

Institution: Queen Mary University of London
Unit of Assessment: 18 Law
1. Unit context and structure, research and impact strategy

A) Overview

The School of Law has its roots in the East End of London, between the City and the docks, drawing upon and speaking to the needs and ambitions of the many immigrant communities there. Listening to the voices of the marginalised, then tracing the productive connections between those voices and the institutions of the law, is fundamental to the way we conceive our School's place in the world. This means attention to what is too often neglected, creativity about what may be possible, and dexterity in negotiations with power. The achievement of social justice, in the workings of both public and private life, is at the heart of what we seek to do. Among the real privileges of our location is that it enriches that mission by investing us with a global, pluralistic outlook on what social justice means.

The School is composed of two parts, the Department of Law (DoL), located in its original home, and the Centre for Commercial Law Studies (CCLS), in central London. Each part has a distinct remit, yet the two work together to achieve a common purpose. The DoL has a well established reputation for innovative work in social policy areas, including immigration, human rights and state crime, policing and criminal justice, feminist legal studies, labour law, environmental law, practical ethics, and social theory. CCLS was founded to address pressing commercial policy issues, in intellectual property, banking and finance, arbitration and international dispute resolution, technology, taxation, and energy regulation. It continues to be pre-eminent in those fields. These two aspects of the School are distinct entities in the service of a joint responsibility. Success in the execution of this responsibility depends upon a concrete grasp of human problems in all their diversity and novelty (the DoL's speciality), coupled with an acute understanding of the operations of power (CCLS's speciality). Both parts of the School share these distinct commitments, but address them in different ways. The challenge has always been to ensure that the two perspectives speak to one another as productively as possible, and in the last few years we have worked very successfully to ensure this. We have established a joint research committee, joint appointment panels, a joint promotion committee, joint EDI and Athena Swan committees, consolidated the PhD programme, introduced co-supervision between the units and encouraged joint research projects with joint research management. Our synergies are now wholly productive.

B) Research structure

The School is fundamentally committed, as an ambitious research institution, to the enduring value of individual scholarship. We ensure sabbaticals, generous research allowances, research reviews, early career mentoring and workshops, research away days, and grant writing workshops. In addition, the School has established a rich range of specialist Research Centres and Institutes to foster collaborative research and to generate impact. These research hubs bring together researchers and doctoral students with a shared sense of problem and different intellectual resources, thereby encouraging interdisciplinarity in our research and its funding. They also promote knowledge exchange beyond the academy, with government, the professions, civil society, industry and international organisations, so fostering public engagement. These commitments, to interdisciplinarity and to public engagement, and the vital contribution both make to excellence in research, executed with equality and diversity uppermost in mind, are shared by Centres and Institutes, with ongoing flexibility as to which commitment should predominate in each unit.

a) Centres and Institutes

Since 2014, we have incorporated seven new interdisciplinary Centres and Institutes into the School, an increase of nearly 50%, so bringing together social scientists, economists, historians, political

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scientists, and specialists in medicine and public health, all with international experience and outlook. Our existing centres have long-standing and successful relationships with researchers in global health, English and drama, politics and international relations, geography, and economics. Some of them are resourced through project grants, both collaborative and individual, for example, a €1.25 million HERA grant; more than £775K funding from the ESRC, Horizon2020, Leverhulme Trust and Open Society Foundation; and a €300K Erasmus+ Strategic Research Partnership. Others have built partnerships with industry and legal professionals in order to create mentoring and internship programmes (for example, bringing together the energy sector and specialist law firms, to offer research mentoring and internships and to broaden dialogue between the academy and the objects of its enquiry).

Some research hubs have become incubators for the development of new disciplinary pathways, such as the Institute for Communications and Computer Law, which established the Cloud Computing Project, and through it has funded six early career researcher positions, in addition to two research studentships. Other Centres and Institutes have translated their research into policy engagement, as demonstrated by the fact that two research hubs hold accredited observer status at UN bodies, while the International State Crime Initiative conducts regular workshops in the Foreign Office. The School as a whole has invested significantly in supporting the public engagement, outreach and impact activities of all research hubs. In addition to our Research Managers, this investment includes five events and communications positions.

b) Individual research support mechanisms

Since 2014, we have increased the degree of the School's engagement with individual research, introducing constructive mechanisms to reshape institutional and collegial expectations, so as to promote rigour while respecting the creativity and self-direction of each individual researcher. In addition to reducing the teaching and administrative load by a third, and providing a mentor to each early career researcher, we have established an innovative scheme of regular mentoring (six meetings per year) for all researchers up to Senior Lecturer (the Early Career Researcher Network). The aim is to provide tailored support to our community of junior colleagues, including developing strategies in relation to journal selection and submission; navigating journal decisions; identifying and applying for research funding; accepting and supervising PhD students; and most important, reading one another's work and providing constructive, critical feedback. This commitment has been extended to all staff, including the most senior, though the touch becomes lighter and more nuanced. Our aim is to ensure that all researchers have the support they need to produce outstanding work that is capable of making a difference in the world. To this end we have an extremely active research committee that coordinates review of grant applications and work-in-progress, supplemented by annual one-to-one research reviews with the Director of Research to discuss individual progress, future ambitions and access to further support from the School. We then provide supportive spaces in which research can be aired at every stage of its development. Our weekly seminar series for academic staff and research students brings in visitors, showcases the work of our best and most innovative scholars, and dedicates half its sessions to the enhancement of work in progress. In parallel to these seminars, our Centres and Institutes hold more focused seminar series of their own, so building dedicated environments for specialist communities.

None of this would have been possible without significant investment in dedicated research support. Since the last REF the School, working from its own resources, appointed a second School Research Manager to strengthen its support for research grant applications, to boost the research culture, and to encourage collaboration and interdisciplinary working. In addition, the University created a Faculty Research Manager, responsible for developing and coordinating research strategy across Schools.

C) Research strategy

The School's research strategy emerges naturally from Queen Mary's location, historic character, and convictions. Through our research we seek to capture voices that have been neglected or unheard, to incorporate them in our thinking and writing, and then, through our understanding of and connections to government, the professions and industries, to ensure a hearing for what they have

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to tell us. It is this comprehensive endeavour that we seek to make excellent. The organising aim of the School's integrated research strategy is to generate research achievement of the highest order, in terms of its imagination and rigour, that in all its aspects is keenly attentive to diversity of circumstance and outlook, demonstrates social and intellectual leadership, and helps to shape the world for the better. How do we go about achieving this?

In REF 2014 we committed ourselves to enhancing our research income, expanding the number and extent of our research collaborations, increasing our intake of PhD students (and improving completion times), and promoting access to our research through Green Open Access. In fulfilment of those commitments, we have increased grant income from £4.6 million in 2010-14 to £9 million in the period 2014-2020. We have also increased the intake of our PhD students from 116 in 2010-2014 to 148 in 2015-2019, while maintaining completion times within four years at 80%. We have also increased the number of conferences and workshops facilitating cross-disciplinary collaborations to fifteen annually. Finally, all research is now deposited on an open platform, including the QMUL repository Elements, as well as on general sites such as SSRN.

