Weaver**, **Harris**, **Steckley**, and **Hafford-Letchfield**, have edited special issues.
- 4.13. UoA members have refereed papers for over fifty academic journals, covering not only social policy and social work, but also child and youth studies, criminology, economics and economic history, education, epidemiology and health-services research, gender studies, geography, gerontology, historical and contemporary demography, and sociology. We have also reviewed proposals and manuscripts for academic publishers, including Cambridge University Press, Jessica Kingsley, Manchester University Press, Palgrave Macmillan, Policy Press, Polity, and Routledge.
- 4.14. We have contributed to our disciplines by serving as members of the ESRC Peer Review College (**Deeming**, **Harris**, **Sime**) and by undertaking reviews for the AHRC, British Academy, Cancer UK, Carnegie Trust, Leverhulme Trust, MRC, NIHR (School for Social Care Research), Nuffield Foundation, Scottish Government, and Wellcome Trust. We have also undertaken reviews for the Academy of Finland, the Australian and Dutch Research Councils, the Hong Kong Institute of Education, Belgium's National Fund for Scientific Research, Chile's National Agency for Research and Development, the National Science Centre of Poland, and the University of Oulu's Eudaimonia Institute.
- 4.15. We have also contributed to disciplinary development by examining PhDs both within the UK and overseas (**Fawcett**, **Hafford-Letchfield** and **Harris** have examined theses at Universities in Australia, Belgium, Italy, Malta, New Zealand and Sweden); by writing and contributing to textbooks (e.g. **Fawcett** and Pockett, *Turning ideas into research*; **Harris's** chapters on the history of the British welfare state in Floud *et al.*, eds., *Cambridge Economic History of Modern Britain* and Bochel and Daly, eds., *Social Policy*); and as book editors (e.g. **Deeming**, *Reframing Global Social Policy* and *Minimum income standards*; **Smith**, *Health Inequalities: Critical Perspectives*; **Steckley**, *Guide to Therapeutic Child Care*). **Harris** also coedited a two-volume collection of classic papers on health and the standard of living.

Influence and esteem

- 4.16. UoA members have given invited papers and keynote addresses at conferences in Canada, China, Denmark, Finland, Ghana, Indonesia, Ireland, Japan, the Netherlands, Norway, Romania, South Korea, Spain, Sweden and the USA, and been invited discussants at conferences in Germany and the USA. We have also made academic visits to Universities in Australia, Chile, France and Sweden. **Piacentini** is a Research Associate at the University of Oxford, **Hafford-Letchfield** holds a Research Fellowship at the University of Stellenbosch, and **Quinn** holds honorary appointments at New York and Yale Universities.
- 4.17. **Weaver** received a best article award from the *Probation Journal* in 2014 and was awarded the British Society of Criminology's Best Book Award in 2015. **Piacentini** received *Theoretical Criminology*'s 'Best Article' prize in 2015. **Smith** won the BMA's Best Book Award for 2016 and the Cambridge University Press Prize for Excellence in Social Policy Scholarship for 2017. **Steckley** won the Kay McDougall prize for the best paper in the *British Journal of Social Work* in 2018.
- 4.18. UoA members have also been recognised in other ways. **Smith** received a Philip Leverhulme Prize Award in Sociology and Social Policy in 2014. **Meer** and **Sime** were elected to the Young Academy of Scotland and **Harris** became a Fellow of the Academy of Social Sciences. **Eccles** is a Fellow of the Royal Society of Arts and **Piacentini** is a Fellow of the Royal Society of Edinburgh and AcademiaNet, an EU Network of Women Leaders in European Academia.