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Education-focused careers within UK Business-Management Schools:
The perspectives of their Deans

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Executive Summary

This White Paper examines education-focused careers within UK Business-Management Schools from the perspective of their Deans (or equivalent, for example, 'Head of School'), specifically twenty-seven Deans, drawn from across a range of pre- and post-92 and Russell Group institutions. The majority of the participating Business-Management Schools had distinct education-focused (sometimes called 'teaching'-focused) career pathways (or tracks) while others did not. It should be noted that, as is discussed within this report, the term 'education' is used throughout to encompass a range of nomenclature that were used by the Deans across the different institutions.

The purpose of this inquiry was to discern:

1. How do Business-Management School Deans (or equivalent) understand the education-focused promotion criteria?

2. What are these Deans' experiences of applying these promotion criteria?

3. What are the internal and external challenges that Deans feel academics following an education-focused career face?

4. How might education-focused academics be best supported for career and/or personal-professional development?

This White Paper is intended to provide insights for Business-Management School Deans (or equivalent) and their Senior Leadership Teams, also for line managers with responsibility for academics pursuing educational 'excellence'. The White Paper will also be of value for academic colleagues that are themselves pursuing an education-focused career within UK Business-Management Schools. Insights offered may also inform colleagues within other higher education disciplines that are pursuing educational excellence and/or an education-focused career.

Key findings

In summary, the key findings of our inquiry are:

1. The Business-Management School Deans (or equivalent) perceive that there is growing clarity over the expectations of academics that are following an education-focused career, and the majority have seen the development of a more robust career framework within their institutions. However, they do have on-going concerns over the status that can be unconsciously or consciously assigned to those on such a career route, also the reality of education-focused promotion opportunities. As a result, there remains few individuals being promoted beyond the level of Senior Lecturer/Associate Professor/ Reader across all institution types.

2. Despite the perception that within institutions there is growing clarity over the expectations of education-focused careers, there remain significant distinctions between institutions specifically around
   i. the importance of classroom practices *vs* demonstrating other forms of scholarship
   ii. expectations of holding institutional leadership roles
   iii. the sphere-of-influence individuals might be expected to demonstrate at each grade, and especially at full-Professor.

3. The nomenclature used for academics pursuing education-focused careers, whether 'education' or 'teaching' and the use of the accompanying suffix of 'scholarship' tends to delineate expectations around scholarly outputs and the nature of such outputs. However, the nomenclature distinction-expectations relationship is not entirely congruent.

4. The Deans (or equivalent) perceive that the main barriers faced by education-focused academics lie in
   i. the qualitative nature of promotion-progression criteria
   ii. a lack of institution-wide understanding (and especially from within STEM disciplines) of what an education-focused career comprises
   iii. the time needed to secure robust evidence of educational impact.

Recommendations

Based upon our findings, we discern recommendations across the three following levels:

1. Individual (micro-) level to support academics to discern and build their contribution
2. Institutional (meso-) level to enhance the visibility and esteem of education scholarship and of education-focused careers
3. Professional Association (macro-) level through awareness raising and professional development support

These levels of recommendation are modelled, as our *BAM MKE Model for supporting education-focused careers*, for use by Deans, their leadership team and line managers in supporting academics interested in pursuing and education-focused career. Exemplars of good practice from within the sector are offered as proposals to address each level of recommendation.

Acknowledgements

Our greatest thanks are offered to the twenty-seven Business and Management School Deans (and equivalent) that found time within their very busy schedules to speak with us to enable this work to proceed.

Our thanks too, to the British Academy of Management and its Executive team for supporting this work which is so central to the lives of many of our members.

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British Academy of Management's (BAM) Management Knowledge and Education (MKE)

BAM MKE is *the* community for advancing scholarship-informed management education. We are an academy-wide community-of-practice supporting scholarly-activity, professional development events, networking, and the development of resources to advance management education practice and impact management education policy.

The overarching goals of BAM MKE are:

- **To promote the centrality of the scholarship of teaching and learning in Business-Management Schools**
- **To explore and establish the relevance of other forms of scholarship for education-focused academics**
- **To provide a programme of professional development for BAM members to develop their educational scholarship profile**

Our community comprises academics, practitioners and policymakers who are interested in management education. We propose that the scholarship of teaching and learning and conventional basic research (the scholarship of discovery) should be valued equally in terms of the status, recognition, and reward for success.

Our programme of activity enables all educators to flourish and addresses the need for evidence-based scholarly professional development for education-focused career pathways.

Underpinned by the BAM core values of equality, diversity, inclusivity and respect (EDIR) and sustainability, our activities focus on rigorous and systematic management educational scholarship; professional development; and education practice to impact management education policy.

Further details about BAM MKE and our programme of activities to support education-focused academics and their careers can be found on our website at: https://www.bam.ac.uk/bam-community/management-knowledge-and-education.html

Concentric circles diagram with surrounding text:

Sustainability – Equality, Diversity, Inclusivity and Respect (EDIR) – Sustainability – Equality, Diversity, Inclusivity and Respect (EDIR) – Sustainability –

- EDUCATION POLICY IMPACT
- ADVANCING EDUCATION PRACTICE
- PROFESSIONAL DEVELOPMENT
- MANAGEMENT EDUCATION SCHOLARSHIP

- *Education-focussed Career Tracks* White Papers

- Education Practice Awards
- Teaching Practice Conference
- Education Paper Series
- Working Group
  – Generative AI in Education

- Education-focused professor Programme
- "How To" Series
  – Supervising Quantitative Research
  – Developing Abstracts
  – Publishing Workshop
  – PFHEA – Mapping Impact
- Alumni Network

- MKE Research Grant Schemes
- BJM MKE Journal Subsection
- Working-groups
  – Post-experience Education
  – Inclusive Education

SECTION: 1
Introduction

1.1 Purpose of this White Paper

This White Paper examines education-focused careers within UK Business-Management Schools (hereafter 'Business Schools') from the perspective of their Deans (or equivalent such as 'Head of School', hereafter referred to collectively as 'Deans').

It presents the findings of an inquiry that used interviews held with twenty-seven UK Business School Deans. The **aim** of this inquiry was to discern how these Business School Deans understand education-focused careers, with the **purpose** of discerning:

1. How do Business School Deans understand the education-focused promotion criteria?

2. What are these Deans' experiences of applying these promotion criteria?

3. What are the internal and external challenges that Deans feel academics following an education-focused career face?

4. How might education-focused academics be best supported for career and/or personal-professional development?

This paper provides insights for Business School Deans and their Senior Leadership Teams, also line managers with responsibility for academics pursuing educational 'excellence'. It is also of value for Business School academic colleagues that are themselves pursuing an education-focused career, while the insights offered may inform colleagues within other higher education disciplines.

For clarity, within this White Paper we:

- Define 'education-focused' academics as academics that are, intentionally or unintentionally, pursuing educational excellence within their higher education career. They may be on an explicit career path, where this exists within their institution, or where their institution does not have an explicit career pathway, they may be pursuing educational excellence alongside good standing in research

- Use the term 'education-focused' throughout to encompass a range of such nomenclature used across UK higher education institutions which include 'teaching-focused', 'teaching and learning' 'education and scholarship' (See Section 3.2.2)

- Use the term 'path' or 'pathway' to encompass academics at both institutions with a distinct career path or track, and those without. Some of the verbatim statements from the Deans may though use the term 'track' where this terminology is in use at their institution. We have not changed the term/s used within verbatim statements.

1.2 Growth in education-focused careers within UK Universities

The annual HESA data (HESA, 2024) shows how, over the past decade, there has been significant growth in education-focused career pathways within UK universities. This growth pattern is further substantiated by the National Council of University Professors who, from their 2023 survey of the *Role of the Professoriate* (NCUP, 2023), found that almost one-in-five respondents (of 993 respondents) had been promoted on account of their educational contribution, on what the NCUP term, an 'academic teaching' route. These education-focused pathways are most prevalent within the Business and Management disciplines (includes Accounting and Economics).

The growth in numbers of these education-focused academics, and the increasing reliance within Business Schools upon these academics, can be attributed to many different factors. Perhaps most significant is the growing demand for business and management programmes at undergraduate and postgraduate levels, and as degree apprenticeships (HESA, 2024), and the necessary staffing of these significant teaching hours. With around 75% of a University's total income being from international students on taught programmes (BBC, 2023), employing teaching/education-focused academics has become a financial necessity for many institutions.

