Innovating Learning and Teaching for Excellence in Management

BAM White Paper Series

Foreword from Professor Katy Mason, Vice Chair of Management Knowledge and Education at the British Academy of Management

This BAM White Paper, 'Innovating Teaching and Learning for Excellence in Management', emerges from research supported by the Higher Education Academy (HEA) and carried out by the British Academy of Management (BAM) in July 2015. Drawing on the findings from focus groups involving forty-two active management scholars from across the UK High Education sector, we identify the challenges, future needs, limitations of current learning and teaching provision as understood by our Academy's members. This paper also identifies important actions that can be taken by our community of business and management academics to connected learned societies, scholars, practitioners and policy-makers that support the innovation of learning and teaching to prepare our next generation of managers as productive and effective operators.

These actions are:

- Reconfigure the working relationships between institutions that have an interest in management education to offer new forms of management education, and new places and spaces where continuous management learning and education can prosper.
- Create opportunities for team-based and co-ordinated education programmes that enrol businesses and professional bodies into the educational experience.
- Recognise and reward management educators that develop innovative materials and practices to support excellent learning and teaching, and enrol others in these practices.
- Develop capacity building programmes for MKE that foster and circulate best practice.
- Support and fund MKE scholarship and pedagogical development.
- Develop frameworks that support the evaluation of management education and recognise the structuring specificities and diversity of the different disciplines within the management field.
- Develop league tables and rankings that perform the market for Higher Education in ways that develop managers with the skills and capabilities to manage in uncertain and dynamic socio-economic landscapes for productive futures.

BAM's vision is 'to be a pluralistic learned society, contributing to the development of management knowledge and practice internationally'. BAM sees the field of management as a community of scholars and practitioners that carry out a wide variety of research and practice. As a learned society we aim to embrace, foster and celebrate the broad range of social and scientific understandings of both what counts as knowledge and the forms of scholarship and practice that generate the production of applied, impactful management knowledge and knowing. This plurality of scholarship includes the development of conceptualisations and measurements of phenomena and practices that underpin testable models of management and organisation. It also encompasses fine-grained anthropological studies of management, organisation and market practices that encourage the development of critical thinking, flexibility and reflexivity in managers. By embracing these varied forms of management knowledge and knowing in the education of managers, we will be in a better position to both equip managers with analytical tools and techniques to support effective decision making, as well as developing the skills of inquiry and reflexivity needed to explore the particularities of each unique and unfolding situation. This plurality, together with the particular demands on

Management Education is increasingly requiring management scholars to innovate learning and teaching for excellence in management. Our community is dealing with growing class sizes, rapidly changing technologies and business environments and growing demands from students to experience the application and practice of management theories before they leave formal programmes of management education. These demands offer new challenges as well as many opportunities. But such opportunities to innovate learning and teaching for excellence in management cannot be leveraged by management scholars alone. This White Paper is a call for more joined-up thinking and action across different forms of expertise and institutions in order to produce excellence in management.

Our findings suggest that we need increased connections and co-ordination between our learned societies, professional bodies, academic and educational institutions, policy-makers and practitioners. By increasing these connections we stand to generate new ways of thinking about management as a social science, new understandings of how to engineer and configure safe places and spaces for educating managers, enabling experimentation and reflection on and the transformation of practice. Such an agenda requires significant changes in the way institutions, educators and policy-maker interact, frame their expectations of each other, collaborate and co-ordinate their activities.

This White Paper is published in the context of the UK Government's development and introduction of the Teaching Excellence Framework (TEF) and the 'Teaching Excellence, Social Mobility and Student Choice'[1] Green Paper. The Government is consulting over the development and introduction of TEF which sets out to achieve three important aims: 1) to ensure that students get value for money when they pay for their education, 2) to ensure the introduction of a Teaching Excellence Framework that can evaluate teaching quality and excellence, and 3) to ensure that education is accessible to all and is a device to boost social mobility. While the aims behind TEF are laudable, great care is needed to ensure that the devices developed for such evaluation are not blunt instruments. Much thought should be given to who should be equipped with what kind of evaluative devices and why.

As it stands, the Green Paper includes many contradictions. One such concern relates to the suggestion that student satisfaction and interest should be at the centre of TEF, which in turn will used to set the 'price' charged for a programme of study. While it is not yet clear if or how National Student Survey (NSS) data will form part of the TEF evaluation (see 12:19-21), including it could incentivise poor teaching scores, which would keep the price of programmes down. Similarly, the Green Paper links the TEF to the Government's 'productivity challenge' (10:5) arguing that increasing the quality of teaching will generate a more productive society. While the productivity agenda assumes the interest of the collective – a logic that puts a thriving marketized, tax-paying, social-economy at the heart of any return on investment, the structuring of a market for Higher Education using the logic of demand to determine 'price' is contradictory. Structuring the HE sector as a free-market based on the price of programmes would mean subsequent earnings generated by students are seen as individual rents generated as a consequence of their own investment. Thereby, both

---

[1] The Green Paper referred to here was published on 6th November 2015 can be downloaded here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/474266/BIS-15-623-fulfilling-our-potential-teaching-excellence-social-mobility-and-student-choice-accessible.pdf

ignoring wider societal benefits (and costs) and recognition of Higher Education as a public good. Indeed, the meaning of 'price' becomes increasingly unclear when education remains free at the point of delivery. We argue that the cost of education might better be described as a student loan or a tax and as a contribution to a social good. Arguing otherwise is likely to deceive students rather than generate transparency the Green Paper calls for and hinder teaching quality.

One further concern in the TEF landscape, captured in the Higher Education and Research Bill 2016-17[2], is the emergent divide in research and teaching. At a time when many universities are beginning to develop a more balanced and coherent approach between this vital aspects of management education the Bill proposes to transform HEFCE into an Office for Students, and in so doing removes all research elements from HEFCE's role. The restructuring of government departments sees Higher Education going in with the Department for Education, while responsibility for science and research staying with the Department for Business, Energy and Industrial Strategy, the successor to BIS entrenches this divide. This seems a move against the holistic notions of scholarship that see research and teaching as interconnected and central scholarly practices.

How TEF emerges from the legislative process remains to be seen but this report contains evidence from Management scholars that ought to be taken into account when developing a liberal governmental framework that provides multiple modes of calculations in assessing and celebrating the plurality of innovative learning and teaching for management excellence.

Katy Mason
Vice Chair of Management Knowledge and Education at the British Academy of Management

---

[2] http://services.parliament.uk/bills/2016-17/highereducationandresearch.html

Contents

1.0 Executive Summary & Introduction

- Our community faces a number of challenges in the generation of excellence in the field of Management Knowledge and Education. These challenges vary from the increasing scale of demand and the changing profile of management learners, to the sometimes limited and changing needs for resources to support students in their application of management theory and skills in practice. The market for HE is being transformed by government policy and this presents an opportunity to rethink and reconfigure the connections between those institutions that have an interest in management education: students, academic institutions, learned societies, practitioners and their organisations, professional bodies as well as policy-makers. Generating excellent and contemporary content that embraces the pluralistic nature of management scholarship will not be enough. Co-ordinated efforts between interested parties are required to generate places and spaces for experimentation, reflexivity and transformation. This will require the rethinking of workload models and rewards within and across these connected institutions if we are really going to engage with this transformation.

