

Institution: London South Bank University
Unit of Assessment: 20 - Social Work and Social Policy
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Overview</p> <p>Unit of Assessment (UoA) 20 is situated in the School of Law and Social Sciences (LSS), the Centre for Social Justice and Global Responsibility (CSJGR) and the LSS research groups. The School, CSJGR and the research groups (collectively LSS Research) are united by their commitment to prioritise research that recognises the intersections between equality, diversity and inclusion, particularly with regards to 'real-world' problems pertaining to social justice and global responsibility. Taken together LSS Research makes up UoA 20, which represents a thriving research community for staff and post-graduate research (PGR) students within the School. The overarching research strategy is to foster a vibrant, inclusive and sustainable research environment.</p> <p>This research strategy is achieved through five key objectives:</p> <ol style="list-style-type: none"> 1. To implement a five-year plan for future development and sustainability 2. To contribute to social policy debates that promote social justice, equality, diversity and inclusion and to work with individuals, organisations and communities in the UK, and around the world that engage with these issues 3. To foster new research by enabling and supporting staff to bid for and win external research grant funding 4. To provide early career researchers (ECRs), research active colleagues and PGR students with the skills and support required to produce internationally excellent and impactful research 5. To draw together an inclusive group of researchers and PGR students through the creation of research clusters linked to social justice, social policy and global responsibility <p>1.2 Context</p> <p>Following REF2014 LSBU underwent a restructuring process resulting in the establishment of seven new Schools, in order to align with LSBU's research priorities. This included, in 2015, the establishment of LSS. As part of the restructuring, the university created a new Research, Enterprise and Innovation (REI) department. The research strategy implemented by LSBU (see LSBU Environment Statement) called for the establishment of new research centres and groups within Schools, supported by £1.8m per annum of QR funding. In response, the new Dean of LSS, Prof Craig Barker and the newly appointed Director of Research (DoR), Prof Caitríona Beaumont undertook a review of the research landscape within LSS. This was underpinned by: (a) a commitment to create a more inclusive research environment within LSS with all staff given the opportunity to engage in research activities including 'latent' researchers (LRs) who had prioritised teaching over their research activities; (b) identifying and supporting the research interests/strengths of a wider group of researchers and PGR students in LSS, going beyond the research themes of the Weeks Centre for Social and Policy Studies, situated within the former Faculty of Arts and Human Sciences; and (c) awareness that research expertise within LSS had changed (linked to staff departures, new undergraduate courses and new appointments: see People).</p> <p>The outcome of the review process was the establishment in 2017 of a new research centre, the CSJGR. The CSJGR was designed to function as a supporting structure, overseeing targeted funding support, skills and knowledge development, and providing research leadership, to ensure the successful development of six new research groups (with a seventh added in 2018). Together the research groups represent a constellation of expertise in championing inclusivity and challenging social inequality. This is achieved through the adoption of an intersectional</p>

approach that recognises the connections between race, gender, class, age, sexuality and disability when it comes to social inequality.

Membership of the **CSJGR** is open to all LSS research active staff, with core members identified as colleagues who have significant responsibility for research (SRR). The research activities and outputs of SRR tagged staff, comprising 21.1 FTE academics, align with **UoA 20** and are situated within the **CSJGR** and across the research groups.

1.3 Research Strategy

The research strategy, fully aligned with the University's Strategic Plan, has been developed during a period of transition and transformative change at LSBU and in LSS. The strategy's overarching aim is to create an invigorated, dynamic and sustainable research environment for **LSS Research**. The success of this strategy is achieved through the implementation of the five key objectives listed in section 1.1.

1.3.1 An inclusive research environment

The **CSJGR** (under the Acting Head: **Barker** 2017-2019, Head: Prof Michele **Moore** (appointed September 2019) and with the oversight of the DoR, **Beaumont**) identified key areas of research activity within the School. Working in consultation with experienced researchers and **ECRs** new research clusters were identified and seven research groups were established. Core membership of the groups is made up of SRR/LSS/LSBU staff. Associate members represent external researchers and/or practitioners who contribute to the development and dissemination of ideas within the groups.

Group leads are responsible for the strategic use of their group's annual budget to support the group's development. Annual reviews of group activity are submitted to the DoR who, with the Head of **CSJGR** and REI, confirm allocation of research funding for the following academic year. The REF2014 objective to '**encourage new specialisms**' within the School and UoA has been achieved via these new research groups, in addition to the targeted recruitment of new staff and the effective progression of staff (see **People**).

The groups are:

- **Race, Gender and Sexualities**
- **Space and Place**
- **Crime and Justice**
- **Education for Social Justice**
- **Critical Autism/Disability Studies**
- **Sustainability: Policy, Practice and Pedagogy**
- **Law and Access to Justice**

The creation of the groups has successfully drawn together a wider and more inclusive community of researchers from across LSS. **UoA 20** membership of 21.1 FTE represents a 42% increase in research active staff in comparison to REF2014, when 14.9 FTE staff were submitted.

In keeping with the objective for a more inclusive research environment, group leads represent a mix of experienced researchers, **ECRs**, and **LRs**. Co-leadership is encouraged so that senior researchers can work with and mentor junior colleagues in their leadership roles. This approach is crucial for succession planning to safeguard a sustainable research environment. Of the 13 group co-leads, 5 are **ECRs**.

The research activities and outputs of **UoA 20** members play a key role in shaping and developing the research themes of each group and the **CSJGR**. Groups convene annual seminar series, workshops and conferences (in excess of 100 during the current REF period)

that build on their research activities and emphasise the intersections between equality, diversity, inclusion and social justice. In addition, the groups act as dynamic collectives where skills, knowledge and ideas are shared between members. This is achieved through regular group research away days, writing retreats and workshops. Over the REF period SRR tagged staff presented 284 papers at national and international conferences and published 173 research outputs.

- **Race, Gender and Sexuality Research Group (RGS)**

*Group Leads: Dr Shaminder **Takhar** and Dr Clara **Eroukmanoff** (ECR).*

Core Members (CM): 22, PGRs: 5, Associate Members (AM): 10.

UoA 20 members: **Takhar**, **Eroukmanoff**, **Beaumont**, Dr Lisa **Pine**, Dr Elian **Weizman** (ECR), Dr Jaya **Gajparia** (ECR), Dr Matthew **Bond** (LR), Dr Katie **Donington** (ECR), Dr Daniela **Lai** (ECR) (left 2020) and Dr Elaine **Bauer** (left 2018, Visiting Fellow).

