

<b>Institution:</b> Middlesex University
<b>Unit of Assessment:</b> 19 Business and Management Studies
<p><b>a. Overview</b></p> <p>Our Business and Management submission in RAE 2008 placed us comfortably in the top half of Research Fortnight's Research Power League, at joint 38th. This submission builds on that achievement and reflects the step change we have undergone in the intervening period through our people and research strategies. Since 2008 we have strengthened research leadership, recruited new research active staff at all levels, and supported the development of our existing staff. The School has further upgraded its research infrastructure and facilities and increased doctoral student numbers. Our external research income has been consistently at a higher annual level than in the RAE period and RCUK income has expanded greatly. Publications are in journals rated more highly in the ABS list, and the number of individuals submitted is larger than in 2008, with 39.95 FTEs entered here as well as 11 Business School staff submitted to other UoAs.</p> <p>Through our research we make a distinctive and significant contribution to the field. Many of the concerns of mainstream business and management such as efficiency and effectiveness are central to our research. More importantly, we place businesses firmly in their societal context by exploring the nexus of interactions between businesses and society at global, national, and local levels. Our strategic focus is to develop further from this strong base by enhancing our research strengths, as reflected in the quality of outputs, impact on society and economy, success in competitive research funding and growth in doctoral student numbers.</p> <p>Our submission to this Unit of Assessment (UoA) comprises staff from our Business School plus two from other Schools. Staff submitted as Category A in this UOA are indicated in bold. Research across the School is organised through five thematic groups: (i) labour, human capital and employee voice; (ii) organisation studies; (iii) international business; (iv) financial management and corporate governance; and (v) enterprise, entrepreneurship and local economic growth. Research in the final theme is based within our Centre for Enterprise and Economic Development Research (CEEDR), a well established research centre for over 20 years. These groupings have provided the focus for the current phase of our people and research strategy.</p>
<p><b>b. Research strategy</b></p> <p>In 2009, the Business School restated its overall mission, emphasising the vital importance of research underpinning all its activities. It stressed the mutually beneficial relationship between research and teaching, the need to develop impact, and renewed our commitment to developing staff as researchers.</p> <p>Building on the strategy outlined in RAE 2008, our enhanced research strategy identified three specific aims: (i) raising the quality of published outputs; (ii) increasing levels of research funding; and (iii) augmenting the number of PhD students and professional doctorates. In pursuit of these aims the revised strategy placed particular emphasis upon enhancing our leadership capacity, retaining key researchers, increasing our international orientation and developing our research base through the development of interdisciplinary groupings. This strategy received a major boost in early 2012 when the University announced a new strategic emphasis on research. The subsequent investment focused strategically on our key research themes (as identified above) and has significantly strengthened our research leadership, through senior academic appointments at Professor and Reader levels, enabled us to recruit ambitious researchers at Lecturer and Senior Lecturer levels, and increase our doctoral student numbers.</p> <p>In 2012, the School's research governance and leadership structures were reconfigured to reflect the increased strategic importance of research, promote research led teaching, build capacity, and enhance its leadership and management. In place of the old School Research Committee, a new School Research, Knowledge Transfer (KT) and Ethics Committee was established. This comprises the School Director of Research, Dean, Heads of Department (fostering the links between the committee and departments), Head of CEEDR, Professorial research leaders from each thematic group, and Director of Corporate Engagement, to further strengthen the relationship between research and KT. This new committee forms a key part of the School's Management Team, and a core remit is to integrate research with the wider School strategy; ensuring that the</p>

mutually interdependent links to teaching, knowledge transfer and impact are fully realised and underpin the sustainability of our entire provision. Progress towards reaching our targets is monitored by this widely-understood and robust research management structure, informed by income and student data supplied by the University's Research and Knowledge Transfer Office (RKTO) and by detailed annual Research Plans completed by all academic staff (see Section c below).

This committee oversees the development of the five principal research groups set out in the overview (also see Section e for details): strategically planning recruitment to the groups, whilst identifying and furthering research synergies within and between them. The groups are cross-departmental and inter-disciplinary to foster cross-fertilisation, conceptual innovation and methodological plurality. This has reinforced internal and external collaboration and provides a solid basis for future progress. The round of senior and junior staff appointments undertaken since 2012 (see Section c) has provided the basis for consolidating and extending these groups and has enhanced leadership capacity. In developing funded research proposals, external collaboration and research impact, our CEEDR research centre, recognised as a major strength in the RAE 2008 submission, has been actively built upon as a centre of expertise to provide advice and mentoring to colleagues across the School and beyond.

