

ULSB Consultation: Further Information

Why was CMS/PE chosen as area for divestment?

We are proposing to disinvest from CMS/PE and consulting on that - no decision has yet be taken.

The reasons for this proposal are addressed in detail in Section 1 of the Case for Change, paragraphs 1.1 to 1.7 in particular. A summary of the main points covered in that section, as included in the presentation for the first group consultation meeting, are as follows:

- Research in CMS/PE is least aligned with School strategic priorities in Business and Management (namely big data analytics, the datafication of the world of commerce and work, as well as artificial intelligence and machine learning and advanced quantitative skills in business and management).
- CMS/PE research does not provide the requisite foundations for scholarship (as aligned with our strategic priorities) in the areas of business and management we are seeking to expand (Entrepreneurship, Operations Management, Logistics) and the same is also true for subjects such as strategy, international business and the business environment, which are not covered from a critical perspective in most if not all other business schools.
- CMS/PE research does not align with demand for Executive Education/CPD opportunities in the region, particularly in the areas of key areas of demand including Data Science, Cyber Security, Transport/Logistics and Financial services and health leadership.

Definitional Material

For the purposes of the *prima facie* screening exercise, we used generally accepted definitions of CMS/PE drawn from established literature within these fields and reflect the study of CMS/PE in business and management in ULSB.

Critical Management Studies

Critical management studies was characterised as the range of alternatives to the study of management that have, in common, a deep scepticism of prevailing conceptions and forms of management and organisation (Adler et al. 2007)¹. At the core of CMS is a profound questioning of the authority and relevance of mainstream management thinking and practice (Alvesson et al. 2011)². We also noted that mainstream business education has been characterised by CMS scholars as irrelevant and falsely justified as being “practical” and “business relevant” (Parker 2018:16).³ Work in CMS draws upon a variety of perspectives including post-structuralism, post-modernism, anarchism

¹ Paul S. Adler, Linda C. Forbes & Hugh Willmott (2007) 3 Critical Management Studies, *The Academy of Management Annals*, 1:1, 119-179, DOI: 10.1080/078559808

² Alvesson, M., Bridgman, T., and Willmott, H. (2011) Introduction, *The Oxford Handbook of Critical Management Studies*. Oxford University Press: Oxford DOI: 10.1093/oxfordhb/9780199595686.001.0001

³ Parker, M. (2018). *Shut Down the Business School: What's Wrong with Management Education*. London: Pluto Press. doi:10.2307/j.ctvqhtj8

and autonomism and is closely associated with journals such as *Ephemera* (Rowlinson and Hassard 2011)⁴.

Political Economy

Political Economy (PE) was characterised after Adler (2011):⁵ “(a) as an argument about the importance of the broader, “macro” structures of political economy to the activity within and the behaviour of organizations (mainly business organizations), and (b) as the study of the “micro” political-economic structuring of relations within and between organizations themselves.” In common with Adler (2011), such conceptualisations are viewed as closely related to CMS. In defining political economy for this case we exclude the orthodox rational choice tradition as being a separate aspect of PE. In the School⁶, the study of PE involves the “interrogation and investigation of the ontological underpinnings and epistemological strategies emerging from diverse academic fields in business and management studies, with a commitment to social justice.”

The Basket of indicators used in the initial screening exercise to identify individuals whose research is considered to be primarily in CMS / PE and therefore potentially directly affected by the proposal in the case for change are set out below:

(The initial screening exercise did not include any assessment of the quality of research outputs or an individual’s research performance)

Known publications since 2014 including:

Journal of publication

Title of Article

Abstract

Content of article

Author biographies including self-declared research interests

Known grant applications since 2014

Membership of Research Centres

School websites:

School staff websites

Research Centre websites

⁴ Rowlinson, M., & Hassard, J. (2011). How come the critters came to be teaching in business schools? Contradictions in the institutionalization of critical management studies. *Organization*, 18(5), 673–689. <https://doi.org/10.1177/1350508410396397>

⁵ Adler, P. (2011) Political Economy. In Tadajewski, Maclaran, Parsons and Parker, Key Concepts in Critical Management Studies (pp181-184), Sage Publications Ltd

⁶ <https://le.ac.uk/cppe>

No member of staff has yet been selected for redundancy. **Individual outcomes of the screening exercise, and all relevant data taken into account, will be shared at individual consultation meetings and discussed in full. At risk staff will also be able to provide, and discuss, information which they consider relevant for their particular case.** The assessment made in the screening exercise in relation to staff who have been placed at risk of redundancy is provisional and is subject to consultation.