The introduction of the Teaching Excellence Framework (TEF) with its associated metrics that stand as proxies of education quality, and the increased importance given to student satisfaction measures within league tables, have also encouraged institutions to reconsider their educational offerings. Simultaneously, institutional gaming for the Research Excellence Framework (REF) to reduce the numbers of 'researchers' without outputs resulted in tranches of academics with fewer research publications, typically those in later career and/or in a second career, being transferred to education-focused paths (Baker, 2022). Encouragingly though, there is also evidence of a generation of academics who are re-evaluating their priorities and pursuing a more authentic career focused upon the vocation of education (Cassar, 2022).

1.3 Barriers to developing consistent criteria for educational 'excellence'

Both within and between institutions, there has remained limited agreement on a consistent interpretation of education-focused criteria and thereby, for an education-focused career (Anderson & Malanaphy, 2020; Smith & Walker, 2024). Discerning equivalency to the research-focused pathway has proven difficult to articulate, despite considerable efforts by many institutions to devise meaningful and effective education-focused promotion-progression criteria.

The challenge in defining individual institutional or, indeed, sector-wide, criteria and equivalency has been hampered by multiple factors. Perhaps one of the most problematic factors is the lack of agreement on what constitutes scholarship for educators and specifically:

- Whether this scholarship differs from that defined for researchers

- How this scholarship might differ by discipline

- The relationship between scholarship and pedagogic research

- How the impact of this scholarship can be evaluated or measured where the criteria of externally validated journal rankings cannot be readily applied.

Such situation adds to the challenges facing academics seeking 'excellence' in their educational expertise and leadership.

Yet understanding what constitutes educational scholarship and 'excellence' matters not only for academics on education career pathways, ensuring their parity of esteem with research-focused pathways, but has a broader significance. Supporting the development of ethical, sustainable, and inclusive future-focused pedagogies is vital to better address contemporary global and grand challenges such as climate change and environmental degradation. Such pedagogies need academics with a preference for education, learning and teaching.

1.4 Role of BAM MKE in supporting education-focused academics

The British Academy of Management's Management Knowledge and Education (BAM MKE) portfolio of activities champion enhanced understanding of the nature of education scholarship and education-focused careers.

BAM MKE has developed capacity-building infrastructures through a suite of education-focused development activities. These activities are headed up by the flagship Education-focused professor Programme which is based upon Boyer's scholarships of education, integration, discovery, and application (Boyer, 1991) and the MKE SEEL (Scholarship, Engagement, Education, and Leadership) model which emerged from an earlier study into education-focused careers (Anderson & Mallanaphy, 2020).

A resultant collaborative community-of-practice has supported significant opportunities for dialogue and the development of networks to encourage educational innovation plus an enhanced understanding of the nature of education-focused careers and promotion opportunities.

SECTION: 2
Methods

This White Paper has emerged from interviews held with twenty-seven Business School Deans (or equivalent).

2.1 Sampling

Following ethical approval from Northumbria University (#1618), in January 2023, all 104 Business School Deans were contacted requesting their participation in the project. Twenty-seven Deans confirmed initial agreements to participate and were interviewed in Spring and early Summer 2023.

2.2 Data generation using semi-structured interviews

Data generation was conducted through semi-structured interviews as we wished to explore the Deans' subjective perspectives of education-focused careers and of institutional promotion criteria. Outline interview questions were informed by the findings of the previous BAM MKE White Paper (Anderson & Mallanaphy, 2020), and our review of the extant literature on academic careers. They were also shaped by our own experiences which have been developed through personal education-focused careers and through working with education-focused colleagues across the BAM MKE portfolio of activities.

2.2.1 Interview process

Following receipt of their consent to participate, arrangements were made to individually interview each participating Dean. The interviews took place via MS Teams (with the exception of three interviews which were conducted face-to-face). Each interview was audio-recorded and Microsoft's automated transcription employed. The auto-generated transcripts were then read by the interviewer and corrections made to them for example, correcting for dialects and acronyms. These corrections were made within the 48-hour period following the interview to ensure the interviewer retained familiarity with what was discussed.

2.3 Data Analysis

Analysis focused upon both mapping and interpreting the meaning constructed by the participating Deans. An iterative analytical approach was adopted. Thorough reading of the data allowed initial theme-codes to be distilled. These initial codes were then further iterated and clustered, informed by the limited literature in the field. These higher-level theme-codes were then examined and further iterated through discussion between the two authors.

2.4 Research standards

To ensure rigour in the analytical process and address validity threats (Tracy, 2010), established standards for ensuring the credibility, relevance, and trustworthiness of the study were followed. Both investigators independently developed initial data codes, arriving at consensus regarding the codes applied to the participants' accounts. These agreed final set of working codes were then applied to all data.

SECTION: 3
Findings

3.1 Demographic data

Twenty-seven Business School Deans participated in the inquiry. These were drawn from across the following mission groups as shown in Table 3.1.

Institution grouping	Number of institutions
Russell Group	5
Pre-92	14
Post-92	8

Table 3.1: Distribution of participating Business Schools

It should be noted that no response was received from Business Schools within institutions that:

- have more recently (since 2000) secured University status, such as previous teacher training colleges

- focus principally upon knowledge exchange rather than research

We suggest that the notion of education-focused careers may well be largely unrecognised in such contexts.

3.2 Growth in education-focused career paths

Recognition by institutions of the need to focus more strategically upon the student experience has resulted in the significant growth in dedicated education-focused career paths, often alongside practice or enterprise-focused and/or leadership or citizenship-focused career paths. Of the institutions involved in this study, eighteen had a range of promotion paths that included a dedicated education-focused career pathway, while six had no distinct career pathway but recognised educational "excellence" as a route to promotion alongside good standing in research, citizenship and/or leadership.

A clear education-focused career pathway was typically found within the Russell Group and pre-92 institutions, although several of the post-92s have recently also developed this distinct career pathway. For a small minority of the Business Schools involved in this inquiry (three) the only route to promotion was through achieving a balanced education and research focus, typically with knowledge exchange (KE) alongside.

3.2.1 Development of more robust education-focused career frameworks

Across most participating Business Schools, the Deans perceived that the *"murkiness that had shrouded education promotions"* (post-92) that had resulted in the promotion process being *"skewed towards research and leadership rather than education"* (post-92), was now being addressed, with education-focused paths gaining greater clarity.

It was generally felt that this clarity was emerging from the significant strides that had been made over the last 5-10 years in the development of new academic career frameworks within many institutions,

"which detail what national and international recognition might look like for education" (post-92).

It was hoped that this enhanced clarity would stem the loss of *"some really good educational experts over the last few years because we didn't have a clear route for them"* (post-92). Nonetheless, there remained concerns that the *"education route is still, for sure, the less travelled path"* (pre-92).

3.2.2 Contrasting nomenclature for education-focused careers

While almost all the Deans considered that there was a far greater clarity in education-focused careers and the expectations of these academics across the different career grades, they referred to this career path using differing nomenclature. Some Deans used the term *"teaching"*, sometimes *"learning and teaching"*, sometimes *"teaching and scholarship"*, while others used *"education"*, *"education and scholarship"* and *"education and pedagogy"* (See Table 3.2).

As it will be seen (Section 3.3.2), that these differing nomenclatures were used was significant in understanding how these Business School Deans and their wider institutions were understanding education-focused careers, and especially when this nomenclature was combined with whether or not the institution had a distinct education-focused pathway.

Nomenclature used by Deans	Number of institutions by group**	
Teaching	Russell Group	3
	Pre-92	5
	Post-92	-
Teaching and Scholarship	Russell Group	2
	Pre-92	4
	Post-92	1
Teaching and Learning	Russell Group	-
	Pre-92	-
	Post-92	2
Education	Russell Group	-
	Pre-92	1
	Post-92	2
Education and scholarship	Russell Group	-
	Pre-92	2
	Post-92	-
Education and pedagogy	Russell Group	-
	Pre-92	1
	Post-92	1

Table 3.2: Nomenclature used for an "education-focused" career pathway

** [Note: The three institutions where the only route to promotion was through achieving a balanced education and research focus, especially with KE alongside are excluded from this table]

3.2.3 Concerns over the reality of education-focused promotion opportunities

Despite the assertions that progression-promotion criteria were now clearer and that education-focused career frameworks had been developed so that it was now possible, *"at least in theory, to be promoted from any grade to grade 10, on the basis of a very distinctive set of contributions"* (pre-92), across all institution types (Russell Group, pre- and post-92s) the Deans remained concerned that few academics were actually securing promotion beyond the level of Senior Lecturer/Associate Professor/Reader.

