



Saïd Business School Research strategy





As a world-class business school embedded in one of the world's greatest and oldest universities, research is at the very heart of our work at Saïd Business School. Our research community focuses on developing evidence-based insights that can be used to address some of the most important and interesting challenges in the world of business, including problems faced by business and problems faced by the broader society. Our work is extensive, including: investigating how AI can be used to support sustainable development; understanding the pros and cons of new business models; examining impacts of gender diversity on boards; learning how consumers and firms grapple with emergent technologies; and developing new insights into discrimination, wellbeing and tax policy. Our research strategy recognises these 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



For decades our vibrant academic community has produced excellent and impactful research. Research underpins everything we do; as a community we are excited about the increasing potential for our work to impact business leaders and inform better business practice. As we look towards an increasingly complex future, we strive to work together to solve some of the most important issues facing business and society. We do this – not through unfounded claims or opinions – but with rigorous and relevant research that allows us to offer evidence-based perspectives.

This is the first-ever research strategy for Saïd Business School. It is based on consultation with members of our research community, the School's leadership and the School Board. It states our mission, celebrates our existing strengths and articulates how we will move forward together as an outstanding research community. It outlines the kinds of investments we intend to make to ensure that Saïd Business School is one of the best places for academic business research in the world. I'd like to take this opportunity to thank all who have contributed to this strategy, and our entire research community for the important work that they do.

Professor Andrew Stephen
Associate Dean of Research

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1. Our research mission and vision

1.1 Research values and mission statement

Saïd Business School aims to be a world-class business school community, embedded in a world-class University, tackling world-scale problems. Academic research plays a critical role in achieving this aim. Research and the impact that comes from it is one of our primary activities and a central aspect of our purpose as a university-based business school. Research also drives other aspects of our purpose as a school in that the provision of quality business education and meaningful, impactful engagement with external stakeholders should be grounded in new and important research. Through research, our scholarly community identifies the most important and interesting challenges facing the world that pertain to business practice and business-related public policies, attempts to make sense of them and proposes innovative, evidence-based ways to tackle them. The Oxford Saïd research community – which includes the School's faculty, research staff and doctoral students – provides the fresh ideas, novel perspectives and intellectual power to enable the School and its students to have an impact on the world and to provide timely, relevant and evidence-based answers to important world challenges.

The research mission of Saïd Business School is to be a world-class, influential and vibrant research community that conducts, publishes and widely disseminates academic research that is:

1. Of the highest quality in terms of academic rigour
2. Imaginative and innovative, looking to the future
3. Meaningfully relevant to, and enhances, business practice and the geopolitical and social landscapes in which business operates.

In short, the Oxford Saïd research mission is stated as follows:

Oxford Saïd's research mission is to produce research of the highest quality that is rigorous, imaginative and meaningfully relevant to – and enhances – business practice.

We believe that outstanding academic business research has these qualities, and we strive to be a place that actively fosters the production of such work. Ultimately, by striving to achieve our research mission we will continue to build a reputation as one of the world's leading research-powered business schools and a preferred place for business academics at all career stages to work, study and visit; and a desirable community with which interested practitioners and policymakers will want to engage.

1.2 Value 1: Research of the highest quality

High-quality research is an essential component of academic excellence. Consistent with one of the School's core values – excellence – we want all members of our research community to conduct and support work that is rigorous, using the best and latest methods and tools with the most appropriate data available. Research that enhances our understanding of key issues, particularly by spanning disciplinary silos, is strongly encouraged.

We also strongly encourage our research community to be ambitious, both in terms of the kinds of research questions they seek to address and the academic outlets they target for publication. On the latter point, we encourage our community to publish their rigorous research in the very best internationally recognised outlets. For researchers in business schools such as ours, this normally means publishing in world-class peer-reviewed academic journals that are widely read, influential on academic thought, and have the highest standards in their field. In practical terms the School generally considers academic journals on the **Financial Times 50** (FT50), Chartered Association for Business Schools **Academic Journal Guide 4*** (ABS 4*) and **UT Dallas** (UTD) lists to be examples of top-tier business-related outlets that our research community should target.

Additionally, we equally recognise leading journals in relevant non-business disciplines (such as *Journal of Personality and Social Psychology* and *Psychological Science*), general science journals (such as *Science* and *Nature*) and peer-reviewed books published by reputable university presses. Ultimately, however, given the predominant focus on business journal publications in world-class business schools, our primary focus is similarly on high-quality publications in top-tier academic business journals.



