

Impact template (REF3a)

Institution: Queen Mary University of London (QMUL)
Unit of Assessment: C19 Business and Management
<p>a. CONTEXT</p> <p>Since the School's inception in 2002, the desire to achieve meaningful impact has been an essential aspect of our strategic focus on the interconnectedness of business and society, social justice, and contemporary governance challenges in the public, private and third sectors. Impacts encompass a wide range of UK and international non-academic user groups, beneficiaries and audiences. The School's centres and groups, with their distinct identities, provide the vehicles for engaging with partners beyond the university sector via research collaborations, workshops, public events and community engagement. The centres and groups are: Centre for Research in Equality and Diversity (CRED), Centre for Globalisation Research (CGR), Centre for Management and Organisational History (CMOH), Business Eco-systems Research Group (BERG), Marketing and Communications Group (MARCOMMS) and the recently formed Public Management Group (PMG). The centres are well established and formally approved by the College, whereas groups are new constellations reflecting staff movements or strategic investments (PMG).</p> <p>User groups are fundamental to research grant applications, the research process and the production of outputs resulting in three types of impact: 1) Impacts on public policy and public policy makers: a) <i>international agencies</i>, including the European Union (EU), EU Agency for Fundamental Human Rights, European Finance Research Advisory Group (EFRAG) International Monetary Fund, Governments of Portugal and India; b) <i>various UK government departments</i> including Communities and Local Government (CLG), Environment, Food and Rural Affairs (Defra), Business, Innovation and Skills (BIS), Foreign and Commonwealth Office (FCO), Home Office and Constitutional Affairs (DCA) (now Department of Justice); c) <i>local authorities</i> (including Enfield, Leeds, Devon, Tower Hamlets); and d) <i>quasi autonomous non-governmental bodies</i> such as Advisory Conciliation and Arbitration Service (ACAS), Equality and Human Rights Commission (EHRC). 2) Collaborations with practitioners and professional services: a) <i>Professional bodies</i> such as the Chartered Institute of Personnel and Development (CIPD), Institute of Chartered Accountants Scotland (ICAS) England and Wales (ICAEW); b) <i>unions and pressure groups</i> including Trades Union Congress (TUC), constituent unions, US unions, International Transport Workers' Federation (ITF), High Pay Centre, Greenpeace; and c) various organisations such as Asian Investment Bank (ADB), Barclays, Ernst & Young, BBC and Network Rail. 3) Reaching a wider audience through academic-practitioner workshops, media and an exhibition.</p> <p>b. APPROACH TO IMPACT</p> <p>The School's outward-facing culture, the complementary support structures of the College, School and research centres/groups work together to support staff relationships with user groups in grant applications, the research process and the promotion of research.</p> <p>COLLEGE STRUCTURES: QMUL Business Development (BD) and Queen Mary Innovation (QMI) support the development of collaborative research projects and provide advice on pathways to impact. The QMI Prospect Fund (£100k pa) invites bids for up to £10k for knowledge transfer activities. Kirton and Robertson received £9k to explore the links between diversity and innovation in Fujitsu. BD support led to a novel collaboration in the form of a 2012 experimental visual ethnography in an East London market leading to an art exhibition, workshops and seminars (Leverhulme £15k for Artist in Residence: Kandalgaonkar) (Rai and Dar). The QMUL Centre for Public Engagement (CPE), supported by a £300k RCUK grant and £1m HEIF5 funding for 2011-15, provides training, support and funding for new and existing public engagement initiatives across QMUL. The School benefits from the CPE's annual £214k Pump Priming Fund for innovative forms of public engagement. The QMUL-led Creativeworks London (CL) AHRC £4m Knowledge Exchange (KE) hub 2011-15 aims to enhance networking and collaboration between universities, industry and the wider community and enabled Dr Paula Graham CL (2013) to be appointed as the School Entrepreneur in Residence. QMUL Public Relations publicises staff research, provides expert advice on communication needs, designs tailored media strategies and provides media training. This support enables the School to achieve its third type of impact of reaching a wider audience through media engagement. Indicative examples include: <i>Economist</i> 2012 (Bowen); <i>Guardian</i> 2013, TUC blogs (Conley and Wright); Bloomberg, BBC 'In the Balance' 2013 (Granville); BBC, <i>Times Higher Education</i> (2012), various Scandinavian media 2012 (Healy); <i>Observer</i> 2012, Barbadian press and radio, Berger Marks Foundation 2011, various New Jersey press 2011 (Kirton and Healy); <i>livemint</i>, <i>Wall Street</i></p>

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Journal, Ideas for India 2013, *Asian Development Outlook* 2010 (**Mallick**); *People Management* 2011 (**Noon**); BBC and various media 2010 (**O'Shaughnessy**). *Financial Times* 2008, (**Rowlinson**); *El Mundo, Daily Telegraph, ABC Canberra, Reuters Italia, El Pais* 2009 (**Sevilla**).

