

A shout-out for the value of management education research:
“pedagogy is not a dirty word”

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Abstract

Management Learning Education (MLE) research, and curriculum and pedagogy innovation are urgently needed to lead our world out of crisis. If we are to take responsibility for educating future leaders of business, third and public sector organisations, with skills, competences and knowledge to deliver sustainable futures for the planet, and people, then pedagogy cannot be a *dirty word*. In this essay, we consider *the state we're* by looking at the juncture of *[climate] crisis*, lack of *investment research and innovation*, and *misfires* in the *management education market* – that, together constituted MLE as undervalued, underfunded and underdeveloped. We discuss advances in MLE theory to reveal a *missing middle* of understanding: between meta theories of pedagogic philosophies and values and infra theories of programme, course and project insights as we work toward developing ‘Responsible’ and ‘Civic’ Management Schools. Drawing on our own experience as researchers, educators, pedagogy developers, and as past and present Vice Chairs of the Management Knowledge and Education initiative at the British Academy of Management, we call for investments in supporting infrastructures to accelerate MLE and curriculum and pedagogy innovation, implicating learned societies, governments, and higher education institutions.

Key Words: Business and Management Education, Curriculum Innovation, Management Pedagogy, Future Leaders, Marketization of Education.

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A shout-out for the value of management learning and education research: *“pedagogy is not a dirty word”*

Introduction

Curriculum and pedagogy innovation in management learning and education (MLE) is urgently needed (Christopher et al. 2017). For more than 30 years, the public value of business and management schools has been questioned (Patriotta and Starkey, 2008; Butler et al., 2015), with calls for business schools to be either reinvented (Grey, 2004) or shut down (Parker, 2018). Even though their original purpose was to act *for the public good* by offering professional development (Alajoutsijarvi et al, 2015), the speed of change brought about by global financial (Podolny, 2009), pandemic (Beech and Anseel, 2020), and climate (Hurlbert, 2021) crises, together with the emergent AI revolution (Canals and Heukamp, 2020), has meant that business schools are failing to develop the competences and skills that future managers and leaders need to address complex *grand challenges* (Banerjee and Arjaliès, 2021). Curriculum and pedagogy innovation have not kept pace.

In 2012, the British Academy of Management (BAM), a learned society offering capacity building opportunities to its 2,500 members world-wide, convened a series of roundtables, soliciting ‘*tales from the field*’ (Van Maanen, 1988), to try and better understand why curriculum and pedagogy innovation had stalled (Mason, 2016). What UK-based scholars told us was astonishing. Driven by the government’s research quality assessment exercise, UK universities were having “*a big push on the 4* agenda*” (participant #4); creating a two-tier system, valuing research over teaching, and was holding back MLE. To be judged as valuable, research “*had to be published in 3 or 4* journals*” (participant #7). Even so, 3* publications often failed to receive recognition, despite there being no 4* ranked MLE journals at that time (Chartered Association of Business Schools (then, ABS), Academic Journal Guide)ⁱ. MLE research was seen as “*insignificant*”

(participant #24) and was often judged as “*not serious research*” (participant #17). As one participant put it, “*pedagogy is a dirty word*” (#31).

Drawing on ten-years of BAM's work to address these shortcomings, this essay sets out to make explicit the link between, the failures of business and management schoolsⁱⁱ to invest in curriculum and pedagogy innovation, and their questionable value. We do so by considering the structural forces at play, that have resulted in the abject failure of business and management schools, to invest in MLE, asking: *Why has curriculum and pedagogy innovation stalled?* and *What can we do to turn the situation around?*

Our call-to-action begins by outlining *the state we're in*, by first reflecting on three entangled forces impacting our research and education environment – a world in crisis, the lack of investment in [MLE] research and innovation, and the market misfires of management education - revealing why management education is underdeveloped, undervalued, and underfunded. We draw on specific examples from the UK context but recognise these issues are relevant internationally. We then reflect on the state of MLE research, foregrounding literature streams arguing for a movement towards more expansive, engaged, humanist forms of pedagogic innovation. In so doing, we reveal a *missing middle* of *meso theories* needed to provide holistic explanations of a business schools' educational offers. We conclude by calling for action to infrastructure support and accelerate MLE curriculum and pedagogy innovation.

