

Evaluating LSE's Education Career Track

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With special thanks to all participating ECT colleagues and our interviewees.

Executive Summary

This evaluation seeks to trace the impacts of the education career track at LSE. It aims to inform ongoing discussions about future development of the pathway and build an evidence base for regulatory submissions, while also supporting colleagues on the career track by providing a framework to articulate their institutional contributions.

To achieve this, we used Outcomes Harvesting (OH). At the heart of the method are "outcome statements", brief vignettes capturing concrete changes that colleagues on the education career track have contributed to. Over the course of the evaluation, we created and then validated these statements, beginning with two workshops with a subset of education career track faculty to draft initial outcomes, a broader surveying of education career track colleagues to understand how common outcomes were across the community, and finally, four interviews with Deputy Heads of Departments (Teaching/Education) to challenge and validate these statements. The summary of our findings is presented in figure 1 below, containing the 18 identified outcomes, 14 of which were validated.

We find that there is a broad sense that colleagues on the education career track have made substantial contributions to education at LSE, however, with important nuance:

- First, the prevalence of outcomes is graded: outcomes concerning teaching are by far the most common, followed by broader educational contribution in departments; contributions at the School-level are less common, and outcomes beyond LSE much less so. Yet our research also suggests that this more 'inwards' looking focus of the education career track was considered an essential part of the role, addressing market, regulatory and strategic priorities.
- Second, there is substantial heterogeneity in the outcomes achieved across departments and education career track faculty. Most notably, interviews revealed two distinct pathways to impact, varying by department: a direct one, emphasising contributions to teaching or mentoring as a core area of work; and an indirect view, focusing on educational change by enhancing colleagues' teaching practices. While these approaches can co-exist to some extent, they nevertheless present a trade-off in priorities and time, and subsequently, in focus by department leadership.

The report also highlights several areas for future research and practice: questions around the career development support offered to education career track faculty, the possibility of creating more Departmental spaces to disseminate work and good practice, as well as future research exploring the four outcomes that failed to be validated, each for distinct reasons ranging from definitional ambiguity to questions of strategic relevance.

Validated ECT Outcomes

Student Outcomes	1 Almost all ECTs have enhanced student education and experience and contributed to high-quality teaching at LSE.	2 Almost all ECTs have enabled students to experience a research-rich curriculum.	3 Almost all ECTs have frequently incorporated professional and technical skills into their teaching.	4 Almost all ECTs have enhanced academic mentoring and student guidance/support at LSE.	5 Almost all ECTs have improved the impact of student voice in their department, making changes based on student feedback and closing the 'feedback loop'.	6 Most ECTs have strengthened staff-student partnerships within departments.
Department Outcomes	7 Almost all ECTs have shaped departmental teaching and learning strategies.	8 Most ECTs have influenced departmental teaching culture and approaches to teaching and learning.	9 Almost all ECTs have led on the development and design of new courses and programmes within their departments.	10 Almost all ECTs have enhanced teaching effectiveness and career prospects of early career academics.		
School Outcomes	11 Almost all ECTs have helped to develop and disseminate evidence-informed educational practices across LSE.	12 Most ECTs have shaped LSE education policies and governance	13 Some ECTs have expanded LSE's offerings through accreditation and industry partnerships.	14 Most ECTs have contributed to LSE's Summer Schools, Executive Education, and other professional courses.		
Outcomes Beyond LSE	15 Most ECTs have contributed to raising LSE's profile as a centre of educational excellence.	16 A few ECTs have achieved sector-wide recognition for LSE's educational quality and supported [...] priorities such as TEF and APP.	17 Some ECTs have influenced national and international policy in their disciplines.	18 Some ECTs have positively impacted educational practices at other institutions.		

Figure 1: Summary of outcome validation. **Green** outcomes received adequate validation relative to the strength of the claim; **white** outcomes received mixed or inadequate evidence relative to the strength of the claim. "Adequate evidence" was defined conservatively, based on the scope of the claim (Almost all / Most / Some / A few). For statements with (almost) universal quantification, we required all four of our substantiation interviewees to agree; for statements applying to "most" ECTs, three agreements; for outcomes applicable to "some", two agreeing substantiators; and for statements that only "a few" ECTs had achieved, a single agreement was sufficient. For more detailed discussion see s.1.4 and appendix 3.

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A note on structure: this report is intended as a reference document. While the executive summary, introduction, and conclusion provide an overarching narrative, the 18 outcome descriptions in section 2.1 are designed to be consulted individually, and readers may wish to focus on just those outcomes most relevant to their department or area of interest.

1 Introduction

1.1 The Education Career Track

LSE's Education Career Track (ECT)¹ was created in 2016 with the dual purpose of 1) putting in place an institutional structure which would support the School's strategic aims around the development and enhancement of education and 2) formalising the contracts / roles of certain colleagues in positions such as 'Teaching Fellow' or on recurrent 'Guest Teacher' contracts.

LSE's HR records for October 2025² list 54 Faculty on the Education Career Track, broken down as follows:

- Assistant Professor (Education): 18
- Associate Professor (Education): 29
- Professor (Education): 7

ECTs are in 20 of the School's 30 Departments and Institutes, with varying distribution. The Department of Management has the largest number of ECTs (11), followed by Statistics (5), with the remaining Departments / Institutes having four or fewer. Four Departments/Institutes have only one ECT.

At the School, ECTs make up less than 3% of the wider academic Faculty.

1.2 Previous Work & Literature

The growth in teaching-focused academic roles is an international occurrence ([Smith & Walker 2024a](#)), attributable to the expansion of the sector and increasing student numbers, as well as regulatory changes ([Bull et al, 2025](#)) and the recognition that traditional academic roles and career structures may be creating barriers to success for HE institutions ([Ross & Scanes, 2025](#)). In the UK, the proportion of teaching-focused academics (from Higher Education Statistics Agency (HESA) data on as 'teaching only' academics) has increased from 10% of the workforce in 2002 to 32% in 2020/21 ([Bull et al, 2025](#)).

Research has highlighted the benefits of employing teaching-focused academics, including improvements to curriculum design and the student experience ([Featherstone et al, 2025](#)), and their ability to deliver high-quality teaching at scale,

¹ Note about the terminology: In keeping with LSE's language, we will refer to Faculty employed on the education career track as "ECT colleagues", "ECT Faculty" or simply "ECTs". Faculty employed on the "New Academic Career Structure" or "NAC", are, accordingly, referred to as "NAC colleagues" or "NACs".

² There were some data issues related to these counts provided by HR, which required manual checks for accuracy. We note the need for improvements to data availability and reliability in the conclusion.

undertake educational scholarship and promote evidence-based teaching techniques ([Harlow et al, 2022](#)).

Challenges presented by the expansion in the number of teaching-focused academics relate mainly to difficulties in determining career paths and promotion criteria ([Smith & Walker, 2024b](#)), the perceived liminality and invisibility of some colleagues in these roles ([Kaniadakis & Denney, 2025](#)), and unknowns about the long-term impact of what some see as a separation of disciplinary research from teaching practices ([Ross & Scanes, 2025](#)).

Bull et al ([2025](#)) summarise some of the scholarship and policy work that has been undertaken in the UK to recognise the contribution of teaching-focused academics, including work by Fung & Gordon ([2016](#)) on the value of educational expertise and the reward of educational leadership in research-intensive institutions. Further, they note that frameworks such as the Professional Standards Framework ([Advance HE, 2023](#)) and the Career Framework for University Teaching ([Advancing Teaching, n.d](#)) have been used to inform institutional career development policies and processes.

These challenges present some of the drivers of this evaluation project, which seeks to understand the contribution that LSE ECTs have made since the inception of the track to further support its development. Additionally, the project seeks to build on work that has sought to identify and evidence aspects of educational enhancement that are not easily measurable or quantifiable ([Robertson, Cleaver & Smart, 2019](#)). As presented below, our methodology was expressly selected to try and respond to some of these challenges.

1.3 Aims & Questions

In this context, this evaluation was designed to address three overlapping purposes. First, the evaluation was attempting to assess the impact of ECTs at LSE for a School audience, taking stock of the changes this work has had. Second, the evaluation sought to produce an evidence base for upcoming regulatory submissions, such as TEF, which would allow us to demonstrate the impact of educational transformation at LSE. Lastly, the evaluation sought to produce value for ECTs themselves, allowing them to articulate the impact of their work; this defined a participatory and co-creative ethos for the work.

These considerations resulted in two key evaluation questions.

RQ1: What significant outcomes have ECTs contributed to at LSE?

The main aim of the project was to understand what core contributions ECTs have made to LSE. Given the diversity inherent in 53 colleagues working across 20

departments, however, we attempted to focus on claims at a certain level of generality. As such, our work focused on 'significant' outcomes – a notion which further served to make space for an explicitly normative assessment of the identified outcomes. The question was not just whether things happened, but also whether it *mattered* that they happened.

RQ1 was structured into four sub-questions, seeking to specifically elicit outcomes for students (RQ1.1), departments (RQ1.2), the School as a whole (RQ1.3) and outcomes beyond LSE (RQ1.4). These domains are broadly based on the spheres of impact for example underpinning Advance HE's "Professional Standards Framework"³, although they are closely related, possibly more so than our framing does justice to (s. section 2.1.4 for critical discussion).

Early in the investigation, ECT collaborators raised the concern that some of the achievements we were discussing were not attributable to their ECT status: that colleagues on the New Academic Career Structure (NAC) could, and had, achieved similar outcomes, or relatedly, that if they, an ECT, had been NAC, they would have taken the same action. To address this concern, we added a second question to our analysis:

RQ 2: How, if at all, has the education career track contributed to ECTs being able to contribute to these outcomes?

This, in effect, answers a question further up the causal chain: rather than asking what actions ECTs have taken and to what effect (RQ1), RQ2 addresses the question how the career track has contributed to these actions being taken in the first place (fig 2).

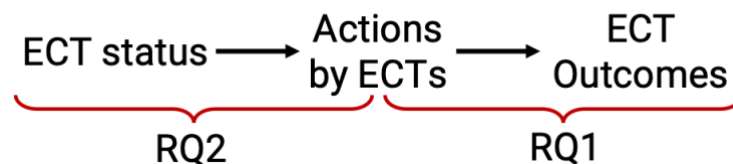


Figure 2: The simplified causal conceptualisation for this study and its mapping onto RQ1 and RQ2.

1.4. Methodology

Both research questions were addressed through Outcomes Harvesting (OH)⁴. While OH is a relatively well-established evaluation methodology in international development for both programme monitoring and evaluation (cf. World Bank⁵ or

³ Cf. <https://www.advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0>

⁴ Wilson-Grau, R. & Britt, H. (2012). *Outcome Harvesting*. Ford Foundation. Accessed from: <https://www.outcomemapping.org/resources/outcome-harvesting>, February 2025.

⁵ <https://documents1.worldbank.org/curated/en/419021468330946583/pdf/901720WP0Box380n0Outcome0Harvesting.pdf>

Oxfam⁶), to our knowledge, OH has not previously been applied in Higher Education research.

At the heart of OH is the notion of an outcome which is define as “a change in the behaviour, relationships, actions, activities, policies, or practices of an individual, group, community, organization, or institution.”⁷, including both intended and unintended outcomes.

OH captures these changes in ‘outcome statements’. These brief vignettes contain both the concrete change observed as well as relevant context, as appropriate for the evaluation – in our case, we included a brief contribution claim describing *how* ECTs contributed to the outcome, and a significance statement, capturing *why* the outcome matters (fig 3).

