

Institution: London Metropolitan University (1 Aug 2013 to 31 July 2020)
Unit of Assessment: Business and Management
1. Unit context and structure, research and impact strategy

Overview of the 2014-2020 Research and Impact Strategy for UoA 17

The submission for the Business and Management Unit of Assessment presents the work of academics from the Guildhall School of Business and Law (GSBL). A significant minority of academics from the School have also been returned to UoA 23 (Bamford, DeMarco, Messenger, Toto), UoA 25 (Fischer), and UoA32 (Cambridge, Gold), reflecting the diverse research community in the School and the traditions of interdisciplinary connectivity within the wider research community. Such cross-university working is also reflected in recent and ongoing projects (such as the Wittington project by Hills with an Area Studies Researcher).

The School is organised into five subject areas, four of which (Law, Strategic Management, Marketing and Creative Enterprise, Accounting Banking and Finance) are within the remit of the submission. GSBL is led by a Dean (Kalantaridis) who is included in the submission. Research matters are led by the Head of Research (Schedlitzki), who is also included in the submission, and who is supported by a PhD Coordinator). School-based Research is governed by the Research and Knowledge Exchange Committee which oversees the activities of two sub-committees: the Research Student Progress Group (RSPG) and the Research Ethics Review Panel (RERP).

The corresponding REF2014 submission, comprising of four academics, reflected i) a concentration of resources on 3* and 4* outputs, ii) a focus on the mainstream of business and management research that was viewed as coherent with iii) the School's location in the City of London.

The move of the School to Holloway Road (an area defined by diversity and socio-economic challenges), reinforced GSBL's focus on its distinct student demographics. Specifically, the School's student body includes 52% female students, 57% from BAME communities, 29% are aged 30 or over, and a significant minority (45%) live in deprived areas (Index of Multiple Deprivation: 1-2). Diversity and inclusivity are therefore key themes at GSBL.

A university-level strategic focus on 'Giving Back to our City' and the provision of inclusive education opportunities for GSBL's diverse student population has paved the way for research becoming increasingly important in GSBL, reconnecting the school with the University's long tradition of research into inequality, and a radical reconsideration of GSBL's research strategy for 2014-2020. During this time period the School had three aims:

1. To grow research that addresses significant local and national issues and produces impacts and outputs that offer solutions and improved social value for all stakeholders.
2. To increase the proportion of academics involved in research of international quality;
3. To ensure that there is plurality of research voices, reflecting the diversity of the GSBL academic community (47% woman and 38% from BAME communities).

Aims 1 and 2 were facilitated by the availability of seed corn funding and resources for new strategic initiatives (see section 2 for further detail and examples) and by working collaboratively with researchers across the world. Aim 2 was further addressed by investing in early-stage research, providing quality mentoring and professional development opportunities, and targeted appointments, and aim 3 was facilitated through transition policies (see section 2).

As a result of these initiatives, the main outcomes of the 2014-2020 Strategy were: First, the emergence of new streams of research focusing on the first strategic aim (68% of papers returned here having an explicit focus on social value for all stakeholders). Secondly, the number of academics with responsibility for research (aim 2) in UoA 17 has almost tripled to 11 (including 4

Unit-level environment template (REF5b)

ECRs). Lastly, there was more diversity in the research base (in terms of experience and subject focus) than was the case in 2014.

Evidence of progress (2014-2020)

In accordance with the School's first strategic objective:

- GSBL has seen a significant growth in internationally recognised research since 2014 across two broad themes: (i) networks and markets and (ii) social value. Within the broad theme of networks and markets, there are several contributions on the issues and inherent risks of networks and markets from both a business and law perspective (Alfadhel, Caldwell, Magklasi, You). A link is also drawn here between global supply chains and environmental sustainability through the exploration of CO2 reduction (Idowu). The latter contribution is interlinked with the second broad theme of social value within GSBL Research. A focus on social value is strongly reflected in contributions on the context of public private partnerships (Caldwell), analysis of 'what is evidence' (Bartlett), social responsibility (Mujih) through sports (Hills), migration (Kalantaridis, Shortland), organizational social capital in family SMEs (Kalantaridis), University spinouts (Pitsakis) and commercialisation (Kalantaridis, Pitsakis). Going forward, close engagement with the Accelerator (London Met's specialist ICT and digital media business incubator) will offer these researchers a social laboratory to advance this impactful research. Taking social value to both a specific disciplinary level and to practice, there are further contributions tackling diversity in HRM, in particular the issues of gender and age inequalities (Cartwright, Tomlinson) and the complexities of expatriation (Shortland). Finally, outputs on the role of context, culture and ethics in leadership and leadership development (Schedlitzki) add to GSBL's research contribution on diversity and inclusivity.