During the present assessment period we have committed ourselves to a new, yet more ambitious set of strategic goals, designed to embed our vision and to establish its place in the world. Those are as follows:

- To secure a community of scholars that reflects and enhances the School's historic commitment to social justice and multiplicity of voice. To this end, the School has structured its recruitment so as to pay more attention to formerly neglected topics in law (such as climate and energy justice, state crime, the ethics of migration, the vulnerability of democracy, and the predicament of small states) and to attract contributions from those researchers whose communities have not traditionally figured large in the legal academy (by taking active steps in our recruitment advertising and outreach to encourage applications from BME and other protected groups that had remained under-represented in the School).
- To make certain strategic and interdisciplinary appointments, with a view to fostering fresh voices while continuing to learn from proven ones. The School has appointed nineteen full-time Early Career Researchers (eight of whom have since been promoted), a British Academy Global Professor, and six fractional Global Law Professors since 2014. Overall we have made 42 new research appointments.
- To develop our Centres and Institutes in the manner described above.
- To build international research collaborations, in three ways:
 - Through the appointment of Global Professors with homes both within the School and in institutions abroad (including Princeton, Tilburg, Max Planck Institute). These professors support the development of an international research culture, by leading international conferences and workshops, offering PhD masterclasses and research seminars, and collaborating on grant applications.
 - Through the presence of international visitors in the School. To this end, the School has undertaken a competitive recruitment of Distinguished Visiting Professors who have a real and significant perspective to bring to our research community, in exchange for a set programme of commitments, in terms of lectures (to specialists and the public), PhD masterclasses, and cross-Faculty seminars to interdisciplinary audiences. Since 2014, the School has been successful at securing sixteen of these funded positions. We offer other Visiting Researchers (some established academics, some research students) a structured programme, overseen by the Research Committee, in which office space, library access, and administrative support are provided, in return for a commitment to research collaboration, the delivery of a research paper, and participation in Research Centre activities and our research seminar series.
 - By encouraging our researchers to take up Visiting Fellowships abroad. The School actively encourages staff to spend part of their sabbatical leave abroad and, where needed, offers

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funding to make that possible. In the period staff have held Research Fellowships in institutions around the world (Australia, Italy, France, USA, Singapore, Hong Kong, China and Japan), at institutions of acknowledged prominence (Bologna, the Sorbonne), and with recognized distinction, for example, three Senior Fernand Braudel Fellowships at the EUI.

- To secure the most effective placement of our research, by encouraging publication in genuinely rigorous journals (those with the most robust reviewing processes and the most open-minded editorships) to promote research that has the best chance of changing the shape of debate, in terms not only of quality but also of readiness to cross disciplinary boundaries and break new ground. To this end, the School has instituted its own pre-submission rigour, in the form of internal mechanisms for peer-reviewing draft outputs, for advising colleagues on the appropriate placement of articles, and for annual discussions of research plans.
- To secure the widest and most flexible possible access to research support, in recognition of the fact that successful research depends on resources that are both diverse and sufficient, in terms of time, money, and institutional backing. To this end, the School has ensured that a generous research allowance (£3K per year) is available to all research-active staff. Further funding is available on special application to the Research Committee. A member of the EDI Committee sits on the Research Committee to ensure that EDI concerns are reflected in all special funding decisions, and that diversity of perspective is embedded in all the projects we encourage and support. In addition, new mentoring and probation guidelines have been introduced, designed to address the special challenges faced by early career researchers.
- To create better patterns of work and workload. A new workload model has been introduced, in part to ensure that research time is appropriately protected in the allocation of responsibilities in teaching and administration. Alongside this, specific policies were introduced to ensure that staff returning from parental leave are assisted in their reintegration into research practices and the research community, through mentoring, active involvement in research centres, and the allocation of research-related administrative roles. In addition, staff are encouraged to take annual leaves in full, so as to promote the kind of work/life balance that fosters fresh-mindedness and openness of thought.
- To preserve the existing guaranteed sabbatical leave (of one semester following six) and to work towards its enhancement as part of our strategy for the next five years.
- To build research understanding and research community through annual Research and Impact Away Days, designed to operate in conjunction with Centre and Institute activities, annual research reviews, and participation in the weekly seminars and Network training events.
- To promote the participation of research staff in funding workshops offered by the University.

In the next five years, in fulfilment of the Law School's Research Strategy 2020-25 and in order to continue setting international research agendas within and beyond law:

- We plan to respond to the Climate Emergency by creating an interdisciplinary Centre of Climate Justice, with contributions from the Schools of Geography and Politics & International Relations. We have already committed to funding a Chair and a Lectureship within the School. The Centre's focus will be on the achievement of climate justice, and the implications of that ideal for questions of forced migration, food security (and conflict), and the intersectionality of climate justice with other domains of justice and injustice.
- We plan to develop research opportunities in the politics of international investment, starting with a successful GCRF Networking grant exploring the implications of Chinese investment in Africa.

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- We plan to increase the extent to which our doctoral students are fully funded. This is a reflection of our more general commitment to increase the rigour, sense of community, completion rates and future prospects of our research students.
- We plan to enhance our existing sabbatical leave provision by creating a scheme under which staff will have the opportunity, where appropriate, to compress a year's teaching into a single semester. This will free up a further semester for research, allowing for more frequent and flexible periods of research leave, and the possibility of combining those into an extended leave.
- We plan to enhance the scrutiny and analysis of our research practices, so as to refine our awareness of the position of underrepresented groups in the School, and to continue to strive for complete parity. This involves regular questioning and challenging of accepted patterns of evaluation in all decisions, from the allocation of research studentships through to appointments of and promotions to Professor.
- Having regard to the terms of the VITAE Concordat for Researcher Development, we plan to invest yet further in the career development and welfare of our staff.
- We plan to make further adjustments in our workload model, to offer teaching and administrative relief to those who have received significant grants from funders and schemes that do not support teaching buyout. This is designed to equalise the impact of grants for Named Investigators regardless of funding source.

D) Impact

Our character and ambitions as a School have led us to seek forms of impact that make a difference in the world for those whose voices and interests have been historically neglected, diminished, or even suppressed in the operations of law and justice, nationally and internationally. Our goal is to strengthen the connections between marginalized peoples and the too often marginalized domains of research that focus on their predicaments. Impact significantly diminishes marginalization, and that, no less than a concern for transparency and accountability in public expenditure, is why impact matters to the School.

The six impact case studies submitted to REF2021 reflect this commitment and speak to the successful embodiment of our impact strategy in the overall research culture of the School. Two speak to the predicament of the internationally dispossessed: those fleeing conflict in their home territories in boats across the Mediterranean, and the Rohingya, driven from their territory by a genocidal project on the part of their government. Two speak to the predicament of the vulnerable in our midst: those who are endangered by the rise of online gambling, and those who are vulnerable to the impact of big data, AI and cloud computing. Two speak to ways of strengthening the legal institutions that are entrusted with ensuring the rule of law and the security it offers against abuse of power: of securing a governing structure for paperless transactions, and of preserving the independence of the judiciary. Two further areas not included in the submission, on access to medicines and access to justice, were in the same spirit.