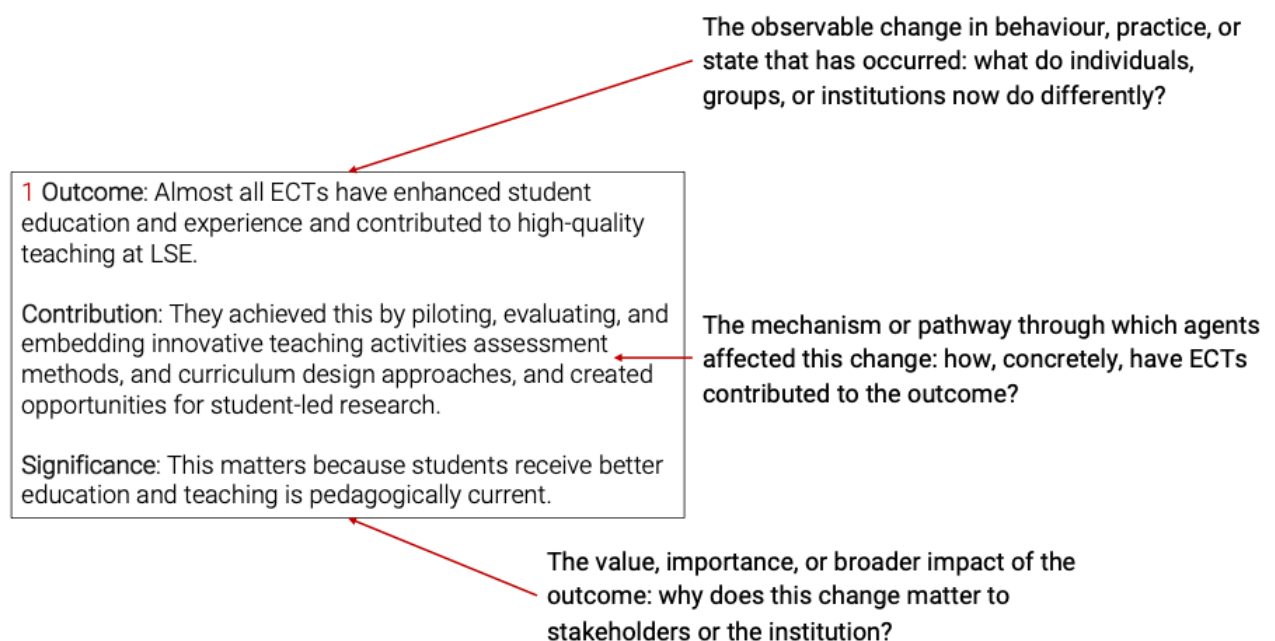


Figure 3: Components of the outcome statements generated for this project.

In practice, OH encapsulates a logic of “working backwards”, both in time and for causal attribution. By looking at the concrete changes and outcomes that have been noted according to stakeholders, OH asks the researchers to work

“backward to determine whether and how the project or intervention contributed to the change. In this sense, it is analogous to sciences such as forensics, anthropology, or geology, which interpret events or contributing factors that led to

⁶ <https://policy-practice.oxfam.org/resources/impact-evaluation-of-regional-influencing-work-in-horn-east-and-central-africa-621454/>

⁷ Wilson-Grau, R. & Britt, H. (2012). *Outcome Harvesting*. Ford Foundation.

a particular outcome or result by collecting evidence and answering specific questions".⁸

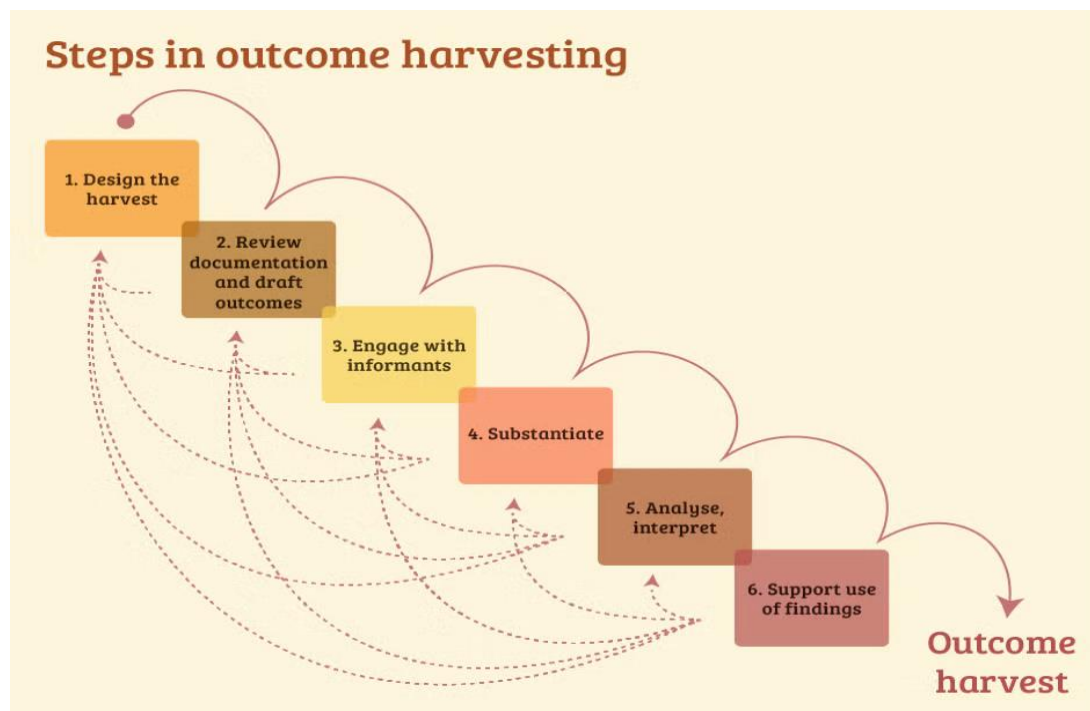


Figure 4: Steps in Outcome Harvesting, from: <https://www.betterevaluation.org/methods-approaches/approaches/outcome-harvesting>

Following Wilson-Grau and Britt, we generated, validated, refined, and analysed the outcome statements in six steps (fig 4). Overall, we followed this process closely, except in step 2, as no previous documentation specific to the impact of ECTs existed; instead, we relied on two workshops to draft outcome statements with a self-selected subset of ECTs. As such, this report draws on three data collections:

- Two workshops attended by nine ECT colleagues, drafting 18 outcome statements; these workshops took place in October and December 2024
- A survey of all ECTs asking them to express agreement or disagreement with the initial outcome statements, suggest missing items and provide more concrete examples of their work, conducted in May 2025; the survey gathered 19 completed responses (s. appendix 1 for demographic details)
- Four 1 hr, semi-structured 'substantiation interviews', conducted in October 2025. Each interview included a review of all 18 statements, as well as prompts to explore whether an outcome was unique to ECT contributions – or if NACs were commonly contributing to such outcomes as well. Purpose sampling was

⁸ Wilson-Grau, R. & Britt, H. (2012). *Outcome Harvesting*. Ford Foundation, p.5.

used, capturing a range of disciplines and ECT faculty cohorts (s. appendix 2 for demographic details)

In-between data collections, the evaluators edited, refined, and clarified the draft outcome statements, editing them in accordance with OH guidance while maintaining examples and voice of the original statements as much as possible. This introduced some minor changes in emphasis across versions. The most substantial change is exemplified in figure 5 below, introducing subtle shifts in emphasis that may have affected responses. However, across provided examples in the survey, and the semi-structured interviewing format allowing us to clarify and discuss outcomes with substantiators, we are confident that initial intent has been preserved.

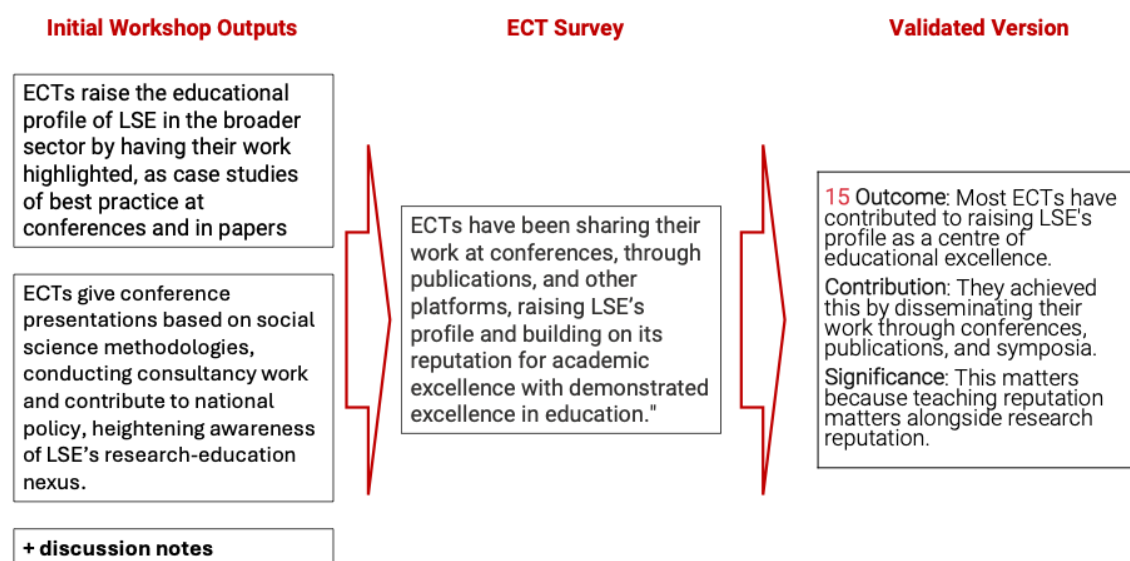


Figure 5: Example evolution of outcome statement 15 (which exhibited the largest change in editing history).

To capture the emerging heterogeneity of outcomes, we quantified the prevalence of outcomes, noting whether "Almost all" (=76-100%), "Most" (=51-75%), "Some" (=26-50%) or "A few" (=1-25%) of survey respondents had agreed with this statement.⁹

These prevalence bands also determined the evidence threshold we applied in the 'validation' step of the research. Here, we applied a binary classification to each outcome, considering whether it had received sufficiently strong evidence in our interviews. Analogous to significance testing (and inheriting some of its well documented limitations), we determined a general, rules-based approach: if an outcome applied to "almost all" ECTs, we expected that all four of our interviewees would agree with it; if an outcome was applicable to "most" ECTs, we expected 3 out of our 4 interviewees to agree; 2 out of 4 interviewees for "some" and at least 1 interviewee for outcomes covering "a few" ECTs. We note that this 'significance

⁹ No outcomes had 0% agreement, as they were drawn from proposals of ECT colleagues.

threshold' is deliberately conservative. This also means that unvalidated outcomes should not be considered as *not having happened* (not least as the examples, provided by ECTs through the survey, clearly demonstrate otherwise); only that they were not as prevalent, in the estimation of our substantiators, as we would have expected given the apparent prevalence of the outcome. Indeed, as our discussion of the four unvalidated outcomes highlights, all 18 outcomes are underpinned by valuable evidence and noteworthy examples, with validation failing for varied reasons.

For a detailed discussion of the strengths and limitations of this approach see appendix 3.

1.5 Ethics

Informed consent was sought and recorded for all participants; all outputs have been anonymised in accordance with the participant consent.

2 Findings

2.1 ECTs' Contribution to LSE

2.1.1 Outcomes for Students

1 Outcome: Almost all ECTs have enhanced student education and experience and contributed to high-quality teaching at LSE.

Contribution: They achieved this by piloting, evaluating, and embedding innovative teaching activities assessment methods, and curriculum design approaches, and created opportunities for student-led research.

Significance: This matters because students receive better education and teaching is pedagogically current.

What ECTs Said

Outcome 1 had the joint largest agreement among ECT respondents, with 18 out of 19 respondents (95%) agreeing that they had achieved this outcome in their work, and only 1 respondent disagreeing (5%).

The survey also highlighted the range of ways in which ECTs had contributed to high-quality teaching, specific to their disciplines and courses:

- "I have implemented a three-week role-playing game in my course. The learning experience is intense, immersive and AI-proof. It enables [students] to develop independent learning, team building, presentation and debating skills."
- "I was one of the first in our department to pilot the use of polling technology in the classroom. I have also introduced the use of AI in the classroom."
- "I have introduced a simulation that acts as a capstone to the BSc programme. This is in addition to a range of innovative and authentic assessment throughout the programme, designed to develop practical and academic skills."
- "Piloting, evaluating and embedding Feedback Fruits (group member evaluation tool). [...] Using Turnitin for marking and feedback - design and implementation of rubrics, use of QuickMarks comment banks for teaching team."

What Substantiators said

All four substantiators agreed that ECTs had contributed to this outcome in the described way.

One interviewee noted that the quality of educational change might depend on the individual appointment, however, stressed that the quality of the appointments in their department was high ("Our ECTs are good teachers").

Two substantiators further noted that these improvements to teaching quality were particularly concentrated in large, foundational courses which the ECTs were leading. They noted that this had further increased the impact of the ECT work, ensuring consistent and high-quality foundations for new students in the department.

