

Institution: University of Leicester
Unit of Assessment: School of Management
<p>a. Overview</p> <p>From 2003 onwards, we have indicated that we wanted Leicester to become the pre-eminent site for heterodox, inter-disciplinary and critical understandings of management. This strategy was given full university support, and was clearly articulated in our RAE 2008 submission. This document reaffirms this overall aim. The merger and co-location with Leicester's Centre for Labour Market Studies (CLMS) in 2011 has contributed significantly to the invigoration of this strategy, as has the appointment of 28 new staff since 2008, including 13 at Professorial level, and in a wide variety of areas. We have also lost very few staff during this period, suggesting that the research environment we create is working well. This document demonstrates how we place collaborative work, cross-disciplinary enquiry and research students at the centre of what we do.</p>
<p>b. Research strategy</p> <p>Our strategy is to promote and sustain research inspired by the idea that 'management is too important not to debate'. In times of crisis, this is more relevant than ever, and we wish to continue to be a place for research which questions the relationship between management, work and the making of the contemporary world. We signed up to the UN Principles of Responsible Management Education in 2009 and take its values very seriously. We have sent delegates to all its meetings so far, and are currently preparing our second report on progress. In order to ensure our research lives up to these commitments, we have invested heavily in appointing researchers who can add to, and complement, our existing strengths; practiced effective research management; and continued organising ourselves into coherent but overlapping clusters. Our publication strategy is to encourage colleagues to develop work which can be disseminated in any cognate discipline, through any mode of publication, and which understands 'business and management' in the broad terms defined by UoA19.</p> <p>The School's growth since 2008 has allowed us to strategically increase <i>pro rata</i> research time and bring in academic leaders at senior level in all aspects of our activity. We are located within the College of Social Science, a new organizational arrangement since the RAE, and one that provides local support and budgetary delegation to support of our research activities. Within the School and College, our objectives are to influence the theory and practice of social science by producing transformative research, and our strategy is intended to assist that aim without producing intellectual silos. We appoint researchers who straddle disciplinary areas within the School and outside it. As in RAE2008, we continue to adopt a 'cluster' strategy, though the focus of these has shifted since 2011 to reflect the merger with CLMS and new appointments. Each of the five clusters, consisting of relevant academic staff, meets regularly to decide priorities and allocate responsibilities. The clusters are overlapping and act as a stimulating and supportive research environment for academic staff and PGR students working in the areas covered by the cluster. They facilitate collaboration and interdisciplinarity, and promote and disseminate research through events involving staff, PhDs and external speakers. We also have four active research units (see section e) each of which loosely sit within a given cluster. The five clusters are -</p> <p><i>1. Finance, Accounting and Political Economy</i></p> <p>Research in this cluster ranges from theoretical to empirical and quantitative to qualitative with a strong emphasis on cross-disciplinarity. Our research combines mathematics and physics with finance (see the QDT research centre in section e), financial theory with philosophy and accounting with sociology and organizational theory. This covers risk management research (extreme event analysis, VaR evaluation of models in the context of Basel arrangements, VaR and market capitalization, economic value of large losses in portfolio selection); banking performance analysis (particularly through the EPRU research unit in section e); as well as media and the financial crisis, elections and volatility, political economy and the financial crisis, and behavioural finance. We also have researchers who cover the informational value of insider trading; social studies of finance and accounting, which includes the formation of electronic markets, the social</p>

roots of market liquidity; social network analysis in finance and market practices of valuation. A further strand is consumer finance research which covers financial advice and management accounting systems, trust and the SME/Bank relationship, regulation and the bank-client relationship as well as consumers' financial calculations and financial protection policy.

2. *Work, Employment and Human Resource Management*

This cluster focuses on the study of work, organisations, employment, skills and learning with roots in CLMS. It continues to host the CLMS research centre (see e below). Research is focused around three major themes: employment transitions, locality and community; industrial relations and social change; human resource development, skills and performance. These themes can be seen in topic areas such as: employment relations in multi-national firms both within and across supply-chains and international boundaries; workplace learning and skill formation; the employability of younger and older workers, well-being, performance in organisations; motherhood, gender and work-life balance; globalisation and worker migration; economic and labour market transformation. This is also the home for a new research centre, the Centre for Sustainable Work and Employment Futures, funded by the University of Leicester, MRC and ESRC which will develop work in the area in the post REF period (see below).

3. *Management and Organization*

This cluster studies the social and cultural features of the institutions of production, organization and management in neoliberal and state capitalist societies. Most members aim to raise and explore practices and power relations in order to open the space for alternative practices. This work is very broadly informed by Critical Management Studies, and places particular stress on interdisciplinarity, with clear links to sociology, cultural and media studies, psychology, philosophy and politics (see the CPPE research centre in e). People within this cluster work on questions of gender and feminist theory, power, architecture, discursive psychology, psychoanalysis and leadership, sexuality and embodiment, cultural theory, the transformation of higher education, and ethics, as well as institutional theory and contemporary organization theory. There is also a body of scholarship on methods, including visual methods through the ESRC funded InVisio network, and semiotic and discursive methods generally. The Unit for Membership Based Organizations also sits within this cluster. Established in 1995 and directed by Davis it publishes *The International Journal of Co-operative Management*. This connects to the work on alternative organization conducted by several members of the School.