- Our community has serious and well-founded concerns about the increasing pressures on them to achieve ever higher levels of performance in their multiple roles as educators, administrators and managers, and as researchers that should demonstrate the academic, social and economic impact of their research. The HE sector is increasingly embracing students as consumers, focusing on the 'educational experience', training for employment as well as education and intellectual development and dexterity. By addressing concerns about workload, exploring opportunities for the work of educators to become more team-based and co-ordinated, and by enrolling businesses and professional bodies into the educational experience, our members see opportunities of improvements in learning and teaching quality and experiences.

- Developing materials and practices that support the continuous innovation of excellent learning and teaching, and recognising and rewarding those that engage and enrol others in such practices, our members see innovation in management education as an important device for increasing socio-economic productivity.

- Members identified key limitations of current Management Knowledge and Education (MKE) teaching provision, including the challenge of bringing together the diverse materials, practices and forms of expertise needed to prepare future managers for the uncertain world of managing.

- BAM sees a need for increased support for our MKE community through connections with learned societies that can sponsor, circulate and recognise excellence in management education. Our community needs frameworks that enable management educators to navigate and evaluate an appropriate balance between the tensions of student performance and student satisfaction, support in recognising and structuring the specificities, particularities and diversities of the MKE community and dynamic and dialogic outputs created through dialogue that engage policy-makers who are shaping the TEF and its

implementation. Scholarship, learning and pedagogy have to be at the centre of TEF, alongside and not in contention with student interest - but perhaps, on occasion, in contention with student satisfaction evaluations.

- Leagues tables and rankings have a massive impact on the practices of educators and students. A collective effort is required across the Management Education sector and in connection with all those interested in and benefiting from an educated and organised and productive marketized society. The way we evaluate and rank is central to a thriving, high quality management education community and provision. By identifying effective learning activities and generating deeper understandings of the co-ordinated interaction between organisations that create quality learning experiences (between academics, practitioners, learned societies and/or innovative combinations of multiple student groups), we can develop frameworks to guide and evaluate teaching excellence. Such frameworks need to both support educators in developing flexible and adaptive programme architectures *and* frame effective inquiries and evaluations into the particularities of student learning and experience. This approach will enable educators to combine multiple learning styles, knowledge sets, experiences and activities into coherent and challenging learning programmes that stretch students to achieve, while taking into account their learning experience. Such frameworks will be valuable to students and employers in assessing the specific forms of knowledge, skills, and experience gained through study and the logic, coherence and quality of programme design and teaching practice.

- BAMs reaction to the unmet needs of the MKE community is fourfold: 1) To develop a Capacity Building Programme: by generating and supporting capacity building activities for those involved in teaching and management knowledge generation activities we will support innovation, the spread of best practice and the development of a supportive community of practice in this sector. 2) To provide a Small Grant Scheme for MKE scholars: by fostering and promoting excellent research that deepens and broadens our understanding of management knowledge, knowing, education and learning we stand to contribute to the development of pedagogy for impactful learning in management and to encourage the integration of the scholarly work in research and teaching in our institutions. 3) To Launch an MKE Journal: by providing a place for quality peer reviewed publications in the innovative practices and pedagogy our communities develop, this uniquely positioned journal for scholarly work in the field of MKE can help develop and disseminate best practice. 4) To provide Innovation & Teaching Excellence Awards: by recognising and celebrating teaching excellence we stand to share best practice, reward excellence in learning and teaching practices and value teaching as a fundamental scholarly activity. Collectively this programme of work will go some way to creating and supporting a community of interest around the development of understanding and practice of Management Knowledge and Education.

2.0   Challenges Faced

Our research has identified nine key learning and teaching challenges faced by those organising for excellence in Management Development and Education:

1. The growing *scale* of management development and learning.
2. The limitations of the *resources* available to support excellent learning experiences and innovative learning and teaching activities.
3. Adapting learning and teaching activities to the *changing profile of learners*.
4. Incorporating the *employability* agenda into the curriculum and into learning and teaching activities.
5. Maintaining and developing teaching excellence despite the *increasing demands on faculty* of research, impact and dissemination activities and administration duties.
6. Incorporating *information technologies* into curriculum design and learning and teaching activities.
7. Teaching *management as a pluralistic field* of study delivering coherent curriculum that incorporate traditional and contemporary academic content, reflecting changing understandings of practice.
8. Understanding the *changing management knowledge and education landscape*.
9. Managing levels and forms of *assessment* and feedback.

Each of these issues is now discussed in turn.

2.1 Scale

Very large numbers on courses and in lectures was raised as an issue in all focus groups. One respondent explained, *"…there is an issue of very large numbers – by that I mean high hundreds."* This was thought to cause four key challenges:

- Large classes means less interaction between students in class with the tutor/lecturer (students are often reluctant to engage in dialogue in the classroom and can remain very passive in class). Sometimes there are not the facilities to get all students into one room so two or three rooms are used and the lecture is live streamed to nearby rooms, making the lecturer feel remote from the students.
- Large classes create a need for repeat teaching: to achieve smaller numbers (typically 40-60 students) in lectures there is sometimes a breakdown of the class and lecturers are required to do repeat teaching, delivering the same lecture often three or four times. This can cause concatenation amongst students as they get concerned that they have not heard the same lecture. Faculty spend time managing this and support coordination activities through web boards and VLEs.
- Staff-Student ratios prevent high quality feedback, interaction and checking to ensure student learning is on track for all students. Business Schools are seen as the income generator to subsidise other departments and so the agenda of most business and management schools seems to be about growth (sometimes at the cost of quality education).
- Large classes are particularly prevalent at the beginning of a programme. Some participants noted that large numbers were very common in the first year of degree

programmes but by the last year numbers in a class could be reduced to as few as eight and this impacted enormously on the level of learning that could be supported and achieved by faculty. On masters programmes courses tended to be for about 50-60 students. This raised concern about levels of attentions that each student got: *"if people have paid quite a lot to be there and they feel that they're just part of a sausage machine then it's a real challenge." " ...you can't give individual attention at the same time as stimulating group based learning"*

2.2 Resources

Participants were concerned about the lack of resources and investment in supporting learning and teaching innovation. Some argued that *"resources followed success"* and so mobilizing innovation in teaching was sometimes particularly difficult as it was done by a *"few dedicated souls, on a shoestring"*. Others argued that having to "*get the numbers*" (of students) before resources were secured meant faculty were *"always on the back foot",* when trying to make changes to their teaching practice, embrace new technologies or teaching activities. One participant gave an example of a learning and teaching innovation that made use of '*borrowed'* resources, which involved the students in managing and pitching a company start-up idea to an investor. Students performed idea formation, research, and presentation activities in professional spaces (rather than in a tiered lecture theatre) and used support materials to help them produce a professional report. The participant explained, *"the satisfaction of the students rose massively, and part of the reason was the opportunity for one-to-one engagement".* Another participant observed that such efforts get resourced from *"other parts of our job. From the time we should be spending doing research... and what you are seeing is a divergence between people who say I'm going to do this because I think the students are worth it, and between those who say, that's all the time I've got for it so I'll stop now and go and do my things [research]".*

2.3 Changing Profile of Learners

Participants discussed the challenges they face in having to teach both post and pre-experience students and the different skill sets they needed to deal with these very different groups of people. Less experienced participants felt unequipped to deal with these differences: *"There are issues about people coming again to learning – you have to engage with them in a different way, it's a different skill set"*.