1.3 Value 2: Research that is imaginative and innovative, looking to the future

In research, we strive to embody the entrepreneurial spirit that is reflected in one of the School's core values by encouraging our research community to think boldly, tackle big issues and messy problems and to work on research that goes beyond making incremental contributions. Ambitiously, we want our research processes and outputs to be imaginative and innovative. While much research deals with historical information, we should have the future in mind in the sense that our research has the potential to address issues of today that will change the world of tomorrow. We therefore encourage our research community to embrace new ideas and perspectives to fuel novel research.

Collaboration is central to how we approach this. We are fortunate to be part of a community with diverse academic backgrounds, research interests, methodological expertise and career stages. We believe that imaginative and innovative research can be fostered through exposure to the scholarly diversity that we have within the School. Additionally, unlike many of our peer business schools, we have the advantage of being embedded in one of the world's greatest research universities. The broader University of Oxford brings even more diversity of thought and research expertise to our doorstep. We encourage our research community to make the most of this, whether it is as simple as informal participation in other departments' research seminars or symposia, or something more formal such as collaborating on interdisciplinary research projects.

Finally, we recognise that some of the best – and certainly the most impactful – research ideas come from meaningful engagement with our external stakeholders. In the case of business research, this usually means business practitioners and business-related entities (e.g. policymakers, regulators, international organisations). Accordingly, we seek to give our research community opportunities to engage with, learn from and collaborate with practice.



Innovation



Collaboration



Engagement

1.4 Value 3: Research that is meaningfully relevant to, and enhances, business practice and the geopolitical and social landscapes in which business operates

Business is an applied academic discipline and is inextricably linked to the wider non-academic world of business. As a School, we take a broad view on what 'business' entails and recognise that business thinking and business issues appear not only in commercial enterprise but also in almost every other type of institution found in modern society. We also believe in the positive role that business can play in society, in line with one of the School's core values of being purposeful. Moreover, we acknowledge that a narrow view of 'business' ignores important opportunities for boundary-spanning research. To this end, we encourage academic research that may be relevant to either core business areas such as finance, accounting, strategy and marketing, or to broader areas and phenomena such as social policy, social innovation, artificial intelligence, engineering and infrastructure development, psychology, wellbeing, climate change and the environment. Ultimately, regardless of the external stakeholder of our research, there should always be a relevant stakeholder audience for whom the findings will be appealing, meaningful and of practical value.

Our research should have a demonstrable impact on practice and improve the functioning of markets and organisations. Ideas developed at the School by its research community need to be taken to the outside world and should influence how relevant external stakeholders think and act. As a leading business school in one of the world's greatest universities, it is our duty to ensure that the research we do contributes to improving the world. Indeed, this is central to the School's purpose. Research outputs can take on many forms, and impact need not always be measured in terms of its size or scale. Instead, we encourage our research community to work on research that will likely influence external stakeholders and to always consider the generation of impact as a worthwhile (and necessary) stage in their research projects. The School's responsibility is to assist our research community in their endeavours to generate impact and influence from their research as much as possible by, for example, providing opportunities to integrate research ideas into our programmes and executive education and effectively communicating research findings to the outside world in order to disseminate new knowledge in formats that are accessible and actionable.



2. Research themes and priority development areas

Members of the School's research community conduct research on a vast array of topic areas and research questions across many academic disciplines. We celebrate the diversity of individuals' academic pursuits and deeply respect the principle of academic freedom. Members of our research community are intellectual leaders in their respective areas of interest and scholarly expertise.

The School also strongly encourages joint efforts among our research community, in line with the School's values of collaboration and entrepreneurship. Collaborations with the wider University are also strongly encouraged. Coordinated efforts around a single topic or research theme can help build the School's reputation in those specific areas, which may help us to attract more research opportunities (e.g. access to research sites, access to unique datasets), external funding and new members of our community (e.g. doctoral students, postdoctoral researchers and faculty). Increasingly, our ability to truly tackle world-scale challenges will depend on the extent to which our culture places a premium on multidisciplinary research collaborations both within the School's research areas and between the School and the wider University.

2.1 Existing areas of strength

The School has a number of existing research strengths across all academic areas. The existing areas of strength, listed below, typically exist (i) where there are multiple members of our research community (including senior faculty who provide scholarly leadership) involved in working on excellent research that covers topics of relevance to both academic and external audiences, and (ii) where the research activities produce publications in top-tier outlets as well as lead to influential engagement with, and possibly demonstrable impact on, external stakeholders.