A central aim of the group is to locate the different experiences of individuals and groups in society, past and present, based on their race, gender, religion and/or sexual orientation and to provide insights and solutions into how inequalities, based on these characteristics, can be mitigated. The group is multidisciplinary with a mix of historians, sociologists and international relations scholars.

Takhar's research on South Asian women and their political agency raises important methodological questions regarding the significance of emotions when researching marginalised groups. Her work highlights the dangers of researcher emotion casting subjects as victims and thereby undermining the agency that is evident within this community of women. **Takhar's** work also examines the links between sexuality, inequality, human rights and sustainability. **Gajparia** shares this research interest, with regards to women in Mumbai, India, and how they are able to perform agency over their daily lives, despite experiencing poverty and discrimination. **Bauer** works on the experiences of mixed and migrant families in the UK. Her study of children as language brokers in migrant families highlights how interpersonal dynamics; gender roles and power relations can lead to discrimination among marginalised families. **Donington** is a historian of race and the legacy of slavery. Her 2020 book represents extensive and highly original historical research based on an illustrative case of how family, economic, social and political structures interacted in the context of historical slavery in the UK. The historical analysis presented here speaks clearly and explicitly to issues of concern today around the legacy of empire and the UK's commercial, political and cultural heritage underpinned by the transatlantic slave trade.

Gender roles, identity and female experience are central to the work of **Beaumont**, **Pine** and **Bond**. **Beaumont** writes extensively on the history of female activism, equality and citizenship rights in twentieth century Britain and Ireland. Through her work, she has challenged the use of the 'wave' metaphor to trace the trajectory of the women's movement. Instead, she highlights the significance of protest and activism across the century linked to gender equality among less well-known women's groups, including the YWCA and the Mothers' Union. **Pine** is an acknowledged historian and expert on the history of Germany, genocide and the Holocaust. In recent years, her work has focused on the gendered experience of Holocaust survivors, family life, education and religion in Nazi Germany. **Bond** works on the 'feminisation of elites' and the impact that the inclusion of women in business and political elites has on changing power structures within contemporary society. His new project is an in-depth statistical analysis of the British Aristocracy in terms of wealth, status and gender.

As International Relations (IR) scholars, **Eroukmanoff**, **Weizman** and **Lai** are interested in the concept of race and identity in international relations, with a particular focus on the intersections between racism, religion, colonialism, war and national identity. **Eroukmanoff** is emerging as a leading scholar in her field. In generating new insights into explicit and indirect strategies of securitization of Islam and Muslim communities in the US and Western Europe, and adopting innovative methodologies her work is significant in exposing and interrogating indirect racism in contemporary western societies. **Weizman's** research focuses on legal practice, education and

rights based activism in Israel/Palestine, through the lens of colonialism/anti-colonialism and the application of Gramscian theory. **Weizman** currently co-ordinates the international *Decolonising Knowledge Production in Settler Colonial States* workshop and research laboratory. **Lai** is an emerging expert on post-conflict societies with a particular focus on socioeconomic justice and reconciliation in Bosnia and Herzegovina. Her 2020 book increases understandings that social discontent in post-war transitional national contexts requires forms of analysis that go beyond those usually deployed, thereby making an original contribution to the field of IR.

RGS convenes an annual seminar series with papers presented by group members, including PGR students, as well as external speakers. These seminars encourage the presentation of work in progress, providing a supportive space for peer feedback and researcher development. **Beaumont, Pine, Weizman, Gajparia, Bond, Donington, Lai, Eroukhanoff** and **Takhar** have all presented their work in this forum. PGR students are encouraged to present their work, including Sarah Merton, on the Body Positive Movement and its links to feminism and social movement activism (6/5/20). Other papers have included Mehrdad Alipour, Visiting Researcher (13/2/19) on 'Intersex and Transsexual People, Gender Conforming Surgery, Medical Treatment, and Illness: A Close Examination of Four Islamic Fatwās' and Prof Gary Younge (*The Guardian* and University of Manchester), Visiting Professor, on 'Social Justice: An Evening with Gary Younge and Alex Vitale' (26/11/18).

The intersectional approach of the group is evident from its 2018 Conference '1918-2018: 100 years of the women's vote in Britain: How far have we come?' (16/6/18). This included as a major strand the experiences of women of colour in Britain in relation to citizenship rights, equality and activism.

- **Space and Place Research Group (SP)**

Group Leads: Dr Sophie Elsmore (ECR) and Dr Sam Johnson-Schlee (ECR), supported by Dr Philip Pinch.

CM: 10, PGRs: 4.

UoA 20 members: **Johnson-Schlee, Pinch, Elsmore** and Dr Sara **Manalsuren (ECR)**.

SP is an emerging multidisciplinary group bringing together researchers interested in developing critical understandings of space and place in relation to environment, inequalities and social justice. The group includes academics and PGR students from the disciplines of human geography, history, housing and planning. **Pinch** has published findings from his European Observation Network for Territorial Development and Cohesion (ESPON) funded research project (2013) 'Key Indicators for Territorial Cohesion and Spatial Planning' (**Project 6430**). In addition, his research includes a study of urban planning policy with regards to the River Thames and a study of the Second World War utility furniture scheme, unpacking the dynamics involved in the making and remaking of moralities across space through responses to the bombed city. **Johnson-Schlee** draws on a range of disciplines, including art critique, history and human geography to challenge notions of order and re-construction in post-war Britain. His work also analyses the role of conspiracy theory in the political speech of the urban marginalised and displaced. **Elsmore's** research, based on original empirical work and theoretically informed analysis provides important insights into the politics of planning and development in urban areas. **Manalsuren's** work focuses on Mongolian business practices and the impact of local traditions on management structures.

The **SP** group supports members through research away days and writing retreats including a 'Shut up and Write' workshop (July 2018). In May 2018, the group organised a one-day symposium 'Bombsite/Building Site: A symposium about post war destruction of urban cultures'. This event led to the publication of new outputs by **Pinch** and **Johnson-Schlee** in a 2020 special issue of *London Journal*.

