Executive Dean of School of Business and Management

Candidate pack
Royal Holloway, University of London

Royal Holloway, University of London, is ranked in the top 25 universities in the UK*. Through world-class research that expands minds and changes lives, the dedication of our teachers and the feel of the Royal Holloway experience, ours is a community that inspires individuals to succeed academically, socially and personally.

The university was founded by two social reformers who pioneered the ideal of education and knowledge for all who could benefit. Their vision lives on today. As one of the UK’s leading research-intensive universities we are home to some of the world’s foremost authorities in the sciences, arts, business, economics and law. We are strengthened by diversity, and welcome students and academics who travel from all over the world to study and work here, ensuring an international and multicultural perspective within a close-knit and historic campus.

*Guardian University Guide and Complete University Guide, 2022
Royal Holloway is currently ranked in the top 25 in the UK in both the Guardian and Complete University Guides, 2022. We are also ranked in the top 400 in the world and 40th overall in the UK in the Times Higher Education (THE) World University Rankings 2022. In its category ‘International Outlook’, Royal Holloway is ranked 29th in the UK.

Royal Holloway sits within the top 25% of universities in the UK for research rated ‘world-leading’ or ‘internationally excellent’ by the Research Excellence Framework (REF) 2014.

The National Student Survey (NSS) 2021 revealed that Royal Holloway, with a rating of 77%, remains above the sector average.

Our world-leading researchers continue to address global challenges, including the development of treatments and therapies for rare diseases and life-limiting conditions, the rapid decline of bees and protecting the UK’s national infrastructure from cyber-attack.

Recognised as world-class experts in the arts, humanities and sciences, many Royal Holloway academics act as advisors to policy-makers and the Government on a wide range of issues, such as combating radicalisation and terrorism.

Royal Holloway has a total of 11,480 students (at December 2021). Of these, 8,901 are from the UK, 757 are from the EU and 1,522 are from further afield internationally. We currently have 9,533 undergraduates, 1,302 postgraduate taught and 645 postgraduate research students.

We have 1,770 established members of staff working at Royal Holloway across academic, professional services and support areas. In addition, we have considerable numbers of visiting teaching staff and students who work for the university.

Royal Holloway has an annual income of around £189 million (2019/20). We estimate that in the same year, we contributed c.£657.1m to the UK economy*.

There are over 95,000 alumni of Bedford College, Royal Holloway College and Royal Holloway and Bedford New College worldwide. Notable alumni include novelist George Eliot, suffragette Emily Davison, the first woman doctor in the west Dr Elizabeth Blackwell, actor Mark Strong, EU Foreign Minister Baroness Cathy Ashton, broadcaster and scientist David Bellamy and Paralympic triple gold medallist Sophie Christiansen.

*Biggar Economics
We have a bold vision for Royal Holloway’s future and a clear strategy for how to make this happen.

The strategic plan considers how we can meet the needs of our modern times in terms of the provision of higher education and research based innovation. By building on our well regarded academic strengths, and by aligning to needs, for example in graduate employability, programme portfolio, access, civic influence, partnership and knowledge exchange, we can deliver on our purpose as a university.

Our new three year strategic plan, 2021 to 2024, has been inspired by the Deed of Foundation which established Royal Holloway College in 1896. Royal Holloway College merged with Bedford College in 1985, providing the foundations of the university we are today.

Our strategic plan has three strategic priority pillars:

- Respond to the higher education needs and ambitions of an expanding London population.
- Build strong and sustainable international partnerships that expand the horizons of all our students.
- Develop strengths in challenge-led research and contribute to addressing key issues of our modern time.

Vision for the future

Throughout the plan is a strong focus on managing our resources effectively and efficiently. In doing so we protect the legacy of our founders and enable Royal Holloway to meet the modern needs of future generations.

Equality, diversity and inclusion will a central part of our efforts to realise this future. As an institution we are ambitious to cultivate an inclusive environment which supports excellence in teaching, research and student and staff experience.
Our strategic plan, 2021-2024

“The Founder believes that the education of women should not be exclusively regulated by the tradition and method of former ages, but that it should be founded on those studies and sciences which the experience of modern times has shown to be the most valuable, and the best adapted to meet the intellectual and social requirements of the students.”