Discussion

Overall, the available evidence indicates that teaching enhancement is a key contribution that almost all ECTs have made to LSE.

2 Outcome: Almost all ECTs have enabled students to experience a research-rich curriculum.

Contribution: They achieved this by integrating their expertise as both disciplinary researchers and pedagogic specialists in their courses and classes.

Significance: This matters because students learn through research-informed methods that bridge theory and practice.

What ECTs Said

17 out of 19 survey respondents (89%) agreed that they had facilitated research-rich education, and only 2 (11%) disagreeing.

However, the provided examples highlighted at least two distinct understandings of "research rich", including i) enabling students to conduct research and ii) teaching informed by ECTs' active research into the scholarship of teaching and learning (SoTL):

- "Currently developing a student journal where students will be able to submit their research for publication in a student reviewed journal."
- "In my own teaching I introduced video projects where students had the opportunity to research a theme related to the core theory covered in the course. I have done pedagogical research on the use of group projects using digital media as a means of building employability skills, alongside research skills."

- “Convened the updated dissertation module, in particular its small group tutorials and workshop to introduce a peer-review component to the dissertation project”
- “One example is an ongoing project that engages the decolonising the curriculum initiative. The project began in 2021 with a reading list audit, followed by qualitative research to develop a department specific initiative, and most recently developed, run and currently evaluating a talk series [...] which has become a central offering of the department.”
- “Am presenting SoTL on simulation to [Association] and publishing an article, alongside disciplinary based research.”

What Substantiators said

Three substantiators expressed uncertainty about this outcome statement; one agreed. Implicit in their response was a third distinct definition of research-rich, roughly as “conducting disciplinary research and being up to date on the debates of the field”.

Based on this definition, our interviewees argued that ECTs were less likely to spend time conducting disciplinary research, given their teaching focus, and thus, were less able to facilitate research-rich education. As one interviewee summarised, ECTs’ educational focus “does come at the cost of research-like [research-led?] teaching. [...] So it's true they might be teaching more, but if they're not going to conferences, if they're not doing research, then their ability to do research like [research-led?] teaching is obviously more limited.” Additionally, one interviewee noted that accreditation requirements, set by external bodies, limited the degree to which ECT colleagues were free to shape their course content in their department.

The sole agreeing substantiator also qualified their assessment, noting that this did not appear to be unique to ECTs, with many NAC colleagues similarly focusing on research.

Discussion

The definitional disagreement makes it difficult to conclude whether ECTs contributed to research-rich education – on any *one* definition. There is good evidence that at least some ECT colleagues create opportunities for student-led research, while others conduct and publish SoTL-based research. However, there appears much less evidence that ECTs have contributed to research -rich education in the sense defined by our substantiators. Further, considering this outcome to constitute three distinct

outcomes is liable to reduce prevalence of any one of the outcomes, weakening the status of the claim further.

3 Outcome: Almost all ECTs have enhanced educational provision and student learning beyond standard subject knowledge, incorporating professional and technical skills into their teaching.

Contribution: They achieved this by designing their courses and collaborating with industry and LSE-internal experts such as LSE LIFE, Careers, or the DSL.

Significance: This matters because students gain valuable transferable skills alongside subject knowledge and are better prepared for future careers.

What ECTs Said

Outcome 3 was agreed with by almost all ECT colleagues, with 18 out of 19 respondents (95%) considering that they had embedded skills-based learning into their teaching, and only 1 respondent (5%) disagreeing. In the provided examples, business and careers applications were particularly prevalent:

- "I worked with LSE careers to co-design accounting career accelerator - a six week programme to increase the skills demanded by the job market. I also worked with the digital skills lab to introduce Python for [discipline]."
- "Teaching data visualisation skills in partnership with Digital Skills Lab (Tableau)"
- "In collaboration with LSE LIFE, introduced and implemented a range of tailored activities to support student's personal and professional development (e.g., teamwork, time management, writing, presentation and networking skills)."
- "Worked with Careers to run a "Select" Careers event (with alumni) and invited a professional coach to speak with students in groups."
- "Have redesigned a business projects capstone course to include additional sessions with external experts to teach students practical skills."

What Substantiators said

All four substantiators strongly agreed with the identified outcomes, highlighting that careers and industry links were a significant and unique contribution ECTs had made

to student learning. Two substantiators in particular emphasised ECTs' *outside* industry links– in contrast to using internal services such as Careers or LIFE, which substantiators considered NAC colleagues to be likely to engage with too.

Discussion

Overall, the available evidence indicates that fostering skills and careers-oriented learning is a key contribution almost all ECTs are making to enhance student learning.

4 Outcome: Almost all ECTs have enhanced academic mentoring and student guidance/support at LSE.

Contribution: They have achieved this by bringing their comprehensive view of the learning requirements and course/programme learning outcomes to bear while acting as academic mentors or leading academic mentoring in their departments.

Significance: This matters because better guidance enhances students' academic outcomes and student experience.

What ECTs Said

Nearly all ECTs agreed with outcome 4, with 17 out of 18¹⁰ survey respondents agreeing (94% agreement) and the 1 remaining respondent (6%) stating 'don't know'. Provided examples listed a wide range of contributions ECTs had made to academic mentoring in their departments, including the provision of training and resources and the organisation of the academic mentoring more generally:

- "I wrote a Practical Academic Mentoring Guide for my departmental colleagues, and I organise training for new Academic Mentors at the beginning of every academic year."
- "I have organised extra meetings (breakfasts, lunches and other socials) to offer access to students, and also to encourage them to network with each other and open up the scope for them to help each other."
- "I revamped both academic mentoring and student academic mentoring. I provided specialised training for student academic mentors and introduced a group project which had marks set aside for meeting the academic mentor,

¹⁰ One respondent did not answer this question.

and student academic mentor. This has led to huge increase in students feeling a part of a community.”

What Substantiators said

Substantiators unanimously agreed with this outcome and stressed the important contributions ECT colleagues in their departments had made to improving academic mentoring: “ECTs have enhanced what students get”.

Two interviewees further underscored the expertise ECTs were contributing to this outcome, against a backdrop of confusing regulation and course selection processes. Here, the contribution of ECTs stood out as they had taken the time to work with other ECTs and departments to be able to offer better and more consistent advice to students, or produce resources that enabled other academic mentors to do as much: “a lot of us [...] were not giving great mentoring advice because they didn't understand the school regs. So you know, we came up with these “crucial regs” in one side of an A4 document that I update every year and circulate to academic mentors”.

Discussion

Overall, there is clear and consistent evidence that improvements to academic mentoring are a core contribution ECTs have been making to enhance student experience and outcomes at LSE. However, the discussion and provided examples also highlight two distinct contribution pathways, drawing either on direct mentoring done by ECTs, or more indirect managerial and organisational work to enable academic mentors in the department to offer better and more consistent advice.

5 Outcome: Almost all ECTs have worked to improve the impact of student voice in their department, making changes based on student feedback and closing the ‘feedback loop’.

Contribution: They achieved this by working closely with their SSLCs and conducting research and analysis of student feedback.

Significance: This matters because student voice is an LSE strategic priority which enhances educational provision.

What ECTs Said

Almost all ECTs agreed with outcome 5, with 17 out of 19 respondents agreeing (89%) and 2 respondents (11%) disagreeing. Provided examples highlighted the wide-ranging contributions to both formal and informal student voice mechanisms ECTs were making across LSE:

- "Introduced and implemented townhalls and focus groups and other informal activities to collect and respond to student feedback promptly; lead SSLCs, review UGSS and NSS data and take actions accordingly."
- "We also write you said, we did reports after each meeting and report back to students on progress. We also analyse all quantitative data and qualitative comments from teaching evaluation surveys and other surveys (e.g., Starting Points and Looking Back surveys administered in LSE100 in collaboration with the School), responding to feedback to close the feedback loop and implement interventions where possible."
- "I have worked very closely with our wonderful student reps, meeting with them informally outside the SSLC. We have worked together to implement new social and careers events within the Department."
- "I led UG SSLC for several years, and more recently worked with Eden to run focus groups of MSc students and recent alumni as part of our MSc programme review (with the view to MSc curriculum reform)."
- "I regularly participate in SSLCs and I liaise with my [programme] reps to help ensure a smooth and satisfying student experience for the cohort. I help lead and design the [programme] annual field trip which helps bring students together in an experiential learning setting, whilst helping to close the loops of feedback, learning and student experience. The [X] programme has gained enormously from having an ECT willing to take on additional projects that seek to create a more satisfying and inclusive learning journey for our students."

What Substantiators Said

All four substantiators agreed that changes to student voice had occurred and were at least in part attributable to ECT work. Apart from acknowledging the central role ECTs had in organising SSLC meetings, one substantiator also stated that ECTs had brought a qualitatively different approach to student voice into their department. This was characterised by deeper and more open engagement with students' views on their education compared to NAC colleagues. This ensured that student voice was given better consideration in wider departmental discussion and decision making.

Discussion

Based on available evidence, ECTs often play a central role in supporting student voice in their departments, through both formal and informal routes, with some colleagues having worked to giving student voice a more central place in departmental deliberations generally.

6 Outcome: Most ECTs have strengthened staff-student partnerships within departments.

Contribution: They achieved this by facilitating collaborative educational approaches to course design, conducting research and analysis with students, and supporting student-led research (e.g. Changemakers).

Significance: This matters because it contributes to students seeing themselves as partners in their education.

What ECTs Said

In contrast to the comparatively common support for student voice in their department (outcome 5), the survey indicated much less work on staff-student partnerships (outcome 6). Only 11 out of 19 respondents considered to have strengthened staff-student partnerships (58%), while 5 (26%) and 3 (16%) respondents respectively did not agree with that outcome or were unsure about it. Correspondingly, provided examples were fewer, though they nonetheless highlight valuable and substantive contributions to teaching and learning at LSE:

- "I have worked with students in the Education for Sustainability Internship project to map and enhance sustainability opportunities at programme level."
- "Have supported several changemakers and used student feedback groups in course development."
- "The [X programme] field trip is specifically co-designed with students as equal partners. Each year, we choose a new city to visit (last year, it was Leipzig in Germany; this year it was Edinburgh), always joining up with [programme] alumni in the chosen who help us make linkages with local practitioners, authorities, universities, NGOs and other interested parties. The students themselves produce the field guide, organise their accommodation and help to choose and design activities of interest for learning. This is a co-produced trip, and is highly popular with both students and staff."
- "As part of the BSc leadership team, I was central to working with colleagues and students to co-create the undergraduate programme in its first few years."

What Substantiators Said

Substantiators views mirrored the mixed picture emerging from the survey. While two substantiators agreed that the outcome had taken place, the other two disagreed.

One of the agreeing substantiators emphasised the cultural impact of ECTs, echoing comments made on outcome 5, while noting for example the concrete educational changes that Changemakers projects had facilitated in their department.

In contrast, a disagreeing substantiator simply noted that such partnership work was not prevalent in their department: "Staff student partnerships ... I don't think this is a big emphasis in my department."

Discussion

Overall, the available evidence indicates that substantive student partnership work, leading to co-creation of education with students, is not an outcome commonly facilitated by ECTs, though existing examples highlight important improvements.

Student Outcomes: Other Comments

Besides our discussion of the previously identified outcomes, two broader considerations on the role of ECTs in enhancing student learning and experience emerged in our interviews. We briefly summarise these here but will return to the broader implications in the conclusion.

First, a discussion emerged around the value that ECTs had added to their departments in virtue of reducing NAC teaching workload. For example, one interviewee stated that the ECTs had taken on the "preparation and coordination, organisation, and that has taken a big burden from [other] academics. You know, when nobody wanted really to be chosen to, to teach one of those big courses". A related but broader point was made by another interviewee. They argued that ECTs enabled *specialisation*, allowing ECT colleagues to focus on – and develop – their educational expertise:

The needs of students have gone up and our ability to provide those needs has gone down. At the same time, [NACs] face more pressure than ever to try to publish [...] and present at conferences, [...] [and participate in] extra institutional committee[s]. [...] So it makes sense to have these different components of the educational experience more highly professionalised and specialised. That doesn't mean that great researchers should be bad teachers, but it certainly means that if we fixate on research, we are going to end up with very unhappy, very poorly educated students, and vice versa."

