

<b>Institution: University of Oxford</b>
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<b>Unit of Assessment: UoA 17: Business and Management Studies</b>
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<b>1. Unit context and structure, research and impact strategy</b>
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## 1.1 Unit context

The Unit of Assessment for business and management at the University of Oxford comprises research staff from six academic departments/colleges, although mainly from Saïd Business School (hereinafter referred to as the School). This statement therefore refers primarily to the research environment at the School.

The School's goal is to address major global challenges in business and society, with research motivated by real-life challenges. We work with businesses, policymakers, governments, and international organisations to help our research have impact beyond academia.

The UOA's REF2014 environment statement articulated a strategy for improving the quality of its research performance. This strategy focused on appointing, developing, and supporting world-class faculty, providing more support for research, and encouraging a vibrant research culture. Since REF2014, the School has advanced significantly on these fronts. This is most recently reflected in the 2021 Financial Times MBA Rankings, where the School climbed 31 places in the research ranking, to 23<sup>rd</sup> globally and 2<sup>nd</sup> in the UK. This is a remarkable achievement and a testament to the excellent work of the School's research community over the years. This statement highlights the improvements made to the research environment at the School.

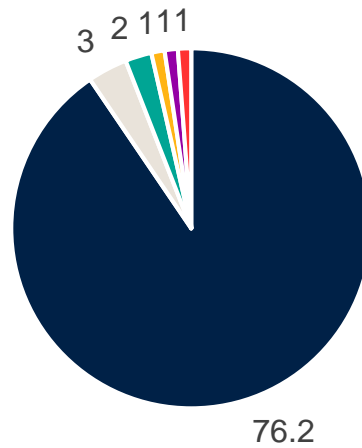
## 1.2 Unit structure

For REF2021, UoA 17 is submitting 89 research staff, totalling 84.2 FTE. This includes 35 full professors and 9 early career researchers (ECRs). Three of the ECRs hold British Academy Fellowships and five are funded through external corporate gifts or research grants, including gifts from companies such as Google and awards made to the School's Centre for Business Taxation.

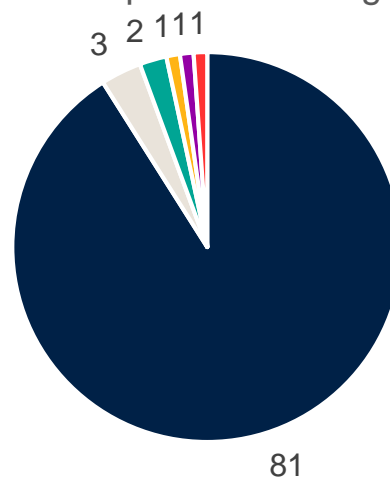
This REF submission covers all eligible staff in our research community. Eligible staff make up 63% of our wider research community. The other 37% – ineligible for REF but important members of our community – includes 22 junior postdoctoral researchers and 31 doctoral research students. All research staff (faculty and research fellows) are members of one of the School's academic areas. Many also have affiliations with specialised research centres/initiatives either within the School or in other parts of the University. For example, Professor Andrew Stephen is affiliated with the Leverhulme Centre for Demographic Science; Dr Amir Amel-Zadeh, Dr Martin Schmalz and Dr Nir Vulkan are members of the Oxford-Man Institute of Quantitative Finance within the Department of Engineering Science; and Professor Rafael Ramirez, Professor Felix

Reed-Tsochas, Professor Peter Tufano, Dr Eric Thun and Dr Marc Ventresca are affiliated with the Technology and Management Centre for Development within the Oxford Department of International Development.

FTE of research staff by department/college



Number of research staff by department/college



- Saïd Business School
- Blavatnik School of Government
- Oxford Internet Institute
- Oxford Martin School
- Pembroke College
- St Edmund's Hall

### 1.2.1 Research centres

The School hosts five research centres – formal sub-organisations that focus on specific areas of research. These are externally funded, often by multiple donors, and are established on the expectation of a lifespan of 10+ years. Each centre is formally reviewed every three to five years by senior faculty. In 2018, the ten-year-old Centre for Corporate Reputation (CCR) was reviewed. This provided constructive feedback to the CCR to help it shape its research strategy for the next five years.

Research centres are thriving hubs of research activity. They house several ECRs, provide researchers with funding, host conferences and bring research into the School's education programmes.








*'I really believe that CBT has been a great home for me as an early career researcher – I cannot imagine a better place in the world to carry out research in the area of business tax. CBT gave me the tools to advance my academic career and be selected for an Associate Professorship at Oxford's Blavatnik School of Government starting in 2021'*

Dr İrem Güçeri

British Academy  
Postdoctoral Fellow  
and Research Fellow,  
Centre for Business  
Taxation, Saïd  
Business School

**Research centres at Saïd Business School**

	Centre for Business Taxation	Centre for Corporate Reputation	Entrepreneurship Centre	Private Equity Institute	Skoll Centre for Social Entrepreneurship
Director	 <b>Centre for Business Taxation</b> Professor Michael Devereux	 <b>Centre for Corporate Reputation</b> Mr Rupert Younger	 <b>Entrepreneurship Centre</b> Professor Thomas Hellmann	 <b>Private Equity Institute</b> Professor Tim Jenkinson	 <b>Skoll Centre for Social Entrepreneurship</b> Dr Peter Drobac
Purpose	Research into the aims, practice and consequences of taxes that affect business	Research into how the reputations of organisations and individuals are created, sustained, enhanced, destroyed and rehabilitated	Research on all aspects of entrepreneurship, and supporting the community's entrepreneurship ambitions	Research on the important issues facing the private equity sector; for example, leverage, performance and valuation	Research generating insights for novel solutions to pressing global environmental and social challenges
Funding	Externally funded by, for example, UKRI, The 100 Group, Shell, AstraZeneca, IBM, GSK, BT, BP	Externally funded by, for example, Eni, Intesa Sanpaolo, Santander, Roland Berger strategy consultants	Funded by the School and the Centre's activities (for example, conferences, programmes)	Funded by the Institute's activities (for example, conferences, programmes)	Externally funded by the Skoll Foundation

### 1.2.2 Research initiatives

Since REF2014, the School introduced a new sub-organisation called a research initiative, which is a smaller-scale version of a research centre that may, over time, develop into a larger centre. Research initiatives have an agile and impact-oriented approach to research by conducting relevant research in collaboration with external partners, typically corporations. The purpose is to build capacity, produce outputs and facilitate impact in domains. This model started in 2016 with the Future of Marketing Initiative (FOMI) and has grown to a set of six research initiatives. We have found that leaders from major companies (e.g. Google, L'Oréal, Facebook, CBRE, WPP, UBS) are willing for their organisations to be involved in research that will help address questions of mutual interest to academics and practitioners.



*'At Teradata, we love the spirit and culture of the Oxford Future of Marketing Initiative. We thrive on new ideas. When we learn from each other, we multiply our value. We were excited about the FOMI vision when we joined. It only gets more extraordinary. FOMI keeps us grounded in relevant research today and with an eye on the future.'*

Mary Gros

Director of Business Relations, Teradata Corporation

**Research initiatives at Saïd Business School**

	Future of Marketing Initiative	Future of Real Estate Initiative	Initiative on AI and SDGs	Initiative on Rethinking Performance	Future of Finance and Technology Initiative	The Ownership Project
Director	Professor Andrew Stephen	Professor Andrew Baum	Professor Luciano Floridi & Professor Andrew Stephen	Professor Colin Mayer & Dr Anette Mikes	Professor Pinar Ozcan	Professor Colin Mayer & Professor Peter Tufano
Purpose	Research into the tech- and purpose-driven future of marketing practice, brands, media and advertising	Research into changes faced by the real estate industry over the next decade	Research on the real-world and ethical uses of AI to advance progress towards the UN's Sustainable Development Goals	Research on the holistic measurement of purposeful business behaviour, aiming to transform business to become more purposeful	Research on tech-related disruption in the financial sector, to advance research and aid development of policies and industry best practices	Research on how corporate ownership, particularly family firms, relates to the conduct, endurance, and value of corporations
Funding	Externally funded by, for example, Facebook, Google, Kantar, L'Oréal, Teradata, Twitter, WPP	Externally funded by, for example, Arcadis, CBRE, The Crown Estate, EY, Facebook, Redevco	Externally funded by, for example, Facebook, Google, Microsoft	Externally funded by, for example, Asahi Breweries Europe, Novartis, Shell, Neuberger Berman	Started in 2020 and currently raising funding from corporate partners	Externally funded by the Ford Foundation

External funding is used largely to employ ECRs, who bring new ideas and expertise into the School. Importantly, the direct engagement with corporate partners provides our faculty/researchers with unique opportunities for collaboration with practitioners to address real-world challenges. Additionally, these relationships give ECRs and junior faculty career-enhancing access to senior executives in world-leading companies.

The value of research initiatives to partners is demonstrated by their enthusiastic engagement with research staff, their willingness to recommit funding past the initial period (usually three years), and their desire to deepen engagement with the School over time. For example, Teradata Corporation (a global enterprise cloud data and analytics company) was a founding partner of FOMI. Since then, it has not only renewed its funding commitment but also donated substantially more to establish a postdoctoral research fellowship and fund executive education programmes that showcase FOMI research to senior executives from large companies.

### 1.3 Strategies for research and impact

Our research activities are guided by the School's research strategy, the most recent version of which was formally agreed in the 2018-19 academic year after a consultation process in 2017-18. The research strategy (1) details the School's research mission, (2) states our core research values of excellence, innovation and relevance, (3) outlines key topic areas of strength and those for priority future development (see sections 1.3.1 and 1.3.2), (4) presents key performance indicators to use for measuring achievements against the values and mission, and (5) describes the resources and infrastructure the School has or will invest in to deliver on the strategy.



*'The career development opportunities I have as part of FOMI are amazing. I've found new ways to bring my skills in machine learning to business and learned first-hand about practical issues that big companies face implementing AI.'*

Dr Natalia Efremova

Teradata Research Fellow in Marketing & AI, Oxford Future of Marketing Initiative



### Oxford Saïd's research mission

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Produce research of the highest quality that is rigorous, imaginative and meaningfully relevant to – and enhances – business practice.

The Associate Dean of Research (Professor Andrew Stephen) is responsible for the delivery and implementation of the research strategy, supported by and in collaboration with the School's Faculty and Research Committee (FRC). The FRC is regularly updated at its meetings on matters pertaining to implementation of the strategy and performance against its key performance indicators (KPIs). The School Board is kept informed of research progress annually.

It is important to note what the research strategy is *not* intended for. The School does not specify the topics that research staff must work on, as our research culture is underpinned by a strong belief in academic freedom. Instead, to the extent that the research strategy influences research topics, its intended purpose is to provide staff with clear guidance on areas that the School considers to be priorities and where we have a critical mass of research staff. These are described as areas of (current) strength and priority (future) development areas. We believe that this type of guidance and prioritisation signals externally what the School is best at and most focused on. This also helps in attracting faculty and research staff, corporate funders and other interested parties.



### 1.3.1 Areas of strength

These are topic areas in which the School has groups of like-minded research staff and already has a strong reputation and publishing track record. They are topics of relevance to both academic and external stakeholders, and where research produces excellent outputs and/or examples of impact.

Existing areas of research strength at the School are:

- Complex organisations and systems, covering areas such as scenario planning, megaprojects and systems change
- Digital transformation, covering areas such as finance, marketing, operations, organisational behaviour and strategy
- Entrepreneurship and innovation
- Finance, financial markets, financial institutions, private equity and taxation
- Leadership, corporate governance and professional services
- Social impact, responsible business, sustainable development and the environment.

### 1.3.2 Priority development areas

In keeping with our aim to address world challenges, these topic areas have been identified by faculty leadership as areas in which the School should focus more research effort. They are highly important, relevant topics and are used to guide fundraising/development activities for research, as well as faculty recruitment (we consider a candidate's fit with our priorities). This list is reviewed every three years and updated as appropriate.

The current priority research topics, all considered equally important, are:

- **Accountability of and trust in business and institutions**, including the financial industry, central banks, multinational corporations and governments, with considerations extending beyond traditional business outcomes (e.g. financial performance, investor returns) to include societal concerns (e.g. environmental impact, social impact) and new ways of measuring and accounting for impact



*'Our research strategy recognises our strengths and will help to guide our activities in the coming years, ensuring that Oxford Saïd continues to have a real and positive impact on the world through business.'*

Professor Peter Tufano

Peter Moores Dean and Professor of Finance, Saïd Business School

- **Artificial intelligence**, algorithms, data science and machine learning applications to business and their implications for consumers, employees, leaders and society
- **Emerging technologies**, such as fintech, blockchain and augmented/virtual reality, with a focus on impacts on consumers, employees, leaders and society
- **Emerging societal issues** that arise from macro-factors such as climate change, cybersecurity, diversity, privacy, politics, shifting demographics and automation – and the associated business and leadership challenges
- **Healthcare**, including with respect to issues pertinent to leadership, operations, data and patient management
- **Senior executive leadership and boards**, including with respect to issues pertinent to corporate governance, diversity, corporate reputation and strategy
- **Sustainable development**, especially issues aligned with the United Nations Sustainable Development Goals and how companies transform and align their decision making, assets and activities to these goals, including new business and investment models focused on impact and sustainability
- **Issues related to the COVID-19 pandemic**, including how consumers, businesses, employees and systems have had to adapt to a changed world and the leadership challenges related to building back.