4. *Marketing and Consumption*

For the marketing cluster at Leicester, the ultimate goal of research is the development of marketing theory, and the critical marketing project applies a social science approach to the study of marketing. This means studying marketing and consumption processes and phenomena in a social, political and historical context. Analysis is not confined to the conventional sites in businesses' marketing functions, but towards developing research that will help address wider societal and political issues, for example, the sustainability agenda and the concerns of voluntary and third sector organizations. Leicester researchers have led the emergence of critical marketing internationally in two main respects. First, pioneering a historical analysis of the evolution of marketing as practice, discourse and discipline. Second, studying neglected applications of critical marketing beyond conventional consumer studies, such as in business-to-business marketing, cultural intermediaries, political marketing, place and identity, culture and consumption, agency and power, and the nature and dimensions of different senses of value.

5. *Science, Technology and Knowledge*

This cluster studies the social shaping of technology and techniques in contemporary organizational settings. Whilst the cluster is principally concerned with the interface between Science & Technology Studies and Organizational Theory, there is a wide range of interdisciplinary interests represented in the cluster. There are also collaborations with other departments at

Leicester, including Genetics, Psychology, History, Economics, Media & Communications and Archaeology. Some of the major themes that define the cluster include - the scientific and activist construction of permaculture; social studies of finance; actor-network theory approaches to organization; digital cultures and digital identities; knowledge management; constructing genetic ancestry; material culture and social remembering; and developing mobile research technologies. As with the other clusters, it runs regular meetings including staff and postgraduate students, along with its own seminar series and reading groups.

Research within and between the five clusters is facilitated by the Research Committee which is chaired by the Director of Research (**M Parker**) and attended by the five Heads of Cluster, the Director of Research Income and Enterprise (**Wood**), a representative of Contract Research Staff, and a representative selection of staff from all disciplines and grades across the School. This committee reports internally to the School Policy and Strategy Committee, and externally to College Research Committee. It forms one part of the School information system for monitoring and enabling the review of all aspects of our research activities, including grant applications, impact activities and events. The Director of Research also uses the University's online 'Integrated Research Information System' to monitor publications activity. There is a separate PGR Operations committee which is covered in c2, and a separate Research Ethics committee which deals with all staff and PGR ethics approval forms. The School provides core funding for conferences and seed corn projects to all staff through a substantial budget locally administered by the Director of Research, and the College also has a Research Development Fund. The purpose of this latter fund is to cover exceptional conference expenditure, transcription costs, or to pump prime research in advance of making a larger grant application to an external grant funding body. In addition there is an early career travel grant scheme which enables young researchers to attend overseas conferences or to establish research networks with major national and international research centres.

The College has a dedicated Director of Research and provides funds to backfill some of the departmental duties of that person. From 2008 until 2012, this role was held by a member of the School (**M Parker**, then **Jackson**). The College Research Committee is attended by all departmental Directors of Research, **Brewis** as Director of PGR, and **Wood** as Deputy Director of College Research. This is a strategy level committee, which sets the environment within which School policies are framed. It also establishes the link between the School, College and University research strategies.

The School and College encourage the establishment of distinct research centres and facilitate this by bringing together colleagues with cognate research agenda. As well as the four School research centres covered in section e below, other research grouping we are involved in include: the 'Leicester Migration Network' which six members of the School and several PhD students are engaged with and which has been running for several years; the 'Civil Safety and Security Unit' which we have longstanding connections with which date back to before RAE2008, and are entering two members of staff from; and the 'Institute of Finance', which joins the School with the Departments of Economics, Mathematics and Computer Science. The Institute of Finance received research centre status in 2012, though it has been active for many years. It is open to many orientations in mathematical finance; corporate finance or any other branch of finance. Two main activities that have been pursued by the Institute are the organization of seminars with high level speakers from the academic finance community and the banking world; and the organization of research workshops and conferences such as the Leicester workshop on Actuarial Mathematics' (2012 & 2013) and the ESRC funded seminar series 'Financial modelling post 2008: where next?'. Doctoral students are invited to all the talks. Members of institutions such as Merrill Lynch; CitiGroup; Financial Services Authority and the National Institute for Economic and Social Research and staff members from a variety of academic institutions (such as Harvard; Santa Fe Institute; HEC Paris; Columbia; National University of Singapore; Oxford and Cambridge) have all presented papers at the Institute.

The School's future strategy includes several developments, all intended to cohere with our long term plan and build on our existing strengths, whilst also being mindful of the need to develop our

impact on the wider world. For example, a team with representatives from each cluster is currently organizing the 2015 International CMS conference which will be held at Leicester. We believe that we have been successful in pushing forward the agenda we articulated in RAE2008, and this time round we intend to develop further initiatives which cohere with the critical research agenda which drives the school. One of these centres on the 2012 appointment of **P Nolan** (previously the Director of the ESRC Future of Work programme and from 2011 shaping the new European Joint Programme Initiative 'More Years, Better Lives') to establish the 'Centre for Sustainable Work and Employment Futures'. This was a competitive appointment process run within the university, and the School was successful in bidding to host this 100% research position with salary funded directly by the university. A major aim is to influence the EU Horizon 2020 agenda, shape national research programmes, support the alignment of Member State research agendas and initiate joint activities. **P Nolan** is Chair of the 'Work and Productivity' Group of the European Joint Programme Initiative and a member of the Scientific Committee that provides strategic advice on research priorities to the General Assembly. The European initiative is expected to last for two decades. One of only two British scholars presently involved, his work is supported by a major grant from the ESRC/MRC. The new centre has been further enhanced by the appointment of **Clark** as its deputy director. His reputation in the analysis of financial capitalism, the diffusion of new business models and the associated financial crisis will help us explore areas which will have a significant impact on work futures.