As a result, potential role models and mentors for those following education-focused careers lacked within institutions, and especially at full-Professor grade. One post-92 Dean remarked how she was *"looking for somebody who was a Grade 8 [i.e. Senior Lecturer/Associate Professor/ Reader] or above in the teaching and learning area to mentor somebody who wanted to move from a 6 to a 7 and it was really quite difficult to find anybody. They're predominantly grade 6 and a few 7"*. That said, there were some noticeable successes, with some academics having managed to move through to full-Professor on an education pathway; *"previously it was just unheard of, but we now have three [education-focused full-Professors]"* (pre-92).

Many of these Deans asserted that the lack of colleagues being promoted to Senior Lecturer/Associate Professor/Reader and to full-Professor was evidence of the frustrations they felt with institutional-level (or equivalent) promotion panels where there remained a persistent preconception that promotions should be made on the grounds of research, with extensive grant income. It was felt that Business Schools have distinct needs compared to many other disciplines, and that the significant education-focused responsibilities of their academics often went unrecognised at University-level. As a result, academics who they felt had a strong case for education-focused progression were failing to be successful at the institutional-level panels despite support at Faculty-level.

Overall, the Deans felt that a key responsibility of Business Schools now lay in ensuring that education-focused careers were made more visible across their institutions and that they were more explicitly recognised and valued.

3.2.4 Concerns over the perceived status of education-focused routes and its position as a quick-win career path

That education-focused careers were perceived to be of lesser status tended to stem, several of the Deans believed, from many of these academics being conventionally *"professionally qualified rather than academically [doctorally] qualified"* (pre-92). As a result, they tend to be located in *"high concentration in certain subjects"* and usually where there was *"not really a clear research area in its own right"* (pre-92). Yet that these (ex-) practitioners could *"walk straight into a classroom … and talk about business at the sharp end"* (pre-92) rather than teach *"about business from a research perspective"* was universally seen as critical within the contemporary Business School.

That the needs of Business Schools and their learners had changed was very much to the fore in the Deans' support of education-focused careers, as they recognised how *"you look at the 18- to 19-year-olds. What they're wanting isn't eight research professors in front of them, but academics who can support them, can make it interesting to them …."* (pre-92).

Education-focused colleagues were seen to be vital to these Schools meeting the expectations of their students, and the KPIs around student satisfaction set by their institutions. The Deans were, therefore, concerned that an education-focused career isn't seen as a route *"for those who can't do research, which is how a number of us felt that it was perceived when it was first established"* (pre-92). Thus, they were explicitly supportive of their academics seeking promotion on an education-focused pathway, albeit, as one Dean reported, *"five years ago I wouldn't have encouraged any of my academics to look at it [an education career]"* (pre-92).

Several Deans though noted some annoyance at the opportunist research-focused academic who, in getting *"frustrated that they can't accelerate through the grades quick enough think that they might take an education pathway instead to get ahead"* (post-92). They felt that this was degrading the value of this career path and its significance to the Business School. The Deans therefore admitted that they had a need to really understand which of their academics were on an education-focused path because of a genuine interest in developing their excellence in this sphere, *"rather than those who can't find a way to get onto a conventional academic research track or because they can't, or just don't want to, publish"* (pre-92). Discerning this was significant to them providing these academics with the necessary support for progression.

3.3 How are education-focused careers understood? Similarities and distinctions

In the round, the Deans' understanding of the characteristics of an education-focused academic were broadly similar. However, as is noted in Section 3.3.2 there were distinctions which largely, albeit not universally, related to the nomenclature given (3.2.2) and to whether the institution had a distinct education-focused career path. Distinctions also lay in the Deans' perceptions of:

- The significance of the classroom, of teaching excellence, in these academics' profiles *vs* the significance of others forms of excellence and of educational scholarship

- Whether the career path necessitated these academics holding an institutional educational leadership role/responsibility

- The sphere-of-impact or influence these individuals should be expected to demonstrate as a full-Professor.

These collective similarities and distinctions are now examined.

3.3.1 Collective understandings of the characteristics of education-focused academics

Given the current higher education context, all of the Deans, without exception, recognised the importance of having academics within their Business School who identified as educators, and thereby prioritised education-focused activity. In recognising that *"teaching pays the bills"*, that *"if it wasn't for teaching then we wouldn't be doing research, probably we wouldn't have a job"* (pre-92), these academics were referred to by the Deans using such terms as *"the unrecognised soldiers of the University"* (pre-92), yet also *"the unheard voices"* (pre-92) and *"undervalued colleagues"* (post-92) that sit *"on the fringe"* of many Business School and University research ambitions (pre-92).

For most of the Deans, their education-focused academics were ex-practitioners taking a second career in higher education and often teaching in the highly vocational fields such as Accountancy. Yet significantly, a number also reported how they were witnessing an increase in early/ier-career academics *"making a conscious choice to go on that [education] track .... they have passion for teaching rather than the, often isolating, experience of research"* (pre-92). They considered that these individuals typically had a lesser preconception of it being a less-valued pathway.

Without exception, education-focused academics were considered to be those academics who *"the students remember ... they create memorable learning moments within the classroom and outside of it as their passion shines through"* (pre-92). The significance of these academics' passion for education was felt to be increasingly significant as *"we strive to find different ways to engage our students. We're responsible for the future leaders so we've got to engage them"* (pre-92); *"these are the people that are the champions of our students"* (pre-92). By contrast, the Deans often admitted that they had other academics that *"just turn up to the classroom and just teach, but that's all they do, just teach and they aren't really interested in being there"* (pre-92).

While asserting that education-focused paths are *"really important for us"* (pre-92), and that it was important that it did not become a pathway for those *"who had taken their foot off the gas, who's research is not up to standard"* (pre-92), some Deans did admit that this career route could unfortunately end up as the default route for those whose *"research has run its course, they're in a research area that's sort of dying"* (pre-92). As a result, to avoid devaluing the pathway, many Deans discouraged movement between career paths unless the academic/s concerned were making an explicit and sustained education contribution.

3.3.2 Nomenclature and the availability of distinct education pathways distinguishing how education-focused careers are understood

As has been indicated, of significance in understanding how education-focused academic careers are differentially understood within Business Schools, and by their Deans, were the nomenclature used by the Deans across the different institutions and whether the institution had a distinct education-focused career path (Section 3.2.2 / Table 3.2).

Where 'teaching' was a key term within the nomenclature, the Deans typically emphasised these academics' classroom-focused activity, albeit acknowledging that at Senior Lecturer/Associate Professor/Reader and full-Professor grades this would also necessarily involve leading and influencing others in leading teaching/classroom innovation, with the need for *"external mandates and validation of your national and international standing in your teaching …"* (pre-92). To achieve this standing, as one Dean advocated, *"you can't be an academic hermit … you have to get out there"* (pre-92). Where the term 'teaching' was employed, there was limited expectation that these academics would be prioritising research whether pedagogic or subject research, as the expectation was that their energies would be fully focused upon education innovation activity.

Where 'education' was a key term within the nomenclature, the Deans' views on these academics' activities were typically somewhat broader, encompassing other aspects of Boyer's (1991) academic scholarships, with teaching being only one element of this activity. Indicative of numerous other Deans, one asserted how, as education academics moved into the professorial ranks, the expectation was that they *"take on leadership, shaping the discipline and influencing others… bringing about change to improve teaching and to disseminate that change across the University and beyond"* (post-92). Nonetheless, it was generally accepted that good standing in teaching practice was still central to the characteristics of an education-focused academic and that *"if somebody was spectacularly bad in the classroom and you don't want them in your classrooms …. it's hard to see how they'd be eligible for promotion on the grounds of education"* (post-92).

The greater distinction in the Deans' overarching expectations of these education-focused academics can though perhaps be attributable to whether or not the institution had a distinct education-focused career path (see Section 3.1). However, nonetheless, as can be seen in Table 3.3, where the pathway was distinguished the perceived expectations still varied.