The impact of GSBL's research on local communities is exemplified by the two UoA17 impact case studies submitted:

- The first case study (Hills) informs and evidences London-based Sport-for-Development interventions tackling unemployment, physical inactivity and socio-emotional skills in deprived communities. Recommendations provided in the underpinning research improved interventions (e.g., employability outcomes in Fulham FC's 'My Future Goal' programme increased by 123%). Evidence in the research of effect led to NFL Flag, an intervention tackling childhood obesity, being rolled-out nationwide and the Fulham FC 'My Future Goal' employability programme being expanded to a Premier League-wide employability programme called 'Premier League Works'. The findings of lack of effectiveness for the 'Explorer' programme led to Magic Bus re-directing £60,000 to markets where their methodology had previously been proven effective.
- GSBL's relationship with London and the welfare of those living in London is again apparent in the second impact case study (Bagwell, O'Keefe and Doff), where research informed and facilitated the changes required to make it easier for food outlets to sell healthier takeaways. The use of the 'takeaway toolkit' has been effective in implementing and developing specific viable business models; introducing changes to suppliers' marketing and pricing policy to promote healthier products for businesses to purchase; and enhancing public health practitioners' abilities to deliver healthier catering practices with local authorities. The introduction of the 'takeaway toolkit' by local authorities has resulted in 1,422 takeaway businesses being recruited to healthier catering schemes; all 33 London boroughs and 3 local authorities in England used the toolkit to promote healthier catering programmes; and new national government policy has been developed.

Evidence of advances in relation to the School's second research aim is shown in:

- An almost triple increase in the number of academic FTEs returned to the REF, supported by the inclusion of Law colleagues in the Unit: from 4 in 2014 to 11 in 2020.

Unit-level environment template (REF5b)

- The rebalancing between established and early career researchers – blending the talents of academics who only recently completed their doctoral studies (Alfadhel, Cartwright, Hills and Magklesi) with more established GSBL academics (Bartlett, Caldwell, Idowu, Kalantaridis, Mujih, Pitsakis, Schedlitzki, Shortland, Tomlinson and You).
- The increase in the absolute number of doctoral completions from 20 to 38. In this context it is important to stress the School's continued commitment to support PhD completions by academics at the School, as a way of growing research capacity.

Evidence of progress in relation to the third strategic aim is apparent in:

- 46% of category A and B researchers are female (Alfadhel, Cartwright, Magklasi, Schedlitzki, Shortland, Tomlinson and You). This is in line with the 47% of female academics in GSBL and the 46% in the wider Business and Management academic community (CABS, 2020).
- 38% of category A and B researchers (Alfadhel, Idowu, Mujih and You) fall within the BAME category. This is again in line with the 38% of BAME staff in GSBL and well above the 14% in the wider Business and Management academic community (CABS, 2020).
- It is further worth noting that UoA 23 is led by the School's Head of Student Experience (Bamford), reflecting the School's dedication to supporting and growing a diversity of research voices.

Future Focus

Building on these positive outcomes, the School has set the following strategic goals for the period until 2022-23.

- Increase the number of intellectual contributions aimed at providing solutions that not only produce economic advantage but also lead to social value generation from the 28 outputs included in this UoA submission to 40 (for the period 2021-2023).
- Increase the percentage of academics that produce research outputs that are peer reviewed to be of international standing from 17% to 30% by 2022-23.
- Increase the number of doctoral students at the School from 27 to 40 by 2022-23 and improve PhD completion rates.
- Grow the volume of research income generated in GSBL to £100,000 per year by 2022-23.
- Make further gains in re-balancing the gender and BAME representation of academics with significant responsibility for research and align this with the communities we serve (currently 52% woman and 57% from BAME communities).
- Strengthen further the impact of GSBL research on student pathways and stakeholder communities through knowledge exchange activities and working in collaboration with the Accelerator.

2. People

Staffing strategy and staff development

The GSBL staffing strategy includes the expectation that at least half of all new employees will be research active; a strategy underpinned by a rigorous process of external reviewing of candidate outputs. Where candidates have only recently completed their PhD and are yet to publish, the staffing strategy involves an assessment of the realistic probability of the individuals becoming independent researchers within two years. Other elements of the staffing strategy are i) to appoint to specific subject areas with the aim of balancing the need to deliver our portfolio of courses but also ii) to develop clusters of excellence in research and iii) to align appointments with the School's focus on social value.

