

Faculty of Law, Governance and International Relations

RESEARCH NEWSLETTER #5

February 2011

Dear colleague,

Welcome to the fifth issue of the LGIR Research Newsletter. I compile and circulate the newsletter three times a year, in: October, February, and June. You can find past issues at: <http://www.londonmet.ac.uk/depts/lgir/research/research-newsletter.cfm>

Issue contents:

- ❖ How do we justify doing research? LGIR's research and London Met's Strategic plan, 2010-13
- ❖ Update on REF 2014: 'Impact' and how it affects our research efforts and outputs
- ❖ London Met's Researcher Development Programme
- ❖ Research Profile (Steven Curtis, GIR)
- ❖ LGIR research outputs update (October 2010-February 2011)

❖ How do we justify doing research? LGIR's research and London Met's Strategic plan, 2010-13

Strategic plan, 2010-13: Strategic Priority 3: Research and Enterprise – Advancing New Knowledge and Its Applications

London Metropolitan University promotes research, in particular its applications through education, knowledge transfer and enterprise activity.¹

Aims:

- To enrich student learning through systematic transfer of staff research skills and knowledge, both within and across disciplines
- To further the University's longstanding commitment to social responsibility and social justice, particularly through specialist Research Centres
- To demonstrate the value of investment in research and scholarship, both within the community of scholars and the wider working community

¹ 'Aims and 'Actions' are reproduced from the Strategic Plan 2010-2013, p. 10.

- To encourage consultancy, contract research, CPD and public commentary

LGIR Actions, 2010-13:

- We will encourage an increase in the number of staff engaged in research and/or 'third stream' activity.
- We will encourage staff, through specialist support, to apply for external research grants and engage in community based applications of new knowledge in order to enrich student learning.
- We will encourage LGIR staff both to teach and supervise students undertaking postgraduate research Degree (PGR) degrees.
- We will, as part of the review of postgraduate education, contribute fully to the review of research training (2011/12, with implementation in 2013/14).
- We will seek to increase both the amount and impact of external activities in order to enhance the faculty's reputation.
- We will regularly monitor the gross profit accruing to the faculty from its income generating activities, and reinvest surplus in areas which make good returns.
- We will regularly evaluate the financial sustainability of all research activities, including Research Centres, and determine any necessary levels of cross-subsidy
- We will contribute to the simplification of University regulations relating to enterprise activity including consultancy, contract research, continuing professional development (CPD), and commercial use of University facilities, and apply the same in the work we do.
- We will plan our participation in external exercises of research assessment, namely the Research Excellence Framework 2014, on the basis of demonstrated excellence of performance by individuals and/or groups

LGIR specific measures and numerical targets, 2010-2103:

- Research active staff will be required to engage with research students through the Research Student Seminar series. During 2010-2013, all research active staff will be required to engage with research students in this way.
- Integrate previously inexperienced staff into research student supervision via (1) the VC scholarship programme (2) other PGR entry, and (3) the supervisor training programme (STP). During 2010-11, two staff will take the STP. We aim to increase this to three in 2011-12 and to four in 2012-13.
- With support of the VC scholarship scheme, to increase numbers of PGR students from 36 to 40 during 2010-13.
- Improve completion rates of PGR students through new and improved mechanisms of supervisor oversight and advice. During 2010-11, four students transferred from MPhil to PhD. In 2011-12 we aim to increase this number to five and in 2012-13, to six.
- Research Centres (RC) promote the faculty profile via international lectures, conferences and the national and international research reputations of RC staff. During 2009-2011, each of the following RCs organised an international conference: The Centre for Family Law, The Centre for Contemporary Aristotelian Studies in Ethics and Politics, and The Centre for the Study of

Religion, Conflict and Cooperation. The aim is that in 2011-12 and 2012-13, each of the RCs will hold at least one further international conference and/or lecture.