Presently, based on activities in recent years, the existing areas of strength in research for 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.

Note: This list is not meant to indicate that other areas, where single faculty members are engaged in projects, are less important, but rather to indicate areas of collaboration.

These areas of research strength span the School and are organised both informally through aligned faculty interests and formally through some of the School's research centres (e.g. the Centre for Business Taxation and the Private Equity Institute), research initiatives (e.g. the Oxford Future of Marketing Initiative and the Oxford Initiative on AI x SDGs), research networks (E.g. CABDyN), and a number of large scale research projects under the umbrella of Responsible Business (e.g. Mutuality in Business).

The School is proud of these areas of research strength and will continue to foster work in areas that continue to align with the School's research strategy.



2.2 Priority development areas for the future

Looking to the future, the School will continue to encourage research in areas of existing strength as they represent a lot of what the School's faculty members are internationally recognised experts in and where the School has already made a difference in the world. In keeping with the School's purpose and desire to address world challenges, we must at the same time strategically expand our research portfolio into areas that we collectively see as increasingly important in the world and therefore relevant for us to consider. Put simply, the School asks its research community to continue to do great work in areas where they are already very strong and can continue to make a difference, and at the same time ambitiously expand into newer and/or underdeveloped areas of significant importance to one or more of our external stakeholder groups.

Specifically, the School encourages members of its research community, especially senior faculty members, to pursue collaborations within the School and University that will establish new research strengths in the priority areas listed below. The list below is not exhaustive and reflects areas that are, or are expected to be, critically important to the future of business and its role in society as a force for positive impact.



Accountability of and trust in business and institutions



Artificial intelligence, algorithms, data science and machine learning



Emerging technologies



Societal, business and leadership challenges that arise from macro factors



Leadership, operations, and patient and data management in healthcare



Sustainable development

At present, the School considers at least the following areas to be areas of priority development from a research standpoint:

- 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
- 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 due to macro factors such as climate change, cybersecurity, diversity, privacy, politics, shifting demographics and automation – and the associated business and leadership challenges
- 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
- 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 with respect to these goals, including new business and investment models focused on impact and sustainability.



3. Achieving our research mission

Achieving our research mission, continuing to excel in our existing areas of strength and building new and important areas of strength will require substantial support from the School and University. Some of the required support infrastructure and organisational structures already exist within the School and have proven to be effective. We will, however, need to go beyond existing approaches in order to achieve our research mission.

3.1 Research community

3.1.1 Faculty

The School's core research personnel are its **faculty members**. Our ability to achieve our research mission and be a world-class research-intensive business school is inextricably linked to the quality, vibrancy and dedication of our faculty. Concretely, in faculty recruitment we will always strive to select candidates whose research profiles align with the values, areas of strength and priority areas for future development described earlier, commensurate with their career stage. Faculty hiring needs will also take into account research-related needs, in addition to other factors normally considered when establishing faculty posts (e.g. teaching demands). For existing faculty, we will continue to encourage research excellence in line with the values described earlier and will offer support and development opportunities to help them achieve their research goals.

3.1.2 Research staff

A vital group working alongside the faculty is the School's community of **research staff**. Research staff work on projects under the guidance of at least one faculty member* and belong to one of the School's academic areas. Many are attached to a research centre, research initiative, or large-scale research project, and it is common for research staff to be externally funded by grants or philanthropy.

Research staff are an important part of our research productivity and are employed by the School on fixed-term contracts, typically for three years; The majority leave to take up tenure-track academic positions in business schools around the world.

*The School currently hosts three British Academy (BA) Postdoctoral Fellows, who are funded by the BA to conduct their own research projects independent of faculty. These prestigious fellowships are awarded to a select cohort

of outstanding early-career scholars, providing recipients with three years of individual funding to strengthen their experience of research and teaching.

3.1.3 Research Students (DPhils)

Doctoral students work closely with our faculty and are an integral part of the School's research community. They work under the guidance of their faculty supervisors on research for their doctoral dissertations, as well as assisting other members of faculty with research and often co-authoring papers.

3.2 Infrastructure and support

3.2.1 Funding

At present, the School funds research activities from both internal (School and University) and external (government and non-government) sources.