One participant summed up the challenges of pre–experience learners expectations, studying management at degree level: "...*with pre-experience, quite often they have clear expectations that may be quite far removed from the sorts of things that we actually do on the academic side of business and management. And if people are doing a first degree, whose parent have influenced them to do this subject, ...then they might arrive with the expectation of having a tool kit that they can go away with that will lead straight into a job in business and that isn't necessarily the way we would operate – because obviously we're operating at degree level, and therefore with much more criticality, with much more reflection. There are levels of statistical analysis, linguistic analysis or conceptual analysis that goes on, that can be areas of challenge for some of them."*

Post experience students presented other challenges: *"I think that the post experience people then pose a different set of challenges. Quite often people that are enormously successful in their own*

organisation, come into these arenas as learners when they're used to being the leader … and that's a really big challenge for anybody to take." Participants talked about learning as a difficult and sometimes threatening process and the types of skills they needed to build to take learners through sometimes uncomfortable learning situations. One participant explained, *"Building on their experiences and valuing that is important. But equally you're having to work through an academic process because it's a Masters degree, and therefore you need that level of academic engagement."* Another participant noted *" ...these people have to be managed differently, they're not accustomed to failure, they're certainly not accustomed to being told their not right or that there might be a different way of looking at things. So there is a different way of establishing your credibility…."*

Part-time students present a different set of challenges again. The need to be engaging around theory, but also to give students very practical insights to application because *"...they want to take something back to the office on Monday",* is important.

There were also concerns raised about the ability of students, how their lack of experience made it difficult for them to understand some aspects of course content, with one respondent comparing expecting people to learn management without doing it as being like *"learning to swim without any water to practise in".* Another respondent explained, *"we put them on a course and teach them management when they have no experience of working life, it's like asking a nurse to be a brain surgeon. Then we throw words at them that don't have any meaning to them whatsoever - like 'we'll need you to critically evaluate' …. and then we put all subjects in silos…with very little interdisciplinary crossover…. it's difficult".* One participant commented on the very different types of student in the classrooms, contrasting those that saw themselves as customers with those who acted as dedicated learners. Another point raised was how much the UK and Scottish education systems has changed, giving students expectations of numerous opportunities for resubmission of work that doesn't reach required standards and of everything being presented in *"BBC bite size"* chunks. Participants felt they did not have the time/resources to help students adjust their expectations and know what university was like or how to best study and take advantage the university learning environment. Comments about the implications of the incoming Scottish curriculum suggest considerable concern amongst participants, that these students would be unprepared for undergraduate study. The Scottish system also presents particular challenges relating to the advanced entrance system – where students bring different expectations again.

 A second theme relating to the changing profile of students was increasing cultural diversity in the classroom and how this was changing expectations of both students and faculty. One participant illustrated his point, *"a Chinese student wants to call me Sir, and wont challenge or question what I say but a Scottish student? No - 'it is my right! I send you an email at 11pm and you must answer that email' – so the perspective is quite different – so how can you balance it?"* Another explained that *"huge cultural diversity"* within a single class meant *"you have to be very pragmatic within very tight resource constraints."* There were concerns raised by many participants who felt they did not have sufficient understandings of the different educational and cultural backgrounds and the associated norms and values of students coming from overseas. This globalisation of the classroom was raised as an issue in every focus group, and participants often explained how admissions tutors struggled to get the international balance of a class 'right' to give all students and truly international experience. This presents a complex teaching context for faculty who often felt unprepared to deal

with it. Attitudes to students coping with these situations was described *as "sink or swim"* with some universities offering more student acculturations support than others, little of which was targeted to educational systems and expectations. Participants reported the very different expectations between international and local students: students come with very different educational experiences and understandings of the UK system.

Third, there seems a clear distinction between the types of students attending post 1992 universities compared with the more traditional universities. Generally, post participants working in1992 universities appeared to report more progressive use of ITC and basic skills support (English Language and Maths provision) that often exist in the form of VLE and materials and are available in addition to the programme materials relating to their chosen area of study. One participant explained that their students were generally home students, from the local area who might not necessarily have *'the same level of ability'* as students studying in other, more traditional management schools. These observations were echoed in a supportive but matter of fact way by other participants of other post 1992 institutions. There were feelings amongst these academics that management education needed to be made much more *"fun, interdisciplinary and relevant to the world of work"*.

2.4 Employability

Many participants raised the issue of employability as being transformative in the way they are beginning to think about learning and teaching. *"Employability is the big buzz word"* – and faculty are being asked to develop specific skills that prepare students for employment. Faculty are also increasingly using employability as a motivation to show students why what they are learning is important and of value to the workplace, and often make links in lectures to specific job roles, in order to motivate learning about specific content. One participant observed, *"…we should be taking on people who have work experience already, if not giving it to them through the curriculum"*. Others explained, *"We are being judged by what jobs they get"*, *"it's good, but at the same time its challenging and we need help to design it into the curriculum"*.

2.5 Increasing Demands on Faculty

Many participants commented on the growing demands on them: increased administration, increase assessment and feedback requirements, growing class sizes, growing pressure to publish at ever higher levels, to generate impact from their research – all this was thought to detract from investing in teaching which was generally thought to be undervalued by their institution. Similarly, learning and teaching as a scholarly activity was also thought to be undervalued with some scholars claiming that publishing in listed journals in the field of management education was not even *"recognised, never mind valued in our institution."* Participants complained that increasing demands of the job meant they lacked time to interact with students on a meaningful and sustained level. One participant linked these increasing demands on him to growing class sizes, arguing, *"as the class size changes, teaching changes… and the students have expectations – they want to be entertained… and you end up spending a lot of your own time, seeing them after class, talking to them one to one, because you just can't talk to everyone in a workshop of 36 or in buzz groups"*. There were also comments relating to the increasing demands on faculty to teach the way students 'liked things' - *"even if it's not pedagogical best practices"* - because of the metrics relating to student satisfaction.

