

BRITISH **ACADEMY** OF MANAGEMENT

Education-Focused Career Tracks in UK Business and Management Schools

Current practice and recommendations for progress

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Executive Summary

This White Paper addresses the phenomenon of the growing numbers of education-focused academics on 'Teaching and Scholarship' (T&S) contracts, and presents findings of our study into the support, development and recognition this education-focused career path receives in Business and Management (B&M) Schools, in UK Higher Education Institutions (HEI). We make use of these findings to define the form and quality of 'scholarship' in an education-focused context, and propose an illustrative set of criteria that B&M schools and universities can use to develop and promote T&S academics.

In 2019, the British Academy of Management's Management Knowledge & Education sub-committee surveyed 109 UK HE B&M Schools, gathered accounts of the career paths of three professors promoted on T&S contracts pursuing an education-focused career path, and reviewed the literature to gather evidence of T&S careers and related scholarship. Our aim was to identify and share best practice in supporting these careers within our community, and to support our T&S membership and their HEIs.

KEY FINDINGS

1. There is limited knowledge and engagement on education-focused career pathways. Only 33 of 109 B&M School Deans responded to our request for information.
2. The proportion of academics on T&S contracts varied from zero to 75%. There was no distinguishing pattern by type of HEI (i.e. post-92, Russell Group, other pre-92).
3. Workload allocated to scholarship activities varied from 6% to 40%, by HEI.
4. Three key developmental areas support education-focused careers: Scholarship & Engagement, Education and Leadership.
5. There is a lack of consistency of practice across the sector in the treatment of education-focused career paths and progression. Where promotion criteria or role descriptors do exist to senior levels (70% of respondents), the criteria for promotion and role descriptions are very diverse in nature.
6. There is a lack of clarity as to what scholarship means and what good scholarship looks like at different levels of progression in an education-focused career path.

We used the three themes that emerged from our analysis - Scholarship and Engagement, Education Practice, and Leadership - to construct the new SEEL education-focused career progression model.

RECOMMENDATIONS:

1. All B&M Schools should develop an education-focused career pathway for academics based on the new SEEL *Scholarship & Engagement, Education and Leadership* Model presented here.
2. Within the SEEL model, the definition of Scholarship should develop organically, and be framed within an overall understanding of the different ways in which scholarship can be constituted.

3. Promotion criteria and education-focused pathway support need to be clearly communicated to education-focused academics and their line managers.
4. B&M Schools should provide education-focused development activities.
5. B&M Schools should provide networking and funding opportunities for education-focused faculty.
6. B&M Schools should provide sabbatical and study leave schemes for education-focused faculty.
7. B&M Schools should allocate workload hours for scholarship activities.
8. B&M Schools need to work collectively to establish education-focused careers as a celebrated and valued pathway.

We expand on these research findings and recommendation in the report that follows.

Education-focused career tracks in UK Business and Management Schools

Current practice and recommendations for progress

Introduction by Professor Lisa Anderson



This White Paper addresses the phenomenon of the growing numbers of education-focused academics on ‘Teaching and Scholarship’ (T&S) contracts, and presents findings of our study into the support, development and recognition this education-focused career path receives in Business and Management (B&M) Schools, in UK Higher Education Institutions (HEI). We make use of these findings to define

the form and quality of ‘scholarship’ in an education-focused context, and propose an illustrative set of criteria that B&M schools and universities can use to develop and promote T&S academics.

Changes in the UK Higher Education (HE) landscape are incentivising universities to offer academic career paths focused on *teaching and scholarship* (T&S), in addition to traditional *teaching and research* (T&R). This teaching and scholarship pathway, is often referred to as the **education-focused pathway**. There are structural and demographic reasons that make the education-focused pathway important now. Structural change has come with the introduction of the Teaching Excellence Framework (TEF) (although currently suspended), the formation of the Office for Students and the increasing focus on league tables and the subsequent impact on university reputation. All have provided a renewed focus on high quality learning, teaching and student experience. Similarly, changes to the Research Excellence Framework 2021 (REF), used to determine the level of government funding a university receives, mean that only staff on T&R contracts are considered for submission and T&S academics are now excluded. Demographic changes have seen increasing demand for university education over the last few decades, leading to a growth in the number of taught classes. B&M schools have been particularly affected by these changes, as growing demand for B&M programmes at both undergraduate and postgraduate levels make it necessary to employ more education-focused academics to support rising student numbers. These changes indicate that the role of T&S academics should be more clearly recognised, developed, and supported – especially in UK business schools where there is significant demand.

While the number of academics employed on T&S contracts is on the rise, the degree of recognition and support for the education-focused career path varies widely across UK universities. This is not the case with the well-established research-focused career path, which is predicated on the number and quality of research outputs, levels of grant income,

research impact and esteem. REF governs these criteria, and universities normally use them as the basis for promotion decisions. Such clearly defined criteria do not exist for *education*-focused (T&S) academics and cannot be derived from the TEF in the same way. Measures of teaching quality do exist, but these are based on student feedback and are often affected by conditions beyond an individual academic's control (such as classroom facilities and timetabling arrangements). There is also a greater variety of education-focused roles, covering teaching-only contracts, 'teaching and scholarship,' 'teaching and engagement,' and 'practice'. Further, teaching and learning is underpinned by research and 'scholarship' to ensure quality standards and a credible and transformative university experience. Yet, understandings of what constitutes 'scholarship' in this context vary widely – ranging from andragogy, to real-world 'practice', to traditional disciplinary-based scholarship. This equivocality of scholarship, and what it looks like in terms of activities and outputs, creates further impediment to T&S academics being able to plan their careers and to create a clear case for promotion.

In 2019, the BAM Management Knowledge & Education sub-committee surveyed 109 UK HE B&M Schools, to gather evidence of T&S careers. The remainder of this White Paper reports on our methods, findings and recommendations.

A handwritten signature in black ink, appearing to read 'Lisa Anderson', written in a cursive style.

Professor Lisa Anderson,
Vice Chair for Management Knowledge & Education, British Academy of Management

Methods *(A fuller description of methods can be found in Appendix 2)*

We followed a three-stage process of inquiry. First, we made a request for information to UK HEI Business and Management Schools. In March 2019, the Deans of all 109 UK Business and Management Schools were contacted and asked to provide details of their university's approach to recruiting, developing and promoting business school academics on contracts that do not specifically include research. We asked for the following information:

1. Role definitions and/or promotion criteria for business school academic on contracts that do not specifically include research (e.g. Teaching and Scholarship, Teaching only, Practice Academics).
2. The numbers and proportion of staff employed in their business school in each of these (non-research) areas (i.e. the actual number and the percentage breakdown compared to total academic faculty across their School).
3. Where it exists, the proportion of workload allocated to scholarship for a 'non-research' academic.
4. Any examples of how they currently support colleagues on this career track.

We received 33 responses (30%) from institutions from all nations: England, Northern Ireland, Scotland and Wales. Only 27 schools provided information in all four areas. The majority of respondents attached documents detailing their promotion criteria or provided role overviews for non-research pathways. We used information emailed to us by respondents. We also examined university and business school websites for information on promotion criteria and role overviews relating to non-research pathways within the university. Online searches were hampered by the need for access logins.

There was a high degree of variability in the responses we received. It is possible that Deans did not respond because T&S promotion criteria do not exist in their university. Very few respondents provided documents for both role overview and promotion criteria. Several schools provided criteria that they are yet apply. Of those which did provide criteria, eight focused only on higher level roles: promotions to Reader and Professor. This suggests that B&M Schools have limited data on education-focused careers and promotions across all academic grades. The variability within the data made straightforward comparison difficult. We made a number of assumptions about overlapping concepts: data categorisations are interpretive. Nevertheless, the variability we found is indicative of the organic and piecemeal development process that is unfolding across the UK for education-focused careers.

Second, we asked three professors who had been promoted through a non-research track to give us an account of their career path. This provided us with an overview of their work and career, and highlighted key areas of expertise and achievement that led to their promotion to professor. This helped us to understand how promotion criteria are being used in practice.