In other words, the interviewee considered that in responses to growing student needs, a formalised division of labour was helpful. The education career track created the potential to recruit and develop colleagues with skills distinct from research –skills

“not anything like trying to publish in an esoteric top range journal”. However, fully realising the benefits of this specialisation required better recognition of ECTs’ specialism and expertise, as well as strategic focus, to ensure that ECTs were not only teaching, but had the capacity to shape the educational direction of the School.

Second, one substantiator argued that they agreed with the provided outcomes but considered them to be framed wrongly, that is, in terms of direct impact by ECTs – when the *indirect* impact, mediated via NAC colleagues, was key to their work. Noting the small share of ECTs relative to all academic staff, the interviewee argued that the share of overall teaching done by ECTs remained low – even after accounting ECTs teaching on large, introductory courses. Consequently:

“the only way you can really have broad impact is if the ECTs are working with the NAC to try and do all these things and encourage and support NAC colleagues to do some of these things a little bit more. And I think in my department that's where the biggest impact has been.”

Interestingly, this point contrasts with the view of another substantiator who considered that given the small amount of ECTs relative to NACs, they could not hope to influence NAC colleagues at large (s. outcome 8). While *resolving* this tension is beyond the scope of this report, we do note that the comment nevertheless highlights an important emerging difference between ECTs’ direct and indirect impacts, their relative prevalence, and the significance different departmental leaders attach to them. This, at the very least, suggests a trade-off faced by departmental leadership in considering how to best position ECTs, as one interviewee acknowledged: the more time ECT colleagues spend in the classroom – facilitating direct impacts –, the less time they have to serve on committees or as programme director, and vice versa.

2.1.2 Outcomes for Departments

7 Outcome: Almost all ECTs have shaped departmental teaching and learning strategies.

Contribution: They achieved this by assuming education-focused leadership roles in their departments or chairing/contributing to key committees and boards, applying their educational, pedagogic and disciplinary expertise.

Significance: This matters because it means departmental decisions are informed by pedagogical input.

What ECTs Said

The survey suggests that ECTs very commonly assume educational leadership positions in their departments, thus shaping departmental teaching and learning strategies: 16 out of 19 respondents (84%) agreed, with 3 respondents (16%) disagreeing. Concrete examples underscore the range of formal positions held by ECTs:

- I regularly attend DTCs. I am chair of the [programme] exam board. I am Programme Director of [programme]. I serve on GSSC and RPSSC. I have served on the AI committee for the department, and am academic lead for Education for Sustainability.
- I was first Deputy UG Programme Director, then UG PD, then MSc PD, while also taking on the DHoD role. The DHoD is ex officio in the Department EDI committee and chairs the DTC. I see myself as central to the development of processes and policies relating to education in the Department.
- Sub-board chair of examiners, DT, was chair of DTC, played an unofficial/implicit DHoD (Education) role, Programme Director, Student Experience Lead, led programme reviews, contributed to department reviews, co-created department AI policy, created guidance on materials to provide on Moodle, created in collaboration with other PDs a guidance on course selection to support staff.
- I am DHoD for teaching and Departmental Tutor. I also sit on a number of department committees, including DTC, SEOC and EDI.

What Substantiators Said

All four substantiators agreed with the statement. Indeed, several comments sought to underscore the scope and effectiveness of ECTs' strategic leadership.

This included one substantiator explaining that ECTs had not just shaped strategy in their department, but had enabled their department to increase the pace of decision making and change. Another substantiator noted that ECTs were often the ones to action and take forward requests sent by the School leadership to departments, being essential to departments' ability to respond to such requests. Here, our interviewees suggested that ECTs' contributions went beyond simply assuming leadership roles, but more generally, consisted of taking ownership of tasks, and building a sustainable infrastructure that allowed departmental leadership to effectively delegate tasks and reliably affect change. Another interviewee noted that they considered that without the ECTs in their department, certain leadership roles – such as EDI or AI leads – would not have existed in the first place, as NAC colleague would most likely not have taken up these opportunities.

Discussion

Our findings suggest that most ECTs make a direct contribution to the educational strategy of their departments, increasing the quality, consistency, and effectiveness of educational policy, as well as the overall pace of change.

8 Outcome: Most ECTs have influenced departmental teaching culture and approaches to teaching and learning.

Contribution: They achieved this by disseminating innovation and best practices, supporting colleagues in adopting them, and convening structured learning opportunities such as away days, workshops or learning lunches.

Significance: This matters because diffusion of good and innovative practices enhances educational quality and improves the consistency of LSE's educational offer.

What ECTs Said

According to our survey, 13 out of 19 respondents agreed with the statement (68%), while 6 respondents disagreed (32%), suggesting a somewhat limited cultural impact of ECTs.

- "Sharing best practices as part of leading large teams of class teachers in the courses I teach."
- "Organised and delivered departmental workshops on best practices in online/hybrid teaching during covid."
- "I have delivered departmental workshops on integrated marking and feedback; I have hosted a 'brown paper bag' lunchtime research session on my work on [education project]. And as the academic lead on [project], I have co-designed numerous workshops and on-line spaces for sharing pedagogy and experiences around embedding sustainability into the curriculum."
- "More by gradually shifting expectations in the department through example, mentoring, supporting and changing policies. A gradual process, that requires a supportive HoD and resources to support implementation of large-scale initiatives."
- "Ongoing coordination of re-development of department pre-sessional materials for a range of degree programmes incorporating tools from new AI partnership."

- "Organised and led departmental education away day."

What Substantiators Said

In our substantiation interviews, opinions were split: whilst two interviewees agreed that ECTs had changed department culture and practice, another interviewee was uncertain, and the fourth one disagreed, noting that changes had been more subtle than framed in the outcome statement. This substantiator in particular resisted the suggestion of widespread practice changes.

This was despite there being consensus that *some* cultural and practices changes had taken place. Interviewees noted a general sense that education and teaching was being taken increasingly seriously in their department. Three interviewees further noted that teaching practices had become more consistent, with policies being standardised and more reliably implemented, as well as NSS scores having improved.

Substantiators also broadly agreed that ECTs had contributed to these changes in a number of ways: leading by example; contributing in departmental discussions; providing training opportunities for colleagues, such as away days (as considered in the contribution statement); structuring and coordinating departmental practices (echoing discussion in outcome 7 around responsibility and ownership); and, as one interviewee discussed, by an ECT colleague acting as DHoD and creating a space for more careful review of teaching scores in CDR reviews. This "created a slightly different culture in the department where all the faculty are like, oh, I guess teaching matters because when I'm having my CDR, you're not just talking to me about research. You're actually talking to me about teaching as well."

Despite this fundamental agreement, all but one interviewee caveated this outcome to some extent. One substantiator noted that the shift – while notable – had been "more subtle" than considered in the vignette, not least as teaching practices (and teaching scores) had been good at baseline already, limiting the scale of ECT effects. Another substantiator noted that this was also related to the number of ECTs in the department relative to NAC colleagues: "there is a limited ability for one person to shape a culture of 40 plus faculty members, especially where ECTs take on 'first line' support responsibilities." Two interviewees also noted the slow pace of change, and that culture had not "suddenly" shifted; instead, changes were happening slowly and, in the background, meaning that whilst they were *expecting* ECTs to change teaching practice of staff more widely, this would only be realised "in the fullness of time". Lastly, two interviewees also pointed to the wider, institutional context, noting that the salience of education generally had been increased following the "crisis" of LSE's poor NSS ratings. It was this shock that led in part to the creation of the education career track in the first instance, alongside changes in education leadership and the founding

of the Eden Centre. While the interviewee considered that there was an important contribution that ECTs were making above and beyond this glacial shift – reinforcing, prioritising, and institutionalising the importance of education at LSE – it nonetheless limited the degree to which they considered it attributable to ECT work alone.

Discussion

Overall, the available evidence suggests that ECTs have made some contribution to shifting departmental cultures and practices, towards greater appreciation and care for education, and more consistent educational practices. However, the underlying outcome is far from universal, and there is some disagreement over the extent of the change, and ECT's contribution to it.

9 Outcome: Almost all ECTs have led on the development and design of new courses and programmes within their departments.

Contribution: They achieved this by developing and designing courses based on their cutting-edge pedagogic expertise or having formal or informal roles in reviewing and supporting departmental colleagues in developing course proposals or making changes.

Significance: This matters because regular review and updating of curricula ensures courses and programmes remain relevant and competitive.

What ECTs Said

In our survey, 15 out of 19 ECTs (79%) considered themselves to have contributed to the development and design of new courses and programmes, while 4 respondents (21%) disagreed. Listed examples highlighted their own work on courses, as well as informal support to others in the department:

- “I am involved in the restructuring of the BSc [...] programme.”
- “I have mentored colleagues and provided feedback on new course proposals, course changes, assessment.”
- “Created and implemented new courses with diverse teaching delivery, assessment and feedback approaches (aligning to CILOs [Course Intended Learning Outcomes] with PILOs [Programme Intended Learning Outcomes]), provided support, advice and guidance on course design/development (structure, teaching delivery approach, assessment methods and feedback), to colleagues”

- “As DHoD I have supported colleagues in developing new courses that strategically align with the departments offering.”
- “I regularly advise colleagues on how they can improve aspects of their courses that they feel uncertain about.”

What Substantiators Said

All four substantiators agreed that ECTs had facilitated this outcome in their department. One interviewee noted that this contribution was not just for new courses, but also concerned the revamping of existing ones, which ECT colleagues had taken over. In a similar vein, a second interviewee underscored that the core ECT contribution in their department had been both indirect – for example by acting as a “sounding board for colleagues’ ideas” – and more focused on changes to programmes, rather than the design of new ones, as existing programmes were well established.

Discussion

Overall, there is good evidence to suggest that ECTs make important contributions to departments’ course and programme offering. However, this contribution is not always direct and based on the design of new courses; importantly, supporting colleagues and redesigning existing courses were also raised as an important contribution by ECTs.

10 Outcome: Almost all ECTs have enhanced teaching effectiveness and career prospects of early career academics.

Contribution: They achieved this by providing education-focused mentorship, support, and training for new assistant professors, Fellows, GTAs and GTs.

Significance: This matters because pedagogical guidance, mentoring and tailored support can enhance new academics’ effectiveness and provides a valuable service to the community.

What ECTs Said

In our survey, 15 out of 19 responding ECT colleagues (79%) agreed that they had supported early career colleagues, provided education focused mentorship, and improved their teaching effectiveness; 1 (5%) disagreed, and 3 (16%) responded with

"don't know". Examples highlighted a range of formal and informal arrangements, with varying scope:

- "Mentoring Fellows, GTAs, and GTs, training new class teachers, undertaking developmental teaching observations of colleagues."
- "Offering once-termly structured teaching observations for LSE fellows, offering advice and mentorship to LSE fellows and assistant professors around HEA recognition, regularly convening large teaching teams of up to 8 colleagues for our flagship qualitative methods course."
- "I have worked with fellows and early career academics providing guidance and support on dissertation supervisions."
- "Delivered the departmental induction and training day for new GTAs, delivered teaching observation for GTAs and Fellows, organised weekly meetings with course GTAs to coordinate class plans and provide support."
- "[ECT's mentorship] includes regular meetings, support during team meetings, offering a range of professional development opportunities, and developmental meetings around marking and feedback, etc."

What Substantiators Said

Three of our substantiators agreed with the outcome; one substantiator was unclear whether the outcome was true *in general*, though they considered that ECTs in their department were engaged.

Agreeing interviewees recounted numerous examples of how ECTs in their departments had contributed to the training of early career academics, including GTAs, fellows and assistant professors, through mechanisms including WhatsApp groups, workshops and general mentoring.

One interviewee remarked on a qualitative difference with ECTs' mentoring work, considering that ECTs were taking on more encompassing mentorship roles for their GTAs, whilst also being able to provide a unique depth of expertise about the department, being able to share good practices based on what they had seen work before, or how they had dealt with issues before.

A second interviewee underscored the significance of this outcome in their department. Given the number of GTAs, their appropriate training had the potential to impact thousands of teaching hours, leading the interviewee to consider work with GTAs as a possible main driver of teaching improvements in their department.

Discussion

Overall, there is a clear consensus that most ECTs have made essential contributions to the training and teaching effectiveness of early career academics at LSE, particularly GTAs. Indeed, as one interviewee noted, this work may be amongst the more effective drivers of teaching impact at LSE, at least in contexts where GTAs are delivering substantive amounts of teaching.