In 2015, two Academic Leads for Impact were appointed. They head an Impact Group that meets four times a year to support, encourage and promote research knowledge and its external usage. The Group is backed by our Research Managers, in running workshops to increase the School's understanding of the nature and potential of impact and mechanisms for achieving it. Our impact activities have been supported with awards funded by the QMUL Centre for Public Engagement, the QMUL Collaboration Fund, and Faculty impact funding, four of which yielded impact case studies that form part of this REF submission. Successful applications for funding have been used, among other things, to identify and analyse research impact in other jurisdictions.

In more fine-grained settings than those reflected in the six case studies, the School's academics disseminate their research findings through a range of public engagements, aiming to influence the future development of the law. During the period of assessment, academic staff have held advisory

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positions with many influential bodies (including the Foreign Office, Bank of England, the European Central Bank and the World Bank), and have made acknowledged contributions to law reform bodies (including the Law Commission, UK Parliamentary Committees, the Foreign and Commonwealth Office, UN Human Rights Council, UN Commission on International Trade Law, European Parliament and European Commission) and a wide range of civil society organizations. They have contributed at senior levels to industry and self-regulatory bodies such as the Press Complaints Commission. Indeed, collaboration with industry has extended to the appointment of Industry-based Professors, who join us for defined periods of time in order to disseminate knowledge about industry practices and engage in teaching activity (to the benefit of PhD students especially) and who take our research findings back into their industry work. In some high-profile areas, such as human rights, state crime and refugee law, academic research frequently informs newspaper commentary and other modes of public dissemination.

In order to facilitate further the achievement of impact, the allocation of teaching and administration workloads among the School's teaching and research staff takes into account time needed to develop research impact and to gather evidence of it. Whenever possible, the allocation is undertaken flexibly, in order to respond to particular needs. The Faculty provides generous funding on a competitive basis for impact development, with biannual calls for grants up to £3K [REF5a, section 4]. Personal research funds may also be used to develop impact and to employ research assistants to gather evidence of impact.

As evidence of the success of our commitment to the impact agenda a number of our research groups have been recognized in impact prizes: the International State Crime Initiative was shortlisted for the ESRC Celebrating Impact Prize for its work on genocide in Myanmar; within QMUL three School research groups have been awarded Public Engagement and Enterprise Awards in recognition of outstanding achievement in research impact beyond the academy, in terms of genocide, rescue of asylum-seekers, and domestic violence.

E) Interdisciplinarity

The School's commitment to interdisciplinary research is central to its present and future research strategy, and so is embodied in our academic appointments (which are designed to be strategic and interdisciplinary), in the character of the ongoing expansion of our Research Centres and Institutes, and in our international research collaborations. In particular, the School has done the following:

- Working together with the Faculty of Humanities and Social Sciences, the School has secured three early career strategic lectureships, funded initially by the Faculty and thereafter by the School, specifically dedicated to the furtherance of interdisciplinarity [REF5a, section 2].
- In fulfilment of its own local appointment strategy, the School has also made a number of permanent appointments from fields other than law, for example from Criminology, History and Political Science.
- The School has encouraged and supported its research staff in working with scholars from other disciplines, inside and outside Queen Mary. It has supported joint research projects with Medicine, Computer Science, English and Drama, Geography, and Political Science and International Relations. The School has been open to research vehicles and outputs embodying media of all kinds, photography, film, and art as well as books and articles, in print and online.
- The School is open to doctoral students from disciplines other than Law, and where appropriate secures joint supervision for them outside the School. Second supervisors have been drawn from the Schools of Business and Management, Politics and International Relations, Electronic Engineering and Computer Science, and History. In support of these students the School has been involved in interdisciplinary doctoral training programmes and has successfully pursued funding for a range of interdisciplinary PhD studentships.

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- Since 2014 every Centre or Institute has assumed an interdisciplinary outlook, as part of the School's commitment to a fully rounded sense of the issues that Centres and Institutes exist to confront, and a wide-ranging view of the skills that are required to comprehend them. In this way Centres and Institutes regularly engage with non-legal perspectives, from economics, history, international relations, social science, political science, computer science, industry, the professions, and non-governmental organisations of all kinds. For example, the Institute of Banking and Finance Law works with economists and the financial sector, the Intellectual Property Research Institute works with pharmacologists and the agro-business sector, the International State Crime Initiative works with theatre groups, medics, and political scientists, and the Cloud Legal Project works with computer developers.
- The growing interdisciplinarity of our research is reflected in the range of journals in which it is now published, including leading outlets in geography, political science, anthropology, economics and finance, business studies, philosophy and history. The promotions committee acknowledges the significance of such interdisciplinary work.
- The School has a strong and active programme for the presentation of research findings by visitors of all disciplinary backgrounds, as outlined above.

F) Open access

In fulfilment of the commitment made in REF2014, the School nominated a senior colleague to develop strategy around, and raise awareness of, the benefits of Open Access. Seminars were delivered in person and then disseminated electronically to all researchers. An administrator was appointed to support colleagues in uploading outputs to the QM repository, Elements, and to answer queries. In 2016, a second Research Manager was appointed with particular responsibility for fostering Open Access. The School has followed the University in favouring Green Open Access, on the basis that this is more sustainable, but where appropriate, for example as part of a project grant, has supported Gold Open Access. We also recommend that colleagues include Article Processing Charges on funding applications where possible. Internal funding is available which can be used for Open Access costs.

Additionally, we have established operational teams to monitor and support Open Access. There is an act on acceptance campaign across the University to encourage the sharing of publications as early as possible. The School of Law has an active working paper series prominently displayed on our website as well as a dedicated SSRN series. We also publish the fully Open Access *Queen Mary Human Rights Law Review* and *Transnational Commercial Law Review*.

We are continuing to develop our support for the sharing of research data, though we recognise that for some research areas this is not feasible for reasons of security and/or confidentiality. In terms of publications we have been closely following the development of the UKRI-endorsed Plan S, given its planned introduction in January 2021. We are aware of the profound problem of asymmetry of access, for example between the Global North and South, whereby many of those who would benefit from knowledge lack access to it. As part of our strategic plan for the next five years, we are developing a scheme under which all of the School's articles will be made available by the author on request.

G) Research ethics and integrity

Research integrity in the School is founded on institution-wide practices. QMUL has adopted the commitments of UUK's Concordat to support research integrity [REF5a, section 2.III]. All research projects that involve human or animal participants must be approved by the Ethics of Research Committee, on which two members of the School sit. Two Research Ethics Facilitators offer dedicated support for non-medical disciplines. QMUL has separate policies for key aspects of research governance including managing risks, research data management, duty of care, and publication ethics. All research must be demonstrably independent, and where conflicts cannot be eliminated

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they must be declared in all research applications and publications. The Misconduct Committee considers alleged cases of lack of research integrity.

All QMUL staff members are required to act ethically and with integrity in all aspects of their research. For funded work Principal Investigators must complete an ethics process on WorkTribe and, where significant concerns have been identified, must meet with a central Research Governance Officer. At School level Research Managers and Directors of Research are available to support colleagues with any research governance queries or concerns.