Internally, faculty members receive an annual research allowance and many receive an additional enhanced allowance based on career status (pre-tenure associate professors automatically receive this enhanced allowance) or research productivity. Non-faculty research staff (research fellows) also receive an annual research allowance. Additionally, faculty are able to apply for additional funding at the School level from the School's Faculty Research Fund. In the University, our research community can apply to the **John Fell Fund** for small and large research grants. From time to time other funding opportunities from within the University also arise that our research community may wish to access, such as the **Impact Acceleration Account**.

The School will continue to provide these sources of funding and will continue to facilitate and support applications when needed. For funding sources that are entirely under the School's control, it will endeavour to make application and administrative processes as streamlined as possible, so as to not overburden faculty, researchers or professional staff. As and when necessary, procedural adjustments will be made to ensure that the burden of applying for internal School research funding is minimised. Additionally, the levels of faculty and researcher allowances, enhanced allowances and the annual budget of the Faculty Research Fund are frequently reviewed to ensure that they are fair and fit for purpose.

Looking to the future, the School will consider additional funding needs that could be met through the allocation of more internal funds. For example, given the importance of impact to the School's research mission and in **REF2021**, the School funded the development of shortlisted impact case studies for REF2021. As part of a broader attempt to improve impact (both in terms of improved pathways for and measurement of potential for research impact), the School is establishing a culture of research impact and impact measurement, along with providing resources to help the research community achieve their impact goals.

Externally, funding comes from governmental funding bodies such as UK Research and Innovation (including the Economic and Social Research Council) and, increasingly, non-government sources, including corporate gifts and research contracts. The School is broadly open to the types of external funding sources that members of its research community should pursue. However, we do recognise that a potential benefit of external funding from non-governmental sources, particularly corporate entities, can be additional non-financial resources including, for example, access to research data and industry connections that are pathways for impact. Research initiatives such as the Oxford Future of Marketing Initiative, the Oxford Future of Real Estate Initiative and the Oxford Initiative on AI x SDGs are examples of 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.

3.2.2 Professional support staff

The primary professional support team for research at the School is the research team within faculty services. This team currently has a research manager, two research facilitators (one with additional responsibility for research impact

support), a research communications officer, a researcher HR officer and a data officer. This team's responsibility is to provide strategic and operational support for the benefit of the research community in service of the School's research mission and implementation of this research strategy. In addition to the School's central research support team, other research-related support staff are part of the Sainsbury Library and also are part of some of the School's research centres, initiatives and large-scale projects.

The School is committed to ensuring that the right kinds of research support are provided by appropriately qualified professional staff. We will consider, for example, adding professional support services in areas where we see a collective need among multiple members of our research community (e.g. in areas such as qualitative interviewing and data science).

3.2.3 Facilities

The type of research (in terms of data collection and analysis methods) varies widely across the School. We have not typically provided much by way of research facilities, especially if adequate facilities exist within the University that we can access. For example, we do not have our own high-performance computing facility because we are able to access those provided by the University's central IT group.

The School is committed to ensuring that its research community has access to state-of-the-art research facilities and access to data. If needs arise that cannot be met by facilities that already exist in the University, the School will consider what it can do to provide those facilities in order to enable the research to be done. For example, the School has invested in IT equipment that will enable members of our research community to conduct behavioural science experiments (e.g. in consumer behaviour and behavioural economics) within the School in a cost and time efficient manner. Input from members of the research community, including senior faculty, will be important when considering investments in our own research facilities and we will generally not make these investments unless they will benefit multiple faculty and researchers in the School.

3.2.4 Research centres, initiatives and networks

The School has traditionally housed a number of prominent research centres, and currently has five centres: **the Entrepreneurship Centre**, the **Oxford University Centre for Business Taxation**, the **Oxford University Centre for Corporate Reputation**, the **Private Equity Institute** and the **Skoll Centre for Social Entrepreneurship**. Recently, three new research initiatives were established with support from corporate donors: the **Oxford Future of Marketing Initiative**, the **Oxford Future of Real Estate Initiative** and the **Oxford Initiative on AI x SDGs**. Research initiatives tend to be of a smaller scale than research centres and research work tends to involve some collaboration with (and funding from) corporate partners. Additionally, we have two research networks: **CABDyn** and the **Oxford Institute of Retail Management**, and a number of large research projects under the umbrella of **Responsible Business**.