The State We're In

The Research & Education Environment

Curriculum and pedagogical innovation in management education is made both urgent and difficult, by three interrelated forces: (i) *crises – including the climate crisis*, (ii) *investments in MLE research and innovation*, and (iii) *misfires in the management education market*.

Climate Crisis

Narrow forms of management education currently adopted by most business and management schools, cannot produce the graduate competencies needed to lead a world out of crisis (Laasch, et al. 2023). Consequently, MLE tends to be undervalued.

Competencies demanded by the climate crisis are illustrative. On 21st May 2019, UK MPs passed a motion, “... *making the UK parliament the first in the world to declare an ‘environment and climate emergency’... recognising the urgency needed to combat the climate crisis.*” (Cowburn, 2019). A growing scientific body of evidence puts us in the age of the Anthropocene where, “...*climate action failure and extreme weather ... [are recognised as] the top two global risks*” (Hurlbert, 2021). National and international leaders have failed to provide security from disaster and to offer the potential transformative change needed to protect our people and planet. This failure is shaping public discourse, raising awareness of the importance of equality and social justice and directing efforts to build sustainable futures.

Take the United Nations Sustainable Development Goals (UN SDGs). At the Sustainable Development Summit in 2015, 193 world-leaders adopted “Transforming Our World: The 2030 Agenda for Sustainable Development” [un.org]. SDGs focused attention on five areas critical to achieving sustainable futures: *people, planet, prosperity, peace, and partnership* – influencing research funders and researchers to address these ‘*Grand Challenges*’ (George et al., 2016). This agenda is shaping MLE.

Founded in 2007, with 800 voluntary signatories world-wide, Principles for Responsible Management Education (PRMEⁱⁱⁱ) movement has been raising the profile of sustainability in the classroom helping future leaders learn how to serve society and safeguard our planet, “*driv[ing] thought leadership.... To transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development.*” (<https://www.unprme.org>).

Despite these efforts, few commentators have linked the missing leadership competences needed to re-order our global, national, regional, and local socio-economic systems, with the need for better MLE, rendering MLE invisible and undervalued (cf. Laasch, 2023). That which is not valued, is not invested in.

Investment in MLE Research and Innovation

The majority of UK Government research funding is targeted at delivering SDG-influenced policies. Despite its relevance, MLE research remains underfunded.

The UK's Government-funded research agencies, as in many countries, have framed many funding 'calls' around SDG challenges: see for example, the Economic and Social Research Council's 'Sustainable Living' call. Challenge-led research demands real-world impact from those delivering the research and is characterised by involving the people who are likely to be impacted in the research process (MacIntosh et al, 2021).

Research and innovation funds are significant, reaching £15.5 billion in 2020: 0.7% of UK gross domestic product (Office for National Statistics, 2022). Most funding is channelled into science and technologies studies. The Artificial Intelligence and communications technology portfolio is noteworthy. Future leaders need to develop competences in identifying, adopting and governing these technologies, as they are likely to play an important role in overcoming crises. This puts technology at the heart of socio-economic and environmental transformation (Symons, 2019). Yet, understanding how to best integrate AI into curriculum and pedagogy is not a matter of concern for funders. New technologies are opening-up significant opportunities (and risks) concerning the nature of management knowledge (cf. Peters et al., 2023), yet investments in curriculum and pedagogical development have not followed.

The Research England Development Fund has tried to step-up to this challenge by funding pedagogy development of knowledge exchange, designed to scale-up collaborative learning in

the wild (cf. Johnson, 2022). Despite this important initiative, it seems that conceptualising management education as part of the solution to socio-economic and environmental challenges, is a step too far for most funders. Until this changes, MLE will remain chronically underfunded.

Misfires of the Management Education Market

At the heart of the MLE innovation impasse, was an expectation that market demand (and student income) would drive MLE research and development (Mason, 2016). Instead, market misfires (Callon, 2010) have directed investment into business school rankings at the cost of curriculum and pedagogical innovation, leaving MLE theory and practice, underdeveloped.

In 1998^{iv}, the UK Government instigated the marketization of higher education with the introduction of tuition fees. Between 2004 and 2010 tuition fees trebled, culminating in a political storm when the Deputy Prime Minister, Nick Clegg, famously reneged on his party's election pledge to abolish them (BBC News, 2012). Now, reluctant to grasp this nettle (Weale, 2023), Government has threatened to de-fund 'rip-off degrees' that do not result in 'good graduate jobs': an important indicator in university rankings (Department for Education, 2023).