- **Crime and Justice Research Group (CJG)**

Group Lead: Dr Christine Magill (LR)

CM: 10, AM: 4.

UoA 20 members: Dr Federica **Rossi** and Dr Charlotte **Clements (ECR)** with Dr Andrew **Whittaker** and Dr Tirion **Havard** (LSBU School of Health and Social Care).

This multidisciplinary group brings together academics from across LSBU and, in particular, creates opportunities for collaborative work with colleagues in the School of Health and Social Care (Social Work). Members' research interests include Violence Against Women and Girls (VAWG), youth, policing, terrorism, hate crime and criminalisation of dissent. The group sits at the intersection between social justice and criminal justice.

The investigative work of members **Whittaker** and **Havard**, into street gangs and youth violence, is an impact case study for **UoA 20**. This research has led to a greater understanding of the threat of violence against children and young people from 'at risk' communities in England and Australia. Historian **Clements** focuses on the role of youth clubs and youth workers in the mid to late twentieth-century Britain in supporting young people. Criminologist **Rossi** is interested in the legacies of political violence in Italy, contested debates about memory and memorialisation and the study of terrorism, counter-terrorism and victims' movements.

CJG convenes a variety of internal and external events reflecting the research interests of members including a series of symposiums on different forms of VAWG such as the '*Coercive Control: Contextualising the Invisible*' symposium (December 2019). The group's annual seminar series showcases the work of group members including that of **Rossi**, **Clements** and **Whittaker** and **Havard**. Seminar papers have featured topics including 'Working with Violent Women', 'Race and Marginalisation in Contemporary Youth Justice' and 'Gangs in Waltham Forest'. **CJG** co-organised an event with LSBU Equinet (network for BAME staff) and **RGS** with Prof Alex Vitale, **CJG** Visiting Prof (Brooklyn College, New York) and Prof Gary Younge to discuss social justice and policing (26/11/18). Prof Vitale is also a regular contributor to the **CJG** seminar series. In 2020 group members **Havard** and Magill with **Gajparia**, published an article in *Wonkhe* entitled 'Covid-19, domestic abuse and what universities can do for students'.

- **Education for Social Justice Research Group (ED4SJ)**

*Group Leads: Dr Martha **Shaw (ECR)** and Dr Helen Young*

CM: 17, PGRs: 16, AM: 14

UoA 20 members: **Shaw**, Prof Nicki **Martin** and **Moore**

The research themes of **ED4SJ** and **Critical Autism/Disability Studies** are interwoven illustrating the interconnections between inclusive education, disability and social justice. As a result, the research interests of **Martin** and **Moore** cut across both groups. **ED4SJ** focuses on research about inclusive education in its broadest sense, across age range and diverse settings. In 2019, Richmond and Hillcroft Adult and Community College awarded a tender to the group to carry out an evaluation of their H2020 Beyond Education Programme. This work, led by **Shaw**, involved an analysis of the methodology and delivery of this education programme, aimed at engaging women 'furthest from education'. The final report was submitted to the National Lottery's Women's and Girls Initiative. This commission is closely linked to the group's commitment to education for social justice and research informed practice. **Shaw's** research and publications (in collaboration with Prof Adam Dinham, Goldsmiths University) assesses the importance of religious education and world-view literacy in schools and how this links with faith-related social policy.

Since 2017, **ED4SJ** has convened an annual conference at LSBU, *Education Across the Divide*, to shine a light on particular aspects of inclusive practice in education. Conference themes have included giving voice to the marginalised within education policy (2020) and developing innovative creative approaches to inclusive education (2019). Throughout the academic year **ED4SJ** organises regular workshops and seminars, including lunchtime 'lightening' talks, where work in progress for group members is shared. Visiting Professors and Fellows within **ED4SJ** include Visiting Prof Chris Barnham, Lewisham Councillor, and Visiting Fellow Barbara Peacock, former Director of Children and Adult Services for Medway.

- **Critical Autism and Disability Research Group (CADS)**

Group Leads: **Martin** and **Fabienne Benoist (LR)**

CM: 13, PGRs: 7, AM: 18

UoA 20 members: **Martin and Moore**

CADS brings together researchers and PGR students working in the related fields of autism and disability studies. The group is closely aligned with and supports post-graduate taught provision in LSS, namely the MA Education Autism and MA Education Special Educational Needs and Disability. **CADS** works in collaboration with the Participatory Autism Research Collective (PARC). **Martin**, an acknowledged national and international expert in autism and disability research, co-founded PARC to promote the importance of participatory research in this field. Her work forms the basis of a **UoA 20** impact case study. She has been the principal investigator on a range of funded projects, for example the Cygnet Mentoring Research Autism Project (2014-2016) (**Project 6485**), the Perseid School: Autistic Children (Sensory Schools Project) (2016) (**Project 6585**), John and Lorna Wing Foundation (**Project 6683**) (2019-2021). **Moore** is editor of the international disability studies journal *Disability and Society*, providing a focus for debate about issues including human rights, discrimination, policy and practices. Her work contributes to debates around inclusive practice with regards to disabled children in education, transgender young people and disabled adult service users. **Moore** adopts a participatory methodology collaborating with disabled people, the academy and service users, in order to influence and recommend policy changes in these areas.

CADS hosts monthly seminars held in conjunction with PARC. The group also holds an annual *Critical Autism Studies Conference* at LSBU, featuring autistic academics and speakers, with contributions from **Martin**. In 2019 **CADS** convened the *Autism and Girls Conference* (in collaboration with Lambeth Teaching Schools Alliance) and the *Autism in the BAME Community Conference* (in collaboration with Autism Voice).

- **Sustainability: Policy, Practice and Pedagogy Research Group (SPR)**

Group Leads: **Gajparia (ECR)** and **Dr Antonia Noussia (LR)**

CM: 11, PGRs: 4, AM: 16.

UoA 20 members: **Gajparia** and Prof Gaim **Kibreab**.

The **SPR** group has close links with the School's MSc Education for Sustainability and its research interests are based on the principles of social and environmental justice. The group provides opportunities for people and organisations to share new insights and adopts the United Nations Sustainable Development Goals (UN SDGs) as a framework for engaging in research linked to challenging global inequalities, particularly concerning gender, race, migration and poverty. **Gajparia's** work on gender, agency and poverty in India reflects the research themes of the group. These themes underpin the work of **Kibreab**, internationally renowned for his work on forced migration, refugees and environmentally induced population displacement. His 2017 book provides an original and in-depth critical analysis of the Eritrean National Service and its impact on post-Liberation Eritrea. **Kibreab's** research on influencing immigration policy in the UK and Europe about Eritrean refugees is an impact case study for **UoA 20**.