Career pathways	Typical expectations of these academics
Education-focused career pathway, typically using nomenclature of "education" *(typically, pre-92 institutions)*	• Subject/discipline research not expected but evidence of evaluation of education practice and the wider dissemination of this practice expected. Might well take the form of book chapters, practice-focused publications rather than internationally ranked peer-reviewed journals, also guest invitations • Some workloaded scholarship time but the percentage available varies significantly. Some institutions have a system of applying for (additional) scholarship hours • Hold externally validated recognition of educational leadership (e.g. Advance HE Fellowships, National Teaching Fellowships) • Hold an education-focused leadership role within the Business School, or an external (education) role
Education-focused career pathway, typically using nomenclature of "education" *(typically, post-92 institutions)*	• Pedagogic (or subject/discipline) research publications with some income generation expected • Some workloaded scholarship time usually provided • Might hold externally validated recognition of educational leadership (e.g. Advance HE Fellowships, National Teaching Fellowships) • Typically hold an education-focused leadership role within the Business School
Education-focused career pathway, typically using nomenclature of "teaching" *(typically, Russell Group institutions but also evidenced within some pre-92s)*	• No research expectations. The limited scholarship time available is anticipated to be used for pedagogic/teaching development and innovations • Hold externally validated recognition of educational leadership (e.g. Advance HE Fellowships, National Teaching Fellowships) • Typically hold an education-focused leadership role within the Business School
No distinct education-focused career pathway. Varied nomenclature used *(typically, post-92 institutions, but also evidenced within some, typically more specialist, pre-92s)*	• Research publications with income generation expected; typically, subject/discipline-based rather than pedagogic (due to the ranking of articles and the level of income expected). KE activity usually expected alongside • Workloaded scholarship time but the percentage available varies significantly. Some institutions have a system of applying for scholarship hours • Hold externally validated recognition of educational leadership (e.g. Advance HE Fellowships, National Teaching Fellowships) • Expectation of pedagogic/teaching development and innovations • Typically hold an education-focused leadership role within the Business School

Table 3.3: Expectations of education-focused academics in relation to the existence of a distinct education career path and the nomenclature used by the institution

3.3.3 Distinctions: Differing expectations of research and/or other forms of scholarly output

Within Table 3.3 the differing expectations of education-focused academics with regards to research, and/or other forms of scholarly outputs is evident.

For most Business Schools with no distinct education-focused pathway, good standing in research, comprising peer-reviewed and internationally ranked journal publications and research income is expected alongside leadership of educational excellence. This was often despite their feeling that, as one Dean asserted, *"all of their time is spent trying to publish high-quality journal outputs, but that's not what I think this is what it should be about. It should be about providing them with opportunity to explore pedagogic innovations … they should be driving new activities in the learning and teaching space"* (post-92, no distinct pathway).

Similarly, also fairly clear-cut, for those institutions where the expectations of their education-focused academics are primarily, and almost entirely, upon teaching (typically Russell Group), the Deans' perceived that research and other written outputs should not be these academics' priority not least as *"it wouldn't be returned in the REF for Business anyway"* (Russell Group, 'teaching' pathway). Instead, their priority should be upon the leadership of teaching innovation and developing *"that gravitas, that command of your practice"* (Russell Group, 'teaching' pathway).

However, for the other, and the larger number of institutions, the Deans' expectations in this regard did vary quite significantly and was not necessarily related to the time assigned in workload planning models to research/scholarship activity. Workload time reportedly assigned to research/scholarship activity varied from 20-40% across these institutions. For some such institutions, the Deans did not expect their education-focused academics to engage in subject/discipline research (typically, 'teaching' nomenclature), but they did expect to see substantive evidence of their engagement in education practice innovation and education evaluation and, in the wider dissemination of this practice innovation. This dissemination might be achieved through such avenues as book chapters, practice-focused publications, academic blogs, guest invitations, with one specifically asserting *"it's not about 4* journal articles for these academics. I think it's a different type of prestige"* (pre-92, 'teaching' pathway).

By contrast, for some other Deans, expectations were much higher, and they anticipated that these education-focused academics would be publishing in their subject area, also their education innovation and evaluation, within peer-reviewed, internally ranked pedagogic journals. Alongside, they would be generating external income from such bodies as Advance HE, the QAA or relevant professional societies and associations such as the British Academy of Management's Grant Schemes.

Of note, some Deans reported that research that is undertaken within the education-focused academics' subject/discipline would offer little, or no, credit at all in their progression-promotion efforts with only pedagogic publications counting. With the number of highly-ranked pedagogic journals being somewhat limited in extent, this presented a barrier to many in their progression efforts.

3.3.4 Distinctions: External educational accreditations and recognition

The very large majority of the Deans recognised the importance of external educational accreditations such as Advance HE's Fellowships and National Teaching Fellowships, also such certification as the Chartered ABS' CMBE (Certified Management and Business Educator), for their education-focused academics. They considered such external recognition provided a concrete means to these individuals demonstrating their wider educational leadership 'good standing' and 'excellence'.

Supporting academics' promotion to Senior Lecturer/Associate Professor/ Reader usually explicitly necessitated their accreditation to at least the level of Senior Fellow (SFHEA) while for full-Professor, Principal Fellow (PFHEA) and/or National Teaching Fellow (NTF) was usually considered to be necessary (all institutional types, 'teaching' and 'education'). However, for some institutions (all post-92s, 'education') these were not an expectation, although they were listed with other such awards as guiding criteria for applicants. Of note, a couple of these Deans expected all academics, regardless of their promotion pathway, to hold accreditation of at least to SFHEA for the grade of Senior Lecturer/ Associate Professor/Reader and above (post-92, 'education').

It was though, not generally considered that such accreditations were, on their own, sufficient evidence of an academics' external reputation and external profile. Albeit it was generally agreed that *"if you've had the determination to craft a narrative about your contribution, that probably does mean you're taking your own development seriously, which probably does mean you're doing more than just your own teaching"* (post-92, 'education'), it was felt that these criteria were too narrow.

Guest invitations to stand on committees or boards of professional associations and/or to keynote at other institutions', or associations', were typically cited as more reliable evidence of a wider educational leadership impact and influence.

3.3.5 Distinctions: Necessity of holding internal leadership roles

Differing views predominated on whether holding an internal leadership role should be a pre-requisite for progression-promotion, especially to an education-focused full-Professor. For those considering such internal role necessary, their concerns then lay in the limited number of roles that were available within the Business School and/or their wider institution. As they explained, *"education promotion relies upon you holding a leadership role"* (pre-92, 'education'), so *"there are barriers. Our Faculty has one deputy for education so if you want to get to a leadership role, that's a competitive process. ...."* (post-92, 'teaching'), while others asserted their concern that *"there's no limit on the amount of research that can be published in a year, there is a limit for educators"* (pre-92), *"there are only so many people that can lead a committee, there are only so many people can lead an initiative"* (post-92, 'teaching'). The scope and scale of the leadership role was also considered to be important, and *"substantially for a transition to Chair. So, I would ask 'have you played an Associate Dean's role or held some other fundamental role?'"* (pre-92, 'education'). One such Dean though acknowledged their role and that of their senior leadership team in supporting these opportunities; *"I think that this requires a developmental mindset in the leadership team to think well, how do we create the maximum opportunity for people early enough in their career"* (post-92, 'education').

For others though, an assigned role was not essential and individuals might instead assume an alternative educational leadership role through which they could demonstrate impact and/or influence. Indeed, some of the Deans felt that *"taking on a leadership role proactively, without an assigned portfolio"* (pre-92, 'education') was a far stronger indication of the individuals' educational leadership and influence. Such assumed roles might include how *"they might be involved in innovative education activity, preferably in collaboration with others, and that it has an impact within the University"* (pre-92, 'education') or *"they'll perhaps have taken a proactive lead in education enhancement activity to address concerns across the Faculty, and across the University, such as in areas like assessment"* (post-92, 'education').

3.3.6 Distinctions: Differing spheres-of-influence that these educators should demonstrate

The sphere-of-influence that the Deans felt educators must necessarily demonstrate in seeking promotion to Senior Lecturer/ Associate Professor/Reader and then to full-Professor, also varied.

For some, it was felt that securing influence inter/nationally was *"almost impossible for educators"* (see also Section 3.4) and that influence demonstrated beyond the Business School to the wider University *"might well be good enough evidence"* (Russell Group, 'teaching'). For these Deans it was felt that *"the promotion to Professor is about leadership, and leadership at a scale and scope that is greater than the programme or department and, often beyond the School, focusing at the institution level, collaborating across the Faculties"* (pre-92, 'education').