### **Evaluating success**

We have made substantial progress in achieving the three central aims specified in our strategic plans. A far higher proportion of work submitted here appeared in top international journals than in RAE 2008. To take the ABS journal rankings as one indicator of quality, the current threshold for submission is an average of 3\* according to this list, as opposed to 2.5\* in 2008. We now submit well in excess of three times the number of outputs rated 4\* in the current ABS list compared to 2008, and 50 of the items submitted here appeared in journals with a 'World Elite' rating of 1 or above (23 in 2008). Our research base is broader in this submission. In addition to the staff submitted, a similar number of staff are research active and aspire to be included in future REF exercises. The scale of research activity is exemplified by the current presence of circa 1,700 research items in business and management within the well-used University e-repository (22,000 full-text downloads in the last 12 months). Our rapidly rising reputation in research is reflected in substantially increased funding, including a marked rise from RCUK sources (see Section d). We have also increased the number of PhD students; some 90 students in 2013 compared to 23 FTE in RAE 2008, plus a growing number of students on professional doctorates (see Section c).

These achievements have been underpinned by strengthened governance processes and continuity in key personnel. The School Director of Research and REF coordinator (**Croucher**) was also UoA co-ordinator in 2008; the Director of Doctoral Programmes (Grah) has fulfilled this role from 2008 as has his deputy (**Rizov**); and CEEDR's leadership passed to its previous Deputy (**Syrett**). There has been notable success too with regard to other dimensions of our strategy. Alongside a staffing strategy that has combined expanded research activity within existing staff with the arrival of new highly research active staff (see Section c), we have significantly strengthened our research groupings. The major recruitment exercise substantially enhanced our existing strengths and built further our research groups and the links between them. Two previously small areas - behavioural economics and international business - were taken from embryonic stage to become areas of strength with critical mass. Research development groups in tourism and transition studies have also been formed. The established 'labour, human capital and employee voice' research group is now more interdisciplinary than its 'HRM' equivalent in 2008 and involves more individuals (20 compared to 9). The international business area, earmarked for development in RAE 2008, has made marked progress and now comprises an impressive group of 14 colleagues.

We have also intensified our international orientation. Our staff now come from over forty countries and speak over forty languages. We have used our highly diverse staff and student body, and the advantages that this confers through international contacts and language skills, to develop a broad global vision, supported by a network of Middlesex University regional offices located around the world and campuses in Malta, Mauritius and Dubai. This has resulted in increased publications on issues of international significance: 118 of our submitted outputs contain international subject matter compared to 58 in RAE 2008. New international funding and higher levels of international

collaboration are evidenced by the 77 collaborations with colleagues outside the UK in our submitted outputs (compared to 30 in RAE 2008) (see Section e for details).

### Taking our research strategy forward

This is an exciting period in the School's development. The plan for the next five years will build on recent achievements and current dynamism. We will ensure close synergies with our teaching strengths enabling our diverse portfolio of programmes to enjoy a strong research base. To enable this we will focus on:

- *Broadening the base of research strengths* through maintaining areas of existing research strength and building new areas. We shall further strengthen research in behavioural economics, international business, tourism and transition studies, as well as complementary research areas reflecting staff interests and business/society needs;
- *Maintaining a balance between senior and junior researchers*: recent appointments have moved the School towards an improved mix of junior and senior researchers which will provide important research leadership and support the career development of less experienced researchers (including those who have not met the threshold for REF submission in this round);
- *Internationalising research and impact activity*: the significant success in attracting an internationally diverse faculty provides a strong basis for extending the international orientation of the School's research via international collaboration and cross-country comparative study;
- *Diversifying income streams and increasing research income by 50%*: Building on growing levels of competitive funding, we will seek to raise further funds from RCUK, government, EU as well as corporate and other sources. Where appropriate we shall leverage our network of regional offices to seek international funds particularly in relation to international business, and intensify use of the Research and Knowledge Transfer Office's (RKTO) extensive resources;
- *Enhancement of the non-academic impact of our research* will be pursued proactively. Our impact strategy (see REF3a) will be kept under review and the integration of impact imperatives into our research will be further strengthened through staff training, mentorship and financial support, to develop and maintain networks among non-academic research users.
- *Increasing the numbers of PhD and research based professional doctoral students*: Given the centrality of doctoral students to a vibrant research culture we will support a further increase in doctoral student numbers and continue to improve the proportion of timely doctoral completions.

### c. People, including:

#### i. Staffing strategy and staff development

Our focus on staff and their development is informed by the need to respond flexibly and rapidly to a more dynamic and competitive environment and to manage carefully the balance between stabilisation and growth. Central to realising our potential in research, teaching and knowledge transfer activity, is prioritising the best use of our staff's expertise and resourcefulness. The rise in profile and reputation of the School in recent years has attracted a higher calibre of applicant, providing opportunities for consolidating growth and raising overall achievement.