The **SPR** group works closely with external partners including the Schumacher Institute for Sustainable Futures, the University of the West Indies, the Refugee Forum and the European Regional Centre of Expertise on Education for Sustainable Development (RCE) network. Group members take part in writing retreats and research away days and hold events including *The USA and the Sustainable Development Goals* (2018) and the *Sustainability and Climate Action Conference* (2020). **SPR** is represented on the LSBU Sustainability Steering Group and **Gajparia** hosts the *Sustainability Research Pod* (podcast).

- **Law and Access to Justice Research Group (LAJ)**

Group Leads: **Chris Shepard (LR)** and **Dr Emmanoula Mylonaki**

CM: 5.

UoA 20 members: **Mylonaki, Barker, John Koo (LR)** and Dr Cherry **James (ECR)**

The **LAJ** was established in 2018 to foster research activities among Law staff, the majority of whom are experienced teachers new to research. The group is working to support colleagues to theorise and conceptualise the Law Division's long-standing commitment to clinical legal education and access to justice. In September 2020 the School appointed six new colleagues into the Law Division, five of whom are **ECRs**, with a view to supporting and expanding the work of **LAJ**, which has the potential to allow LSS to contribute into UoA 18 in a future REF.

Current research within the group is focussed on how domestic, European and international law regulates questions of social responsibility and access to justice. In the European context, **James** and **Koo** examine issues of temporary protection and the impact of Brexit on student mobility. In her 2019 book **James** presents a highly original study of the impact and role of ERASMUS programmes on UK HE and on the concept of European citizenship and identity. In doing so, her work informs thinking and development in the area of European social policy and understanding of citizenship issues. **Koo** takes an innovative and fresh approach to the EU's responses to mass migration in 2015 and the asylum crises. **Mylonaki** and **Barker** focus on international law. **Mylonaki** argues that criminological methods and approaches can and should be applied to the study of international crimes. **Barker** is a leading international expert on issues relating to diplomatic law and diplomatic immunity. His research highlights the relationship between immunities, international crimes and violations of human rights as well as "the responsibility to protect". He is a senior research fellow with the Global Citizen Forum and a consultant with the UN Institute for Training and Research (UNITAR).

The group has organised a number of events, including in June 2019, a seminar to celebrate the launch of **James**'s book featuring guest speakers Prof Michael Dougan, University of Liverpool and Prof Elaine Fahey, City University. The 2017-2019 INSPIRED EU research funding awarded to **James (Project 4065)** resulted in the creation of a MOOC on EU policy relating to cross border activities linked to criminal conduct and irregular migration.

1.3.2 Skills Training and Support for Researchers

To foster this vibrant, sustainable and inclusive research environment for **LSS Research**, aligned to **UoA 20**, the DoR implemented a programme of research skills support. In 2016 the *Being Research Active in LSS* was launched and subsequently funded by the **CSJGR**. This resulted in a series of initiatives to provide researchers at all career stages with the tools required to engage in high quality research activities. A Virtual Learning Environment (VLE) Moodle site 'LSS Research' provides a virtual hub where all LSS staff can access news, information and support for their research activities and keep up to date with the activities of the **CSJGR** and research groups. This site enables staff and PGR students to share their research via the 'Research Community Blog'. Information on funding opportunities, funding bodies and advice on how to write funding bids is included on the site alongside a *Writing High Quality Outputs Toolkit* providing researchers with detailed guidance on how to develop their own research and writing.

In addition to this virtual support, the **CSJGR** hosts annual Research Away Days (2017-2020) to bring together researchers from across the research groups to share ideas, knowledge and skills. Topics discussed, featuring internal and external speakers, include advice on creating impact, research grant bidding, LSBU Open Access Policy and building researcher profile and networks via social media. The *Being Research Active in LSS* initiative provides its own annual programme of workshops around researcher skills. Furthermore, individual funding awards enable **UoA 20** members, PGR students and other research active staff in LSS to develop and expand their research activities (see **People**). Workshops include 'How to win research bids' (May 2017), 'Research mentoring, what works?' (March 2018), 'How to write good abstracts, introductions and conclusions' (May 2019). Conference attendance and field trips for staff and PGR students is supported by the **CSJGR** as well as by an annual Divisional conference allowance of £500.

In addition to the mentoring support provided to **ECRs** and **LRs** within **LSS Research**, all **UoA 20** members and research active staff submit an annual three-year research rolling plan setting out their research achievements and plans for the following three years. Meetings are held with either the DoR or the Head of **CSJGR** to discuss the plan and advice and guidance is shared with colleagues. There is 100% take up of this mentoring scheme. Moreover, **ECRs** and **LRs** are supported in their work through a peer review process for research outputs and research funding bids. Here a panel of experienced academics provides feedback (using a detailed form) to colleagues in order to assist with the submission of high-quality work and funding bids.

PGR students are well supported through skills and training provided by the London Doctoral Academy (LDA) (see LSBU Environment Statement). In addition, LSS PGR students (PhDs and EdDs) are encouraged by their supervisors to join one of the research groups. The Directors of PGR Programmes in LSS, **Martin** (EdD) and Young (PhD) convene an annual programme of *PGR Research Labs*, which includes skills training, for example on qualitative and quantitative research methods, writing literature reviews and research ethics guidance. Here PGR students have the opportunity to present work in progress. PGR students are enrolled on the 'LSS Research' Moodle site where they access all the information available to staff, post blogs and keep up to date with information about their programmes, ethics guidelines, research skills, and research news.