For others though, it was expected that *"your sphere-of-influence as you move upwards ... should expand, and you need evidence of this expansion up to an international, at least national, level [for full-Professor]"* (post-92, 'education'). Such Deans perceived that for Senior Lecturer/Associate Professor/Reader it was necessary to have demonstrated that they are able to *"not just take out one Lego brick and replace it with another similarly shape Lego brick, but actually rethink the structure, making curriculum enhancement or changing the outcomes some other way"* (post-92, 'education'). This activity should then be disseminated beyond the immediate context to influence educational activity and/ or pedagogy more widely. By equivalence, for full-Professor it was anticipated that these individuals would be *"out there, talking in other Business Schools, ... responsive to their community ...their ideas have been picked up by others as a good practice way of educating and have thus influenced how they teach in other Business Schools ... or perhaps somebody has said you're the one leading expert in this, and we want you to advise us"* (post-92, 'education'). Therefore, *"you would be known for your teaching practice and your leadership, like a researcher would be known for their research"* (pre-92, 'teaching'). It was felt that proactively engaging with professional societies, associations and member-bodies such as Advance HE, were accessible ways in which this profile/prestige could be achieved.

Some of the Deans explained how education outputs such as textbooks might be used as an alternative indicator of inter/national influence, where it could be demonstrated that they *"are influencing practice elsewhere ... where we can see evidence that 'X' many thousands of students have read the textbook because it has been adopted by all these institutions ... and across three or four other countries .. then that's a marker of that influence too"* (pre-92, 'teaching').

These similarities and distinctions in the Deans' understanding of education-focused careers can therefore be mapped to the British Academy of Management's MKE SEEL framework developed by Anderson and Mallanaphy (2020) through their analysis of education-focused promotion criteria (Figure 3.1). The size of the ellipses represents the value placed in the area of activity in terms of esteem for progression-promotion.

Nomenclature of 'education', and typically pre-92

Scholarship & Engagement
- Book chapters, practice-publications for engagement rather than peer-reviewed journals. No subject research expected
- Limited scholarship workload

Esteem

Education
- Teaching is important but greater esteem through leadership of education

Leadership
- Holds a formal institutional leadership (management) role, or external leadership role
- Holds externally validated recognition of educational leadership

Nomenclature of 'education', and typically post-92s

Scholarship & Engagement
- Pedagogic or subject peer-reviewed, ranked publications
- Expectation of income generation
- Workload scholarship time

Esteem

Education
- Teaching is important but greater esteem through leadership of education and through ranked publications

Leadership
- Might hold externally validated recognition of educational leadership
- Typically holds an education-focused formal institutional leadership (management) role

Figure 3.1: Understanding the expectations of education-focused academics in relation to the differing nomenclature used to describe this career path

Nomenclature of 'teaching' and typically Russell Group with some pre-92s

Scholarship & Engagement
• Very little/no workload scholarship time

Esteem

Education
• Primacy given to pedagogic/teaching development and innovations

Leadership
• Holds externally validated recognition of education and/or educational leadership
• Holds a teaching-focused formal institutional leadership (management) role
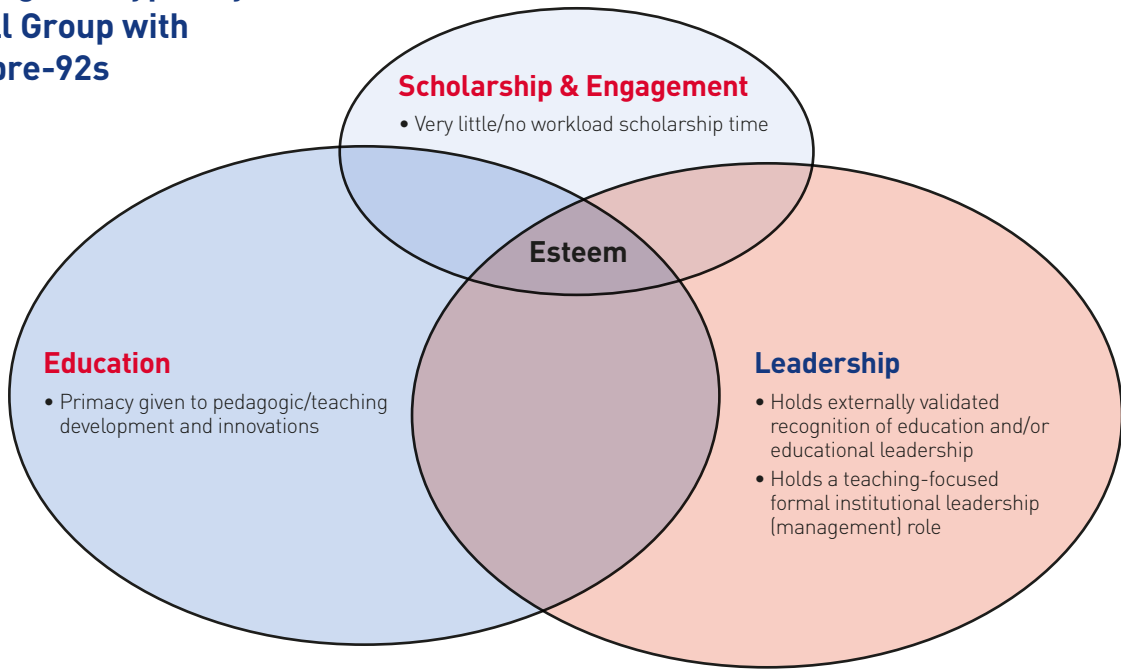
No distinct education pathway, typically post-92s, but includes more specialist pre-92s

Scholarship & Engagement
• Ranked publications with income generation expected; typically subject/discipline-based rather than pedagogic
• KE activity usually expected alongside
• Workloaded scholarship time but varies significantly

Esteem

Education
• Expectation of pedagogic/teaching development and innovations

Leadership
• Holds externally validated recognition of education and/or educational leadership
• Holds a formal institutional leadership (management) role

3.4 The challenges Deans perceive face education-focused careers

While the Deans considered there was increasing clarity around the expectations of education-focused careers at the differing career stages, at least within their individual institutions (see Section 3.1), our analysis has illustrated the fundamental distinctions, albeit with some commonalities, that exist in these Deans' perceptions across the different institutions involved in this study (Section 3.3). As we have shown, these distinctions can, in the large, be explained by the nomenclature used and the occurrence of a distinct education career pathway. Yet, despite these distinctions in expectations, there were notable commonalities in the Deans' perceptions of the challenges and concerns that face education-focused academics as they seek recognition, progression and promotion within their institutions. Without exception it was felt that there was a need for Business Schools to do more to support education-focused academics to 'be known'.

3.4.1 Challenge of mutual understanding of progression-promotion criteria

The challenge that these Deans felt most acutely was related to the multiple routes into and along an education-focused pathway. It was therefore, considered that despite positive advances, there remained a lack of real, objective, mutual understanding of education-focused pathway progression-promotion criteria across Business Schools. Thus, many felt that within their Business School they were ill-equipped to support their education-focused academics appropriately. As one Dean articulated, *"The problem is that we don't know what we are looking for, we only know it when we see it …it's easier to see it with research as a 4* is a 4* and grant income is grant income but with education …."* (post-92).

It was felt that for applications on an education pathway *"it very much needs the individual to make the case. That can be a barrier"* (pre-92). That this process was therefore much more subjective, with far more intangible outputs or impact indicators, and that this subjectivity contrasts so clearly with the more objective criteria for research (also research and education pathways), was perceived to be of significant challenge.

In consequence, the Deans felt that there could be a tendency for educators to fail to fully appreciate what might be expected of them in the more senior promoted posts of Senior Lecturer/Associate Professor/Reader and then full-Professor. Several Deans recalled education-focused academics who had suggested that they felt that their progression-promotion should be their *"award for long service"* (post-92) and that *"being a good classroom teacher should suffice"* (pre-92).

The implications of the subjective nature of education criteria were in many cases accentuated by concerns that even when applicants themselves understand how they can demonstrate that they meet the criteria, how these criteria are then in turn interpreted by (research-focused) line-managers, then by School leads and subsequently University panels, becomes problematic in supporting these colleagues' progression-promotion (all institution types).