Our recent recruitment drives have been designed to develop a balance between senior and junior researchers, reinforce our five research groups, and lay the foundations for developing new areas. The School Director of Research is a key member of all academic selection panels and contributes to all staff promotion applications, ensuring that research achievement is central to decisions. Since 2010 a strong emphasis has existed on further strengthening research leadership and mentoring capacity. We appointed **Gooderham** in 2010 to mentor new researchers, followed by five new professors (**Dodd, Brañas-Garza, Lange, Papanastasiou, and Altman**) in 2012 and five more (**Mabey, Kujal, Andriotis, Melewar and Rumens**) in 2013. We appointed a Senior Research Fellow (**Haslberger**) to the same end in summer 2013. Each of the five thematic areas now has enhanced research leadership and has also enjoyed the injection of new blood through Lecturer and Senior Lecturer level appointments.

Our people and development strategy is closely aligned with our research strategy. It is informed by key objectives in line with the Concordat to Support the Career Development of Researchers. These comprise: to promote an inclusive approach to staff development which enhances individual and collective research capacities; to attract and retain research leaders and junior staff with high

potential; and to promote equality and diversity. The impressive outputs of our junior researchers (ten ECRs are submitted here), retention of key staff and promotion of numerous colleagues across the REF period, alongside our ability to attract accomplished researchers, indicate this strategy's success.

The School has a structured and inclusive approach to supporting all colleagues' development. Staff complete an annual Research Plan, where they report on outputs, research income and other research activities and how they intend to build on them. Remission from teaching and other duties is provided on this basis; this can amount to a one-third FTE workload remission, and is in addition to the normal research allocation. To support career development of new researchers, they are given more generous allowances than established researchers performing at the same level. The majority of staff's class contact is limited to approximately half a calendar year and Heads of Department are encouraged to configure teaching commitments appropriately to create concentrated time for research. Postgraduate and doctoral supervision is accounted for in workload planning. Staff can apply for sabbatical periods and research leave (shorter periods of paid leave). Since 2008, eight colleagues have had sabbaticals of six months each with a significant number of others having shorter periods of research leave. Four prestigious secondments feature among these: **Daguerre** to the Wilson Centre as part of an ESRC Mid-Career Fellowship (2012-14); **Rizov** to the Slovak University of Agriculture Nitra (2011); **Croucher** to the Mauritian government (2012); and **Gottschalk** to the United Nations (2012-14).

Staff development needs are formally explored with colleagues annually as part of the appraisal process. Individuals are offered development packages to meet needs identified in these appraisals and their Research Plans. Active support is provided to researchers through several mechanisms, with an emphasis on high levels of assistance rather than monitoring arrangements. In each department, senior colleagues act as mentors to more junior researchers, providing guidance on the whole research process. In addition, staff are provided with external support for their research development by distinguished external experts (e.g. **Pissarides** (LSE) and **Thorpe** (Leeds)) where appropriate.

To stimulate research from the bottom up and foster an inclusive climate, we run biennial research conferences at which any member of staff or doctoral students can contribute. Special research development groups combining senior and junior researchers, to accelerate the latter's development, have been organised on thematic lines. Since January 2011, a research group on transition studies, involving junior staff and several PhD students, has been led by **Croucher** and **Upchurch**. A second group has focused on tourism, now with professorial lead (**Andriotis**), and provides support to five colleagues who are relatively new to research.

To enhance quality of published outputs, writing workshops are led by the School Director of Research and senior colleagues. This has established strong links between relatively experienced and inexperienced researchers; a number of the papers submitted started life in these sessions. Additional specialist workshops are provided to support other areas of development. Staff also benefit from the University's central research development programme which provides regular training events on a range of subjects, including writing for publication, doctoral supervision, preparing funding applications, managing research and knowledge transfer projects, and ensuring that research has impact beyond academia. Colleagues new to doctoral supervision undergo compulsory supervisory training, organised jointly by the RKTO and the School. We involve junior researchers in doctoral supervision under guidance from experienced Directors of Studies.

Robust arrangements exist for ensuring equality of opportunity. We offer permanent contracts to staff unless there are compelling reasons not to do so. All 11 submitted Early Career Researchers have permanent contracts, offering security and career development to staff and sustainability to the School. Equality and diversity policies are in place; the University tries to ensure provision is above statutory levels and often ahead of the sector (for example, we abolished compulsory retirement age before it became law and ahead of other HEIs). Along with the provision of opportunities to less experienced researchers, maternity and paternity leave, flexible working to accommodate family, health or other circumstances, and a commitment to reintegrate staff on their return to work, are all supported by clear policies. Our commitment to diversity is reflected in that the majority of submitted researchers are of non-British origin; indeed in finance and corporate



## Environment template (REF5)

governance none are of British origin. Several staff entitled to reduced numbers of items have submitted more than required, indicating a supportive climate.