1.3.3 Support for research via external research grant applications

The departure of experienced researchers with strong track records of winning external funding from the Weeks Centre (see **People**) and the subsequent closure of the Centre in 2017 resulted in a drop in external research income (see **Income**) within the School. This situation created a gap with regards to the skills, knowledge and track record required for successful external research funding applications. To address this in 2017 the **CSJGR** invested in the services of the consultancy group, *GrantCraft*, to work with the Centre, research groups and individuals to increase the number of research grant applications submitted. In 2017 *GrantCraft* ran a series of workshops with individual research groups and provided staff, via the 'LSS Research' Moodle site, with a 'Project Development Workshop Booklet'. Since 2017 *GrantCraft* has provided individual and on-going support packages to **UoA 20** members **Beaumont, Moore, Donington, Shaw, Takhar, Bond, Gajparia, Clements, Lai, Eroukmanoff, Elsmore** and **Johnson-Schlee**. Support has also been provided to **LR Magill**. *GrantCraft* packages provide tailored one to one support to staff around the drafting of external research funding bids, up to the point of submission. To further develop and support external grant bidding activity *GrantCraft* were commissioned to undertake a research portfolio mapping exercise in 2019 to identify strengths and opportunities for external funding within LSS. This provided individual staff with detailed guidance on the types of funders most appropriate for specific career stage, track record and research expertise. This targeted support has contributed to an increase in the submission of research grant applications from two in 2015 to an average of ten per year, between 2016 and 2020. This is in addition to the external grant income won during the REF period (see **Income**).

1.3.4 Impact Strategy

In accordance with the University's strategy to engage in research linked to 'real-world' impact that yields societal benefits, research active staff in **LSS Research** are encouraged and supported to situate research impact at the centre of their research activities. Training has been provided on research impact by REI at **CSJGR** Research Away Days (2017/2018), and via *Being Research Active in LSS* workshops. In October 2018 the **CSJGR** sponsored a workshop presented by the academic impact consultancy *Bulletin* on 'Advanced Research Impact'. **Beaumont** won a place on the AHRC/Institute of Government 'Engaging with Government' workshop in 2020 and is sharing the skills and knowledge gained with researchers in LSS, through workshops planned in 2021. The success of the **LSS Research** Impact Strategy is evidenced by the following achievements:

Martin and **Kibreab** have contributed impact case studies for the REF2021 submission along with an additional case study by **Whittaker**, a member of the **CJG** group (see **UoA 20** Impact Case Studies). Beyond these key case studies **Takhar**, as a member of the Fawcett Society Local Government Commission, contributed to its final report *Does Local Government Work for Women?* (2017), which made a number of key recommendations with regards to the issue of sexism and racism within local government. **Beaumont** has been cited in the Irish Dáil (parliament) Oireachtas Library & Research Service *L&RS Note on Article 41.2 of the Constitution: Women in Home* (26/6/18) in relation to the planned referendum to remove Article 41.2 from the Irish Constitution. This issue is now being discussed in a Citizen's Assembly. **Beaumont's** work on the lived experiences of middle-aged and older women, in collaboration with the Mothers' Union, resulted in the setting up of a working group with LSBU Human Resources (HR), Wellbeing and Equality Diversity and Inclusion (EDI), to devise a 'Menopause at Work' policy, to be launched in 2021.

Barker has advised several governments on their diplomatic practice, particularly in relation to the appointment and training of Honorary Consuls, which is also the basis of his work with UNITAR. **Moore** leads consultative participatory human rights projects across the world to support children, their families and those who work with them. She is currently working in conjunction with the UN Development Programme (UNDP) and the Ministry of Labour and Social Protection of the Population of Azerbaijan, on the country's first-ever National Action Plan on Suicide Prevention. She took part in a two-day round table to launch the initiative in November 2019. **Shaw's** work with Richmond and Hillcroft Adult and Community College to evaluate their H2020 Beyond Education Programme contributed to supporting the engagement of women 'furthest from education' (2020). **James's** research on the impact and role of ERASMUS programmes on UK HE has informed thinking and development in the area of European social policy. **Donington's** work is impactful with regards to decolonising the secondary school curriculum in England. She has led CPD sessions for teachers via the 'Be Bold History' network on the theme of 'Bringing Slavery Home: Teaching Slavery Through Local History' (2020), is an advisor to the Colonial Countryside Project (National Trust) and co-ordinates the Historical Association Fellowship for training of secondary school teachers in new approaches to the historiography and pedagogy of transatlantic slavery. **Donington** is regularly invited to comment in the media as an expert on the legacies of transatlantic slavery and controversies around public history debates, for example the removal of statues of former slave owners. **Clements's** research on voluntary sector archives (Institute of Education/British Academy funded) has led to the establishment of the National Archives 'Charity archives support and development plan' (2020), providing practical support to charities to invest in their archival management.

1.3.5 Future Research Plans

- Continue to cultivate new research in **LSS Research**, which prioritises a 'real-world' focus on issues pertaining to social policy and social justice. This will be achieved by supporting the current groups with a particular emphasis on increasing the number of SRR tagged staff members within each group through a new *Keeping Research Active in LSS* (replacing *Being Research Active* from 2021) initiative incorporating skills training, research support and mentoring, as well as relief from teaching.
- Increase the number of academics in LSS who have SRR by 50% by 2026.
- Building on the success of our undergraduate Law degrees, develop the work of **LAJ** with a view to submitting to both UoA 18 and 20 in a future REF.
- Provide further training and support for research active staff around external research funding to increase the number of external grant applications by 50% by 2026. This will include more one to one mentoring schemes/peer review for funding applications and cross group/UoA funding bids.
- Sustain existing partnerships with civil society organisations and stakeholder groups and increase this number by at least 5 by 2026.
- Increase the number of PGR students by 25% by 2026 through better alignment of EdD/PhD students with research expertise, via the research centre/groups.

- In addition to the 2 X PhD scholarships awarded by the **CSJGR** in January 2021, to increase investment in PGR scholarships with one attached to each research group by 2026.
- Build supervisor capacity by extending the number of PGR supervisors by 50% by 2026 through second supervisor roles, training and mentoring.
- Continue to prioritise effective dissemination by academic and professional publications, blogs, workshops, seminars and conferences. A new LSBU social justice themed blog site will launch in 2021 to showcase our research in this area.
- Contribute to shaping the LSBU corporate strategy around the UN SDGs, in alignment with the Corporate Strategy 2020-2025, in particular with regards to gender equality, wellbeing and reducing inequalities.