Together with established colleagues from CLMS and other complementary appointments made since 2008, (**Brook, B Carter, Grady, J Nolan, Simms, Wood**), the new Centre will place research at Leicester at the forefront of academic policy analysis of work and employment. The Centre will play a leading role in shaping policy analysis and informing practice by bringing together a team of researchers to produce systematic theory and a secure evidence base to address existing knowledge gaps. Research will focus on four interconnected themes – 'Work and Occupational Change', (including analysis of data from the Workplace Employment Relations Survey co-ordinated by **Wood**, and colleagues from History at Leicester); 'Age, Wages and Employment'; 'Sustainable work and productivity'; and 'Financialization, Flexicurity and labour market regimes'. The Centre will draw upon **P Nolan's** and **Clark's** established international research networks at the Working Life Research Centre, Vienna, the Swedish Institute for Social Research, the Denmark Centre for Comparative Welfare Studies, Aalborg, the Centre for Economic Policy Research in Washington DC and The Labor and Worklife Programme, Harvard. They will also form an advisory committee comprising of practitioners from the CIPD, the ETUC, the Insolvency Service, the Treasury, TUC and ACAS.

Another strategic development within the School is the institutionalisation of research around the concept of 'culture', funded in part by a successful bid to the Society for the Advancement of Management Studies, and to this end **Fitchett** and **Rhodes** are co-ordinating 'The Centre for Culture, Organization and Value' which will become the hub for a research theme on cultural representations and cultural economy. There is longstanding interest in this area, with **Brewis** and **Lilley** being past chairs of SCOS and editors of *Culture and Organization*. The centre will bring together people from across the School, particularly those in the Organization and Marketing clusters, to discuss cognate topics including creative cities (**Kavaratzis**), popular culture (**Brewis, Corbett, Godfrey, M Parker**), Bourdieu (**Robinson, Weik**), cultural theory and politics (**Andrijasevic, Letiche, Papadopoulos**), cultural intermediaries and the cultural economy of value (**Smith Maguire**) and psychodynamic approaches (**I Parker, Stein**). We also hope that **Cameron's** work on and with Goldin + Senneby's 'Headless' global art project will provide a model for work which engages with questions of artistic reproduction as they relate to political economy, as does **M Parker's** work with Liverpool Tate and **Courtney's** many projects on heritage and cultural identity.

Three further areas we wish to develop in the post REF period are; first, work on the history of work and employment, management and marketing, including historical methods. We already have significant strengths in this area (**Clark, Davis, Fitchett, Goodwin, Grocott, Grady, P Nolan, O'Connor, Weik**), and intend to bring these together in a more formal fashion. A second is sustainability. **Fitchett, Patsiaouras** and **Saren** are already engaged in work on the

commodification and marketization of water resources to consider whether social marketing can help the implementation of public policies for sustainable consumption. We are in negotiations with the Environment Team at the university to develop some local research projects which will have an impact on our research, teaching and practice more generally. A third emerging theme is austerity and the crisis (**Beck, Clark, Harvie, Goodwin, Milburn, O'Connor, Robinson, Stein, Wood**). A number of colleagues are engaged in research into the economic/financial crisis and the impact of austerity policies on different stakeholders. This includes work on anti-austerity struggles, precarious labour, the crisis of care and new forms of work. All of these ideas are going to be proposed as cross cluster themes as ULSM builds towards a future REF and assessment of the impact of our research in the post 2014 period.

c. People

1. Staffing strategy and staff development

Since RAE2008, the University has invested very heavily in the School. Due to these investments, and the merger with CLMS, research-active staff has increased from 36.4 in 2007 to 69.4 at the time of this REF submission. Of these, 33 are lecturers, 16 senior lecturers, 4 readers and 23 chairs, which we feel is a healthy balance of early career and expertise. Almost all of these staff are on permanent contracts. Though there have been some departures and retirements since 2008, retention has been excellent. Internal promotions have been regular, as has been the appointment of fractional senior staff who bring significant expertise to their research clusters (**B Carter, Driver, Letiche, Munro, I Parker**) as well as our existing fractional, emeritus and honorary staff (Peter Armstrong, David Ashton, **Arnold, Bryman**, Pippa Carter, Peter Davis, Bob Grafton-Small, Ruud Kaulingfreks, Tom Keenoy, Norman Jackson). The research interests of the new recruits and regular visiting staff are intended to complement existing strengths within the research clusters, with a particular emphasis on interdisciplinary and heterodox approaches.

As well as appointing excellent colleagues, the School supports the research careers of staff through an active and monitored mentoring system for all staff below Professorial rank. The mentor may be the Head of Cluster, but can simply be someone that the member of staff nominates based on expertise and affinity. The Director of Research (currently **M Parker**) also meets with all early career staff to discuss our expectations of research quality, and to ensure that they understand our collaborative approach to research and authorship. Research ethics is dealt with through a joint committee with the School of Media and Communications, and policies and online forms are regularly disseminated by the School representative on that committee (currently **Fitchett**). There is also an annual appraisal system, part of which involves a review of research plans and achievements, as well as training needs. Workload management is actively shaped by the need to make space for research, as well as meeting our equality responsibilities for providing flexible working arrangements for those with caring responsibilities. Early career staff are given 0.7 load in Year 1, 0.8 in Year 2 and 0.9 in Year 3 of their probation. The University has a study leave system based on one semester after six, of which staff take full benefit. The School and College rigorously review all requests and decisions on applications take into account past research performance.