2.1.3 Outcomes for LSE

11 Outcome: Almost all ECTs have helped to develop and disseminate evidence-informed educational practices across LSE.

Contribution: They achieved this by contributing to Communities of Practice and working groups, using Catalyst grants, developing innovative practices and policies, and disseminating them through publications, teaching fora, the ECT Forum, and the LSE Education Symposium.

Significance: This matters because it has led to better and more consistent educational practices.

What ECTs Said

In our survey, 16 out of 19 respondents (84%) agreed to have had a role in developing and disseminating good practices, with 2 respondents disagreeing (11%) and one respondent being unsure (5%). Mirroring the strong support, colleagues cited a range of examples of their work:

- "Contributed to ECT forum, contributing to doctoral pedagogy (policy evolution, concrete training offers, etc) at the PhD academy, via the DPD forum, in consultation with Eden re supervisor training needs and offering."
- "Developing AI policies (which were shared and duplicated across departments). Undertaking Catalyst grants and similar research & evaluation projects and disseminating the results of these. Contributions to Education Forums, Education Symposia, ECT forums etc. Developing teaching and learning resources shared across the School."
- "Regularly disseminate innovations in teaching and learning across the School: Education Fora (various), Education Symposia (various), AI and Education Working Group (source hallucination and academic misconduct), DHoDs (using Turnitin for marking and feedback), consultations and meetings with a range of colleagues across departments (Management, PBS, Accounting, etc) who are interested in our approaches and want to implement similar interventions in their teaching."

- "I have been involved in RIPIAG [Racially Inclusive Practice in Assessment Guidance], and developing AI approaches in our department."
- "Shared student experience initiatives through education forum, contributed to education and ECT forums on student voice/experience, shared advice and experience on academic mentoring, shared experience in embedding sustainability in curriculum/course/teaching."

What Substantiators Said

All four substantiators agreed that ECTs had made this contribution – in their departments, and across LSE. Indeed, one substantiator highlighted that ECTs (in contrast to NACs) more reliably bring information and insights back from such fora into the department, making their contribution more valuable from the DHoD's perspective. This theme was echoed by another substantiator, who considered that ECTs had strengthened the overall departmental engagement with LSE events. This had also meant that work from within the department had become more commonly visible to a School audience.

Discussion

The available evidence suggests that ECTs consistently use opportunities within LSE to develop and disseminate educational innovation. This engagement may be valuable, not least as ECT may be bringing insights back into the department following events.

12 Outcome: Most ECTs have shaped LSE education policies and governance

Contribution: They achieved this by leadership and/or membership of committees, working groups, and project/programme boards

Significance: This matters because it means institutional decisions are informed by pedagogical input.

What ECTs Said

In our survey, 13 out of 19 respondents (68%) agreed to having achieved this outcome, while 6 colleagues (32%) disagreed. Provided examples highlighted the range of committees and boards ECTs were regularly attending:

- Membership of Research Ethics Committee, Student Experience sub-committee, and Open Research Working Group.
- Membership of Education Committee, Student Experience Sub-Committee, Advisory Board of PPR, and some others.
- Will serve on the Financial Awards Panel.
- Membership in DPD forum ex officio for the PhD Academy, central monitoring panel for PhD scholarships.

What Substantiators Said

All four of our interviewees agreed that ECT colleagues were making important contributions to School wide committees and boards, shaping School policy and governance, with one interviewee in particular “strongly” agreeing with the responsibilities ECTs had taken on in this space. Only one interviewee qualified that this outcome had not been universal, with not all ECTs in their department being involved in this.

Discussion

Overall, there appears to be broad agreement that ECTs have shaped LSE's policy and governance via boards, working groups and committees, even though not all ECTs are contributing in this way.

13 Outcome: Some ECTs have expanded LSE's offerings through accreditation and industry partnerships.

Contribution: They achieved this by building relationships and working with external organisations to bring experts into the classroom, as well as working with professional bodies and programme accreditation organisations.

Significance: This matters because external connections enhance student opportunities and institutional reputation.

What ECTs Said

In our survey, a clear majority of ECTs *disagreed* with having achieved this outcome: only 7 out of 18 respondents (39%) agreed and 11 disagreed (61%). Whilst this also

meant fewer provided examples, some respondents nevertheless outlined important and impactful work:

- "Building and strengthening industry collaborations through guest speakers, project sponsors for business project courses, and taught session"
- "Work with 25 plus Humanitarian organisations on various aspects of the programme."
- "I have accredited my programme with the Society of Human Resource Management, the practitioner body in the US, equivalent to the CIPD [Chartered Institute of Personnel and Development] in the UK, in an effort to attract more students from the US to my programme."

What Substantiators Said

Substantiator comments on this outcome were similarly split, with two interviewees agreeing, and two being unsure or disagreeing.

Agreeing comments highlighted the *significance* and *uniqueness* of this work: building external partnerships and seeking accreditation was vital to making LSE courses attractive to students; it was also something that NAC colleague rarely engaged with, harking back to earlier remarks on the care and initiative ECTs were bringing to educational matters.

Disagreeing interviewees simply noted that such partnerships and accreditation were uncommon in their department, possibly even their discipline generally.

Discussion

The evidence available suggests that industry partnerships and external accreditation efforts are an uncommon outcome of ECT work; however, available data also suggests that where these outcomes do occur, they can be highly impactful.

14 Outcome: Most ECTs have contributed to LSE's Summer Schools, Executive Education, and other professional courses.

Contribution: They achieved this by designing, leading and delivering this teaching based on their expertise as both disciplinary researchers and pedagogic specialists

Significance: This matters because these programmes are a key source of revenue for LSE, increase LSE's impact on a wider audience and grow institutional reputation.

What ECTs Said

A majority of ECTs considered to have contributed to Summer Schools and Executive education at LSE: 12 out of 19 respondents agreed (63%), while 7 disagreed (37%). Provided examples included:

- "I am the Course Convener and Head Tutor of the LSE Online course Digital Transformation in HR and I am developing a new course for the Summer School."
- "Examiner of ULIP courses and teachers and examiner of online ULIP course."
- "Provide guest lecture for LSE Consulting / Summer School programmes."

What Substantiators Said

Three out of four substantiators agreed with the outcome and ECTs' contribution to it, one substantiator did not.

However, even among substantiators agreeing overall, there was some range of opinions. One substantiator strongly agreed, citing their department's ECTs' contribution to LSE's extended education, whilst a second substantiator noted that while the contribution existed, it was possibly not unique to ECTs, with many NAC colleagues being involved as well.

Indeed, the disagreeing substantiator raised a similar point, noting that in their discipline, demand was mainly for senior policy makers and Nobel Laureates, limiting the scope to which ECT colleagues were involved.

Discussion

Overall, there is agreement that many ECT colleagues make important contributions to Summer Schools, Executive Education, and other professional courses. However,

the interviews also outline disciplinary barriers to this outcome, possibly explaining the far from universal prevalence of the outcome.

LSE Outcomes: Other Comments

In addition to validating the presented outcomes, substantiators proposed three outcomes that were not currently captured in our interviews. We present these additional findings here, arranged thematically.

One interviewee noted a *possible* role of ECTs in building alumni relations: that ECTs had begun to strengthen LSE's alumni community, and that more effort should be dedicated to this. In effect, the interviewee was considering two contribution mechanisms. The difference that ECTs were making to foundational experiences of students in the department, leading to a better and deeper integration of students, which in turn contributed to a greater likelihood of students become part of the alumni community; and the increased "in house capacity" to design alumni programmes, which could facilitate engagement between students and alumni. However, this later mechanism was nascent and would require more time and investment, to bring alumni back onto campus.

The substantiator strongly argued for the significance of such work, highlighting the possible educational benefit to current students, financial potential to LSE (made salient by falling public investment into HE generally, and social sciences in particular, that would required private funding to offset), as well as coherence with LSE's wider educational ambition to "shape minds".

A second substantiator noted that an important outcome of ECT work was the changes that ECTs had made to the education career track itself. The interviewee noted that through discussion and information sharing, ECTs had affected changes to the career track over time, including changes to titles, promotion criteria, more homogenous workload allocations and clearer expectations on hours of teaching – though more changes were still needed. Nonetheless, these improvements to the ECT working model were themselves significant: "That's not educational impact directly, but it means a whole group of people in the institution are treated more fairly or more uniformly or [are] happier – happier, that's good too, as an outcome".

Lastly, in the concluding remarks, one of the substantiators noted that – mirroring discussions on departmental culture – they had noticed a broader, cultural shift at LSE: "there was a cultural change at LSE that became a lot more interested in education as an outcome of, or see perceiving itself as more than an excellent research environment, and I think that has changed the culture more broadly". While they noted that several changes likely contributed to this – changing educational

leadership, starting with Prof. Dilly Fung; the creation of the Eden Centre; as well as the creation of the education career track – they noted that ECTs were playing an important role in building and maintain the momentum for educational and wider cultural change.

2.1.4 Outcomes Beyond LSE

15 Outcome: Most ECTs have contributed to raising LSE's profile as a centre of educational excellence.

Contribution: They achieved this by disseminating their work through conferences, publications, and symposia.

Significance: This matters because teaching reputation matters alongside research reputation.

What ECTs Said

In our survey, a majority of ECTs agreed with having strengthened LSE's education profile by publishing work and attending conferences: 13 out of 19 respondents agreed (68%), whilst 6 (32%) disagreed. Provided examples highlighted a range of SoTL contributions to study groups, papers, conferences, research grant, seminars and more:

- "Regularly attend and occasionally organise economics education conferences; engage in some pedagogic research and have published in an education journal."
- "Was granted funding for a project around educational outcomes of our new curriculum."
- "I have given seminars at the University of Bristol, at the Online CoP on AI in Economics Education, and at University of Cagliari, all of them on the use of AI in Education. I co-organised a workshop on Economics Assessment in the AI Age in collaboration with colleagues from UCL, Imperial College, Exeter."
- "Shared work at a range of national and international conferences. [...] Have published pedagogic work in edited collections and in HE blogs (e.g., THE Campus)."
- "I have presented work on decolonising the curriculum at pedagogic conferences, and also presented my research and disciplinary conferences."

What Substantiators Said

Three of the substantiators agreed with this outcome; the fourth substantiator was unclear whether the outcome had occurred.

However, two of the substantiators, whilst agreeing with the outcome, challenged the contributing mechanism. They suggested that ECTs had improved LSE's profile by improving the core of LSE's student experience and its measures – not through SoTL research. As one interviewee summarised:

"ECTs have raised LSE's profile as a centre of educational excellence. They have, but not by attending conferences. They've done that in other ways. They've done it by reaching out to industry... by getting [courses accredited]"

Notably, despite this challenge, these two agreeing interviewees maintained that ECTs' work on raising LSE's profile was significant. In an increasingly "challenging marketplace" innovative, high-quality teaching and close industry links were a "unique selling point" for LSE degrees.

Lastly, the unclear substantiator questioned both the outcome and contribution, noting that they were not aware of ECTs conducting SoTL research in their department. However, they nevertheless agreed that research should be an important part of ECT work. Not to increase LSE's reputation – but to develop ECT colleagues, help them become seen as experts in their field, and thereby enable impactful work and learning beyond LSE:

"I think [research]'s going to be important for them because [I] now realised if some of them, for example, act as advisors or external examiners, I think that will really take them beyond being a teacher, to being someone who is recognised outside of the department and then it will enhance their role with other responsibilities. [...] So I think it's important for the school and important for the role to go beyond, you know, "I'm a teacher".

Discussion

Overall, a majority of ECTs and substantiators agreed that ECTs had contributed to improving the reputation of LSE's teaching, and that this was an important outcome of their work. However, there was some disagreement on how ECTs were contributing to this, with SoTL research being considered possibly less important than substantive improvements to teaching and teaching scores within LSE. However, SoTL research was still valued, though primarily for its contribution to ECTs' own development.

16 Outcome: A few ECTs have achieved sector-wide recognition for LSE's educational quality and supported successful regulatory approval of key priorities such as TEF and APP.

Contribution: They achieved this by leading projects cited as case studies.

Significance: This matters because regulatory approval of APP and TEF is necessary and effects institutional reputation.