- To facilitate the output of submissions for REF 2014, LGIR granted 11 research active staff teaching relief in Autumn semester, 2010-11, and to 15 research active staff in Spring semester, 2010-11. This teaching relief is paid for by RAE 2008 money and tied to explicit research plans and outputs (currently via PADAS and PRP). Teaching relief for research outputs will also be implemented in 2011-12 and 2012-13. Each recipient of teaching relief will produce at least one piece of REF-able for the year they receive teaching relief during the 2010-13 period.
- Enhance faculty output for the Research Excellence Framework 2014, mainly through award of teaching relief for research active staff with demonstrable capacity to produce REF-worthy research outputs. The aim is to attain a qualitative improvement in the research outputs of both Law and GIR compared to RAE 2008.
- Via consultancy, contract research, CPD and public commentary, to increase income from HEBCIS sources as follows as percentage of faculty income:

2009/10	5%	2010/11	6%	2011/12	7%	2012/13	8%
---------	----	---------	----	---------	----	---------	----

The overall purpose of LGIR's research strategy is to encourage and direct activities in the faculty to deliver the key aspects of the Strategic Plan 2010-13 that relate to research. These fall into four categories:

- Research excellence
- Scholarship based on research
- The education-research nexus
- Impact

(1) Research excellence

Research is a key mission of both the Faculty and the University. It is therefore important that LGIR delivers research that is of internationally recognised significance and that our best research is world class. LGIR will therefore embark on a project activity between the beginning of 2011 and the end of 2013 to prepare the best possible submissions in the two relevant units of assessment (UoA): (1) Law and (2) Politics and International Relations. To achieve submissions in both UoAs that focus on outputs of 3* and 4* quality, LGIR will:

- a. Focus available resources on achieving the required number of outputs from individuals capable of delivering at these levels.
- b. Support and prepare Impact statements and public engagement plans that support the work.
- c. Support and prepare RAE5a style statements that demonstrate environment, trajectory and scale of cognate activity in each UoA.

REF preparation will be overseen by the Dean and Associate Dean (Research and Postgraduate), assisted by other staff where necessary. During 2011 and/or 2012S, LGIR will implement an external review of our research outputs by two external reviewers – one for Law and one for Politics and IR – with the objective of ascertaining and then refining each UoA's position and submission components. We expect that staff, outputs and narratives will evolve over the three years (2011-2013) and that the overall strategy regarding REF

submissions will become clarified (for example, small high quality submissions or broader ones). During the first half of 2011, relevant personnel, current outputs, key environmental statements and candidate Impact narratives will be developed. *The main purpose is to inform Faculty investment priorities to deliver REF excellence and hence maximise research income from the REF.*

(2) Research as Scholarship

Most academic staff in LGIR have research activity within the terms of their contract and this provides an opportunity to maintain and develop research as a scholarship theme, bringing well developed inquiry skills to the classroom and helping to retain high calibre staff. *This is one of the key purposes of research activity in LGIR and will be developed with energy during 2011-2103.*

(3) The Education-Research Interaction

The value of research, in particular its applications through education, is a core purpose of the University as identified in the Strategic Plan 2010-2013. There are various ways that this can be delivered in LGIR, including the links between research and postgraduate study, both for research students and taught masters' courses. In addition, in order to develop the Faculty's research capability in relation to education at both postgraduate and undergraduate levels, LGIR will seek to develop the following:

- Enquiry-led learning developments
- Research seminars targeted at undergraduates
- Research methods training for undergraduates
- Projects that reflect a research focus

(4) Research Impact

The new HE agenda is notable for its interest in 'localism' and the role of 'place', and within these foci, universities are noted as 'anchors' of local communities. In addition, universities are expected to contribute to positive social change and the 'public good'. These concerns play well to the University's history and traditions as well as the mission set out in the 2010-2013 Strategic Plan.

It is important that LGIR should seek to help local communities to build confidence and social networks to enable them to realise their ideas. In December 2007 the Arts and Humanities Research Council (AHRC) awarded a grant of £165,783 for a project on '[Christianity, urban politics and the pursuit of the common good through broad-based coalitions: the case of the Citizens Organisation Foundation](#)', conducted by Dr Maurice Glasman (Co-Investigator, LGIR) and Dr Luke Bretherton (King's College, University of London, Principal Investigator).

More generally, in December 2010, UK research funders recently launched the 'Concordat for Engaging the Public with Research' (<http://www.acss.org.uk/docs/Concordat%20for%20Engaging%20the%20Public%20with%20Research%20FINAL.PDF>). The Concordat outlines the increased expectation that the public should both have access to knowledge and be consulted and involved in research. Public engagement is an important part of the social and economic impact of research.