Rankings act as important market devices (Callon and Muniesa, 2005) helping students choose the 'best' course by simplifying this complex decision. The Guardian Complete University Guide^v reports 'graduate prospects-outcomes' data^{vi} for skilled employment. Students rarely interrogate the rankings enough to know that organisations that "*don't normally recruit graduates*" aren't included in these rankings (Oliver, 2023). Even though these nuances are rarely apparent, as Natale and Doran (2012) point out, rankings are shaping what management educators do, leading to job-targeted skills development, at the expense of critical thinking.

The growth of job-targeted degrees is limiting students' worldview, driving disengagement from meaningful, challenging discourse and impairing their ability to act reflexively; competences that will be central to the success of future leaders (Pies et al, 2010). Similarly, student satisfaction

rankings are thought to drive “edutainment” and crush pedagogical innovation (Vos and Page, 2020), while students completing satisfaction surveys rarely have the depth of understanding of what they are being asked to score (Hornstein, 2017), bringing reliability into question. Nevertheless, these market devices configure the rules of competition and create perceptions of risk that discourage curriculum experimentation and pedagogical innovation (Hawawini, 2005).

Accreditation schemes work in a similar way (Marques and Powell, 2020). With an increasing number of business schools seeking *triple crown* accreditation – from the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), and EFMD Quality Improvement System (EQUIS) – the variety of criteria that valorise teaching, learning and student-outcome quality standards, has proliferated. National quality assessment frameworks such as the UK’s Teaching Excellence Framework (TEF), and Australia’s Higher Education Standards Framework, add to this. Each framework has its own performative effects on the market (Tomlinson, 2018), and act as *tools-of-the-trade*, shaping practice. They aim to help ‘outsiders’ make judgements *at a glance* (cf. Pollock and Campagnolo, 2015), and ‘insiders’ make competitive strategic judgements about where to invest and innovate (Kornberger, 2017).

These market devices have led to a critical market misfire, organising management education around economic rather than educational objectives, values and outcomes (Natale and Doran, 2012), driving commodification with “*battery farm[s] growing graduates*”, producing passive, transactional learners (Cowden and Singh (2013:4). While benefiting individuals in the global labour market, the kinds of leadership competences produced, come at the expense of generating inter-active, dialectic learners capable of producing a collective knowledge that acts for societal good (cf. Molesworth et al., 2009). As Vos and Page (2020:78) put it, “*Marketization culture is directly impacting upon the willingness and ability of educators to develop their teaching practice and to take risks in terms of innovation in teaching.*”

Curriculum and Pedagogy Research and Innovation

The implications of *a world in crisis* are not lost on MLE scholars. In a state of more than “*permanent economic emergency*” (Zizek, 2010), there are moves to make a ‘*paradigm shift*’ towards responsible management learning and education (RMLE), to transform management practices to value people and the planet (cf. Laasch and Moosmayer, 2015; Stough et al. 2022). Although there are examples of business schools that have transformed their programmes to be values-driven (Kitchener and Delbridge, 2020), most are just embarking on this journey.

This paradigm shift has led to calls for *intellectual activism* to transform “... *the world in the face of neoliberalism and the corporatization of universities*” (Contu, 2020:742), by producing knowledge that foregrounds new realities and shapes revised understandings. This requires radical work and rethinking that “*build(s) theories and practices that have a deep and intimate critical concern with social, economic and epistemic justice*” (Contu, 2020:744). It suggests MLE scholars pay attention to the generation of curriculum and pedagogical knowledge, theorising both the ‘*how*’ and ‘*what*’ of management education.

How we make this paradigm shift is being addressed by *humanistic* and *transformational* pedagogic research. Humanistic pedagogies assume that innovation needs to go beyond traditional, technical, and instrumental approaches to management education (Dierksmeier, 2020), incorporating human values, ethics, and social responsibility: equipping future leaders to perform ethical decision-making, and take on social and environmental responsibilities with humanity and dignity (Amann, et al., 2011). Humanistic pedagogies help learners explore the contextual complexities within which management takes place (Vince, 2010). Similarly, transformational pedagogy looks to positively impact how management educators foster values and feelings of responsibility, personal growth, and critical thinking; transforming how future leaders and managers act (Brunstein et al., 2021; Kitchenham, 2008).

