Unit-level environment template (REF5b)

| Institution: University of Lincoln |
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Unit of assessment: 20 Social Work and Social Policy

Section 1. Unit context and structure, research and impact strategy

a) Context and structure

The University of Lincoln is a medium-sized Civic University with a balanced academic teaching and research mission, and an emphasis on engagement from local to global levels. The University consists of 4 'Colleges' with each divided into a number of Schools, 6 in the College of Social Science. The University also features the Lincoln Institute for Advanced Studies (LIAS) which co-ordinates a number of programmes, including visiting fellowships for distinguished scholars,.

This submission relates to: (a) **social policy, sociology and criminology staff in the School of Social & Political Sciences** (SSPS), and (b) **social work staff from the School of Health & Social Care** (SHSC). The diagram illustrates the structure:
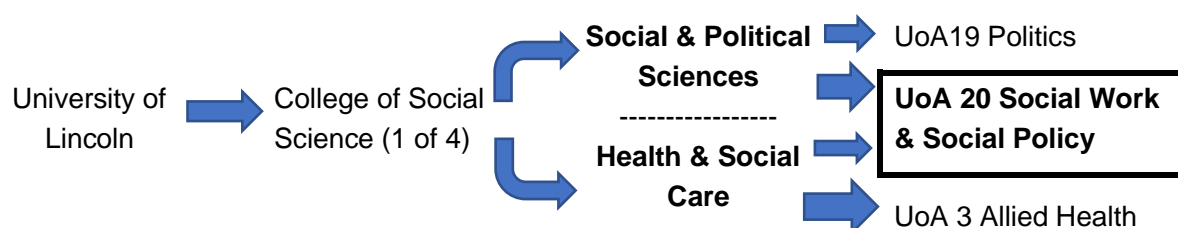
Within the College a 'low walls' culture is encouraged and enabled, which leads to many collaborative events and research activities between the Schools, as set out in detail through the course of this statement. The College of Social Science also includes the Schools of Education, Law, Psychology, and Sport & Exercise Science.

The University of Lincoln is a long-established site for the study of social work and social policy, in addition to criminology and more recently sociology. A key feature of the unit is an emphasis on collegiality and citizenship, alongside the drive for improved research productivity. These provide a foundation for our interdisciplinary work – as the composition suggests, the unit is very positive about multi- and inter-disciplinary work in tackling research issues. It remains dedicated to researching these fields of study. It has a sizeable and growing staff complement submitted to this unit (**11.2 FTE in 2014, now 15.8, or more than 40% larger**), and **three-quarters of the staff are female, including two-thirds of the professors**.

The Schools attract and retain researchers with strong publication and funding track records, which we aim to enhance. **Two colleagues are former Leverhulme Trust Fellows** (*Tarrant*, *Varriale*), with Ralph-Morrow starting in 2021. Several have had ESRC/UKRI funding in the current REF period, or grants from leading social policy research funders such as the Joseph Rowntree

Foundation and the Nuffield Foundation, with significant research projects starting as the REF period was ending. In 2019 *Tarrant* **was awarded a UKRI Future Leaders Fellowship** for her qualitative research with young fathers ('following young fathers further'); a tremendous achievement for any institution, with a budget exceeding £2 million to be spent during 2020-24. *Jordan* & *Tarrant* work on a large-scale Nuffield foundation project 'Breadwinning Mums, Caregiving Dads: Transforming Gender in Work and Childcare?'(£173,510). *Anitha* has Nuffield funding for work on forced marriage (£121,178). *Jordan* is co-I for 'Suicide in/as Politics' funded by a Leverhulme Trust Project Grant (2020-23) led by our former colleague Dr Amy Chandler who moved to Edinburgh (£356,477 total).

Research topics in this unit include: poverty, health, community relationships and wellbeing, crime and policing, central and local government, equalities, gender-based violence. It dovetails with the University's mission to engage widely with the public and contribute to social, economic and cultural life, with an increasing focus on the implications of a rural and coastal setting for issues of development, growth and infrastructure.

Since the last REF, **sociology has been developed as a major discipline within the unit,** and this submission therefore includes work in sociology as well as in social work, social policy and criminology. Two new Professors in Sociology signal our commitment to that discipline – *Hillyard*, *Karner* – whilst another new Chair is in 'Social Policy and Sociology' (*Powell).* These new posts strengthen the University's expertise in analysis of rurality, links between politics and sociology, and research on equality and diversity. Our **criminological presence has significantly increased**, symbolised by the 2019 British Society of Criminology's annual conference being held on campus. Plus *Ray* was appointed as Professor of Health and Social Care, with emphasis on leading gerontological research.

The ParliLinc grouping (ParliLinc – The Lincoln Parliamentary Research Group: https://parlilinc.blogs.lincoln.ac.uk/) brings together our research and impact ambitions around engaging with legislatures. Other members of staff are part of the Community and Health Research Unit (CaHRU) – now a University Centre – and the Healthy Ageing Research Group (HARG), led by *Ray*, which draws members from within the College and the wider University community e.g. Architecture. Several members of staff have interests in health as an outcome, and this is increasingly enhanced through the new Lincoln International Institute for Rural Health (directed by Prof Frank Tanser). This provides an interdisciplinary hub for cross-University research in health, with thematic emphases on rurality, public health, diabetes, drug development and imaging. There are also groupings focused on families, and on policy towards terrorism.