The School has a clear procedure for career development and a rigorous promotion process for academic staff. This includes the use of research plans to inform annual appraisal meetings focussed on setting research targets, providing guidance, identifying potential areas of concern, and reviewing

Unit-level environment template (REF5b)

other aspects that contribute to a successful academic career. This annual review process supports academic staff in their application for University-wide promotion rounds, where academics can submit applications to gain advancement to Associate Professor, Reader and Professor rank, in research, enterprise, teaching and learning, or a combination of two or more.

The School offers individual support and an environment supportive of research for its academics. As far as individual support is concerned this involves the following initiatives:

- **Mentoring Scheme:** All staff with significant responsibility for research are part of the School's mentoring scheme. As of January 2020, there are 30 academics in the School involved in either a mentor or mentee capacity in the Scheme. In niche areas where specialist expertise is required, the School engages mentors from Universities such as City and Nottingham.
- **Timetabled Research Allowances (TRAs):** there is a structured academic programme for securing research allowances for all academics at GSBL. The scheme offers time off from teaching to all those who have either shown evidence or promise of producing research outputs, whilst those with no experience in research are offered mentoring and can apply for funding to realise their ambitions.
- **Research Leave:** A University-wide scheme is also in operation at GSBL. This provides academics who have shown evidence of producing research outputs eligible of a semester of research leave for every three years of service. In 2020/21 there are two academics from the School on research leave and the School will continue to support at least 2 academics each year through this scheme. It is particularly suitable for early career researchers who have just started to produce outputs and wish to develop their research capacity. To facilitate this, the School uses a rota system for all research active staff (once they have completed their probation).
- **The School offers funds to academics in a competitive manner in order to support their research ambitions.** There are three types of funding available: individual applications for conference participation or seed-corn to initiate research activities (£1,000), rescaling funds aimed to boost already existing research (up to £5,000) and transformational funds (for large-scale initiatives aimed to achieve step change). During the 2019/20 academic year £102,538 was distributed to academics through these three mechanisms and similar levels of funding are expected to be allocated in 2020/21 and in subsequent years. Such funding has, for example, enabled Idowu to review CSR policies in sub-Saharan Africa (specifically the link between CSR and business performance) in a context beyond that of extant literature dominated by western perspectives.

Beyond these, and in the context of creating an environment supportive of research, the School has a dedicated staff development budget (c. £9,000) in addition to, and different from, the three funds identified previously. This funding is used to offer academics the opportunity to access external and internal training courses. Staff are also encouraged to make good use of the internal staff research development programme organised by the Centre for Professional Education and Development, which offers training on a wide range of topics including writing a research plan, research methods, writing for publication, research income bidding, research ethics and research impact.

GSBL also runs a monthly research seminar series, where academics and PhD students as well as visiting speakers are able to present their work. This is complemented by a monthly newsletter, which updates colleagues on staff achievements, bidding opportunities and upcoming events and an annual research methods festival, which aims to not only advance best practice in methodologies that are common in the discipline but also promote new and innovative ones. Lastly, all academics are given the opportunity to take part in a writing retreat that takes place in September. All GSBL research initiatives are run virtually, recorded and disseminated to all GSBL staff as a developmental resource.

The School places particular emphasis on developing early career researchers. Thus, in addition to the support offered above it offers fee waivers for academics who undertake doctoral study at GSBL or support with doctoral fees when studying at other universities. Since 2014 five academic

Unit-level environment template (REF5b)

beneficiaries (one since retired) of the scheme completed their doctoral studies at LMU, whilst two academics have benefited from internal fee waivers and three from external fee support in 2019/20.

In order to achieve a plurality of research voices the School further adopts a balanced approach (in terms of gender and ethnicity) in the composition of panels for research appointments and promotions. Unconscious bias training is compulsory for all academics at GSBL, and by implication those taking part in selection processes. Given the widely recognised effect of maternity leave on women researchers, an excellent parental leave policy (providing leave entitlement to both fathers and mothers) and a carefully managed return to work process has been established: resulting in excellent tenure rates: between 2015-19 10 academic staff in GSBL took up maternity leave, 9 returned and 6 remained after 6 months. Lastly, a BAME academic network has been established at the School in order to provide peer support for career advancement.

Support mechanisms for, and evidence of the training and supervision of, PGR students:

Research students are an important element of the School research community. During the census period, a total of 38 research doctoral degrees have been supervised to successful completion, whilst there are also another 15 doctoral students currently being supervised in the area of Business and Management. The majority of current and completed students are mature students, who come – in the main – from the BAME communities served by the School.