The Deputy Head of School (currently **Brewis**) sits on the College Equal Opportunities Committee, and feeds back any policies and best practices relevant to the organization of our work within the School. The University has held Athena Swan bronze status since 2008 (renewed in 2011), and has been a member of the Stonewall Diversity Champions programme since 2013.

Staff development is provided from a variety of sites. The School hosts regular research seminars. Weekly slots are allocated to the research clusters and units who use them to host external speakers, PhD students and staff. Occasional seminars, reading groups and conferences are organized on an *ad hoc* basis, and funded by School monies. In the 2012-13 academic year, for instance, 33 seminars, workshops and conferences were held locally. Seminar series from other Departments are also circulated to all staff. In terms of the development of research income generation skills, the University's Research Support Office provides support for our grant applications including costing, preparing and negotiating and overseeing the administration of

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awards, including finance returns. It also provides assistance to staff such as identifying peer-reviewers and past holders of the same award, circulating funding calls, suggesting partners or specific schemes, and assisting with costings. It also hosts the Impact Development Manager, a post created to ensure that impact becomes part of the research culture of the University and who invites speakers from external organisations such as funders and other relevant bodies. The Research Support Office also runs 'Research Focus Week' each year with a wide range of sessions aimed at researchers at all stages of their careers.

The Academic Practice Unit (APU), together with IT, the Library, Enterprise and Business Development Unit and Research Support Office run a wide range of sessions on finding funding, introduction to grant submissions, and writing fellowship applications. Support for ULSM researchers builds on Vitae's Researcher Development Framework to develop the skills and capabilities required, from PhD candidate to leader of a large research programme. Drawing on expertise from both within Leicester's own academic community and beyond, APU also provides a range of training programmes. The main ones are 'Research Leadership and Management' (including access, impact, ethics, mentoring, information security); 'The Enterprising Researcher' (including communication, knowledge transfer, career management); and 'The Intrepid Researcher' (methods and methodologies, evaluation); as well as training sessions on IT, statistics, presentation skills, social media and so on. The University is a signatory to the Concordat to Support the Career Development of Researchers, and has recently been awarded the 'HR Excellence in Research Award' which acknowledges the University's alignment with the principles of the European Charter for Researchers. Our action plan underlines our commitment and examines where the School and University is in line with, or goes beyond, the requirements of the Concordat. Areas for further work have been identified, against key milestones and timelines, and these are being monitored by the Concordat Steering Group, which is chaired by the PVC for Research and Enterprise, and has representation from research and academic staff members from the four colleges, Human Resources, and the APU.

2. Research students

We offer a PhD programme in three different modes – full-time campus-based, part-time campus-based and part-time distance learning. We also offer a professional doctorate studied by DL, the Doctorate of Social Science (DSocSci), targeted at professionals in occupations requiring the development of research skills. Both are well-established programmes. The PhD is currently at a high of some 90 students registered at the current time, and the DSocSci has now increased to 83 current students. Disaggregated completion data is in the table below, with fractions indicating co-supervision with another UoA within Leicester.

	2008-9	2009-10	2010-11	2011-12	2012-13	Total
PhD	9	6	10	12	5.5	42.5
DSocSci	4	1	5	4	1	15

However, due to the HESA data collection methods, distance DL PhD students based outside the UK are not included in the above data. As it is the stated intention of REF2014 that PhD awards be seen as a key indicator of research vitality, we ask the sub-panel to give due weight to a further 52 students who have gained a DSocSci from ULSM during the REF period, but who are not included in the REF4a table (or the table above).

We are highly selective about which students join our programmes, admitting considerably less than 10% of applications, and our cohort includes staff at other universities, PT and DL students in a variety of occupations, and students studying a wide range of heterodox topics.

All traditional PhD students are required to study research training modules. Full-time students follow these modules in their first year whereas part-time students can choose to split the modules across the first and second years of study. Four modules ('Research Design and Practice'; 'Research Philosophy'; 'Quantitative Research'; and 'Qualitative Research') are delivered as part of the newly launched College Doctoral Training Programme, which is co-coordinated by **Brewis** in

her role as Director of Postgraduate Research in the College. Other School staff teaching on these modules are **Brook, Brown, Carter, Cameron, Millo, Papadopoulos, Parker** and **Robinson**. Two other modules ('Context of Management Research' and 'Academic Skills for Management Research') are discipline-specific and taught at School level. DL students receive a similar package of training which is delivered via our VLE Blackboard. It consists of materials for each module; generic and discipline-specific tasks; and a discussion forum for each module. These modules are, as with the campus-based modules, led by full time faculty. The DL PhD is an innovative course which has been developed for use across the College. Its combination of generic and discipline-specific materials allows maximum flexibility of both delivery and reach. Its validation and development was led by **Brewis**. Our first students registered in May 2012. These students are encouraged to attend any relevant campus-based events where possible. As the programme grows in numbers, we hope to introduce provision along the lines of our Summer School for DL Master's students, so that these PhD candidates will not only benefit from a period of time on campus involving additional training but also from face to face interactions with their supervisors, with each other and with our campus-based students.

All research training modules except 'Academic Skills' are formally assessed, and this assessment is taken into account in monitoring students' progress. Research training provides an invaluable first stage in their entry into a defined PhD community whether this is a result of physical co-presence or virtual exchanges on Blackboard. Our modules provide a mixture of subject-specific knowledge and methods training, which is augmented by the researcher development skills, including critical reading, effective writing, engaging with different audiences, research planning and career development. Full-time PhD students who teach, mark and supervise on our undergraduate and Master's programmes also attend School and College training, involving online training and five face to face sessions which span semesters 1 and 2. None of our students, including our Graduate Teaching Assistants, teach until their second year as we believe that their first year needs to be spent on enhancing their subject-specific knowledge and research methods expertise, with professional development being more appropriately scheduled once they have been upgraded to full PhD. Our capacity and community building is further evident in our biannual PhD conferences. All our campus-based doctoral students are required to give a full paper at a minimum of one of these events during their registration, and a discussant from the School's faculty is identified for each. We offer a prize, voted on by all in attendance, for the best presentation. Full-time campus-based students also attend the weekly School research seminars, based on a discussant system, and many students elect to present at these events themselves.