### 1.3.3 Research KPIs

The School's research strategy details KPIs for assessing research and impact performance in relation to the research mission. The KPIs are primarily designed to be applied at School level, but centres and initiatives are encouraged to use them where appropriate in self-assessing their own performance. The KPIs are shown below, organised around the three core research values of excellence, innovation and relevance.



*'As we look towards an increasingly complex future, we strive to work to solve some of the most important issues facing business and society. Our research priorities reflect the issues where our research community can have an impact.'*

Professor Andrew Stephen

Associate Dean of Research & L'Oréal Professor of Marketing, Saïd Business School

**Key Performance Indicators at Saïd Business School**

<p><b>EXCELLENCE</b> Research of the highest academic quality</p>	Number of publications in the last five years
	Number of academic citations that the School’s research publications have generated
	Number of research groups in the School ranked in the top-10 groups/departments in Europe
	Amount of research funding secured
	Prizes and awards won by the research community
	Membership of editorial boards
	Participation in research-relevant academic professional development activities, meetings, workshops, training programmes
<p><b>INNOVATION</b> Research that is imaginative and innovative, looking to the future</p>	Members of the research community winning or being finalists for national and international research excellence awards, particularly those recognising innovative thinking
	Interdisciplinary research collaborations with non-business disciplines
	Number of internal special interest groups
	Development of research that addresses new issues, creating new areas of academic inquiry
	Development of research that challenges the status quo

<p><b>RELEVANCE</b></p> <p>Research that is meaningfully relevant to business practice</p>	Number of publications involving relevant external stakeholder groups, prompted by a relevant external issue/question
	Research with demonstrable impact on one or more external stakeholder groups
	Publication in business-oriented outlets, such as the <i>Harvard Business Review</i>
	Members of the research community speaking at industry conferences and events about their research
	Members of the research community designing/delivering executive education programmes
	Recognition of research by non-academic industry organisations
	Number of external funders of research projects that are not government entities or research councils
	External engagement with digital content related to research (e.g. blogs, social media content, the Oxford Answers website)

### **1.3.4 Impact strategy**

Impact from research is part of the School's research mission and a key part of the current research strategy. 'Business and management studies' is an applied academic discipline with the potential to make positive differences to the world managerially, economically, socially and politically. Note that our impact strategy goes beyond REF, as we strive to have a variety of impacts, not only those that fit specific REF definitions of impact.

For impact, we encourage research to be conducted according to several key principles.

- **Multi-stakeholder:** There should always be a relevant stakeholder audience for whom the findings will be appealing, meaningful and of practical value. Stakeholders of the School's research typically include commercial organisations, governments, policy groups, professional associations, industry bodies, communities and individuals. Our research should have a demonstrable impact on practice and improve the functioning of markets and organisations. Examples of this include REF impact case studies highlighting the engagement of Jenkinson and Jones with the Financial Conduct Authority (FCA) in the UK. Their collaborative research proving that investment banks favour their long-term clients when issuing IPO shares has been used by the FCA and the European Securities and Markets Authority to implement new regulation requiring greater transparency from banks. This has delivered better outcomes for issuing companies, more efficient functioning of the stock market, and necessitated significant change in practice by individual investment banks in the UK.
- **Multi-level:** The School's research has positive impact on thinking, policy and practice at multiple levels of analysis, including the global, regional (geographic), national, industry, organisational, group and individual levels. For example, our REF impact case study on improving organisational capability and approach to strategy using strategic alignment shows that Dr Jonathan Trevor's research and engagement benefits individuals' leadership skills as much as transforming the organisation's value chain around them. This multi-level impact has been witnessed in organisations including Essex County Council, the British Army and the Education & Training Foundation in the UK, and Ricoh Europe and the Development Bank of Japan internationally.
- **Multi-disciplinary:** Through our focus on research impact, we encourage interdisciplinarity through research that may be relevant to either core business areas such as finance, accounting, strategy and marketing, or to broader areas such as social policy and social innovation, and climate change and the environment. The research insights that underpin another of our impact case studies – strategic benefits arising from organisations using the Oxford Scenario Planning Approach (OSPA) – are informed by Professor Ramirez's action

research with practitioners and scholars from other disciplines at the triennial Oxford Futures Forum (OFF). To date, OFF has confronted scenario planning with the fields of social ecology, sensemaking, complexity theories and design to produce the distinctive insights that inform OSPA's pedagogic design. Our research is regularly conducted with researchers in other departments of the University of Oxford (the Oxford Internet Institute, for example) and in other universities.

- **Multi-pathway:** Our research impact is achieved through several pathways, including our education and outreach programmes. Custom executive education, for instance, is led by our academics and provides opportunities to apply action research insights to improve corporate practices at the industry, organisational or sub-organisation (team) levels. Each programme is an incubator for ideas and provides a direct interface with practice. An example is research by Professor Bent Flvbjerg and Dr Alexander Budzier on the theory and methodology of quality control and due diligence in megaproject management. This long-running research programme has improved the performance of governments and companies around the world in managing megaprojects through a combination of custom executive education training through the Major Projects Leadership Academy, advisory and consultancy roles via Oxford Global Projects, and major media outlets such as the *Financial Times* (FT). Similarly, our start-up incubator, the Oxford Foundry, provides an environment for students from across the University to access the School's research and faculty thought leadership to support their business ventures and personal development.

Our impact case studies reflect our approach to achieving international societal and economic impacts through knowledge exchange and collaborative research with public bodies and business, and via custom executive education offerings underpinned by our faculty's research.



*'Oxford has a long history of technology transfer, and an incredibly well-established process to do so. It certainly was very helpful to deal with people who have enormous amounts of experience in commercialising research.'*

Dr Felipe Thomaz

Associate Professor  
of Marketing, Saïd  
Business School

Co-Founder,  
Augmented  
Intelligence Labs

### **1.3.5 Support for impact**

The importance of and focus on research impact has increased since REF2014. Following the formal process put in place to identify and prepare our impact case studies for REF2021, we have created a new leadership role to further develop and foster our impact activities. The role of Faculty Director for Impact was created in 2020 and is held by Dr Jonathan Trevor. Building on the work done informally on impact since REF2014 and recently in preparation for REF2021, this role will develop a detailed impact strategy and put in place new ways to help all researchers in the School to generate more impact from their research, whatever their career stage or rank. This will include closer links between our research activities and executive education programmes, as the high calibre of senior leaders who attend these programmes provides excellent opportunities for impact pathways as well as for generating new, managerially relevant research ideas.

Another avenue for research impact in which the School has invested recently is the commercialisation of research-generated intellectual property. As a pilot exercise starting in 2019 and concluding in 2020, with Oxford University Innovation (OUI), we formed our first-ever research spinout company, Augmented Intelligence Labs (AIL). AIL is based on research conducted by Dr Gregory Clark (research fellow), Dr Felipe Thomaz (faculty) and Professor Andrew Stephen (faculty). They developed new algorithms and methods for using social media data to detect emergent trends for product innovation in consumer-packaged goods. AIL has partnered with the global market research/insights agency Kantar to bring AIL's technologies to Kantar's clients such as L'Oréal, LVMH, Unilever and Nestlé. The School's research support team learnt a great deal from this exercise and are generating guidance for research staff to encourage and support future commercialisation activities, in addition to workshops with OUI on how to commercialise research (which falls under the 'Innovation' part of our research strategy).

## **1.4 Research integrity, data protection and openness**

### **1.4.1 Integrity and ethics**

The School is committed to supporting a healthy culture of research integrity.

For research ethics, the School has a Departmental Research Ethics Committee (DREC), under the auspices of the Central University Research Ethics Committee (CUREC). In most cases, research ethics applications from a member of the School's research staff are handled by our DREC without having to go to a central committee. This saves time, as our DREC operates efficiently and usually turns applications around very quickly. The DREC has four faculty members on it, who each serve for a three-year term, with one acting as the chair. Committee members rigorously review applications, provide feedback if necessary, and all have substantial experience with human-subjects research. In recent years, the DREC has evaluated and approved approximately 75 applications per year. Applications are exclusively for research projects that are submitted by the School's research community and taught students

carrying out research projects as part of their degree. The DREC mostly handles basic issues that occur in the regular practice of research involving collecting data from individuals, such as rights to privacy, confidentiality and preserving anonymity.

Additionally, the School is quick to adapt its practices on research integrity in line with changes in the wider academic community. For example, in 2019 we acted quickly to institute a policy on the fair treatment of research participants. This policy concerns fair compensation for research participants, aimed particularly at research projects using crowdsourcing platforms. This was enacted in a matter of weeks in response to press reports that participant payment on such platforms was low and unfair.

#### ***1.4.2 Research data protection***

Research staff are ultimately responsible for maintaining research data. All staff have access to secure, professionally managed IT services housed in the School. Within the suite of IT services, staff have access to secure cloud-based file storage (as part of the Microsoft Office 365 suite). This is a managed service that provides security to the standards required by the University and has backups/redundancy in the event of lost or damaged files. This system works well and is satisfactory for the needs of most staff. In some other cases, where data is of a more sensitive nature and requires special handling (for example, higher levels of data and network security), our IT staff have worked effectively with the central university and contractors to design custom secure systems for research staff.

#### ***1.4.3 Research openness and reproducibility***

In recent years in many scientific disciplines, including many within business/management, there have been calls for 'open science' (for example, making research data available on public repositories such as Open Science Framework (OSF)), as well as concerns about the reproducibility of certain types of research. The School supports calls for a more open, transparent and reproducible science as a matter of principle. We do, however, recognise that in practical terms data used in business research often cannot be publicly shared because of the proprietary nature of the data. For instance, if a company provides data to one of our academics under a legal data-sharing agreement, it is usually the case that the data cannot be accessed by anyone outside that particular research team.

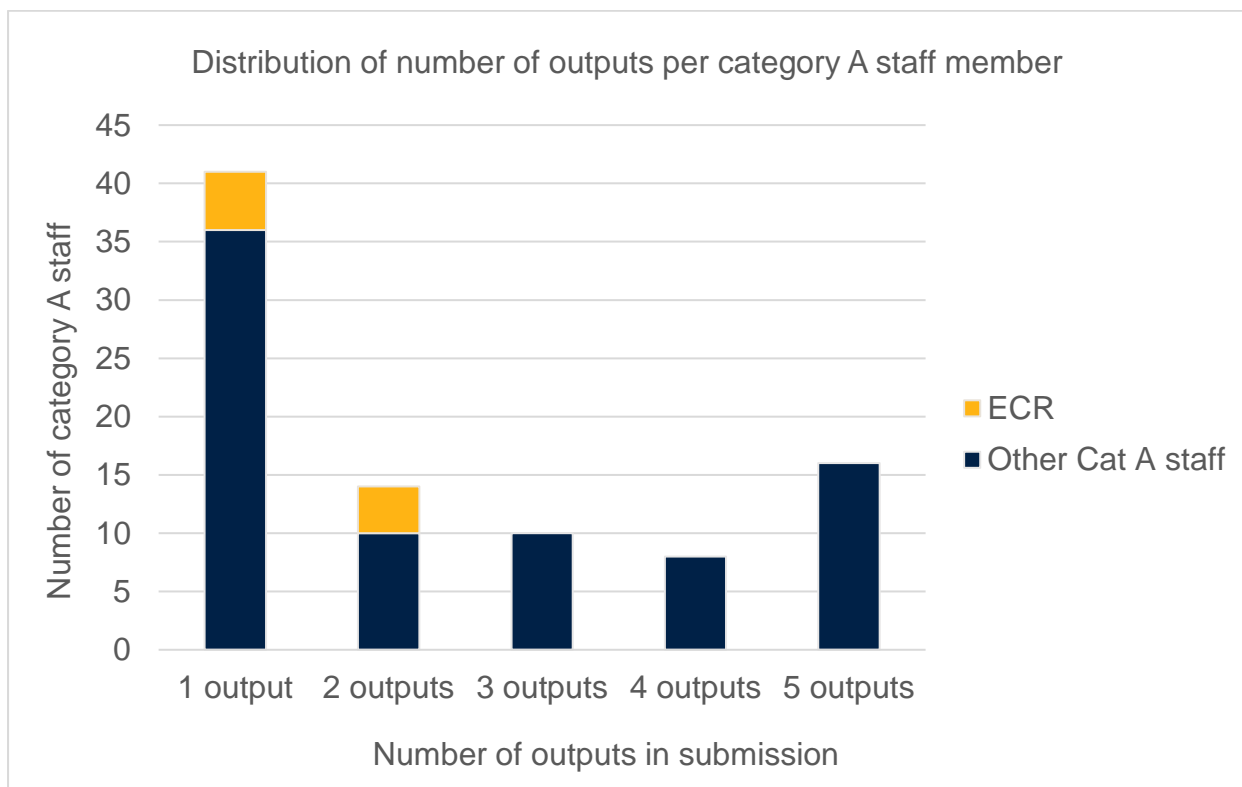
Where possible, however, we encourage our research staff to be as open and transparent as possible with respect to data and associated research processes (for example, computer code used for data analysis). We do not have a strict policy on this as norms and requirements differ between sub-disciplines and much of the push for open science practices in business/management has been made by academic journals. We therefore have left it to individual staff to ensure that they follow the rules set by the journals to which they send manuscripts.



### 1.4.4 Output selection

The unit convened a REF steering committee in 2019, with activities conforming to the University's REF Code of Practice. The committee was led by the REF lead, the Associate Dean of Research, with a further five academic representatives from across the School, including the REF coordinator and REF impact lead. The committee was supported by six professional staff members. The Associate Dean of Research provided updates on the REF process to all academic staff at the School at termly meetings.