What ECTs Said

Only very few ECTs in our survey considered themselves to have contributed case studies to strategic or regulatory projects: just 2 out of 19 respondents (11%) agreed, with 13 respondents (68%) disagreeing, and 4 respondents (21%) being "unsure". Correspondingly, only two examples were provided:

- "Changes to the [programme] curriculum that were an important part of my work were cited in the TEF."
- "Work by ECTs in [course] was cited in both the APP and TEF."

What Substantiators Said

Only one substantiator agreed with this outcome, while the other three were unclear or disagreed. However, even the agreeing substantiator did not agree with the proposed mechanism, instead, echoing comments for outcome 15, noting that the educational improvements ECT colleagues had made to, for example NSS scores, were what had enabled successful regulatory submissions.

Discussion

Available evidence suggests that contributing case studies to regulatory work is an uncommon outcome of ECT work at LSE. However, as considered in outcome 15, ECTs' contribution to the metrics *underlying* regulatory submission may still be an important contribution to their successful submission.

17 Outcome: Some ECTs have influenced national and international policy in their disciplines.

Contribution: They achieved this by conducting consultancy work, facilitating disciplinary-research-based conversations, and contributing to policy discussions.

Significance: This matters because it enhances LSE's reputation and ensures policy decisions are research informed.

What ECTs Said

In our survey, only a minority of ECTs agreed with this outcome: 7 out of 19 respondents (37%) agreed, while 11 (58%) disagreed and 1 (5%) respondent didn't know. Despite this relatively low prevalence, provided examples covered a range of contributions to national and international efforts, both disciplinary and discipline-pedagogy specific:

- "Regular conversation with colleagues in other ESRC-funded DTPs at Director level and level of Training Leads, to coordinate and learn from pedagogic approaches to doctoral education elsewhere, but also share LSE practice which has often been very positively received."
- "My work for the UN COP16 conference resulted in policy recommendations regarding corporate contributions that significantly shaped the final decisions, gaining recognition in the Financial Times – a direct example of leveraging academic expertise for global policy impact".
- "Through the Education for Sustainability network we have brought other colleagues from other institutions together."

What Substantiators Said

None of our substantiators agreed with the statement, with all four of them instead voicing uncertainty or directly disagreeing with the statement. A series of concerns were expressed, concerning both a lack of awareness of relevant examples, the fact that NAC colleagues were more frequently achieving this outcome, and more fundamentally, the consideration such contribution is 'nice to have', but tangential to the ECT role: "It's great that [ECTs] can contribute to this, but NAC faculty can also contribute to this. To me, it's not something that's distinctively ECT and why we would value having ECT".

Discussion

There is little evidence to suggest that ECTs frequently contribute to national and international policy work based in their disciplines; provided examples are more indicative of individual work than of ECT contributions generally. More fundamentally, discussion with substantiators also challenged whether such an outcome mattered, given the expectations departments have for their ECT staff.

18 Outcome: Some ECTs have positively impacted educational practices at other institutions.

Contribution: They achieved this by serving as external examiners, editors, advisors, consultants, and critical friends to peers.

Significance: This matters because sector engagement provides fresh perspectives and builds valuable relationships.

What ECTs Said

In our survey, just fewer than half of ECTs considered themselves to have positively impacted educational practices at other institutions: 9 out of 19 colleagues (47%) agreed with the statement, while another 9 (47%) disagreed and 1 respondent (5%) stated "Don't know". Nonetheless, there were a range of provided examples:

- "I have been invited to edit a monograph on reforming Indian Accounting Education. [...] It will culminate in a practical, policy-focused roadmap for Indian universities."
- "Member of the advisor board of a new BA programme at another institution (University of Bologna)."
- "I am external examiner for economics at the University of Oxford and prior to that external examiner at the University of Bristol. I have served on economics programme review panels at several universities (Edinburgh, UCL, City)."

What Substantiators Said

Mirroring the split among ECTs, two substantiators agreed with the statement, while two others remained uncertain. One agreeing substantiator cited examples such as consultancy or work on the University of London International Programme (ULIP) as examples of contributions ECTs had made at other institutions.

And despite their overall agreement, another substantiator challenged the significance of the outcome – noting both that this work was commonly taken on by NAC colleagues, and that it was of limited value to departments: "[The outcome]'s not

exciting to me because, again, NAC faculty serve as external examiners and, you know, to me it's more about what makes LSE successful. I suppose it's nice if we're helping out our peers, but I don't think again that it's something the [departments] are particularly like "oh, we need to have ECT because of this". That's not what I would say."

Lastly, a third substantiator – who overall did not agree with the outcome – also raised the concern that the ability to engage with external opportunities relied on individual and institutional legitimacy. For individual legitimacy, seniority was a key factor which few ECTs at LSE had achieved so far: there are "not that many professors, professorial ECTs in the school yet, so you wouldn't be invited to do some of these things until you're a bit more senior." This suggests that yet again, the foundational work to change educational reputation at LSE may be an important enabler for this impact to become possible.

Discussion

Overall, there is mixed evidence of ECTs contributing to educational change at institutions outside of LSE, with just under half of ECTs at LSE conducting such work. Substantiators were similarly split, while also emphasising that the outcome may not be as valued by departments, and require personal and institutional legitimacy as an enabler that was only slowly coming into place.

Summary of Outcomes by Prevalence, based on ECT survey

Student Outcomes	1 Almost all ECTs have enhanced student education and experience and contributed to high-quality teaching at LSE.	2 Almost all ECTs have enabled students to experience a research-rich curriculum.	3 Almost all ECTs have frequently incorporated professional and technical skills into their teaching.	4 Almost all ECTs have enhanced academic mentoring and student guidance/support at LSE.	5 Almost all ECTs have improved the impact of student voice in their department, making changes based on student feedback and closing the 'feedback loop'.	6 Most ECTs have strengthened staff-student partnerships within departments.
Department Outcomes	7 Almost all ECTs have shaped departmental teaching and learning strategies.	8 Most ECTs have influenced departmental teaching culture and approaches to teaching and learning.	9 Almost all ECTs have led on the development and design of new courses and programmes within their departments.	10 Almost all ECTs have enhanced teaching effectiveness and career prospects of early career academics.		
School Outcomes	11 Almost all ECTs have helped to develop and disseminate evidence-informed educational practices across LSE.	12 Most ECTs have shaped LSE education policies and governance	13 Some ECTs have expanded LSE's offerings through accreditation and industry partnerships.	14 Most ECTs have contributed to LSE's Summer Schools, Executive Education, and other professional courses.		
Outcomes Beyond LSE	15 Most ECTs have contributed to raising LSE's profile as a centre of educational excellence.	16 A few ECTs have achieved sector-wide recognition for LSE's educational quality and supported [...] priorities such as TEF and APP.	17 Some ECTs have influenced national and international policy in their disciplines.	18 Some ECTs have positively impacted educational practices at other institutions.		

Figure 6: Summary of outcomes by prevalence, reported by ECTs (n=19). **Dark green** outcomes were reported by 76-100% of responding ECTs, **green** outcomes by 51-75% of respondents, **light green** outcomes by at least 25% of respondents, and **white** outcomes by 1-24% of ECTs.

2.2 The Causal Role of the Education Career Track

Having established which outcomes occurred – and, which specific roles ECTs played to contribute to these outcomes – we now turn to our second research question. This emerged during the initial stages of the evaluation, in response to some ECTs raising concerns that harvested outcomes were also being achieved by NACs and/or noting that if they were themselves (still) NAC, then they would contribute in the same ways. As a respondent (re)-reemphasised in the free text section of the survey: “My hesitation in answering these questions is that many of my NAC/non-ECT peers would answer Yes to many questions as well - most of them are not specific to ECTs. (I myself would have answered Yes to many when I was in a NAC role.)”.

As such, in the interviews, the evaluators asked substantiators to explicitly address this concern and unpack if and how the career track contributed to ECTs in their Departments being able to contribute to these outcomes. Their responses are arranged thematically.

2.2.1 The Education Career Track's Contribution

Time and Focus

Time was highlighted as a key affordance of the education career track in all four substantiation interviews. In reference to the outcomes on students, one substantiator noted, “Definitely in in my department, [academic mentoring and innovating in teaching] would not have happened without the ECTs, because people just didn't have time, I mean, those two are very time consuming things that require you to have that extra time”. Another agreed that the time ECTs take for academic mentoring is “unique” and that while NAC engage with internal Divisions like LSE LIFE, “they're not so great at connecting with outside industry, mostly again, because it takes time.”

In one interview, the substantiator spoke about the “bandwidth” that ECTs have to focus on wider educational work in the Department, and another identified the development of a structured Departmental education best practice sharing series as something that NAC would not have time to organise – but which they willingly attend.

Fundamentally, in the words of one substantiator, education work is not peripheral to the ECT role, whereas for NAC it is something to “squeeze in”.

Knowledge, expertise and experience

All four substantiators also spoke about the knowledge and expertise that ECTs bring and are able to develop in the role. This includes up to date knowledge of regulatory processes and policies, extensive knowledge of a wide range of Departmental courses and programmes, and institutional and Departmental knowledge and memory.

One substantiator explained how their knowledge and experience as an ECT is fundamental to mentoring other colleagues:

"For the mentorship piece, because I do a lot of that, it's not just about having the time and capacity. It's having the ability because I am ECT and and I teach a lot of courses. There was one time I tried to calculate how many different courses I've taught and I think it's more than 15 and I've been programme director for at least three, possibly four different programmes so I have a depth of experience in the department."

Another related expertise to working more effectively with complex student cases:

"There is something specific about ECT track which is longevity, institutional memory and knowledge and experience. [...] The students, they don't always just take three years to get through. Sometimes they take a little bit longer. And those are the more challenging cases. And so having somebody who has personal knowledge of all the cases in the department and who you know doesn't go on sabbatical and doesn't need to skip this meeting because of an important conference. But they're committed to those cases the way that, ideally, a tutor would be. They're there at all the meetings, able to give a fuller, more complete picture and we're able to handle the most challenging cases I think more kindly, more empathetically, more wisely and kind of let fewer challenges slip through the cracks."

Disciplinary expertise was also highlighted by one substantiator as central to building trust and credibility with colleagues: "being an education focused person kind of gives you this sort of notion of an education expert". In this example, being an 'insider' to the discipline "legitimises a conversation around pedagogical practice."

Motivation and care

The substantiators gave specific examples of the different ways that ECT colleagues were motivated to contribute to education work: this included taking strategic leadership at programme level and changing Departmental focus to be more student-centred.

In terms of programme leadership, one substantiator noted, "you have an ECT person coming in and they're thinking widely. They're thinking how do we get more students? How do increase the profile of the school? [...] And it does have a real impact and especially now when the market is becoming so competitive". The same substantiator cited one very specific example of an ECT getting their programme accredited in the US to enhance its marketability as a further example of strategic leadership at programme level.

With regards to shifting emphases towards students, one substantiator noted that one of their ECTs "models caring about the undergraduates. And taking them seriously and bringing their concerns to bear on discussions in the department. And giving them that voice. I think challenges the rest of us to take quite seriously that work in a way that was very easy not to do previously."

Essentially as one substantiator underlined, “with ECTs this is their job. Like this is their priority, so you would expect if you put them on the committee that they will be involved, they will care”, while another noted “[our ECTs are] not tired of what they are doing. On the contrary, I see them very busy doing stuff and developing things.”

Institutional and Departmental structures and networks

In their interviews substantiators reflected on the structural enablers of ECTs' contributions.

Departmentally, one substantiator explained that having the track has allowed them to create education-focused leadership roles that would not have existed otherwise (AI lead, international education lead). Another spoke about the combination of soft power (ECTs organise everyone, they are the go-to people for queries) and formal positions and how having an education focus “legitimises” conversations about education. Later in the interview, the substantiator also noted how support and backing from the HoD is essential.

Institutionally, substantiators noted a range of different mechanisms that have enabled ECTs to contribute: first, that education enhancement work is incentivised and resourced via the education career track. Second, that a lot of informal exchange between ECTs has made change happen, through ECTs collaborating and supporting one another within their Departments, through the ECT professorial group (for example, sharing workload allocation models, shaping the ECT experience, shaping policies) and through the role of the Eden Centre in facilitating practice sharing, knowledge transfer and cross-Departmental working.