DSocSci students, like our DL PhD candidates, undertake four research methods training modules ('Introduction to Social Research'; 'Foundations of Social Research'; 'Quantitative Methods'; and 'Qualitative Methods'). Students then choose three optional research-led modules (from 10) that introduce them to the debates that will be relevant to their research. We encourage an understanding in particular subject areas and develop their research capabilities as they progress to more independent research. In order to complete the transition to the research component of the programme, students are required to rethink their research ideas in the form of a Thesis Proposal that is supported by an eighth module and constitutes the equivalent of the probation review for PhD students. Support on the taught component occurs through direct contact with the relevant module leaders and/or the Directors of the programme. There is a VLE Blackboard site for each of the modules. All students have a personal tutor with whom they discuss the development of their ideas and who normally becomes one of their supervisors. Once they progress onto the thesis their two supervisors will become their main points of contact which often takes the form of regular tutorials through Skype. There is also an annual two-day teaching event specifically for DSocSci students, scheduled to run during the same week as our winter PhD conference, and one-to-one tutorials are offered to Doctorate students on all of our overseas teaching visits. At those teaching days and overseas teaching visits we invite students to present their research project and fieldwork to fellow students and faculty, followed by a discussion and formal feedback. Apart from providing opportunities to professionals, the DSocSci is also seen as a route from teaching track to more mainstream academic roles and it speaks to the quality of the programme that a number of students and graduates have presented their work at academic conferences.

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All of our students have two supervisors. The School is increasingly moving away from first and second supervisors and towards co-supervision. We believe that the equal and consistent involvement of two members of faculty in this regard is the most beneficial model and, where early career colleagues are involved in supervising, they are always paired with a more experienced member of staff. The directors of the PhD programme (**Papadopoulos, Robinson**) and the DSocSci (**Beck, Hammer**) are also actively involved in the monitoring of and support for all PGR students' progress. This translates into six monthly (for full-time and DL PhD and all DSocSci students) and annual (for part-time campus-based students) progress meetings which require discussion of both retrospective and prospective progress. Our dedicated PhD and DSocSci administrators also cover administrative and pastoral matters.

Since University restructuring in 2010 and the creation of the more financially autonomous College, the School has successfully bid for and been awarded 11 full-time studentships (three years) and 21 Graduate Teaching Assistantships (four years) using a mixture of College funding and our non-pay budget. The minimum percentage the School has contributed towards each of these awards is 25% of the total cost, thus demonstrating our significant financial investment in the PhD programme. Our experience tells us that secure finance is one of the most pressing issues affecting both recruitment of high calibre students and their eventual completion. As well as attracting excellent students who otherwise would not have been able to undertake doctoral study, the awards have been made to applicants from a wide disciplinary base and geographical area. We have also been able to build supervisory capacity for the future amongst our more junior colleagues and to allocate supervisory responsibilities more evenly across the School. When our GTAs graduate they will as a matter of course have acquired several years of professional experience as well as their PhD. Other full-time students can also undertake such work in the School while they are studying with us, if they wish and their supervisors feel it is appropriate. There are a number of mandatory and optional developmental opportunities offered to students who teach while pursuing their PhDs. Coverage includes preparing to teach, common problems in teaching, supporting student learning and marking and grading. Most of the university training available to Leicester researchers more broadly is accessible equally to or specifically targeted at PGRs. There is also training provision available online, with a view to benefitting students who are part-time or based away from campus. Workshops, seminars, webinars and online resources cover topics such as communicating research to lay audiences, research impact, the use of data analysis software packages, web tools in research, ethics and online research, data management and research methods tasters. The Graduate School coordinates the annual 'Festival of Postgraduate Research', based on abstracts to compete in a poster competition; 'Café Research', where researchers present to their peers in an informal setting; and the 'Doctoral Inaugural Lectures', which celebrate and showcase recent PhD graduates who are both outstanding and able to present their work in a way that is accessible and engaging to a wider university audience. There are also events on employability, job interview skills and industry internships, and PGRs can access the Careers Service, the English Language Teaching Unit and the Welfare Service.

Award students all receive a Research Training Support Grant of £750 per annum to support activities such as conference attendance, fieldwork expenses, data transcription and so on. All other students can apply to the PGR Operations Committee for financial support of this kind once they have successfully completed their probation review (or module 8 on the DSocSci), and post-probation award students can also use this route for top up funding where appropriate. Our PhD graduates continue to find lecturing positions, including at the Universities of Cardiff, Essex, Glasgow, Lund, Nottingham, Open, Queen Mary, Pretoria, St Andrews, and Queensland. Seven of these graduates (**Allen, Dunne, Lambe, Patsiaouras, Quinn, Shaban** and **Tsaousi**) are currently employed in the School. Efthymiou, now employed at the University of Nicosia, who was awarded his PhD in 2010 was in 2012 the winner of the prize for Best Dissertation in Critical Management Studies, awarded by the US Academy of Management.

