

<p>Institution: York St John University</p>
<p>Unit of Assessment: 19 (Business and Management Studies)</p>
<p>a. Overview</p> <p>Members of the UoA 19 produce applied research through the work undertaken by staff as well as through student projects at undergraduate as well as postgraduate level. The research environment is lively and supportive, both at the local level within the Business School and across the wider university. This statement illustrates the vibrant and active research environment within a small (23 FTEs) and dynamic business management unit within the Business School.</p> <p>Structure</p> <p>The Business School has two main divisions: Business and Management, within which UoA 19 falls, and Languages and Linguistics. UoA 19 is developing a 'Futures' Research Group which was established in December 2012. It hosted an international symposium on coaching and mentoring research at its inaugural meeting and since then has hosted the 6th 'Tourism Futures' conference and a Research Methodologies event for staff, and has also established a series of lunch-time seminars. Major themes in our UoA19 research include:</p> <ul style="list-style-type: none"> • Aspects of the tourism industry with a focus on cultural heritage, strategy and marketing • Issues in human resource management and development • Leadership • Coaching and mentoring • Sustainable business • Technology enhanced learning and e-Business • Employability and career management • Marketing and strategy. <p>Languages and Linguistics colleagues in the Business School develop their research through the Languages and Identities in Interaction (LidiA) Research Unit. Many staff participate in both groupings thereby underlining our inter-disciplinary approach.</p> <p>b. Research Strategy</p> <p>The Business School was established in 2008 and has not previously submitted to RAE. A full-time research Professor was appointed in November 2011 and since that time considerable progress has been made. Prior to 2011 there was no separate Research Strategy for the Business School. This has since been developed collaboratively and in alignment with the university's Research Strategy. The Business School aims to develop and foster a 'Community of Discovery', (Coffield & Williamson, 2011) the aim of which is to recognise that new knowledge often comes from inter- or multi-disciplinary interactions. Operationally, this involves developing an interdisciplinary approach where diversity of interest is supported and synergies developed. Within the Business School, we have a multi- and inter-disciplinary environment to build upon. Our strategy is driven by three main questions. The first is the driver of research and the subsequent two are questions aimed at maximising impact:</p> <ul style="list-style-type: none"> • Where do new ideas come from? (driver for research) • How can people come to change their thinking? (impact) • How, through that, do their worlds change? (impact) <p>It is by addressing these questions in a multi-disciplinary way that our research finds answers that have genuine impact on people's lives. This will continue to be achieved over the next five years through the pursuit of five key, but reviewable, environment objectives aimed at fostering an environment of:</p>

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1. Curiosity and a commitment to and delight in discovery, thereby adding to a positive research environment;
2. Diversity of interest and a culture of excitement about change and ideas which may be developed within both academic groups and wider society. New ideas often come from the interaction of inter- and multi-disciplinary groups and this is what will ultimately have impact;
3. Extensive social and developmental networking, communication and dialogue about research and learning to enhance impact;
4. Commitment to learning as a mutual process with agencies outside the academic environment;
5. Celebration of success, in order to maintain a positive research environment and continue with the momentum already established.

Within UoA19, it is recognised that the strategy will only be delivered through the willing efforts of its members. Therefore the focus of strategic formulation is on operation through people. It is an engagement, participative and relationship based strategy with people at its centre. Therefore the following key objectives become drivers for the implementation of the strategy.

Objective 1 is linked to the passion and commitment colleagues have to investigate, research and share their commitment through the events programme hosted by 'Futures'. This is evidenced by the active participation in these events. Attendance is consistently good with research students, staff members and administrators attending.

Objective 2 is linked to the diversity of interest already touched on and is demonstrated in, for example, Dr Walmsley's inter-University collaborative work on graduate employment and enterprise and Professor Garvey's inter-professional body work in coaching and mentoring. 70% of staff in the UoA have been engaged in research collaborations with other colleagues in the UK other universities outside the UK.

Objective 3 is also linked to the events we host but also demonstrated through participation in external events, i.e. international conference events (62% of staff) and 57% of staff actively engaged with professional bodies.

Objective 4 is linked to our engagement with business through our own and our students' research and consultancy projects. All taught students engage with a local business for research and consultancy projects.

Objective 5 is linked to the way we communicate our successes formally through the Business School Research Committee and informally through emails and other celebratory events.