There is also wider university funding. This supported the 'Stand Together' action research project (£47k), which was one of the first bystander intervention programmes designed to challenge gender-based violence in a UK university, led by *Anitha* and *Jordan*. Outputs include a chapter the edited collection: *Gender-based violence in university communities: Policy, prevention and educational interventions*, Policy Press, and we assisted in the development of new university policies. Specific college support for research projects appears in 3(a), below.

  b) Achievement of Research Strategy

The 2014 REF Environment template identified our research strategy, which was to:

- continually strengthen its research groups;
- enhance research quality, including through its staffing strategy;
- further increase and strengthen internal and external collaboration;
- deepen involvement with research users and enhance their impact on research and policymaking;
- further increase the number and proportion of research-active staff;
- increase the number of research student registrations and higher degree completions;
- grow research income.

A director of research for each School, plus two deputy directors in SSPS (broadly covering outputs and funding proposals respectively), brings together expertise and oversees this process.

Below we examine how we have met each of these aims.

Research groups

A rationalisation and re-consideration of research groups was made in the light of the last REF, and feedback from the REF sub-panel, plus a wider University review. We established the Lincoln Parliamentary Research Centre (ParliLinc) to drive research and impact in SSPS. The Centre was established with University support in 2020 and emerged out of an existing parliamentary studies research group within the School. The Centre has been instrumental in building links between the University and legislatures across the UK and beyond, including through an academic fellowship at the Scottish Parliament (*Bochel*). A research group was also established in terrorism studies (*Skoczylis*, *White*) to reflect existing research within the School. Several staff work on issues of family (*Anitha, Bond-Taylor*, *Jordan, Tarrant*) with UKRI and Nuffield projects driving growth in their area (including four new Research Fellows by 2020).

Research quality

Researchers are provided with protected time to produce on high-quality outputs. A scheme of research sabbaticals ensures that 2-6 staff each year receive research leave. Every six months, if not more frequently, writing retreats take place. These which have enabled focussed work on completing publications and writing research bids.

Annual meetings between staff and research director(s) enable reflection on individuals' research progress, and identify any support needed. This helps ensure staff are setting ambitious but achievable targets, and to identify needs for continuing professional development. This is in addition to mentoring arrangements, with many staff participating in formal and informal mentoring schemes at all career levels.

Strengthen collaboration

This remains a priority, with progress outlined in 4a below.

Deepen impact

This is explained in 1c, below.

Increase number and proportion of research active staff

Since 2014 the number of research active staff in the unit has risen considerably (from 11 to 16), against a background of wider growth with many new appointments across the Schools including three new chairs in Sociology. Submitted numbers in our sister unit, Politics and International Studies, also rose from 7.3 to 13.6 FTE staff.

Higher degree registrations and completions

The number of doctoral completions has increased substantially from 3 in the last REF period, to 8 to date, with more rapid growth in students from 4 enrolled in 2013 to 15 in 2020 indicating the rising trend in our doctoral recruitment. The University has fully funded 5 PhD studentships in SSPS (3 supervised by staff in this unit) and a further 3 in SHSC (1 supervised in this unit, *Kane*).

Grow research income

The mechanisms for helping with research grants have seen **grant income increase substantially, rising by a factor of more than six** – from £225,000 in the last REF period to more than £1.4 million in the current REF period, against a background of austerity in much social policy funding, particularly central and local government funding.

c) Achievement of Impact Strategy

Achieving the impact strategy has been assisted by the provision of dedicated funds, at both College and University level, to support activities based on ongoing research. We consider such impact at the outset of projects, with extra funding to support fresh activities as the opportunities arise.

Our impact case studies for the current REF cycle demonstrate our expertise in linking research with policy. One covers engagement with Parliaments (*Bochel*), the other concerns changes in the legal approach to violence against women and girls (*Anitha*). The process of active engagement between Lincoln researchers and parliaments in the UK – particularly Westminster and Holyrood – has been a central part of our activity since 2014 (further discussed in Section 4b). We have supported staff with academic fellowships to attend and dedicate time to being embedded in these institutions and subsequently extend impact. In early 2020, Paul Evans, former Clerk of Committees and distinguished parliamentary official, was formally confirmed as Visiting Professor in Parliamentary Studies. Five research briefings and 8 research projects are currently described on the new and expanding ParliLinc website.

Anitha has continued her important stream of work on forced marriage and transnational abandonment. This has influenced the legal framework in this area, as described in the impact case study, and has been supported by grants from the Nuffield Foundation and the British Academy. *Anitha* has written expert reports for court cases on issues relating to domestic violence and dowry, the foundation of one of our impact case studies.

Other impacts in this unit range from public discourse to informing the legal system. For example, Drs *Bond-Taylor* and *Tarrant* have recently won **a BBC Ruby Award for best Sunday Politics programme**, for items which featured the former's work on child-friendly cities. *Colosi* gave expert

evidence in the Spearmint Rhino licensing case to Sheffield City Council in 2019, assisting their case for continuing to trade as an adult entertainment venue following complaints based on covert filming earlier in the year.