The School's centres, networks and large research projects provide another form of infrastructure to help facilitate research and impact activities in focused areas such as business taxation, digital marketing and responsible business. Many have strong connections to external stakeholders, such as major corporations and policy-related organisations and some also have sizeable communities of non-Oxford academics.

The School is open to considering proposals from senior faculty for new research centres, research initiatives or research networks. There is a policy that outlines how these proposals will be considered and a key criterion is associated with the extent to which a new centre, initiative or network is likely to help the School achieve its research mission as described in this research strategy. The School will consider investing in, and therefore supporting, only newly proposed centres / initiatives / networks for which there is a high likelihood that they will make significant contributions to the School's research performance. Additionally, the School will prefer proposed centres / initiatives / networks that either enhance existing areas of research strength or lie within new areas designated as development priorities.

3.2.5 Academic professional development

To be successful in achieving its research mission, the School's faculty members and researchers need to be individually successful. Academic professional development is currently considered as part of the annual Faculty Development and Review (FDR) and Researcher Development and Review (RDR) processes. Through these

processes, the School's leadership team solicits feedback and suggestions from faculty and researchers that allow for actions to be taken (at both individual and collective levels) to help members of our research community be the best they can be. For non-faculty researchers, who are predominantly early career postdoctoral fellows, in 2018 the School introduced a comprehensive professional development framework that provides guidance and training opportunities to help them develop their academic careers. Additionally, more informal opportunities for academic professional development are available to our faculty and researchers through the research-focused seminars, retreats/camps, symposia and conferences run by academic areas.

3.3 Dissemination and communications

Beyond academic publications, the School wants research outputs to be disseminated widely to appropriate external audiences. The School deploys a number of resources to assist with research dissemination. Primarily, 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 (including a dedicated Twitter account for research/insights), and press/news sections of the School's website. Importantly, the School has a dedicated research communications officer (RCO) who oversees research-related content developed for the School website, the School's social media channels, and the termly research newsletter. The RCO works closely with faculty and researchers to identify opportunities for producing new research-related content, develops that content, and works with internal teams to disseminate it through appropriate channels to the right audiences. In particular, the RCO liaises with the School's corporate marketing team to ensure that their needs for research-related content are met, that they support the dissemination of research-related content through their channels and to their audiences and that any research-related content that they produce meets our standards for research communication.

3.4 Culture and community

For the School to achieve its research mission, the School's culture, particularly among the faculty, must be aligned with the three values in the School's research mission statement. The School for a number of years has put effort into fostering a healthy research culture through community-building initiatives such as the Dean's research seminar series and, within academic areas, **seminar series** that bring external academics to the School for research talks. The School will continue to encourage these kinds of activities, which are a critical part of academic culture, and will continue to support academic visitors coming to the School.

Moving forward, the School will encourage members of the research community with a collective topic interest (e.g. in one of the topics identified as a priority area, such as artificial intelligence in business) to join together to form an informal special interest group (SIG). SIGs are internal groups who meet to discuss research matters of mutual interest, read/share relevant articles, explore new research ideas and opportunities, and provide peer support. One SIG was started in 2019 on artificial intelligence, and the intention is for more to be started in line with faculty interests. Other informal groups that will help build community and ensure a healthy research culture might include groups for early-career researchers (ECRs) or focused on a common methodology (e.g. causal inference, experiments). Groups of this nature already exist within the School in areas such as impact and research writing workshops. The School is very happy to support these types of community-focused activities.

3.5 Linking to executive education and degree programmes

The relevance and impact aspects of the School's research mission require faculty/researcher engagement with external stakeholders. At present, influential engagement with the non-academic external stakeholders typically occurs through individuals' own networks and via research centres, initiatives or networks that have external stakeholder involvement. The School encourages its research community to see executive education and degree programmes (especially those focused on experienced executives such as the Executive MBA and Diplomas) as another viable avenue for research-related external engagement. Given that impact is essential, substantive connections between the education side of the School and the research community are necessary.



4. Key performance indicators

4.1 Value 1: Research of the highest academic quality

There are three primary KPIs for this dimension. Ultimately, our reputation as a top research-powered business school is grounded in these three measures:

- the number of publications in the last five years authored by members of our research community in the very best and most prestigious academic journals (e.g. journals that are on the FT50 and/or ABS 4* and/or UTD lists, as well as non-business journals with very high impact factors such as Science and Nature) and in other academic publishing formats such as peer-reviewed books from prestigious university presses
- the number of academic citations that the School's research publications have generated
- the number of research groups in the School (e.g. finance, marketing, strategy) that are ranked in the top ten groups or departments in Europe using research/publication-based measures.