Within the School we have fostered a culture of integrity based on staff training and commitment to mentorship and transparency. There is an annual 'researcher essentials' programme, mandatory for all doctoral students, with sessions such as 'Integrity and ethics in research' and 'research design and reliability'. All staff undergo training on GDPR and data management. Our annual away day and weekly staff seminar series complement this training, with wider discussions around key aspects of research governance. The International State Crime Initiative has developed its own protocol for conducting fieldwork in hostile environments, available to all researchers and doctoral students in the School.

Our conception of research ethics includes climate ethics. As part of our commitment to confronting the climate emergency, we are changing our ways of working in order to reduce the School's carbon footprint. We are asking colleagues to reduce air travel as far as possible. While we accept the need for fieldwork, we are now encouraging the use of digital platforms to develop our international networks and exchange of knowledge in place of physical attendance. All this was prior to the coronavirus pandemic.

2. People

A) Staffing strategy and staff development

a) All research staff

The School recognizes that research achievement depends for its ultimate success on a responsive and inclusive research community, in which support, guidance, fellowship and concern for welfare all figure highly. At the centre of this community is the relationship between individual researchers and their Research Directors and Research Mentors. Part of this is expressed through research community engagements, in which Research Directors have held workshops on topics from methodology to funding and have facilitated attendance at writing retreats. Part is expressed through annual face-to-face Research Review Meetings, in which Directors and Research Managers, supported by an experienced professor, meet researchers to discuss individual progress and plans. Outcomes are agreed and become the foundation for the following year's meeting and the review of progress there. These meetings are also opportunities for individual researchers to convey their thoughts about the nature and quality of research support in the School. Further promoting this sense of research community are the distinct intellectual homes offered to researchers by Centres and Institutes.

Within the School, the Head and CCLS Director ensure that research support is tailored to the circumstances and welfare of every researcher, by making appropriate and reasonable adjustments to workloads and opportunities. In addition, they make themselves available for individual discussions about progress and promotion, helping to shape careers in the most rewarding directions and at a healthy pace. The promotions process has been made significantly more robust and inclusive, and now incorporates more clearly articulated research expectations and draws upon more diverse points of view. The effect has been to make internal promotion as important in the development of the School's research culture, and as important a source of diversity of outlook, as is external recruitment. Furthermore, staff are encouraged to participate in Faculty and University training on grant writing, UKRI and EU frameworks, impact, research budgeting, and public engagement.

b) Early-career researchers

In partnership with the University, the School has embraced the principles of the Concordat to Support the Career Development of Researchers [REF5a, section 3.1] and seeks not merely to uphold but to exceed its expectations. Every early career researcher is allocated a Research Mentor from the professoriate, working to agreed guidelines, and encouraged to meet on a regular basis. Researchers then meet separately with the Academic Lead for Probation to discuss expectations and progress. Promotion now represents a genuine pedagogical achievement.

Early Career Researchers enjoy reduced teaching responsibilities in their first three years of employment (no more than four hours a week), so they can properly adjust to life in academia and make a start in fulfilling the high research expectations of the School. The Early Career Researcher Network, mentored by a member of the professoriate, brings ECRs together six times a year, forming valuable bonds across sub-disciplines. The ECRN is reviewed annually, and feedback from probationers and their mentors has led to regular and ongoing improvements in design and delivery.

c) Staffing and recruitment policy

In 2013, the gender distribution of our academic staff, reported in REF2014, was disappointingly uneven and our professoriate was predominantly male. Since then we have developed and implemented a conscious strategy to remedy both those issues. That strategy has been very successful. Women now constitute 46% of our staff, up from 41% in the previous cycle; more significantly, they now constitute 43% of our professoriate, up from 29% in the previous cycle. Men and women are now exactly equally represented at Lecturer, Senior Lecturer and Reader level. This has been a huge step toward the goal of achieving complete gender parity. In a similar vein, we have made considerable headway in recruiting BME academic staff. In 2013 only 8% of our staff were BME. That figure is now 12%, approaching the goal of parity.

As part of our research strategy the School is committed to excellence of scholarship and diversity of voice. We have sought to strengthen the vitality and sustainability of the School's research community by investing heavily in Early Career Researchers, as a counterweight to our already strong professoriate, now further strengthened by the appointment of fractional Global Chairs. In addition, and in concert with the Faculty, we have secured the appointment of three Strategic Lecturers, dedicated to interdisciplinary research. More broadly, we have sought to make the School more inclusive by significantly expanding our research staff numbers so as to achieve a greater balance, both between established and under-represented groups and between those at different career stages. Of the 42 appointments made since 2014, nineteen have been Early Career Researchers. The composition of the School is no longer as top-heavy as it was, reflects a significantly wider range of intellectual perspectives, and is better secured against the future.

In line with the Concordat, the School has ensured that, with the exception of a small number of professorial researchers who have permanent posts elsewhere, short-term contracts are used only as pathways to permanent posts, for example, by holders of a British Academy or Leverhulme Fellowship. Three of these independently funded research fellows have obtained permanent posts in this manner since 2014.

The School is an open and diverse community, committed to the support of legal research of all kinds. That said, we have a particular commitment to social justice, in the janus-faced form described at the outset, attentive to the voices of the marginalised and alive to the connections between those voices and the institutions of the law. In support of that commitment we have enhanced our existing Research Centres and Institutes, and added to their number, so as to offer sympathetic, supportive and inspiring homes to scholars of climate justice and energy regulation, immigration and shipping law, democracy and intellectual property, state violence and international arbitration alike. A significant portion of our recruitment is now vested in Centres and Institutes.

d) Support and integration of early-career researchers and PDRAs

Early Career Researchers and others below Senior Lecturer are offered an active network of regular meetings and tailored research support. This network focuses on publication strategies, grant writing and supervision, while being an important showcase for work in progress. In addition, we have succeeded in building a research culture in which attendance at the research seminar series is expected of all, including the most senior, and presentation opportunities are open to all, including the most junior. Postdoctoral research assistants are afforded research support and training comparable to that received by Early Career Lecturers. PDRAs are recognized as a vital part of the research culture, in addition to the crucial role they play in the life of the particular Centres and Institutes in which they are housed. Early Career Researchers receive the further support of a significantly reduced teaching load.

e) Individual research support mechanisms

All research staff are presumptively entitled to a semester of research leave after six semesters. Applications for leave must set out the nature and scope of the research and/or impact project that is planned. Those returning from sabbatical must report on their research and/or impact achievements. Additional grants of research leave are available when the project in question calls for it, upon presentation of a supporting case to the Head of School. Research Directors and Centre/Institute Heads are recognized conduits for such proposals and for their encouragement. Part-time staff enjoy as frequent sabbaticals as full-time staff; fixed-term staff are considered for sabbaticals as is appropriate in their particular case, depending on the length of their fixed term for example.

f) Evidence of procedures to stimulate and facilitate exchanges between academia and business, industry or public or third sector bodies

Our Centres and Institutes serve as gateways for collaboration with the relevant professional fields. One of the main aims of the Institutes in CCLS is to produce research that enables some of the most significant international commercial law actors to reform their policies, practices and attitudes. Beneficiaries of our research include international organisations (IMF, ECB, International Chamber of Commerce, World Trade Organisation, World Bank, World Intellectual Property Organisation), European and U.K. policy makers (EU Commission, Department for International Trade) professional bodies (Law Society, London Court of International Arbitration) and law firms. Many Institutes have advisory committees that include members of these bodies and vice versa: the structures are designed to promote the cross-pollination of ideas.