SCHOOL STRUCTURES. Research impact is managed by the Director of Research through the Research Committee, supported by a Research Administrator and from 2013 an Impact Coordinator (IC) was appointed to provide further support for research-based impact. The School Marketing and Events Officer organises workshops and conferences. The School encourages and enables impact through two main funding streams: a) *Environment Funds* (formed in 2011, £25k awarded to date) available to centres, groups and individual academics to fund workshops, conferences, impact-creating activities, and b) *seed-corn funds* (up to £5k per project) for small research projects where impact is included in the research design. Recipients include **Wright** to set up a network of academics, policymakers and practitioners on equality and procurement (2012), and **Doldor** to work with the Romanian Embassy on Romanian migration to the UK. The School supports secondments which lead to impact; for example, **Martins**, as Portuguese Secretary of State for Employment (see REF3b) and **Bowen's** ESRC-funded secondment to Defra. It has also sought to appoint academics with a record of impact generation: for example, **Bowen, Doldor, Haslam, Johal, Henneberg, Muradoglu** and **Tsitsianis**. Mentors also play a key role in advising on research and impact design.

The School's centres and groups provide vehicles to bring together interdisciplinary researchers. For instance CRED worked with the Schools of Law and Geography (AHRC: £32k) to build a network of users (including government/opposition) and academics on 'Promoting Equality through Economic Crisis' (PEDEC) whose work has continued from 2012 through the national Gender Equality Forum. Another instance is the PMG which is an interdisciplinary initiative with the Schools of History, Politics and International Relations and the QMUL Mile End Group. Centres and groups offer repositories of expertise and contacts from which early career researchers (ECRs) can benefit.

RELATIONSHIPS AND STAFF ENGAGEMENT WITH KEY USERS 2008-13 is the outcome of the School's approach to outward-facing research exemplified with respect to:

1) Impact on public policy and public-policy makers involves close engagement with government officials in the design and implementation of research projects leading to final reports. **O'Shaughnessy's** (with Baines) (2009: £35k) analysis of Al Qaeda persuasion strategies and suggestions for counter-messaging was presented to the UK Prime Minister and to other Whitehall departments. **Bowen** is co-creating research with Defra's Better Regulation Team on links between environmental regulation, innovation, and growth (ESRC KE Fellowship 2013: £99.4k). **6's** research led to policy consultancy for the CLG, the Scottish Executive and contributed on data sharing to the Thomas-Walport report to ministers (2008). **Healy** was appointed to the BIS (then BERR) 2007-10 advisory board on employment regulation. **Laffin** led an AHRC Connected Communities project (2010-11: £27.6k) collaborating with the Local Government Information Unit. Generating debate to influence public policy and improve public understanding on social issues has shaped CRED academics' response to the Government's review of the Public Sector Equality Duty and **Conley** and **Wright's** evidence to the Commons Select Committee Report into Women in the Workplace (see REF3b). CRED publications were cited by the 2011 Government Equalities Office (GEO) evidence dossier. *Contribution to international bodies* includes advice to EFRAG (**Haslam**), EC Horizon 2020 advisory board member (**Healy**), expert member of the EU Fundamental Agency of Human Rights 'intersectional discrimination' working group (2010) (**Healy**), European expert on gender and boards (**Doldor**), and participation in Ministry of Finance Research group, Government of India (**Mallick**).

2) Collaborating with practitioners and professional services to achieve impact has particularly been the province of CRED, CGR and BERG. CRED collaborations reflected its concern for social justice through collective organisations and pressure groups. Close collaboration with peak union bodies (TUC and New Jersey AFL/CIO) was intrinsic to the implementation of **Kirton** and **Healy's** (Leverhulme: £111k) comparative project (see REF3b). **Conley's** research on equality impact assessments influenced multiple agencies (see REF3b). **Healy** and **Noon** were commissioned by the BBC (£43k) to investigate the links between cultural factors and recruitment. **Tatli** (with Özbilgin) designed an innovative work-placement toolkit for the London Centre for Arts and Cultural Exchange (LCACE). **Sevilla** advised the Women's Budget Group on the 2013 UK Budget and also worked with the High Pay Centre (£5k). In addition CRED academics are regularly