For humanistic and transformational pedagogy researchers, the paradigm shift demands the development of experiential, practical learning experiences, ensuring future leaders acquire *both* micro-competences (such as those associated with performing specific managerial tasks), and macro-competences (such as acting responsibly and thinking critically) (Dierksmeier, 2020). They demand reflexive pedagogies and learning spaces in which learners can emotionally engage with and relate to their peers through critical reflection (Reynolds and Vince, 2007). Underpinning these conceptualisations is a critical management philosophy (Willmott, 1994).

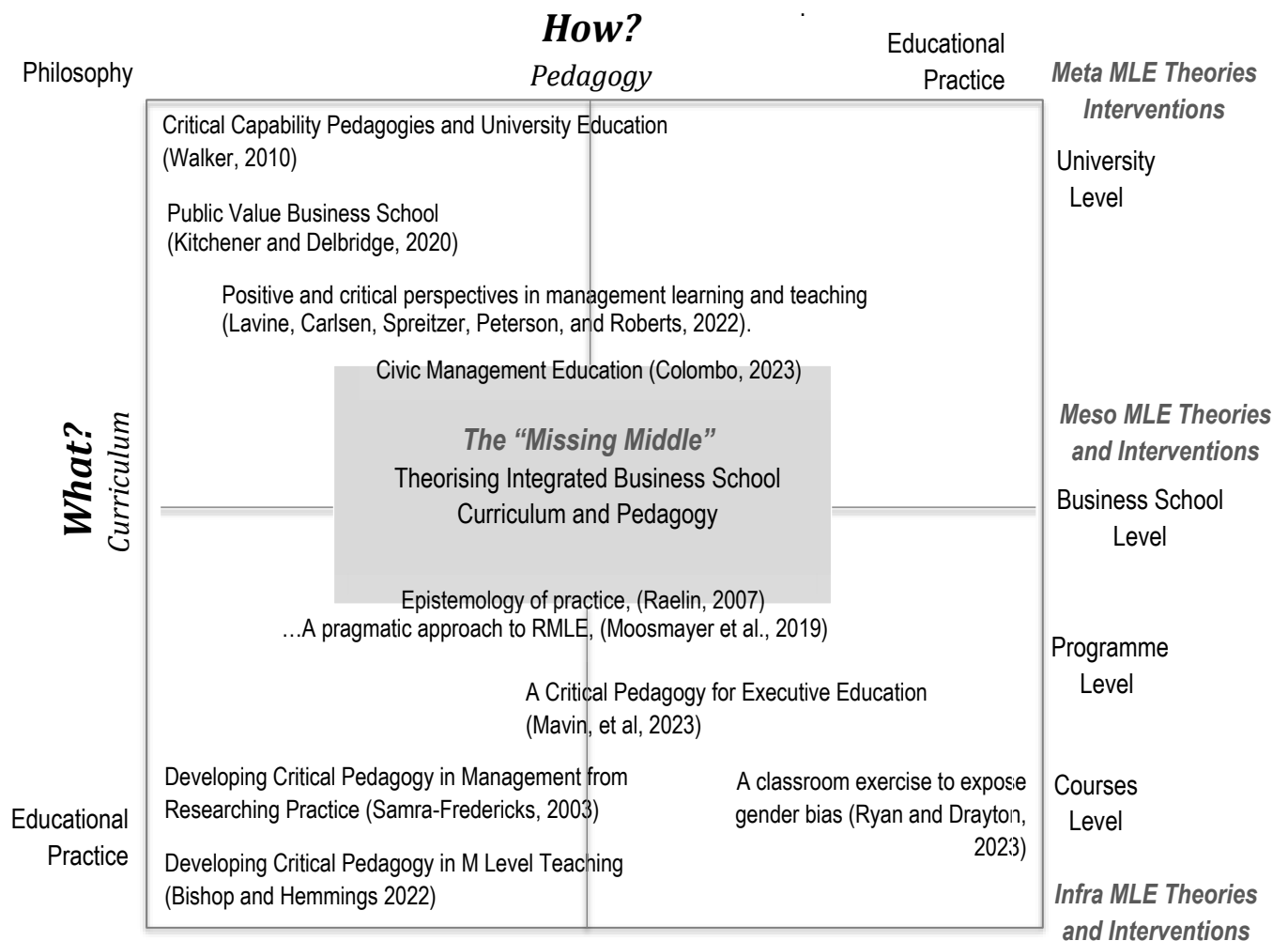
Critical management philosophy has inspired innovative, whole-programme approaches in executive education (Mavin et al., 2023), leadership education (Collinson and Tourish, 2015), as well as the development of pioneering engaged-learning modules and student group-work; organising RMLE at multiple scales. The teaching of values, while not part of a traditional management education approach, should not be a niche activity designed and delivered by RMLE enthusiasts. To make the *paradigm shift*, engaged, reflexive and experiential philosophy, needs to run across all the activities of business and management schools (Cullen, 2020). However, many business schools remain torn between classical neoliberal paradigms and more sustainable, responsible, and ethical alternatives (Laszlo, Waddock, and Sroufe, 2017).