It was also felt, though, that even when the criteria were mutually understood, challenges lay in the time and resource needed to demonstrate the necessary impact when compared to that of a 4* research article. As one Dean explained, *"if you publish a 4* paper, well it might take time to get it, but once its published, its cited and so on, the citations and downloads can be quantified. But the quantifiable impact from education innovations might take a couple of years, maybe ten, so that's hard for them to show"* (post-92).

3.4.2 Challenge of locating and using impact evidence effectively to make a case

As a consequence of their route into academia, which for a notable number of education-focused academics is as a second career, a number of Deans reported how educators' careers could often be *"a bit of a pick and mix"* (pre-92) and therefore *"finding that necessary thread"* that articulates to the promotions panel *"what I am know for as an educator"* (pre-92) can act as an implicit barrier to more senior promotions. Yet, as research pathway applicants must also necessarily do, *"being able to articulate a narrative, to find and evidence that golden thread"* (post-92) was critical. That typically, educators do not change jobs as regularly as academics on a research or conventional academic research and teaching/education pathway, also means that these academics are perhaps less familiar with the process of effectively articulating and evidencing their impact to others outside of their immediate context. Several of the Deans felt that this acted as a further barrier in their effort to secure recognition through progression-promotion.

3.4.3 Challenge of culture, identity and parity of esteem

Although many of the Deans felt that considerable work had been, and continued to be, undertaken to establish parity of esteem for education pathways with other academic pathways, there remained ingrained cultural challenges within all institution types but especially where there is a distinct education pathway. As one Dean explained, Business Schools and Universities more broadly remain *"highly hierarchical and based on rules. They find it difficult to accept people who are different to those rules"* (pre-92). They suggested that for many institutions and their academics, education *"still needs time to be socialised as an accepted academic career pathway"* (pre-92). It was thus confirmed that perceptions persist that education-focused academics are *"second class citizens; they've a sullied identity"* (pre-92) and *"some old-school academics don't like to see people without publications getting the same title as they hold"* (pre-92). In consequence, and especially for those institutions with the distinct education-career pathway, Deans reported their concerns over there often being no education-focused full-Professor on the progression-promotions panels, and that, therefore,

"there is a risk that these applications tend to get blocked" (pre-92). With this being acknowledged, a number of Deans reported their efforts to ensure that there was always someone there on the panel to advocate for the education-focused colleagues.

Yet it is not just others' assigned categorisation that evidently risks education-focused academics' progression-promotions. Several of the Deans suggested that some of their educators adopted an identity of 'second class' for themselves, and that their resultant disillusionment did little to help, and possibly harmed, *"their position and how they are seen by others"* (pre-92). Despite this perception, the Deans felt that, on the whole, they were investing significant time and energies to, as far as they could, *"reinforce, and not devalue teaching [and education] track academics"* (pre-92), ensuring that the value that they brought to Business Schools was both *"acknowledged but also celebrated"* (Russell Group).

3.4.4 Challenge of developing networks to evidence impact and influence

A key challenge that the Deans across all institution types felt faced their education-focused academics was that the majority didn't actively engage outside of their immediate context. They felt that relatively few participated in conferences, even the education-focused conferences such as BAM MKE Teaching Practice Conference and the Chartered ABS (CABS) LTSE Conference. Their networks were therefore typically limited which in turn constrained their opportunity for external impact. That they often didn't engage with conferences and such events was also limited in some institutions by their restricted access to funding to participate, with some institutions offering little, or no, funding at all to those on an education pathway. That these educators were not developing effective networks also meant that they lacked exposure to suitable external role models and/or mentors to support them in achieving their career aspirations.

3.4.5 Challenge of ill-judged career decisions

As expectations of appointees to the lecturer grade increase, Deans within the Russell Group and pre-92s especially, reported that they were witnessing increasing numbers of academics *"coming out of PhDs, and there's not a lot of post-doc positions, they've not got publications, so they go into teaching-focused posts"* in order to get a degree of job security (Russell Group). Others are also lured into an education-focused position at a pre-92 by the supposed credibility over the post-92 alternative/s where they may have secured a more balanced research and education/teaching post.

These Deans thus, had shared concerns that such early-/ier career academics were opting for an education-pathway without a real understanding of the implications of this career path. Some did though also acknowledge that a number of early/ier-career academics were *"career-focused from the start"* and so were being *"far more strategic, doing whatever what they have to do to get onwards and upwards"* (pre-92). They were, therefore in some cases, taking the education-pathway merely for the reason of rapid career progression.

Protecting the careers of international academics was also of concern to many of the Deans. *"Coming to us from overseas, they aren't understanding what the post is that they've taken up until they get here, and then they're stuck"* (pre-92) unable to move over to the more balanced or research-focused career they were intending to have, as they'd need to *"work phenomenally hard out of hours to be able to get the publications to be able to shift over, to be able to make that transition from teaching"* (pre-92).

Such uninformed decision-making onto an education-focused path early-career that *"might limit their career options further on, locking themselves into a path that actually it's quite hard to get out of"* (pre-92), was therefore a cause of concern for many of the Deans, and especially within the pre-92 institutions. Some did though admit that some such academics are *"now at peace with that identity"* and embrace it, albeit others continued to *"fight their way out"* (pre-92).

This ill-judged career decision-making is not, the Deans perceived, only occurring in early-career. Many of them reported on members of their School/Faculty who had secured Senior Lecturer/Associate Professor/Reader typically because of programme leadership or directorship roles. To make further progress they must necessarily move on from this type of role, yet many find it *"quite difficult"* to let go and to move onto something with more strategic and with wider-reaching influence *"because they see that's their expertise"* (pre-92). That these colleagues were then typically more focused upon the students and their department meant that they often *"don't think about their CV"* (pre-92) and as a result, risk being *"pigeon-holed into a programme leadership role"* (Russell Group) and then find it very difficult to progress. Indeed, as one Dean asserted, *"I struggle to think of examples of colleagues who then said themselves, 'well, I'm gonna drop that responsibility now'. They seem to always need to be pushed to move beyond ... then they don't understand why they can't get a Professorship"* (pre-92).

3.4.6 Challenge of ensuring equity, equality and representation

As well as concerns over ill-judged decision-making, a number of Deans, especially those at pre-92s, noted their concerns over the equity of promotions on education pathways. They noted how their education-focused academics were predominantly female, whereas their 'research and education' and 'research' pathway academics were predominantly male, or gender balanced. This led to the Deans questioning, as one typically asserted (pre-92), whether *"females end up on that [education] track, because it gives them greater control over their work-life balance, ... they may be more likely to have caring responsibilities so perhaps it just makes it easier for them to feel that they're meeting all of their objectives?"*.

Yet how far these female education-focused academics could secure progression-promotion was then questioned. One (female) Dean, in reflecting upon her own academic leadership career, suggested that being able to juggle all that was expected of an education-focused leadership Professor would be prohibitive for many. She asserted how, *"I've often thought to myself, how would I cope with all this with young children or even teenagers? How could I have done all the things I've done in the last 10 years or so. I don't know if I could because I wouldn't have been able to juggle everything, you know"* (pre-92). She was thus concerned that many female academics would be unable to meet the expectations of the more senior education-focused grades.

SECTION: 4
Recommendations for supporting education-focused careers

Within this White Paper we have distinguished the differing ways that education-focused careers are understood by the Deans as the key gatekeeper and key sponsor for these academics' career progression-promotion. We have, in turn, identified the challenges that these Deans perceive colleagues taking an education-focused career face in this ambition.

We now consider how education-focused careers can be effectively supported. We distil from our analysis of the interview data, crucial support structures and mechanisms that foster education-focused academics' careers. In doing so, we draw upon exemplars of 'good practice' from Business Schools that have been shared with us during this project.

Without exception it was felt that there was a need for Business Schools to do more to support education-focused academics to *"come to be known"*. There was a genuine commitment from all of the Deans that, *"I want my colleagues to progress, and I want my colleagues to be recognised and I want the wonderful things my colleagues do to be appreciated"* (pre-92).

As we have shown, the Deans felt that education-focused colleagues typically lack recognition but are also less familiar with promoting their own successes and achievements. Potentially invaluable, role models may also lack locally within institutions due to the fewer education-focused progression-promotions, especially to full-Professor level. Access to external role models can also lack due to the limited opportunity education-focused academics have for developing (and/or desire to develop) their networks.