Other procedures to facilitate exchanges include: the creation of global fora for high-level debate with practitioners, regulators, the judiciary, industry and selected representatives from corporate and civil society; disseminating research to non-academic audiences through publication, practitioner training, seminars, postgraduate programmes of study, engagement with policy formation; and the provision of strategic bursaries to research students, enabling them to make dialogue with the wider world central to their vision of research.

g) Recognition and reward of staff for carrying out research and for achieving impact

The School has a long tradition of paying direct tribute to research achievement, from successful completion of a doctorate, to receipt of or shortlisting towards a research grant, to publication of a monograph, to achievement of a promotion, to election to a distinguished body of scholars. Announcements are made, receptions, book launches, and symposia are held, all in the service of publicly and prominently respecting and supporting research culture and achievement. Such tributes are foundational to the sense of community in the School. Tribute is further paid to research achievement in the central role that it plays in promotion decisions, in financial support in the form of grant buyouts, language training, further higher degrees in a research-relevant discipline, and additional grants of research leave.

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In addition, the School has a newer tradition of supporting and enabling research impact. This now receives priority as an issue in sabbatical applications. Since 2014 the School has held two Away Days specifically devoted to impact, has funded, through research allowances and otherwise, engagements that could lead to impact, and has recruited two external consultants to work with researchers in identifying and communicating their impact. Communications teams meet researchers annually to discuss dissemination strategies through media and other outlets. By providing a bridge between academia and industry, government policymakers, the judiciary, and NGOs, one of the central functions of our Research Centres and Institutes is to facilitate impact.

B) Research students

We are committed to the view that a successful research environment depends on the presence of an intellectually outstanding, vibrant and diverse research student community. Since 2014, the School has taken steps to increase the size and quality of its doctoral cohort, while paying special attention to its composition. The number of research degrees awarded has grown from 87 in REF2014 to 137.8 in REF2021. We have established a robust recruitment and support scheme for doctoral students, composed of eight representative staff members, headed by two Co-Directors of Graduate Studies. We require that all members of recruitment panels have undertaken unconscious bias training. Doctoral candidates are selected according to their academic achievements, the strength of their proposal and their fit with the research expertise of School staff. Our present doctoral student community is made up of 148 students, 88 of whom are women and 60 are men. Of those, 40 are BME, 91 are non-BME, and seventeen did not declare. This speaks to a diverse and healthy recruitment process.

a) Evidence of studentships from major funding bodies

Since 2014, we have sought to maximize the number of doctoral candidates with fully funded studentships. Prospective supervisors regularly support candidates in the drafting of funding applications. Seventy-two out of 148 recruits between September 2014 and September 2019 entry have been awarded highly competitive studentships from sources including ESRC LISS DTP (Queen Mary/Imperial College/King's College London) and AHRC LAHP DTP, Leverhulme Mobile People DTP, as well as Principal's Studentships and the School's own graduate teaching associateships.

b) Monitoring and support mechanisms linked to evidence of progress and of successful completions

We are aware of the acute vulnerability of doctoral students faced with the challenge of solitary research, and sensitive to the many different forms this vulnerability can take, particularly given our diverse student body. In addition to supervisors, all of whom are required to undergo training in the regulatory and personal demands arising from doctoral study, a specialist Doctoral Academic Advisor provides individual advice on personal welfare, managing time, and planning work. Research students can also obtain personal support from the advice and counselling centre and the University's Dignity and Disclosure officers.

All research students participate in an induction programme. They then have three monitoring stages, at 9, 18 and 36 months. The first stage consists of a review of written material (by a panel of two assessors) and a student presentation. For the second stage students must submit two substantive chapters, an outline of the remainder, and a timeline for completion. At the beginning of the third stage students must have a complete draft and, following review, may transfer to the 'writing up' stage. Two supervisors accompany each student through this process, meeting them a minimum of ten times per year, recorded on the university's student information system. All PhD students enjoy access to computerised workspace, and to all the research resources available to academic staff, including the exemplary facilities of the new Graduate Centre.

As part of their ongoing assessment, each student completes an annual appraisal, focusing on progress and with an opportunity to raise any concerns, including difficulties that might arise in the

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supervisory relationship. The School's completion rate within four years has remained at 80% despite the fact that all students are now expected to publish at least one refereed journal article or book chapter during the course of their degree.

c) Support provided to research students: skills development and preparation for their future career

As part of our mission to prepare doctoral students for a career in academic life, in the belief that the skills involved are also valuable in other professional, governmental, corporate and civil society settings, we provide support for skills development not only in research methods, but also in teaching, publication, grant writing, and other forms of dissemination and public engagement. Career preparation is fully integrated in our doctoral programme, in the conviction that the two should be treated as inseparable.

Research skills development is secured by a partnership among students, individual supervisors, and staff involved in the doctoral programme. The School requires all first-year students to undergo an intensive two-week training in research methods at the Institute of Advanced Legal Studies, plus a year-long qualitative and quantitative research methods module, which includes research ethics, strategies of interviewing, conducting field and ethnographic research, Nvivo and SPSS training, working in a hostile environment, and archival skills. In addition, the ESRC LISS DTP provides training to PhD students according to individual needs. This includes social theory and epistemology, quantitative and digital methods, archival research, and knowledge transfer and co-generation methodologies.

All students are encouraged to engage in a range of research training opportunities, including academic writing, language acquisition, and methods training. These opportunities are supplemented by Master Classes delivered by senior visiting academics from around the world, and by our Global Professors, themselves based in distinguished institutions abroad. There are also seminars delivered through the Doctoral Training College focused on issues specific to PhD writing, dissemination and employment.

The School encourages the sharing of ideas among its PhD cohort and with more senior scholars, not necessarily based at Queen Mary. PhD students attend the weekly staff seminars that take place in the School as well as the workshops and seminar series run by Centres and Institutes. Students also have the option of attending PhD student seminar series elsewhere, such as that on international political sociology, organised by Politics and International Relations (Queen Mary) and War Studies (King's College London).

Students are encouraged to present their research through the PhD student seminar series, which takes place three times a year (with four students presenting at each seminar). Each year, a group of the School's PhD students organises the Queen Mary Postgraduate Legal Research Conference, where PhD students from the UK and abroad are invited to present their research, with the most promising research appearing in the Queen Mary Law Journal.

The School provides strong financial support for the research activities of its PhD students. In 2018, the annual funding available to each student to cover the costs of accommodation, conference fees, and travel was increased to £750. Students can apply for up to £2000 in further funding. The Postgraduate Research Initiatives Fund offers amounts up to £1000 to support activities to enhance individual students' research experience, intellectual, and/or professional development. Grants are available also to students who wish to spend time at one of our strategic international partner universities. Erasmus grants are available for doctoral exchanges in India and China. Two students are funded to attend the annual Small States Summer School hosted by the University of Iceland in Reykjavik, and six students are funded to attend the ATLAS Agora each year.

d) Inclusion in academic research projects

The School attempts, where possible, to involve its students in advanced academic research projects relevant to their studies. This is evident in several initiatives. The EIPIN Innovation Society brings together the Queen Mary Intellectual Property Research Institute and like institutes at Alicante, Maastricht, Strasbourg and Munich. Funded by the European Commission, it has pioneered a major European intellectual property research network, which launched a cross-platform and interdisciplinary Dual PhD programme in 2017. The Society offers competitive PhD scholarships to support empirical and doctrinal research into intellectual property, both within the traditional university environment and for interns who engage with nominated industry and non-profit public interest organisations. Currently, we are host to six such students.