An important element of doctoral study at GSBL has been the rigorous recruitment process focussed on the quality of applications. Acceptance is based on the quality of applicants and strategic fit with research expertise. Supervisory teams, comprising of two academics, are designed to combine an experienced supervisor with a newer member of staff. This practice allows less experienced research staff to develop supervisory skills, and ultimately enhances the pool of doctoral supervisors and thus supervisory capacity at the School.

LMU provides a comprehensive training programme for PGR students, including research methods and skills elements, supplemented by specialist sessions supported by academics at GSBL. In the 2019/20 academic year, there were 28 training sessions, which covered topics such as transferring from MPhil to PhD, well-being, research ethics, GDPR and open data, the viva, presenting and publishing research, N-Vivo training and career avenues. Going forward, GSBL colleagues plan to enhance this PGR training programme with tailored short courses on qualitative and quantitative research methods. PhD students are also able to take up paid and unpaid teaching opportunities as part of their wider academic development journey. The LMU Postgraduate Research Society was set up in October 2018 as a society for London Met's PhD, Prof Docs and MPhil students. It constitutes a peer support group that organises events to connect research students from different Schools and facilitate the development of collaborative research ideas. At a school level, the PGR Coordinator and Head of Research run regular 'coffee break' meetings that enable students to raise queries and encourage them to meet and support each other as a GSBL PGR community. In 2019, LMU ran its first Research student/staff conference which provided PhD students with an excellent opportunity to present on their research and receive constructive feedback from fellow students and staff. All these central initiatives are fully supported by GSBL academics and well attended by GSBL PhD students. GSBL PhD students can also apply for some small funds to support them in their empirical research phase or to attend an external conference.

The progress of doctoral students at GSBL is monitored by a PhD Coordinator. The role involves overseeing (together with the Head of Research) the PGR student experience from recruitment through to completion. Important elements of that overseeing role are monitoring to ensure supervisory teams are both active and adequately trained, including on mediating potential conflicts. This role further entails chairing the School RSPG and Research Ethics Panel and co-operating with the School PGR representative in creating/sustaining a School PGR community and research culture by organising School-based PGR training events, PGR student or staff lectures/seminars and social events, etc.

Unit-level environment template (REF5b)

At the School level, a research degree student representative sits on the GSBL Research and Knowledge Exchange Committee, ensuring the student voice is present in the strategic decisions of the School. Student voice is also captured through the annual PGR student survey, the results of which are considered at School Management Committee. The PGR co-ordinator further represents the School at University Research Degree Committee and Research Ethics Sub-Committee meetings, PGR Student/Staff Liaison Meetings and reports to the Head of the Graduate School in sustaining and developing the University PGR research culture.

3. Income, infrastructure and facilities

Income

As stated in Section 1, the strategy for the UoA and the School focused on growing research capacities from a very low level in 2014. This emphasis, combined with limited institutional support for securing funding for the conduct of research, and post-award infrastructure meant that the volume of research income aligned to the submission is modest.

More specifically, during the period returned, academics at the UoA generated income of £322,000. The two most important sources were EU government (£112,000) and UK government (£80,000). UKRI income stood at £60,000. An example of recently completed externally funded research at the School was the “Leading to Grow Programme: Managing new technology adoption”. This research project was led by the Chartered Association of Business Schools, and GSBL was the only partner based and conducting research in London.

Infrastructure and facilities

In September 2019 GSBL moved to its new accommodation at Holloway Road, renovated at a cost of £4.55 million. The new accommodation has been designed with the aim of providing academics with space for the collaboration that is so critical for the advancement of research. It also provides proximity and immediacy to the London communities that GSBL aspires to serve. Perhaps most importantly, locating the School on the same campus as four of the university’s six Schools, has generated possibilities for interdisciplinary work, not least in shared research projects and contributions to university research initiatives, including the Interdisciplinary Research Forum and the Higher Education Research Group. The School also benefits from University-wide facilities supporting research: namely the Research Office (recently formed to support the pursuit and manage risks linked with the delivery of externally funded research), and the Graduate School (that aims to enhance the PGR student experience).

Research infrastructure and facilities are also available via the Library, which is open 24 hours during term-time. It provides both physical and extensive online resources that can be seamlessly accessed externally. It offers e-journal resources, access to various business datasets, and to statistical packages necessary to analyse datasets. Research in the UoA also benefits from a range of innovative resources established to enhance knowledge transfer and the nurturing of SMEs. Of particular importance is the London Metropolitan University Accelerator, which has been critical in enhancing the engagement of researchers at GSBL with innovative enterprises. For example, Hills won the Accelerator’s university-wide Big Idea Challenge for a boxing-based mental health intervention called BrainBox. In partnership with a London-based sport-for-development charity Fight 4 Change and local NHS mental health teams, this programme is now being piloted using £15,000 from the Higher Education Innovation Fund and £103,000 from Comic Relief and Greater London Authority’s London Together Fund with Hills leading on the research to test the efficacy of the programme.