The University has a well established and comprehensive Code of Practice for Research, enshrining the highest standards of research conduct and integrity. Its principles and practices are based on the Research Councils' Statement on Safeguarding Good Scientific Practice (2000) and the Concordat to Support Research Integrity (2012). An independent University Ethics Committee ensures that high standards of integrity are upheld through well established approval processes and has oversight of our School Research Ethics sub-committee.

The positive results of our approach to staff development and retention are apparent across the board. For existing staff without doctorates, active support to help them complete a doctorate means that as of 1 September 2013, 75% of the School's academic staff had doctorates, compared to 52% on the equivalent date in 2007. The advancement of staff through promotion has been strong. Across the REF period five long-standing staff members have been promoted to Reader (Flynn, **Brookes**, **Daguerre**, **Vecchi**, **Sepulveda**) and one to Professor (**Rizov**), as well as 11 from Senior Lecturer to Principal Lecturer and 11 from Lecturer to Senior Lecturer. In 2013 we appointed three Middlesex doctoral students and part-time teachers to full-time academic positions. In terms of research output, 20 developing researchers have produced books, successful funding applications and refereed articles since 2008, signalling their emergence as significant researchers.

### ii. Research students

Research students are integral to our research community. The number of PhD students has shown a year on year increase since RAE 2008, with the total number of doctoral students reaching 90 in 2013. The increase in the total number of PhD students and expansion in professional doctorate (DProf/DBA) programmes was reflected in a growth in the number of completions towards the end of the REF period; a trend set to continue across 2013-14.

#### Awards by year and type

	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	Total
Professional Doctorates	9	5	4	2	12	32
PhD	6	5	4	4	7.5	26.5
Total	15	10	8	6	19.5	58.5

The number of ESRC-funded studentships (5) and completions (3) has expanded since RAE 2008. An internally-funded programme offers studentships to cover fees and provide a living allowance equivalent to RCUK rates. Across the REF period we awarded 33 full studentships and also provided fee waivers (3) and additional financial assistance to self-funded students.

The Director of Doctoral Programmes (Grahl), supported by **Rizov** since 2009, is responsible for PhDs, and the Director of Professional Practice Programmes (Shepherd) is responsible for professional doctorates. They oversee the quality of the student experience and monitor student supervision and progress in six-monthly formal doctoral student progression boards, as well as supervisor selection, development and mentoring. Students are supervised by a panel of academics with clear individual and collective responsibilities for assisting the student. Staff who have earned their PhDs relatively recently or are new to supervision are required to attend a structured training programme before joining supervisory teams consisting of a Director of Studies (who must have supervised to completion) and one or two supervisors. Our policy of collective supervision permits the development of supervisory capacities post initial training, broadens the skills and knowledge available to students, and provides continuity of supervision in cases of absence or movement of supervisors to other institutions. All submitted staff first employed at Middlesex University before 2013 are involved in doctoral supervision either as Directors of Studies or, in the case of more junior colleagues, as additional supervisors. Recent appointments have led to a significant expansion in our supervisory capacity and we are now targeting up to four students for each of those researchers qualified to act as Directors of Studies. In principle, this will allow us to double our doctoral student numbers by 2019.

**Environment template (REF5)**

Research students receive comprehensive research training provided by a core of research staff submitted here. Our long-standing MSc in Research Methods was recognised by the ESRC until the latter's policy change. This course was modularised in 2012, to provide a solid common core of training for all students (in research philosophies and design) with more specialised elements (for example in qualitative and quantitative methods and in specific techniques) taken by students specialising in different areas. Research training is now offered twice a year to allow students to join in September and January and is supported by our participation in the New London Graduate School which operates across five universities to provide high quality graduate training. In addition, within the University, the RKTO organises generic skills training including on dealing with the media and employability skills. Seminars are provided for postgraduate research students at both disciplinary and cross-School levels to meet specific needs, such as improving academic writing, and accessing and disseminating research results electronically. Additional support for those studying for professional doctorates is provided through the internationally leading Institute of Work Based Learning (see d).