The selection of outputs was a rigorous process to ensure parity of treatment across all 89 researchers. The initial call for nominations in March 2019, with additional nominations added to the pool throughout 2019 and 2020. All Category A staff members were asked to nominate up to five outputs they felt represented their strongest work. We trained all full and associate professors at the School in REF output grading; each nominated output was reviewed by two readers from this group according to the REF criteria for output excellence. From the pool of assessed outputs, based on the review grades, those finally returned were selected to meet the minimum criteria of one per Category A staff and output excellence. This process was handled confidentially by the REF Lead, REF Coordinator and the Research Manager.



### 1.5 COVID-19 impact on research

COVID-19 has impacted the School's researchers. Most, although not all, researchers in a December 2020 survey indicated that their research productivity was below average throughout much of 2020. In addition to health- and family-related reasons, those surveyed stated that an increased need to spend time on teaching activities

reduced their research time. The School has recognised this and has taken various compensatory steps, including supporting extensions of tenure clocks for junior faculty and (where funding permits) extending the contracts of fixed-term ECRs. In 2021 we plan to find other ways to help research staff 'get back on their feet' as much as possible. This process of preparing for 2021 began during the autumn of 2020 with the Associate Dean of Research having conversations with affected faculty members and a survey of research staff to help understand what the School can do and what would be most effective and helpful. To date, we have encouraged research staff to apply to the University's COVID-19 recovery fund where appropriate. In addition, in early 2021 the School leadership approved a package of measures to ensure that internal grants/funding for planned research that could not be conducted due to COVID-19 will be rolled over to the next academic year for many staff, with preference given to ECRs and pre-tenure faculty members. This means that stalled projects can be restarted when possible without the need to reapply for internal funding.

## 2. People

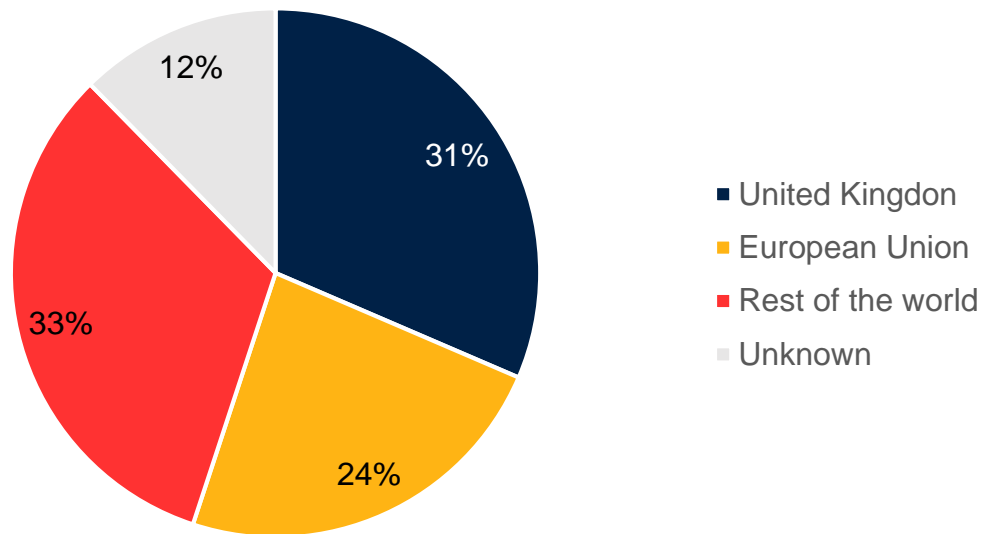
### 2.1 Overview and major improvements since REF2014

Saïd Business School has a vibrant, diverse research community. In addition to our core research staff of faculty members and ECR (postdoctoral) researchers, our wider research community includes doctoral students (average incoming class size of 7.6 students between 2014 and 2020), visiting academics, affiliated faculty from other departments in the University (for example, the Oxford Internet Institute), and our research support team.



The School and the UOA has broad international representation, with research staff from 23 different countries and 56% of the UOA declaring a nationality outside the UK.

## Nationality groups making up UOA-17



In terms of the core research staff (faculty and researchers), since REF2014 this group has increased by 18.3% (from 93 to 110).

Along with this growth we have seen quality improvements in terms of publications in top-tier journals (such as those on the ABS 4\* and FT50 lists) generated by our research staff, particularly faculty members. We attribute this to six main reasons:

- **Annual faculty development reviews** that help faculty develop and improve through constructive feedback.
- **Cooperation between the School and the central University** to allow faculty to be paid competitive salaries and receive merit-based increases to help with recruitment and retention in a highly competitive global labour market for business academics.
- **Investing in more internal funding resources** for research. For example, from 2018 the School has doubled the annual research allowances for all pre-tenure faculty and for tenured faculty with a very good level of research productivity. An internal grant scheme for small grants, the Faculty Research Fund, was established in 2017.
- **Focus on continual improvement to the vibrancy of the research environment**, led by the Associate Dean of Research and the research support team. Initiatives on this front have included an internal Dean's Research Seminar Series (held up to 6 times a year, at which faculty present research to colleagues and getting feedback); a research newsletter (produced three times a year, celebrating research excellence); and workshops/seminars for research staff (for example, a 'How to publish in top journals' session featuring professors with significant publishing and editorial experience).

- **Emphasis on senior faculty mentorship of junior faculty and ECRs.** On joining the School, every pre-tenure faculty member is assigned a mentor from the professoriate. ECRs are mentored by their faculty PI and, in some cases, by other interested faculty members. In 2020 we created a new leadership position, Faculty Director for the Researcher Community (Professor Felix Reed-Tsochas), responsible for pastoral care and career development mentoring for early-career researchers.
- **A successful faculty recruitment strategy** focused on attracting top global academic talent at all career stages, including emphasis on new senior faculty. Nine new professors have joined the School since REF2014.

## ***New senior faculty at Saïd Business School: 2014-20***



**Renée Adams**, Professor of Finance and recent finance editor of *Management Science*



**Marya Besharov**, Professor of Organisations and Impact



**Thomas Hellmann**, DP World Professor of Entrepreneurship and Innovation



**Matthias Holweg**, American Standard Companies Professor of Operations Management



**Tom Lawrence**, Professor of Strategic Management



**Sally Maitlis**, Professor of Organisational Behaviour and Leadership



**Pinar Ozcan**, Professor of Entrepreneurship and Innovation



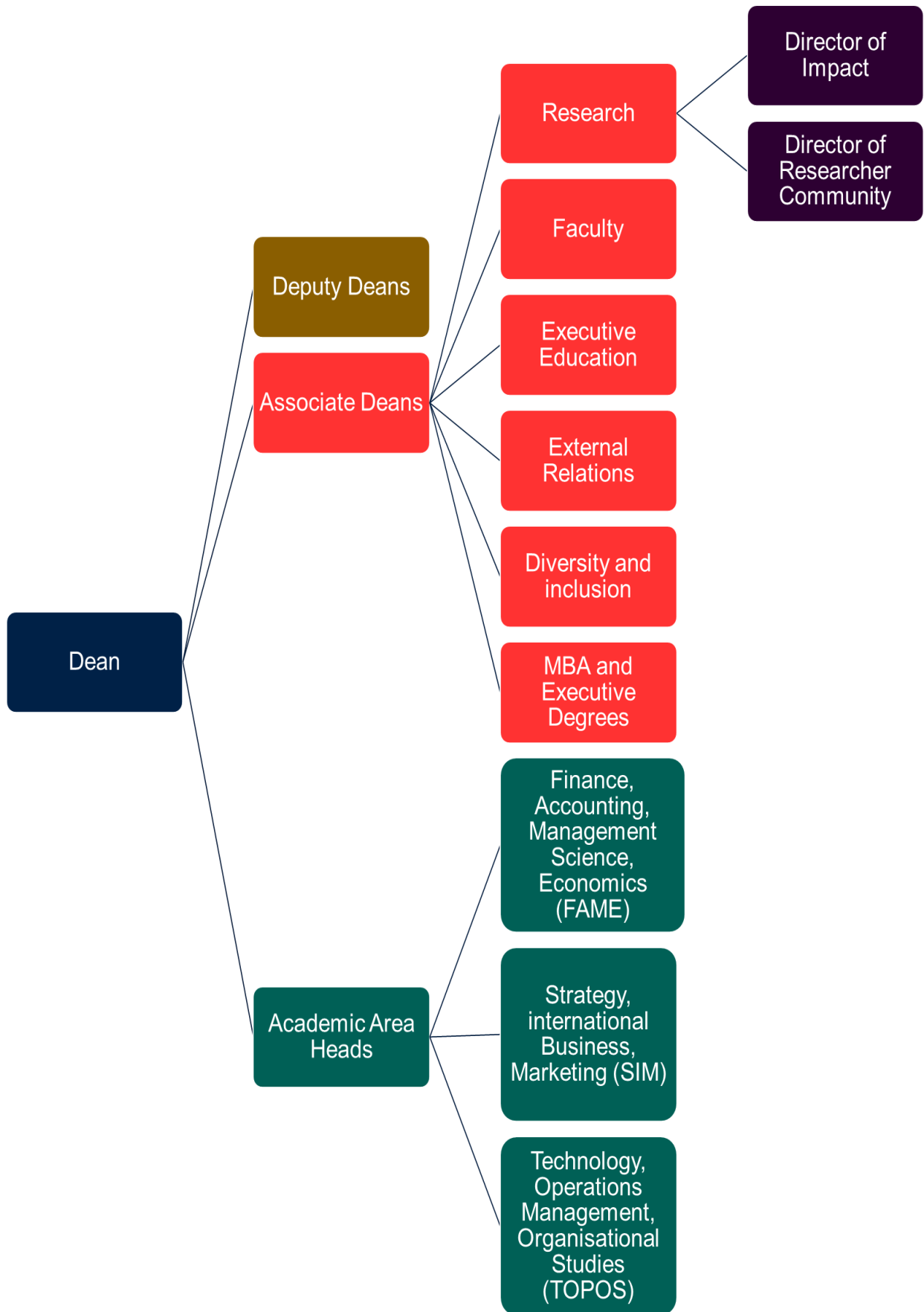
**Andrew Stephen**, L'Oréal Professor of Marketing and editor of *Journal of Consumer Research*



**Eero Vaara**, Professor of Organisations and Impact and recent associate editor of *Academy of Management Journal*

## **2.2 Research leadership**

The School is run by the Dean, as the head of department. The diagram shows the leadership team that supports the Dean. Additionally, for research, the Associate Dean of Research has two Faculty Directors.



The academic leadership meets fortnightly as part of the Senior Leadership Group (joined by the School's Chief Operating Officer, Director of Faculty Services and Director of Finance). This group advises the Dean on a variety of matters that affect our research staff, directly or indirectly.

The School's primary governance body for research is the Faculty and Research Committee (FRC), convening twice a term. This committee maintains oversight of research strategy and is responsible for ensuring that research and impact are given priority in the allocation of resources. The membership is the Associate Dean of Research, Faculty Dean, Academic Area Heads, Associate Dean for Diversity and Inclusion, and Director of Faculty Services.

The other relevant committee in the School oversees the annual developmental reviews of all research staff. For faculty, the FRC is joined by the Associate Dean for Executive Education and becomes the Faculty Development Review Committee. For ECRs, the Faculty Director for the Researcher Community also joins.

For operational matters pertaining to research, the School has a research support team (see section 3.2.1).

### **2.3 Academic visitors and associate fellows**

In support of the research strategy's values of excellence, innovation and relevance, and in common with most business schools, we accept visiting professors and academic visitors. We currently host seven visiting professors, and in 2019/20 we hosted 18 academic visitors; these are usually early- or mid-career academics who visit us for between one month and one year and contribute to the research activities in the School.

Additionally, we have a community of associate scholars who include academics from other institutions who have a relationship with the School and collaborate closely with our research staff (in 2019/20, we had 20 associate scholars). Non-academics can be associate fellows and are typically senior practitioners who bring a wealth of knowledge and experience into the School primarily for executive teaching, but also engage with research staff

## **Faculty Career Development**



Dr Rhonda Hadi

- Completed PhD at Baruch College, New York in 2014
- Joined Saïd Business School as untenured Associate Professor of Marketing in 2014
- Mentored by Professor Sally Maitlis and senior colleagues in the marketing faculty group
- Awarded tenure in 2020
- Joined the School's leadership team as the first Associate Dean for Diversity and Inclusion in December 2020



to improve the relevance of their research and establish potential pathways to impact.

## **2.4 Career development and progression**

### **2.4.1 Faculty**

**New faculty support.** New faculty receive specific support during their first two years at the School to enable them to focus on their research. They receive a 33% teaching remission, a doubled personal research budget and have a senior faculty mentor with whom they are encouraged to discuss their personal research plans and identify anything that may be inhibiting their productivity. Academic professional development is currently considered the Faculty Development Review (FDR) process. More informal opportunities for academic professional development are available to our faculty and researchers through research seminars, retreats/camps, symposia and conferences run by academic areas.

**Faculty Development Reviews.** In 2016, the FDR process became the foundation for the annual pre-emptive retention alignment exercise with the added step of a formal evaluation of teaching, research, and citizenship. FDR's formal evaluations, with supporting documentation and data, are passed to the School's Remuneration Committee for consideration for salary alignment (which is solely within the School and is unique in Oxford). This process has proved to be successful. Although some faculty have received competing offers, we have not lost a single faculty member apart from two resignations from faculty who relocated for family reasons.