Significant strides have been made in envisioning RMLE and public value business schools (Kitchener and Delbridge, 2020), and in theorising how to put RMLE values into practice at the programme, course and group-work level. But there is a *missing middle*, theorising how management educators can conceptualise and operationalise RMLE as a holistic, coordinated portfolio of programmes, with an underpinning onto-epistemology that both frames curriculum design, and offers a signature pedagogy (Shulman, 2005), unique to a particular Business School. Such theories are needed to hold together the values, integrity, and authenticity of the business school's educational offer. In what follows we expand this conceptualisation.

Towards a Framework for MLE Research

Based on our experience and reading of the literature we propose a framework (Figure 1) and future research agenda. Our framework positions research that contributes to curriculum and pedagogy innovation at a course, programme, and business school level, mapping extant research that reveals *what* business schools need to teach future leaders, in relation to *how*. The missing middle suggests the need for theories that explain how we better create an integrated curriculum and pedagogy portfolio, that sits between a business school's *meta* philosophies and values, and *infra* course and programme theories of curriculum and pedagogy innovation.

Figure 1. A Framework for Exploring an MLE Research Agenda



Meta Theories of Curriculum and Pedagogy

Research exploring pedagogical philosophy provides an overarching vision, purpose and set of values, and a conceptual framework within which universities (Walker, 2010) and business schools (Colombo, 2023; Kitchener and Delbridge, 2020) can develop their curriculum and market offering for students. Meta philosophies and values, therefore, sit above everyday education practices, and can frame powerful narratives for changing “...ways of thinking about business practice ... to move away from techno-rationality to more critical and morally responsible actions” (Cunliffe et al. 2002:491). Meta philosophies and values give learning a purpose, shaping what happens at programme and course level; and specifically, in the case of RMLE, acting to ensure that management education has responsibility and reflexivity at its core (Greenberg and Hibbert, 2022).

Kitchener and Delbridge’s (2020:307) meta philosophical stance, argues that business schools should create “public value” with curriculum and pedagogy designed to engender such. Cardiff Business School (where Kitchner and Delbridge work) claims to be the first public value business school, with considerations of economic, social, *and* environmental impact running through its programmes. Similarly, Colombo (2023:132) proposes a civic management education as an antidote to business schools that are, “...places where competition, self-interest, greed, and short-termism are not only accepted but also normalized and ‘extensively recreated...”. Drawing on critical management philosophy, Colombo (2023), opposes the instrumental nature of business schools and the inequalities they perpetuate through extant teaching models, by espousing a pluralistic approach, exposing students to different ways of thinking and organising. Thus, meta philosophy and values can be used to frame infra curriculum and pedagogy innovation.

Infra Theories of Curriculum and Pedagogy

Infra theories of curriculum and pedagogy, conceptualise and theorise what sits below a business and management school's values, and aim to impact the student experience by (re)designing frontline learning: at the programme (Mavin et al., 2023), course or project (Bishop et al, 2022; Samra-Fredericks, 2003) level.