2.6 New Technologies

Changes in the way faculty are expected to use new VLEs, create MOOCs, adopt new interaction technologies, platforms and video technologies can make keeping-up-to-date quite challenging. There were comments relating to the fact that many lecturers were not 'digital natives', unlike the students and participants felt that support was needed in this area.

2.7 The Challenge of Management as a Pluralistic Field

"The field of management is full of contradictions that confuse students and faculty!" Creating a wider perspective so academic teaching is more engaging, more interdisciplinary and explicitly recognises the different traditions and trajectories of study within and across the discipline is important and challenging. This was thought by many participants to be a key strength of the UK management education system and a cornerstone of turning out reflexive, critical managers with the required synthesising, critical and problem solving skills needed to prepare them for their future careers as industry leaders. Many participants commented that this required a deeper understanding and more explicit explanations for students of how module fit together and *'speak to each other'* within a degree programme. It was felt that students (and sometimes faculty needed develop a much stronger sense of the broad picture of the educational programme in relation to individual modules and *'the world outside'*. The challenge of getting diverse and busy faculty *'on message'* with these broader understandings so that a more holistic view of programmes could be communicated to students, were thought to be a challenge. Several participants were critical of the broad direction that management and business schools are taking with regard to educational practice and Henry Mintzberg's critique of the sector was cited by multiple participants as pertinent.

Ref: Mintzberg H (2015) Rebalancing Society: Radical Renewal Beyond Left, Right, and Center: Berrett-Koehler: San Francisco

2.8 Understanding the Changing Management Knowledge and Education Landscape

Maintaining a balance between professional and liberal education was raised as an important concern. Some participants talked about the emphasis and pressure put on students to always talk in class about their experiences or understanding of materials presented to them but recognised recent research that acknowledged some students learn best by listening rather than engaging in dialogue. There was much discussion about new ways of understanding learning and engaging students in ways other than participating in discussion in lectures, making use of information communications technologies such as Wikis, Moodle discussion groups and such like. Interactive classroom technologies were also discussed.

2.9 Assessment

Some participants felt that students were over assessed or that the form of assessment had been designed around dealing with large numbers on courses rather than around testing skills and knowledge development and providing constructive and formative forms of feedback to support future learning and personal development. There were considerable tensions between participants that firmly held this view and those that did not.

3.0   The Future: Innovating Learning & Teaching

We asked our members how they thought learning and teaching in management education was likely to evolve over the next few years.

3.1   Increasing Diversity of Content

It was felt that it was really important to recognised management as a field rather than a discipline – recognising that the field accommodated academics from psychological, economic, and sociological perspectives, that each bring different research traditions, ontologies and epistemologies. Given this, unsurprisingly, there are vast amounts of research emerging from the field of management. The research is increasingly diverse in nature, and covers a very broad spectrum with traditional subjects such as economics, strategy and HR spawning new groups of research interest that are often interdisciplinary in nature such as innovation, market studies, mobile futures and resilience. As one participant explained, *"it's fast moving because current news can affect case studies, and it shapes what new knowledge emerges in the field. And it's not a field where there's a straightforward cannon that students need to learn like they might need to in say dentistry or Life Science. So from day one there might be tensions and contradictions that are must less prevalent in other disciplines where there is a much more cumulative body of knowledge".* This chaos of the disciplines means curriculum design is having to change and the dynamic and fast moving nature of the field is generating greater demands on faculty for very broad and interdisciplinary understandings of the field; for more flexible some modules are emerging with very broad titles and basic structures to frame learning without specifying content too precisely (i.e contemporary debates in management; anti-marketing and such like). This is causing tensions between the increasing controls and structures imposed by quality control mechanisms. This poses problems in keeping programmes up-to-date (through constant changes that have to go through programme committees, as well as in keeping faculty up-to-date, enabling faculty the space to develop a meta-analysis of a very broad field to support their understanding). Preparing faculty to deal with plurality is becoming much more central to a programme's coherence and clearly communications with students. One participant explained, *"it can be really difficult for faculty to know where their particular course fits within the programme, what it contributes to and what it even contradicts in the broader programme. Helping lecturers look out for this and know how to talk about it with students is tricky but is becoming increasingly important."*

3.2   Consumer Driven Management Education

Business and Management Schools are seen as revenue generators and many argued that universities are increasingly being run as businesses rather than institutions for learning. With this comes a different type of consumer demand. Participants felt that many students came to study management because they felt it would lead to a better job and higher earnings. This was changing the emphasis and sometimes the style of teaching, *"we have to teach the academics, and engage and enthuse them in it but we also need to make that linkage to the real world abundantly obviously to them all the way through."*

3.3   A Shift towards Training

There were several discussions that described the need for training of undergraduates, particular to sit alongside educational needs. Training was understood in terms of key practices that students needed to adopt and were discussed as a requirement to support the development of

communication, presentation and leadership skills necessary to prepare students for employability. Some respondents thought that this represented a shift away from an emphasis on educational values towards greater demands on educators to recognise '*the needs of the students in front of us'*. Respondents observed the changing nature of student priorities and a shift towards the employability for admissions and programme directors stand to become increasingly important. Participants discussed the need for management scholars in particular to be exposed to both professional and liberal education. While some felt that this creates tensions as to whether or not Students should have *"a tool kit to walk out with that tells them how to do management".* Most participants came down firmly on the side of liberal education, the teaching of criticality and reflexivity and on supporting students to understand the value of this approach.

3.4 Changing Student Priorities

Many participants felt that as student became increasing aware of themselves as consumers of education, and of the power of artefacts associated with education (i.e. the degree certificate), students were increasing trying to *"differentiate themselves in the employment market"* and this was shifting their attention away from traditional learning activities at university and towards *"periphery activities that boost your CV"*. Participants felt that these activities are diverting student attention away from core content and are becoming increasingly more important than content of the programme. This is linked to the challenge of being in a workplace, increased competition for jobs and the need to *"stand out from the crowd"*.

3.5 Cultural Diversity

There is an increasing focus on the development of *'learning scaffoldings'* that need to be put in place to support cultural diversity. A participant explained, *"my French students don't expect to do anything in class because that's not how it works in France"*, another explained *"if they [students] are not with a teacher they think they are not learning – this is very different from British students who only expect to be in class for three hours a day, not eight"*. It was felt that in future, faculty will have to work harder to provide explicit and clear guidelines for learning activities that students should engage in beyond the classroom. These types of observations ran alongside and in contestation with some feelings that students were generally over assessed. Some participants felt such scaffoldings only work when tied into assessment and that assessment was a central part of motivating study and learning.

3.6 Ranking

Participants often referred to by did not often explicitly discuss rankings and how they *"drive everything that we do"* and that they were thought to be *"disproportionately important to everything we do"*.