Within the UoA, and the University generally, staff are actively involved in the **University's PEARL initiative (Public Engagement for All with Research at Lincoln)**. Staff were also part of the 'Euro lights' programme of outside talks, and the Schools have featured in the ESRC festival of social science, and British Society of Gerontology Averil Osborn flagship symposium focusing on participatory methods in research (*Ray*).

d) Research Strategy for the next five years

The University's research strategy emphasizes a commitment to producing "purposeful research with impact." Other key aims are to respect academic freedom and value the kind of serendipitous discovery that comes from academic freedom to purse research interests. In doing this it follows a "local to global" principle of prioritising research that is of relevance to our locality and that has global significance, driving economic development and enhancing social and cultural life within and beyond our immediate community. Our vision for this UoA is therefore one of effective interdisciplinary working to address social and political challenges within this context.

The Schools continue to grow staff and student numbers and to extend their academic portfolios: SSPS has added sociology; SHSC has increasing nursing numbers and new programmes covering paramedic science, OT and physiotherapy. Further appointments are being made, in criminology in particular, to support developing work with the local Police. The University and College have supported growing the quality and size of this unit, which retains a very strong staff research culture linked to ambitions in policy development.

This UoA takes a critical theoretical approach focused on both basic and applied research. Its aim is to enhance the value of the Unit in terms of the significance of its research outputs and the reach and significance of its impact on the world. This will continue to be achieved by:

- increasing the number of research-active staff through further growth;
- increasing the number of research student registrations and higher degree completions, including through drawing on a wider range of disciplines to supervise in a wider range of areas;
- growing research income, as we have done, despite the difficult funding environment in public policy;
- further strengthening research clusters, as with research in Parliaments (ParliLinc), gender and sexuality, and families;
- increasing and strengthening internal and external collaboration, particularly working across disciplines, including with Parliament(s) and government departments;
- deepening involvement with a wider range of research users and enhancing their impact on research and policy-making – a particular emphasis within SHSC's patient participant group; and also a strong theme of much of the social science research within the unit (e.g. with older people [*Ray*], with young fathers [*Tarrant*], with service users [*Kane*], with families [*Jordan*]).

e) Impact strategy for the next five years

Overall university research impact strategy is set through the *director of research impact development* (Dr Julie Bayley), whilst Dr Bochel leads on impact for SSPS and *Kane/*Rasell for SHSC. Mirroring the University of Lincoln's innovative 'Student as Producer' initiative, co-production is at the heart of what we do, in research as well as in teaching. For example, *Ray's* research on ethical issues in self-funded social care was specifically devised to co-produce knowledge with older people (funder: The Wellcome Trust), while a group, including academics from Law, Computer Science, and this Unit, meet every few months to review work with the police, and a University of Lincoln staff member provides consultancy to the Police. These formative collaborations often lead on to research with considerable impact.

Staff have a strong understanding of impact, gained by relevant contributions from internal and external events dedicated to research impact in general, and the specific forms of impact prized by REF, by the research councils and by many other funders. Our strategy has a number of elements. They include designing in impact activities for relevant projects, recognising the **importance of co-production of research** in many of our research areas, and seeking collaborations which hold the potential for generating impact.

Our focus is explicitly on designing impact into each project from the start, where possible, with a view to making a difference to policy and practice that is clearly evidenced, and, where possible, making and enhancing impact by involving potential users throughout the research process. Impact-related activities are normally built into each study at the point when a bid for research funding or support is made (whether internally or externally), and then kept as a key focus point during the research process: potential impacts are identified early, then communicated, discussed, developed and co-produced with the relevant stakeholders.

The University, College and Schools all make available funds to support and advance impact related activities including the costs of supporting Parliamentary research fellows such as *Bochel* (at Holyrood).

f) Approach to interdisciplinary research

The UoA is highly interdisciplinary in itself, including staff researching criminology and sociology in addition to social work and social policy. The majority of submitted staff are located within a broader School of Social & Political Sciences (submitting to both this unit and to UoA19, Politics and International studies). Social work academics are within a School of Health and Social Care, with relevant staff submitting to UoA3 (Allied Health Professions). In addition to our core disciplines, staff have backgrounds ranging from demography (*Hilevych*) to history (*Shave*) to anthropology (*Kane*) to Social Work (*Ray*), among others, informing their research approaches.

Beyond these links, the Unit contains a number of interdisciplinary research clusters in collaboration with academics from Politics and International Studies (UoA 19). These include Cowen (sex work, joint with *Colosi),* and Bochel, Defty (with *Bochel*, on Parliaments). There are

also links and joint working with other Schools, e.g. Law (with Hall on policing and green criminology), and joint supervision of research students. Members of the UoA are also active members of the interdisciplinary and university-wide Rural Research Group (led by School of Geography), a theme of increasing salience within the University, and of course beyond. A Gender and Sexuality Reading Group (led by *Jordan*) highlights another forum for interdisciplinary discussion, including on gender and violence.