Additional indicators of performance with respect to this value can include:

- performance on REF2021 with respect to research outputs
- the number of members of our research community securing funding from prestigious and competitive external sources
- the number of members of our research community winning (or being a finalist for) national and international awards signifying research excellence, such as journal best paper awards, doctoral dissertation prizes and prestigious fellowships
- the number of faculty members who are on the editorial boards of prestigious academic journals
- the number of faculty members who are editors, senior editors or associate editors of prestigious academic journals
- the number of members of our research community participating in academic professional development activities, meetings, workshops and training programmes aimed at improving or updating research skills.

4.2 Value 2: Research that is imaginative and innovative, looking to the future

The primary KPI for this value is the extent to which the School has research projects, research centres and research initiatives that are considered internally and externally to be novel, ground-breaking and future-relevant in their ambitions and actual outputs. Performance on this dimension is about the extent to which the School's research community is, collectively, doing new and future-oriented work.

Additional indicators of performance on this dimension include:

- the number of members of our research community winning (or being a finalist for) national and international awards signifying research excellence, such as journal best paper awards, doctoral dissertation prizes and prestigious fellowships – particularly awards that specifically recognise novel thinking and innovative research
- the number of members of our research community conducting interdisciplinary research with colleagues in non-business disciplines – particularly where those collaborations involve future-related topics
- the publishing of research that challenges the status quo or accepted beliefs in an area
- the number of internal special interest groups formed that focus on future-related priority areas for research development
- the publishing of research that addresses new issues and creates new areas of academic inquiry.

4.3 Value 3: Research that is meaningfully relevant to, and enhances, business practice and the geopolitical and social landscapes in which business operates

- the number of external funders of current research projects that are not government entities or research councils (e.g. corporate partners)
- traffic to and/or engagement with digital content related to research that is focused on external audiences (e.g. blogs, social media content, the Oxford Answers website).

This value has four primary KPIs:

- the number of scholarly publications in the last five years authored by members of the research community that involved relevant external stakeholder groups in some form of collaboration and/or was clearly prompted by a relevant external issue, source or problem
- the number of scholarly publications in the last five years authored by members of the research community that have had a demonstrable and documented impact on one or more external stakeholder groups such that they could be (or were) developed into an impact case study (or similar formal documentation)
- the number of publications in the last five years authored by members of the research community in the top business-oriented publications, e.g. Harvard Business Review and MIT Sloan Management Review
- the presence of evidence of quantifiable impacts of our research on business and policy, e.g. high-quality impact case studies for REF2021 and tangible evidence of impact beyond REF2021.

Additional indicators of performance on this dimension include:

- the number of members of our research community speaking at industry conferences and events about their research
- the number of members of our research community participating in the design and/or delivery of executive education programmes that make use of their research findings
- recognition of academics and/or pieces of research by non-academic industry associations



Oxford University's Saïd Business School blends the best of new and old.

We are a world-class business school community, embedded in a world-class University, tackling world-scale problems.

At our heart is an emphasis on high-quality, academic research. Through research, our community identifies the most important and interesting challenges facing the business world, attempts to make sense of them and proposes innovative, evidence-based ways to tackle them. Our research community provides the fresh ideas, novel perspectives and intellectual power to enable the School and its students to have an impact.

Research Areas

Our research reflects the expertise of our world-class faculty members, many of whom are leaders in their field. We conduct research in the areas of:

- Accounting
- Finance
- Health Care
- Impact
- Innovation
- International Business
- Management Science
- Marketing
- Megaproject Management
- Organisation Studies
- Professional Service Firms
- Strategy
- Technology and Operations Management.

Centres and Initiatives

Our dedicated research Centres and Initiatives provide an infrastructure to help facilitate research and impact activities in focused areas such as business taxation, digital marketing and responsible business:

- Entrepreneurship Centre
- Oxford Future of Marketing Initiative
- Oxford Future of Real Estate Initiative
- Oxford Initiative on AIxSDGs
- Oxford University Centre for Business Taxation
- Oxford University Centre for Corporate Reputation
- Private Equity Institute
- Responsible Business Network
- Skoll Centre for Social Entrepreneurship.

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All information is correct at the time of going to press. Please check our website for the most up-to-date information.

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