Research students are expected to participate fully in the School's research culture. Participation in research seminars and training workshops results in the development of their skills for employment, including preparing their work for presentation, publication and user engagement. Students may apply for support for conference attendance. Amounts of up to £500 are provided where papers are accepted for presentation and larger amounts may also be approved. They also lead on certain initiatives within and beyond the School. In 2010 a group of our research students (Claeyé, Yanga, Mustafa, Calvo, Sidiropoulou) organised a major conference at Middlesex for their counterparts in other Universities, providing them with valuable academic experience. Seventy delegates attended and thirty two papers were delivered by doctoral students. A postgraduate research conference has now become an established event.

**d. Income, infrastructure and facilities**

Recognised research income has increased since RAE 2008 including a significant growth in the proportion coming from RCUK. RCUK income in this REF period totalled £1.6 million, a more than eleven-fold increase in comparison with the RAE period (£138,396). Despite increasingly competitive conditions for obtaining funding, the REF period saw a significant increase in the average amount of income raised per complete year: approximately £580K for the REF period compared to £395K in RAE2008.

Our strategy has been to attract income from a range of funders, in order to cover the diverse range of interests from the more theoretical through to policy evaluation and user engagement. Accessing funding is overseen by the School's Research, KT and Ethics Committee. The RKTO assists in identifying funding opportunities and provides support to the Committee as well as individual researchers. Given the increasing importance of collaboration between universities in more sizeable bids, the RKTO and CEEDR assist in seeking appropriate partners beyond colleagues' personal networks. Combinations of more senior and junior researchers are built in order to provide opportunities for more junior researchers to participate in funded research projects. Internal quality control is built into our systems. All funding applications are internally reviewed, and must be discussed with senior colleagues and the School Director of Research, before submission. This provides important quality control as well as opportunities to build research impact into applications at an early stage. Proposals also undergo ethical scrutiny.

While proud of our policy oriented research funding from government departments, other policy funders and the EU, we have sought to increase RCUK funding. We have had considerable success in raising ESRC grants, exemplified by CEEDR's ESRC-funded (£1.3M) Social Enterprise Research Capacity Building Cluster funded for five years (2008-13) and its leadership of the social enterprise funded work stream of the ESRC Third Sector Research Centre. These major awards include collaboration with the Universities of Birmingham, Durham and Southampton as partners. Further cases of successful ESRC funding since 2008 include **Daguerre**, who won a highly competitive mid-career fellowship, **Upchurch**, **Frynas**, Flynn, Matthew, Roper, Chatrakul Na Ayudha, **Sepulveda** and Baskaran. Our success also reflects improved external collaboration, with grants obtained under ESRC international collaborative schemes building on pre-existing collaborations with Indian and Chinese Universities. Our success with the ESRC continues; a further grant to **Brañas Garza** and **Kujal** was notified in September 2013.

In the UK, funding from government departments and agencies has been important in enabling the development of research with a strong policy and practice focus, particularly evident in the work of CEEDR. The School is a recognised supplier to the research frameworks of the Department for Business Innovation and Skills (BIS) and the Department for Work and Pensions (DWP). In addition to funding from BIS and DWP, other significant sources have included the Department of Communities and Local Government (DCLG) and the Low Pay Commission (LPC). Sources of non-UK funding include the International Labour Organisation (ILO – **Croucher, Lewis**), EU (**Lewis, Brookes, Etherington**), and the European Centre for the Development of Vocational Training (**Etherington**). A further notable funding source has been professional bodies/practitioner organizations such as the Institute of Chartered Accountants in England and Wales, which funded work on approaches to CSR by leading Chinese companies (Parsa) and the Centre for Excellence in Leadership for research into workplace spirituality (**Altman**). We have also sought to develop funding in kind from companies. Particularly useful here has been our academics' (Jones, Judge) negotiation of free access to key databases such as Thomson Reuters, and Fitch and Standard and Poors'.

Our aim is to build areas of existing research strength while opening up new research avenues. In this respect we have made use of ESRC funding to develop debate and networks within key and emerging subject areas. This includes funding for five ESRC seminar series: **Frynas** on Corporate Social Responsibility (CSR); **Upchurch** on global labour regulation, **Syrett** on home based businesses, **Lewis** on work-life balance in the recession and **Kujal** on behavioural economics. We have also accessed smaller grants through the British Council, British Academy and ESRC/Institute of Small Business and Entrepreneurship RAKE to develop pilot research projects in diverse areas such as labour and human rights reporting of major companies (Parsa); cross-cultural management and AIDs programmes in South Africa (**Jackson**); access to finance for technology based small firms (North, Baldock); and the implications of the Big Society for social enterprise (**Sepulveda**). The expectation here is that such research activities will lead to larger funding opportunities over the forthcoming REF period. In addition, strengthened research leadership in international business, tourism and economics and a broader base of activity are expected to lead to increased competitive funding in the future.