Colloquia take place mostly on a fortnightly basis, from across the range of disciplines represented from within our school. An annual research showcase draws on work across the College, and represents a large event both celebrating our research achievements and ensuring wider coverage of research into other disciplines. All of this promotes opportunities for developing research collaborations and partnerships across the Schools constituting the College of Social Science.

g) Progress towards open research

The University is committed to open data as a partner in the JISC-funded open research project and a signatory to the San Francisco Declaration on Research Assessment (DORA, see institutional environment statement). The University policy for Research Data Management developed in May 2018, supports academics to publish data as openly as possible in line with the institutional Code of Practice for Research and reflecting University Open Access and Research Ethics Policies. The policy supports UKRI common principles on data policy and best practice for storage and sharing of data. adhering to the RCUK Data Sharing Policy and including a 3-year review cycle to account for evolving practices, legislation, and ensuring suitability of curation and applicability of management resources. The University Research Data Management Working Group (including McKay), supports academics in this UoA to follow institutional policy on open research, advocating open access publication of research data for other researchers to use within research ethics and governance approvals

The University's Lincoln Research Repository (see Institutional Environment Statement) provides a publicly available resource to store research and other outputs. Staff are encouraged to upload all outputs, including abstracts and external presentations, which provides a full record of the variety of research activity conducted within the School. The Repository provides efficiency in the ability to, for example: generate reports on research activity; pre-populate forms for individualised staff monitoring through the annual Individual Research Plan process (see section 2a); and provides supporting evidence of research activity to meet eligibility criteria for internal funding opportunities. The repository is also used to store accompanying material so that raw data, detailed analysis and computer code are made publicly available. All staff are identified through an Open Researcher and Contributor Identification (ORCID) which is also beneficial for raising the profile of the researcher through external identification of their work.

In addition to 100% compliance with open access requirements for outputs in this submission, academic staff include some who are leading exponents of the University's commitments to arrangements for Open Access to research data. *Tarrant* brings expertise in the archiving of qualitative data from her time working in secondary qualitative longitudinal data with TimeScapes (Leeds), which continues with her UKRI Future Leaders funding. In the School of Social & Political

Sciences, McKay shares data and code on his Open Science Framework website, started August 2017, including data on the pay of Vice-chancellors. Jointly with Birmingham, on the same site he made available a research archive relating to the "UK House of Commons Select Committee Data Archive". This has been downloaded 17 times, and is used for research and teaching in the sector.

h) Research integrity

The University's Code of Practice for Research and subsidiary policies provide an integrated policy and procedural framework for research (see the institutional environment statement). We are signatory to the Concordat to Support Research Integrity, which is fully embedded in our policies and procedures, including our UKRIO Research Misconduct procedure. In 2018 we introduced a new on-line research ethics system, which supports efficient centralised review and monitoring of ethics applications. Staff have access to training in issues connected to research misconduct, some of which are mandatory courses, which is governed by the University's application of the UKRIO Procedure for the Investigation of Misconduct of Research. The University publishes an annual Misconduct Statement.

As might be expected from our range of disciplines and outlook, each School has an active ethics committee. PGR and staff projects are handled by the University Ethics Committee with a responsive online system. Desk-based research is based largely on self-assessment with research using human subjects requiring a fuller ethics submission and evaluation by at least two academics, one of whom is outside of the School. Staff can secure ethical approval for their work prior to research submission. Several academics are members of the University ethics group of reviewers. In addition to upholding requisite ethical standards, the new procedures are also aimed at producing better and more structured advice on meeting ethical standards, whilst helping to lower the load on reviewers, and to process ethics applications more rapidly to avoid any undue delays in proposals being submitted or successful research projects commencing.

Ethics and research integrity are standing items on the Schools' Research Committees, which oversee research in the Unit. Each School Director of Research and the Research and Enterprise team ensure that all grant applications from members of the UoA are in line with the legal and ethical requirements of the award-making body, including proper governance and transparency. PGR students and their supervisors review ethical aspects of students' research every year as part of an annual monitoring review.

Section 2. People

a) Staffing strategy

Strategic investment by the University has considerably expanded the research base in the Schools. In order to achieve its ambitions related to research (outlined in Section 1 above) the Schools represented in this Unit have since 2014 pursued a policy of recruiting research-active staff. As mentioned above, this submission has **grown from 11.2 to 15.8 FTE staff (from 12 to 16 individuals)**. Three staff are retained from the 2014 REF submission (*Anitha, Bochel, Colosi*), with most of the remainder newly appointed in the current REF period.

There have been retirements, including two Professors (Neary, Somerville). However, we have replaced at all levels, including **four new full-time professorial appointments** (*Hillyard*, *Karner, Powell, Ray*). There has also been an **internal promotion to professor** (director of research, *Anitha*) and another to associate professor (*Tarrant*).

Underpinning the above recruitment has been the goal to expand research strength, diversify our subject specialisms particularly into sociology, and attract scholars with an outward facing, interdisciplinary approach to their research. The strategy has also been driven by the twin aims of, i) expanding our portfolio of good quality research (supporting and developing early career researchers) whilst at the same time, ii) expanding our senior staff contingent to provide leadership and mentoring for our wider research community, as well as delivering on major research and impact goals themselves. Doing so has allowed us to achieve many of the successes outlined elsewhere in this statement (see section 1b in particular) and has allowed us to expand our PGR capacity attracting students to well-published academics with extensive experience of PhD completions, in turn feeding through to a larger body of PGR students.