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

Contributions to economy and society

Given the importance attached to social value, researchers from GSBL engaged extensively with policy decision-making by giving expert advice over the census period. Cartwright was part of a team commissioned to research the role of procurement and contractual practices in the contract cleaning industry, on behalf of the Equality and Human Rights Commission. Cartwright also co-authored case studies for the European Foundation on 'sustainable work practices in the UK' and 'new forms of employment: Slivers of Time'. Bartlett sat on the Future of NHS Leadership Inquiry Panel (chaired by Sir Robert Naylor/Dame Gill Morgan) and Caldwell was a peer reviewer for the Government Office for Science on maritime flows for the Future of the Sea project. In an international context, Magklasi provided Maritime Law Training to a group of senior officials from different ministries of Bangladesh and London in 2015 and Alfhadel was a researcher and contributor to LexisNexis Middle East as part of the 'Gulf Legal Advisor' project. Finally, and as captured in the London-Based Sport for Development impact case study, Hills provided expert advice to Sport England, the National Football League (NFL), Fulham Football Club, Barclays Bank and Magic Bus on how to maximise their sport-for-development interventions tackling childhood obesity, physical inactivity, unemployment, school bullying and mental illness. He also sat on a panel for the All Party Parliamentary Group for Boxing on the role of boxing in social change and was commissioned by Chris Evans MP, as chair of the All Party Parliamentary Group for Boxing, to undertake a literature review into boxing and social benefits. More recently, during the COVID-19 pandemic Hills was asked by the NHS Whittington Trust (the university's local hospital) to undertake research into factors that predict adherence to social distancing rules, research he conducted with a colleague returned to the university's Area Studies submission.

Research collaborations, networks and partnerships

Academics at GSBL contribute to the wider discipline through i) co-authorship nationally and internationally, ii) external collaboration with universities and networks, iii) providing peer review for academic journals and grant awarding bodies; and iv) editing and serving on the editorial boards of journals. GSBL also plays a significant role in the development of the research base within the University and locally, by running colloquia, and examining PhDs. Notable examples (all of which are current except where stated) are outlined below.

The individuals returned to the REF have co-authored outputs with collaborators within the UK, such as the Universities of Manchester (Cartwright), East Anglia (Kalantaridis), Cranfield, Heriot Watt, Bath, and Exeter (Caldwell), Oxford Brookes, Cass Business School and University of Warwick (Pitsakis), University of the West of England, Lancaster and Essex (Schedlitzki) and internationally. Examples of the latter include Jawaharlal Nehru University (Kalantaridis), Singapore Management University and Oregon State Universities (Caldwell), University of Venice and Sungkyunwang University (Pitsakis).

Engagement in international networks is another way of contributing to the research base. Kalantaridis is a Visiting Scholar at the Ostrom Workshop in Political Theory and Policy Analysis, University of Indiana Bloomington, USA. Pitsakis was an invited speaker at several European universities, including Berlin School of Economics, University of Venice, Warsaw School of Economics and the Russian Presidential Academy.

Journal editorial duties include: the International Journal of Corporate Social Responsibility (Idowu), the American Journal of Business Administration and Economics (Idowu), the European Journal of Innovation Management (Kalantaridis until 2016), and as Special Issue Editor for Advances in Human Resources and Leadership (Schedlitzki). Academics at GSBL are also members of editorial boards, including The Transport Law Review (Magklasi), the International Journal of Responsible Management in Emerging Economies (Idowu), Sport Marketing Quarterly and the Journal of Applied

Unit-level environment template (REF5b)

Sport Management (Hills), the International Journal of Operations and Production Management (Caldwell), where he has also edited 2 special issues (2014 and 2019) and Leadership (Schedlitzki).

Idowu has been named on the '101 Most Impactful Corporate Social Responsibility Leaders' list (compiled by the World Corporate Social Responsibility (CSR) Congress). In terms of international academic networks, Caldwell is the Events Chair for the European Operations Management Association (EurOMA) committee (2016-), which represents OM academics across Europe, and also sits on the steering committee of the 6th World Conference on Production and Operations Management - P&OM Nara, Japan, 2021. Schedlitzki has been co-chair of internationally recognised conferences including Developing Leadership Capacity Conference (2018) and International Studying Leadership Conference (2019).