LGIR includes a public engagement strand in plans for 2011-13, with activities such as:

- Making research results known to the public through public events and lectures and stakeholder dissemination via, for example, conferences
- Involving and consulting the public and stakeholders in research
- Contributing to public debate and seeking to influence policy makers
- Contributing to new media enabled discussion forums
- Opening facilities, events and courses to the public
- Pro-active engagement with community groups
- Engagement with alumni
- Supportive work with other local institutions
- Contribution to any University-wide Research and Enterprise Open Dissemination events

Update on REF 2014: ‘Impact’ and how it affects research efforts and outputs

‘Top research departments fail to shine in impact pilot’ (Source: Times Higher Education, 22 January 2011)

Please see yellow-highlighted sections for points of major relevance to LGIR

‘A number of top research departments performed unexpectedly poorly in the first official attempt to measure the impact of academics’ research, new data reveal.

‘Some lower-rated departments also did conspicuously well in the Higher Education Funding Council for England’s pilot impact assessment exercise.

Reports summarising the reactions of the institutions and the judging panels to the exercise were released in November, but the results themselves were held back because, according to Hefce, they were "not relevant" to the general conclusion that a case study-based approach to assessing impact was "workable".

In the exercise - held to test controversial plans to include an impact rating in 2014’s inaugural research excellence framework, which could be worth up to 25 per cent of the marks - 29 universities were asked to submit a case study for every 10 scholars working in two out of the five subjects being assessed.

In social work and social policy, the London School of Economics achieved the best result, with 70 per cent of the material it submitted rated 4*, the highest grade, defined as "exceptional". The LSE was also the top performer in the subject in the 2008 research assessment exercise, according to *Times Higher Education’s* analysis of the results.

In English language and literature, Queen Mary, University of London (rated second for the subject in the RAE 2008) also performed strongly in the impact pilot, with 40 per cent of its submission rated 4* and 60 per cent 3*, defined as "excellent".

But the University of Manchester, judged the fourth-best department for research in English in the final RAE, saw 80 per cent of its impact submission rated only 1*, or "good".

A Manchester spokesman said the focus of its English submission was on "learning about the mechanisms of assessment...Although the results can be seen as disappointing, they have given us an opportunity to learn far more about what is expected from an impact statement."

Lancaster University's English department, ranked in the middle of the RAE 2008, achieved a notably strong result, with 35 per cent of its impact submission rated 4* and 50 per cent 3*. But its top-rated physics department did relatively poorly, with 95 per cent of its impact submission rated only 2*, defined as "very good". A spokesman for the university said Lancaster had also approached the pilot exercise as "an opportunity to test the system".

The University of Cambridge's physics department, rated second in the RAE, fared better, with 30 per cent of its impact submission in physics deemed 4*. The strongest performance in physics came from Liverpool John Moores University, which achieved a 40 per cent 4* and 45 per cent 3* impact profile.

David Carter, professor of observational astronomy at Liverpool John Moores, said he believed Hefce had found a sensible and proportionate approach to the agenda, but warned that it was difficult to gather impact evidence retrospectively.

"You need to consider what the impact is of your research while you are doing it and write it down: it is fairly basic stuff," he said.

In earth systems and environmental science, Brunel University achieved the highest impact score, with 50 per cent of its submission rated 4*, although the remainder went unclassified.

The results for the other subject assessed, clinical medicine, cannot be directly compared with the RAE 2008 results.

Hefce's introduction to the impact profiles notes that a lack of evidence in some case studies had "significantly affected" scores.

For this reason, plus the deliberate experimentation in some of the submissions, the results "should NOT be read as a clear judgement about the impact of research from the submitting departments, or as a means of predicting the impact profiles departments may be expected to achieve in the real REF", the funding council says.'

London Met's Researcher Development Programme

LGIR colleagues received the following email from Helen Blockley on 14 January 2011. I thought it useful to include it again here because of its importance for our supervision of postgraduate research students. Wendy Stokes, AL Research and Postgraduate, circulated the following email following the email from Helen Blockley:

‘You have probably already received the following e-mail from the Graduate School, but may not have realised its significance. In order to progress satisfactorily, our research students must take at least some of these training courses. The Induction Course is compulsory, others are not, but students are expected to take those that are relevant to their research and needs. It’s important that you include these in planning student activities (via Skillsforge and the 6-monthly progress reports). The programme is a little confusing as there are courses for both academics/supervisors and for students, so it would be helpful if you can take your student(s) through it and advise them as to what they should register for.’