Over the next few years we anticipate building further upon our strengths, with a relatively stable workforce delivering on their existing or developing programmes of work.

b) Staff development

The processes of research development are supported by staff development processes which emphasise the professional development of academic staff. One key feature is a system of **research leave ('sabbaticals') at School level** which enables several academics to take a period of research leave of a term's duration annually, and, since 2015, between 2 and 6 staff have taken such leave in each academic year.

Financial support is made available for staff attending conferences, with most people attending, at a minimum, their key professional association's annual event if they wish to do so with School funding to do so.

Another important feature is mentoring schemes designed to assist the careers of less experienced researchers and academics by the leadership of more experienced ones, or of peers for the most senior staff. The School's scheme was designed by current staff, to add value to the other formal

mentoring schemes at College level, and a further one overseen by the Eleanor Glanville Centre (an interdisciplinary centre for inclusion, diversity and equality at the University) at an institutional level. Staff may opt for any of these schemes.

There are regular programmes of seminars and colloquia at School and College level, with **Lincoln's Institute for Advanced Studies** providing an open lecture programme of distinguished researchers, attended by substantial numbers of people from inside and outside the University. At School level seminars run every fortnight during teaching terms, with a mix of internal and external presenters.

In the last few years we have conducted structured **writing retreats** lasting two days, generally taking place twice a year off-campus with trained facilitators. These are used for completing articles, as well as taking forward ideas about future research proposals.

Most forms of staff support are extended to doctoral students, and we say more about their support in the relevant section, below (2c).

Other important elements of our support include:

• **Early-career networks** aiming to spread best practice across the College of Social Science, including specific away days for early career researchers.
• An **annual research away day** dedicated to research-enhancing activities, e.g. getting published, writing research bids, peer review, achieving impact
• **Funding from the College**, which has a competitive research fund programme, for a variety of activities to develop research and increase impact, e.g. writing research bids, developing interdisciplinary working and partnerships, facilitating stakeholder and public engagement, and an annual 'showcase' event.

Whilst we wish to retain as many excellent researchers as we can, through offering strong research facilities and the opportunity to develop, an element of staff turnover is also good for the sector and for our own renewal. A sign of the increasing reputation of our unit is that staff usually leave for highly respected universities in the social sciences, such as Edinburgh (Amy Chandler), Kent (Tina Haux), Leeds (Andrew Wallace), Newcastle (Jan Dobbernack), Nottingham (James Heydon) and Stirling (Karen Windle, as chair).

Overall, this unit has produced stronger research but has retained its distinctive and (we think) attractive features of collegiality, mutual support, and research stretching from local to global levels. We continue to regard our teaching roles as important, and to serve the local community both in terms of academic access and research, particularly on the often-neglected theme of rurality. We have made senior (and other) appointments from outside, but we have also promoted from within, including to Professor and to Associate Professor. Two School promotions (one in this unit, *Tarrant*) to Associate Professor were made to academics then taking maternity leave, affirming our positive treatment of parenthood in practice.

c) Support for PGR students

Over the REF period, PGRs within this UoA have studied a wide variety of topics aligned with the UoA's main research interests. Whilst there were only 3 doctoral completions in the previous REF period, this expanded to 8 in the most recent REF window, with 15 enrolments in 2020.

The administrative and regulatory framework is set at the University level, with many operations devolved to the College of Social Science. The School's approach therefore fits within those frameworks, and we emphasise the practical aspects of our approach, and the ways in which the Schools go beyond the levels of support expected in the University.

A senior member of staff acts as the lead for postgraduate matters in each School (*Bochel, Kane*). All PGR students have at least two research active supervisors, often three, one of whom must have past PhD completions. Moreover, **all supervisors must receive relevant training every 4 years**. ECRs, and others lacking PhD completions through past shorter-term appointments, are actively encouraged to jointly supervise alongside more experienced colleagues. To help promote and access the progress being made by doctoral students, **PGR students maintain monthly records of supervision and research progress**. Student progress and skills development is also monitored on an annual basis, through a University-based system of Training Needs Analysis and an Annual Monitoring Review form, checking on annual progress. At the end of the first year (for full-time students) a rigorous **upgrade evaluation** (from MPhil to PhD registration) takes place and involves a form of mini-viva, with a lead role played by an independent chair from another part of the University. Whilst challenging, it does help to ensure that sufficient progress is being made to achieve the final dissertation being submitted to the expected timescale, and the experience is often valued by students.

Doctoral researchers/students are first and foremost members of the University's Doctoral School, which offers research education and career development programmes and a support network, as well as championing the interest of research students across the University. Doctoral students have a representative who attends the regular PGR meetings held within each School to monitor progress and identify any particular issues that need to be addressed.

Research students have the same access as academic staff to institutional forms of support, such as IT, funding for external research training and expenses, staff development, conference attendance, etc. The Schools provide hot-desking facilities for all postgraduate research students in specified offices, only made available to PGRs. In accordance with the University's Student Engagement Strategy, research students play a full part in the life of the unit, being represented at School and College committee meetings, and are expected not only to attend seminars and colloquia but also to present their work to at least one colloquium or external conference each year during the period of their studies.