Aligning to the opportunities and requirements of our modern times to address local and global needs

- Respond to the higher education needs and ambitions of an expanding London population
- Build strong and sustainable international partnerships that expand the horizons of all our students
- Develop strengths in challenge-led research and contribute to addressing key issues of our modern time

Manage resources effectively and efficiently to ensure a financially sustainable future.

Operational routes to delivery

- Simplify and rationalise professional services / processes / procedures
- Maximise benefits of information technology and digitisation
- Relentless focus on service / continuous improvement / partnership working

Academic routes to delivery

- Strengthen employability, inclusion, reasons for firm choice student recruitment
- Grow international experiences for our students
- Expand challenge-led research from investigator-led research basis

Strengthening our staff environment, co-working within our community and addressing environmental sustainability

To be concluded in 2022
Royal Holloway has six schools in total: Business and Management, Performing and Digital Arts, Engineering, Physical and Mathematical Sciences, Humanities, Law and Social Science; and Life Sciences and the Environment.

Schools have clear authority to successfully manage teaching and research development. Executive Deans of School have a prominent role in institutional decision-making. Other members of the Executive include the two Deputy Principals – Academic, and Operations – Senior Vice-Principal who cover Education, Academic Strategy and Research, and Student and Staff Experience, along with senior Directors of Professional Services. The Executive Dean of School of Business and Management will report to the Senior Vice-Principal (Staff and Student Experience).

In 2019, a restructure of the wider university saw the establishment of the School of Business and Management. Comprised of five departments, the school is focused on developing leaders to respond to and shape the new business environment – and broader society – through its focus on sustainability, accountability and social responsibility. In March 2021 the school gained accreditation from AACSB International, the longest-serving global accrediting body for business schools worldwide.

The school provides students with an excellent management education that equips them with the skills and knowledge required to thrive in a rapidly-changing world, and we embed issues such as ethics, sustainability and critical analysis as core parts of our distinctive offering. Our students graduate as responsible managers and leaders capable of working in all types of organisations and recognising the importance of meeting stakeholder needs. The education we provide recognises the foundations and values of Royal Holloway as a pioneering institution with a long-standing tradition of delivering progressive education.

The school’s distinctive identity derives principally from its research outlook, which can broadly be defined as having an international and comparative focus, with a strong historical, sociological and political-economic approach to management issues and activities. The school is proud of its international outlook, both in terms of its research and teaching focus, but also its globally diverse staff and student populations, where colleagues from over 20 different countries support a student body representing over 70 different nationalities.
Vision
The school’s vision is to be recognised internationally as a centre of excellence for inspiring and empowering our students and staff to realise their full potential for the benefit of society.

Mission
We aim to:
• provide an excellent management education that equips our international student body with the skills and knowledge required to thrive in a rapidly-changing world; an education that is interdisciplinary in nature and encourages critical thinking
• support and deliver internationally excellent and world-leading research that also informs our teaching
• make a positive difference to management policy and practice through our research and teaching
• and, in seeking to deliver upon that mission, the school community is guided by a shared set of values:
  - intellectual curiosity
  - collegiality and mutual respect
  - integrity
  - diversity and inclusivity
  - empowerment

The school’s ambitious agenda to be a leader in its field will be achieved through education, research and scholarship, internationalisation, and engagement and impact and in the context of the university’s dual strategy for excellence in education and research.

Education
The school aims to provide excellent management education in a supportive, student-centred learning experience that is interdisciplinary, encourages critical thinking and develops the interpersonal skills of all our students. Students are equipped with the employability/professional skills needed to improve their lifelong employability in a fast-moving world. Opportunities for a year out in industry, or to undertake short term placements, including a year abroad, are provided.

Academic staff use innovative teaching methods, drawing upon technology to support student learning, to provide more experiential learning, and to offer choice and flexibility. We modules and programmes are informed by current research and practice.
Research and scholarship

We are a medium-sized research-intensive school consisting of approximately 113 FTE staff. The school’s research vision is to be:

*Renowned internationally for agenda-setting research on management and organisation theory, policy and practice that addresses pressing cultural, social, economic and business challenges.*

We are proud of our place within the university and its founders’ principles of equitable education and social justice, embedded in the school’s research culture and future strategic aims. Research conducted within the school reflects Royal Holloway’s core values of excellence, creativity, collaboration, fairness and freedom. Our size and focus on research quality provides for an intellectually rigorous, yet supportive and collegial environment. The school is large enough to foster cross-disciplinary and socially relevant research. We maintain this highly collegial and supportive research environment by developing staff internally (including pathways for promotion), attracting high-calibre academics to the school as permanent staff and encouraging visitors (including via our fully-funded annual Distinguished Visitor Scheme), and integrating and supporting postgraduate students in all our research activities.