At the course level, driven in part, by the efforts to bring teaching and research career-paths into balance by evidencing and valorising MLE innovation (Anderson and Mallanaphy, 2020; Walder, 2014), there has been a proliferation of pedagogical and instructional *accounts of innovation practice*. Course-level pedagogical innovation (e.g. Ryan and Dayton, 2023; Wright et al, 2023) undoubtedly has a place in improving teaching and learning, but often represents individual pockets of good practice, and are rarely conceived as part of a holistic pedagogical philosophy, model or imagined, holistic management education future (cf. Millar and Price, 2018).

In contrast, theorised accounts of curriculum and pedagogy design and implementation often create a clear relationship between values and practice, extend extant MLE theory, and act as valuable, actionable tools and models for educators seeking to innovate multiple sites of practice. For example, Huang et al (2022) employ socio-materiality theory to explore how whiteboards and flip charts bring about different outcomes in team learning; Hinz et al (2022) create a pedagogy of reciprocity and relationality to improve listening skills; and Fougère et al (2020) develop an approach to service learning that builds on Aristotelian learning forms. However, these curriculum and pedagogic models are not designed to be universally applicable across a business school's portfolio of programmes.

The Missing Middle: A call for Meso Theories of Curriculum and Pedagogy

At present there are no curriculum and pedagogy development theories that explain how business schools can develop a clearly conceptualised, comprehensive 'whole' portfolio of programmes to educate students to develop the socioeconomic skills and competences that our society and planet urgently need (Chrisopher et al. 2017). In calling for *meso theories* of MLE, we argue opportunities for business schools to create their own *signature* curriculum and pedagogies, driven by their unique assets (expertise, research, place, community, and strategic partners).

Solitander et al. (2011) cite examples of business schools (Audencia; Hanken) that have implemented a school wide RMLE approach, based on PRME guidelines (rather than a theorised pedagogical approach). Even so, many RMLE offerings remain decoupled from the curriculum and core disciplines (Rasche and Gilbert, 2015). In contrast, Moosayer et al. (2019) suggest a theorised pragmatist learning programme for RMLE which could be applied at a school level, though we have no evidence of such.

We take inspiration from Moosayer et al. (2019), and from Raelin's (2007) *Epistemology of Practice*, which echoes Freire's (1970) notion of *teacher as facilitator* (rather than imparter of knowledge). Facilitators use dialogical learning to break down the traditional academic-learner power nexus, promoting learner reflexivity and a critical awareness of social reality; equipping learners to challenge the societal beliefs, and normalised practices that dominate. Similarly, Lavine et al. (2022) draws on positive organizational behaviours and critical management studies to create a pedagogy of appreciative inquiry. These, together with humanistic (Pirson, 2017) and transformational pedagogies (Blasco, 2012; Kitchenham, 2008), can empower systemic activism. They can be connected in ways that give business school leaders the vocabulary and argumentation to persuasively explain *what* we teach (curriculum), *how* we teach (pedagogy) and *why* we teach (purpose and values), as a

coordinated, comprehensive portfolio of educational programmes, courses and other scaffolded learning experiences.

A Research Agenda for MLE

In exploring the *missing middle*, of school-wide meso theories for curriculum and pedagogy innovation, we suggest a need for research that explains how business schools can develop holistic, signature curriculum and pedagogy models that incorporate the values of specific business schools. We call for (action) research that studies changes business schools are making, real-time, to reveal what works, and why. Such research would provide evidence of how signature pedagogies incorporate philosophies and values, operationalise and evaluate them; their impact on the market; on RMLE or other value driven conceptualisations; how they are impacted by structural drivers; and the learning experiences, competences and values resulting from this more holistic approach to MLE.

A deeper understanding of the structural drivers of socioeconomic change and their links to pedagogic innovation, would be helpful. Structural drivers might include the digitization of higher education and the transformation of work. Researchers must recursively seek to incorporate changing aspects of our dynamic educational context; how such structural changes effect the emotional care and wellbeing needs of learners and future leaders; and how well-being is designed-in to pedagogy (Lincoln and Kearney 2019) so that we create 'safe' spaces where multiple forms of knowledge can be shared, re-formed, and co-created to transform extant ways of thinking and practicing (Freire, 1970; Motta, 2013). This might refocus efforts towards the development of a liberal arts curriculum (Christopher et al. 2017), in which learners develop their understanding across a breadth of disciplines, to address the global crises through creative thinking and doing (Baker and Baker, 2012). Rigorous, education research in these areas, could

challenge orthodoxies and generate innovative, holistic and expansive forms of management education.