2.2.2 Qualifying ECTs' Contributions

Despite this clear and positive account of the affordances of the ECT role, substantiators also qualified the role of ECTs qua ECTs in at least three important ways.

Contribution, not attribution

Two substantiators noted that concurrent with the introduction of the ECTs, numerous changes had happened in departments and LSE more widely: Beginning with the “crisis” of very poor NSS results, education became a priority in departments and the institution generally; educational leadership changes; the Eden Centre was established. As such, these interviewees were keen to stress that ECTs' impacts needed to be seen as part of wider institutional changes. As one interviewee summarised:

“a lot of change happened simultaneously. But a lot of ECTs contributed. So how much was it that we reformed our curriculum and how much was it that we improved our class

teaching? That's very difficult to quantify, but I think there is a lot more momentum and for change in the institution that's around education."

While this does not detract from the outcomes we have validated above or the affordances we have identified in 2.2, it does emphasise that the role of ECTs must be understood as a *contributing* one, rather than the sole cause of many of the identified outcomes. Indeed, along these lines, two substantiators noted how the ECTs' work had reinforced the existing institutional change: "There is more credibility now. There is more momentum for change around the institution since the introduction of the ECT track". The result of this shift for another substantiator is that "we take education much more seriously and we take education of undergraduates much more seriously than we used to do." While the presented outcomes have not been edited to ensure the validity of their validation, we consider that the outcomes should broadly be considered in this light.

(Some) formalisation, not creation

A related concern was noted by one interviewee, who pointed out that their department had seen NAC colleagues take on "ECT type roles" prior to the introduction of the education career track. Indeed, as noted earlier, part of the intention behind the introduction of the education career track was the formalisation of existing roles such as teaching fellows or guest teachers. However, these colleagues were rare, and recognition of, and support for, their work was limited. While the contribution of a formalised education career track thus still appears as an important improvement – finally "calling a spade a spade", creating better incentives for colleagues to focus on education work and be provided with the affordances to maximise their impact – it also highlights that not all the activity is novel, with at least some capacity and capability having existed in the institution prior to the introduction of the education career track.

Unique, not unique

In our second interview, a substantiator offered an explicit account of which outcomes they considered to have been uniquely contributed to by ECTs, in contrast to outcomes that NAC colleagues in their department were also regularly facilitating (fig 6). Mirroring themes identified in 2.2.1 above, the outcomes highlighted by substantiator 2 are closely connected to ECTs' educational expertise and drive for innovation, the creation of educational infrastructure that shapes strategy and influences culture, and the connection of people and insights – across departments, LSE, and industry. While they were the only substantiator to review the 'uniqueness' of outcomes this explicitly, their account is broadly consistent with individual observations made elsewhere in the interviews. Still, these comments should be treated as indicative only.

Evaluating LSE's Education Career Track

Student Outcomes	1 ECTs have enhanced student education and experience and contributed to high-quality teaching at LSE.	2 ECTs have enabled students to experience a research-rich curriculum.	3 ECTs have frequently incorporated professional and technical skills into their teaching.	4 ECTs have enhanced academic mentoring and student guidance/support at LSE.	5 ECTs have worked to improve the impact of student voice in their department and closing the 'feedback loop'.	6 ECTs have strengthened staff-student partnerships within departments.
Department Outcomes	7 ECTs have shaped departmental teaching and learning strategies.	8 ECTs have influenced departmental teaching culture and approaches to teaching and learning.	9 ECTs have led on the development and design of new courses and programmes within their departments.	10 ECTs have enhanced teaching effectiveness and career prospects of early career academics.		
School Outcomes	11 ECTs have helped to develop and disseminate educational good practices across LSE.	12 ECTs have shaped LSE education policies and governance	13 ECTs have expanded LSE's offerings through accreditation and industry partnerships.	14 ECTs have contributed to LSE's Summer Schools, Executive Education, and other professional courses.		
Outcomes Beyond LSE	15 ECTs have raised LSE's profile as a centre of educational excellence.	16 ECTs have supported successful regulatory approval of key priorities such as TEF and APP.	17 ECTs have influenced national and international policy in their disciplines.	18 ECTs have positively impacted educational practices at other institutions.		

Figure 7: Analysis of comments by substantiator 2, distinguishing between contributions which they considered unique to ECTs in their department (green), and outcomes NAC colleagues were also commonly contributing to (grey).

3 Conclusion

This evaluation examined ECTs' contribution to LSE since the introduction of the career track in 2016. Our threefold aim was to create a space for ECTs to surface their work, to strengthen the institutional evidence base for regulatory submissions, and to inform ongoing discussions about the future development of the track. The limitations in section 2.2.2 and appendix 3 notwithstanding, we consider that the present study establishes three overarching conclusions (in addition to the discussions and evidence assembled for each of the 18 outcome statements).

First, our evidence suggests that ECTs have made significant contributions to teaching and learning at LSE. This is particularly apparent for outcomes directly supporting students, as well as wider, department level changes. As noted in 2.2.2, the role of ECTs is best understood as a contributing one for most of these outcomes, leaving open the possibility that some positive changes may have happened even without ECTs – but likely qualitatively or quantitatively different, that is slower, less effectively, or less consistently. In our interviews, time, focus on education, knowledge – both of disciplinary pedagogies and LSE/department specific processes –, motivation and facilitation of wider institutional change were identified as key affordances of the ECT role that enabled ECTs to contribute to these outcomes.

Second, our evaluation highlights a clear gradient in the prevalence of outcomes: student facing outcomes are most commonly reported by ECTs and validated by DHoDs, followed by department level changes. Outcomes at School-level and beyond LSE were less common. Notably, interviewees noted that the more 'inwards' facing focus of ECTs was foundational for the viability of LSE programmes in an increasingly competitive market, as well as to meet the base quality thresholds required for regulatory submissions. As such, it is what they were expecting ECTs to focus on. While some interviewees still considered more traditional academic work such as conference presentation or papers as worthwhile, they framed such outputs in terms of value for ECTs: allowing them to develop professionally and building their reputation.

Lastly, we find notable differences between ECTs' work and outcomes across departments – some emerging naturally, others the result of strategic decisions. Across our data collection, ECTs and our substantiators noted that departmental size relative to number of ECTs, departmental culture, academic disciplines and subsequent regulation and accreditation, length of ECT tenure, individual backgrounds and interests, as well as departmental strategic priorities shape the opportunities for ECTs to have impact. This might explain why none of our 18 identified outcomes were agreed to by all surveyed ECTs.

These differences are exacerbated by at least two different ways interviewed senior stakeholders conceptualised the role of ECTs, and subsequently 'deployed' them. In some departments, the apparent focus was on ECTs' direct impact: leveraging their status as "expert teachers", ECTs were teaching large, foundational courses, ensuring high-quality teaching for students new to the department, and thereby laying the foundations for their later academic success in relation to the institution. Similarly, ECTs were taking on substantial academic mentoring responsibilities. In other departments, the focus was on ECTs' indirect impact: focusing on using their expertise and legitimacy to enhance others' teaching practices and shaping education in their department more broadly. While the available data does not allow us to conclude that one of these pathways is 'better' or more effective, these approaches at the very least present a trade-off. Given finite resource, ECTs teaching time will, to some extent, come at the expense of wider educational engagement and service on committees, and vice versa.

Future Work

Throughout the research, five areas of future research and policy development emerged.

First, over the course of the analysis, data quality issues concerning the details of ECTs arose. Head counts provided by HR are not readily available and require manual checks for accuracy (eg lists were received containing names of colleagues who have left the institution and colleagues who are on different academic contracts). Such issues have direct operational implications around including ECTs in events, networks, and mailing lists (which our analysis suggests are key to enabling ECTs impacts). Future work should seek to improve the availability and reliability of such data.

Second, there were repeat questions about the funding and support available for ECTs' career development. Specific examples mentioned concerned, for example, funding for conference travel. In the context of academic publishing, there was also an implied concern that ECTs' disciplinary background might leave them 'too educational' for disciplinary research, but 'too disciplinary' for SoTL work. Future work could explore current good practice in the ECT community and understand what, if any, improvements could be made to effectively support ECTs' career development.

Third, throughout the research, it became clear that departmental awareness of ECTs' concrete achievements and contribution was mixed. Indeed, several of our interviewees commented that the review of our outcomes had convinced them to more closely consider the role and contributions of ECTs in their department. As such, departments and ECTs may want to explore how to improve the spaces and opportunities available for ECTs to act and share insights from across LSE, as well as to document and showcase their work and contributions. This could not just lead to

better acknowledgement of ECTs' existing work but also improve their impact on departmental education.

Fourth, the divergent 'indirect' versus 'direct' routes to contribution noted above warrant further consideration. Examining existing operating models and their efficacy could improve the impact of ECTs across LSE; departments may want to consider more carefully examining how they position their ECTs to ensure their effectiveness across the institution. Promotion criteria should also be mindful of these emerging differences to avoid creating tensions between departmental expectations and opportunities, and implied School expectation for the relative value of one impact pathway over another.

Lastly, the four outcomes that failed to be validated in our interviews warrant further examination. This is not least as they failed for four different reasons.

Outcome 2 (concerning research rich education) revealed mainly a definitional issue, with at least three different operating definitions: students conducting research, teaching informed by pedagogical scholarship, and teaching informed by active disciplinary research. Clarifying these definitions may be sufficient to clarify ECTs' contribution to this outcome.

Outcome 6 (concerning student partnerships work) appears as a genuine failure of prevalence, with only a narrow majority (58%) of ECTs agreeing to the outcome and disagreeing substantiators noting that they did not consider this outcome to be "a big emphasis" in their department. While the provided examples should not be discounted, this suggests that student partnership work is a less common outcome of current ECT contributions.

Outcome 8 (ECTs' contribution to departmental culture change) in contrast, came closest to our validation threshold. The substantiation interviews did outline broad agreement with the claim that cultural change had taken place, and even, that ECTs contributed to it. However, they also noted that outcome and contribution were more "subtle" than the statement gave credit to. As such, a more limited wording may well have been validated; future work could explore this further, while acknowledging the existing ECT contributions.

Lastly, Outcome 17 (concerning ECTs' contribution to national or international policy) failed on both counts of prevalence and significance: substantiators were not aware of relevant examples, nor did they consider that it would be an important outcome for ECTs to achieve. This relates closely to the broader emphasis on ECTs' *internal* focus – though this should not diminish the value of the contributions made by those individual ECTs who have produced work of such impact.

Appendix 1: Demographics of ECT Validation Survey Respondents

Summary Statistics: Responses by Respondent

Overall

Total responses:	19
# of unique departments	15

Job Title

Assistant Professor (Education)	5
Associate Professor (Education)	11
Professor (Education)	3

Summary Statistics: Responses by Respondent

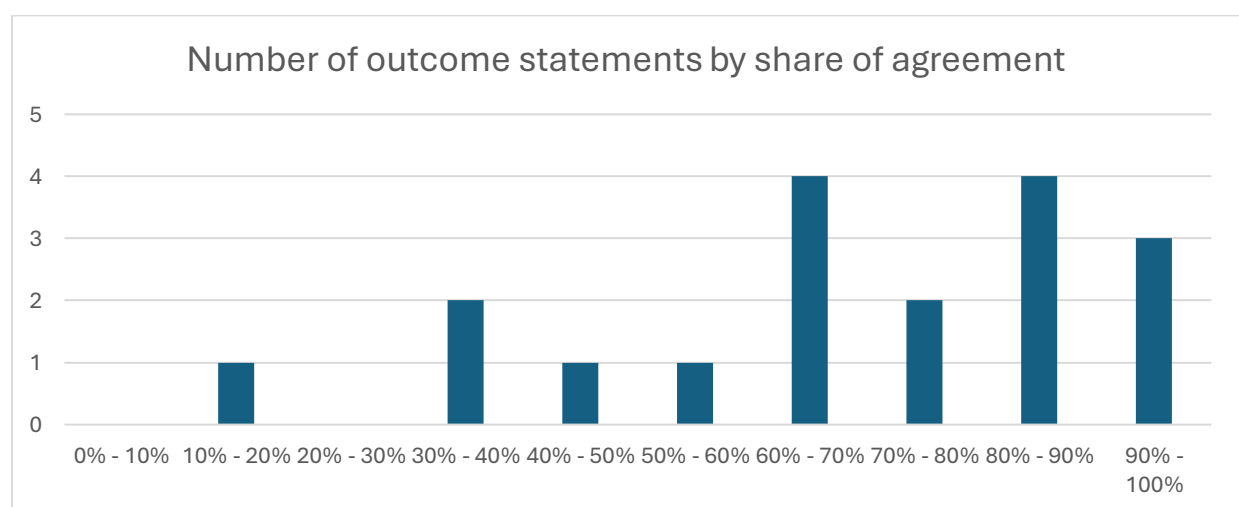
Summary statistics: count of agreements, by respondents

MIN	4
MAX	17
MED	14
AVG	12.42

Summary Statistics: Responses by Statement

Summary statistics: Agreement %, by statement

MIN	10.5%
MAX	94.7%
MED	73.7%
AVG	69.4%



Appendix 2: Validation Interview Demographics

Interview	Quant / qual	Number of ECT Faculty	DHoD also ECT
One	Quant	≥ 4	N
Two	Mixed	≥ 4	Y
Three	Quant	≥ 4	Y
Four	Qual	≤ 4	N

Appendix 3: Strengths, Limitations and Mitigations of Outcomes Harvesting

We adopted OH as it presented a valid, practical, and feasible methodology to achieve the aims of our study.

