



BAM

MKE

Management Knowledge and Education

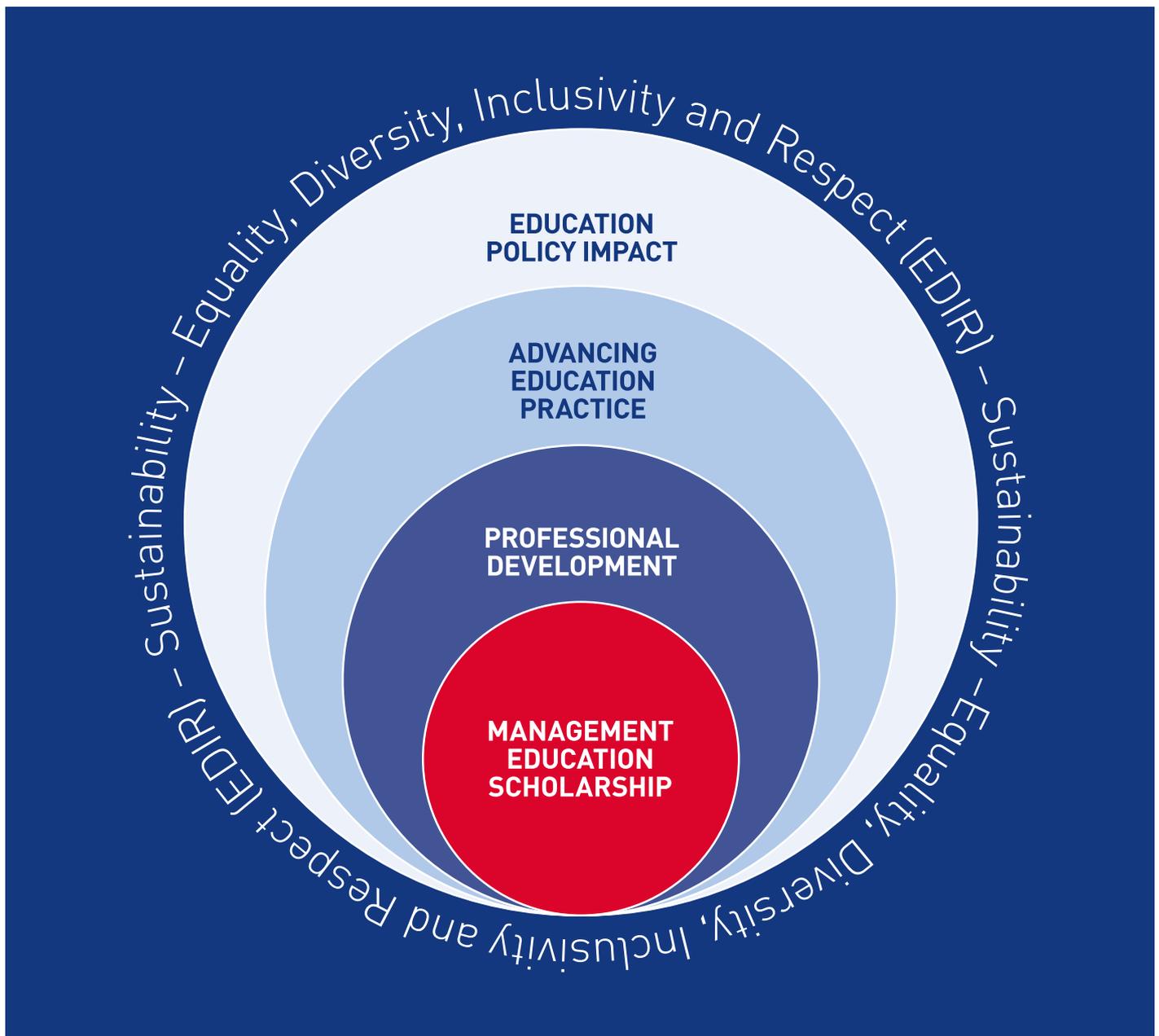
The community for advancing
scholarship-informed
management education

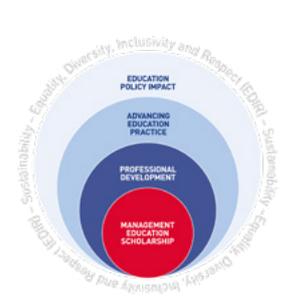


BRITISH ACADEMY
OF MANAGEMENT

Management Knowledge and Education

The community for advancing scholarship-informed management education





We are an academy-wide community of practice supporting scholarly-activity, professional development events, networking, and the development of resources to advance management education practice and impact management education policy.

The overarching goals of BAM MKE are:

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



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

Within MKE we collectively explore, examine and co-construct innovative and progressive educational/teaching practice and scholarship within global Business / Management Schools.

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

Underpinned by the BAM core values of **EDIR** and Sustainability, our activities focus on rigorous and systematic **management education scholarship; professional development; education practice** to **impact management education policy**.

These are detailed below.