**Sabbatical policy.** The University of Oxford has a generous sabbatical leave policy for faculty members. Faculty are eligible for sabbatical leave, accruing one term's leave for every six terms of qualifying service. This amounts to a full year of sabbatical entitlement for every six years of service. Sabbaticals are used to focus on research, which may entail progressing research to publication, completing book projects,

undertaking fieldwork or visiting other academic institutions. Faculty must submit a plan for their sabbatical for approval by the FRC. Following the sabbatical, faculty submit a brief report. During sabbatical leave, faculty will not be required to teach or be expected to conduct any activities such as committee memberships or examiner roles.

#### **2.4.2 Early-career postdoctoral researchers**

Early-career postdoctoral researchers are valued members of our research community. The School recognises that it has a duty of care to prepare postdoctoral researchers for the next stage in their career, whilst ensuring that they have the necessary skills to succeed in their current role. In line with our research strategy and since the last REF we have developed more formal to supporting ECRs. The School agrees with the UK Concordat to Support the Career Development of Researchers and its implementation. All major aspects of the Concordat were already in place at the School because of continual improvements in researcher development.

Responsibility for ECR development and support is shared across several people:

- **The researcher themselves:** ownership of their personal development, a commitment to complete a Career Development Plan, to attend available training, seek out opportunities as appropriate, and request support from the School.
- **PI and/or mentor:** set appropriate standards including publication standards, offer career advice and career development opportunities, and advise on and oversee the completion of the Career Development Plan.
- **Associate Dean of Research:** oversight of the Researcher Development Review (RDR) process and of the School's support for researchers, be an additional point of advice, manage disbursement of the Researcher Development Fund.
- **Faculty Director for the Researcher Community:** an additional point of advice, work with researchers and PIs to ensure work and

## **Faculty Sabbatical Benefits**



Dr Pedro Bordalo

- Joined Saïd Business School as untenured Associate Professor of Finance in 2016
- Awarded tenure in 2018
- Sabbatical at Harvard University, Department of Economics in autumn 2018
- Sabbatical led to new collaborations and projects that have resulted in top-tier journal publications

mentorship standards are upheld, provide pastoral care to researchers, assist in the RDR process.

- **Researcher HR Officer:** coordination, administration and monitoring of the researcher Career Development Plan and the Researcher Development Fund.
- **Faculty and Research Committee:** ongoing oversight of researchers and form the committee that undertakes the annual RDR process.

The annual Researcher Development Review process has been in place since REF2014; it is similar to and aligned with the FDR process for faculty. The RDR provides all eligible ECRs with an opportunity for an annual review conversation with a faculty member and a thorough review by the senior faculty leadership team with formal feedback, and follow-up conversations as needed.

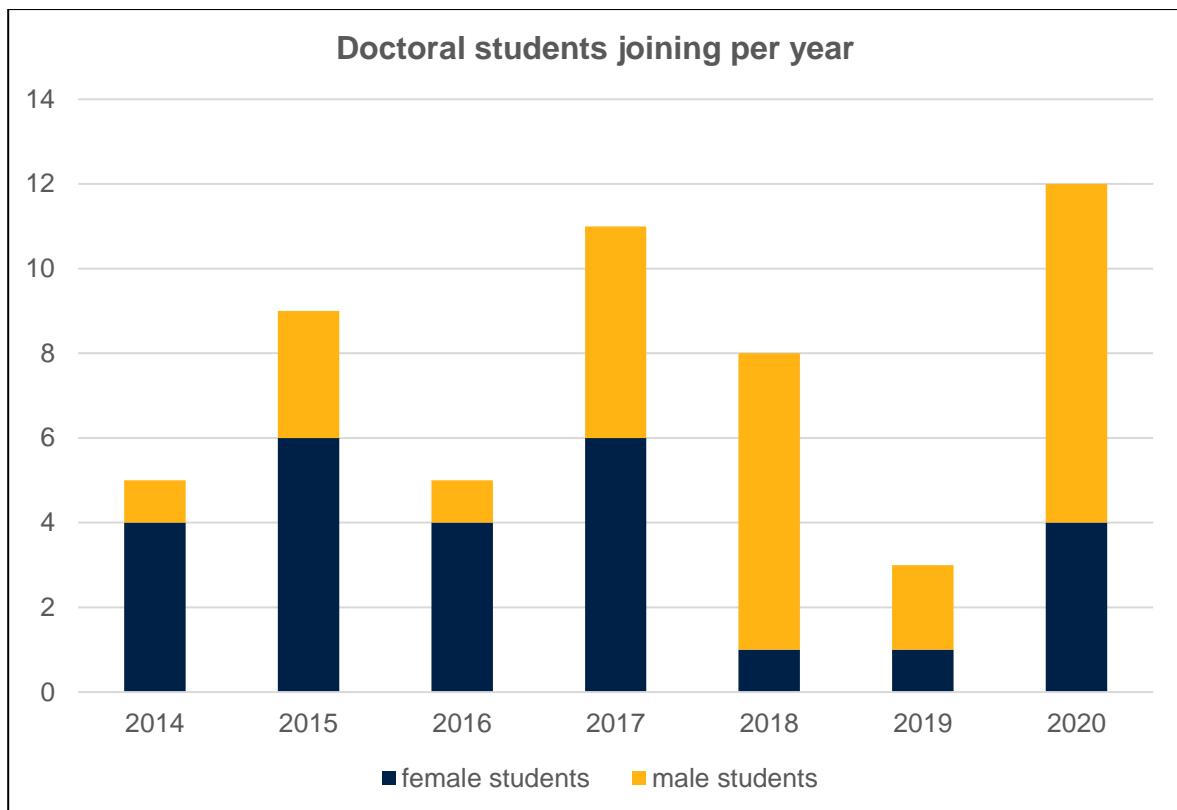
In 2018, we introduced a bespoke Career Development Plan (CDP) for ECRs following consultation with researchers. The CDP encourages research staff and PIs/mentors to achieve higher levels of development in the areas of research skills, teaching and personal development. The framework seeks to provide clear guidance to ECRs as they embark on their academic careers, sets goals and expectations, and identifies training needs (met by, for example, in-house training courses in the University or, external training funded by the School).

An example of internal training for ECRs is the Early Career Write Club, run by Professor Tom Lawrence. This is an intensive and highly effective academic writing course where researchers work on writing all parts of an academic paper over the course of several weeks with close faculty mentorship. Each week they read each other's work and give feedback that helps improve their writing.

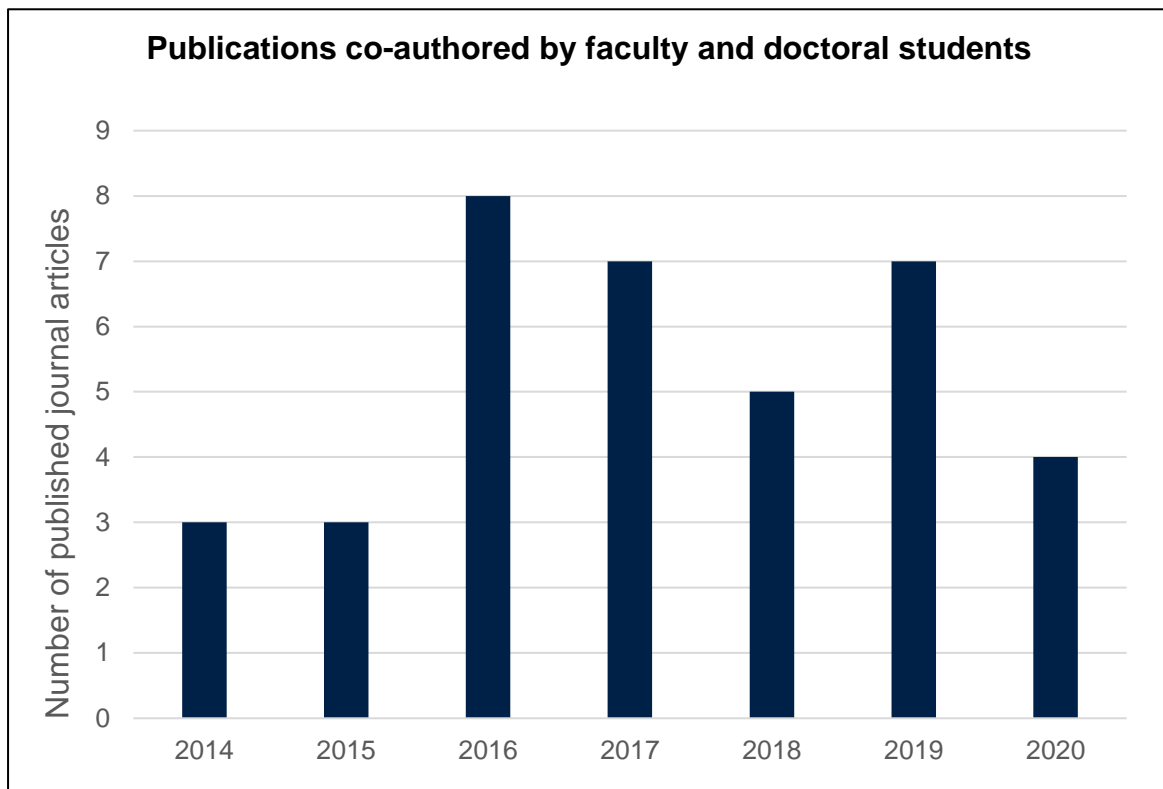
At the end of an ECR's contract, research staff are exited in line with the University's procedure for termination of fixed-term contracts. Since REF2014 the School has required the fixed term to be three years unless exceptional circumstances require it to be shorter. Researchers usually go on to permanent academic posts at other universities. In the past three years, 19 ECRs have left the School, and have gone to institutions that include Manchester University, Alan Turing Institute, King's College London, McGill University, Lisbon University, University of Amsterdam and the University of Pavia.

### **2.4.3 Doctoral students**

All our research students are in the doctoral (DPhil) programme and are an important part of our research community. Since REF2014, an average of 7-8 students have joined the doctoral programme each year (0 research-based professional doctorates).



Doctoral students are encouraged to work closely with faculty on research. Such collaboration often leads to the publication of co-authored papers that further doctoral students' careers. On average, four students have co-authored a journal article with a faculty member per year during the REF period.



Several changes have been made to the School's doctoral programme since REF2014, aimed at recruiting high-potential students and improving their experiences and outcomes.

- **Improved doctoral programme marketing/promotion:** the academic directors of the programme have invested more time in promoting the programme, including running webinars, hosting information sessions and experience days. We have also begun developing a 'pre-doc' programme, aiming to enhance the prospective student pipeline by providing research experience to interested candidates in advance of them applying. We plan to target populations that are underrepresented in academia.
- **Separate streams for management and finance:** the programme has been split into two formal streams to provide clarity to prospective students. This also enhances employability of students by identifying their research areas to employers.
- **Support/encouragement for industry and interdisciplinary work:** doctoral students are supported in undertaking fieldwork in industry and/or at other academic institutions by allowances to assist in funding these activities. Since REF2014, this includes linking with other Oxford departments (for example, the Oxford Internet Institute, the Oxford-Man Institute, Centre for Experimental Social Science, Nissan Institute of Japanese Studies), visiting MIT and Wharton, and linking with various industries (such as accounting, investment, oil and gas, technology).

- **Expansion of scholarships:** the School offers full scholarships to all doctoral students, with funding from various sources, including the Saïd Foundation, Green Templeton College, ESRC Doctoral Training Centre, Sasakawa, Pembroke College, Oxford, the Clarendon Fund and our research centres.
- **Development and training:** doctoral students present research at the School's annual DPhil Research Day. They also receive funding support of £1,200 throughout their programme to encourage them to present at major international academic conferences and doctoral symposia in their disciplines. In addition, doctoral students are coached by faculty for the academic job market.
- **Research assistance/teaching assistance (RATA) scheme:** the research and teaching assistance scheme was developed in 2019 following consultation across the School on the level of stipend support to students. The scheme offers an opportunity for students to earn extra money while enabling them to gain essential experience through supporting faculty on research, teaching, or both. This also helps the research productivity of faculty members, who receive additional RA support. The scheme is flexible, allowing the students to spread the work across the four years of their degree. The funding available to each student is equivalent to an average of 206 hours per year or 4 hours per week.

## 2.5 Diversity and inclusion

We have worked on improving diversity in our research staff for many years and this work continues. We believe that our research community benefits from diversity in all forms, including but not limited to gender, race, professional and personal backgrounds, research methodologies and academic disciplines. This commitment was reaffirmed in 2020 by the School's senior leadership team, and in late 2020 the Dean appointed the School's first Associate Dean for Diversity and Inclusion (Dr Rhonda Hadi).



*'The RA scheme has given me the opportunity to work more closely with faculty, in my case Rhonda Hadi and Andrew Stephen. As a result, I have accelerated my learning and we now have a co-authored paper that is at an advanced stage of review at a top journal.'*

Bill Fritz

Doctoral student in management/marketing

### 2.5.1 Gender

We have made significant improvements in gender diversity since REF2014. We went from 15.9% to 22.1% female representation among the faculty; among ECRs, female representation has dropped from 63.3% in 2014 to 45.5% in 2020, but in absolute terms is still close to our target of 50%. On the faculty side, 22.1% female faculty is still not good enough, and we will continue our efforts to increase the number of female faculty. Faculty recruitment panels for the last few years have refused to advance a search to the interview stage if the shortlist lacks sufficient gender diversity (close to 50/50). We have had some success in recruiting pre-tenure women (five since 2014) and female ECRs, but attracting senior female faculty is harder. Nevertheless, of the nine professors appointed during 2014-20, four are women.