Teaching accomplishment goes hand-in-hand with research accomplishment and with career preparation. All doctoral students are given the opportunity to contribute to our taught programmes, on a limited basis compatible with their studies. We strongly believe that teaching forces the teacher to interrogate both their discipline and their audience. It also equips them with the kind of confidence that enables them to present their work at research seminars and be ready for vivas and job interviews. Our aim is to ensure that when students graduate they are able to step immediately into a research and teaching position. All doctoral students involved in teaching are entitled to pursue the HEA Certificate in Learning and Teaching and are supported by the Queen Mary Academy in gaining this qualification.

In terms of publication and grant writing we seek to teach by example. Students are encouraged to attend research staff sessions on work-in-progress and securing funding. In their turn supervisors work closely with doctoral students not only on their thesis but also on transforming chapters into publications and, if required, on how to manage revise-and-resubmits and rejections. Where the topic calls for it students work with their supervisors on grant proposals.

As part of our commitment to dissemination and public engagement the School hosts and funds an annual international conference, organised by and for doctoral students. Academic staff serve as chairs and discussants. We also encourage and fund students to present their research at leading conferences abroad. The aim is to involve students in a range of global conversations, engaging them in different academic and cultural perspectives and in different intellectual disciplines, in academic and non-academic settings. Students learn the value of dissemination, while honing their presentation skills and establishing international networks. Our sense of responsibility to our students extends to helping them to make the transition into their first positions and beyond, through assisting them in the preparation of cover letters and CVs, and in conducting mock job interviews.

C) Equality and diversity

We recognize that intellectual perspectives born of different material and social backgrounds lead to diverse and potentially more challenging questions that have the power to enrich and advance research excellence. We further recognize that attentiveness to the protected characteristics is central to this project. For those reasons we have consciously sought to identify and dismantle barriers that have historically informed academic recruitment. As but one example, in the review period the School secured an appointment which granted a contractual waiver of the qualification period for maternity leave. Since REF2014, we have introduced a variety of specific recruitment and support mechanisms to reach our goal of achieving complete parity of opportunity

In terms of recruitment, and a fully inclusive entry into the life of the School, the School took part in a University review of the different approaches used by HEIs to encourage applications from BME candidates. Drawing on the best of these, the School devised its own wording for inclusive job advertisements. We now explicitly encourage applications from all underrepresented groups and support those applications by ensuring the diverse composition of appointment panels, all members of which have mandatory training in unconscious bias and EDI awareness. Since 2017, five of our fifteen research-staff appointments have been BME.

a) Study leave arrangements

Our sabbatical leave arrangements are fully informed by equality and diversity considerations. Part-time working, and periods of parental, sickness and caring leave all count equally in the calculation of time accumulated towards sabbatical leave. In addition, we are fully open to the support of study in neighbouring disciplines wherever appropriate, for example, in the acquisition of a language or other skill that may be relevant to legal research. As but one case, we are currently supporting a staff member in pursuit of a Masters in Art History, in furtherance of her research in law and aesthetics. Leave of absence to support full-time study is available where that is called for.

b) Arrangements for supporting flexible and/or remote working

Staff teaching timetables are negotiated individually, in a manner that seeks to respect the personal circumstances, caring responsibilities, and convictions of everyone, and offer equal access to protected research days. Research interactions are commonly conducted remotely through facilities supported by the School. This has enabled us to maintain the participation of research staff engaged in fieldwork or on fellowships abroad. School research events such as workshops, seminars, public lectures and away days are scheduled as far as possible to capitalize on moments of overlap in the schedules of all staff. Remote work can involve special risks for the researcher. Staff are encouraged to work in pairs in certain situations. Their location is logged at all times. For those committed to research that involves fieldwork in politically and physically hostile environments we maintain regular contact through vehicles such as WhatsApp.

c) Career pathways for part-time and fixed-term staff

We are committed to full-time permanent employment for as many of our staff as possible, in the conviction that on the whole this status is vital to the flourishing of academic research. For that reason, we do not normally make part-time appointments and as a result 95% of our current research staff are full-time. However, we are also aware that our research community is diverse and we are seeking to make it more so. This means that for some of our colleagues, part-time work can be the best way of contributing. The School accommodates such part-time colleagues fully, so as to ensure that they enjoy the same conditions as full-time staff, including sabbaticals and research allowance (pro-rata) as well as promotions. We also seek to ensure that they are fully integrated in the School community and in subordinate Centres, in the scheduling of events such as staff seminars, staff meetings and social gatherings.

Our commitment to permanent employment further means that we contemplate fixed-term positions only in special circumstances: for example, as replacement for a staff member on research leave, as post-doctoral research assistants, and as research fellowship holders. As in the case of part-time staff, we make a special effort to integrate fixed-term research staff in the life of the School. This includes access to the same benefits as permanent staff. Wherever possible we seek to develop pathways that will allow fixed-term researchers to become permanent staff in our school, and failing that, to develop the skills and capacities in them that will enable them to find permanent employment elsewhere.

d) Conference attendance or other necessary travel to support research is facilitated for staff and research students with caring responsibilities, ill health etc.

The School is committed to increasing the standard staff research allowance of £3K to meet the needs of staff with special circumstances. Applications are made to the Head on a case by case basis, and are assessed in consultation with the EDI Committee. The School provides strong financial support for the research of its PhD students. The annual funding available to each student to cover accommodation, conferences, and travel has been increased to £750. Applications for additional funding to meet the needs of those with special circumstances are assessed by the Director of Graduate Studies in liaison with the Head.

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The School standardly provides support to the parents of young children where the only way to attend the conference would involve childcare. It also supports special classes of travel where those are warranted by physical needs.

e) Equality and diversity considerations with regard to support for submission of funding applications, access to internal funds, research-related promotion and reward procedures, recruitment for research-related leadership roles, conference attendance, sabbaticals and training

The School encourages all staff members to pursue funding opportunities that will enhance their research. We hold regular workshops, open to all, to introduce staff to the prospects of funding and how they might be pursued. Support for applications takes place in two steps. Early career researchers are asked to share their proposals with their mentors and, like all other staff, with colleagues in their field. Once a proposal has been settled on, it is submitted to the Research Committee, members of which have undertaken EDI training and are sensitive both to the different needs of applicants and to neglected and marginalized topics.