Management Education Scholarship

The activities of our community are evidence-based. This evidence is developed through our community's activities, as well as through our engagement with academic theory and practice. Our education scholarship activities include:

MKE Research Grants:

Our biennial grant scheme is aimed at BAM members wishing to undertake a research project that informs scholarly debate around management knowledge and education. Research projects should contribute to theoretical and philosophical understandings that inform the practice of management educators. Potential themes include: Management learning and teaching, pedagogy, andragogy, leadership development or the generation and circulation of management knowledge and knowing. Priority will be given to proposals that advance the objectives of the BAM MKE. This scheme is open to all BAM Members regardless of when they were awarded their PhD or comparable doctorate qualification. Principal and Co-Investigators do not have to be based in the UK. Maximum £4,000 per project for up to 3 projects.



British Journal of Management (BJM) and MKE:

As of April, 2024, editions of BAM's journal, *British Journal of Management* (BJM) will include an MKE subsection. Organised into three areas (Management Theory, Education Theory and Management Educators), the section champions evidence-based scholarship.



Working Groups:

We actively encourage our community to propose areas of education scholarship and practice in which they would like to lead interest groups.

These interest groups typically sit as sub-groups within MKE.

At present we have two active working groups:

Post-Experience Education:

This working group is a collaborative initiative between Management Knowledge and Education with *BAM's Knowledge and Learning Special Interest Group*, and the *Leadership and Leadership Development Special Interest Group*. The aim of the working group is to help articulate the boundaries of Post-Experience Education, where the aspirational, linguistic, familial, social, navigational, resistant capital (please see Yosso, 2005) that students and educators have built over their professional career and their life journeys become the cornerstone of the learning experience in the class.

Since 2020, the PEE-WG has grown from 17 to 42 BAM members from universities and Business and Management Schools across the UK and internationally with first-hand, lifelong experience in Post-Experience Education and works on addressing openly the learning needs of students and educators involved in Post-Experience Education. Post-Experience Education includes, but is not limited to: Senior Leadership Apprenticeships, Open Programmes and Continuous Professional Development (CPD), Executive Education (credit and non-credit bearing programmes) and MBAs (Full-time, Part-Time, Distance Learning).

Inclusive Education:

The working group comprises circa 50 members with an interest in inclusive education. To date, the working group has arranged a series of virtual workshops designed to share and co-create best practice with respect to inclusive approaches to teaching and learning. They are now working up a co-edited Edward Elgar *BAM Handbook for Inclusive Learning and Teaching in Business Schools*.

Professional Development

MKE supports a broad range of professional development opportunities for all academics and colleagues that champion students' learning.

Education-focused Professor Programme:

This programme offers a unique professional development programme to support Business and Management academics regardless of their career stage on a teaching and scholarship track (T&S) to develop their own scholarship profile and career. Launched in 2019 by the MKE community, to date around 200 academics located in more than 10 countries have participated on the programme. The programme has focused upon capacity building to define education-focused scholarship in a way that becomes useable, accessible, and open to assessment, building on the Boyer/Carnegie fundamentals that it should be supported externally and open to peer review.

The programme has the overarching goals of:

- Promoting the centrality of the scholarship of teaching and learning in Business Schools and to achieve parity for teaching and scholarship (T&S) academics with research-focused academics in consideration of promotion decisions. We propose that the scholarship of teaching and learning and conventional basic research (the scholarship of discovery) should be valued equally in terms of the status, recognition and reward for success.
- Exploring and establishing the relevance of other forms of scholarship for T&S academics. This may include (to some extent and with particular focus) the scholarship of discovery (conventional research), along with the scholarship of integration and the scholarship of application.
- Providing a programme of development for BAM members who wish to understand the nature and modalities of scholarship and develop their own scholarship profile.



“How To” Series:

Designed to provide opportunities to collectively examine and co-construct understandings of, and approaches to, specific aspects of teaching practice, education and scholarship that might present challenges. In 2022 these included physical and online workshops on:

- Supervising Quantitative Research projects
- Using comic theory to develop conference abstracts and papers
- Publishing in Management Education journals
- S/PFHEA – Mapping your Impact



Mentoring Programme:

We support a mentoring programme for colleagues who have been involved with MKE professional development workshops and activities, to support them in navigating their academic careers.

Advancing Education Practice

MKE leads on a range of activities to advance education practice.

Education Practice Awards:

These annual competitive awards reward excellence in education practice. We welcome accounts of inspiring and impactful management education practice that are informed by reflection on context and theories of learning and pedagogical development. A key underpinning tenor is that these Awards provide an opportunity for us to learn from one another's practice in the design and facilitation of modules and courses. The competition comprises two categories: Category 1 for more experienced management education practitioners, and Category 2 for early career teaching practitioners.

The call for applications is made in early Spring each year, with a deadline in early Summer. The awards are presented at the annual BAM conference. Further information can be found on our website [HERE](#).