3.7 Move towards Blended Learning Models

The lecture/workshop format used in many business and management schools was thought by a great number of participants to be out-dated and was widely recognised as being a legacy that said more about delivering on student expectations and the basic structure and resources of institutions than it did about learning and teaching best practice. It was thought that as ICT developed, there will be a significant shift to blended learning models with fewer lectures but more tailored contact time to support deeper learning. Some post 1992 universities are already equipping all undergraduates with tablets and providing sophisticated, *"scaffolded learning"* activities and

materials on VLE such as Moodle and Blackboard, but there is a reluctance to drop the lecturing model. There is a tension here between the move towards *"using contact time 'better'"*, but at the same time participants felt that they were continuously being asked *"to do more with less." "We're being told if you need to keep your contact hours up, the cheapest way to do it is to get a very large room and put a lot of students in it".* There were also concerns that universities were not taking seriously the potential costs of doing blended learning *'properly'*.

3.8   Universities in the UK are moving towards being businesses

This wasn't thought to be a problem *per se*. Rather the problem was thought to lie in the fact that people running universities weren't necessarily taking the right lessons from business and management in order to run this sort of business. This was thought to be problematic. Changing the approach of management schools was thought to require *"strong influence, probably from government, but also from learned societies and professional bodies to try and push that way of thinking."*

3.9   The Impact of Government Policy

Visa requirements have changed and postgraduate can no longer stay for a couple of years to gain work experience. This is changing the type of international students that come and the effect is not thought to be a positive one. Lobbying to reinstatement these types of visas was thought to be important to developing a *'good postgraduate classroom'* with a balance of international students that were prepared to engage with the international business and management agenda. Some participants also raised concerns that many overseas postgraduate courses in management are now taught in English and important reasons for coming to the UK to study are disappearing.

3.10   The Way Forward

Participants expressed serious concerns, often illustrating their concerns with illustrative examples of the increasing pressures on them to achieve higher levels of performance student satisfaction scores, administration and in research publications, with additional pressures demonstrate the academic, social and economic impact of their research. Many felt that the HE sector is increasingly embracing students as consumers, increasingly focusing on the 'educational experience', training for employment.   There were calls to recognise the importance of education and intellectual development and dexterity. Participants felt that the way forward would be for their institutions to address concern about workload, exploring opportunities for the work of educators to become more team-based and co-ordinated, and to include the enrolment of businesses and professional bodies into the educational experience, Our members see many opportunities of improvements in learning and teaching quality and experiences. Developing materials and practices that support the continuous innovation of excellent learning and teaching, and recognising and rewarding those that engage and enrol others in such practices, our members see innovation in management education as an important device for increasing socio-economic productivity.

4.0   Limitations of Current Provision in MKE

BAM members identified six limitations of provision in management knowledge and education and drew out some of the memberships concerns relating to the coverage of teaching and learning resources, relating to:

1. The size and layout of *classrooms* can be unconducive of effective learning.
2. Rethinking the *resources* needed to teach management as an applied subject.
3. Innovating and supporting classroom and learning *technologies*.
4. Organising *people* for team learning and teaching is important for this pluralistic discipline.
5. There needs to be increasing *professionalization of the learning environment*.
6. *Employability and student satisfaction demands* in conflict with effective learning and teaching design and activities.

4.1   Classrooms

Courses are growing and technology is being used to live stream lectures across classrooms as the rooms can't accommodate numbers. There were some participants that felt that room provision was adequate but participants anticipated that *'repeat business'* should be expected.   One participant explained, *"we have the right kind of rooms for the way the university wants to teach in terms of throughput, whether it's the right way to teach is a completely different argument."* Another point made was about the practicalities of managing resources – *"a lot of the time the rooms are there but you're timetabled into the wrong room".* The discussion around having the right kind of rooms was expanded to consider that we perhaps business and management schools might need more innovative ideas on the way to promote and actively involve students in student-led learning activities, and that this might require very different sorts of places and spaces in the future.

4.2   Beyond the Classroom

There was a strong feeling among participants that we need to rethink the resources needed that would allow students to *"apply some of the theories they've been taught, and experience some of the problems of a day to day working life, so they can be supported in developing their critical thinking skills real time because that model hasn't solved that problem, and .... see the consequences, of delivering judgements, for other people".* This approach was recognised as being expensive, resource intensive and requiring new sorts of thinking and collaboration. Incentivising this sort of collaboration was thought to be very difficult and at the moment is largely non-existent.

4.3   Technologies

Views about technologies in the classroom varied. Some participants felt that they needed to know more about what was available and how they might use it. Others felt that their university was good at providing, introducing new technologies and training them to use it. Some participants felt that the problem chiefly lay in technology failures and malfunctions. When this happened in a lecture there was no support to resolve the issue and participants felt they had no skills to even to begin to address issues arising. In such situations participants often felt that they were left *"high and dry"*: *"when you've got 300 people in front of you and the button doesn't work... I mean that's a real issue*." There was some discussion about the different uses of social media – the power of the tablet and smart phone in the hands of students and the potential for different forms of engagement (some more preferable than others). Most participants made use of some form of VLE but the diversity of its use was also noted: *"there is certainly best practice, certainly at (names his institution), which is [using the VLE as] much more than a repository of materials":* participants posted podcasts (made by themselves; downloaded from the BBC or from other HE institutions), created discussion forums, encourages students to post interesting and relevant materials for

discussion, attached library reading lists, embedded videos showing practical examples of the phenomena discussed in class, put links to e-books or interesting websites and resources, as well as posting lecture slides, course work details and feedback from workshop discussions and lecturers. Some lecturers felt that they shouldn't be using VLEs at all, and there were clear gaps in supporting the use of these technologies. But it was also recognised that some faculty were dexterous with these technologies, creating *"nearly blended learning [on VLE sites], so that students who could not attend lecturers could still follow the course almost independently"*.

4.4   Organising for People for Team Work

People are hugely important to the learning that goes on: *"If they haven't got the time to do the thinking, the preparation and to renew themselves then you haven't …[pause] that's crucial part of the resource."* Additionally team orientation was thought to be an important part of how we ought to change, *"if you look at management issues, most of them don't fall neatly into specific ways of thinking or solutions. Most of them require difference and diversity and that's much better done with a team. Other subject areas tend to operate in teams when we tend not to. I you look at lab based subjects, teams involve technicians, demonstrators and such like. So there are a whole bunch of people involved."* Examples from other disciplines were compared with management, *"when the dentists are working, it's very clear that you might have someone giving a lecture, but you've also got a room with several professional where the teaching and learning is going on – and they're strongly incentivised. Quite the reverse of [X's] example, because many of them will be on clinical contracts and part of that means they will spend so much time in the classroom to spend so much time with the students, and the students are contracted into the NHS to spend a certain amount of time... so you haven't got all that extra negotiation that goes on with say 25 companies. It works really smoothly."* Others felt that teaching in a team could be helpful for students; *"sometimes it really helps to have someone different in the room. People always bring something to the room and this can really help students."* These observations were followed by discussions regarding the need for consistency in teams and for supporting students in understanding how team teaching worked and how they might get the best out of it.