UoA 19 has three development objectives:

1. To ensure the development of appropriate workload and reward/recognition systems for all academic colleagues – this is mainly through the work planning model where a standard allocation of 168 hours per year is made to all staff, with opportunities to bid for more time for field work, PhD time and publication writing;
2. To develop an enlarged community of doctoral level researchers by developing more capacity to supervise;
3. To develop research-derived products and services for a range of business organisations through engagement with the wider business community.

Specifically, these are being and will continue to be achieved as follows:

1. Appropriate workload and reward/recognition and support systems

- Taking a flexible and negotiated approach to workload planning and allocating additional hours on the basis of need as part of the Performance Development Review (PDR) process
- Increasing the proportion of staff with PhD or equivalent qualifications by at least 15% from the current level of 55% through financial support for staff who wish to register for Doctoral

- qualifications and the allocation of additional time for Doctoral research
- Making Doctoral qualification or near completion (within 1 year) an 'essential' criterion for appointment
- Increasing REF outputs by creating and funding 'New Researchers' to encourage and support early career researchers with an increased time allocation and ring-fenced funding for conference attendance
- Supporting staff in developing research outputs through research seminars and research surgeries where ideas are discussed, and papers are read and critiqued
- Further developing the 'Futures' Research Unit in Business and Management by increasing its activities and further raising its profile
- Increasing conference attendance and the number of papers being presented
- Enhancing the research leadership of the UoA by the addition of a further Professor and a Reader.

2. An enlarged community of doctoral level researchers

- Recruiting appropriately qualified doctoral students in appropriate areas of research expertise
- Developing supervisory and examining capacity and raise the number of staff who are approved supervisors from four colleagues to eight
- Recruiting up to five Professors on 0.2 FTE fractional contracts.

3. Research-derived products and services for a range of 'business' organisations

- Developing the 'Futures' Research Unit as a vehicle for the 'Community of Discovery' and as a financial hub
- Developing participation, engagement, income generation and research-informed teaching in order to take our services beyond the university and into the wider business community
- Creating a series of evening events on staff research for staff and students
- Supporting the submission of bids for external research funding
- Developing partnerships with others to attract and support funding bids.

As the above strategy develops, it is planned that funding from non-traditional sources, such as local businesses, will support applied research conducted within the funding organisations.

Monitoring. The Faculty Research Committee (FRC) receives, discusses and agrees research related issues. A new process for agreeing conference attendance and funding has just been established (Dec 2012) with a view to increasing attendance, and this is monitored by FRC. The Faculty Professor is responsible for producing an Annual Evaluative Report on research activity and a 'Research Update' is a standing item at all Faculty Senior Management Team meetings. Overall responsibility is with the Senior Management Team of the Business School. Ultimately, the Senior Management Team reports to the University's Academic Board. Additionally, the university has developed and implemented an online Academic Profile System. All staff record their CVs and research outputs and achievements on this data base. Requests for updates are made quarterly. Administrative arrangements are through the Faculty Research Administrator. This post holder manages the Academic Profile System, events, research student issues and the website.

Agreed Developments and Priorities:

Priority 1: to develop more collaboration and interdisciplinary working; for example, Dr Boak, Dr Walmsley and Prof Garvey are exploring the development needs of SME leaders

Priority 2: to increase research income through business engagement activities; for example, by developing a 'Futures HRD Unit' through the recruitment of a new Professor on a fractional contract

Priority 3: to increase numbers of research students (see strategy section)

Priority 4: to increase the number of doctoral supervisors and examiners.

Environment template (REF5)**c. People** (including staffing strategy and staff development, and research students)

To develop a 'community of discovery' requires us to develop:

- Extensive social and developmental networking
- Products and services to business organisations
- Marketing and Benchmarking
- A commitment to learning for all colleagues
- Extensive communication and dialogue
- A diverse culture of excitement about change and ideas
- Curiosity and a commitment to, and delight in, discovery
- Determination to live in the world of ideas
- Toleration of complexity
- A celebration of success
- Recognition that not all is controllable
- A sense of mutuality in the learning process.

Inclusivity is a core value at York St John University. This is operationalized as strong support to all colleagues who wish to participate in high quality research. UoA 19 is working towards developing an inclusive community where new ideas are valued and acknowledged with the above conditions in mind. When these are met, we can refer to ourselves as a 'community of discovery' where high quality research is a given and we support each other to achieve it. This is being achieved as follows:

Staffing Strategy

Since 2009 the UoA has, in line with university policy, had an active policy of recruiting staff with Doctoral qualifications or nearing completion within one year. In this period four new members of staff have been recruited. Two of these already had PhDs, one was near completion (2013) and one has enrolled on a Doctoral programme at Huddersfield University. We are seeking to recruit four additional staff members over the period 2013/14.