MKE Teaching Practice Conference:

This annual event provides an opportunity for all colleagues interested in sharing their teaching practice with, and securing feedback from, like-minded education colleagues. Each of our conferences adopts a theme relating to challenges facing contemporary Business and Management Schools. As examples, our 2023 conference theme examined how we might *Shape the future of Management Education*, while our 2022 conference took the theme of *A Brave New World: Learning and Teaching in the Post-Pandemic Era*.

Details of the 2024 Conference will be available on our website and further information can be found [HERE](#).

Generative AI in Education Working Group:

This is a sub-group of a wider BAM Generative AI Working Group. Our MKE sub-group is examining not only the challenges generative AI presents but, importantly, the opportunities that it will offer higher education learning and teaching. A workshop will be arranged in Spring 2024 to which all members of our community, and BAM more widely, are invited. This workshop will initiate best practice approaches to working productively with Generative-AI. Details of the workshop will be advertised by email and on our [Events page](#) in due course.

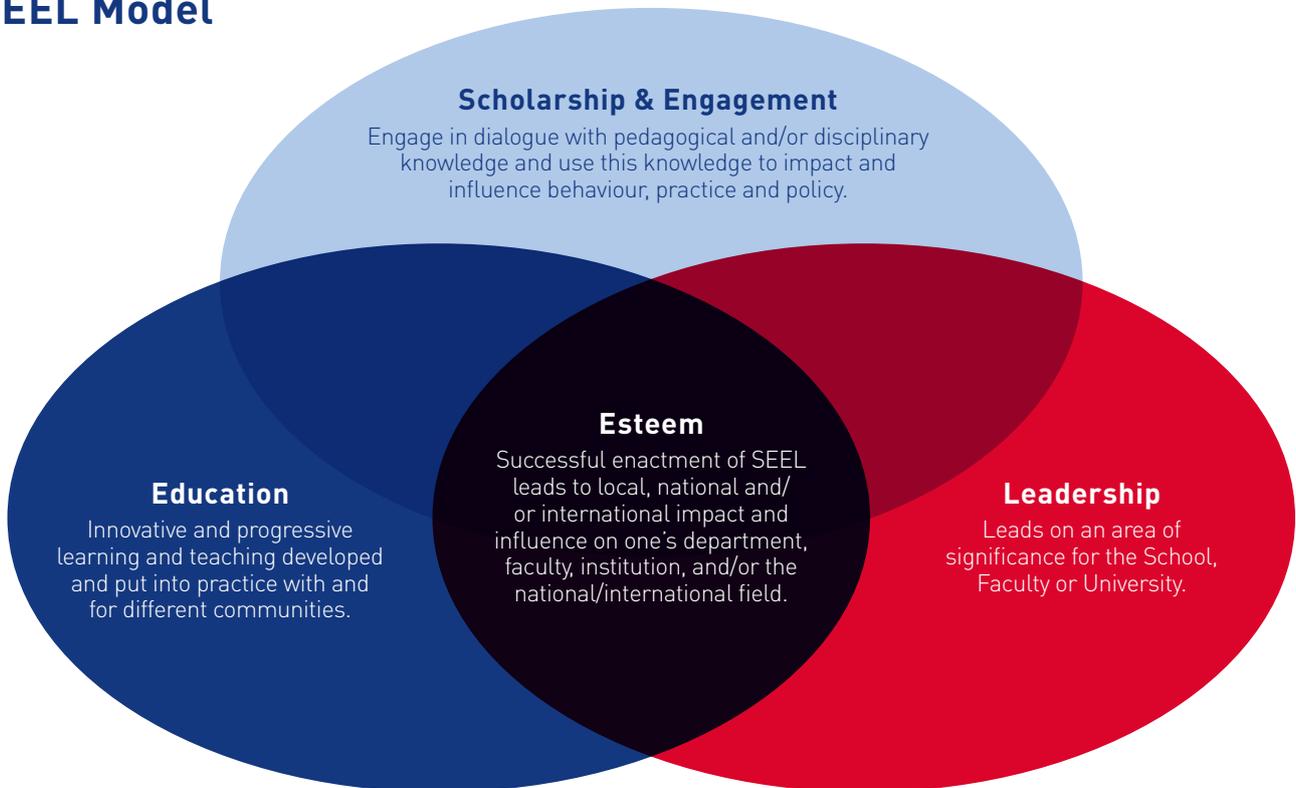
Management Education Policy Impact

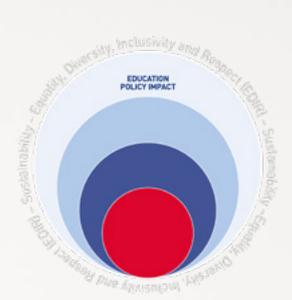
MKE's activities contribute to influencing management education policy.

Education-focused Careers White Paper:

A White Paper has been produced by the MKE Sub-Committee to address 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 Schools, in UK Higher Education Institutions. We make use of these findings to define the form and quality of 'scholarship' in an education-focused context, including the new **SEEL model**, and propose an illustrative set of criteria that recognition this education-focused career path receives in Business Schools and universities can use to develop and promote T&S academics. Read the White Paper [HERE](#).

SEEL Model







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