Helen Blockley’s email:

Dear Supervisor,

London Metropolitan University launched the new and expanded Researcher Development Programme (RDP) in September 2010. The programme provides a range of training and development opportunities for research staff and postgraduate research students at London Met. Courses are available for all levels of experience from established and advanced researchers to new researchers. The courses are designed to support researchers in developing a full range of transferable professional, personal, research, and career skills and knowledge.

The first three months of the programme were a real success with many research students attending the sessions and providing very positive feedback on how the courses have assisted them with their research. We are keen to continue this success in 2011. The January to April sessions are now available for booking using a new, efficient, on-line booking system. Here is the link to all 2011 sessions:

http://www.londonmet.ac.uk/research/the-graduate-school/skills-training-programme/skills-training-programme_home.cfm

Please note that the dates of the induction sessions have had to be changed.

We will be directly contacting research students later to encourage their participation. We hope that you will also alert research students to these sessions, should they have missed our previous communications.

Many of the RDP sessions are also open to academic staff. We hope to see many of you at future sessions.

Please note that all RD forms for RSPGs have been updated to reflect the new Researcher Development Programme and to capture the range of training and relevant activities which researchers engage in. For your information, I’ve included the Researcher Development section of the RD forms below.

If you have any queries regarding the RDP, please feel free to contact me on 2962 or you can email me at rdp@londonmet.ac.uk

Kind regards,
Helen

RD Forms: Researcher Development Programme

Research students are encouraged and expected to develop their personal, professional and research competencies, skills, and knowledge throughout their period of study at London Metropolitan University. As part of a strategy for transferable skills training, the University provides students with opportunities to learn skills, which may help in the achievement of personal and career development goals.

The London Met Researcher Development Programme offers a range of courses across four domains: Knowledge and Intellectual Abilities; Personal Effectiveness; Research Governance and Organisation; Engagement, Influence and Impact. These courses are available face-to-face and on-line through Web Learn.

The University also encourages students to participate in a wide range of activities, which may be relevant to their personal and career development goals.

All research students are expected to discuss their training needs with their supervisory team and identify which activities are appropriate and necessary for their programme of research, and personal and career development.

Please indicate below which of the following activities you have engaged with since your last submission to an RSPG. Please give the date and a brief description of the activity.

- 1) sessions of the London Met Researcher Development Programme you have attended since your last submission to an RSPG
- 2) on-line courses which you have undertaken since your last submission to an RSPG
- 3) taught Masters modules which you have undertaken since your last submission to an RSPG
- 4) relevant conferences which have attended since your last submission to an RSPG
- 5) relevant conferences at which you have presented since your last submission to an RSPG
- 6) relevant journal articles, publications or other artefacts which you have submitted, published, performed or exhibited since your last submission to an RSPG
- 7) any other researcher development opportunities in which you have participated since your last submission to an RSPG

If you have not engaged in any of these activities, please indicate the reason(s) why you have not done so. Lack of engagement with researcher development may be a risk to successful completion of your research programme.

--

Helen Blockley, Communications and Promotions Manager, Research & Graduate School
London Metropolitan University, Room GC1-13, Tower Building.

Email: h.blockley@londonmet.ac.uk
Direct Line: (0)20 7133 2962
Mob: + 44 (0)7764 746581

<http://www.londonmet.ac.uk/research>
<http://www.londonmet.ac.uk/enterprise>
<http://www.londonmet.ac.uk/studententerprise>
<http://www.londonmet.ac.uk/accelerator>
<http://www.londonmet.ac.uk/metropolitanworks>

❖ Research Profile (Steven Curtis, GIR)

In recent years most of my research activity and publications have been in the area of learning and teaching. I have worked on two three-year research projects, each involving a consortium of three universities: The Scholarship of Engagement for Politics (2005-2008), funded by HEFCE and involving the universities of Warwick, Coventry and Oxford Brookes, explored means of embedding placements in the Politics and IR curriculum (www.politicsinaction.ac.uk); and It's Good Talk: Feedback, Dialogue and Learning (2009-2012), funded by the Higher Education Academy and involving De Montfort, London Met and Warwick, aims to develop more successful forms of feedback on assessment (www.dmu.ac.uk/itsgoodtotalk).