Third, we turned to the literature to compare understandings of scholarship and career progression in this context. During the analysis of the materials, and drawing on the expertise of the research team, we worked abductively between the literature and the data to understand how scholarship was being conceptualised and put into practice in our B&M HE institutions.

Findings

1. Limited Knowledge and Engagement with the Education-focused Career

There is limited knowledge and engagement on education-focused career pathway. Only 33 of 109 B&M School Deans responded to our request for information.

Only 33 of 109 B&M School Deans responded to our request for information, suggesting a significant lack of concern with the definition and development of education-focused career paths. Of these responses, 6 Deans did not supply any information on role descriptors and/or promotion criteria. We found this worrying given the growing number of T&S colleagues in our sector and the critical role that educator-focused academics will play in the ensuring the sustainability and vitality our world-leading Business & Management School education.

Information on Roles and Promotion Criteria: Of the 109 UK business schools surveyed for information on role definitions and/or promotion criteria for academics on contracts that do not include research, for example 'Teaching & Scholarship', 'Teaching only', 'Practice' academics, 27 sent information. From these 27 business schools:

- 12 sent information on both role definitions and promotion criteria.
- 10 sent promotion criteria only, and
- Five sent role definitions only. It is assumed that promotion routes are likely to exist only where there are role descriptors in place.

The six schools that responded without sending any information on promotion criteria or role descriptors are assumed not to have had any academics on education-focused promotion routes at the time of the request.

Information by Academic Grade: Of the 27 respondents supplying information on role descriptors and/or promotion criteria, only 15 sent details relating to all or nearly all academic grades. Eight focused on higher levels roles and promotions of Readers and Professor, whilst four made no reference to role definitions or promotion criteria at Professor level; it seems likely that promotion to Professor on a T&S contract is not currently possible at those four institutions.

A number of respondents included additional contextual data that was helpful to our study and informed our findings. Six schools reported on the timing of the introduction of the education-focused (T&S) career path and promotion route, with two stating that it had been in existence for five years; another for 'a number of years'; one 'recently introduced'. Two reported that the education-focused career path was still in development. We conclude therefore, that some schools are taking a planned approach to appointing and developing academics on education-focused contracts.

It is often asserted in HEI circles that staff are 'moved onto teaching contracts' to avoid having to 'return them' as part of the Research Excellence Framework submission (REF2021). REF2021 requires that all Category A staff (with a contracted research responsibility of 20% or greater) must have a minimum of one published output submitted for assessment. It is clear that some B&M schools are seeking to establish a new career path for staff that do not

meet the REF requirement. These education-focused academic staff are seen as vital to the success of the organisation. Our respondents revealed some of this activity, with:

- *'7 senior appointments to T&S in the last 18 months. We appointed the university's first T&S reader in 2018. T&S SLs in the exec ed and apprenticeships team and further SLs to lead the large UG programme. All critical appointments to our strategy.'*
- *'4 promotions to Professor and numerous promotions to SL since the introduction of the pathway'*
- *'2 Teaching Focused Professors (of Business Education)'*
- *'We have 28 Professors (plus 1 on the AEP route) ... We are ... recruiting 4 new lecturers/SLs on the AEP (Academic Education Pathway non-research)'*
- *'Of the current professoriate we have five full professors on ATS contracts, (amounting to 3.8 FTE), compared to thirteen full professors on ATR contracts'*
- *'We have recently extended our T&S colleagues but not for the REF – for new vision & strategy.'*

Others reported a lack of clarity about the various routes to promotion and how they are constituted within their HEI. In some HEIs there is no promotion route at all and no professorial-level education-focused positions. One institution explicitly stated that research is the sole driver of promotion, although recently, 'Professors of Practice' have been appointed.

Promotions Processes: We asked Deans of UK business schools to share with us their promotion criteria and role descriptions. Information pertaining to the promotion *process* was not specifically asked for. We did not receive any comments or information about this. However, it is clear from conversations surrounding the study, largely with people who approached us because of their interest in pursuing an education-focused career pathway, that the promotion process varies greatly across institutions. To move to Professor level, for example, some Universities adopt a paper-based exercise whilst others require a presentation or interview. Whilst this is very much an institutional decision and we are not suggesting parity should exist in process across institutions, an observation is that whilst the term Scholarship is not clearly understood, if promotion is purely a paper-based exercise then the chances of success are very much down to subjective beliefs of the panel rather than a more objective and common understanding.

Role definitions and promotion criteria that are working well exist for academics on education-focused contracts. This is evidenced by the number of promotions that have been made. There is, however, a lack of parity of opportunity across the sector, with some business schools further advanced in their career path development and promotion processes than others. For example, in institutions where criteria did exist, six did not have any promotion criteria beyond Senior Lecturer or Associate Professor. We assume that in these specific institutions, promotion to professor is not possible.

There is a lack of consistency and parity across the sector in the treatment of education-focused career: We draw attention to the low response rate and patchy nature of information supplied or found online. This suggests a significant lack of progress with clear and standardised definitions of the education-focused career, and the continued development of

education-focused career paths in UK Business Schools. The education-focused pathway is still emerging and developing. Our data suggest an appreciation of the growing importance of this pathway. The uncoordinated and diverse nature of that development suggests a need for scholarship-based leadership in this area. We pick-up on this point later.

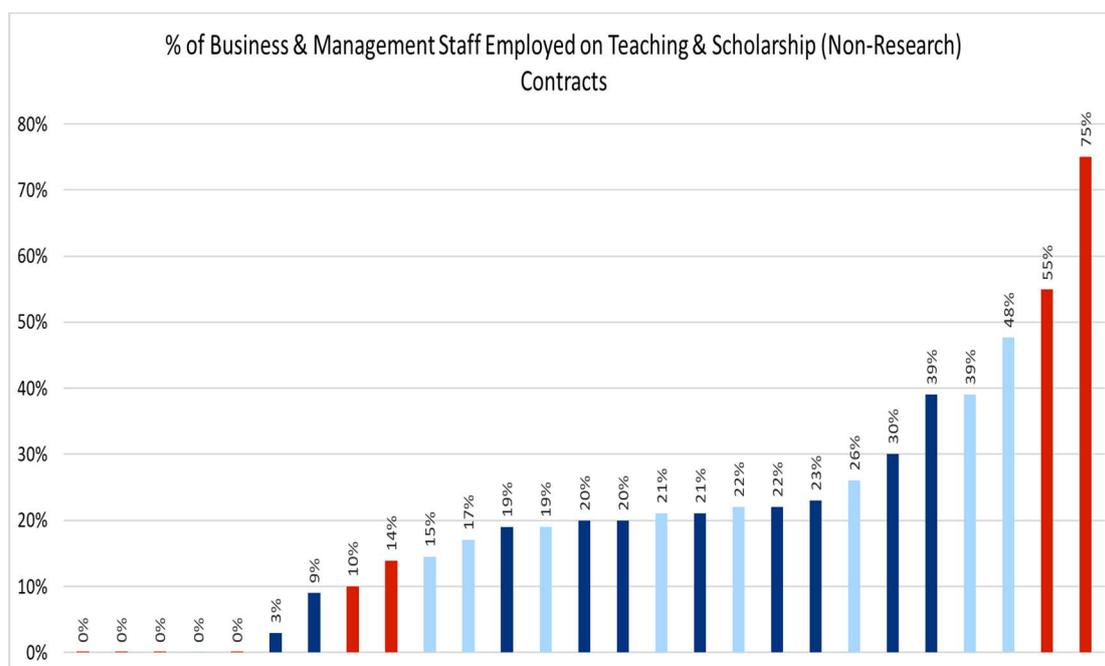
2. Proportion of Staff on Non-Research Contracts

The proportion of academics on T&S contracts varied from zero to 75%. There was no distinguishing pattern by type of HEI (i.e. post-92, Russell Group, other pre-92).

Twenty-six business schools responded to the question: *What is the number and proportion of staff employed in their business school in each of these (non-research) areas (i.e. the actual number and the percentage breakdown compared to total academic faculty across their School)?* Responses ranged from zero to 75%, although the majority of responding schools have fewer than 25% of their staff on non-research contracts (Figure 1). The small sample size (27 B&M Schools) means that we should exert caution when interpreting this finding.