The College's ambitions towards a critical mass of PGRs is underpinned by funding made available to fund full-time PhDs for excellent candidates. During the current REF period the College has supported one or sometimes two fully funded doctoral studentships most years within each School. Research students also have opportunities to publish, including through the journal established at the University of Lincoln for research concerning education, the journal 'IMPact'.

d) Supporting equality and diversity

Of the 16 staff in this submission, 12 (**75%) are female** and 25% male. This applies at all levels, with **4 of the 6 professors (67%) being female**. Doctoral students have been 60% female, 14% BAME, and 30% have declared a disability.

Research on equality and diversity, and research on achieving better outcomes, is a key feature of the unit – and we can justly claim to have influenced policies in the University, particularly the new university of Lincoln policy on gender-based violence. Moreover, we have actively promoted development of a carer/parent forum at the University and *Ray* is co-chair (unpaid/family carers).

We believe that diverse viewpoints are needed for the best research environment, and staff actively research equality and diversity issues. SSPS runs an **MA in Gender Studies** (established in 2018), and several staff are active members of the Eleanor Glanville Centre, a university-wide resource devoted to more inclusive gender practices in research and teaching. It runs the ESPRC ASPIRE programme (Advanced Strategic Platform for Inclusive Research Environments), dedicated to more inclusive research environments within STEM subjects, and in particular towards effective supporting policy intervention. *White* is a **Research Associate with Manchester's ESRC funded Centre on the Dynamics of Ethnicity**, working on a project around minoritized people's experiences of police violence and the role of health narratives in deaths following police contact.

This strong domain/research understanding is supported by demonstrable measures to fostering equality and diversity in the workplace. We support flexible working for individuals, with routine use of working from home (even pre-COVID) and part-time working, expanding options for those with childcare or other family responsibilities, or wanting to reduce hours in the run-up to retirement.

We regularly discuss issues of well-being in the relevant fora, such as regular all-staff meetings, to discuss what kinds of ameliorative measures may be put in place (particularly regarding workloading and expectations). We have had several periods of maternity and paternity leave during this current REF period and appropriately managed the transition back into research. *Tarrant* was promoted whilst on maternity leave. There have been two periods of paternity leave during the REF period.

Staff are required to take a variety of training both as part of induction and CPD. For example, staff must undertake training on equality and diversity as part of their induction, and on related matters such as unconscious bias. Similarly, there is a variety of other compulsory training for new staff, for example on stress (as part of health and safety) and on effective and tutoring. All new staff, at all levels, are assigned mentors (and all other staff may request them) to ease any academic difficulties.

The University has rolled out revised demographic data collection that includes, as a simple but illustrative example, the option to record a non-binary response to gender questions.

Section 3. Income, infrastructure and facilities

a) Research income

This Unit has used the support and facilities outlined above to obtain major grants in its long-standing and developing areas of strength, and to expand both the fields in which it wins research income and the range of award-making bodies from which it receives funds. Over the period of the two recent REFs there has been a remarkable increase in research income within this Unit, from £225,000 in the last REF period to £1,435,089 in the current REF period – in other words **a 538% increase in external grant income –** with several larger grants (UKRI future leaders fellowship generating £2m+; Leverhulme grant over £300,000) only coming on stream in 2020 and hence barely included in this overall figure. This success reflects the fact that from 2013-20 the Unit made some 85 bids for research funding and secured awards with **a 31% success rate.**

Research income has been secured from a wide variety of sources of funding: research councils (e.g. ESRC/UKRI), British Academy, government departments, non-departmental government bodies, local authorities, health authorities, police authorities, local partnerships, charitable foundations (including Joseph Rowntree Foundation, Leverhulme Trust, Nuffield Foundation, Dunhill Medical Trust), and voluntary and community groups, using a variety of methods: competitive tenders, proposals to external funding organisations, and invitations from local and regional organisations. These successes are a reflection of the growing level of research activity in the School, the improved support being made available to staff, and the strong orientations towards external research grant capture to facilitate empirical research.

The College provides institutional support for research activities through the College Research Office, distributes regular funding for doctoral studentships, and awards grants of up to £5,000 with a college research fund. This has supported 13 colleagues, providing start-up funds to help generate larger projects (4 in S&PS, 9 in H&SC). Examples in 2018-19 include projects looking at "Reducing Barriers to Fan Ownership of Football Clubs in England" (linked to co-operative organisational structures) and on "Online extremism and the Life-course".

Staff have also sometimes won awards where the income is in kind, but often very valuable. This includes *Bochel's* Academic Fellow role at the Scottish Parliament, looking at the extent of diversity among witnesses that appear before the Parliament's committees. Such activities can facilitate access, enable new research, generate reports and other outputs, and lead to significant impacts.

Our improved income also reflects the appointment of both able ECRS and more senior and experienced staff, who have demonstrated that Lincoln has the kind of facilities and research backup for research at all kinds of scale (detailed elsewhere including a UKRI Future Leaders Fellowship and success with British Academy, Nuffield, Leverhulme and Wellcome).

Members of the unit work closely with the College Research Officers and Business Development Managers to help identify opportunities for funding and collaborations to develop grant applications. This ensures a coordinated approach. The Schools also enjoy mutually beneficial relationships with local and regional organisations and communities that is reflected in diverse income streams,

including Lincolnshire County Council and the City of Lincoln Council, evidenced in regular consultations and collaborations on research projects, as well as student internships.