In addition to these major projects, I have won funding for individual projects, including from the Write Now CETL (to develop students' academic writing in IR theory), and from Learn Higher (to explore the educational uses of Web 2.0). Most recently, I have been given funding by London Met under its University Teaching Fellowship scheme for a project entitled Learning in Public, to integrate community engagement into the curriculum.

Through my work on these projects I have written a number of journal articles and book chapters and edited a book (*The Scholarship of Engagement for Politics: Placement Learning, Citizenship and Employability*) and I have become active on the conference circuit, giving seven or eight conference papers a year. The latter have usually been at Politics and IR events (for example, I have presented at the Political Studies Association annual conferences in 2009, 2010 and will do so again in April 2011, as well as at all three PSA Learning and Teaching Conferences to date), but also in more generic learning and teaching conferences. I have also begun to forge international connections by presenting at the American Political Science Association's annual Teaching and Learning Conferences, last year in Philadelphia and in Albuquerque this year, and at the International Society for the Scholarship of Teaching and Learning conference in Liverpool in October 2010. Finally, I have been invited to speak on a number of occasions, including at a HEFCE-sponsored conference on citizenship in education at Royal Holloway in April.

With Simon Rofe (Leicester), I last year created the British International Studies Association's Learning and Teaching working group (<http://sites.google.com/site/bisaltwg/>). We ran a one-day workshop on IT-assisted learning in IR in Leicester in January and have

organised the first learning and teaching panels at BISA's annual conference for April this year.

My work in learning and teaching has also generated third-stream income for London Met, as a consultant to the University of Warwick (to see through the Scholarship of Engagement project to completion after I joined London Met in 2007, including writing the final report and organising a national conference), and as a consultant to the HEA Subject Centre for Sociology, Anthropology and Politics (C-SAP) as the national Discipline Associate for Politics and IR.

I am a firm believer in the idea of undergraduate research and of involving students in the research process more generally. I have employed students as researchers and in 2008 I mentored a team of London Met students who won funding from C-SAP for a project on educational blogging. I have given a number of conference papers with my students and last year published a book chapter on blogging with three of them.

Although nearly all of my publications to date have been in the area of pedagogical research, I have also written on IR. With Alasdair Blair I recently published *International Politics: An Introductory Guide* (Edinburgh University Press, 2009), and we have a contract to edit the *Routledge Companion to International Relations*. I am currently writing a paper on the domestic side of British public diplomacy with Caroline Clennell-Jaine (formerly of the FCO), which I will present at the International Studies Association's Annual Convention in Montreal in March.

Steven Curtis, 21 January 2011

❖ LGIR research outputs update (October 2010-February 2011)

Dr Marko Bojcun

Papers presented

“Different strokes for different folks: Impact of the global financial crisis on Russia, Ukraine and Belarus”, Global Policy Institute, London Metropolitan University, 9 December 2010. Video of presentation: <http://www.gpilondon.com/>

“Is it over yet?: long term consequences of the global financial crisis for Ukraine”, Visual Culture research Centre, National University of Kyiv-Mohyla Academy, 23 October 2010.

Publication

(With Mike Newman) “Introduction to the Interview” pp. 197-202, and ‘Interview with Peter



Gowan', pp. 203-243, in Peter Gowan, *A Calculus of Power*, Verso, London, 2010

Steven Curtis

Conference Papers

A. Blair and S. Curtis, 'It's Good to Talk: Improving Feedback to Students Through Dialogue – A British Perspective' at the American Political Studies Association Annual Teaching and Learning Conference, Albuquerque, 11th-13th February 2011.

J.Craig, S. Curtis, J. Parker and M. Wyman, 'Programme Assessment: Lessons from the Literature and Practical Experience' at the American Political Studies Association Annual Teaching and Learning Conference, Albuquerque, 11th-13th February 2011.

S. Curtis, 'Writing in Public: A Comparative Exploration of the Use of Web 2.0 in Developing Students' Academic Writing' at the International Society for the Scholarship of Teaching and Learning Annual Conference, Liverpool, October 19th-22nd October, 2010.



Publications

S. Curtis and A Blair, 'Experiencing Politics in Action: Widening Participation in Placement Learning and Politics as a Vocation', *Journal of Political Science Education*, Vol. 6, No. 4, 2010.

