GRANT AWARD SUCCESSES

In 2018/19 staff in CSSAH achieved the highest amount of external grant income in the College’s history. Much of CSSAH research grant capture was overhead bearing: the contribution was 25% in 17/18 and 37% for 2018/9. This success is part of a positive longer-term trend as follows comparing 16/17 to 18/19:

- Research Awards up by 56%;
- Average award size grew by 74%;
- RCUK awards grew by 70% in value, 21% in number.

Last year, colleagues had particular success with European Research Council (ERC) awards. To take just one example, Professor Dawn Watkins (right, School of Law) has been awarded a €2 million Consolidator grant to conduct a 5-year research project FORTITUDE. This follows on from her Law in Children's Lives project, funded by the ESRC, where she and her team created a digital game to explore children’s legal understanding.

In this new project, Professor Watkins and her team will be drawing on theories of play and co-creating games (digital and non-digital) to help children and young people gain an understanding of how they can draw on the law to empower them in their everyday lives - at home, at school and in the community. Initially the team will be working locally with children aged 15 years and under to co-create measures and game-based interventions. However, eventually this new funding will enable them to work with hundreds of children and young people in the UK, and to develop guidance which will help social scientists in other countries set up similar projects in the future.

https://www2.le.ac.uk/departments/law/research/fortitude
INTERDISCIPLINARY RESEARCH

A central objective of the University research strategy since 2014 has been to promote a culture of interdisciplinary collaboration. Five research institutes were established to meet this goal, two of which are embedded within our College:

CAMEo – the Institute for Cultural and Media Economies was launched in 2016 to provide new understandings of the cultural industries, the ‘creative economy’, the arts and media, cultural policy, consumer culture dynamics, and the mediation and representation of cultural and economic life. CAMEo is an interdisciplinary platform for academic research as well as for collaborations with culture and media practitioners. Together with a wide range of partners CAMEo explores the diverse and complex ways in which cultural and media economies are being defined, valued, enacted, experienced and represented.

Since December 2017, the Leicester Institute for Advanced Studies (LIAS) has been dedicated to creating a collaborative and inspiring environment, bringing together researchers across all disciplines to deliver ambitious, transformative and impactful research. Since its launch, LIAS has participated in over £15 million of grant applications and achieved over £7 million of awards. Their lively communications programme has brought together a wide network of academics, the student body and the general public. Highlights from 2018-2019 included:

• The first Latour Lecture, ‘The World of Business on an Anthropocene Earth’; Prof Bruno Latour with the Schools of Business and Geography, Geology and the Environment;
• BEIS-funded national event: ‘Interdisciplinary Futures: Enhancing research and impact through collaboration’, bringing together Rutherford representatives from 50 countries;
• The Talkies - bringing research to life through film: ‘Money and Masculinity’; Dr Sarah Goldsmith (HyPIR) and guest screenwriter Laura Wade;
• ‘Fellowship Seminar Series’ in which Fellows from around the globe introduce their research and build future collaboration’;
• LIASon workshops on topics as wide ranging as the social value of small museums to intelligent mobility in disaster areas.

A central delivery mechanism has been LIAS-funded Tiger Teams and Research Networks. Tiger Teams are short-term projects that seek to break down the silos that have traditionally been a feature of higher education research, enabling academics to explore new, highly innovative ideas, and to stimulate increased ambition through interdisciplinary collaboration. Research Networks are funded for up to two years and support forums for new collaboration, discussion, and exchange of ideas on a specified thematic area, issue or research challenge. For more information about Research Networks, Tiger Teams, Fellowships and the LIAS communications programme see: www.le.ac.uk/lias

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RESEARCH-INFORMED TEACHING

One of the strengths of the curricula within CSSAH, is the way in which student learning is informed and enriched by our research and scholarship. Advance HE define four types of research-informed teaching:1

- research-led: students learn research findings in their subject area;
- research-oriented: students learn research processes and methods;
- research-tutors: students learn through critique and discussion between themselves and staff;
- research-based learning: students learn as researchers.