It is notable nonetheless, that five schools reported that they had no staff employed on a T&S contract; four of these are post-92 institutions. These schools do not appear to have created separate classifications of staff for the purposes of REF2021, in which the guidelines state that ‘all staff with significant responsibility for research’ should be returned. Two of these schools indicated that all staff are expected to be involved in both teaching and research and that the nature and extent of research activity will vary between individuals. There is no clear pattern to the findings. It does not show what might have been expected; that T&S contracts are more common in post-92 institutions.

Figure 1. Proportion of staff on non-research contracts

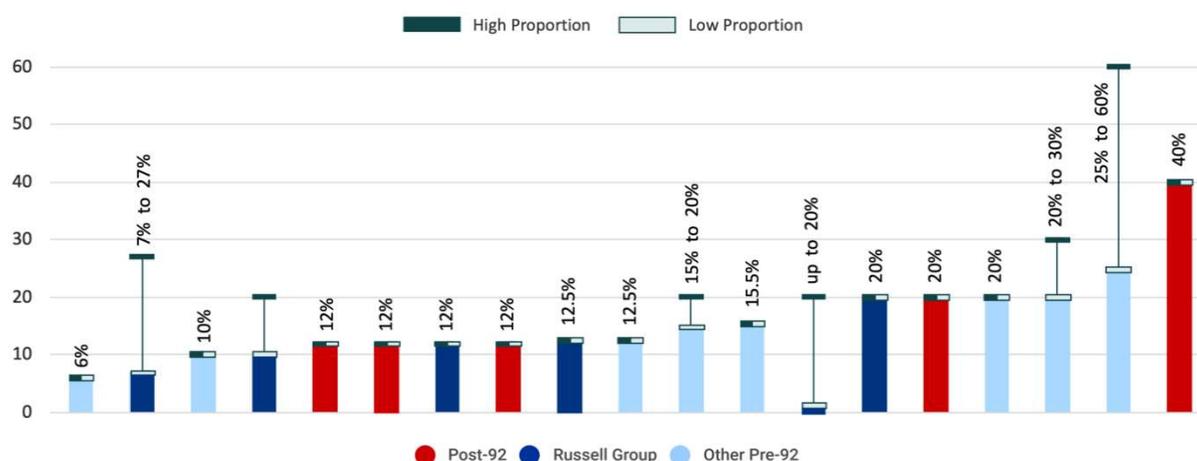


3. Proportion of workload allocated to scholarship for a ‘non-research’ academic

Workload allocated to scholarship activities varied from 6% to 40%, by HEI.

In total, 27 schools responded to this question although not all 27 provided a figure for the proportion of workload allocated to scholarship activities for ‘non-research’ contracted academics. There was a wide variation in the amount of time that was allocated to scholarship activities. Some schools reported in terms of a proportion of workload allocated, other in hours per year. In the latter cases, we have assumed an annual workload of 1600 hours and converted the response into a percentage. In the 20 responses that provided a figure, there was a range of **6% to 40%** and a median of 12.5%

Figure 2. – Proportion of Workload Time Allocated to Scholarship for Business & Management Academic Staff on Teaching & Scholarship (Non-Research) Contracts



From the narrative responses to the question on proportion of scholarship time, the following quotes illustrate the wide variation in practice in workload allocation:

- ‘Time allocated for other duties can be used to keep abreast of specialist areas through scholarly and other activities’
- ‘No special time is allocated, but scholarship expected to be embedded in time allocated for teaching prep, or research/scholarship time can be bought if funded’
- ‘Some allocation of research time possible, dependent on individual quality & quantity of research’
- ‘No model of workload time allocation for T&S (though one exists for T&R)’
- ‘There is a workload model for T&S, but scholarly activity not included’
- ‘T&S staff have a 150% workload compared to research staff’
- ‘Staff who are completing additional qualifications related to research and teaching practice are given additional time as part of their workload. Typically, any member of staff who is completing a Doctor of Education for example, would be given 200 hours’
- ‘Dependent on how active a member of staff is, and income generated’

4. Three Developmental Areas Support Education-Focused Careers: Scholarship and Engagement, Education Practice and Leadership

Three key developmental areas support education-focused careers: Scholarship & Engagement, Education and Leadership

We asked Deans to provide us with examples of how they currently support colleagues on an education-focused career track. The 22 responses to this question revealed three important areas of development for staff on education-focused contracts: *Scholarship and Engagement, Education (Teaching) Practice, and Leadership*. Esteem was also important and was described as being derived from and embedded in these three developmental areas of the education-focused career. There were not always clear boundaries and/or links between the promotion criteria used by each institution to development opportunities for staff.

We saw that education-focused roles are supported in different ways, with many academics being given funding and time to develop their outputs and profile. However, this was not the case for all schools; in some schools, almost no support was reported. In such schools, support for scholarship and teaching is conflated with development of teaching practice; *'all academics'* are cited as needing to develop teaching scholarship.

Support for Scholarship & Engagement

Higher Education Academy (HEA) criteria were frequently cited as a proxy for development, and as evidencing scholarship of teaching and learning. Support to complete HEA upgrades take the form of a reduction in teaching load and application-writing workshops. Other support and development activities are offered in the form of writing retreats, workshops, funding contributions and professional development workshops. There was also evidence of support to complete doctorates with fee waivers and reduced workload allocation. Two respondents stated that they had set up a dedicated research group for education-focused academics. Four schools had mentoring schemes for education-focused academics.

Other forms of support could be classified under teaching development and innovation and would be applicable to any academic with teaching responsibilities. However, presenting at and leading such events provides evidence of developing and promoting best practice that could be used in a promotion case. Examples include a university-wide teaching innovation network, learning and teaching workshops and the provision of online resources to support developments in learning and teaching.

Funding played an important role in supporting scholarship and engagement activities. There appears to be a wide range of practice in providing funding for conference attendance and other forms of professional development:

Five schools reported allocating an equal amount to all staff although the actual amount was not always clear; one school specified £3,000 per year, another £4,000.

Others reported amounts that presumably differed from that offered to research-focused colleagues and ranged from a £500 individual budget coupled with access to a larger fund to a 'generous' £1,500. The remainder referred to general sources of funding such as 'access to

pedagogical funding opportunities and conference support' payment of professional fees and teaching awards.

Research and scholarship leave also played an important role in supporting education-focused careers. Two schools specifically mentioned research/scholarship leave and in one case this was described as being analogous to research leave. The other described these as scholarship/sabbatical/fellowship opportunities.

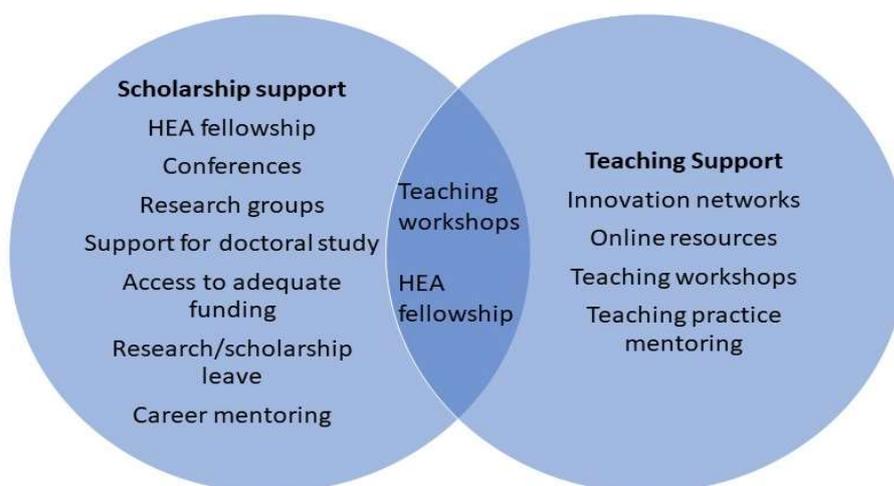
It is also important to note the link between the scholarship of teaching and learning and teaching practice. This form of scholarship is unequivocally linked to practice and should inform it. All of the promotion criteria we examined included both a requirement to be an excellent teacher *and* to evidence scholarship, normally around one's teaching. This meant that teaching scholarship required engagement with the relevant student body; both in a more traditional research context and in an impact and improvement of the student experience context. We found no evidence of explicit support for engagement in this sense, even though it was clearly expected by HEIs looking to promote academics on an education-focused pathway. We also found significant overlaps between teaching scholarship and education practice.