Ensuring gender diversity across our research community has been and will continue to be a strategic priority. We were awarded Athena SWAN Bronze in 2018, and our Athena SWAN action plan details more than 70 actions to make positive changes across the School's community including research staff. We have committed resources to deliver these actions including a faculty lead, professional staff time and a dedicated budget. Guided by the Athena SWAN action plan (2017-21) and the Associate Dean for Diversity and Inclusion, we will continue to pay close attention to the following:

- Identifying better ways to attract strong female applicants to our faculty posts: including how we run our search processes, marketing materials, recruitment experience, internal pipeline, and taking a long view in relation to identifying and engaging with individuals of interest through visitor and affiliate schemes.
- Considering how we ensure that we develop and retain our female faculty, including culture, working practices, promotional pathways and family leave policies. We are reviewing our parental leave policy and in recent years have supported two female faculty members in their applications to the Vice-Chancellor's Returning Carers' Fund.
- Looking at how we develop and guide: including career development support for doctoral students



*'Following maternity leave, the School suspended my teaching responsibilities for a term so that I could focus on research.'*

Dr Cammy Crolc  
Associate Professor  
of Marketing, Saïd  
Business School

and postdoctoral researchers, having visible role models and support networks. For example, the School has a Women Faculty Network that meets regularly, and female doctoral students and early-career researchers are also invited to participate.

### ***2.5.2 Race and other types of diversity***

With respect to race and other types of diversity, more work is to be done. To advance our efforts in this, the Dean established an Anti-Racism Initiative Taskforce (ARIT) in 2020, consisting of 65 voluntary members made up of faculty, professional staff, researchers, students and alumni. This group was charged with making recommendations on the actions that the School should take on the heels of the global outrage over racial inequity and injustice developments.

Within ARIT, a workstream focused on understanding and promoting racial diversity, inclusivity, and equity within the research community at the School. After broad consultation, the group came up with several recommendations, which the School will pursue in the coming months and years. These include:

- Gathering confidential data on racial and ethnic origins of all research staff, to enable evaluation of the nature of racial inequality at the School.
- School-wide education initiatives such as a mandatory reading project for all our staff and students. Such material could then be openly discussed in reading circles to initiate and normalise discussions pertaining to race and racism.
- Providing opportunities for open discussions around race and racism, and creating safe spaces where students, staff and faculty can share their lived experiences without repercussions in a peer-facilitated format.
- Training for the research community and teaching staff in how to facilitate a progressive discussion that is more inclusive of underrepresented voices, such as women, people of colour and individuals whose primary language is not English.
- Developing metrics for evaluating equity and inclusion initiatives.
- Hiring more researchers and faculty from traditionally underrepresented groups in business education. In the long term, the School should represent diverse leadership, perspectives, and expertise to authentically execute its mandate of creating leaders for the future.



### **2.5.3 Disability**

In 2020 the School launched a new employee resource group, Saïd Enabled, which aims to increase support and training for staff with disabilities. The group is led by Dr Rita Mota, Intesa Sanpaolo Research Fellow, and is made up of research and professional staff at the School.



*'Saïd Enabled is working to develop a disability policy outlining how we are creating an inclusive and accessible working environment for our staff, students and visitors. This will be key to our development as an inclusive employer and School'*

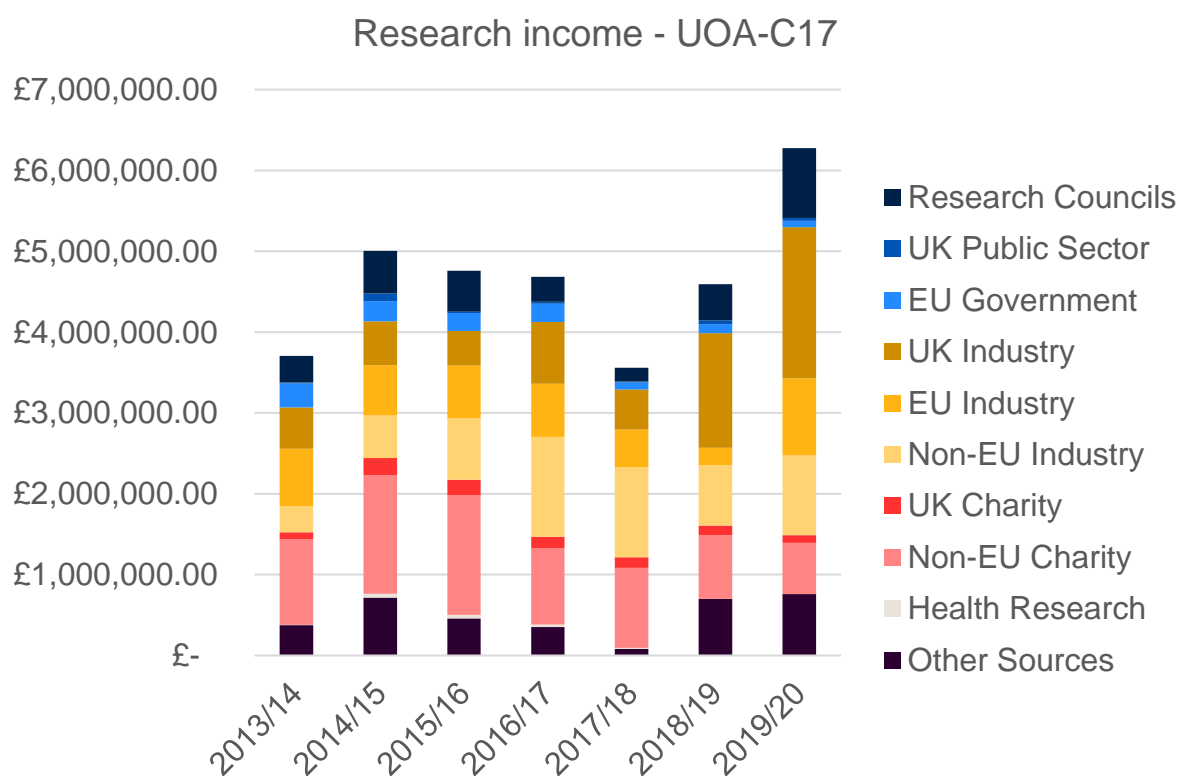
Dr Rita Mota

Intesa Sanpaolo  
Research Fellow,  
Oxford University  
Centre for Corporate  
Reputation, Saïd  
Business School

### 3. Income, infrastructure and facilities

#### 3.1 Research income

The research activities of the Unit are supported by internal (School and University) and external (government and non-government) sources. Since REF2014, the total annual value of external grants/gifts has increased.



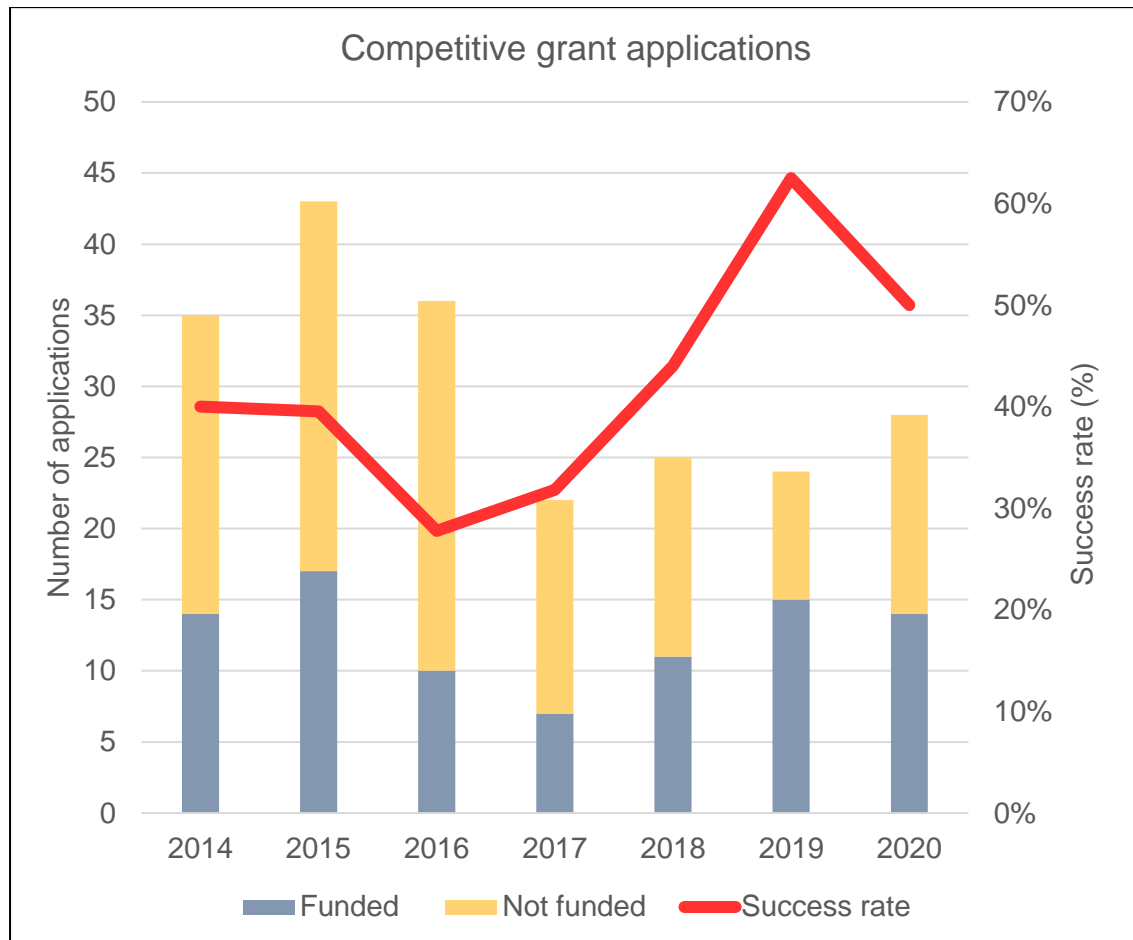
##### 3.1.1 Research grants and gifts

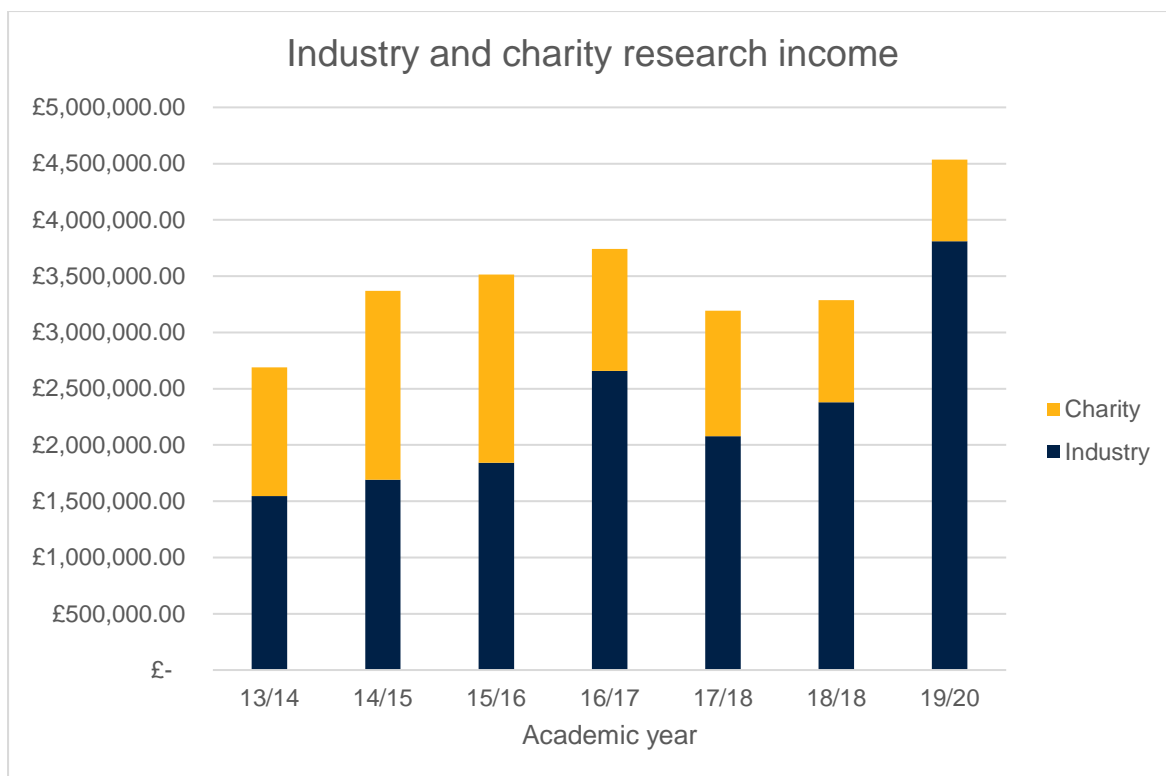
Externally, funding comes from governmental funding bodies such as UK Research and Innovation and, increasingly, non-government sources, including corporate gifts and research contracts. The School encourages its research community to pursue all relevant types of external research funding.

The School recognises the benefit of external funding from non-government sources, particularly corporate entities. Research initiatives such as the Oxford Future of Marketing Initiative, the Oxford Future of Real Estate Initiative, and the Oxford AI and Sustainable Development Initiative are where external corporate funding is being used to directly fund research costs and to enhance the potential for subsequent impact by helping to ensure that research undertaken has relevance to external stakeholders through business engagement.