Finally, as so many business schools now have multiple national and international campuses, researchers might seek to understand the differences between structural drivers in different sites, and their implication for coherent MLE offerings. Conceptualising and putting into practice new pedagogies that support transnational mobilities and overseas collaboration could enrich student learning at the same time as minimising planetary impact and maximising the affordances of new technologies. By learning how to take critical structural drivers into account, we can reinvent the business school.

Accelerating MLE Curriculum and Pedagogy Innovation by Infrastructuring Support

To conclude, we consider the support needed to accelerate the development of new curriculum and pedagogies that can better equip future leaders, to transform a world in crisis. We recognise that business school investments are constrained by market misfires, but as we have argued “*conversations about pedagogy must come out of the shadows*”, (McVitty, 2021). Table 1 summarises the demands structural socioeconomic drivers place on future leaders, their implications for MLE curriculum and pedagogy innovation and the support needed if learned societies, business school leaders, accreditation bodies and governments, are to accelerate change.

Table 1. Implications of structural socioeconomic drivers on Future Leaders and MLE

Structural Drivers	Changing Demands on Future Leaders & Managers	Implications for Curriculum and Pedagogy Innovation	Implications for Support Required
A World in Crisis	<ul style="list-style-type: none"> ▪ Deal with dramatic societal and environmental change; access and analyse big data. ▪ Deal with multiple value systems ▪ Able to challenge, intervene in and transform extant socioeconomic systems. ▪ Able to put societal and planetary values at the centre of business, private and third sector leadership 	<ul style="list-style-type: none"> ▪ Interdisciplinary expertise across the management and socioeconomic landscape. ▪ Interdisciplinary expertise across the environment and technology landscape. ▪ Reflexivity, Critical thinking, Practical Knowledge/Experience ▪ Knowledge of pluralistic onto-epistemologies 	<ul style="list-style-type: none"> ▪ MLE scholarship support for – quality research that progresses conceptual and theoretical developments, evidence, and insight. ▪ MLE scholarship support – quality teaching and reflexive practice that generates situated learning, informs quality research and ▪ MLE scholarship support that combines research and educational/teaching practical knowledge to deliver more humanist, transformational, practical, theoretical, and emotional educational experiences
Investment in Research and Innovation	<ul style="list-style-type: none"> ▪ Ability to work as part of interdisciplinary team ▪ Ambition to address significant challenges associated with SDGs, showing the role and value of MLE in doing so. 	<ul style="list-style-type: none"> ▪ Curriculum and pedagogy innovations need to clearly articulate the ambition and ability to address significant challenges associated with SDGs, showing the role and value of MLE in doing so. 	<ul style="list-style-type: none"> ▪ Investment in high quality MLE research programmes ▪ Business School leaders to invest in time and resource for effective MLE teaching and research. ▪ Business Schools to invest in action research into school wide curriculum and pedagogy transformation programmes. ▪ Government to ring fence MLE research fund ▪ MLE Scholars need support to clearly articulate the ambition and ability to address significant challenges associated with SDGs, showing the role and value of MLE in interdisciplinary grant applications.
Misfires in Management Education Market	<ul style="list-style-type: none"> ▪ Future leaders to engage with business and management schools in pedagogy and curriculum development. 	<ul style="list-style-type: none"> ▪ Business and management schools and accreditation bodies to encourage distinctiveness in pedagogy and curriculum development. 	<ul style="list-style-type: none"> ▪ Accreditation bodies to ask for demonstrations of MLE in underpinning curriculum and pedagogy designs. ▪ Journal rankings to value the practical and impactful knowledge produced through MLE