Support for Education

Support for the development of the scholarship of learning and teaching and the development of teaching/education practice *per se* were often conflated in responses we received. We took this as evidence of the early stage of career path development for education-focused academics.

We divided support activities into two categories and identified those that would help develop a scholarship profile that would likely make a significant contribution in a promotion case and those that might be used as a means of developing good teaching (see Figure 3). We recognise that there is overlap here as the same activities might be used for different purposes. For example, completion of a successful HEA fellowship application would imply that the individual has demonstrated excellent teaching and that they have engaged with the relevant literature to inform it. Figure 3 below provides a summary of teaching/education practice and teaching related scholarship support.

Figure 3. Examples of Support for Teaching and Scholarship



Support for Leadership

While we found the creation of contexts and activities that generated the opportunity for leadership, the clear expectation that leadership would be demonstrated in promotion criteria, and evidence of leadership provided in the career history of those that had been promoted on this route, we found no examples of activities set up to support education-focused academics in the explicit development of their leadership skills. Anecdotal evidence suggests that this is not the case in practice, and colleagues told us that they had been part of leadership courses within their institutions but none were reported within our respondents' examples.

5. The Nature of Promotion Criteria

There is a lack of consistency of practice across the sector in the treatment of education-focused career paths and progression. Where promotion criteria or role descriptors do exist to senior levels (70% of respondents), the criteria for promotion and role descriptions are very diverse in nature.

27 Schools sent details of promotion criteria and/or role descriptors. Eight focused on higher level roles and promotions of Reader and Professor. Four responses did not make any reference to role definitions/promotion criteria at Professor level. With limited promotion criteria data on all grades we concluded that promotion criteria information was not widely available to respondents. This is an interesting finding in its own right. If we are to foster a vibrant and ambitious T&S job market, the sector will need clarity in how T&S contracts are defined and clear promotion criteria at all career levels and grades, that have a parity across the sector.

The promotion criteria that we examined were diverse. They varied widely from innovation in education practice to evidence of sustaining scholarly outputs in a particular field to influence and leadership in education beyond the immediate HEI. This suggests that for most institutions T&S career path promotion criteria are still under development and require

further elucidation at each stage of promotion and progression. When we discussed our findings with colleagues, we were left with the impression that many Business and Management Schools are grappling with the lack of clarity of what ‘good’ promotion criteria look like within a T&S career pathway.

6. The Nature of Scholarship

There is a lack of clarity as to what scholarship means and what good scholarship looks like at different levels of progression in an education-focused career path.

We found many different interpretations and forms of scholarship performed by professors that had advanced through a teaching and scholarship route.

Three examples, from Professor Julia Clarke (University of Wolverhampton), Professor Elinor O’Connor (Alliance Manchester Business School) and Professor George Magnus (Lancaster University Management School) cited below, illustrate very different T&S careers.

Professor Julia Clarke

Deputy Vice-Chancellor (Student Experience), University of Wolverhampton

My scholarship uses Bourdieu’s concepts of selection survival, social and cultural capital and habitus to theorise the experiences of non-traditional students in UK higher education. For an example, see my doctoral thesis, *An investigation of the effect of route to university on UK Business School students’ experiences of a professional mentoring scheme*, <https://livrepository.liverpool.ac.uk/3022642/>.

From this work, I have developed a series of initiatives to support students’ transitions into and through university. As well as the Nurturing Talent Mentoring Scheme <https://business.leeds.ac.uk/undergraduate/doc/nurturing-talent-mentor-scheme>, these include a dedicated Heads of First Year scheme built around the concept of belonging which saw a significant uplift in 2i/1st level 4 results and (a couple of years later!) much improved NSS results. More recently, I have been looking at degree apprenticeships as a driver of social mobility and productivity – you can hear about the experience of some Manchester Metropolitan University students at <https://www.bbc.co.uk/programmes/b09534gg>

While Julia Clarke’s story is told in a fashion that would ring true for any research-focused scholar, let alone a teaching scholar, Professor Clarke’s outputs and portfolio of activities are somewhat different: while she has published in academic journals (for example, *Accounting, Auditing & Accountability*), she has also focused on HE and practitioner journals (*Industry and Higher Education, Education + Training*) and has transformed her research into practical initiatives to support students, generating innovative new forms of teaching and learning. Through this engaged and practical work, Julia has demonstrated leadership and engagement within the HE sector.

Professor Elinor O'Connor.

Director of Learning and Teaching, Alliance Manchester Business School

I joined Alliance Manchester Business School (AMBS) in 2008 as a teaching-focused lecturer, following a number of years working as an occupational psychologist. During my time in practice, I completed a PhD on a part-time basis at the University of Bristol and gained Chartered Psychologist status with the British Psychological Society.

My scholarship activities at AMBS have focused on work-related stress, and I have a number of publications in this area, including practitioner journal articles and book chapters. Most recently, I have been investigating work-related stress and well-being in veterinarians, an occupational group that experiences poor psychological health. This includes a project with the Royal College of Veterinary Surgeons (RCVS) to develop a guide for managing stress in veterinary work. Additional work with the veterinary profession includes a project with the Society of Practising Veterinary Surgeons to develop an annual well-being awards scheme for veterinary workplaces and a study with the RCVS to benchmark well-being in veterinarians.

Both my previous practitioner experience and my scholarship activities in stress and well-being are integral to my teaching at AMBS, particularly on the School's MSc in Organisational Psychology programme, and with executive education clients.

In contrast with Julia's career, Elinor O'Connor's story foregrounds research in a practitioner community that sits outside of HE and is strongly tied to a professional body (rather than a learned society), but that is also concerned with the continual discovery, learning and improvement of a professional community (Vets). Like Julia Clarke's portfolio of activities, publications in practitioner journals play an important engagement role.

Professor Magnus George

Head of Department of Entrepreneurship and Strategy, Lancaster University Management School

My activities straddle the practice-research-teaching boundary. I have consistently been involved in leading and developing new initiatives that have had strategic significance and led to demonstrable benefits for the Department, the School and the University – by generating substantial revenues, underpinning business engagement in the department and wider faculty, changing aspects of teaching practice in my discipline, and supporting research outputs and impact cases. I have taken major roles in engagement projects worth over £130m. These projects formed the basis of extensive SME engagement activity and underpinned the establishment of the Institute for Entrepreneurship and Enterprise Development. Collectively, these

projects have supported thousands of SMEs, bringing significant income, network and reputational benefits for the University.

For Magnus George, his ability to engage with and lead on teaching that brings research and practice together in the classroom, and results in new and significant revenue streams and or research/engagement income, have marked him out as a high performer and leader in his field. Another significant marker of Magnus’ success is the reach and impact of his work, supporting ‘thousands’ of small and medium sized enterprises in improving their management practices, innovation and organisational performance. Scholarship in Magnus’s case is manifest in the expertise and continuous innovation he develops to constantly connect and integrate actors and different forms of expertise across the practice-research-teaching boundary.

In each of these education professor vignettes we see clear evidence of Ernest Boyer’s four forms of scholarship: the scholarship of discovery, integration, engagement and teaching (see Figure 4).