S. Curtis, 'Learning in Public: Connecting Politics Students with Practitioners in "the Edgeless University"', *Political Insight*, Vol. 1, No. 3, 2010.

S. Curtis, S. Bharvaney-Daswani, H. Fajembola and E. Putik, 'Writing in Public: Reflective Blogging on the New Diplomacy' in G. Pleschová (ed.), *IT in Action: Stimulating Quality Learning for Undergraduate Students* (Opladen and Farmington Hills, MI: Barbara Budrich Press, 2010).

Professor Douwe Korff

On 25 October Douwe gave evidence at a very important European Parliament LIBE (civil liberties committee) hearing on "Data Protection in a Transatlantic Perspective - Future EU-US data protection agreement in the framework of police and judicial cooperation in criminal matters". He prepared both a handout beforehand and a (highly critical) memo afterwards, criticising the US ambassador's claims at the meeting. Both were released on the LIBE website, see:

<http://www.europarl.europa.eu/activities/committees/eventsCom.do;jsessionid=174FB947122110BE4F3DDC8D6959E950.node1?language=EN&body=LIBE> Scroll down until you see the following two lines under the 25-10-2010 heading (second hearing listed):

SESSION III Professor Douwe Korff, London Metropolitan University (EN)

SESSION III: Professor Douwe Korff, London Metropolitan University, Note on US position (EN) to the right of these are the buttons through which you can download the pdfs.

On 10 November, Douwe gave a presentation to the (UK) National Association of Data Protection Officials (NADPO) in London.

On 11 January he gave a presentation on behalf of civil society groups before a hearing of the EU's European Economic and Social Council (EESC) on airport security and body scanners and privacy. Douwe used a paper as a handout that he had previously presented at a seminar of the Spanish Data Protection Agency, in June 2010, coupled with some new ppt slides.

Also in January a major article was published of which Douwe was one of the co-authors, in a new but serious and peer-reviewed journal, the Journal for Law, Innovation & Technology (LIT). The abstract is here: <http://www.ingentaconnect.com/content/hart/lit/2010/00000002/00000002/art00004> (If anyone is interested, Douwe is willing to send the full article in pdf (saves you \$53 plus tax!))



On a wider matter, the major EU study Douwe led with his colleague Ian Brown of Oxford University in 2010 ("Challenges to data protection, especially in the light of new technologies" or the "new challenges" study for short) has been very influential, in particular in shaping the European Commission's own proposals for the revision of the main European data protection directive, and it has also been clearly relied on by the official EU "Article 29 working party" in its recent opinion on a major issue, the question of "Applicable Law".

Dr David Fletcher

Conference paper:

'The Commission on the Royal Forests 1787-93: A marker in the development of parliamentary scrutiny in Britain?'. Presented at the Parliaments, Representation and Society seminar at the Institute of Historical Research on 8 February 2011.



Professor Marilyn Freeman

The Centre for Family Law and Practice published issues 2 & 3 of our peer reviewed journal, *Family Law and Practice*. Issue 2 is a specialist issue devoted to the theme of Relocation from our conference last summer. I have two peer-reviewed articles published in issue 2 based on the two papers which I gave at our conference: ‘Relocation: The International Context’, co-authored with Dr. Nicola Taylor, University of Otago, New Zealand *Family Law and Practice*, [2010] Vol 1.2, 19

Themes from the **reunite** Relocation Research Project, *Family Law and Practice* [2010] Vol 1.2, 98

Additionally, I have published a jointly authored paper: ‘International Research Evidence on Relocation: Past, Present and Future’, co-authored with Dr. Nicola Taylor, University of Otago, New Zealand, *Family Law Quarterly* 44(3), 317-339

On 9th November 2010 I gave the keynote address at the Families Need Fathers seminar at the House of Commons – <http://www.familylaw.co.uk/articles/FNF10112010-458>, and <http://www.familylawweek.co.uk/site.aspx?i=ed71346>

Impact – was cited fairly extensively in a feature in “She” Magazine – does that count?? “Torn Apart, Britain’s Abduction Epidemic”, December 2010, pp. 75 – 78, my comments on p. 78– see <http://www.reunite.org/edit/files/articles/Torn%20Apart.pdf>

Also, appeared on BBC Breakfast TV on 19th October, filmed at The Women’s Library, talking about Relocation in a special feature with Clive Coleman, BBC Legal Correspondent.