Established in 2012, the British Academy of Management’s *all-academy*, Management Knowledge and Education (MKE) initiative, set out to support management learning *wherever it happens* – in the classroom, through engaged, collaborative or action research, or in hybrid settings – and particularly, the development of new curriculum and pedagogies that engender more ethical, sustainable, and inclusive approaches to management (Anderson et al., 2017). In the infrastructuring of this support, we became acutely aware of the divide between those

pursuing research and teaching career paths. A world in crisis cannot afford to separate MLE research and teaching activities, outcomes, and careers. MKE has worked to hold these connections in place by supporting a combination of developmental activities: capacity building events (including conferences/seminar series), networking opportunities, resources (including a small grant scheme), and scholarship and academic writing support; creating dialogue and a growing community of practice. BAM White papers (Mason 2016; Anderson and Mallanaphy, 2020) on the emergent changes in MLE, have shared and shape 'best practice' in management education, across the sector. This year, BAM's flagship journal, the British Journal of Management, launches a new section – *Management Knowledge and Education* – dedicated to publishing rigorous, high-quality research on pedagogical developments in the field. In time we hope to spin-out this special section into a specialist journal. At the same time, our *Becoming an Education-Focused Professor Programme* continues to grow.

BAM is by no means alone in infrastructuring support for MLE. There have been several North American initiatives, including the Management and Organizational Behavior Teaching Society, and their Journal of Management Education. Other journals and respective communities, including Management Teaching Review, the Academy of Management Learning and Education, the International Federation of Scholarly Associations of Management, and the Responsible Management Education Research Conference community, each have a portfolio of supporting activities. However, learned society resources are limited, and further support is needed.

Business School leaders have a role to play in creating the environment and research culture within which MLE can flourish. Only then will MLE scholars be able to co-develop the theories needed to hold the collective offerings of MLE together, while delivering transformational, value-driven educational experiences. This will involve business school leaders creating, distinctive curriculum and pedagogy, curriculum changes that introduce practical and theoretical development in pedagogy; institutional support for work-skills development; time, resources, and

space for effective teaching; appropriate and fewer metrics; and regular idea-sharing with colleagues (Vos and Page, 2020). These necessary but not sufficient conditions suggest Business School leaders also need to invest in: understanding the structural drivers and implications of management innovation for MLE; developing innovative curriculum and pedagogies that shift structural constraints on management innovation; reimagining new forms of curriculum, theorising, practical, emotional, and values-based learning. This requires effective MLE-scholar recruitment, promotion, and reward (Anderson and Mallanaphy, 2020).

Accreditation bodies need to recognise the role of rigorous MLE scholarship in underpinning MLE, along with the demonstrable integration of practical wisdom, and pluralist forms of knowing, and so help business and management schools to secure investment in developing new kinds of critical, theorising, caring and practical future leaders.

Dedicated resource will be central to progress. We call for the establishment of a specific MLE fund to support research into business and management education. In the UK at least, research councils do not issue funding calls for MLE research, let alone pedagogical development. There are serious questions for our community, for Higher Education Institutions, and for society more broadly, as to who should fund this research. This is urgent, as, far from being a *'dirty word'*, MLE curriculum and pedagogy innovation are central to business schools being made valuable, once again.

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End notes:

ⁱ We celebrate the significant progress that MLE has made since 2012. Through creative efforts to publish outside the management field, for example in Studies in Higher Education, and through the support of business ethics, human resource development and human resource management journals in particular, as well as others, there is now a significant and growing body of MLE knowledge, including in mainstream leadership and management journals recognised by the CABS AJG as 3 and 4*. And of course, MLE now its own flagship 4* journal – *Academy of Management Learning and Education*. As one of our reviewers pointed out - Cullen's (2020) review, includes RMLE articles, published in 39 different journals.

ⁱⁱ We recognise the history of both business and management schools. We lament the demise of the 'management school' which suggests a broader value of education to third and public sector managers and leaders, rather than purely focusing on the private, 'for profit' sector organisations. This has happened as part of the marketization process, and in pursuit of attention marketing campaigns for the undergraduate pound. We use the term 'business school, here in an inclusive way, to include management schools.

ⁱⁱⁱ To learn more about PRME's Six Principles see: <https://www.unprme.org/what-we-do>. We recognise that PRME has its critics and see this as an area ripe for further SoTL research.

^{iv} Only students studying in English-based universities pay student tuition fees. Students in Scotland and Wales do not.

^v Other rankings impacting UK Business Schools include, The Good University Guide and the International QS Subject Rankings

^{vi} Higher Education Statistics Authority (HESA) is the government agency that collects and collates data from UK universities, annually. See <https://www.hesa.ac.uk/>. This data is part of the Graduate Outcomes survey data.