In the REF period, the School has received research gifts from organisations based in 23 countries. Gifts from the UK and USA account for over 75% of gifts; gifts have also come from Pakistan, China, Italy, Brazil and other countries.

The following graphs show performance on various sources of external funding for 2014-20.





### 3.1.2 Internal research funding

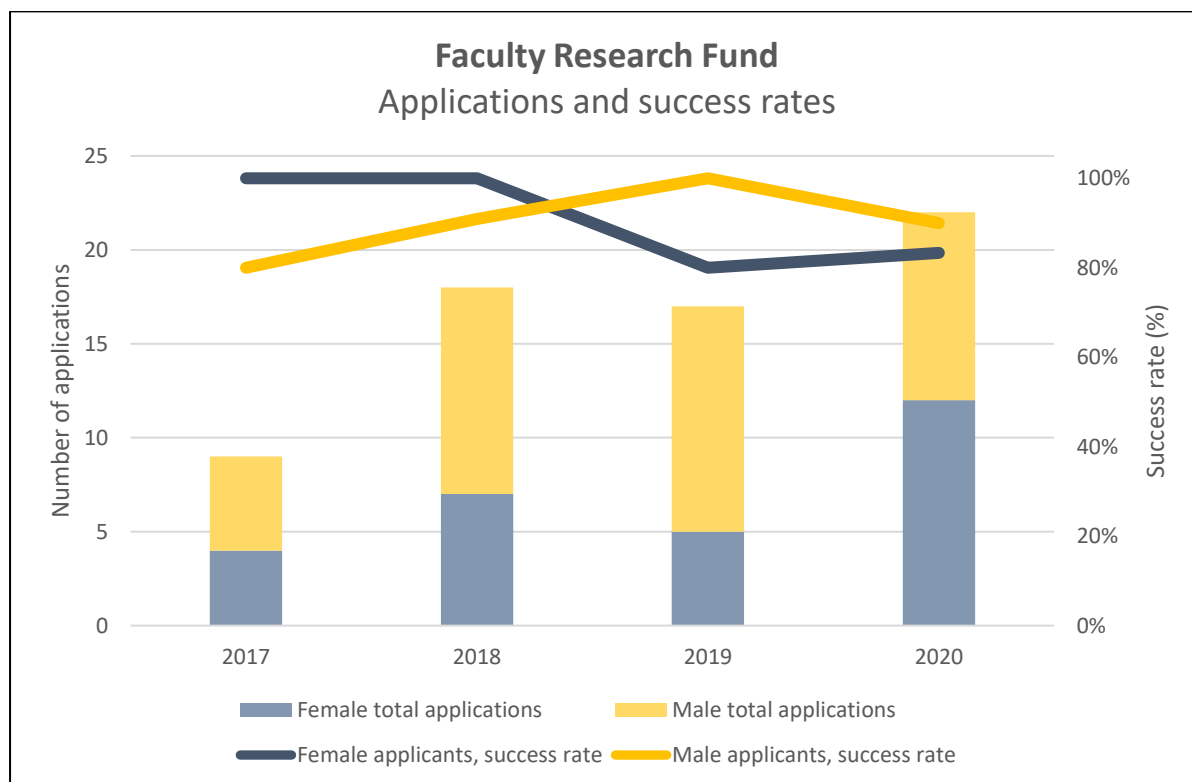
The School provides sources of funding for research activity in the form of research allowances to faculty and researchers, as well as through competitive internal funding schemes.

Faculty members receive an annual research allowance of £3,000. This is doubled to £6,000 automatically for pre-tenure faculty and for tenured faculty with a very good publication record based on outputs over the previous three years. These 'enhanced' research allowances started in 2018 and equate to approximately an extra £125,000 per year of internal research funding. This is a significant investment in research excellence and represents a doubling of our annual budget allocated to research support. This is a reasonable figure within Oxford, but we acknowledge that it is low compared with other leading research-focused business schools.

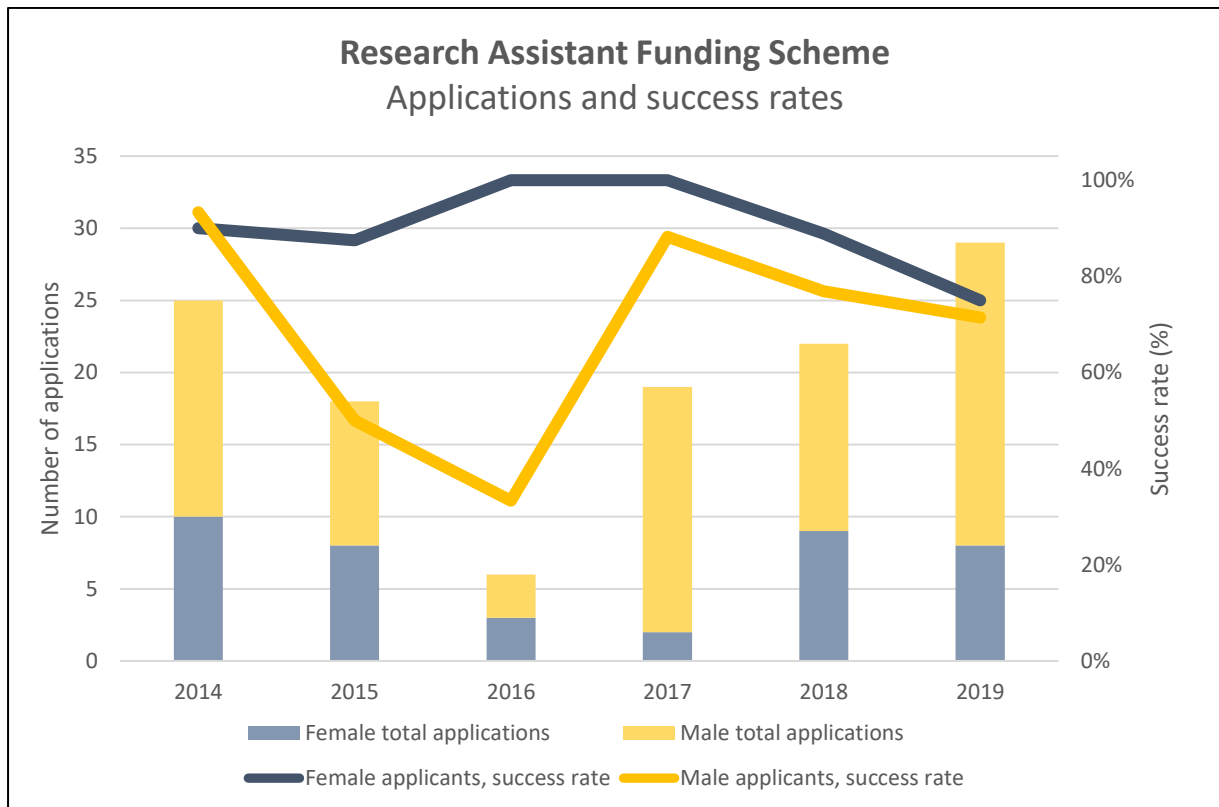
The competitive internal funding schemes are deliberately light touch, ensuring that the application process is not onerous and that funding decisions can be made and disseminated promptly. Within the REF period, the School has had three internal funding schemes, the Faculty Research Fund (FRF), the Researcher Development Fund (RDF) and the Research Assistance Fund (RA fund). Each scheme had a formal application round each term, with off-cycle applications being considered where the request is urgent. The RA fund, which was in part funded by the Saïd Foundation, closed in 2020 to simplify the number of funding applications research staff had to make, and because the research and teaching assistance scheme for doctoral students, which came into effect in 2019, offered more RA resources. The budgets and remits of the FRF and RDF were simultaneously expanded to ensure that funding-levels were maintained.

Details of these funding sources are as follows:

- Researcher Development Fund:** £40,000 per annum for early-career researcher development, including research assistance support, conference travel, development/training courses. In 2020, the fund received 6 applications, of which 5 were supported. This equated to an ask on the fund of £27,772, with £23,119 being awarded. The high success rate indicates our desire to provide as much support to early-career researchers as feasible.
- Faculty Research Fund:** launched in 2017, initially £75,000 per annum and then raised to £100,000 per annum for faculty research activities that are highly likely to lead to publications in leading journals, which will seed research that could help with large external grant proposals and/or generate significant impact. Applications of up to £7,500 are welcomed termly. To date, 66 grants have been awarded to 40 faculty for a total of £389,525. The success rate has been 90.9%. Among projects funded is Women Transforming Leadership, which aims to understand how female leaders reach the top of organisations and what makes them effective once they get there. The fund’s support led to a draft paper being presented at the 2019 European Group for Organizational Studies Conference, ahead of submission to an ABS 4\* journal. This support has also pump-primed a successful application to the University’s John Fell Fund – an internal research fund.



- Research Assistant (RA) Fund:** an annual fund of £60,000 jointly funded by the School and the Saïd Foundation between 2013 and 2020. Over the last three years, 24 faculty have received support, 13 of whom received more than one award. Between 2014 and 2019 the success rate was 81%. This scheme was ended in 2020.



In addition to these three funding sources, our faculty can apply to the Saïd Foundation Strategic Development Fund as well as (at the University level) the Strategic Research Fund and the John Fell Fund.

Details of these funding sources are as follows:

- Saïd Foundation Strategic Development Fund:** this fund is provided by the Saïd Foundation and is administered within the School. It can provide support for any type of strategic project, including but not limited to research. Non-research projects supported through the fund include the Teaching and Learning Initiative, which offers support for faculty in teaching excellence. During this REF period, this fund has supported a number of research projects: (1) the RA fund; (2) £20,000 initial seed-funding for the Future of Marketing Initiative; (3) £62,000 for 'Engaging with the Humanities' led by Dr Pegram Harrison, an interdisciplinary project that aimed to increase the ties between the business school and humanities and that led to several publications, seminars and the Art at Oxford

Saïd programme; (4) £10,500 for 'Science, Humanity and Meaning' led by Professor Teppo Felin and Professor Colin Mayer with University-wide collaboration including the Blavatnik School of Government; and (5) £22,000 for '50–16' led by Professor Matthias Holweg, a project focused on studying email use and productivity, the aim being to reduce unnecessary emails. The Saïd Foundation also funds doctoral scholarships (approximately £300,000 per annum) and a doctoral student research allowance fund (£57,600 over eight years).

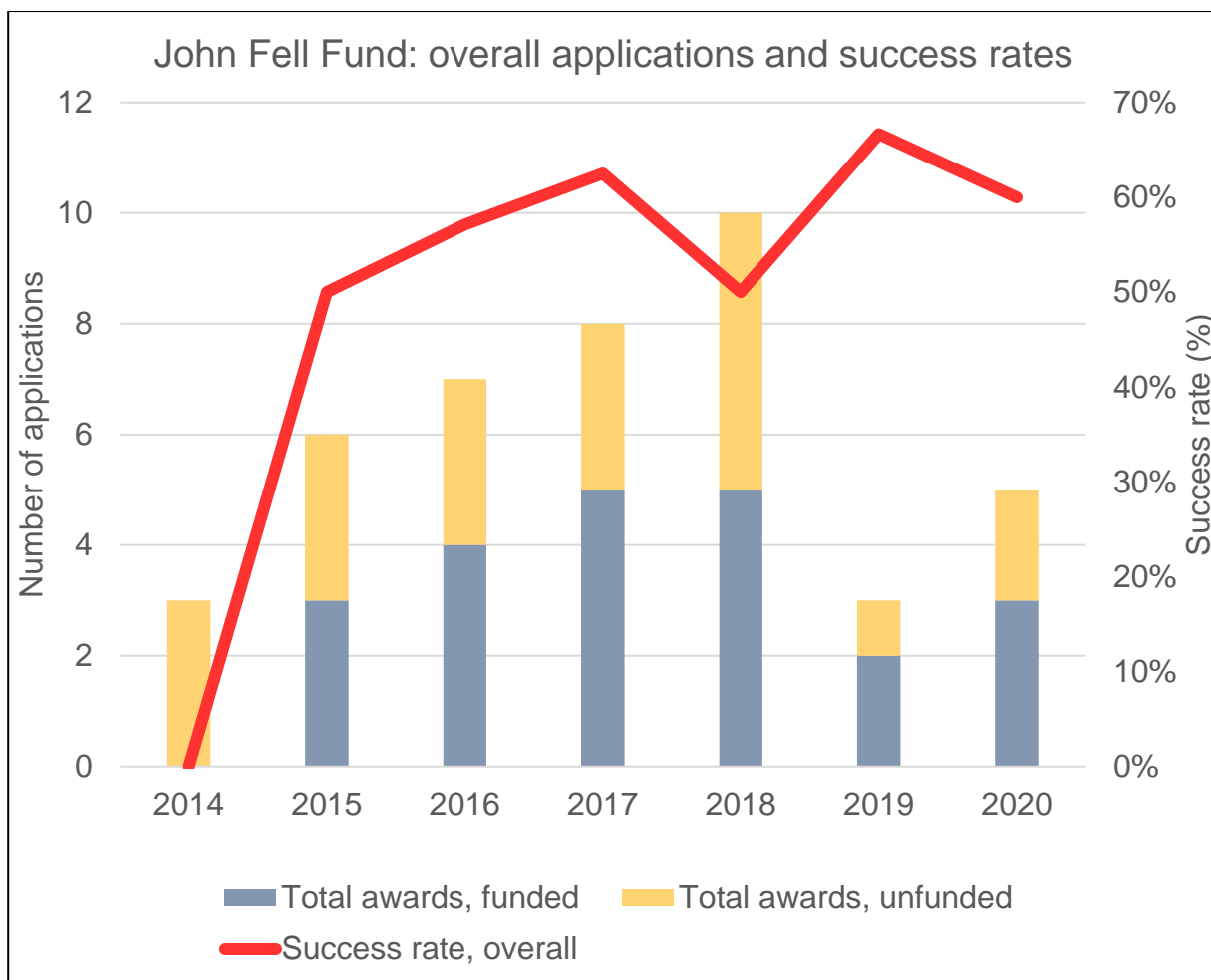
- **John Fell Fund (JFF):** an internal research fund financed by Oxford University Press, intended to pump-prime external research activity. The fund recently announced a priority focus for new researchers. The School's research staff have been reasonably active in applying to the JFF and have had good success rates in a highly competitive field.