2. People

There have been considerable staff changes in LSS since 2014. Between 2014 and 2016 twelve key researchers in the Weeks Centre, including its Director, retired or left LSBU to take up senior research posts at other UK universities. The creation of the School in 2015 resulted in a new research leadership team made up of the Dean, **Barker** (appointed 2015, Acting Head **CSJGR** 2017-19 & Joint **UoA 20** Lead), the DoR, **Beaumont** (Joint **UoA 20** Lead) and, since September 2019, the Head of **CSJGR**, **Moore** (Joint **UoA 20** Lead). Research group leads play a leadership role within their respective groups and come together with the School research leads to form the LSS Research Committee, which meets once every semester. **Martin** represents the School's professoriate and leads on peer review and grant writing support and management.

2.1 Staffing strategy and staff development

Since 2015 there has been a targeted appointment of **ECRs** to the School, linked to the development of new undergraduate degree programmes in history, human geography and IR. Moreover, recruitment is targeted to appoint active researchers working in these disciplines with a focus on social justice in a range of national and international contexts. Ten **ECRs** have been appointed during the assessment period: **Clements, Donington, Elsmore, Eroukmanoff, Gajparia, Johnson-Schlee, Manalsuren, Shaw, Weizman** and **Lai**. This brings the number of **ECRs** in **UoA 20** to 11 (**James**) making up 50% of the total group. As part of the plan to further expand law based social justice research in the School, five additional **ECR** researchers were appointed in September 2020.

ECRs are highly supported in terms of career development and skills attainment in line with LSBU's commitment to the Concordat for Researcher Development and its receipt of the HR Excellence in Research Award. REI and the University's Staff Development Unit provide a programme built around the Vitae Researcher Development Framework offering training and events for all research staff on a regular basis.

LSS Research mentoring and research skills are delivered via the *Being Research Active in LSS* initiative, three-year research plans, and in research groups (see **Research Strategy**). Individual research awards funded from the QR budget and overseen by the DoR and CSJGR Head, further support **ECRs** and active researchers. Since 2017 an average of ten awards per year have been made for amounts ranging from £500 to £5,000. This funding is tailored to meet individual need. For example, **Lai** was awarded £1,500 to carry out fieldwork in Columbia, South America. **Donington** was awarded a top up £650 to attend a conference in New York, **Bond** awarded £5,000 to purchase data sets and **Takhar** £5,000 to employ a research assistant. This funding has enabled **ECRs** and research active colleagues to go on residential writing retreats (**Elsmore, Johnson-Schlee, Takhar, Pine, Pinch** and **Gajparia**). **ECRs** have benefited from customised support with grant writing (see **Research Strategy**). Since the introduction of the LSBU Sabbatical Awards in 2016 six members of **UoA 20** have been awarded this competitive one semester sabbatical (**Beaumont, Martin, Rossi, Donington**) with **Shaw** and **Eroukmanoff** on sabbatical in 2020/21. This has enabled the production of an additional 20 outputs.

ECRs have also been supported in career progression. Since 2016 **Donington, Clements, Elsmore, Eroukmanoff, Johnson-Schlee, Lai and Manalsuren** have been promoted from Lecturer to Senior Lecturer. Within the wider **UoA 20** group **Rossi** has been promoted to Senior Lecturer, **Shaw, Mylonaki, Pinch** and **Koo** to Associate Professor and **Beaumont** and **Martin** to Professor. The successful recruitment, support and promotion of **ECRs** meets and exceeds the 2014 objective to build '**internal expertise through proactive support underpinned by effective promotion policies, together with the strategic appointment of new staff**'.

2.2 Research Students

The LDA provides central support and skills training to PGR students with progress monitored centrally via the Research Board of Studies and the Haplo PGR management system (see LSBU Environment Statement). An annual summer school run by the LDA gives PGR students the opportunity to meet fellow students across LSBU, develop new skills and present their research. Within LSS the Directors of PGR Programmes oversee a rich and varied programme of seminars, workshops and skills training for PGR students (see **Research Strategy**). PGR students are invited to attend the *Being Research Active in LSS* workshops and seminars. Supervisors encourage students to join one or more of the research groups and all PGR students are members of the **CSJGR**. PGR students have access to dedicated study space in the School furnished with pcs, printers and laptops and with access to a kitchen.

PGR students are normally assigned two supervisors with at least one supervisor having two plus completions. Second supervisors may be less experienced but are encouraged take up supervisory roles to expand capacity in this area and for career development, especially among **ECRs**. Mentoring and training is provided within the supervisory team and via LDA training and the Epigeum online training module. Of **UoA 20** members, 15 are engaged in PGR supervision, 3 of whom are **ECRs**. Between 2014 and 2020 **UoA 20** members acted as external examiners for 25 PhD/EdD examinations.

On average, the number of new PGR students has increased from five per year in 2013-2015 to nine per year in 2015-2020. The PGR completion rate for the current assessment period is 40. This is a significant increase since REF2014 when the total within UoA 22 was 14, thereby representing a 285% (near three-fold) increase.

In addition to the LDA and LSS support provided to PGRs, students can apply for funding to facilitate attendance at national and international conferences (up to £500 pa). Since 2017 an average of five awards per year have been made.

Graduates of the School's PGR programmes have gone on to pursue successful careers in academia and civil society organisations. For example, **Gajparia** (2015) is a Lecturer in Sociology in LSS. Dr. Allan Tyler (2015) is Lecturer in Psychology at LSBU specialising in queer theory. Dr Emma Williams (2018), recently appointed Director of Research/Strategic Partnerships for the Centre of Policing Research and Learning, was Senior Lecturer in policing at Canterbury Christchurch University. Dr Diago Canciani (2014) is Senior Lecturer in the Department of Social Sciences, University of Roehampton. Dr Ayar Ata (2016) works as a freelance researcher with the Ministry of Justice and the International Association for the Study of Forced Migration. Dr Md Zahidul Islam (2018), who co-authored an article with **Kibreab**, is working as a Lecturer at Kingston University.

2.3 Equality, Diversity and Inclusion

LSS Research works within a well-defined University EDI Policy. **UoA 20** members utilise their research expertise to inform and promote EDI initiatives across LSBU. **Takhar** plays a key role in the University's Equinet and GenderNet staff networks and co-ordinates the University's Black History Month programme, which in fact runs throughout the academic year. Many of these events are co-organised with **RGS**, for example '*Race Today* and the fight for racial justice 1973-1988'

(2/12/20). This initiative illustrates the commitment to social justice within **LSS Research** and its alignment with LSBU strategic goals around research, as well as student and staff support.