Global Policy Institute

Christian Luenen, who is part of the GPI, had the following article published in *Political Insight* in November 2010:

<http://onlinelibrary.wiley.com/doi/10.1111/j.2041-9066.2010.00042.x/full>

Marko Bocjun and Viara Bojkova (VB is attached to the GPI) both spoke at a GPI seminar on 9th December 2010: ‘Different Strokes for Different Folks: Responses to the Crisis in Belarus, Russia and Ukraine - Economic Recovery in Bulgaria’.

Professor Jeffrey Haynes

Invited speeches:

- Research Lecture: ‘Religion, Globalisation, and Dialogue’, Centre for Research on Religion/Centre De Recherche Sur La Religion, McGill University, Montreal, Canada, October 14, 2010.
- Keynote address: International Symposium on ‘Religions and World Peace. Religious Communities and Their Potential for Peacebuilding and Conflict Resolution’, Osnabrueck, Germany, October 20–23, 2010.
- Keynote address: ‘Does God Matter? Representing Religion in the European



Union and the United States’, Aston University, Birmingham, UK, November 12-13, 2010

- Keynote address: ‘Religion, conflict and development’, The International Research Department of Norwegian Institute of Urban and Regional Research (NIBR), annual conference of the Norwegian Association for Development Research (together with the Norwegian School of Theology and the Diaconal University College), Oslo, November 25-26, 2010.
- Capital Lecture, European Consortium for Political Research: ‘Religion, Democracy and Civil Liberties: Theoretical Perspectives and Empirical Ramifications’, Rome, Italy, 22 January 2011

Publications:

‘Transnational Religious Actors’ (co-authored with John T.S. Madeley) in R. Reinalda (ed.), *The Ashgate Research Companion to Non-State Actors*, Aldershot, UK, Ashgate, 2010, pp. 64-74.

‘Iran case study’, *Politics in the Developing World*, web article, 2010.

‘Religion’ in V. Randall, P. Burnell and L. Rakner (eds.), *Politics in the Developing World*, 3rd ed., Oxford, Oxford University Press, 2011.

Professor Peter Leyland

Conference papers

At the international congress on the 16 and 17 November 2010, convened by the university of Pavia in Italy entitled ‘Transfer and grafting of political models in international perspective: Lessons from the past, experience from the present - guidance for the future?’, I presented a paper: ‘Thailand’s Administrative Courts: A Case of Legal Transplants?’

I attended the VIIIth World Congress of the International Association of Constitutional Law 6-10 December in Mexico City.

I presented a paper at the Workshop ‘Multiculturalism and indigenous people’s rights’ entitled ‘Thailand's troubled South: investigating the formulation of a constitutional response’

As a committee member of the UK Constitutional Law Group I represented the UK on the IACL Council. My report appears on their website: <http://ukconstitutionallaw.org/news-2/>

As co-editor of the series, I spoke at the launch event at the Congress organised by Hart Publishing to mark the publication of the volumes on: Japan, Germany, Finland and Australia. Total of eight volumes published in the series.

Publications

‘Combatting Scandal, Codes of Practice and the Implementation of Ethical Standards in Public Life in the United Kingdom’, in F Merloni



and R Perin (eds.), *Al Servizio della Nazione* (Milano, Franco Angeli, 2010), pp. 313-339.

‘La mano muerta de Dicey y la geneologica del Derecho Administrativo ingles’, in J Maillard (ed.) *El Control Politico en el Derecho Comparado* (Granada, Editorial Comares, 2010), pp. 51-83.

Professor Robert McKeever

Book chapter

‘Bush, the Judiciary and the Conservative Counterrevolution: Close but No Cigar’, in I. Morgan and P. J. Davies (eds.), *Assessing George W Bush's Legacy: The Right Man?* (Palgrave Macmillan, New York, 2010) pp.79-97.

Dr Andrew Moran

Papers:

‘Foreign Policy: Continuity and Change in the Obama Administration’, presented at the Congress to Campus Conference, the British Library, November 2010. Two invited US Congressmen responded - Judge David Minge (D. Min.) and Hon. Jim Kolbe (R. Arizona). The event was attended by over 300 people.