All four approaches are practiced across our nine Schools and many excellent examples can be cited: a particular strength is our focus on research-informed learning within the local community.

In the School of Media, Communication and Sociology, for example, second year undergraduate students receive research-oriented learning through the Live Sociology module. Live sociology means going out into the field to experience and practice sociology. Leicester provides an ideal venue for fieldtrips to sites of key sociological significance: Narborough Road has been designated the most diverse street in Britain. This module provides students with ample opportunity to observe, record and reflect first hand, upon issues of ethnicity, migration, social class and community.

Within HyPIR, third-year politics students have the option to undertake research-based learning as part of a module entitled Climate Change: ethics, issues, justice. In this module, students are asked to identify an issue of climate change injustice either in Leicester or more narrowly in the University itself (either a cause or consequence of climate change). The students are asked to detail the issue, show how it is a form of injustice and then produce policy recommendations to address it. This research is undertaken as a group project and requires empirical research, using methods they have learned on other modules. This year, students produced projects on: the climate impact of beef-based meals sold on campus; the impact of the Percy Gee extension on the climate; the carbon footprint of the city of Leicester; the impact on climate change of food waste in Leicester. This module draws explicitly on research conducted by Dr. Stephen Cooke on animal rights and environmental justice.

Over the past five years, over 300 campus-based and distance learning students received research-oriented training in archaeological methods as part of the Bradgate Park Fieldschool. The research that staff and students have conducted as part of this project, has transformed our understanding of human engagement within this landscape. This has included new evidence of Ice Age and Mesolithic hunting, a Middle Iron Age settlement and a high-status medieval hunting lodge. A major discovery has been the revelation that the standing brick ruin, which was always thought to the childhood home of Lady Jane Grey, was constructed after her death. Excavations have instead revealed a substantial stone building beneath the upstanding ruins, which dates to the time when Lady Jane Grey was resident. More information about this project can be found on the Fieldschool website (https://www2.le.ac.uk/departments/archaeology/research/projects/bradgate-park/bradgate-park-fieldschool). This project featured on BBC4 Digging for Britain in November 2019.

Earlier this year the University of Leicester was one of 26 institutions awarded the ESRC Impact Accelerator Account. This is a significant achievement, beating other high profile research-intensive institutions to the award, having been invited as one of the leading ESRC award institutions. The £1 million grant was awarded over four years (2019-2023) providing UoL researchers, whose research fits with the ESRC profile, the opportunity to develop the impact of their research. We are allocating funds across four main categories:

- Training for PhD students and early career researchers;
- Communications and events programme focusing on the Festival of Social Science taking place in November each year;
- A Rapid Response scheme for academics to apply to develop work with partners;
- Strategic Partnerships scheme to create eight long-term partnerships with non-academic organisations.

The first strategic partnerships were awarded funding in September. One of these builds on existing strong collaborative research with the National Trust. The National Trust is the UK’s largest heritage body with over 500 sites in England and Wales, 65,000 staff and volunteers, and over 5 million members. It is also the largest museum authority with 145 accredited museums. The strategic partnership currently involves academics across three schools in CSSAH:

- School of Arts, led by Dr Corinne Fowler, who is exploring legacies of colonialism across National Trust sites;
- School of Business, led by Professor Anne-Marie Greene and Dr Jenna Ward, developing a new approach and toolkit for volunteer management;
- School of Museum Studies, led by Professors Suzanne Macleod and Richard Sandell with colleagues Professor Jocelyn Dodd and Dr Sarah Plumb, driving innovation and experimentation in approximately 25 properties and involve collaborative working with around 800 volunteers and staff;

- HumanKind, a research-led collaboration between the National Trust and the Research Centre for Museums and Galleries at the University of Leicester. Research Centre for Museums and Galleries was commissioned by Calke the National Trust to work in collaboration on the research project, Isolation and Loneliness: Opening up new stories and interpretive experiences at Calke Abbey.