Takhar contributed to the awarding of the University's Athena Swan Bronze Charter (April 2020). **Takhar, Clements** and **Donington** have been awarded funding by the University (2019/20) to undertake projects to address the BAME attainment gap and promote awareness around decolonising the curriculum across LSBU. **Barker** is Chair of a University working group looking at Decolonising Research. **Martin's** work supporting researchers and students with autism in schools and universities is evidence of a strong commitment to EDI policies. **Rossi, Takhar, Martin** and **Clements** contributed to a LSS Working Group, chaired by **Beaumont**, which made recommendations on how to better support carers and disabled staff to keep research active during the COVID-19 Pandemic. LSS Deanery, and the University Research Committee (URC) approved the recommendations in July 2020 and as a result a £200 research allowance was introduced in LSS for staff carers and/or staff with disabilities. **Beaumont** instigated and contributed to the development of the new LSBU 'Menopause at Work' policy.

An Equality Impact Assessment of **UoA 20**, comparing the SRR cohort with the REF eligible (Category A) group within LSS revealed no significant (>10%) disparities between the two groups. A key finding is that whereas the overall group was 38% male, 62% female, the SRR cohort was 32% male and 68% female. Furthermore, of the SRR cohort 28% are BAME in comparison with 19% of the wider group. This evidences that work undertaken to support an inclusive research environment is paying dividends.

2.4 Research Integrity and Open Access

Research within the School fully complies with the University's Ethical Code overseen by the University's Ethics Panel and meets the highest ethical and professional standards. LSBU is fully compliant with its requirements for all staff to be aware of research integrity, publishing its procedure, named contact, and annual reports on the University's website. **Takhar** is the LSS Director of Ethics and chair of the School Ethics Panel. All staff, PGR and post-graduate taught/undergraduate students must complete the ethics approval process before embarking on their research. Training and support is provided via the LDA alongside the *Being Research Active in LSS* and *PGR Research Labs* programmes. Research outputs by LSS staff are 100% compliant with LSBU's Open Access Policy.

3. Income, infrastructure and facilities

Core funding for the **CSJGR** and research groups principally derives from QR income and is topped up by central funding from LSBU. This income pays for funding of research groups, LSS research awards, LSS Research Away Days, PGR conference awards, *GrantCraft* support packages and workshops, the *Being Research Active in LSS* programme, PhD fully funded scholarships, article processing charges (APC) (X 5), as well as other research related matters.

External research income over the review period totals £705,000. This includes projects for **Martin: 6485/ £84,000** and **6683/£70,000** (see **CADS**) and **Pinch: 6430/£76,000** (see **SP**).

This drop in external income, in comparison to REF2014, is linked primarily to the departure of Weeks Centre researchers (see **People**). In keeping with our research strategy to support **ECRs, LRs** and research active staff who have yet to acquire a track record in winning research grants, a rigorous system of interventions has been introduced to build on the skills and confidence required to apply for external research funding, including investment in the services of *GrantCraft* (see **Research Strategy**). In addition to submitted grant applications, further grant applications are in progress for **Shaw, Moore, Donington, Rossi, Beaumont, Takhar, Elsmore** and **Eroukmanoff**.

LSBU Research Strategy is shaped by the URC and implemented by REI, DoRs and Centre Heads. The **CSJGR** Head and the DoR manage the QR income in LSS, with oversight from the Dean. Research group leads manage their allocated budgets, with oversight from the DoR and

CSJGR. The LSS Research Committee brings together the Dean, DoR and Centre Head with research group leads, the School professoriate and the Directors of PGR programmes and Ethics to implement the School's research strategy. The DoR and Centre Head are supported by administrative assistance from within the Deanery. The School's Business Partner provides guidance and support with the spending of the QR budget and management of external research income within the School. REI provides support with regards to research grant bidding and post-award management and delivery.

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

LSS Research enables our academics to make significant contributions to a range of diverse disciplines through service to professional societies, stewardship of journals, peer-reviewing, conference presentation and organisation, as well as collaborations with researchers and practitioners from other institutions and organisations, with evidence as follows:

4.1 National and international collaborations

Staff collaborate on research projects with colleagues in other universities in the UK and internationally. For example **Shaw** is a Doctoral Fellow at Faiths and Civil Society Unit, Goldsmiths, University of London. She is currently a co-investigator on a Canadian Social Science and Humanities Research Council funded project with Dalhousie University, Canada and the University of Manchester (2020-2022) around religious education in schools. **Beaumont** is co-convenor of the 'Expertise of Experience Research Collective' made up of 16 academics across England and Ireland (including **Clements**). **Lai** was a visiting researcher at the Varieties of Peace Program, Umea University, Sweden (2019). **Barker** is a senior research fellow with the Global Citizen Forum. The INSPIRED EU research funding awarded to **James** resulted in collaborations with European universities including the Josip Juraj Strossmayer University of Osijek, Croatia and the University of Pecs, Hungary. **Gajparia** works on a collaborative project with the University of the West Indies on education for sustainability post-graduate assessment practices. **Donington** is senior historical advisor to the Colonial Countryside Project, University of Leicester and the National Trust, and was visiting lecturer, University of Dortmund, Germany (2019). **Rossi** was a member of the French-British collaborative research project 'Criminalisation of Dictatorial Past' (AHRC funded), University of Exeter and LABEX Past in the Present, France (2015-2019). **Weizman** was visiting research fellow, Council for British Research in the Levant (2014-2015). **Kibreab** contributed to the Refugees Studies Centre Summer School, University of Oxford (2017, 2018, 2019).

4.2 Editorial board membership

Staff serve on a number of editorial boards including: **Beaumont:** *Contemporary British History*, *Twentieth Century British History*, *Local Economy* and Adam Matthews Digital 'Gender, Identity and Social Change' Collection. **Moore:** *Disability Studies* (editor), **Takhar:** *Sociology*, Emerald Group Publishing Advisory Board. **Eroukmanoff:** *Journal of International Political Theory* **Martin:** *Journal of Inclusive Practice in FE/HE*, *Disability and Society*, *Advances in Autism*, **Johnson-Schlee:** *London Journal*, **Pine:** series editor 'German History in Focus', Bloomsbury Academic, **Rossi:** *London Journal of Critical Thought*, **Weizman:** *Settler Colonial Studies* **Kibreab:** *Journal of Refugee Studies*, **Mylonaki:** *International Law Research and Criminal Law and Justice Weekly*.