Figure 4. Boyer’s Four Forms of Scholarships with Illustrative Examples from Educators

Types of scholarship	Illustrative example of ways of educators perform scholarship
Scholarship of discovery	Engage in inquiry-based learning directed at generating insights into how to develop their role and deliver on its requirement; develop knowledge of pedagogy/andragogy; publish research insights in academic and or HEI practitioner journals, presented at teaching conferences or in educator training programmes.
Scholarship of integration	Develop and engage in integrating material from different sources, including across disciplines and from different expert agencies (including for example, professional bodies, learned societies); integrate real-world (practical) and work experience with academic theories and concepts; reflect on implications of new knowledge for personal, professional and education services development.
Scholarship of application/engagement	Engage with local, national, and international community service projects, learned society/professional body and/or business projects; volunteering; knowledge exchange projects; act as a knowledge activist exchanging knowledge and skill between HEIs, learned societies and policy settings. Use insights to inform development and change of policy and/or business interaction with HEI, fostering high-impact partnerships.
Scholarship of teaching and learning	Develop innovation in teaching and learning. Support quality assurance and enhancement of teaching. Engage in

	mentoring; peer support and assessment; collaborative group work; Engage with learners to make them explicit partners in educational development and inquiry.
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In 1995, Boyer, then president of the Carnegie Foundation for the Advancement of Teaching, addressed the National Association for Physical Education in Higher Education. In his address, *'From Scholarship Reconsidered to Scholarship Assessed'*, he discussed how these four forms of scholarship together generate a sustained sense of stability and common purpose for HE educators. We argue that these four forms of scholarship (Table 1), developed and redefined by us to include illustrative data from our study, provide a useful reference point for understanding scholarship in a Business and Management School, HE context.

The point Boyer (1996: 130)¹ makes so powerfully is that scholarship is 'central' and 'the most essential aspect of in the Higher Education Institutions. We fully concur with Boyer's view. As such, we argue that Business & Management Schools must build the assessment of scholarship into our HEI practice, and into education-focused promotions criteria. This, we suggest, is a productive way forward for B&M Schools seeking to develop education-focused career paths.

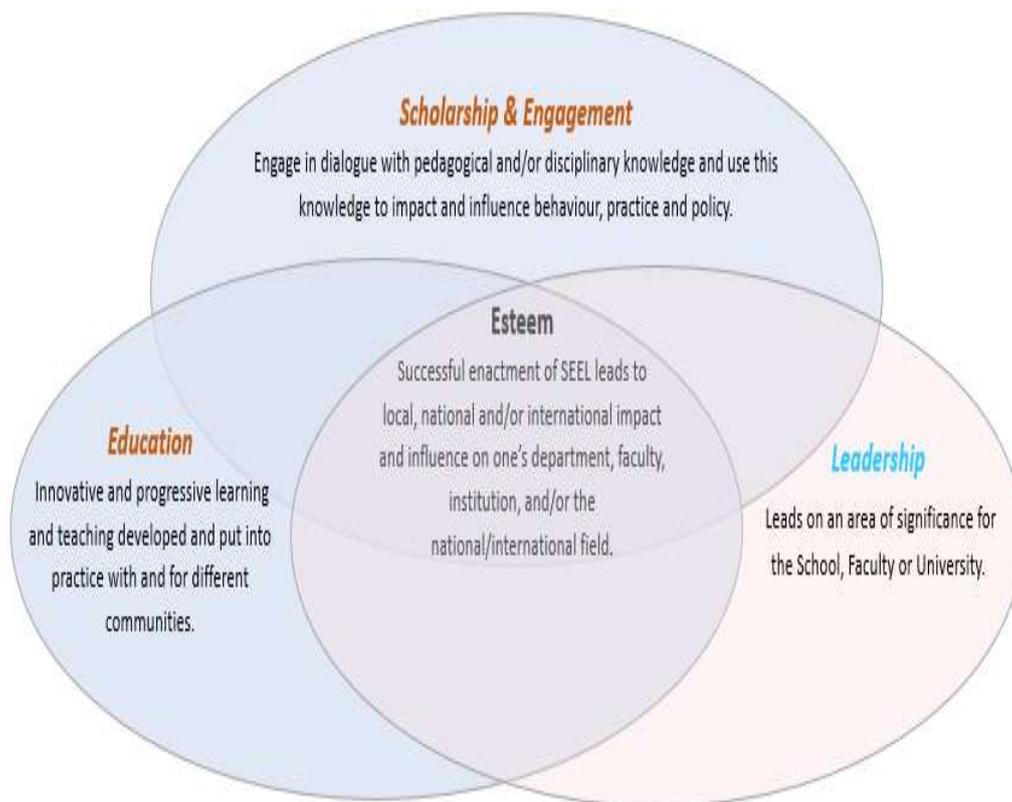
The Scholarship Engagement, Education & Leadership (SEEL) Model

We used the three themes that emerged from our analysis - Scholarship and Engagement, Education Practice, and Leadership - to construct the SEEL education-focused career progression model (Figure 5).

Our analysis revealed that education-focused pathways required those on that pathway to perform in a number of areas in order to progress. The data on promotion criteria, education-focused career pathways, (including responses from B&M Deans, qualitative interview data gathered from those having successful education-focused careers, and our recontextualising of Boyer's four forms of scholarship), enabled us to construct the Scholarship & Engagement, Education and Leadership model (SEEL model). The SEEL model is presented here as a way of understanding what should be assessed in education-focused careers. The important thing here is to recognise the integrated nature of these activities within the education-focused career pathway.

¹ Ernest L. Boyer (1996) *From Scholarship Reconsidered to Scholarship Assessed*, *Quest*, 48:2, 129-139, DOI: [10.1080/00336297.1996.10484184](https://doi.org/10.1080/00336297.1996.10484184)

Figure 5. The Scholarship & Engagement, Education and Leadership (SEEL) Model for an Education-Focused Career Pathway



We developed these themes to first help us clearly define each, and second to map out what activities might look like at each of three career bands: Band 1, early career (Lecturer); Band 2 mid-career (Senior Lecturer); and Band 3, advanced career (Professor).

The first theme we labelled *Scholarship and Engagement*. The data suggest that some form of scholarship was always present and that this was always coupled with some form of engagement. We defined *Scholarship and Engagement* as the dialogue that educators develop between their pedagogical and/or disciplinary knowledge their practice, and their use of this knowledge to impact and influence behaviour, practice and policy of key communities (e.g. students, educators, policymakers). We found no examples where some form of scholarship was treated separately from engagement. This seems to be a defining feature of the education-focused pathway.

Our impression is that the development of a workable definition and promotion criteria for evidencing scholarship has been piecemeal in nature and we argue for a more organic approach, framed within an overall understanding of the different ways in which scholarship can be constituted. There are three elements that can inform this understanding; the notion of scholarship coupled with engagement, Boyer's explanations of scholarship and the career paths of those who have been promoted on the T&S route. The latter would not only provide parity between institutions but also provide ideas as to how scholarship can take many different forms whilst staying close to some form of practice.

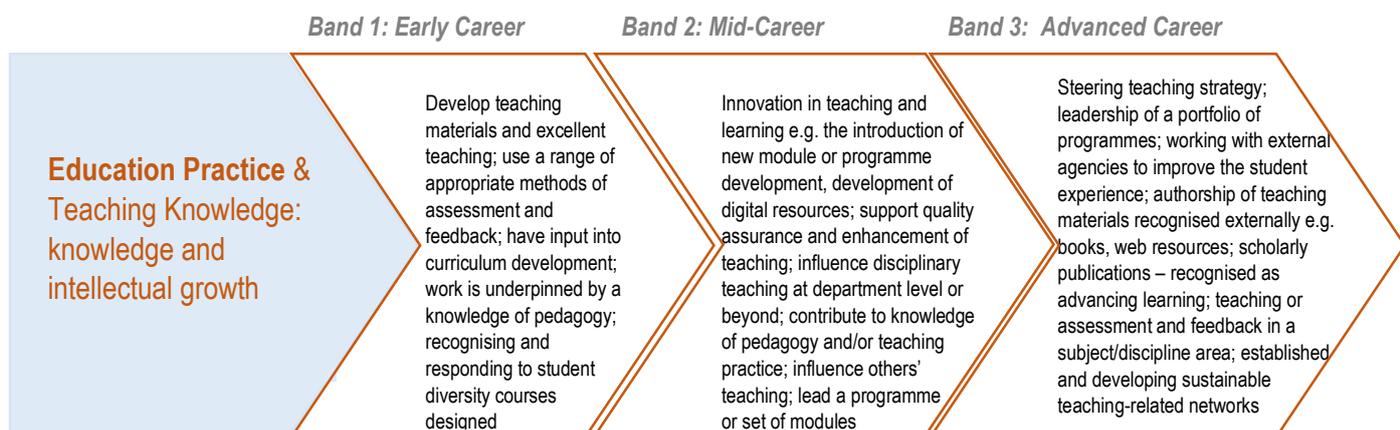
Figure 6 shows the type of activities that education-focused career path might involve at different career stages in the area of Scholarship & Engagement.