The school is home to three challenge-orientated research centres. Each centre is organised around a set of themes, each with a focus on contemporary economic, social, organisational and management concern. These centres allow the school to develop and sustain its research capacity, strengthening the links between theory, practice, and policy; impact, engagement, and knowledge exchange; and assisting in developing the research trajectory of early career researchers (ECRs) and postgraduate research students.

The three Research Centres are:

- **The Centre for Research into Sustainability (CRIS).** Firmly established and internationally reputed, engaged with the understanding of social/ethical, economic and environmental sustainability in contemporary society, the centre’s purpose is to advance scholarship and contribute to positive social change in terms of contemporary sustainability and related challenges.

- **The Digital Organisation and Society (DOS) Research Centre.** A highly interdisciplinary group whose work focuses on developing a critical understanding of the implications of digital technologies for work, organisations and society. DOS seeks to generate responsible impact through influencing the development of organisational, governmental and global politics around the use of digital technologies.

- **The Centre for Critical and Historical Research on Organisations and Society (CHRONOS).** CHRONOS reflects the long-standing and continuing intellectual commitment within the school to interrogating and challenging mainstream perspectives in management and organisational research and practice. CHRONOS also focuses on resurfacing historical modes of organisation as well as exploring new ways of organising in order to meet contemporary practical and policy challenges.
Internationalisation

We promote an international outlook in teaching and research that speaks directly to the diversity of our students and staff. We will continue to develop international research links with partners of suitable academic standing and encourage further international research and teaching visits by our academic staff and the hosting of visiting international scholars. We will ensure global perspectives are embedded within all curricula through introducing international study visits and organising a summer school.

Engagement and impact

The school is committed to increasing the engagement of both for-profit and not-for-profit organisations and the wider community in setting and contributing to personal, social and political agendas. We are building on our use of podcasts, blogs and other social media to expose academics research to the wider community, and increasing recruitment of practitioners to lead the training and development of staff for engagement with professional practice.
Departments in the school

There are five discipline-based departments in the school: Accounting and Financial Management (AFM); Marketing; Human Resource Management and Organisational Studies (HRMOS); Strategy, International Business and Entrepreneurship (SIBE); and Digital Innovation and Management (DIAM).

Department of Accounting and Financial Management

The department comprises 27 academic staff holding both academic and professional accounting qualifications. Staff are involved in the undergraduate teaching of BSc Accounting and Finance, and postgraduate teaching of MSc Accounting and Financial Management. The BSc Accounting and Finance degree is accredited by the Institute of Chartered Accountancy, England and Wales (ICAEW) and the Certified Public Accountants (CPA) of Australia. Innovative teaching is undertaken by departmental members including the embedding of Bloomberg Certificate of Finance on both the undergraduate and postgraduate courses.

There is a strong accounting focus in the research of the department with renowned strengths in the area of international financial accounting. It is also internationally-recognised for critical and historical perspectives on accounting with a particularly strong focus on accountability and sustainability issues. Members of the department sit on the editorial boards of top-ranking journals including, Contemporary Accounting Research, Abacus, Accounting, Auditing & Accountability Journal; Accounting Forum; Accounting & Business Research; the British Accounting Review; Business Strategy & the Environment; Critical Perspectives on Accounting; Family Business Review; Accounting and Business Research.

Department of Digital Innovation and Management

The department has 20 academic members of staff at the forefront of teaching and researching in digital technologies for the development and delivery of business innovation.

The department offers undergraduate courses in Digital Innovation and postgraduate courses in Innovation and Analytics, Information Systems and Supply Chain Management.

Several DIAM members hold editorial positions at high profile journals in the information system fields including European Journal of Information Systems; Information Systems Journal; Information Technology & People and the Journal of Association for Information Science and Technology.

DIAM members have also served as track chairs at the International Conference on Information Systems and hold significant research grants from ESRC and EPSRC.