*'We value our relationship with Saïd Business School and the Engaging with the Humanities programme. There is still very little real research being done at the intersection between business and the humanities, and what is being done needs to be more international in scope. We look forward to strengthening the impact of this partnership between our two ancient universities, and to developing new knowledge as well as more humane management practices.'*

Professor Luca Zan

Professor of  
Management,  
University of Bologna



### 3.1.3 Diversity in income support

When determining allocations of internal research funds, allocations are made in one of three ways. Annual research allowances are either (1) automatic based on pre-tenure rank or (2) determined based on research productivity (that is, having at least one publication in an ABS 4 or 4\* journal or a book from a university press in the past three years). In the case of competitive internal funding schemes, allocations are determined on the merits of the proposal in relation to the funding need and the likelihood of publication and/or impact success. The School does not explicitly consider diversity when awarding research funds to its research staff.

Upon analysis of internal funding schemes success rates by gender, we do not see major differences between the success rates of females and males. For the Faculty Research Fund, annual female and male success rates have both been in the 80-100% range during this REF period. Given that there are more men than women faculty members, there are typically more applications from male faculty, but success rates are similar. For the Researcher Development Fund, which started in 2020 and has had few applications, numbers of applications and success rates are roughly the same for female and male researchers. And for the Research Assistance Fund, annual female



success rates have been in the 71-100% range whereas annual male success rates have been more varied in the 33-93% range.

## 3.2 Research infrastructure

The School is committed to ensuring that its research community has access to state-of-the-art research facilities, data access and support services.

### 3.2.1 Research Office

As in REF2014, the primary professional support team for research is the Research Office with four full-time staff members, a Research Manager, Research Facilitator and Impact Support Officer, Research Communications Officer, and Research Administrator. Since REF2014, a Researcher HR Officer was added, along with access to a Data Officer and a Research Finance Officer. The team provides strategic and operational support for the benefit of the research community in service of our research mission. The Research Office supports research staff with research grant applications and reporting (including REF2021), contracts, research IP and commercialisation, open-access compliance and research communications and impact. The team also oversees internal funding schemes and compliance with all our research policies, including research ethics. The Research Office has a budget of £117,000 (for the 2020-21 financial year) which is distributed across various initiatives including research communication and researcher development.

### 3.2.2 Publications and open access

For REF2014, the School had its own research repository (Eureka) to enable sharing of research outputs. Since then, the School has migrated to the University's Symplectic service in June 2019. Through Symplectic, we now use the University's official research repository, Oxford Research Archive (ORA).

The School subscribed to and maintained its own working paper series through SSRN. However, an evaluation in 2019 revealed that the SSRN working paper series no longer provided increased visibility of the



*'I would like to thank the Research Office for the fantastic support on my successful British Academy Postdoctoral Fellowship application. The team was superb in guiding me through the complex proposal protocols and institutional processes, ensuring that I got the right support from the School and the wider University, while also making sure I stayed on track with the strict application deadline. I appreciate their support very much and have been successful with follow-up funding applications.'*

Dr Abrar Chaudhury  
British Academy  
Research Fellow,  
Saïd Business School

School's research outputs. This finding, along with the redevelopment of how research outputs are displayed on the School's website through Symplectic and ORA, led to the SSRN series being decommissioned. Individual research staff continue, in some cases, to make their working papers available on SSRN.

A component of the Research Office budget is ringfenced to cover open access fees where required. The School is aligned with the University open access policy, and the Research Office helps researchers identify routes to green open access whenever possible. When gold open access is required for compliance, the researcher can apply to the Research Office for support to cover these fees. This support is granted on an ad-hoc basis. The broader administrative staff at the School also assist in assuring compliance with open access rules, assisting with the upload of papers to the University's research repository on a regular basis. The efficiency of this process is evident in the high percentage of open access compliant papers within the School's portfolio since the new rules came into force in 2016.

### **3.2.3 Research communications**

Beyond academic publications, the School invests in the wider dissemination of research activities, supported by a dedicated full-time Research Communications Officer, as well as the School's central marketing/press team. The Research Communications Officer oversees all research-related content developed for the School website, the School's social media channels and the termly research newsletter. This role has existed at the School for several years and continues to support the research community in producing content and liaising with the wider University communication teams to ensure wide reach of our research.

The School uses its own digital media channels to disseminate research-related content to external stakeholders. These include the Oxford Answers website, the School's social media channels, and press/news sections of the School website. Reach is high across these channels: for instance, the @OxfordSBS main Twitter account currently has more than 70,000 followers and the Oxford Answers website (which features a great deal of research-related content) has an average of 19,600 monthly visits.

Since REF2014, the School has increased its focus on research communications, most recently with the launch of the Oxford Answers website in 2019 to provide a place to showcase our research in a format that is appealing and accessible to a non-academic (typically business) audience. In response to COVID-19, Oxford Answers has hosted the 'Leadership in extraordinary times' webinar series. The webinars brought the School's academics together with industry experts to discuss research and industry findings relating to the effects of the pandemic on business.

### **3.2.4 Experimental/behavioural research facilities**

For many years, staff needing to run behavioural experiments have used a physical state-of-the-art laboratory facility at the Centre for Experimental Social Sciences

(CESS) at Nuffield College or have collected data via online platforms such as Amazon Mechanical Turk and Prolific Academic.

As part of the implementation of the School's research strategy, in early 2020 we also invested in IT equipment to allow for a 'pop-up' (temporary) lab to be set up in any suitable room at the School. This involved £7,000 from our IT budget for the purchase of 20 iPads reserved exclusively for research staff to conduct behavioural experiments. Research iPads facilitate cloud-based data collection, including with survey software such as Qualtrics. The aim of this investment is to make it easier for the School's research community to carry out behavioural research within the School itself, which tends to be quicker and easier than booking time at the CESS lab. This recently came in handy during the COVID-19 pandemic when the School was open to students with COVID-safe provisions in place when doctoral student Bill Fritz needed to run an experiment so that he could complete the revision of a journal article. The CESS facility was closed as it was not COVID-safe. Instead, Mr Fritz was able to collect data he needed by using lecture theatres with participants (MBA students) spaced out and with the research iPads.

### **3.2.5 Library services**

In addition to our research support team, other research-related support staff work in the Sainsbury Library, which is part of the University's famed Bodleian Library. The library is located in the main building and provides both physical space and access to books and journals, as well as subscription services that some research staff use to obtain data for research projects. In 2020, the library expanded its offering by providing free access to new digital resources. In partnership with the School's Digital Learning Technology team, the library acquired tablets, e-readers and other digital tools that are lent to library users. This initiative was launched to the School's community through showcases in March 2020, which were widely attended. Although use of the tools has been limited due to the pandemic, the library will continue to offer these resources and explore similar opportunities.

### **3.2.6 Data access**

Large-scale data sets are available to research staff and students through the Sainsbury Library. With an annual budget of £200,000, the library provides access to 35 databases, some of which are shared with other University departments, such as Global Financial Data, EMIS and Sabi which are provided by the Department of Economics, and the Bloomberg and Eikon datasets which are split between the School, the Department of Economics and the Oxford-Man Institute. The data offering is reviewed regularly in consultation with relevant faculty members (typically in the accounting and finance groups); a subscription to the IBES dataset was acquired in 2020.

Research staff also frequently access data through data-sharing agreements, a process managed by the Research Office in liaison with the University's central research services legal/contracts team. Data-sharing agreements are arranged for accessing

data from commercial data providers and corporations collaborating on research. When there is a charge for access, this is often paid through School funds, through either the School's internal funding schemes or personal research allowances.

### ***3.2.7 Research computing and IT services***

The School has not had its own high-performance computing (HPC) facility, and instead has encouraged research staff with HPC needs to make use of services available centrally in the University. Some faculty, such as Dr Amir Amel-Zadeh, have also worked with colleagues in the Department of Engineering and the Oxford-Man Institute to use their HPC facilities for computationally intensive machine-learning tasks.

As the number of research staff with HPC needs has increased in recent years, however, the Associate Dean of Research and Chief Information Officer have brought together a group of staff to identify HPC needs. In 2020-21 a group of academics from across the School (Dr Amir Amel-Zadeh, Dr Jason Bell, Dr Gregory Clark and Dr Natalia Efremova) have worked with IT to define, configure and test Microsoft's Azure cloud-computing platform for research. Azure allows for advanced data analytics and the application of AI and machine learning to large datasets through a secure cloud platform. This trial appears to have been successful and we will negotiate a contract for this service with Microsoft.

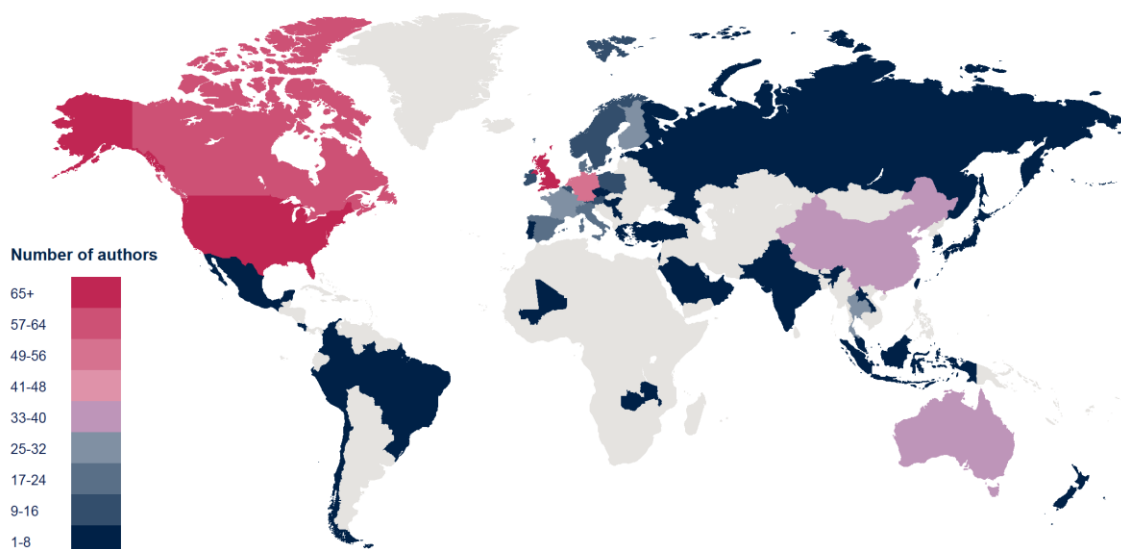
### ***3.2.8 Buildings and physical spaces***

The majority of the School's research staff have dedicated or shared office space in the main building at Park End Street, Oxford, a modern building in a convenient location in the city centre. The building also provides space for informal meetings and flexible working such as the Club Room where research staff can get refreshments, mingle and discuss research.

## 4. Collaboration and contribution to the research base, economy and society

Collaboration and interdisciplinarity is increasingly in focus in the academic world, with knowledge from traditionally disparate fields being brought together to facilitate a step-change in research and impact on our communities. The Business School recognises this, and since REF2014 has emphasised and encouraged collaboration and cross-disciplinary work. Research collaborations involving Saïd Business School research staff span the globe and include both academic and organisational/industrial collaborations.