d. Income, infrastructure and facilities

Within the School we are continually attempting to improve our rate of grant applications and research income capture. The division of the research role into a Director of Research and a

Director of Research Income and Enterprise in 2012 increased our capacity and flexibility in this area. The College provides an opportunity scanning service and regularly supplies departments with information about the availability of research funds, including seed corn funds of its own which colleagues have regularly gained. The College and University also provide training events on research grant application writing and on academic writing more generally. An active and compulsory grant application peer review system is in operation. Sums of less than £50k are peer reviewed within the School, with bids of over £50k being reviewed within the College which is facilitated by the College Deputy Director of Research, currently a member of the School (**Wood**). Research bids are also incentivised by handing on the majority of the overheads from successful grants. Following a decision at Research Committee in 2012, the School now only takes 10% of the overhead from grants, which it uses to finance a system through which some staff members are given workload allowance to act as internal sources of expertise and review on prospective grant applications, whilst others are supported with dedicated time to lead bids. Staff can also utilise their portion of successful grant overhead to buy themselves out of other responsibilities to further focus their research efforts. Our resource planning mechanisms allow staff to request bundling of their teaching and administration to free up time to focus on research and particularly research grant capture. Research funding bids are also an expected part of study leave, and are sometimes built into contracts for senior staff.

As a result of these measures, the School has a hugely improved record of research grant applications and research income capture, allowing us to conduct research which we would not be able to do otherwise. During the period 2008-13, research grant awards totalled £802288. Successes have included £1,370k awarded by the Leverhulme Trust for a multidisciplinary programme of study on the topic of 'Diasporas': **Brown** was the Col, with the School gaining £193k. **Lim** was the PI on an £48k AHRC 'Connecting Communities' grant entitled 'New Connectivities: Dilemmas for socially and economically sustainable healthcare delivery'. **Frenzel** was awarded a Marie Curie Inter European Fellowship worth £140k to study slum tourism and poverty alleviation. ESRC funding was secured by **Haven** and **Fethi** for a seminar series on financial modelling after the crash and by **Courtney** for a series on universities and public engagement. We also have a have a successful KTP worth £129k, made up of 33% private funding and 67% the Technology Strategy Board. With **Green** as PI this looked at management and organisational adoption of user-centred design in digital technology. This work builds on **Green's** Marie Curie Reintegration grant worth €45k and has recently been extended through an ERDF funded project worth £91k. **Green** and **Lim** are also working on a Health Education England project called 'Prescribing Insight for the Future' with a colleague at the School of Medicine. The grant examines the effects of blending learning upon junior doctors' prescribing behaviours and was worth £48k. Finally, **Courtney's** work on heritage from 2012-2014 has involved three distinct grants from AHRC, in partnership with other funders such as English Heritage, Leicester City Council and the Heritage Lottery Fund.

Grant income is on a significant upward trajectory and since July 2013 the School has received notification of a number of new projects, including: £1.1m for **Nolan** from the MRC and NHS for a study titled 'Extending Working Lives in the NHS' which provides core funding for the new Centre for Sustainable Work and Employment Futures; £121k awarded to **Simms** for a BA mid-career fellowship on employer experiences of hiring young workers; £516k from the AHRC to **Lim** for a project on the digital histories of deindustrialization; £170k of ESRC funding awarded to **Goodwin** and **O'Connor** for 'Making the 'Precariat'; funding for an ESRC Research Seminar on flexible working to **Wood** as co-organiser; and finally, €50,000 awarded by the ngbk gallery in Berlin to **Cameron** as part of a team of five artists and writers to create/curate a performance event on the economy in the city during 2014.

The School is mostly located in its own building on central campus with seminar rooms and three large lecture theatres to host events. Shared office space for School PGRs is located in a separate building nearby. Over £82k was spent adapting the building for the CLMS merger. Also on main campus is the David Wilson Library (a £32m capital investment completed in 2008) which includes provision of a dedicated Graduate School Reading Room offering space for individual and group study for PGRs. There is also commitment to investing in electronic resources for researchers. In

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2012 the library invested in more than 250,000 e-titles as well as 70 new journals. There was a major restructuring in 2012 to create a dedicated focus for research support, with a particular emphasis on doctoral students and early career researchers. The remit of the new Research Services team covers bibliometrics, scholarly communication, Leicester's institutional repository, research data and support in the use of collaborative research tools and social media. Leicester's was one of the first libraries in the UK to identify a specialist role to initiate, manage and advise researchers on digitization and digital analysis of the University's special collections for research. Continuing investment in the Leicester Research Archive ensures that research outputs, including our PhD theses, are accurately described, securely held, and available open access.

e. Collaboration or contribution to the discipline or research base

Research quality can be enhanced by working with other researchers who share our interests. Within the School, we have four long established research centres, each of which sits within a cluster, as described above, and involves internal and external collaborations.

The CLMS research centre was originally established as an LMS Centre within the Sociology department in the 1970s. It has a longstanding reputation for research work in the areas of education to work transitions, human resource management, skills and performance (**Bishop, Beck, Wood**), age, work and worker organisation (**Brook, Williams**), globalization (**Andrijasevic, Hammer, J Nolan**) and the sociology and history of work (**Goodwin, O'Connor**). As well as research grants and School support, it is also directly funded by the University. The latter funding stream allows for a School administered research fund to which colleagues engaging in CLMS related research can bid for pump priming funding on a yearly basis.