4.3 Peer reviewing and support to Research Councils

Staff are actively engaged in reviewing for research funders, publishers and journals. **Research bodies** include Leverhulme, AHRC, ESRC, Irish Research Council, British Academy/Wolfson Foundation Awards, National University of Ireland Post-Doctoral Fellowship Awards. **Publishers** include Oxford UP, Manchester UP, Liverpool UP, Routledge, Bloomsbury Academic, Palgrave, Penguin/Bodley Head, Toronto UP, Emerald Publishing.

Amongst **journals**: all of the above, plus: *Women's History Review*, *Gender and History*, *History of Education*, *Feminist Media Studies*, *Journal of Contemporary History*, *Critical Studies on Terrorism*, *Politics*, *German History*, *Geoforum*, *Media*, *War and Conflict*, *Cultural and Social History*, *Atlantic Studies*, *Australian Feminist Law Review*, *Autism International*, *Religions*, *Journal of Beliefs & Values*, *Environment and Planning A*, *Ethnic and Racial Studies*, *Feminist Review*, *Emotions and Society*, *Journal of International Development*, *American Anthropologist*, *African Affairs*, *American Sociological Review*, *Africa Today*, *Journal of East African Studies*, *Journal of Modern African Studies*, *European Urban and Regional Studies*, *Urban Geography*.

4.4 Conference and seminar/workshop organisation

In addition to the 100 plus events organised by our research groups staff have been active in organising a range of conferences and seminars, for example: **Eroukmanoff** was co-organiser of British International Studies Association (BISA) annual conference, Brighton (2017), co-organiser for a workshop with **RGS**, Institute for Diplomacy and International Governance, Loughborough University (London Campus) and BISA Gendering International Relations Study Group '*Feminist Policy Making: Add Feminism and Stir?*' (14/11/19), '*The West and the Rest? Challenging Western centric nature of emotions studies*', LSBU (2019). **Beaumont** co-convenes the Institute of Historical Research (IHR) *Contemporary British History* seminar and was co-organiser of the Voluntary Action History Society (VAHS) International Conference 2016. She is co-convenor of the 'Expertise of Experience Collective Workshops' (2019 & 2020). **Donington** is co-convenor of the IHR *Black British History* seminar. **Rossi** is co-organiser of 'Criminalising Violent Pasts: Multiple Roots and Forgotten Pathways (1950s-2010s)' (2018) and London Conference in Critical Thought (2017 & 2019). **Gajparia** is co-convenor of the Women's Workshop and LSBU Sustainability and Climate Action Series (2020). **Weizman** was co-convenor of International Studies Association Conference (2018).

4.5 Collaborations with professional associations/civic society groups

Martin is a Board Member of the National Association of Disability Practitioners. Founder member of PARC and the Disability Equality Research Network (DERN) and member of Westminster Autism Commission. **Shaw** is a member of the Education Advisory Group for Faith and Belief Forum. **Takhar** is a member of the Lambeth Equality Commission, the Greenwich Asian Women's Project, and the anti-racist action policy group for UK Higher Education. **Moore** sits on the management committee of Shaping Our Lives, a network of user-led groups, service users and disabled people. **Weizman** is a trustee and board member of the Council for British Research in the Levant. **Clements** is a Research Advisory Board Member of the Charity Finance Group. **Beaumont** was a committee member of the VAHS (2014-2018) and is a Fellow of the Royal Historical Society (RHS). In 2020 she was commissioned to contribute to The British Library *Unfinished Business: The Fight for Women's Rights* exhibition book and website. In 2017 she worked with the Mothers' Union to submit a British Academy funding bid.

Donington is co-ordinator of the Historical Association's Teaching Fellowship in Transatlantic Slavery and was co-curator of the *Slavery, Culture and Collecting* exhibition, Museum of London, Docklands. She is a Fellow of the RHS, as is **Pine**. **Eroukmanoff** is co-convenor of the BISA Emotions in Politics and IR Working Group.

4.6 Presentations at international conferences

Staff are regularly invited to present their research, including keynotes, at international events, for example: **Barker**: Global Citizen Forum, Montenegro (2017), **Kibreab**: United Nations Human Rights Council, Geneva, Switzerland (2015), **Beaumont** European University Institute, Florence, Italy (2014), University of Girona, Spain (2015), National University of Ireland (NUI), Maynooth, Ireland (2018), Trinity College Dublin, Ireland (2019), TU Dresden, Germany (2020), University of Tampere, Finland (2020), **Eroukmanoff**: International Studies Association (ISA), New Orleans, USA (2015) and ISA, San Francisco (2017), **Pine**: Museum of Jewish Heritage, New York, USA (2020), Cape Town Holocaust and Genocide Centre, South Africa (2020), Lessons and Legacies Conference, St. Louis, USA (2018). **Johnson-Schlee**: Freiraum Festival

(Goethe Institut), Prague (2019), International Sociological Association (ISA) Conference, Mexico (2016). **Donington**: Garrison Library, Gibraltar (2018) and Association of American Historians, New York, USA (2020). **Martin**: City University of New York, USA (2020). **Shaw**: University of Uppsala, Sweden (2019), NTNU Trondheim, Norway (2019). **Rossi**: Science Po Aix-en-Provence, France (2015), University of Aegean, Lesvos, Greece (2016). **Pinch**: European Union Epon EGTC, Brussels, Belgium (2018), Urban Institute, Latvia (2018). **Weizman**: ISA Conference, San Francisco, USA (2018), Toronto, Canada (2019). **Takhar**: International Conference Identities and Identifications, Florence, Italy (2017), Middle Eastern Studies Association Conference, New Orleans, USA (2019), **Manalsuren**: University of Bonn, Germany (2018), **Gajparia**: University of West Indies, Jamaica (2019) and **Elsmore**: Association of European Schools of Planning Conference, Lisbon, Portugal (2017), Association of American Geographers Conference, New Orleans, USA (2018).

This evidence indicates **LSS Research** to be a vibrant and sustainable research environment. Our researchers, collectively and individually, make important and timely contributions to a variety of academic and policy debates both in established and emergent fields, with social justice and social inclusion at the heart of these endeavours.