### Global location of co-authors of Saïd Business School research staff

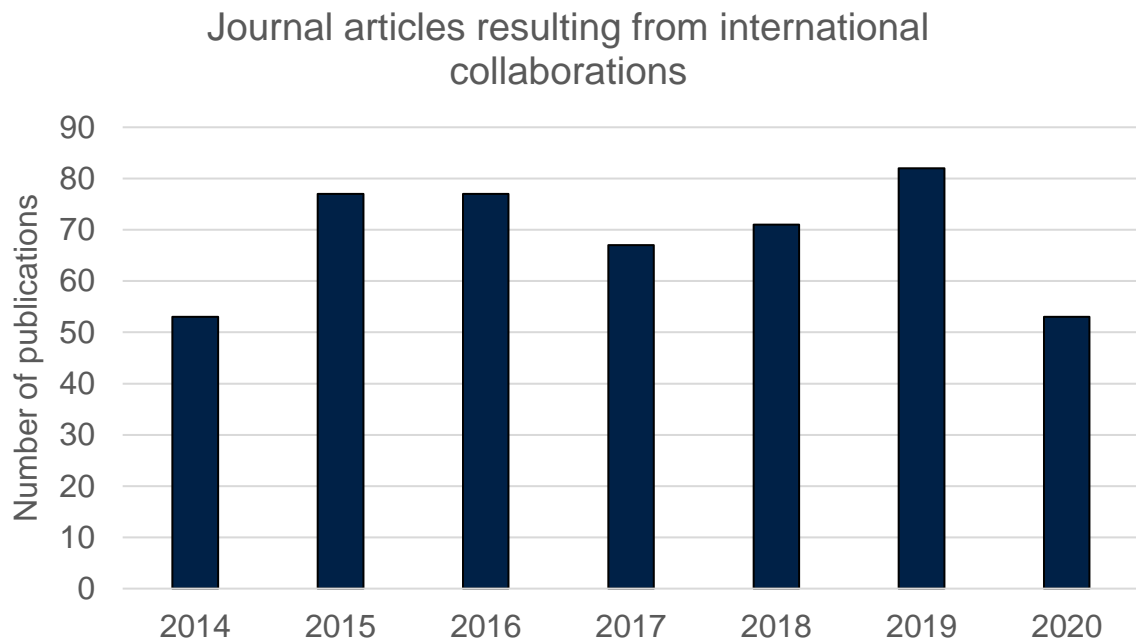


### 4.1 Academic collaborations

Most of the research work done at the School involves one or more of our research staff collaborating with one or more colleagues at another academic institution. In business disciplines, this is the norm. In this REF period, our staff have published research articles with collaborators from 66 other UK higher education institutions. They have published 198 papers co-authored with members of other Oxford departments, including computer science, pharmacology, experimental psychology, zoology and law. This demonstrates our embeddedness within both the wider University of Oxford and the UK university sector. An example of a successful national collaboration can be seen in our impact case portfolio. Dr Jan-Emmanuel De Neve collaborated with academics at Warwick University and the London School of Economics to investigate measures to

increase tax compliance in Belgium. Examples of successful international collaborations are Professor Alex Nicholls and Professor Mari Sako, who both hold EU Horizon grants.

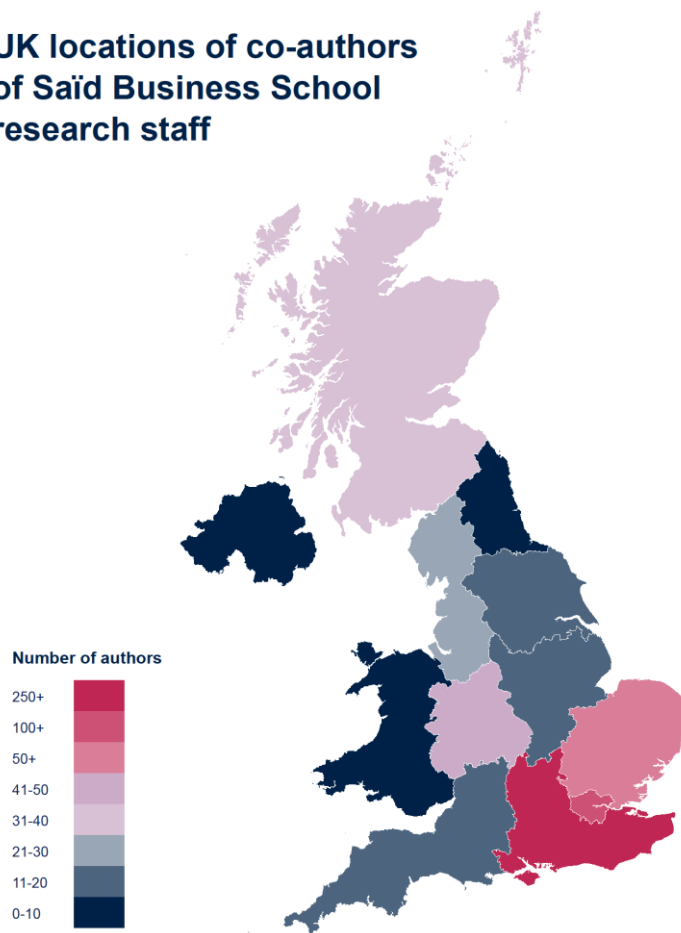
Additionally, substantial amounts of our research outputs 2014-2020 have been the result of collaborations with academics at non-UK institutions across 53 countries.



The School has a long history of international research collaboration. Traditionally, this has centred on Europe and the USA; however, this is now changing as our academics are engaging on an increasingly global scale.

Local, national and international research collaborations are encouraged and are largely left up to individuals to arrange. Support from the School includes the internal research funding schemes that are often used for travel costs related to working on research with non-Oxford collaborators. Academic visitors who come for extended periods have benefit from to the academic visitor programme, and the faculty services team support any relevant needs they might have, such as access to office space or help with immigration and visas.

## UK locations of co-authors of Saïd Business School research staff



*‘Our UKRI-funded research programme has pushed inter-disciplinarity beyond my comfort zone. But the reward in collaborating with computer science, economics, and legal scholars has been high, with novel lines of research enquiry and policy impact within Britain and beyond.’*

Professor Mari Sako

Professor of  
Management Studies,  
Saïd Business School

## 4.2 Interdisciplinarity

Many of our research community are actively engaged in interdisciplinary research, with some of the School’s research centres and initiatives directly fostering this type of work. For example, the Centre for Business Taxation (CBT) has close links with the Department of Law, and frequently publishes work on tax legislation. Professor Mari Sako has a long-standing research collaboration with the departments of Law, Computer Science, Education, Economics, Social Policy and Intervention, all contributing to an ESRC-funded project focusing on the use of artificial intelligence in law. Another example is the Initiative on AI and Sustainable Development Goals, which is hosted at the School with Professor Andrew Stephen as co-director alongside Professor Luciano Floridi, a philosopher and ethicist from the Oxford Internet Institute. The School also has close links with the

Department of Sociology's Leverhulme Centre for Demographic Science with a postdoctoral researcher jointly appointed between the School and the Department of Sociology to develop the field of consumer demography using digital trace data (working with Professor Stephen at the School and Professor Melinda Mills in Sociology).

Another example of interdisciplinary work is led by Dr Felipe Thomaz, Associate Professor of Marketing, with early-career postdoctoral fellow Dr Ewan Macdonald. They are collaborating with the Wildlife Conservation Research Unit in the University of Oxford's Department of Zoology on a project that has analysed the network structure underlying the online illegal trade in donkey skins. Findings from the research are being used to inform law enforcement and are being used by The Donkey Sanctuary in its efforts to curb illegal trade in donkey skins.

Much of the interdisciplinarity in our research comes from having ECRs in the School with doctoral training in non-business fields. These include Dr Ewan Macdonald (geography and conservation biology), Natalia Efremova (computer science), Dr Gregory Clark (mathematics), Dr Bridget Kustin (anthropology), Dr Alice Pirlot (law), Dr Francesco Rampazzo (demography), Dr Francesca Mazzi (law), Dr Rita Mota (law) and Dr Fabian Braesemann (economics). Although many of these researchers are ineligible for REF2021, nevertheless they make substantial contributions to research productivity and the research environment.

### 4.3 Organisational collaborations

Being a business school, it is essential for our research to be meaningful to and impactful on business. Hence, a significant amount of our research involves engaging with external parties in relevant business and/or policy communities. Corporate involvement in our research can take many forms, such as corporate funding of research centres, initiatives or specific projects; academics collaborating with their business counterparts on research; companies providing access to research sites



*'This research is a clear demonstration of the benefit of working across disciplines and departments. Our international and interdisciplinary team, led by Saïd Business School, has brought quantitative market network analysis and wildlife trade expertise to a complicated question of critical interest to wildlife conservation, a question that neither business researchers nor conservationists would have the expertise to tackle alone.'*

Dr Ewan Macdonald

Research Fellow,  
Future of Marketing  
Initiative, Saïd  
Business School



and datasets; and business leaders sitting on internal advisory councils to help with research ideas and assist with identifying pathways to impact. The primary vehicles for research collaborations between our academics and external organisations (usually businesses, but in some cases NGOs or international organisations) have been research centres and research initiatives, as described earlier.

Examples of academic-organisation collaboration since REF2014 include:

- The Mutuality in Business project, which ended in 2019, was a multi-year research programme funded by and in close collaboration with Mars Inc. Led by Professor Colin Mayer, it explored 'mutuality' as a new principle for organising business. Parallel workstreams took a multidimensional approach to understanding mutuality, resulting in the development of a new management framework, 'The Economics of Mutuality'. This was refined into a set of tools and metrics designed to help leaders 'put purpose into practice'. All the knowledge created by the Mutuality in Business project is now being made freely accessible through the creation of a new foundation.
- The Future of Real Estate Initiative for several years has been investigating the effects of technology and digital innovation on the vast, important, yet under-researched real estate sector. This is practice-oriented research involving close work with and steering from the initiative's partners (including Arcadis, The Crown Estate, CBRE, EY, Redevco and UBS). A key event for the initiative was the Oxford Housing Sprint in 2019, in which 56 practitioners, academics and related experts used a modified 'design sprint' approach to think creatively about solutions to the UK's national housing emergency.
- Dr Jonathan Trevor's research on strategic alignment, which culminated in a book published in early 2020 (*Align: A Leadership Blueprint for Aligning Enterprise Purpose Strategy and Organization*) and is related to one of our impact case studies, was developed in part through a



*'In 2019 I worked closely with Professor of Practice Andrew Baum on his contribution on finance for homes which became a key part of a wider Housing Sprint managed by the Oxford Future of Real Estate Initiative and co-sponsored by government and leading industry players. The recommendations from the Housing Sprint were instrumental in the chain of discussions that led me to be considered as Chair of Homes England.'*

Peter Freeman

Chair of Homes  
England

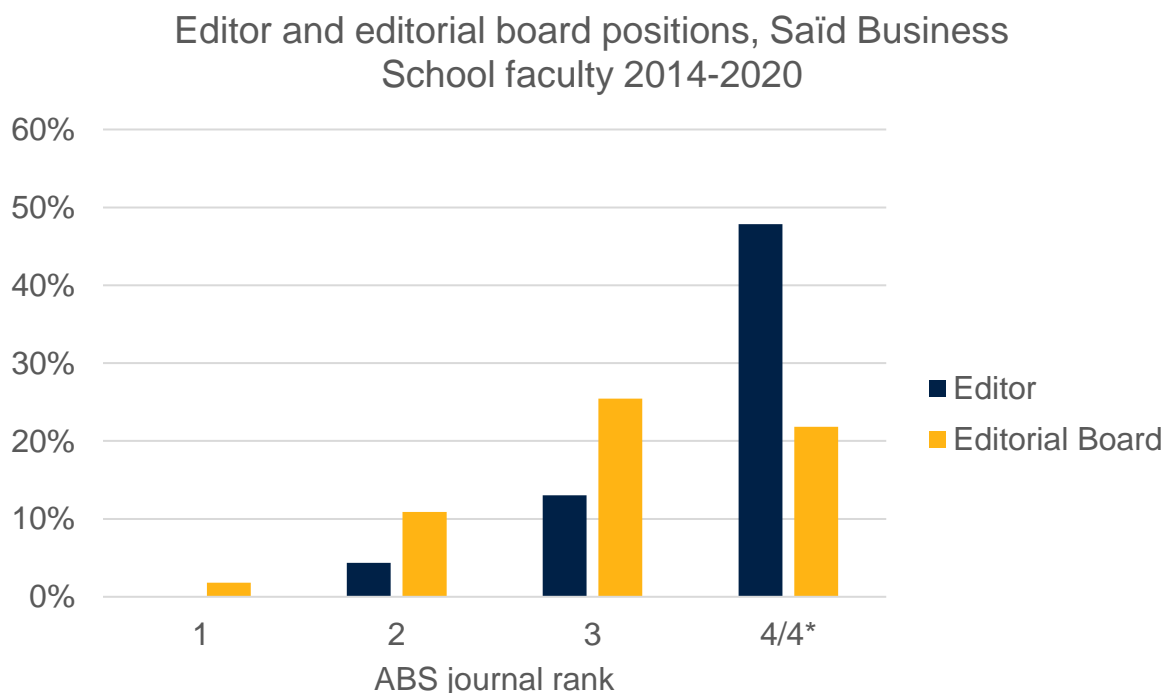
successful executive education programme that he designed and ran, on behalf of the School, for Ricoh Europe and its business partners. This provided Dr Trevor with real-life case studies and access to senior executives with whom he could test frameworks developed for his book.

#### 4.4 Journal editorship

Several of the School's faculty have held or are holding editor and editorial board positions, including:

- Professor Renee Adams, editor, *Management Science*
- Professor Alex Nicholls, editor, *Journal of Social Entrepreneurship*,
- Professor Andrew Stephen, editor, *Journal of Consumer Research*
- Professor Eero Vaara, associate editor, *Academy of Management Journal*

Of editor posts held, 48% are of 4 or 4\*-ranked journals (ABS rank).



#### 4.5 Prizes

Our faculty regularly are recognised nationally and internationally for research excellence by being awarded prizes, including:

- Professor Andrew Baum, IRES Lifetime Achievement Award, 2020,
- Dr Cammy Crolic, John A Howard Doctoral Dissertation Award, 2016,
- Professor Bent Flyvbjerg, PMI Research Achievement Award, 2019,
- Dr Irem Güçeri, Young Economists Award, 2015,
- Professor Tom Lawrence, Research Impact on Practice Award, 2018,
- Dr Akshay Mangla, World Bank Development Marketplace Award, 2019,
- Professor Colin Mayer, Commander of the Order of the British Empire, 2016,
- Dr Chris McKenna, Harold F. Williamson Prize, 2016,
- Professor Andrew Stephen, top marketing scholar in UK, American Marketing Association, each year 2014-2020,
- Dr Mungo Wilson, Spängler IQAM Prize in Financial Economics, 2020.