Centre for Philosophy and Political Economy is currently directed by **Dunne**, funded by the School and University, and since 2003 members of the CPPE (**Brown, Cameron, Harvie, Lightfoot, Lilley, Lim, Papadopoulos, Puig, Stein** and many past and present PhD students and staff) have engaged in a collective project which has drawn upon areas as diverse as cultural studies, feminism and science and technology studies, psychology and social theory, management and organisation studies, as well as philosophy and political economy. In the last decade, the CPPE has organised over 13 conferences and a huge number of workshops, seminars and public lectures, recently hosting guests such as Stengers, Caffentzis and Plotnitsky (jointly with the Quantum Decision Theory group). Events are archived at the Centre's official website and discussed on a blog. The Centre will host its 10th anniversary conference in December 2013.

The Efficiency and Productivity Unit, which conducts research into the performance measurement of organisations in the financial services sector and the public sector, was established in 2001 and involves **Fethi, Jackson** and **Shaban** along with colleagues from other universities. EPRU has organised a number of workshops – 'Extreme Value Theory' (2012); the EPRU-AUEB Research Symposium on Banking and Finance (2011) and the UKPAN Finance Conference 'Global Trends in the Efficiency and Risk management of Financial services and the Financial Crisis' (2009). EPRU has now developed into the International Finance and Banking Society (IFABS) established in 2009 and now with an international membership of over 1500, including academic researchers and representatives from most of the world's central banks. IFABS was initiated by **Fethi** and is managed from within the School. Between 2009 and 2013 EPRU/IFABS has organised a number of major international events in Crete; Rome; Valencia and Nottingham and has served as a research base for visitors from Rice (USA); Ghent; AUEB (Greece); Jaume (Spain); Valencia; Central Bank of Turkey; Supreme Audit Board of Indonesia; Bosphorous and Bologna.

The aim of the Quantum Decision Theory group is to investigate how quantum mechanical principles can find applications in macroscopic environments. Hosted by the School, this is a network involving academics at Växjö, Indiana, Turin, PSE Paris and Leipzig as well as colleagues in Economics and Psychology. Created out of a workshop meeting held at Linnaeus in 2007 members are particularly interested in exploring and studying how such principles can add to our understanding of processes occurring in psychology, decision-making and other areas of the social and behavioural sciences. **Haven** was co-investigator with colleagues from the Free University of

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Brussels on a €236,000 grant awarded from the Belgian Fund for Scientific Research to work on option pricing using quantum mechanics. **Sozzo** is secretary of the Executive Committee of the International Quantum Structures Association. The Seventh 'Quantum Interaction' conference came to the School in 2013, and was organized by **Dunne, Haven** and **Jackson** together with colleagues from Physics, Maths; Computer Science, Psychology, and Education. The output is to be published by Springer in 'Lecture notes in Computer Science'.

As well as collaborations through Leicester based centres, we have many examples of staff being involved in national and international networks. **Brown** was a member of the 'Topological Approach to Cultural Dynamics' network, an EC funded FP6 project from 2007-9. The PI was Lury (Warwick) with 15 CIs from across the EU, including Braidotti (Utrecht), Staeheli (Basel), Mezzadro (Bologna) and Muniesa (Paris). The project explored the application of models and concepts drawn from the natural sciences to theorising social and cultural change. **Wood** was co-coordinator of a 20-country study of call centres centred at Cornell; has collaborated with National Institute of Economic and Social Research on the design, execution and writing up of the Workplace Employment Relations Survey of 2011; and collaborates with statisticians at the University of Tilburg and Cass Business School on applying new developments in statistics to workplace aggression and employee well-being. **Saren** won €22k from the EU Socrates programme for the development of a European Master's degree with partner institutions in Greece, Hungary, Netherlands and Portugal. **Brewis** and **Robinson** are founding members of VIDA, the CMS women's group which was featured in the *THE* in 2013, and **Frenzel** is a founding member of the Protest Camps Research Collective.

Building networks and sharing research findings have also been achieved through periods of time that members of the school have spent, facilitated by the School, visiting other academic institutions. During the period this includes **Brewis** at Canterbury, NZ; **M Parker** at Paris Dauphine; **Schinckus** at the LSE and Quebec; and **Wagner-Tsukamoto** at Kanazawa Institute of Technology, Japan. Colleagues are also extremely active in organizing streams and panels, and delivering papers at conferences, supported by School and College funds. This includes, for example, keynotes by **Arnold** (Maritime History Liverpool 2013), **Burrell** (Discourse Amsterdam 2010, EGOS Helsinki 2012, CMS Manchester 2013); **Brewis** (Organizational Ethnography Liverpool 2010); **Kavaratsis** (EuropCom Committee of the Regions Brussels 2011, Place Branding Utrecht 2012); **M Parker** (Making Projects Critical Bristol 2010, Docsol Copenhagen 2010, International Communication Association London 2013); **Saren** (Academy of Marketing Aberdeen 2008), **Schinckus** (NATO Complex Systems, Samarkand 2013), **Simms** (BUIRA London 2011, Union Renewal Wroclaw 2012, Council for European Studies Amsterdam 2013) **Sozzo** (System Informatics & Cybernetics, Baden Baden 2013), and **Stein** (OPUS London 2009, Developing Leadership Capacity, Limerick 2013, Psychoanalytic Study of Organizations, Oxford 2013) and **Wood** (Performance and Reward conference, Manchester, 2009).