In line with the people orientation at the heart of the strategy, to enhance the leadership of research, the Dean and the Faculty Professor are developing a succession plan for academic colleagues, in the first instance by identifying potential Readers and Professors. The Dean and the Faculty Professor are also reviewing the criteria, function and role of visiting professors and lecturers. This will be completed during 2013/14. By targeting specific experience and expertise in this way the UoA will be able to support and progress the strategy and bring additional contributions and ideas to further strengthen the UoA's research environment. This will form part of our Annual Operating plan.

Staff Development

The annual formal PDR process identifies developmental needs individually. These are met through a variety of options including, for example, mentoring, courses delivered both internally and externally, conference participation and attendance and events hosted by 'Futures'. Coaching is offered on specific issues and currently two staff in UoA19 are taking a PG Cert in Coaching and Mentoring delivered by the Faculty Professor.

As indicated above, all staff are supported with an additional time allocation and through 100% university funding to undertake study for Doctoral level qualifications. Members of the Faculty Research Committee developed criteria for identifying and supporting 'New Researchers'. These are colleagues who have just completed their Doctoral qualifications. The 'New Researcher' status is given for a reviewable period of three years and is linked to specific activities and outputs. These are monitored by the Faculty Professor. 'New Researchers' are entitled to additional time allocation on workloads and ring-fenced funding for conference attendance. Additionally, staff are formally offered regular mentoring support according to need and the Faculty Professor engages informally in regular 'management by walk abouts' to discuss colleagues' work.

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Academics' research work is presented and discussed with students (both senior undergraduates and postgraduates) and academics at the twice termly Business Academic Round Table (BART).

Research supervisors regularly attend the university's Postgraduate Research Supervisor's Forum. These are bimonthly CPD events on various topics. All staff who supervise PhDs are required to attend supervisory training at the University of Leeds. They are also encouraged to attend an internal examiners course.

To support research activity and maintain standards, the Faculty Professor has formal annual one to one research discussions with all academic staff. Other staff development support mechanisms include Research Ethics training with a view to the necessary ethical approval of all research by the Faculty Research Ethics Committee (FREC). If the FREC is unable to grant approval, as, for example, in instances where the research might carry reputational risks for the University, applications are forwarded to the University Research Ethics Committee for approval.

Research Students

Currently the UoA has seven PhD students and one MRes student. Three are part-time. These are supported through the supervisory process where, as standard, two members of staff are appointed as supervisors. PhD students all have an annual pastoral review with an independent member of staff to discuss their progress and any supervisory issues. Additionally, full time research students have formal six monthly reviews with an independent internal reviewer and part time students have this annually. All research students complete a development needs analysis and specific developmental training is sourced on an individual basis. This may include both externally sourced and internal courses. For example, one full-time student has been attending a specialist Masters module at Leeds University on Realist Evaluation.

To develop their writing skills, research students and staff have an opportunity to attend an annual weekend writing retreat. This is funded through UoA 19 funds. In 2013, two members of staff and one student attended.

The university runs regular one to one and group sessions with PhD students on employability. These include CV writing, letters of application, interview skills and psychometrics. All full time students have a budget of £900.00 per year to support their research needs and part time have £450.00, which compares very favourably with what is available to their counterparts at many other universities. The university organises regular research methodology events for postgraduate and undergraduate research students, usually attended by the supervisors of those who are presenting, at which students from all disciplines come together to present and debate methodological issues from their various epistemological and ontological positions.

d. Income, infrastructure and facilities

A total of £15000.00 research funding in 2010/11 was obtained from external sources such as the British Council and the British Academy.

UoA 19 research students, like other research students, have their own dedicated Graduate Students Centre where they hot-desk. This is a shared resource with the rest of the university and students report that the interdisciplinary support and discussions are immensely valuable.

UoA 19 academic staff researchers are allocated, as standard, 20 days a year research leave. Additional time can be made available for new researchers as well as for established researchers. Staff may, for example, request more time to complete PhDs, develop papers or gather data. Such additional allocations are negotiated individually through the Performance Development Review system.