Additionally, it was thought that in some areas there was a distinct shortage of expertise, *"there aren't enough people to go round.... in some areas we find it difficult to recruit the people we need to teach the subject to that level, so yes they can teach it in that they've mugged up on it, but they're not the expert you'd expect to have at a university."* Many participants identified some form of recruitment problem that their institution had experienced; *"we have found it really difficult to recruit international management scholars, and marketing scholars." "OK, take digital marketing – the literature is really weak, there is not much scholarly activity... so how do you put someone in front of a class with credibility <u>and</u> is scholarly, <u>and</u> has practical experience, <u>and</u> is up to date with the technology <u>and</u> is relating to our younger 'native digital' members of society in a way that is meaningful and current for them? Those people are not on the market at a lecturer's salary."*

There were also concerns for younger faculty in particular, travelling abroad to teach as part of their contract, as universities take on campuses overseas, or that some junior faculty were teaching weekends *'alone'* as part-time courses that are increasingly organised for the convenience of students working in the week. Support for faculty at weekends was thought to be particularly poor and inaccessible.

4.5   Professionalisation of the Learning Environments

One participant contrasted a typical undergraduate lecture with a leadership course run for the NHS at his institution. In the leadership course, students were provided with *"…round tables to promote discussion. Every table has flowers. Students are properly catered for in terms of drinks and snacks to keep them going, there are charts on the walls for students to capture ideas… that's what it should be like."*

4.6   Employability and Student Satisfaction Demands

The pressures created by attempting to satisfy the employability agenda, together with the pressure to entertain students so that "satisfaction scores" are high for National Student Survey data, was of concern to participants. As one participant put it, *"there is all the stuff about commodification, McDonaldisation, Disneyfication, all this stuff to do with making it all about business – the liberalisation of management education – its commodification – everything has to be understood in terms of widgets, things, stuff! I think we're in education because it's about broadening minds. It's not pre-industrial training. Alright, we're in business schools but it is really important that tomorrow's leaders are able to think expansively, differently and questioningly"*

5.0   Innovating Learning and Teaching for Excellent Management

Our findings were discussed at Council, with the Management Knowledge and Education Group at BAM and amongst the BAM Executive. Seven key initiatives to support innovation of learning and teaching for excellence in management were identified:

1. Professional bodies and accreditations were recognised as being helpful to students in evaluation *quality and standards*.
2. There is a need to *rethink the pressures accreditation and regulating* bodies put on provision. Professional bodies not run by learned societies can put inappropriate demands on how the student learning experience is delivered.
3. Faculty need support in understanding *diversity in the classroom,* how this influences the educational experience and achievement.
4. Faculty need support to embrace and deliver *pluralistic management education* that embraces and explains contradictions and contestations in management knowledge.
5. There needs to be a *baseline requirement for degree awards*.
6. Faculty want more access to *courses* that support teaching excellence and innovation in learning and teaching.
7. Faculty want access to *forums that share best practice and provide support materials* for their educational activities.

5.1   Quality and Standards

Some participants discussed the importance of professional bodies and learned societies that help students verify the quality of courses through co-branding. A participant explained, *"If we look at other learned societies and associations that are successful – they accredit. They change the power relationship and they then dictate things like staff student ratios, the numbers of support staff that would be members of teams, they will also,... go and examine the students and decide whether they are worthy to go into practice. We may not want to go that far but the reality is, those organizations are operating already like that and it makes a massive difference to resource, to curriculum, to the*

acceptance of students – all of those things flow from that power agent". Another commented, *"these students love badges, they are very cognisant of their identity and the status of these accreditation bodies", and another, "we're always telling everyone that we're a triple accredited business school".*

5.2   Rethink Accreditation and Regulating

Most of the bodies that do accreditation in our field are not run by learned societies and they tend to push up the number of contact hours that students should be expecting and double the amount of assessment that they should have. The general feeling was that we should be thinking about the reverse. The issue of over assessment at the expense of learning was a common theme across the focus groups. The HEA could take a stand here.

5.3   Support understanding of diversity in the classroom

Participants felt that there was a need for some form of professional body or learned society to provide frameworks or descriptors of other education traditions – for example to help faculty understand the educational backgrounds of the growing numbers of African, Thai, Chinese and Indian students. Others suggested organising exchanges for faculty or some sort of forum based in the UK (or virtually) to facilitate the exchange of best practice and grow cultural understandings of different educational contexts. Comments were made about the problems and support needed if exchanges were to take place. It was noted that in stem subjects, Athena Swan for example, does offer some support for this type of activity but in business and management there is no such resource.

5.4   Support Plurality in Management Education

There is a growing incommensurability of paradigms in the field of management and business studies. Participants talked about the identity crisis within the field where management as a social science was pitched against management as a design science: each holding very different ontological and epistemological assumptions. Within the field of management it was felt that there are some areas of knowledge that progress in a fairly determinate fashion and move towards clarity, and there are other areas where the reverse is true. As one participant put it, *"…the people who think they know things clearly are sometimes the ones that actually least understand."* It was felt by participants that this kind of observation was an important one and represented a clear divide between the types of research that appeared in the different management journals. Similarly, it was recognised that sometimes there is value is moving towards a lack of clarity and greater ambiguity and there was a need at Learning and Teaching level, for serious engagement with this paradox. Participants felt that they often had to deal with clarity and certainty, as well as ambiguity in their teaching, at the same time as addressing other issues (relating to the employability agenda, student satisfaction and such like) all at the same time with students. This gives students contradictory messages. Supporting faculty in helping students cope with this and designing these ambiguities into sophisticated and critical management programmes was thought to be not only valuable and beneficial but also necessary. HEA could help institutions and individuals (businesses and students) recognise the paradoxes that exist in management education and facilitate the types of teams (and learning and teaching) that enable forms of education that embrace and make best use of such paradoxes in ways that genuinely deepen levels of diversity and embrace plurality.

5.5   *Baseline Requirements for Degree Awards*

There was some discussion around how *"slot machine students"* are able to pick and choose what grades are taken into account in some circumstances and what are *"condoned"* or considered for *"compensation"*. In some educational systems students can elect to have their bottom X number of grades (quite often two or three grades) that are not to be taken into account in the calculation of their degree classification. There was a feeling that some form of base line set by an external body could prevent this and that generally this would be in the interests of both the students and more broadly management education.

5.6   *Run Courses*

There was a feeling amongst participants that the HEA could develop and run some valuable courses to fill the gaps of offerings from their own institutions. One participant explained, *"a lot of our colleagues are working under unbelievable pressure with huge student numbers, with no, or very little time for scholarship or research and if we had something that was a course that would help these colleagues, manage and prioritise, share ideas and develop their scholarly activity – that would be of huge value."* This would need to be something specialist for business and management to help with the fields particular challenges and problems.