The Head of EDI sits on the promotion panel and is asked to bring their judgement to bear on the merits of each application and the process for its consideration. The panel is gender-balanced. The extent to which these processes are successful is borne out in the composition of our staff, not least in the substantial increase in the number of women in senior positions. A similar process has been instituted in recruitment panels, where we have been placing ever more emphasis on attracting BME applicants. EDI criteria are taken into account in recruitment to research leadership roles. Currently, the six primary research leadership roles are gender-balanced. Our approach to sabbaticals and training has been described under Study Leave, above.

f) Support for staff and research students returning from periods of leave

The principle informing our support for staff and research students returning from periods of leave or ill health of three months or more, managing long-term illness, or with caring responsibilities, is one of combating isolation and marginalization and facilitating the optimal conditions for engaging in research. After extended absences, the Head meets the staff member to agree upon the best way of facilitating their reintegration into the School's research community, while enquiring if they have any special needs. This might include additional mentoring, or encouragement to participate in joint research and in collaborative grant applications. Adjustments are made to ensure the staff member is not disadvantaged where career progression may be affected by absence or disruption to research caused by factors such as ill health, care and family commitments, maternity/paternity, disability, religious commitments or part-time status. Adjustments may include flexible working and/or reduction in teaching and administrative duties. QMUL's Occupational Health Service makes appropriate adjustments with respect to workload and infrastructural needs.

g) Support for staff with protected characteristics

In addition to the reasonable adjustments required by law in respect to staff and research students with protected characteristics, the School is committed to ensuring that all members of its research community are equipped with the particular resources they need in order to conduct their research to their full potential. In doing so it works closely with individuals, who may or may not wish to self-identify, and with the Occupational Health Service to assess particular needs. We recognize that the life of a researcher is emotionally and psychologically demanding, and that researchers need to be assured at all times of the presence of appropriate support. Our research reviews are designed to bring out the special needs and capacities of each researcher, and to establish an agreed and individually tailored scheme of expectation and support. Some researchers suffer from high levels of anxiety, and their timetables have been adjusted accordingly. Other researchers suffer from depression, and in response the shape of what has been expected of them has been made more flexible. Other researchers have mobility issues, and their environments have been reshaped and supported so as to make research resources fully accessible to them. These are but examples; the School is

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engaged in an ongoing reflection upon and reconsideration of our modes of working, to which accommodations of these kinds make a valuable contribution. Our research community does not at the moment include anyone with visual or hearing impairment, but we are alive to the possibility and to the provision of appropriate assistive devices for reading, dictation and other forms of navigation, knowing that these could well be empowering for all.

h) Supporting the wellbeing of staff and research students

The School is and has long been committed to the conviction that the best research comes from a supportive and caring environment, one in which researchers feel respected, cared for, and listened to. Our first concern, in our processes and our communications, is the predicament of the individual scholar and how best to respond to it. In part that is a matter of building a supportive community for everyone, that people can reach out to and engage in. To that end the School has introduced weekly yoga sessions, supports sponsored activities such as walks and runs, and is considering mindfulness training, on top of more familiar forms of community-building such as weekly research seminars (with lunch), research workshops, book launches and the like. Second, a supportive and caring environment is a matter of developing processes and mechanisms capable of responding appropriately to individual circumstances. For research staff, this takes place through research reviews and through the mentoring relationship between more and less experienced colleagues. For research students, it takes place through doctoral pastoral care, in which a senior academic joins individual supervisors in the oversight of each PhD student. Finally, it is a matter of flexibility. The coronavirus pandemic has brought home with dramatic power the necessity and value of ongoing adaptation to circumstances and challenges, showing the way to greater refinement of our ways of ensuring the wellbeing of all our researchers. Communities and sub-communities are finding new ways of reaching out to one another, using the wide variety of online resources to combat isolation and build the bonds that successful research depends upon.

3. Income, infrastructure and facilities**A) Strategies for generating research income**

Since REF2014, the School has committed itself, as part of its research strategy, to a culture in which research is underpinned by external funding wherever possible, both for the support to research enquiry that this provides and for the engagement with external stakeholders that it involves. All research-active staff are strongly encouraged to apply for external funding once a year. Staff performance in this respect is part of the annual research review process, and feeds into criteria for promotion. Our Centres and Institutes provide the immediate research environment for collaborative grant application and assist members in applying for grants. The training and support of early career researchers and PDRAs includes guidance in the development of funding bids, enabling junior staff to make applications on their own and to take part in research collaborations with more senior colleagues. Researchers often work in clusters and are encouraged to support one another in funding bids. The School belongs to a number of research consortia and has greatly increased its research grant income as a result. The two new dedicated Research Managers act as repositories for research policy and point persons for all practical support issues.

Real engagement in the pursuit of external research funding is now strongly encouraged in sabbatical returns, as well as forming a critical element in probation and promotion decisions. External research funding has underpinned much of the School's success in achieving high-quality research outputs and impact. Our overall funding has increased from £4.6 million (2010-2014) to £9 million (2014-2020) and the production of monographs has correspondingly increased by 50% since 2014. A significant proportion of our impact case studies, including those on genocide in Myanmar and cloud computing, has been externally funded.

Since 2014 the School has been awarded a number of large collaborative research grants and many smaller grants. Salient examples include a European Commission HERA grant of €1.2 million as lead partner in a four-nation project, and a Medical Research Council grant of £400K for work ex-

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ploring the impact of the Brazilian economic crisis. These were supplemented by distinguished research fellowships from sources including the British Academy, Leverhulme Trust, Newton Advanced Fellowships, H2020 Marie Skłodowska-Curie Fellowship Scheme, and the Independent Social Research Foundation. As one example, the School secured a British Academy Global Professorship, enabling medium-term engagement with Professor Nicola Piper of the University of Sydney. The School's success with applications like this has added to our grant-writing prowess and facilitated ongoing applications.

B) Research infrastructure

The School has invested heavily in the development of Centres and Institutes, which bring together research staff with shared concerns and distinctive skills. Every Centre and Institute receives on average £7.5K a year from the School to support research and impact and may apply for additional funding where a project is sufficiently promising. Centres and Institutes are also strongly encouraged to pursue external funding in their own right.

a) Operational infrastructure

Our new Research Manager posts were created to provide a strong and experienced support system for research. This is but one part of a reorganization of our operations to ensure the effectiveness of its support of research achievement. Our externally funded Research Centres are now housed in a state-of-the-art New Graduate Centre, which provides accommodation and facilities for all their associated post-doctoral researchers. Global Chairs, whose primary employment is often abroad, are all guaranteed dedicated office space. There is no hot-desking of research staff. All researchers have access to whatever software is needed for their research.

b) Utilisation of infrastructure, facilities and expertise in relation to impact activities

Impact activities are supported by dedicated impact managers. Possible avenues for impact are discussed, needs considered, and support tailored. The School's Research Managers assist staff with impact funding plans and their execution, while the School regularly offers its facilities for the establishment of dialogue between research staff and Government officials, industry and NGOs. Staff are strongly encouraged to develop and host policy networks in the expectation that they will become part of a larger research community, shaping the direction of research and its impact.

c) The nature, quality, provision and operation of specialist research infrastructure

The School is committed to research in many disciplines, and its infrastructure is designed to support not only legal research but research in the social sciences and humanities more broadly, and even in the arts. It has contributed in kind to the making of films, has co-operated in the support of satellite imaging, and has routinely funded fieldwork abroad. It supports the SAROBMED site for refugees, an open-access database that documents human rights violations in the Mediterranean Sea [see REF3].

d) Cross-HEI shared or collaborative use of research infrastructure

The School serves as a regular facilitator of national and international research initiatives, lending its resources for collaborative activities. It hosts academic conferences, workshops and meetings, and acts as a centre for a number of research groups. For example, the HERA-funded project brings together researchers from institutions in Italy, Netherlands, Poland and the UK to examine memory laws and the interpretation of shared events. All visiting scholars have access to the library, archives and databases and those who are residents for any length of time receive office space. We regularly provide funding to staff to enable them to engage in collaborative projects with researchers here and abroad, while being attentive to the environmental impact of travel. Finally, the School supports the Institute of Advanced Legal Studies, a richly resourced centre shared by London Law Colleges.