That fewer academics secure education-focused progression-promotion has, in turn, added to: the uncertainty in, and limited understanding of, progression-promotion criteria; to expectations of scholarship; and to forms of impact both within and between institutions. To address these challenges, we propose recommendations at three broad levels through which education-focused careers can be effectively supported: the micro (individual), meso (institutional) and macro (professional/discipline associations) levels.

4.1 Individual (Micro) level

Individuals can, with support, craft their own career journeys. This support might best involve the following.

4.1.1 Individuals discerning their personal golden thread that builds their education-focused contribution, impact and esteem

Critical to a successful progression-promotion in the education realm is academics' identification of *"who I am as an education-focused academic"*. Whereas for the majority of researchers the focus of their research expertise, *"who I am as a research-focused academic"*, is evident in the nature of their publications, for education-focused academics this expertise may well be less explicit (except where a pedagogic research or subject research profile is central in progression-promotion criteria). Education-focused academics should therefore be encouraged, and supported, **to discern this 'golden thread' of *"who I am"*** around which they then develop their evidence-base. Support in this process might be built through developing **communites-of-practice** and/or workshops with peer activities to help individuals to tease out their 'golden thread' of their education-focused career.

4.1.2 Developing personal academic networks

In securing impact beyond the immediate and local context, education-focused academics should be supported to develop their personal academic networks both across their institution (beyond the Business School) and externally. This can be achieved through engagement with online and/or face-to-face education **events and activities** with professional associations, discipline networks/associations and the like. Academic **blogs** and creative use of **social media** may also be used to develop an individual's external profile and expertise. Offering workshops or webinars to share their educational innovations, whether across their own institution and/or more widely, will also give them access to significant networking opportunities.

4.2 Institutional (Meso) level

At the institutional level, creativity is necessary in identifying activities to support a collective understanding of education-focused careers within, but also beyond the institution itself, raising awareness of distinction and difference between Business Schools inter/nationally.

Such activities should necessarily ensure that *"the support is there for colleagues to be able to succeed, and particularly at the top end of the scales, for gaining the professorial* *'Stamp of Honour'"* (pre-92). As one Dean, in reflecting the views of the majority, said, *"we don't talk about education careers enough"* (pre-92).

4.2.1 Supporting academics' understanding of education careers through peer-mentoring

Education-focused full-Professors to act as mentors lack within the sector and discipline. Peer-mentoring can though provide an invaluable means by which education-focused academics can find space to challenge, and have challenged, assumptions around their education leadership, knowledge and practice. Mentoring spaces also offer opportunities for a collective understanding of education-focused careers to be co-created, sustained and refined.

For example,

- Business School X proactively draws upon the University's **cross-disciplinary peer-mentoring** scheme. Academics who have been recently promoted are encouraged to act as a mentor for those aspiring for progression-promotion. The cross-disciplinary nature of the scheme (across Departments/Schools) allows for enhanced opportunities for the dissemination and sharing of good practice, for impact beyond the individual's local context.

- At Business School Y, all education-focused academics intending to make an application for progression-promotion join the **education-focused mentoring scheme** through which they are assigned a mentor (who may be internal or external to the Business School). These mentors primarily support progression-promotion rather than mentoring more broadly. Mentors are supported by the Teaching Excellence Academy. This Academy also hosts educational enhancement activity ensuring that educational enhancement and careers are integrated activities.

- **At University of Sussex Business School**, education-focused career support includes **group mentoring** led by an education-focused Professor holding a senior leadership role.

- Newcastle Business School uses **community peer-mentoring** which takes place through the development of a community-of-practice of education-focused academics who meet to discuss education challenges, share good practice, and to support each other's progress.

[Note: X and Y are used to denote Business Schools where we have been subsequently unable to secure permission to share the institutional name due to changes in School leadership]

4.2.2 Supporting the identification of measures and indicators of educational impact and esteem

Business Schools might work with their education-focused academics to identify potential measures and indicators of educational impact and esteem so that appropriate data and evidence can be gathered through the process of the activity/ies. In addition, several of the Deans noted, that as educators typically change institutions less frequently, they are less familiar with the process of articulating their impact and esteem. Providing opportunities, such as workshops, to support the process of writing would develop these colleagues' confidence in this area.

4.2.3 Supporting practice impact evaluation activity

Structures might be established, and resources provided, for education-focused academics to engage with evaluation activity/ies, that provide them with the opportunity to **demonstrate the impact of their practice.** A number of these Business School Deans shared examples of such activity that was being supported:

- **The Brunel Education Research and Guidance Hub** (BERGH) [https://www.brunel.ac.uk/research/Networks-and-Labs/BERGH] provides opportunities annually for academics to examine current educational challenges faced within the Business School. An annual financial resource, as well as collaborative support and guidance, are offered for innovation and enhancement projects, with academics typically working in partnership with students, organisations and education associations to develop and maximise the impact of this work not only locally, but across the University and beyond.

- **Northumbria University's Education Enhancement Grant Scheme** provides small-scale financial support for projects that develop pedagogical understanding, with a platform provided for dissemination of the work/findings across the wider institution. Cross-disciplinary activity is encouraged through enhanced funding availability for a project that involves collaboration with another Department, Subject and/or Discipline.

- **Newcastle University's Education Enhancement Fund** promotes the development of new or innovative approaches to learning and teaching, supporting their dissemination across the wider University.

4.2.4 Developing structures that support strategic influence

Individuals' educational impact might also be secured through developing institutional (or School/Faculty) structures that enable education-focused academics to play a role, perhaps lead on, activity that will influence education strategy development within/across the institution, beyond the context of their own Department/School/Faculty.

As an example,

- **Northumbria University's Community for Innovation in Teaching and Education** (CITE). This cross-University community-of-practice has been built to shape the University's strategic educational priorities. It acts as an engine for educational enhancement activity, for leading research-informed and evidence-led education innovation and evaluation, and as a conduit for the external promotion and recognition for education and pedagogic scholarship. It aims to nurture, recognise and reward educational excellence internally to extend the impact of educational activities, and generate opportunities for raising awareness externally. For further details see: https://hosting.northumbria.ac.uk/nucite

4.2.5 Opportunities to bid for scholarship hours for education impact activity

Several Deans reported on schemes recently developed within their Schools or their institution that gave education-focused academics the opportunity to bid for workload hours to undertake scholarship activity for impact. For some institutions, this opportunity was available annually and could be used for a range of activities such as major curriculum development, pedagogic research and so on (pre-92), whereas for others such scheme was for one-off education-focused strategic projects (post-92).

As an example,

- **Manchester Metropolitan University Business School's Developing Educational Excellence (DEE) Scholars** can apply for 40% or 20% workload allocation over two years to run a project aligned to the institutional and Business School education strategic objectives. The project will result in co-produced recommendations to support students' learning and wider lives. Projects might thus address such areas as: graduate outcomes; awarding gaps. Successful applicants are mentored through their project. A parallel institution-wide **Innovations Scholars** scheme gives five successful applicants up to 40% workload for cross-institutional enhancement activity.

For one institution (an institution without an explicit education career path), it is expected that all academics bid for grant income and where this bid is successful, so the academic/s concerned can buy out some of their teaching time to allow for scholarship and other impact activity (pre-92).

4.2.6 Supporting scholarship activity through resource allocation

Progression-promotion to an education-focused Senior Lecturer/Associate Professor/Reader and beyond necessarily involves significant **external scholarship activity**, albeit the nature of the scholarship expected does vary by institution, role nomenclature, career pathway form and so on. The Deans of Business Schools where all academics, including those with an education-focus, have *"in our workload model, dedicated pools of time for scholarship and these other activities"* (pre-92), felt that these colleagues were more likely to have capacity to focus upon external activity/ ies such as voluntary work with relevant professional associations/societies that would enhance their CV, and thereby support their applications for progression-promotion.

Relatedly, ensuring that resource (time, and where necessary, finances) were available for their education-focused academics to **engage with external events and conferences** in order to not only disseminate their own practice innovations, but to also develop their networks for future collaboration and/or dissemination opportunities, is also important.