5.7   *Forums to Share Best Practice & Materials*

Participant felt the focus groups organised for this report were valuable and that the HEA hosting network events around sharing best practice and exploring innovation in MKE would be very worthwhile, and that they'd be keen to participate: *"especially when you're a new lecturer, you can feel very isolated."*, *"I've been to networking events and sharing and learning is nice and really helpful."* There were also inquiries into whether the HEA could provide banks of materials to share ideas: *"I'd love to have the opportunity to join this sort of thing again, to share playthings, you know, teaching materials"*, *"…it would be great if the HEA could share videos of good teaching practice, so you could watch them and learn about good content, and learn about how to interact with people…. I don't know what others are doing, it's not that we can't, it's just that we don't know."*

6.0   BAM's Reflection on the needs of our MKE Community

6.1   *Connecting with Learned Societies:*

- *Provide useful support materials:* Some candidates had made use of HEA learning materials in the past but had found them not specific enough to the subject area or out-dated and untimely. One participant explained, "*we had a guy come and present to us on e-learning, which is really important for us right, but it was so general it just wasn't useful. It didn't take anything of the issues around teaching management on board. And afterwards I looked at the leaflet they left and it was useless. I could not have given it to a member of my faculty and said – look at this it's got some good pointers on how we can use e-learning here… it was use-less! And a lot of their material is like that.*" The CIM was cited as a particularly good example of a teaching materials resource.

- *Provide advice support on the tension between student performance and student satisfaction:* Participants commented that at the moment there seemed to be a greater

drive towards student satisfaction *"especially at undergraduate level"*. With the pressures from rankings to leverage student satisfaction, guidance on how to do this without it being at the expense of student performance was thought to be valuable. Participants related this to the way students evaluate satisfaction with their grades – *"the worry I have is – is there a dumping down going on?"*

- Support the Specificities, Particularities and Diversities of the MKE Community: the global classroom presents an extra layer of complexity onto an already diverse and sophisticated, plural field of study. Providing support to inform and guide 'dealing with diversity' in the classroom would be valuable.

6.2   Contextual Factors that Shape Focus Group Outputs:

- *Influence Government Policy:* supporting the internationalisation of business agenda and arguing for and explicating its links with the UK educational system was thought vital. Visas were an example of a practical intervention in this area.

- *Post REF period and the TEF:* Taking advantage of the post REF period was thought important as this presented an opportunity to shift the emphasise onto quality and innovative learning and teaching activity – as one participant explained*, 'you've got two years to get this onto the agenda; to get it in front of VCs and Deans, then it will be too late, it will be all about the REF again'.* BAM acknowledges an important shift here, and this is reflected in recent conversations in the Time HE and the Guardian in articles on the possible introduction of a TEF – 'Teaching Excellence Framework' announced by Universities Minister Jo Johnson in earlier this month. Conversations in the press have related new assessments of teaching excellence to the ability of institutions to charge higher tuition fees. BAM is very aware of the need for the TEF to be influenced by scholarship in the development of pedagogy specifically in the area of MKE. This area of scholarship is typically undervalued by business and management schools and raising the profile of scholarship in this area is an important and related area that needs attention.

- *Valuing MKE Scholarship & Pedagogy:* BAM reinforces the above point here – in the words of one participant, *"if you have a PhD in learning and teaching you might as well as not have a PhD; if you publishing in learning and teaching journals, even if its 3 or 4*, you might as well have not bothered. It is not recognised by Vice Chancellors, by institutions, for an individual's career progression – but it needs to be".* There is much work to be done here.

- League Tables and Rankings: Rankings a having increasingly disproportionate influence on the Learning and Teaching activities engaged in at all institutions – including those at the bottom and the top of these league tables. It seems pertinent that institutions such as the HEA and BAM should be working with the 'owners' of these rankings to ensure that they are having a positive influence on the activities of business and management schools. In the words of one *participant, "they are disproportionately important; they shape everything; they govern everything we do; our whole L&T approach is mapped onto the National Student Survey questions – that's why we do so well".*

6.3   Particular Requirement of Management Education:

Many of the issues raised above are framed in a way that is particular and specific to the field of management education. However, one additional point we would like to raise relates to the plurality of the field:

- HEA could do more to help institutions support and embrace plurality and diversity in academic management research. Specifically, to help institutions and individuals (businesses and students) recognise the paradoxes that exist in management education and facilitate the types of teams (and learning and teaching) that enable forms of education that embrace and make best use of such paradoxes in ways that genuinely deepen levels of diversity and embrace plurality.

7.0   BAM's Response to Needs of our MKE Community

BAM is increasingly aware of the unfulfilled needs of the MKE community and has begun to take specific and targeted action to address this area. In 2014 the British Academy of Management began a new Management Knowledge and Education initiative (MKE). MKE is an initiative designed to support a community of management education practitioners and scholars in the broad area of Management Knowledge and Education. The new position of Vice-Chair for MKE was introduced to the BAM governance structure in 2014 to support the BAM community as practicing management educators and scholars. To help us focus our efforts and resources, this report briefly lays out the areas of activity that the MKE initiative is developing over the next two years. It sets out to identify key areas in which our members have asked for support and offers these opportunities as a conduit to help our community influence management education excellence in the UK and beyond as our overseas membership grows.

The BAM Executive oversees this initiative and the general approach is to provide a programme of support for the BAM community, based on what the community wants and needs. The initiative will be developed further by listening to members, canvassing opinions and ideas and working with SIGs who have a particular interest or need in this area. The Knowledge and Learning SIG clearly has a particular interest in this area but the MKE initiative at BAM is for all BAM members and aims to support MKE both within SIGs and across the entire community.

The role of Vice Chair for MKE has been specifically developed to support and advance the creation and circulation of innovative and transformative scholarly and practice-based activities that will enable our community to achieve excellence in management teaching, learning and education as well as scholarly activities in the field of management knowledge and education. BAM sees teaching and learning theory and practice as being central to the valuable activities and varied practices of scholarship.

The MKE initiative aims to create a platform where researching and practicing of management education can be promoted, developed and innovated. The areas of development that MKE will work on over the next two years are:

- Capacity Building Programme: To generate and support capacity building activities for those involved in teaching and management knowledge generation activities
- Small Grant Scheme for MKE: To foster and promote excellent research that deepens and broadens our understanding of management knowledge, knowing, education and learning
- Launching an MKE Journal: To develop a uniquely positioned journal for scholarly work in the field of MKE.
- Innovation & Teaching Excellence Awards: To recognise and celebrate teaching excellence
- To create a community of interest around the development of understanding and practice of MKE

MKE sets out to support the full range of scholarly activities associated with management knowledge and education; from traditional teaching practices to more novel and innovative learning settings for the generation of management knowledge and education. In such settings the lines between MKE and research can become blurred and offer new spaces for innovation and change in educational and management practices. By supporting community activities in management learning and teaching, creating resources for excellent scholarly research and a space where a vibrant community can connect, share experiences, best practices, and develop new ideas, we hope to be a generative part of the next wave of innovation in the field.

7.1   MKE Capacity Building Programme

We will organise three events each year to support capacity building for the MKE community.