All researchers have access to appropriate research tools as part of their daily work, for example SPSS and Nvivo. Research training is available within the university and events (seminars, colloquia, and lectures) are organised within the Business School to discuss, share and critique

each other's work.

Where library resources are concerned, staff and student researchers have easy access to the British Library resources at Boston Spa and the libraries at the Universities of Leeds and York as well as York St John University's own resources.

e. Collaboration or contribution to the discipline or research base

Those researchers with a Tourism focus hold an annual industry conference. In 2013 nearly 100 academics and practitioners came together for this one day event. UoA 19 hosted its first international symposium on coaching and mentoring research in October 2012.

Other contributions include participation and influence within various professional bodies. These include Drs Harness and Astley engaging with the Chartered Institute of Personnel and Development (cipd) and Professor Garvey with the European Mentoring and Coaching Council and the International Coaching Federation.

Dr Boak hosts bimonthly meetings of the York Coaching Network. Here practitioners come together for CPD, group supervision and networking. Dr Boak is actively engaged with the research agenda through his participation in business development activities and a YSJU funded research project looking at the learning and development agenda in SMEs. His work has influenced leadership development and practice in the NHS.

Dr Walmsley's research in the sphere of graduate employment and enterprise has raised many questions that challenge the underlying assumptions related to the transition into the workplace. His findings have impacted on policy making. This work has led to his involvement in a currently YSJU funded project on the learning and development needs of SME leaders. Dr Walmsley is active internally and externally. He recently participated in the 'Futures – Community of Discovery' international symposium on coaching and mentoring research. He is an Executive Committee member of the Association for Tourism in Higher Education for which he has conducted research on the status of tourism higher education in the UK. This led to a recent Higher Education Academy-funded study into higher education in a number of related subject areas.

As part of the group of tourism researchers within this UoA, Dr Jimura is one of a few Japanese tourism researchers who have published their research outcomes in English. Externally, his work has taken him into local communities in the UK and Japan, and he has delivered papers at international tourism conferences in Vietnam, Croatia, Canada, Portugal, Thailand, Greece and Cyprus. He is a member of the Editorial Boards for the *International Journal of Heritage and Sustainable Development* and the *Journal of Tourism Research* and is a visiting researcher of the Osaka University of Tourism. He achieved a 'best in conference' award for his paper 'The Relationship between the World Heritage Site Inscription and Local Identity' at the World Heritage and Tourism Conference: 'Managing for the Global and the Local' in Quebec, 2-4 June 2010.

Professor Garvey is one of Europe's leading academic practitioners in coaching and mentoring. He works with external and interdisciplinary agencies, for example the London Deanery Mentoring programme for Doctors and Dentists, and the International Advisory Board MA in Coaching, at Alba University, Veldhoven, Netherlands. He was a panel member for the review of the MA in Coaching at Leeds Metropolitan University in 2011. He is a national steering committee member for the 'Mentorship for Health Research Training Fellows Scheme' which he launched with a keynote in 2012. He is in demand internationally as a keynote speaker.

Noel Dennis has established a profile in the developing world of Arts Marketing, something of great significance in the new cultural and creative economies that are shaping service provision, patterns of consumption and consumer experience. His exploration of the parallax between music (specifically Jazz) and the theory and practice of marketing provides some very original insights on

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the tensions between artistic and commercial practices and the extent of market-orientation among creative musicians. His editorship of the international journal *Arts Marketing* has provided a platform from which to advance theoretical debate and reflective practice in one of the most vibrant sectors of contemporary cultural and economic life.

Greig Mill's work has contributed to the application of time series and panel data analysis techniques to problems relating to sustainability (van Rensburg et al 2002; Mill 2006); the management of sustainable technologies and strategies in particular settings (Mill et al 2007; Young et al 2007); and the communication and teaching of sustainability concepts and behaviours in schools (Mill 2003; Wall et al 2007, 2008).

Specific examples of interdisciplinary collaborations in research and scholarship are:

1. Professor Garvey working with Professor David Gray of Greenwich University, leadership specialist and Professor David Lane, Middlesex University a psychotherapist on a new critical text on coaching and mentoring.
2. Dr Walmsley collaborating with Dr. Xavier Font of Leeds Metropolitan University on Corporate Social Responsibility in the hotel industry.

References

Coffield, F., & Williamson, B., (2011) *From Exam Factories to Communities of Discovery: The democratic route*, The Institute of Education, London, UK