Members of the school have also contributed to the development of their subject specialisms through the writing of textbooks. In marketing, the collectively written *Marketing: A Critical Textbook* (2010) involved ex-colleagues with **Higgins, Lim, Fitchett** and **Saren**. The latter also co-edited *Marketing Theory: A Student Text*. **Bryman's** *Social Research Methods* and *Business Research Methods* continue to be widely used, and are now in their 4th and 3rd editions respectively. The Routledge Companions to *Alternative Organizations*, *The Humanities in Management Education*, and *Ethics and Politics in Organization* and the SAGE Handbooks of *Marketing Theory*, *Organizational Research Methods* and *Leadership* are all edited by colleagues from the School. Others have also been invited to write chapters in these collections, such the Oxford Handbooks of *Critical Management Studies*, *Human Resource Management*, *Participation in Organizations*, the Routledge Companions to *Visual Organisation*, *Organizational Change* and *Cross-cultural Management*, the Wiley Handbook of *Gender, Work and Organization*, the SAGE Handbook of *Organizational Behaviour*, *Encyclopaedia of Management Theory*, *The Oxford Handbook of Process Philosophy and Organization Studies* and others. **Goodwin** has also edited two four volume collections for SAGE on Biographical Methods and on Secondary Analysis. Evidence of the international dissemination of **I Parker's** work is that single-authored books by him published during the REF period have been translated into eight languages. **Burrell** also edits a

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book series for Palgrave and **I Parker** edits two, for Routledge and Karnac.

Most members of the Department also contribute to the running of journals by serving on the editorial boards of journals or editing high profile special issues. **Saren**, for example, led the team which won the competition to edit the 2013 *Journal of Marketing Management* special issue on 'Virtual Worlds: Researching a new marketing landscape'. **I Parker** is currently on the editorial board of journals in nine countries (Brazil, Chile, Greece, Mexico, Slovenia, Spain, Turkey, UK and USA). A significant number of other colleagues have also been Editors-in-Chief or Senior Editors on journals during the period – *Annual Review of Critical Psychology* (**I Parker**), *Ephemera* (**Dunne**), *Feminist Review* (**Andrijasevic**), *Culture and Organization* (**Brewis, Lilley**), *Foundations of Science* (**Sozzo**), *International Journal of Economics and Management Engineering* (**Schinckus**), *Industrial Relations Journal* (**P Nolan**), *International Journal of Management Concepts and Philosophy* (**Brook**), *Journal of Critical Globalization Studies* (**Cameron**), *Journal of Youth Studies* (**Goodwin**), *Marketing Theory* (**Saren**), *Organization* (**Brewis, M Parker, Rhodes**), *Organization and Social Dynamics* (**Stein**), *Organization Studies* (**Casey, Rhodes**), *Sociological Review* (**Munro**), and *Work, Employment and Society* (**Beck, Brook, Clark**).

In terms of reputation measured by awards given by professional bodies, **Bryman, Burrell, B Carter, Jackson and Wood** are Academicians of the Academy of Social Science and **Saren** is an Honorary Fellow and Lifetime Member of the UK Academy of Marketing. In 2010, **Wisniewski** received a prize from the New Zealand Institute of Finance Professionals for a paper on stock market activity during Ramadan. **Saren** was awarded Best Conference Paper Award at the Macromarketing Conference, Berlin, in June 2012. In 2012 **Stein** received the iLab prize for innovative scholarship, co-sponsored by the European Academy of Management (EURAM) and the Swiss-based Imagination Foundation Laboratory for his scholarship using psychoanalytic ideas in relation to organizations. Later in 2012 he also received the *Group & Organization Management* best paper prize for the article 'A Gang at Work in Enron'. In 2013, **Sozzo** and others were awarded the Outstanding Contribution Award by the Institute for Advanced Studies in Systems Research for his research on 'The Quantum Challenge in Concept Theory and Natural Language Processing'.

Within the School, in order to increase outreach to non-academic audiences, we have put additional resource into web-based and social media based dissemination of research, writing press releases, launching an active school blog, and getting research based stories covered in the media. Members of the School also regularly contribute to the University's 'Leicester Exchanges' blog and events. Our school funded Media Consultant, and the University's media training courses have greatly assisted here. Dissemination is important for our long term aim to impact on the conduct of management research and education more widely. Whilst there are many examples of our academics in the local and regional media, national examples include, **Brewis** on gay chavs in the *THE* in 2011, and on gender and ageing in *Grazia* in 2012, In the same year, the *THE* published a piece by **Lilley** on journal publishers profitability (which they also featured in an op ed) as well as covering **Frenzel's** work on slum tourism. **Haven** wrote a piece on the 'quantum society' for *New Scientist* in 2013, and **Harvie** and **Milburn, M Parker** and **Wood** have all written for *The Guardian* during the period. **M Parker** was also featured on Radio 4's 'Thinking Allowed' for his book on outlaws in 2012. **Robinson's** work on leadership and the crisis of RBS resulted in an article in the *Daily Mail*, coverage in the *THE* and on 5Live in 2012, and **Wisniewski's** work on the 'Ramadan Effect' in stock markets resulted in pieces in at least 35 news sources in 17 different countries. Coverage of **Stein's** paper on the credit crisis led to him being interviewed by BBC World Service, BBC Radio 4 'Today' programme in 2012 and coverage in the *Financial Times* in 2013. **Wood's** Workplace Employee Relations Survey work received considerable media coverage including in the *Financial Times*, *People Management*, *Personnel Today* and others; **Brook** was interviewed for a radio documentary on customer service entitled 'Back to Charm School'; and **Grocott's** work on Gibraltar led to interviews on the BBC 'Week in Parliament', five different radio stations and coverage in at least ten other national and international media outlets. An extended interview with **Cameron** forms the central narrative of a new film on the contemporary tax state, 'The Price we Pay' by award-winning documentary maker Harold Crooks.