Figure 6. Scholarship & Engagement across three Education-Focused Pathway Career Levels



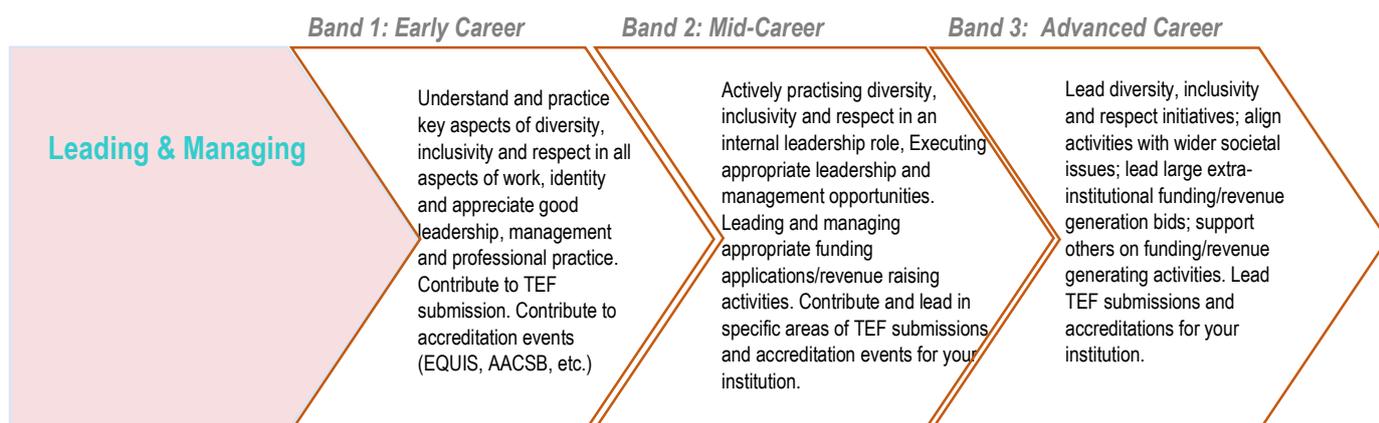
The second theme relates to *Education Practice* and specifically with the observation that educators were recognised and rewarded when they developed innovative and progressive learning and teaching, and put this into practice with and for different communities. Our findings showed that at the top end of the career ladder, educators were leading these developments and managing their implementation, rather than always doing it themselves. Equally, recognising and sharing best practice, and managing its implementation more broadly was often equally as important.

Figure 7. Education Practice across three Education-Focused Pathway Career Bands



The third theme that emerged was *Leadership*. Across our data set we found reference to and recognition of the importance of leadership in this field. In most instances this was bundled with good management skills and capabilities – of the student body, within the individual's own university, and beyond into professional bodies and learned societies. Respondents made explicit reference to the TEF. We have interpreted these findings to map out activities across the three career bands as shown in Figure 8.

Figure 8. Leadership across three Education-Focused Pathway Career Levels



We argue that collectively these core capabilities generate local, national and/or international impact in the field and have influence at department, faculty and at the HE institution; and often beyond this, achieving national and/or international reach. Consistent with other interpretations of impact, we suggest that *esteem* can be judged as higher and more valuable when reach and significance are achieved.

Given the wide range of promotion criteria and evidence gathered, the classification of this into the above model does not aim to be all encompassing, but rather indicative of what matters to HEIs when considering the promotion of education-Focused academics. The capabilities that are included in the SEEL model (Figure 5), and within the promotion criteria (Figures 6,7 and 8) are not independent. There was overlap between the different criteria. For example, *scholarship* in one's own discipline area should influence the *educational* practice of the individual which, in turn could be used to *lead* the transformation of teaching and learning content or styles delivered by other colleagues. Overlaps in the criteria mean that the same activity could be classified under more than one theme.

We have integrated these common themes into the broader **BAM Framework** to provide a useful synopsis and structure (Figure 9). The BAM Framework, in early 2020, is a tool to support B&M academics in their navigation of their career and capabilities development. It does two important things for the education-Focused Academic. First, it recognises the multiple dimensional nature of this career path and its overlaps with research and engagement driven careers. Second, it recognises that people often have a change of path part way through their career. The unique nature of this journey is represented in the framework in the way letters (A, B, C, D, E) and numbers (1,2,3) enable individuals to interpret the requirement at different stages of different paths, and to provide the flexibility to allow for each unique journey to be carved out, in a transparent way and with the support of their HEI.

Figure 9. The BAM Framework

	Early Career- Banding 1	Mid Career- Banding 2	Senior Career- Banding 3
Specialist Knowledge	A Research knowledge and intellectual growth A1 Understand and communicate field relevant advances in knowledge; proven ability to conduct high quality research and research outputs of international excellence; produce competitive application for external funding.	A2 Expert knowledge of a multiple themes in related disciplinary areas and understand practical implications, within and beyond UK; successful external funding award; invited speaker at events of international status; develop external networks; evidence the impact, reach and significance of research; active role in interdisciplinary work; strong pipeline and body of published work in quality journals. Joining doctoral supervision teams and either leading or supporting senior staff in supervising doctoral students, Supporting research centres	A3 Research reputation of international standing; sustained internationally excellent outputs; steering research strategy; leadership in grant getting; publishing frequently in leading journals/conference proceeding; evidencing the impact of research; sustained record of successful supervision; active in inter-University research projects; established reputation with external bodies/clients, Taking responsibility for running a research centre
	B Teaching knowledge and intellectual growth B1 Develop teaching materials and excellent teaching; use a range of appropriate methods of assessment and feedback; have input into curriculum development; work is underpinned by a knowledge of pedagogy, recognising and responding to student diversity; courses designed, lead a unit/module.	B2 Innovation in teaching and learning e.g. the introduction of new module or programme development, development of digital resources; support quality assurance and enhancement of teaching; influence disciplinary teaching at department level or beyond; contributes to knowledge of pedagogy and/or teaching practice; influence others' teaching; lead a programme or set of modules.	B3 Steering teaching strategy; leadership of a portfolio of programmes; working with external agencies to improve the student experience; authorship of teaching materials; recognised externally e.g. books, web resource; scholarly publications - recognised as advancing learning, teaching or assessment and feedback in a subject/discipline area; establishing and developing sustainable teaching-related networks.
	C Engagement knowledge and intellectual growth C1 Pro-active engagement in formal departmental activities; representing the department's activities externally; participation in external engagement activity that promotes the University and has a positive reputational impact; involvement in policy initiatives.	C2 Engages in dialogue with public and policy makers and practitioners; lead successful engagement initiative; set up, develop and sustain new relationships with client organisations; record of success in business generation; evidence of active engagement with international partners.	C3 Produce work that informs policy development and/ or change business practice. Reinforces the connection between academia and policy-makers; leading and securing productive high-impact partnerships with business, policy makers or other users of our research and teaching expertise with evidence of significant income generation.
Culture and Community	D Leading and Managing D1 Understand and practice key aspects of diversity, inclusivity and respect in all aspects of work. Identify and appreciate good leadership, management and professional practice. Contribute to REF/TEF submissions, Contribute to accreditation events (EQUIS, AACSB etc.)	D2 Actively practicing diversity, inclusivity and respect in an internal leadership role. Exercising appropriate leadership & management opportunities. Leading and managing appropriate funding application/ revenue raising activities. Contribute and lead in specified areas on REF/TEF submissions and accreditation events for your institution	D3 Lead diversity, inclusivity and respect initiatives; align activities with wider societal issues; lead large extramural funding/revenue generation bids; support others on funding/revenue generating activities. Lead on REF/TEF submissions and accreditations for your institution
	E Achieving Success E1 Sets feasible career goals and explore ways to develop your career network; look after self and develop resilience skills. Identify and learn to work with an appropriate mentor.	E2 Works with others in developing a career plan; offers mentoring support and advice to others; Looks after self and others to ensure health and well-being.	E3 Mentors and guides others and extends and manages career networks. Mentoring others beyond own Department/University. Seeks opportunities to develop others. Develops plans to foster others' resilience and well-being.