Seminars on grant-writing have also been a strong feature of training provision from the College Research Office, with strong participation from within this Unit. A **formal peer review scheme** has been established within the College of Social Science, requiring research proposals to be ready well ahead of deadlines to permit review by one expert and one lay reviewer. This allows sufficient time for corrections to be made to enhance the chances of submitting the best possible proposals. As outlined under 'Research integrity' we take ethical issues very seriously, and have support available for those undergoing the process of ethical review which is centralised with an efficient and generally rapid turnaround online system.

b) Infrastructure and facilities

The Schools sit within the College of Social Science. Each College has a Director of Research with dedicated administrative support, to lead and encourage a strong research culture. The College subscribes to core research databases (e.g. UKRO, ResearchProfessional) and the College Research Office collates and distributes information on funding opportunities. The College also offers specialist support on developing websites, including to help with dissemination and impact, and with developing impact in general.

The **College Research Office** also provides support to academic staff in bid development, including costing, editing and managing online submissions, and facilitates cross-college meetings around specific programme areas via institutes such as the Lincoln Institute for Advanced Studies (LIAS). The College also plays a key role in enhancing research quality. For example, it administers the College Research Fund, and a Peer Review Group, comprising senior academics with a track record of attracting external funding, reviews and approves all applications for external funding prior to submission.

For PGR students, the University's Doctoral School provides research education, career development programmes and a support network. At UG level, the student-led Society provides its own peer support network. All PGR students are supported to present their work at seminars, to publish and to identify research funding – and are expected to do so on an annual basis.

Each School has a Research Ethics Committee, which reports to College and University Research Ethics Committees. Staff research ethic applications are reviewed centrally and responsibility for taught students remain at School-level. Staff can secure ethical approval for their work prior to research submission.

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

Researchers in this UoA using their expertise to contribute to society. This may be through collaborating in research networks, engaging with stakeholders or wider audiences or making a wider contribution through a variety of professional activities beyond core research. This wider academic citizenship is regarded as highly valuable and supported within the UoA through organisational, developmental and financial mechanisms. Individuals are encouraged to take up opportunities where they exist and asked to identify areas of opportunity as part of their research planning.

a) Research collaborations, networks, and partnerships

All staff engage with relevant policy and practitioner bodies relevant to their research and our wider mission. Our links with outside bodies such as the police, local authorities, House of Commons select committees, research charities, among others are long-established. For example, regular joint seminars are held with the local Police, including the Chief Constable of the local police force. However, given the specialist interests and expertise of staff, we can identify two key research user groups over this period.

Key research user: Charities and NGOs. The interests and activities of charities and NGOs fit well with much of the work of this Unit. For example, *Anitha* has long-standing links, including as a trustee, with two London-based charities (see next section), while as part of her UKRI project *Tarrant* has established a new collaboration between national UK charities (including NSPCC, Coram Family Childcare and YMCA Lincolnshire), as well as academic partners in Sweden, while *White* contributes to INQUEST's academics and researchers group. The work of *Anitha* and *Bochel* has created links with organisations such as the Westminster Foundation for Democracy and the Commonwealth Parliamentary Association, including with *Anitha's* invitation relating to the Tunis Declaration, while Bochel was asked to participate in a Commonwealth Partnership for Democracy/Westminster Foundation for Democracy event: An academic round-table: "Towards better data for Sustainable Development Goal 16: how to measure parliamentary effectiveness?" and to contribute to the CPA Westminster Workshop on Gender Sensitive Scrutiny for commonwealth parliamentarians in WHEN?.

Key research user: Parliaments. In addition to involvement in policy development and scrutiny with government departments and parliamentary committees, a particular strength of SSPS has been its links with parliaments, particularly in London and Edinburgh. SSPS has had two House of Commons Academic Fellows and one Scottish Parliament Academic Fellow in this REF period. This has allowed people to be embedded within these institutions and have free and relatively unfettered access to key officials and other relevant staff, with much of the work focused on the less party-political elements of parliamentary activity. For example, *Bochel* has worked with the Scottish Parliament to analyse their use of witnesses at select committees, work which he has extended using his networks, to the Westminster Parliament and beyond. These activities have generated policy papers, academic journal articles and impact. Our parliamentary academic fellows have also supported other staff within the School, College and University in considering how best to feed their research into parliaments and governments.

We attract overseas scholars to work with us, including: Shixia Li visiting SSPS from the Hubei Provincial Administration Institute on a Chinese Government Scholarship from February 2020 to February 2021, to look at UK government and public policy (with *Bochel*). We hosted Fabio de Oliviera Almeida, a PGR student of sociology from Brazil from September 2014 to September 2015.

b) Relationships with users, beneficiaries & society

The School of Health and Social Care, represented within this UoA, has a well-established participation strategy and a group of citizens actively involved in learning and teaching, and in research. As a recent example, a Wellcome Trust Collaborative award (joint with Brighton and Birmingham Universities, led by *Ray* at Lincoln) is investigating ethical issues in self-funded care for older people, co-producing knowledge with older people. The project works with groups of older co-researchers who participate in every aspect of the research process. Knowledge exchange sessions between co-researchers, academic researchers and stakeholders are built into the research process.