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invited to contribute to practitioner-based conferences and workshops (**Conley, Healy, Kirton, Noon, Sevilla, Tatli** and **Wright**). *CGR* research expertise has had a mainly international impact. **Granville** is a trustee of Effective Intervention (EI), located in the London School of Economics and her research on essential medicines informed the EI intervention, which led to a reduction in the neonatal mortality rate from 6.9% to 5.2%, a 24.8% reduction in one Indian village. **Granville** is also part of a high-level international group working on the 'European solidarity Manifesto'. **Mallick** collaborates with the Asian Development Bank (ADB) and works on financial intermediation and growth in the state of Bihar, India. UK work with Ernst & Young (London) since 2011 and with Gerson Lehrman Group, 2009-2011 was informed by behavioural finance research (**Muradoglu**). *BERG* interdisciplinary collaborations encompass international and UK impact. **Campling's** research (see REF3b) involves collaborations with Pacific Islands and Seychelles fishing agencies, EC and UN. **Haslam** reports on business models for ICAS. **Johal** is developing economic renewal strategies with Enfield Borough Council. Robertson joined NICE Strategic Implementation Advisory Board (2008) and with (with Swan) (EPSRC: £268k) reported on barriers to the management of clinical trials in the UK at four major UK health forums (2009).

b. STRATEGY AND PLANS

Underpinned by the College's Strategic Plan 2010-15 (aim two), which foregrounds the importance of research impact, the School's impact strategy to 'enhance research impact on practice and policy affecting business, management and governance' has five objectives: 1) to further embed research impact and engagement in the research process by nurturing existing and developing new collaborative relationships; 2) support research centres, groups and ECRs in their impact generation activities by targeting resources through the School's Environment Fund (£40k annual budget from 2013-2014) and to encourage seed-corn applications that lead to research impact; 3) enable impact generation and user engagement through staff training, knowledge sharing through impact seminars, internal peer review of grant applications, advisory boards; 4) incorporate considerations of impact in staff recruitment, sabbaticals, secondments, appraisal, mentoring and rewards; and 5) promote and support applications for KE funds to QMUL's HEIF5 funded Centre for Public Engagement and the AHRC KE Hub *Creativeworks London*.

The School's Research Committee will oversee these objectives. Plans for impact-oriented research will be mainly accomplished through research centres and groups. Indicative plans include *CRED's* work with trade unions on gender (**Kirton**) equality bargaining framework in the Rail sector (**Conley** and **Wright**), road blocks for women in IT (**Kirton** and Robertson), the business case for diversity in accounting (ACCA/ESRC, **Tatli**), the Olympic Park legacy on women and construction (**Wright**), identity and migration (**Doldor, Healy**). *CGR* plans relate to impact of monetary union child mortality (**Granville**), a behavioural finance approach to the European financial crisis (**Muradoglu**), social alienation in India (Leverhulme funded), **Mallick**, employment effects of collective bargaining (**Martins**) and ESRC studies on parental time investments (**Sevilla**). *BERG* will run roundtables in 2013-14 with Defra bringing together business, policy and academic expertise on interactions between natural and business ecosystems; **Campling** will widen his research to African fisheries for the ITF and **Haslam** continues his ICAS sponsored work on business models. Historical work will include **O'Shaughnessy's** reframing knowledge of propaganda using historical records. PMG will train Bosnia-Herzegovina leaders in leadership and policymaking for FCO.

d. RELATIONSHIP TO CASE STUDIES

The impact case studies demonstrate the School's emblematic commitment to relating business research to the wider society and to issues of social justice. The four case studies arise from work that is firmly rooted in the School's research and impact strategy. *CRED* cases ('Women and Union Leadership'; 'Putting the Equality Act 2010 into Practice') have built on *CRED's* strong reputation for researching the gender democracy deficit in unions and the impacts of equality legislation and draw on long-standing and new international collaborations. The 'Labour Economics and Legislative Reform in Portugal 2010-12' case is indicative of *CGR's* strong reputation in labour economics and notably of *Martins's* reputation and the value of his research to his appointment as Secretary of State for Employment in Portugal. Finally the 'International Trade, Fisheries and Development' case reflects *BERG's* interdisciplinary work on trade policy and labour conditions. External grants and internal support, such as leave of absence, have been key factors in providing staff with the time and resources to achieve the scope and significance of impact.