Department of Human Resource Management and Organisational Studies

This department comprises of 25 members of staff.

Staff teach on the HRM pathway of the management degrees at undergraduate level and run the MSc Human Resource Management. Students taking courses in the department are prepared for careers in general management and in human resource management. With student destinations and aspirations currently becoming increasingly varied, departmental members are introducing new modules appropriate to consultancy, to change management, leadership and knowledge-intensive roles, and to entrepreneurial activities.

The department has a long established strength and reputation in the field of organisation studies, including particular research strengths in organisation theory, critical management studies, ethics, gender and diversity. The shortlisting of both du Gay and Grey’s critically-orientated research monographs in the final (five-book) shortlist for the first EGOS (European Group of Organisation Studies) book prize in 2017 is an illustration of research leadership in this area.
Department of Marketing

The department has 22 academic staff and seeks to understand consumers and consumption as an end in its own right, and to inform interdisciplinary work with subjects like sociology, cultural studies, psychology, psychoanalysis, and anthropology. The department has members with specialisms such as arts marketing, tourism, digital marketing, pedagogy and services.

Students are provided with a range of marketing worldviews and vocabularies and encouraged to express themselves in ways that are especially interesting to prospective employers. Academic staff contribute to the Marketing pathway of the management undergraduate degrees. They teach on four postgraduate programmes: MA Marketing; MA Consumption, Culture and Marketing; MSc Digital Marketing, and MSc International Management (Marketing).

In terms of research, departmental staff are theoretically ambitious, seeking to learn from leading continental philosophy and stay abreast of contemporary trends of cutting-edge thinking while also being methodologically diverse, drawing upon positivism and interpretivism. They are also engaged in critical theory and draw and contribute to subjects including feminism, Marxism, critical race theory, and others. A further notable feature is departmental engagements with popular press and media that expand the subject’s reach.

Staff have been invited to act as editors of special issues for leading international marketing journals such as *Journal of Marketing Management* and *Journal of Macromarketing*.

Department of Strategy, International Strategy and Entrepreneurship

This department comprises of 24 academic staff holding specialisms in Strategic Management, International Business or Entrepreneurship.

The department provides two of the largest pathways offered by the school on the undergraduate side – International Business and Strategic Management. It provides teaching on MSc Entrepreneurship as well as MSc International Management.

Academic staff carry out leading research within a broad range of topics including:

- strategy (alliances and M&As, inter-firm networks, knowledge and innovation, sustainability management)
- international business (Asia-Pacific business, emerging markets, European business, transfer of MNC practices)
- entrepreneurship (academic entrepreneurship, creation of new ventures, new technology-based firms, social entrepreneurship).

The department’s work draws on the multidisciplinary background of the group and covers a wide variety of academic disciplines, such as anthropology, business history, economic geography, economics, international business, management, political science, and sociology.

The role

The Executive Dean of School of Business and Management is responsible for providing strategic leadership and management, enabling the school to deliver innovation and impact in research, teaching and learning, student experience and outcomes, aligned to the university’s strategic plans.

The Executive Dean of School of Business and Management leads a senior team to develop a strategic vision and plan for the school and is accountable for its delivery. They provide a focal point for collaboration and cross-discipline working between departments within the school and between the school and the wider university (College). They will develop wider networks both nationally and internationally in furtherance of the interests of the school and College and in line with the university’s strategic direction.

The Executive Dean of School of Business and Management will concurrently hold the role of Professor within a relevant academic discipline.

Key tasks

Strategic leadership

• To lead the development and implementation of a strategic plan for the school, aligned to overarching College objectives, which draws on future-focused analysis of the changing HE environment to develop strategic opportunities and manage risk.

• Working with the Senior Vice-Principal and through the planning process, to set student recruitment and research income targets for the school in line with College targets, and ensure their achievement.

• To develop an admissions strategy for the school to ensure that admissions numbers for the school and each of its departments are fulfilled in line with College strategy.

• To grow collaborations with companies and other non-academic organisations.

• To develop new income streams for the school, consistent with College and school strategies and goals.

• To be responsible for effective workforce planning within the school to assure delivery of the Strategic plan.