Summary of Key Findings

This report has presented and discussed six key findings:

1. There is limited knowledge and engagement on education-focused career pathways. Only 33 of 109 B&M School Deans responded to our request for information.
2. The proportion of academics on T&S contracts varied from zero to 75%. There was no distinguishing pattern by type of HEI (i.e. post-92, Russell Group, other pre-92).
3. Workload allocated to scholarship activities varied from 6% to 40%, by HEI.
4. Three key developmental areas support education-focused careers: *Scholarship & Engagement, Education and Leadership*.
5. There is a lack of consistency of practice across the sector in the treatment of education-focused career paths and progression. Where promotion criteria or role descriptors do exist to senior levels (70% of respondents), the criteria for promotion and role descriptions are very diverse in nature.
6. There is a lack of clarity as to what scholarship means and what good scholarship looks like at different levels of progression in an education-focused career path.

We used the three themes that emerged from our analysis - Scholarship and Engagement, Education Practice, and Leadership - to construct the SEEL education-focused career progression model

Conclusions

We were pleased to see that some universities and business and management schools have begun to act to create and develop education-focused careers pathways and that there is evidence to show staff are being promoted using these newly-developed and developing criteria. The labour market demand for experienced education-focused leaders is clear and the development of parity and widely recognised career pathways and progression criteria at across career bands will be central to producing this labour market. Indeed, that the majority of Deans responded telling us that they were pleased to see this issue being recognised as an area of concern and one that needed review and development, is heartening. Yet, despite this positive response, it is still worthy of note that 70% of the 109 Business and Management School Deans surveyed did not respond to our request for information. We hope that our findings, the SEEL Model and recommendations presented here will be of particular help to this group.

In contrast to research career pathways, which are tightly defined and well established in most HEIs, our research reveals that 'Scholarship' element of T&S contracts, is being conceptualised by many B&M Schools as a 'catch all' term to cover many other important contributions to University strategy and operations, encompassing teaching, the wider student experience, employability, knowledge transfer, having an influence and impact on one's profession, as well as more traditional views of scholarship, such as pedagogical research. Just as the REF has an impact on university and business school rankings, the

National Student Survey and the TEF, as it stands, also impact on a school's ability to attract students and set fees at competitive level. Our evidence shows that some universities are now rewarding staff who make an impact in this area. However, it will take a significant effort for the education-focused pathway to be represented in significant numbers in the professoriate of business and management schools; the Chartered ABS 2019 Annual Membership Survey² shows that 54% of responding business schools have no T&S professors at all whilst a further 37% state that fewer than 1 in 10 of their professors have come through this route.

We set out to clearly define scholarship but the breadth of activity that seems to fall under this umbrella has made this an impossible task. However, this research has informed the BAM Framework that serves as guide to individuals and schools in mapping and developing careers. In the context of the changing nature of universities and business schools, we suggest that rather than clearly defining scholarship, what is actually needed is an appreciation of how diverse it can be and the extent of its impact and influence at university level and beyond.

We recognise that this is an issue that is sector and institution wide and we know that work has already been carried out by HEA and OneHE in order to influence institutional strategies. We hope that this white paper helps inform this work and promote progression in this area, especially with regards to B&M schools. We will be happy to work with other bodies to influence the debate around non-research based careers in HEIs.

We are finalising this report in August 2020, during the COVID-19 pandemic, when business schools are facing the most challenging period in their history. Education and engagement policies and practice are changing dramatically, and we need leadership in these areas broadly defined as 'scholarship' to ensure the future of not just business schools but universities in general.

Recommendations

- 1. All B&M Schools should develop an education-focused career pathway for academics,** with criteria that include the breadth of scholarship and engagement, education and leadership activities so that individuals can carve a route through their career that enables them to build on their core strengths and interests *and* respond to their specific HEIs strategic objectives and needs. We present the SEEL model as the basis to help B&M Schools reflect on best practice and to help guide the further development of promotions criteria across the three main career bands.
- 2. Within the SEEL model, the definition of Scholarship should develop organically,** and be framed within an overall understanding of the different ways in which scholarship can be constituted. This is different to apparent current practice with role descriptors and promotion criteria being developed in a piecemeal nature without reference to any

² <https://charteredabs.org/wp-content/uploads/2019/10/Chartered-ABS-Annual-Membership-Survey-Results-2019.pdf>

framework. The notion of scholarship coupled with engagement highlights the overriding principle that scholarship can take many different forms whilst staying close to some form of practice. We recognise that B&M schools need to anchor their definitions within an institutional context and that the central tenet of esteem will almost always be dominated by the traditions and discourse of research. However, B&M schools are in a strong position to engage in, lead and influence this discussion and to push for change.

3. **Promotions criteria and education-focused pathway support need to be clearly communicated to education-focused academics and their line managers.** Scholarship is not clearly understood and if promotion is purely a paper-based exercise then the chances of success can be reduced to the subjective beliefs of the panel rather than an objective common understanding of good scholarship and teaching across different promotional bands. We therefore recommend that line managers and others in a position to influence and mentor staff understand the nature of education-focused roles and the strategic contribution they make. Staff themselves also need to understand how the criteria are applied, how the promotion process works and how they develop a promotion application that is likely to succeed.
4. **B&M Schools should provide education-focused development activities,** including activities that support scholarship and offer opportunities for leadership development. This is not to say that all development activities should be instrumentally focused on promotion but making career pathways clear and showing how activities can contribute to career advancement will be critical at the early stages of development of this career pathway in each HEI.
5. **B&M Schools should provide networking funding opportunities for education-focused faculty.** It is often not the norm for education-focused academics to attend international conferences or similar networking and learning events. However, developing an external network is key to developing esteem and enabling leadership in the field. This is often constrained by a lack of resources and we recommend that appropriate access to funding for conference attendance and personal development activities, such as BAM's Education-Focused Professor programme (www.bam.ac.uk), is offered to these staff.
6. **B&M Schools should provide sabbatical and study leave schemes for education-focused faculty.** Education-focused colleagues often have heavy teaching loads and lack the space to think and plan. Business schools should consider sabbatical and study leave schemes for all academic staff where these currently do not exist.
7. **B&M Schools should allocate workload hours for scholarship activities.** It is difficult to make a definitive recommendation on workload as it is unlikely to be followed given the differing strategic priorities of business schools. However, time does need to be allocated to support the development of scholarly outputs and engagement activities, this should not be seen as a 'spare time' or absorbable activity.
8. **B&M Schools need to work collectively to establish education-focused careers as a celebrated and valued pathway.** Above all, there is a need for education-focused academics to have **parity of esteem** with their research-focused colleagues. This may take some time, given the culture of universities and business schools that gives pre-eminence

to research activities and outputs. It may be that there will be a shift in this thinking in the post-pandemic era when the leadership and experience of those academics in education-focused roles will be central to the survival and future success of universities and business schools.

APPENDICES

Appendix 1

Invitation to participate in this research

Dear [NAME OF DEAN]

Becoming an Education-Focused Professor

Earlier this year, the British Academy of Management launched the 'Becoming an Education-Focused Professor' programme, aimed at supporting and developing business school academics on Teaching and Scholarship (T&S) contracts. We are running workshops across the UK in 2019 and there has been an enthusiastic response from BAM members who tell us that this project, that aims to define and develop scholarship in the context of business school careers, is both timely and much needed.

Alongside this development programme, we are also planning to publish a BAM white paper setting out both current practice in UK business schools vis-à-vis T&S careers and proposing a way forward that provides the groundwork for common policy and consistency of practice.

Although no official figures exist, it appears that the number of T&S academics is on the rise, influenced by new rules that require universities to only return staff on research contracts in the Research Excellence Framework (REF) in 2021. The Teaching Excellence Framework (TEF) has also provided an impetus for a renewed focus on high quality learning, teaching and student experience. There is a clear need to recognize and develop the role of the business school teacher and, especially, to support those colleagues and BAM members whose careers are on the T&S career track.