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

The School adopts a genuinely global approach to the study of law, aspiring to influence academic and community debates wherever it believes it can make a rewarding contribution, and regularly works with those in government, industry, civil society and the academy to enhance research, facilitate problem-solving, and advance social justice.

a) Support for and effectiveness of research collaborations

The School has committed itself, as part of its research strategy, to strengthening collaborations between its researchers and those in other disciplines and at other institutions. In 2018, the School helped establish the Institute for Humanities and Social Sciences, the purpose of which is to facilitate research cooperation across disciplines inside and outside QMUL [REF5a]. In addition, a key aspect of the purpose of the School's Centres and Institutes is to build relationships and partnerships with scholars, policy makers, industry, and members of civil society. These arrangements have borne fruit in several ways. For example, in collaboration with QMUL Geography we secured British Academy funding of £300K; in collaboration with Sydney University we secured British Academy funding of £742K; in collaboration with Politics and International Relations at Edinburgh and Médecins Sans Frontières, we secured EU 2020 funding of £147K; as part of a transnational group we secured funding of £2,333K from Microsoft, £444K from the EU Cloud Accountability Project, and £16K from Telesign; in collaboration with four leading international law firms we secured funding of £120K; as part of a consortium of 21 institutions in the WiseGRID project we secured funding of £488K from EU 2020; in collaboration with King's College London, Leuven, Bologna, Erasmus University Rotterdam, Tsinghua, Beijing Normal, and City University, we secured Erasmus+ Programme funding of €300K, of which £134K was for QMUL.

The School's global law approach is fostered by its many international research links including: the European Criminal Law Academic Network, European Parliament, Hague Institute for the Internationalisation of the Law, International Chambers of Commerce, Singapore Intellectual Property Academy, Society of International Economic Law, World Intellectual Property Organisation Academy, and World Trade Organisation; Australian National University, Bologna University, EUI Florence, Goethe University Frankfurt, Harvard Humanitarian Initiative, Leuven University, Maastricht University, McGill University, Melbourne University, National University of Singapore, National University of Tres de Febrero, Renmin University, the Sorbonne, Tilburg University, Universidad Autonomada Madrid, Universidad Externado/Nacional Colombia, and University of New South Wales.

b) Development of relationships with key research users

The School seeks to make a telling difference in the world, by engaging with a variety of actors on a wide array of legal and social justice issues, in long-term relationships designed to bring about genuinely productive change. We have learned that working with policy makers, NGO leaders, industry leaders and victim groups feeds back into the intellectual life of the School, making it a richer and more productive research environment. Relationships we have fostered include those with government (on gambling addictions), the judiciary (on judicial independence and accountability), regulators (on anti-competitive patenting strategies in the Global South), NGOs and the U.N. (on the genocidal crimes of the Myanmar state), and industry (on the legal barriers to digitization).

The Data Trusts is an inter-disciplinary research collaboration funded by the Office for Artificial Intelligence and Innovate UK. The project integrates the work of technologists, decision-making specialists, economists, and lawyers through three pilot projects for data-sharing in the fields of smart cities, food waste, and wildlife conservation.

The International State Crime Initiative has taken the lead in research into the situation of the Rohingya, and has worked with the Permanent People's Tribunal in order to launch a tribunal on Myanmar's crimes against the Rohingya, Kachin and others. The Centre has provided evidence to, and worked closely with researchers at, the U.N. Human Rights Council Fact-Finding Mission on Myanmar.

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The 'More Than Just a Game' project brings together creators, innovators, industry experts, practitioners and academics in order to exchange ideas, discuss challenges, explore solutions, and map issues that must be addressed so as to lead to better interactive entertainment. Conferences have been held annually across nine European countries. In 2018, the MTJG network launched the peer-reviewed journal *Interactive Entertainment Law Review*.

Other contributions to economy and society include Rachael Mulheron's work, designed to make civil litigation more accessible to consumers and businesses seeking redress from larger corporations; Shazia Choudhury's work with Women's Aid to ensure representation in the courts for women suffering from domestic violence; and Violeta Moreno-Lax's work on extra-territorial border controls and how they impede access to asylum, particularly in relation to the Mediterranean boat migrants.

The School's researchers prioritize engagement with diverse audiences beyond academia, including cultural and religious communities, government agencies, advocacy groups, the legal profession and the commercial sphere. The International State Crime Initiative has cultivated relations with the Rohingya community, alternative theatre groups such as BÉZNĀ Theatre, and the People's Palace Projects; the Centre for European Law has been consulted by government agencies on issues relating to Brexit; political scientists regularly carry out workshops on Israel-Palestine for the Foreign Office; indeed, the majority of our staff work with advocacy groups of different kinds to inform their research, ranging from disabled groups, migrant and refugee groups, victims of domestic violence, consumer groups, children's rights groups, prisoner charities, and East End minority communities; others work with the judiciary, legislators and policy makers on questions fundamental to access to justice.

The School is acutely aware of the shifting intellectual challenges presented by rapid change in the national and international environments and is dedicated to responding to them in a timely and telling way. Our staff have responded to Brexit (Centre for European and International Law); the climate emergency (Energy Law Institute, Centre for European and International Law); shortcomings of the laws of war due to the development of autonomous weapons, the return of genocide, and precarity of healthcare in conflict zones (all three analysed by the International State Crime Initiative), the global refugee crisis (Centre for European and International Law), sanction regimes (Centre for Law and Society in a Global Context), and artificial intelligence (Intellectual Property Research Institute).

The School's contribution to the wider research base includes book series editors, editors in chief of professional journals, and members of editorial boards of leading journals. Our staff serve as reviewers for hundreds of book and journal publishers. In addition, we provide peer review for national and international funding agencies, including the British Academy, UKRI, ESRC, AHRC, and Leverhulme Trust, and research councils in Australia, Canada, Israel, New Zealand, Sweden, and elsewhere.

The reputation of our colleagues has been acknowledged through their appointment to a number of prestigious bodies. Roger Cotterrell is a fellow of the British Academy and a fellow of the Academy of Social Sciences; Peter Alldridge is a fellow of the Academy of Social Sciences; Richard Falk served two terms as the United Nations Special Rapporteur for Human Rights in the Occupied Palestinian Territories; Malgosia Fitzmaurice was elected to the L'Institut de Droit International; Maria Ioannidou was appointed Commissioner Rapporteur at the Hellenic Competition Commission.