The partnership will build on and significantly extend the impact derived by the research collaboration initiated by the School of Museum Studies between the University of Leicester and the National Trust, entitled Everyone Welcome, which began in April 2019 and will run for 2.5 years.

The second call for Strategic Partnerships opened in October and closes on 10 January 2020, for information contact Dr Andrew Morden: esrciaa@leicester.ac.uk
CSSAH had another hugely successful year of Knowledge Exchange interactions with business, the wider community and continuing professional development.

The largest contributor to Contract Research in CSSAH is the University of Leicester Archaeological Service (ULAS) which had a contract income of nearly £2m in 2017/18 reflecting exciting archaeological projects within the region. They have recently completed a major excavation project in advance of regeneration of a vast area of some 60 hectares at the ‘Waterside’ area of Leicester. This area, close to the River Soar, has in recent years been an area of crumbling industrial buildings. The regeneration will see a thriving new neighbourhood and the archaeological investigations have taken place in advance to prevent the fragile remains being lost forever. The excavations covered a large part of the north-west corner of the historic town, and revealed fresh discoveries into the city’s Roman and medieval past, including Roman buildings and town walls, along with medieval buildings and cemetery. In the past excavations were very small sites, but the high number of urban projects over the last 10-15 years, have allowed ULAS to look at the whole landscape, carefully recording, mapping, and researching, so that we understand far more about Roman and medieval Leicester.

ULAS also undertake a range of outreach activities throughout the summer. These include a student training excavation at Bradgate Park, Leicestershire, a community excavation at Oakham Castle, Rutland; numerous public open days at various excavations (such as Charterhouse monastery, Coventry), and visits to local schools (in both Leicestershire and Northamptonshire) to inspire the next generation to understand and value our heritage, and perhaps undertake a course in higher education one day!

Discover more here:
• The project featured in the Leicester Mercury, with a video and interviews with some of the team working on the site: [https://www.leicesterm Mercury.co.uk/news/remarkable-things-archaeologists-uncovered-alongside-2420742](https://www.leicesterm Mercury.co.uk/news/remarkable-things-archaeologists-uncovered-alongside-2420742)
IMPACTFUL RESEARCH

While curiosity-driven discovery underpins all research endeavors within CSSAH, the importance and value of demonstrating the benefit of research beyond academia is also of paramount concern. Within the framework of REF, research impact is defined as “an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia”. Research conducted by staff within CSSAH has made, and continues to make, an enormous impact at a local, national and international level. Collaboration and the co-production of research external partners and community groups has been fundamental to our success. A small selection of impactful research activities within the College are summarised in Table 1.