### **Infrastructure and Facilities**

The University has invested over £200 million in developing the Hendon campus where the School is located, starting in the period of RAE 2008 and continuing throughout the REF period. This makes the campus one of London's largest and most impressive HE facilities, providing an environment highly conducive to research and teaching. The commitment of the University to maintaining and improving facilities for research and teaching is ongoing, with two further buildings completed on campus in 2013 and further developments planned.

The state-of-the-art Sheppard Library provides access to 40,000 journals, a considerable expansion since 2008, reflecting increased University investment. Middlesex University was also one of the first to institute an e-repository for our published outputs, now holding 9,000 items (<http://eprints.mdx.ac.uk/>). Seminar and conference facilities have improved as the Hendon campus has been extensively developed to provide attractive venues for our growing programme of events. The research-dedicated Farm House offers well-appointed seminar rooms and facilities for small conferences. Further conference facilities, accommodating up to 350 delegates and appropriate break out rooms, are available on campus. CEEDR is housed in a dedicated facility with meeting spaces and flexibility to accommodate visiting scholars and research students. Other research groups have access to space and facilities within the School and across the University.

Major investment in the research infrastructure includes the opening of a new University Research and Knowledge Transfer Office (RKTO) on the Hendon campus. Established in 2008, the RKTO provides close support to our research and knowledge transfer work including doctoral teaching. It includes the University Director of Research (Comley) and Director of Knowledge Transfer (Gray) and provides a 'one-stop shop' that delivers a highly visible, supportive and authoritative resource for research active staff in relation to research funding, managing research projects, knowledge transfer activities and doctoral student support. The Director of Knowledge Transfer also carries the brief for impact.

Facilities for School doctoral students have also improved considerably since RAE 2008; they are now accommodated in high quality, dedicated office accommodation shared on a hot-desking basis, with good computing facilities. Research students have full access not only to the well resourced Sheppard Library on campus, including access to dedicated databases (e.g. Bloomberg), but also other major London libraries, such as the British Library and the British Library of Political and Economic Science. The Institute for Work Based Learning (IWBL), established in 2007 and a recognised international leader in this field, provides additional support for professional practice doctoral students. In this area the University has expanded the scale of its linkages with employers across the REF period as a result of a major £7.8 million HEFCE funded project to create a national centre of expertise in work based learning.

#### **e. Collaboration and contribution to the discipline or research base**

Interdisciplinary and multidisciplinary approaches are central to the way that we conceptualise research and are, together with an international comparative approach, a hallmark of our outputs. The research draws inter alia on psychology, sociology, economics, history, geography and law. Our research contributes to the research base through each of our thematic groups. In addition to the staff submitted, each of the groups has a broader base of active researchers, many of whom we would expect to enter in future REF exercises.

#### ***Labour, human capital and employee voice* (Altman, Brookes, Brañas Garza, Croucher, Daguerre, Harcourt, Haslberger, Keles, Kujal, Lange, McIlroy, Morrison, Nguyen, Pizzolato, Quinlan, Rizov, Rodriguez-Lara, Rumens, Upchurch, Vecchi)**

This group makes extensive theoretical and empirical contributions to understandings of internal and external labour markets in internationally comparative perspectives. Overall, the outputs show the significance of social institutions, belief systems and gendered behaviours as opposed to 'rational choice' in varied international contexts. Disciplinary approaches here combine sociology, history, econometrics and economics. A further major research theme in behavioural economics is emerging through **Brañas Garza, Kujal** and **Rodriguez-Lara** (ECR) who take an experimental approach, seeking to explain influences on economic decision-taking. Collaboration with a wide range of prestigious universities is evident in submitted outputs.

#### ***Organisation Studies* (Boddy, Gillet, Lewis, Mabey, Rumens, Soylu, Tomkins, Woodrow)**

Contributors in this area combine psychological and sociological perspectives to demonstrate how organisational outcomes are impacted by leadership behaviours and workgroup associational cultures and practices. An important contribution is made to understandings of gender equity, work-life balance, and quality of working life in diverse national and workplace contexts, as well as their relationship to service outcomes.

#### ***International Business* (Aklaghpour, Andriotis, Brookes, Frynas, Gooderham, Jackson, Melewar, Papanastassiou, Paris, Shukla, Slater, Stephenson, Werner, Weidenfeld)**

This group uses its international contacts to good effect. Its work combines economics, sociology and geography, using and on occasion comparing the relative explanatory utility of institutional and cultural perspectives (see **Brookes**, output 3). Empirical understandings of internal functioning of multinationals have been advanced (**Gooderham, Papanastassiou, Frynas, Jackson, Shukla**), generating insights into MNC strategies in different institutional settings.