4.2.7 EDIR-focused initiatives to support progression-promotion

We have reported how many of the academics following an education-focused career are ex-practitioners taking a second career, and many (others) are female. Such a situation has meant that these colleagues rarely have the sustained longevity of service to meet some progression-promotion expectations. This has in turn presented EDIR concerns for many of the Deans. To address these concerns, institutions/Business Schools have developed a range of schemes which include:

- **Bath School of Management** have a recently implemented an **Interrupted Career Acceleration Programme (ICAP)** to support academics that have 'gaps in service' and/or that have encountered disadvantage or systematic delay for various reasons, for example through maternity/paternity periods or other caring responsibilities. Successful applicants will have access to dedicated mentoring, some teaching remission and an augmented research budget each of which should provide the support to help them to meet promotion-progression criteria.

- **Manchester Metropolitan University Business School** have developed a **"Good to Great"** scheme through which those academics that have held substantive leadership roles for a sustained period of time, reducing their opportunities for external activity and/or scholarship, can apply for funding and or time to develop their profile in these areas.

4.2.8 Enhancing the visibility of education

It was generally felt that there was a need to *"increase the visibility of teaching and education"* (pre-92) within the Business Schools and their wider institutions. A number of the Deans observed that this visibility might be achieved through a more public celebration and recognition of education-focused activities. This **enhanced visibility** might be secured through arranging a Business School (and/or wider institutional) **Education Conference**, as arranged typically by the post-92s, but less typically by the pre-92s who noted, for example, that *"we need education conferences as much a research conferences but many don't have these yet"* (pre-92).

4.2.9 Supporting pipeline activity for external education awards

Educational leadership awards such as Advance HE's *National Teaching Fellowships* (NTF) and the associated *Collaborative Award for Teaching Excellence* (CATE) provide external recognition for education-focused academics. Support for such awards can though lack at institutional and Business School levels. Yet these awards are increasingly highly competitive as well as cross-disciplinary, with Business Schools typically poorly represented in achieving successful awards. One institution provided an example of how a pipeline for these awards is created to support applicants' future NTF or CATE application:

- **Northumbria University's Distinguished Teaching Fellowships** celebrate the quality of colleagues' educational leadership and nominees outline activities they would like to pursue as a Distinguished Teaching Fellow that will contribute to their future NTF/CATE application. Applications are evaluated against the NTF and CATE criteria. These Fellows are expected to actively contribute to the work of the University's Community for Innovation in Teaching and Education (CITE). Successful applicants receive funds to support activity that will contribute to the impact evidence-base they can draw upon on making a NTF or CATE submission.

4.3 Professional association (Macro) level

Professional associations such as the British Academy of Management (BAM) and Chartered ABS, as well as other discipline associations and societies have an important role to play in supporting education-focused careers within Business Schools.

4.3.1 Raising awareness of education-careers and their institutional distinctions

Academics typically have limited appreciation and understanding of the differences that underlie expectations of education (and indeed research/research and education) -focused careers between institutions, and within institutions between disciplines. These differences typically add to the perceived lack of clarity over expectations for progression-promotion as/when comparisons are inevitably made. Professional associations and societies therefore have an important role to play in helping (education-focused) academics to discern these distinctions both for understanding their own institutions' expectations, but also so that they understand the implications of changing institutions whether for progression-promotion and/or for other reasons. Signposting these differences can better help academics decide their best-fit, manage their personal expectations of an institution, which in turn should better support their wellbeing.

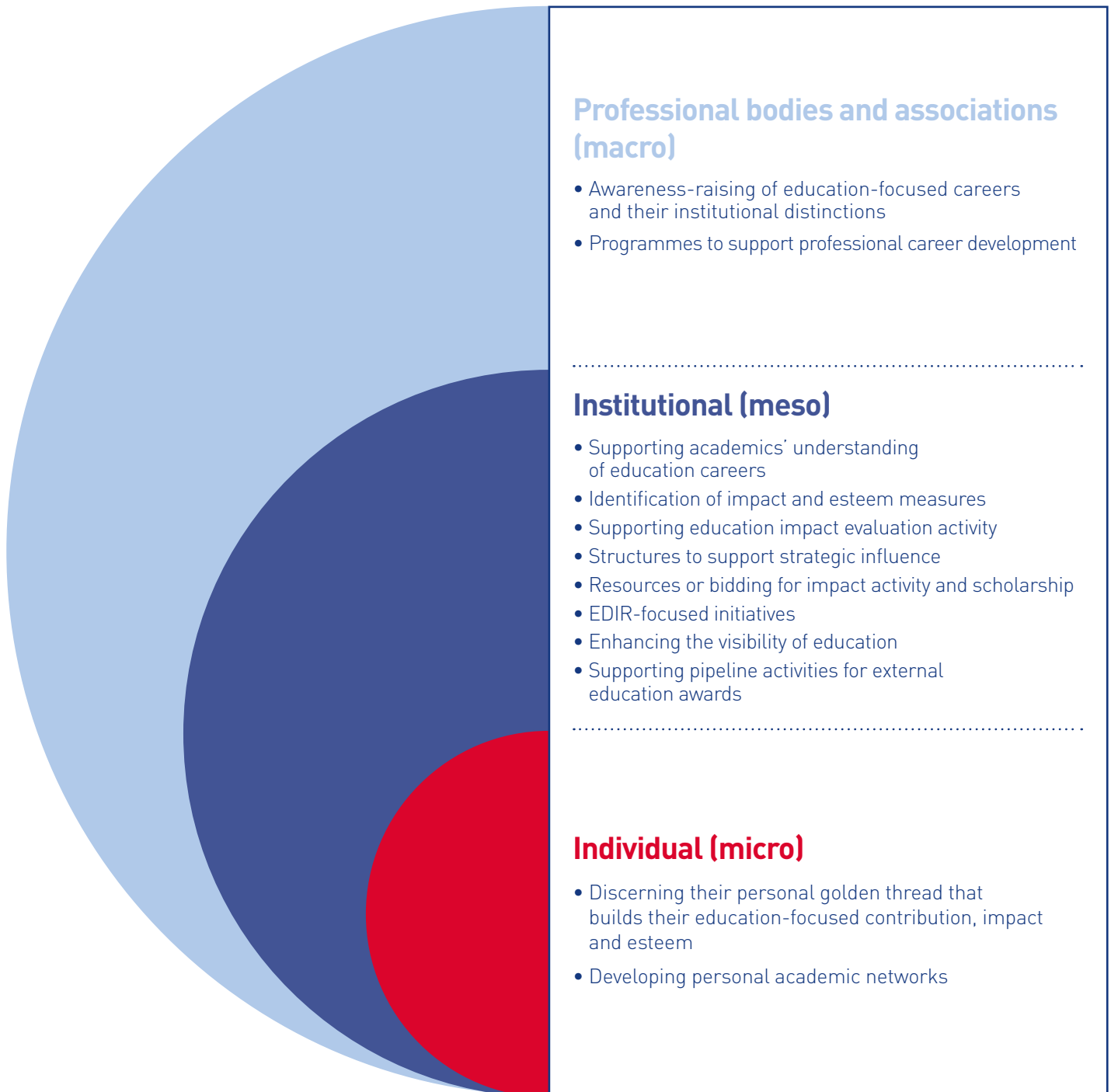### 4.3.2 Programmes to support professional career development

Supporting education-focused academics in their personal-professional development can form an important element for discerning "who I am as an education-focused academic".

For example,

- **BAM MKE Education-focused professor programme** provides support to Business and Management academics, regardless of their career stage, that are on an education-focused career pathway, to develop their own scholarship profile and career. Launched in 2019 by the MKE community, to date over 200 education-focused academics located in more than 10 countries have participated on the programme. The programme comprises four workshop sessions (amounting to five days total) throughout a calendar year, providing opportunities to capture, build and showcase impact. Details at: https://www.bam.ac.uk/bam-community/management-knowledge-and-education/professional-development/education-focussed-professor-programme.html

These levels of support and associated activity are sumarised in Figure 4.1 which we develop as our BAM MKE model for supporting education-focused careers.

Professional bodies and associations (macro)

- Awareness-raising of education-focused careers and their institutional distinctions
- Programmes to support professional career development

Institutional (meso)

- Supporting academics' understanding of education careers
- Identification of impact and esteem measures
- Supporting education impact evaluation activity
- Structures to support strategic influence
- Resources or bidding for impact activity and scholarship
- EDIR-focused initiatives
- Enhancing the visibility of education
- Supporting pipeline activities for external education awards

Individual (micro)

- Discerning their personal golden thread that builds their education-focused contribution, impact and esteem
- Developing personal academic networks

Figure 4.1: BAM MKE model for supporting education-focused careers

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