Table 1: Examples of impactful research within CSSAH

<table>
<thead>
<tr>
<th>AUTHOR(S) AND SCHOOL</th>
<th>RESEARCH</th>
<th>SUMMARY</th>
<th>BENEFICIARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Jocelyn Dodd, School of Museum Studies</td>
<td>Tackling contemporary prejudice and discrimination towards disabled people by challenging medicalised approaches to physical and mental difference</td>
<td>Despite formal advances in equality, disabled people’s daily lived experiences are still powerfully shaped by deeply entrenched negative attitudes. This research – carried out in collaboration with museums, disability equality activists, artists and medical institutions – has directly challenged the basis of attitudes through the high profile presentation of new narratives of disability that challenge deeply held understandings of physical and mental differences as inherently deficient and in need of a cure or fix.</td>
<td>Society; Culture; Public policy or services; Quality of Life.</td>
</tr>
<tr>
<td>Dr Robert Dover, HyPIR</td>
<td>Bridging the practitioner-academic gap in intelligence and security</td>
<td>This research has been an important element in the professionalization of intelligence analysis in domestic and international intelligence agencies. The research, accompanied by collaborative dissemination, has led to transformations in practice in terms of the utilization of academic content in government analysis, and the development of protocols governing the use of academic content by security agencies. Specifically, the research has been used to inform new approaches to open source intelligence, the development of new professional standards, the introduction of protocols guiding the relationship between intelligence analysts and academics, and has informed the development of professional training standards to the domestic and international law enforcement intelligence community.</td>
<td>Society, public policy or services.</td>
</tr>
<tr>
<td>Dr William Green, School of Business</td>
<td>Improving junior doctor prescribing practice to improve patient safety</td>
<td>The intervention developed by an inter-disciplinary team has significantly reduced the number of junior doctor medication prescribing errors. This has led to a reduction in the contributory factors to patient death and patient harm in hospitals in England and New Zealand. These findings have prompted changes in junior doctor postgraduate training practice, and saved patient and medicine costs resulting from with medical errors.</td>
<td>Society; Public policy or services; Health.</td>
</tr>
<tr>
<td>Dr Matt Tonkin, School of Criminology</td>
<td>Crime linkage: Transforming policy, practice and law</td>
<td>This research has transformed policy, practice and law in the area of crime linkage (which seeks to identify multiple crimes committed by the same serial offender). This has lead to legislative change that informs policy decisions regarding the collection and storage of police crime data and has helped to ensure the continued existence, expansion and provision of new crime linkage services internationally.</td>
<td>Economy; Society; Public policy or services.</td>
</tr>
</tbody>
</table>
Supporting the next generation of researchers is a critical part of CSSAH’s mission. Within the College, we have 102 students participating in two doctoral training partnerships – the AHRC-funded Midlands4Cities and the ESRC Midland Graduate School – and we provide a range of training opportunities for all students, delivered in partnership with the Doctoral College.

Among a number of activities and achievements by students within the CSSAH in the last academic year, we flag here the organisation and hosting of Borders and Crossings 2019, an interdisciplinary conference on Travel Writing ([https://bordersandcrossings2019.wordpress.com](https://bordersandcrossings2019.wordpress.com)). Masterminded by UoL student Tim Hannigan (School of Arts) and aided by co-organisers from DMU and NTU, the conference brought together scholars, writers, poets and artists, as well as ‘readers’, from around the world. The conference team generated an excellent programme with 72 papers, which included keynote talks from very established names in travel writing and travel writing scholarship. This is the first time a postgraduate team comprised the conference committee of this long-running series; it was also the first time that a set of workshops was introduced for the final day events – covering academic publishing, iPad creativity, poetry and travel – as well as a diversity in travel writing discussion panel.

Other successes last year included:

- Three Leicester Law School PhD candidates - Arwen Joyce, Charlotte Mills and Victoria Ball - undertook a pedagogical and empirical research project on undergraduate law students’ perceptions of PhD tutors. The results of the study were presented at the SLSA (Socio-Legal Studies Association) conference and the Association of Law Teachers conference, in 2019. The trio were awarded the Chris Gale Memorial Prize for Best Joint Paper at the latter. A £1,000 research grant has now been made by the Association of Law Teachers to conduct focus groups for the second phase of the study. The plan is to use the focus group data, alongside the data collected during the first phase, to create and distribute a best practice guide for PhD tutors.

- At the Annual Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA), doctoral student Farhat Syeda (School of Education) was awarded the Tilda Gaskell award for the best student paper: [https://www2.le.ac.uk/departments/education/news-and-events](https://www2.le.ac.uk/departments/education/news-and-events)

- At the East Midlands Doctoral Network Conference, David Wilkins (School of Criminology) took home the award for Best Speaker.

- Greg Olsen (HyPIR), a Politics cybersecurity expert and postgraduate researcher received an honourable mention in the Small Wars Journal & Divergent Options writing contest recently, [https://smallwarsjournal.com/jrn/rt/small-wars-journal-divergent-options-writing-contest-winner-seer-co-ordinator](https://smallwarsjournal.com/jrn/rt/small-wars-journal-divergent-options-writing-contest-winner-seer-co-ordinator)