***Finance and Corporate Governance* (Clark, Chen, Li, Lodh)** The group considers classical market efficiency issues, simultaneously reflecting the School's wider concern with the ethical dimensions of corporate conduct and corporate governance institutions. They contribute to classical economics and institutional theory. Two Chinese scholars (**Li, Chen**) have enabled the group to extend its focus to China.

***Enterprise, Entrepreneurship and Local Economic Growth* (Dodd, Etherington, Lyon, Sepulveda, Syrett)** CEEDR applies economic, political, sociological and geographical approaches to issues of small and medium sized enterprise (SME) and local economic development. A strong applied policy studies approach analyses barriers to SME growth and the challenges presented by promoting local economic growth, particularly in areas experiencing deprivation and those with high levels of population diversity. Collaborative working (see below) has been central to the development of research into social enterprises, explanations of social value and the innovatory impact of social enterprises and alternative organisational forms.



**National and international academic collaborations** Our research is increasingly characterised by collaboration with academics and non-academics from other institutions and this is reflected in the quality of our published outputs, dissemination activity and user engagement. In this submission, 118 items contain international subject matter (RAE 2008: 58) and 77 collaborations with colleagues outside of the UK are reflected in the items submitted (RAE 2008: 30). Some colleagues have won competitive funding awarded by overseas agencies such as Jiang's co-investigation with Hainan University on Chinese banking, funded by the National Science Foundation China (2013). Others have succeeded through the ESRC's international collaborative schemes in forging partnerships with prestigious institutions abroad (**Li**; **Daguerre**; Flynn; Roper; Chatrakul Na Ayudha; **Rizov**).

The key role of national and international collaboration in our research is exemplified in our major RCUK funded work on social enterprise. CEEDR led a five year ESRC-funded Social Enterprise Research Capacity Building Cluster (2008-13) with co-investigators from Durham University (Ash Amin, Sarah Atkinson and Gordon MacLeod) and from London South Bank University (Alex Murdock). Professor Fergus **Lyon** of CEEDR was Associate Director (Social Enterprise) of the ESRC Third Sector Research Centre (£10m), led by the Universities of Birmingham and Southampton, supported by **Sepulveda**, **Syrett**, Vickers and others. Work on social enterprise has been supported by an advisory panel comprised of leading international academics (Prof Carlo Borzaga, Trento; Prof Marthe Nyssens, Louvain) as well as relevant policy makers and third sector bodies. Collaboration here is reflected in an ongoing process of published outputs in journals (for example with Teasdale (Birmingham); Nicholls (Oxford); and books, including **Lyon's** lead editorship of the Handbook of Research Methods on Trust (Edward Elgar) in collaboration with Mark Saunders (Surrey) and Guido Möllering (Jacobs University, Germany).

International collaboration is evident across all our research themes. For example, **Gooderham** is a leading member of the 40-country Cranet International Network on HRM Policies and Practices. The large contribution made by this network (previously co-ordinated by **Croucher**), to the study of HRM internationally was reflected in a special edition of Human Resource Management Review 21(1) (2011). The role of the School in creating the influential International Whistleblowing Research Network in 2009 is detailed in an impact case study (ICS3). The arrival of new staff further extends the scope for international collaborative activity. **Mabey's** major ESRC and CERN co-funded project (£460k, 2009-12), studying leadership of knowledge exchange in 'big science' research networks, has created an important international network and resulting publications.

Collaboration and partnership with non-academic partners is a core element of our work. We have close working relationships with a number of large businesses, such as Lloyds Maritime, ITV and Hewlett Packard, as well as SMEs, social enterprises and a range of international organisations and government bodies (see impact template and case studies) including all major professional bodies. Further, the growing number of DProf/DBA students provide access to senior management across a range of businesses and organisations.

### **Seminar series and conferences**

In addition to holding our own regular research seminar series, our policy has been to focus on seminar series in innovative areas with international dimensions that involve other universities. Major ESRC funded seminar series include one on Corporate Social Responsibility in the Extractive Industries organised by **Frynas**, which also included a researcher/postgraduate training event in South Africa. **Upchurch's** ESRC funded seminar series (2010-12) focused on Global Labour Regulation, and was co-organised with **Croucher**, Elizabeth Cotton, Professor Joshua Castellino (Law), Professor Miguel Martinez Lucio (Manchester) and Dr Conor Cradden of Geneva University. Seminars were held in London, Manchester and Geneva between 2010-2012 and brought together leading international academics with practitioners including from the ILO and Global Union Federations (<http://www.globalworkonline.net/blog/beyondlabour/>).