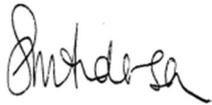
Consistently applied and universally understood criteria do not exist for T&S academics and they cannot be derived from the TEF in the way research criteria are often derived from the REF. However, we do know that some universities have developed such criteria and one of the aims of this project is to review existing practice in business schools. We also aim to produce a set of criteria, derived from existing good practice, that can be used as a benchmark. We would also like to find out how many business school academics are employed on these contracts and how this group is made up.

We are writing to ask for your help in this project. Specifically, we would like you to send us the following information:

1. Role definitions and/or promotion criteria for business school academic on contracts that do not specifically include research (e.g. Teaching and Scholarship, Teaching only, Practice Academics).
2. The numbers and proportion of staff employed in your business school in each of these (non-research) areas (i.e. the actual number and the percentage breakdown compared to total academic faculty across your School).
3. Where it exists, the proportion of workload allocated to scholarship for a 'non-research' academic.
4. Any examples of how you currently support colleagues on this career track.

Please could you send this information to Lewis Johnson at BAM and by 12th April 2019. If you have any further comments about the project, please let us know these too.

Many thanks for your help with this work. We will share the BAM white paper widely once it is published early next year.



Professor Lisa Anderson
Vice Chair, Management Knowledge and Education
British Academy of Management

Appendix 2

Methodology

Data collection

In March 2019, Deans of all 109 UK Business and Management schools were emailed and asked to provide details of their university's approach to recruiting, developing and promoting business school academic staff on contracts that do not specifically include research, and a reminder was sent a month later (see Appendix 1 for the full text of the email). We asked for the following information:

1. Role definitions and/or promotion criteria for business school academic on contracts that do not specifically include research (e.g. Teaching and Scholarship, Teaching only, Practice Academics).
2. The numbers and proportion of staff employed in their business school in each of these (non-research) areas (i.e. the actual number and the percentage breakdown compared to total academic faculty across their School).
3. Where it exists, the proportion of workload allocated to scholarship for a 'non-research' academic.
4. Any examples of how they currently support colleagues on this career track.

We received 33 responses (30%) and 27 schools provided information in all four areas. Many responses attached documents detailing their promotion criteria or providing role overviews for non-research pathways. We also searched online for additional information.

Process of Data Collection and Analysis

The data provided through both email responses and through university and business schools online came in various document types and formats and was input into an Excel spreadsheet for organisation and analysis. As universities responded to the initial email these were input into an *'overview'* tab of a spreadsheet, breaking down the data provided within the emails in line with the four questions initially sent for analysis. First clarifying any attachments for role overviews or promotion criteria and briefly what they covered. Following this, categories were created for the staff breakdown of non-research and research focused contracts and pathways, work proportion allocated to scholarship and examples of how non-research focused academics are supported within the university. Additional categories added to this section were *'definitions of scholarship'* (where provided) and whether additional online materials were available (in most cases these were the same documents as were sent over attached to the email. These details were also put into a word document supplemented with background information on the universities and schools themselves. This included distinctions between newer (post-1992) universities and Russell group or pre-1992 universities, as well as identifying the respondent and person responsible for non-research focused academic contracts and any discussion or examples of good practice.

Correspondingly, tabs were then created for attachments providing *'role specifics'* and *'details for promotion'*. The former generally entailed more in-depth attachments providing an overview of role responsibilities and entry requirements. Often, these documents were separate for each role level and are presented as such on the spreadsheet tab. For *'details of promotion'*, the attached documents tended to outline internal promotion requirements for progression within a non-research academic career track, generally provided within a single document. The positions both sets of documents covered included including: Teaching Assistants, Associates, Fellows, senior Fellows and Readers, as well as Lecturers, Senior Lectures and Professors. Exactly which grades are covered does vary by university.

The documents received for both *'role specifics'* and *'details of promotion'* all used different formats, subheadings and structures for their data. Using the first 13 respondents as a sample, a framework was developed in order to categories different areas for data organisation and analysis within the spreadsheet for each tab. This was achieved through identifying corresponding or common data and categories supplied within the sample documents analysed. These categories were: *leadership, administrative and managerial responsibility* (Service and Leadership), *Teaching and pedagogy* (Teaching and other student related activity) and *Impact and Esteem* (professional Practice and Development/ Knowledge Transfer and External Engagement). This final category was primarily linked to the scholarship dimension for non-research focused academics, corresponding with most of the overviews. For the *'role specifics'* tab additional categories were added for academic and skills and expertise entry requirements, as well as an *'other or additional information'* category for the job role summaries often included within the documents. Similarly, categories were added on the *'details for promotion'* tab, encompassing: *'additional information and overview'* of how the criteria was set organised within the original documents before being categorised, any *'examples of good practice or measurements for criteria'* and *'additional notes'* for any other

information thought necessary when the data was added. For each document on both tabs the document title from which the data was sourced was also included.

As responses were received data was input into the spreadsheet across the relevant tabs, using the first 'overview' tab to track the data received from each university. Online searches were employed to both further supplement the data and fill in any gaps identified in the data - particularly where universities had provided no supporting role overview or promotion criteria documents. These documents were highlighted as sourced as online rather than sent directly via email within the data set on the spreadsheet. Documents for either role overviews, promotion criteria or both were accrued for all but four of the responding universities either via email response or online searches. Data within the documents and emails relevant to the tabs was then categorised and input into the spreadsheet under the relevant heading, using sub-headings from the document where appropriate for clarity. These subheadings generally either mirrored or held similarities to those selected for the spreadsheet, guiding interpretation for inputting data. The purpose of this being to produce a comparable data set while retaining key language and word selection for each university document, as well as elements of the structure for how they were presented while still categorising the content in a comparable fashion.

Once the data cleansing and organisation completed, Wordle was used on a sample of three universities promotion criteria. The three universities were selected due to them having similar structures and areas covered from lecturer to professor as well as high levels of information and detail. All three also contained additional information and overviews. This analysis was broken down and presented via a word document, containing 24 Wordles overall. The first set of six compared all 3 universities collectively under the headings of 'all categories' used within the spreadsheet tab, and the following categories discussed above ('service and Leadership', 'Teaching and Pedagogy', 'Impact and Esteem', 'Overview and Additional Information' and 'examples of good practice/criteria for measurement'). The purpose of this being to highlight key words and terms frequently used within the dataset on a comparable basis. Due to the interpretive nature of this data collection and analysis, use of wordle provides a strong insight into word frequency, selection and general language and subject choice within the data without over quantification. Providing insight into word frequency and also whether some less frequent words appear across universities, as a form of lexicalisation across the data sets.

Limitations

Limitations within the process included restricted access to documents online, with many universities not having them available to the public. Those that could be found were difficult to verify as being in use or definitively university wide in their application. In addition to this, many documents attached within the university responses were highlighted as being unpublished and still a work in progress. Many universities interpreted the questions differently, some sending information relevant only to research orientated tracks or providing information which wasn't fully applicable to the initial query. However, many responses included caveats of interest in the work and the prominence of the issue and lack of clarity

surrounding it within the higher educational academic sphere, compounded in the aforementioned confused or unclear responses also received. Some universities also responded to say they do have a non-research focused career track without supplying and documents or much further information.

Although data was collected in some regard from each university contacted, the detail and content varied to a reasonable extent with very few providing both role overview and promotion criteria documents (as content within these does overlap to an extent), and many universities providing criteria they had yet to properly apply and use. Of those who did provide information, 11 number focused on higher level roles and promotions of Reader and Professor, meaning there is a lack of data on the full extent throughout all grades within some institutions within the dataset.

In terms of data input and analysis, there was some difficulty in categorising data where some criteria and examples could be applicable to more than one heading or were categorised differently within the institutional documents for different universities. This means the data categorisation is interpretive and these categories are not completely absolute and sometimes overlap. To overcome this, efforts were made to ensure consistency within the categorisation across each universities data set within the analysis, to ensure the different categories could be effectively compared.

A further limitation to the methodology is the delay in between analysing the data and publishing this report. Writing up was taking place in March 2020 with the intention of publishing in April 2020, 12 months after the request for information had been sent. However, as both authors are heavily involved in learning and teaching in their school, the disruption caused by the COVID-19 pandemic meant that the writing up of the document was delayed.