‘The Ford Administration and the Economics of Anti-Inflation’, presented at the Institute for the Study of the Americas symposium ‘US Responses to Stagflation Crisis of the 1970s and early 1980s’, the University of London, November 2010. Paper presented by invitation.

I will also be speaking at a ‘Congress to Campus’ Conference at Wellington College in February 2011. My paper is entitled "The US Presidency: Obama - where to from here?" Two Congressmen will respond - Bart Gordon (D. Tenn.) and S. Kuykendall (R. Calif.).

I was recently invited to be part of a team of academics who rated American presidents in the first national survey of this type in the UK. It was run by the Institute for the Study of the Americas, the University of London. The survey was published yesterday and gained media coverage on the BBC and elsewhere. It is hoped that this will compete with the surveys periodically held in the



USA. The weblink for the survey is <http://americas.sas.ac.uk/research/survey/>

Publications:

“Evolving Standards of Decency? The Death Penalty in the USA in 2008”, *Amicus*, Issue 21, 2010.

‘More than a Caretaker: The Economic Policy of Gerald R. Ford’, *Presidential Studies Quarterly*, March 2011.

Dr Wendy Stokes

Papers and conference organisation

I am presenting a paper on the 300 Group at the 2nd European Conference on Politics and Gender, part of ECPR, in January 2011 and have been invited by Bradford University to be part of a team running a conference in Islamabad for women in academia and female politicians in February 2011.

In the Autumn semester 2010-11, I worked with Brian McDonough (FASS) to run a series of research skills workshops for research students in LGIR and FASS.

Publication

I’ve completed a chapter on the 300 Group, using an archive at the Women’s Library

I am currently editing a volume of pieces written using various archives from the Library’s collection.

Dr Diana Stirbu²

1) following research conducted through the summer period on the work and the impact of the All Wales Convention, I submitted the Contemporary Wales commissioned article to the editors. It is a joint piece with Prof. Laura McAllister from University of Liverpool, with me as first author. The article is now under peer review.

2) The National Assembly for Wales Legislation Committee No. 3, while considering the general principles of the Local Government Measure, solicited written and oral evidence from a series of academics and organisations. The Committee contacted Prof. McAllister and I soliciting our views on the equality and diversity implications of the Measure. Our written response can be found at <http://www.assemblywales.org/bus-home/bus-legislation/bus-leg-measures/business-legislation-measures-localgov/business-legislation-local-government-measure-consultation-responses-log/bus-leg-local-government-consultation-response-lgm77.htm>

3) The National Assembly Remuneration Board, chaired by Sir George Reid, held a seminar

² No photo available on LGIR website!



(in December) and invited Prof. McAllister and me to present a paper on the role and function of the elected representative in Wales, in a comparative perspective with the other devolved nations in the UK. Our presentation was then debated by 4 Assembly Members and about 40 academics, members of staff and other politicians from the National Assembly.

4) My paper proposal for the 'Feminism and State Architecture' Workshop at the ECPR Joint Sessions at St. Gallen, Switzerland, in April 2011 was accepted by the workshop convenors. I am now in the process of augmenting my research on gender, and bidding for a ECPR grant to fund the attendance to this conference.

Dr. Mark Wheeler

Papers

'Celebrity, Democracy and Cases' at IPSA/PSA Media and Politics Group Conference, Loughborough University, 4-5 November 2010.

'A City upon a Hill': *The Wire* and its distillation of the United States polity' at the American Popular Culture Group, Institute for the Studies of the Americas, University of London, 9 December 2010.

Peer-reviewed journal articles

(Accepted November 2010) 'Celebrity Diplomacy: UN Goodwill Ambassadors and Messengers of Peace', in Jo Littler (ed.), *Celebrity Studies*, Special Edition on Celebrity and the Global, London: Routledge, 2011.

(Accepted November 2010) 'Celebrity Forum: 2010 Television Prime Minister debates' in *Celebrity Studies*, London: Routledge, 2011.

Book chapter

'Celebrity Politics and Cultural Citizenship: UN Goodwill Ambassadors and Messenger of Peace' in Asteris Huliaras, Liza Tsaliki and Christos A. Frangonikolopoulos (eds.), *Transnational Celebrity Activism in Global Politics Changing the World?* (Intellect, 2011) ISBN 9781841503493).