The School has organised major conferences. Two linked conferences on vulnerable workers in 2010 and 2012 attracted large international audiences in which our international colleagues played a role. **Quinlan** contributed talks at both, and a chapter to Sargeant and Giovannone's (eds) volume *Vulnerable Workers, Health, Safety and Well-being* (Gower Publishing, 2011). Other examples of conference events organised include: Reconsidering the Demand Side: Labour Market Policy in the Economic Downturn (2009) (**Daguerre**, **Syrett**, **Etherington**); Mutuals and

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Co-operatives Research: Past, Present and Future Directions (2010) (**Lyon, Syrett**); Global Labour Issues (2013) (**Croucher**, Cotton, Anil Verma of Toronto University); and Innovations in Public Services (2013) (**Lyon** in conjunction with the TSRC and Kitson of University of Cambridge and the UK Innovation Research Centre).

### Journal Editorships

Our policy is to encourage and support involvement with journals at all levels. Our expertise in the subject area of HRM underpins the involvement of several colleagues' in the prestigious British Sociological Association's journal *Work, Employment and Society*'s editorial committee: **Upchurch, Daguerre** and Roper have all served in the REF period. Across our thematic areas other indicative examples of editorships include: **Altman** is European editor of *People and Strategy* and member of the editorial board of the *British Journal of Management*; **Lange** is Associate Editor of the *International Journal of Manpower* and founding editor of *Evidence-Based HRM*; **Jackson** is editor-in-chief of the *International Journal of Cross-Cultural Management*; **Clark** has served as founding editor of the *European Journal of Finance* since 1993 and as editor of *Multinational Finance Journal* since 2007; **Brañas Garza** is academic editor of *PLoS ONE* and Associate Editor of the *Journal of Socio-Economics*; **Dodd** is a member of the editorial board of *Entrepreneurship Theory and Practice* and *Entrepreneurship and Regional Development*; **Boddy** is a member of the editorial advisory board of the *Journal of Business Ethics*; **Andriotis** is resource editor of *Annals of Tourism Research* and editor-in-chief of the *International Journal of Tourism Policy* since 2006; **Lewis** was until recently editor of *Community, Work and Family*, which she founded. Submitted staff have edited special editions of journals. **Lewis** co-edited a special edition of *Human Relations*, 63(1) (2010), **Rumens** a special issue of the *International Journal of Organizational Analysis* 20(1) (2012); **Melewar** a special edition of the *European Journal of Marketing* 44(5) (2010); and **Papanastassiou** guest edited *Management International Review*, 49(1) 2009.

### Contribution to professional associations and other bodies

Given the importance of user engagement in our research, involvement in professional associations and related bodies is actively encouraged. Examples comprise: **Altman** co-chairs the International Association of Management, Spirituality and Religion; **Mabey** is a member of the Academic Advisory Panel of the Chartered Management Institute; the School's Dean, Anna Kyprianou, is elected Vice President for Membership and Professional Development of the Chartered Institute of Personnel and Development and on the CIPD Board; **Andriotis** was founder of the International Association of Tourism Policy; **Brañas Garza** and **Kujal** were founding member and member of the organising committee of the Southern Europe Experimentalists. Contributors to this UoA also serve a host of bodies. These range from **Frynas** acting as an expert adviser to the government of Morocco in relation to CSR in the oil and gas industry, **Syrett** serving on the Expert Panel of the Department of Communities and Local Government, through to **Lewis** chairing the Richard Benjamin Trust, which gives grants to ECRs in organizational and social psychology.

### Co-operation and collaborative arrangements for postgraduate training

We seek to expand the training opportunities available to our students, to make further links and to stimulate our existing students' self-activity. The University is a partner with the New London Graduate School, giving students access to expertise across five universities. The University has already won AHRC doctoral scholarship through this arrangement in creative arts and cultural studies. The major research student conference organised by our postgraduate students (see Section c above) exemplifies our collaborative approach. Internationally, in 2009 the University signed a Memorandum of Understanding with Bahauddin Zakariya University (BZU), Multan, Pakistan. Five staff of that University were accepted as PhD students in 2010, and one (Ghulam Mustafa) has completed. Staff engage in reviewing grant proposals (some as RCUK College Members), course validations at other institutions, and external examination, including at doctorate level.

Overall, the distinctive and growing contribution of our business and management research activity detailed here provides powerful evidence of the strong progress made since RAE2008. The investments in staff and facilities made across the REF period and our clear strategies and plans for ongoing research development will enable us to build substantially on these achievements in the future.