Prof Sundari *Anitha* is currently a trustee of two London-based charities: a specialist refuge for survivors of domestic violence, Asha projects; and ATLEU (anti-trafficking and labour exploitation unit), which provides legal representation to victims of trafficking and labour exploitation. She is also on the editorial board of Violence Against Women and Women's Studies International Forum, and a member of the Academic Forum of the Runnymede Trust. A*nitha* has also been the Academic Consultant for the Grunwick 40 exhibition at Brent Museum and Archives, Willesden Green Library (19 Oct 2016-26 Mar 2017). She acted as consultant to Imkaan (a second tier organisation providing support, advocacy and training to Black and Minority Ethnic refuges), Saheli (a specialist refuge) and Imece Turkish Speaking Women's Group. As a consultant for Westminster Foundation for Democracy, she has contributed to the drafting of the Arab Convention on Combating Violence Against Women through advising the Coalition for Women Arab MPs who are drafting the Convention.

Increasing the esteem in which UoA members are held is important for increasing their impact. For example, Drs *Bond-Taylor* and *Tarrant* have recently won a BBC Ruby Award for best *Sunday Politics* programme, for items which featured the former's work on child-friendly cities. Moreover, Dr *Bond-Taylor* is Chair of the Steering Group for Children of Lincoln, a multi-agency Child Friendly City initiative for Lincoln. Dr *Colosi* gave evidence in the Spearmint Rhino licensing case to Sheffield City Council in 2019, assisting their case for continuing to trade following complaints based on covert filming earlier in the year.

Staff regularly interact with the media to discuss their research. *Shave* appeared as an expert on *In Our Time* BBC Radio Four programme on 'New Poor Laws'; recorded at Broadcasting House on 9th November, broadcast 20th December 2018. Recent appointee Dr Yuliya *Hilevych* spoke in 2019 to BBC Women's Hour about the history of artificial insemination in Britain.

c) Wider contributions to research base (e.g. Editorships, Fellowships, prizes, Research Councils, Grant Committees, invited keynotes, refereeing, collaborative PGR supervision)

Staff are heavily involved in wider contributions to the research base and are recognised at the highest levels. Perhaps uniquely for a unit of this size, particularly in a younger university, two of the 16 academics from this submission are members of 2021 REF sub-panels. *Bochel* is part of REF sub-panel 20 Social Work and Social Policy, having also played this role in the 2014 REF. *Anitha* is a member of REF subpanel UoA 21 Sociology, also for this current 2021 REF. *Bochel* was elected a Fellow of the Academy of Social Sciences (AcSS), reflecting his distinction in the fields of social and public policy over many years.

Lincoln staff are strongly represented among the key professional associations for the relevant disciplines within the Unit. Most staff are members, and often active members, of the Social Policy Association (SPA), the British Sociological Association (BSA) or the relevant learned body for their discipline (e.g. British Criminological Society, British Society of Gerontology). Heydon, formerly within the unit, was founding Chair of the British Society of Criminology's Green Criminology Research Network. Lisa *White* is a steering group member of the European Group for the Study of Deviance and Social Control. *Tarrant* has been a British Sociological Association Early Career Convenor. *Shave* is a fellow of the Royal Historical Society.

Reflecting the increasing research focus of our Criminology staff, Lincoln acted as the site for the annual (2019) conference for the British Society of Criminology. This involved most of the academic team organising the event and bringing hundreds of external academics to the campus. And of course, the annual *Social Policy Association* conference has also been held here, though not in the last REF period. These demonstrate our confidence in hosting such large-scale events and reputation as an appropriate venue where key scholarly conversations may be had.

Staff within the Unit have also had a strong, more or less continuous representation on the editorial boards of the key international journals and several have served as active members on the executive of the Social Policy Association. Specific examples include editorships or memberships of *Social Policy & Society* (*Bochel*, recent editor, *Bond-Taylor* on editorial board); *Sociology* (*Tarrant*); *Gender, Place and Culture* (*Tarrant*); *Women's Studies International Forum* (*Anitha*); *Local Population Studies* (Shave); *Justice, Power and Resistance* (*White*). *Kane* is Editorial Board Member for both *Health Education* and *The Global Journal of Health Science*. Dr Simone *Varriale* an editorial board member for *Cultural Sociology*.

Ray is Co-convenor, Gerontological social work special interest group - European Social Work Research Conference.

Peer reviewing is routine activity, but we note that *Bochel* is a fellow of the ESRC Peer Review College, *Hillyard, Tarrant* are members. *Kane's* peer reviewing record is available on the Publons website (www.publons.com) with 28 verified reviews. Reviewing has also taken place for research council of Hong Kong, NIHR (*Ray*);

Most staff undertake external examining. Some PhD examples include for LSHTM, University of South Africa (*Kane*); Queensland University of Technology (*Tarrant*); Örebro University (Sweden)

(*Varriale)*, Nottingham, Birmingham (*Bochel*) with *Ray* examining 6 PhDs/EdDs during the REF period. UG/MA external examining is also common, including for: Bristol, Chester (*Ray*); Edinburgh, Glasgow, Strathclyde, (*Bochel*); Brighton, Open University (*White*), Essex (*Shave*).