• As a member of the College’s academic planning committees, to actively participate in the overall strategic planning of the College and in the implementation of strategy, resource allocation and business development.
**Academic leadership**

- To lead and embed strategies which promote academic innovation in research and teaching across each of the school’s departments and disciplines.
- To provide strategic direction and vision for the school to ensure the highest quality of education and outcomes and an outstanding student experience.
- To ensure that the school maintains the highest standards of academic performance, teaching quality and of innovation in learning and teaching.
- To develop and lead a culture of active student engagement within the school, including effective representation and course co-design.
- To develop and implement a strategy for continuous improvement in response to feedback from the National Student Survey.
- To be accountable for ensuring that the school is prepared for the TEF and REF working closely with the Directors of Teaching and Learning and Research and Heads of Department.
- To ensure that the school is aware of developments within College and undertake the timely cascade of information.
- To represent the school at a senior level, ensuring equal and appropriate representation for each department and discipline.

**Leading people**

- To lead the school executive as the team responsible for the school strategy and its implementation.
- To lead, recruit, manage, develop and motivate high-quality academic staff to create a culture of excellence, cross-discipline collaboration and respect within the school and across the College.
- Through the Performance Development Review process to set and actively review objectives and measurable outcomes of teaching and research success, linked to school and College strategy.
- To initiate and lead change within the school in pursuit of the College’s strategic objectives.
- To foster and develop a culture of close working relationships and collaboration between academic and professional services staff.
- To demonstrate effective leadership on equality and diversity issues within the school, ensuring a culture of fairness and inclusion.
Managing resources

• To manage the physical and financial resources of the school in a professional and efficient manner to advance the implementation of the school’s strategic plan.

• In co-operation with the appropriate Director of Professional Service, to lead and take overall responsibility for the school’s compliance with the College’s codes of practice, operational standards, policies and procedures, regulations and relevant legislation, particularly in relation to health and safety, ethical issues, equality and diversity, data protection, the management of staff, the supervision of research students and the security of staff, students and property.

• To be accountable for financial performance within the school, managing income flow, investment in support of strategic goals, authorisations and budget planning. To ensure a fair and appropriate distribution of resources to departments within the school.

External networking and liaison

Working with the Chief Marketing Officer, to develop relationships and networks involving external individuals and organisations in order to promote the College and the school, in support of overall strategic plans.

Other duties

The duties listed are not exhaustive and may be varied from time to time as dictated by the changing needs of the College. The postholder will be expected to undertake other duties as appropriate and as requested by their manager. The postholder may be required to work at any of the locations at which the business of Royal Holloway is conducted.

Internal and external relationships

The following list is not exhaustive but the postholder will be required to liaise with: the Principal, Deputy Principals, Senior Vice-Principals, other Executive Deans, Directors of Professional Services, Students’ Union representatives, and key Professional Services contacts.
Person specification

Knowledge, education, qualifications and training

• Educated to PhD level or equivalent.
• Excellent understanding of the academic challenges and needs of all disciplines within the school.

Skills and/or abilities

• Excellent strategic planning skills.
• Excellent leadership and teambuilding skills which demonstrate the College’s leadership behaviours at senior level.
• Ability to lead and manage a multi-disciplinary team of senior colleagues effectively, inspiring confidence, collegiality and respect.
• Ability to effectively represent and provide leadership to academic disciplines outside of your own.
• Excellent resource and financial management skills.
• Ability to demonstrate and encourage excellent collaborative working within the school and between academics and professional services.

Experience

• Proven track record of success in leadership and line management at Head of Department level or equivalent.
• Successful academic track record demonstrated through promotion to Chair or equivalent industrial experience.
• Demonstrable success in developing and implementing future-focused strategic plans for a department/team which maximise opportunities and manage risk.
• Experience of successfully leading change within a department/HEI.

Other requirements

• Significant track record of high-quality (creative) outputs in leading journals, press or other outlets as appropriate to the discipline.
• Successful and sustained track record of generating research income that is notable in terms of size and scope as appropriate to the discipline.
• Previous and ongoing contribution to the REF or equivalent.
• Substantial experience of high-quality teaching at undergraduate and/or postgraduate level in a relevant disciplinary area.
How to apply

Please apply through Royal Holloway’s online recruitment system at jobs.royalholloway.ac.uk by the published closing date.

For an informal discussion about the role please contact Professor Tracy Bhamra, Senior Vice-Principal (Student & Staff Experience) tracy.bhamra@rhul.ac.uk 01784 276318