In 2015 the three were:

1. Globalisation of the Classroom, 20th March 2015, Lancaster University Management School (Lead: Katy Mason)
2. Planning, Writing and Publishing Your Learning and Teaching Research, 14th July 2015, Liverpool University (Lead: Lisa Anderson)
3. DBA learning and teaching: October 2015, Cranfield Management School, 12th November 2015 (Lead: David Denyer)

Globalisation of the Classroom

This one day event was designed to foster a community of Management Knowledge and Education (MKE) scholars and practitioners. The day began with a keynote address from Jude Carroll, framing the challenges that educating the globally mobile manager of the future presents. Through a mixture of presentations and workshop activities the day explored the globalisation of the classroom from two perspectives running as parallel tracks: outside-in and inside-out.

- The Global Classroom Outside-in: we collectively explored how learning and teaching practices can best take into account when groups of students that come from very different educational backgrounds and traditions, each with different expectations and learning

styles. Our focus was on how to develop inclusive and expansive learning and teaching experiences for this globalised classroom.

- The Global Classroom Inside-Out: here we explored the changing demands on faculty as our home institutions internationalise, developing joint programmes and collaborative relationships with institutions overseas. We asked, 'what practices work in MKE when we are working outside of our home institutions and becoming part of the wider context of education and learning?'

In the afternoon, participants came together. Prof. Paul Hibbert, Associate Editor of Management Learning, talked about the opportunities for publishing scholarly work in this area. The day concluded by considering the pedagogical progress we need to make to support our growing understanding of the globalisation of the classroom.

Planning, Writing and Publishing Your Learning and Teaching Research

This workshop is designed for colleagues who are interested in publishing their research about learning and teaching in business schools. The workshop is relevant to colleagues working in business schools as teaching fellows or university teachers and to anyone who is relatively new to publishing in this area or indeed new to publishing their work at all; colleagues at any stage of their career are welcome. We will be using examples of work in progress to examine some of the following questions:

- What does 'good' research in this area look like? What are legitimate areas for study and publication?
- What are the possible new avenues for research in learning and teaching?
- How can I turn an interesting teaching case study into a publishable paper?
- Where should I publish my research and what do journal editors look for?
- How can I access grant funding for my research? (BAM grant scheme and some broader information about funding in this area)

Three events planned for 2016 include:

1. Assessment & Feedback, February/March 2016, Cardiff Business School (Lead: Sarah Hurlow)
2. The Digital Classroom, June/July 2016, Portsmouth University (Lead: Alan Tait)
3. Writing about Teaching Practice & Teaching about Writing practice – Title to be confirmed (Leads: AnneClare Gillon and Jim Johnson)

The lead on MKE capacity building is Rebecca Liu. Rebecca is supported by the David Denyer, VC for Capacity Building & Conference and Katy Mason, VC for MKE.

7.2 MKE Small Grant Scheme

The MKE Grant is part of a suit of small grants being offered by BAM. The MKE grant is for BAM members who want to propose a research project that informs the scholarly debate around management knowledge and education: on management learning and teaching, pedagogy, andragogy, leadership development in management schools or the generation and circulation of management knowledge and knowing in an educational context. Research projects should be

designed to contribute to theoretical and philosophical understandings that inform the practice of management educators.

Calls for proposals will be published at the same time as all other BAM grant schemes (July 2015). The closing date will be September 2015 (after conference; PDWs will be run at conference to support those wanting to apply). Grants will be for a maximum of £4,000. Details of the terms and conditions and guidelines for submissions will be published on the BAM website. Katy Mason is the Lead on this initiative, supported by Bill Cooke, VC for Research.

7.3   Launching a New Journal

The aim of Management Knowledge and Education (MKE) is to advance the creation and circulation of innovative and transformative research that deepens and broadens our understanding of management knowledge, knowing, education and learning. MKE welcomes both theory driven and phenomenon-driven research within and across the wide variety of setting where knowledge generation, learning and management education unfolds. Such sites of inquiry could include anything from the more traditional settings of classrooms and lecture theatres, to organisations, researcher-practitioner working spaces such as those generated through action or collaborative research, as well as knowledge and knowing generated through educational encounters in virtual and digital spaces, making use of new technologies and assemblages of different forms of expertise and capabilities. MKE welcomes submissions that adopt qualitative and/or quantitative approaches, analysing findings at different levels. Articles should offer readers clear and timely implications for understanding how managers and those involved in management, management education, teaching and learning might take their next innovative steps in the transformation of management education and/or management/leadership development.

Submitted papers should aim to address one or more of these aims:

- Inform scholarly debate around management knowledge and education.
- Develop contribution(s) to pedagogic theory and/or theory connected to the field of management and organization studies. Theoretical contributions should have with clear relevance to management knowledge, and/or management education, and/or management/leadership development.
- Contribute to theoretical and philosophical debates that inform the practice of management educators. Provide empirical evidence that explores and explains emergent phenomena, processes and/or classifications within the field of management knowledge and education.
- In evidencing phenomena, draw out clear implications for management education practice and policy or for the conduct of further research.
- Present, effectively and clearly, new concepts, constructs and/or measurements that are clearly evidenced and empirically supported.

7.4   Innovation & Teaching Excellence Awards

Our aim is to develop and launch a teaching award to recognise innovative and excellent management education practice. The criteria for recognising excellence in learning and teaching are currently under development and the community will be invite to participate in a PDW at Conference 2015, which is designed specifically to explore understandings and conceptualisations of

teaching excellence. It is anticipated that the award will be launched in January 2016 and the first award will be made at the BAM Conference in September 2016. The lead on this initiative is Sarah Hurlow, supported by Christian Harrison.

7.5   Create a Community of Interest around MKE

This an ongoing project that should be supported by the activities listed above. This aim will be supported by the MKE activities of the community and the events and awards detailed above.

8.0   Conclusion

This report has highlighted some of the challenges and opportunities of innovating learning and teaching for excellence in management. In so doing, we have drawn on key considerations that the TEF should take into account in developing a liberal governance framework that incorporates multiple modes of calculation to support the specificities and particularities of the pluralistic field that is management education. The aims of TEF are commendable, but the development of an effective TEF framework is fraught with difficulties and consultation will be key to the development of a valuable framework. Working out who should be doing the evaluation and when, what weighting is given to the evaluations of which interested parties, and against what criteria those evaluations are made, will be central to the changing practices of the MKE community.

The findings of this research highlight the need for actions that connect learned societies, scholars, practitioners and their organisations, and policy-makers. These connections need to be forged in ways that support the innovation of learning and teaching that will prepare our next generation of managers as productive and effective professionals. In an effort to move some way towards this agenda, BAM has presented in this White Paper its proposal to connect and create a Management Knowledge and Education community. Incorporating capacity building activities, funding for MKE research, an outlet for MKE publications and a teaching award to recognise excellence in learning and teaching practice, BAM's MKE programme goes some way to creating and supporting a community of interest around the development Management Knowledge and Education excellence.

END