Concretely, OH allowed us to address our research questions by collecting evidence of concrete changes that had taken place and ECTs' contribution to them, using qualitative means. Involving both a range of ECTs and external 'substantiators' in the validation step further allowed us to capture a wide range of both intended and unintended outcomes, possibly beyond the scope of what any individual ECTs would have noticed. This breadth of independent observations also allowed us to establish the credibility of our findings through triangulation, noting convergence and agreement on key outcomes across independent accounts.

Additionally, OH worked for the practical dimensions of our research. Given a lack of previous documentation, KPIs or outcomes framework, the methodology allowed us to iteratively and adaptively capture outcomes, through discussion with the ECTs and our own insights as educationalists at LSE. Framing and reframing findings throughout the discussions helped capture and refine the outcome statements over time.

Lastly, OH and these discussions with the ECTs allowed us to create value for the ECTs themselves. As noted by Aston, OH can create "an effective reflection exercise, leading to dynamic conversations and allowing unanticipated outcomes to emerge as part of the evaluation process"¹¹ In this space, we could elicit and value individuals' narratives, without creating an undue burden of work.

Despite these strengths, however, our use of OH revealed several challenges that had to be mitigated throughout the project.

A first limitation was the heterogeneity of outcomes. Already in the initial workshops, participating ECTs noted substantial differences in the outcomes they had contributed to, including based on their seniority, their own interests and backgrounds, their disciplines, and their departmental structures. This made it difficult to identify generic claims of the form "ECTs contributed to X". In the first instance, we mitigated this in the 'informant engagement', step of OH, attempting to quantify over the identified outcomes. Specifically, following drafting of outcome statements with a subset of ECTs, we surveyed all ECTs, achieving a response rate of 35%. We then concretised outcomes based on the share of ECTs agreeing with it; the full outcome statements were reworded to state that "Almost all / most / some / a few ECTs had contributed to

¹¹ <https://thomasmtaston.medium.com/method-evangelists-and-zealots-need-not-apply-65000e6af9c5>

...", based on the prevalence among survey respondents. Additionally, in the substantiation step, we approached colleagues that represented a breadth of departments, roles and perspectives (s. appendix 2 for demographic details).

This mitigation, however, also introduced a novel concern: confounding *strength* of evidence with *prevalence* of evidence. In as much as each of our substantiators drew on their knowledge of ECTs' work in their department to validate our outcome statements, one may expect that rare outcomes were less likely to be known by our substantiators. Indeed, supplementary analysis suggest a strong correlation between ECTs prevalence and the number of agreeing substantiators. To address this, we applied a variable validation threshold, requiring stronger evidence for more prevalent claims (as detailed in section 1.4). As such, the final analysis broadly followed Wilson-Grau's and Britt's prescript that stronger claims require stronger validation: to validate outcomes that "almost all" ECTs achieved, we required agreement from all of our validators; for outcomes that only a few ECTs had achieved, we considered that agreement from one of our four validation interviewees sufficed.

This purpose sampling was further intended to address commonly noted issues with substantiation, viz, that it can be challenging to find substantiators with sufficient proximity to the project to nuance, refine and validate outcomes, yet with enough distance to challenge findings and remain critical¹². Ultimately, we consider that our selection of interviewees has achieved this balance reasonably well. While two of our interviewees were themselves ECT, we contrasted this with two deputy heads of departments (DHoDs) who were not. In the analysis, we did not find substantial differences in their responses based on this. Quite the opposite, given the requirements of the role, the interviewees repeatedly and explicitly 'changed hats', contrasting and comparing the contribution made across the different pathways in their department.

A third, and closely related challenge concerns the reliability of causal attribution: as outcomes rely on qualitative assessment, there is a residual concern about their veracity of findings, occasionally discussed under the heading of agency or susceptibility bias. ECT colleagues and substantiators might *believe* that ECTs have, for example, changed the departmental teaching culture and have told us as much; however, actual changes might be smaller than noted, or less directly attributable to the work of the ECTs. In this vein, it must also be noted that even though key outcomes concerned students and their learning experiences, no students were involved in the data collection due to time constraints (though notably, our substantiators commonly referred to data on student satisfaction such as the National Student Survey when explaining their (dis)agreement with identified

¹² Ibid.

outcomes). We mitigated these concerns by emphasising concreteness and transparency. For all outcomes, we asked colleagues to provide specific instances for their work, allowing us and the substantiators to draw on concrete descriptions of, for example, the kinds of teaching innovation they had made in their departments. While this continues to not assess the ultimate impact of these changes on students, it at the very least provides a clear and transparent assessment of the *outcomes* achieved and placed at the heart of this inquiry. We also noted these specific limitations in section 2.2.2 of the report.

The final challenge concerns the nature of the outcomes detectable through OH. As Wilson-Grau and Britt note¹³, outcomes that are not directly observed by stakeholders – in our case, DHoDs and ECTs – cannot be detected by the method. Of course, the class of detectable outcomes is nonetheless broader than those for many other methods; as noted above, the qualitative and reflective spaces allowed us to describe many changes that available KPIs or measure could not have detected, in particular not retrospectively. While the size, diversity and independence of our sample mitigate further against this – relying on the perceptions of many different individuals – this remains a core limitation.

¹³ Wilson-Grau, R. & Britt, H. (2012). *Outcome Harvesting*. Ford Foundation.

Appendix 4: Overview over all 18 created outcome statements

Outcomes for Students	<p>1 Outcome: Almost all ECTs have enhanced student education and experience and contributed to high-quality teaching at LSE.</p> <p>Contribution: They achieved this by piloting, evaluating, and embedding innovative teaching activities assessment methods, and curriculum design approaches, and created opportunities for student-led research.</p> <p>Significance: This matters because students receive better education and teaching is pedagogically current.</p>	<p>2 Outcome: Almost all ECTs have enabled students to experience a research-rich curriculum.</p> <p>Contribution: They achieved this by integrating their expertise as both disciplinary researchers and pedagogic specialists in their courses and classes.</p> <p>Significance: This matters because students learn through research-informed methods that bridge theory and practice.</p>	<p>3 Outcome: Almost all ECTs have enhanced educational provision and student learning beyond standard subject knowledge, incorporating professional and technical skills into their teaching.</p> <p>Contribution: They achieved this by designing their courses and collaborating with industry and LSE-internal experts such as LSE LIFE, Careers, or the DSL.</p> <p>Significance: This matters because students gain valuable transferable skills alongside subject knowledge and are better prepared for future careers.</p>	<p>4 Outcome: Almost all ECTs have enhanced academic mentoring and student guidance/support at LSE.</p> <p>Contribution: They have achieved this by bringing their comprehensive view of the learning requirements and course/programme learning outcomes to bear while acting as academic mentors or leading academic mentoring in their departments.</p> <p>Significance: This matters because better guidance enhances students' academic outcomes.</p>	<p>5 Outcome: Almost all ECTs have improved the impact of student voice in their department, making changes based on student feedback and closing the 'feedback loop'.</p> <p>Contribution: They achieved this by working closely with their SSLCs and conducting research and analysis of student feedback.</p> <p>Significance: This matters because student voice is an LSE strategic priority which enhances educational provision.</p>	<p>6 Outcome: Most ECTs have strengthened staff-student partnerships within departments.</p> <p>Contribution: They achieved this by facilitating collaborative educational approaches to course design, conducting research and analysis with students, and supporting student-led research (e.g. Changemakers).</p> <p>Significance: This matters because it contributes to students seeing themselves as partners in their education.</p>
	<p>7 Outcome: Almost all ECTs have shaped departmental teaching and learning strategies.</p> <p>Contribution: They achieved this by assuming education-focused leadership roles in their departments or chairing/contributing to key committees and boards, applying their educational, pedagogic and disciplinary expertise.</p> <p>Significance: This matters because it means departmental decisions are informed by pedagogical input.</p>	<p>8 Outcome: Most ECTs have influenced departmental teaching culture and approaches to teaching and learning.</p> <p>Contribution: They achieved this by disseminating innovation and best practices, supporting colleagues in adopting them, and convening structured learning opportunities such as away days, workshops or learning lunches.</p> <p>Significance: This matters because diffusion of good and innovative practices enhances educational quality and improves the consistency of LSE's educational offer.</p>	<p>9 Outcome: Almost all ECTs have led on the development and design of new courses and programmes within their departments.</p> <p>Contribution: They achieved this by developing and designing courses based on their cutting-edge pedagogic expertise or having formal or informal roles in reviewing and supporting departmental colleagues in developing course proposals or making changes.</p> <p>Significance: This matters because regular review and updating of curricula ensures courses and programmes remain relevant and competitive.</p>	<p>10 Outcome: Almost all ECTs have enhanced teaching effectiveness and career prospects of early career academics.</p> <p>Contribution: They achieved this by providing education-focused mentorship, support, and training for new assistant professors, Fellows, GTAs and GTs.</p> <p>Significance: This matters because pedagogical guidance, mentoring and tailored support can enhance new academics' effectiveness.</p>		

Evaluating LSE's Education Career Track

Outcomes for LSE	<p>11 Outcome: Almost all ECTs have helped to develop and disseminate evidence-informed educational practices across LSE.</p> <p>Contribution: They achieved this by contributing to Communities of Practice and working groups, using Catalyst grants, developing innovative practices and policies, and disseminating them through publications, teaching fora, the ECT Forum, and the LSE Education Symposium.</p> <p>Significance: This matters because it has led to better and more consistent educational practices.</p>	<p>12 Outcome: Most ECTs have shaped LSE education policies and governance</p> <p>Contribution: They achieved this by leadership and/or membership of committees, working groups, and project/programme boards</p> <p>Significance: This matters because it means institutional decisions are informed by pedagogical input.</p>	<p>13 Outcome: Some ECTs have expanded LSE's offerings through accreditation and industry partnerships.</p> <p>Contribution: They achieved this by building relationships and working with external organisations to bring experts into the classroom, as well as working with professional bodies and programme accreditation organisations.</p> <p>Significance: This matters because external connections enhance student opportunities and institutional reputation.</p>	<p>14 Outcome: Most ECTs have contributed to LSE's Summer Schools, Executive Education, and other professional courses.</p> <p>Contribution: They achieved this by designing, leading and delivering this teaching based on their expertise as both disciplinary researchers and pedagogic specialists</p> <p>Significance: This matters because these programmes are a key source of revenue for LSE, increase LSE's impact on a wider audience and grow institutional reputation.</p>
	<p>15 Outcome: Most ECTs have contributed to raising LSE's profile as a centre of educational excellence.</p> <p>Contribution: They achieved this by disseminating their work through conferences, publications, and symposia.</p> <p>Significance: This matters because teaching reputation matters alongside research reputation.</p>	<p>16 Outcome: A few ECTs have achieved sector-wide recognition for LSE's educational quality and supported successful regulatory approval of key priorities such as TEF and APP.</p> <p>Contribution: They achieved this by leading projects cited as case studies.</p> <p>Significance: This matters because regulatory approval of APP and TEF is necessary and effects institutional reputation.</p>	<p>17 Outcome: Some ECTs have influenced national and international policy in their disciplines.</p> <p>Contribution: They achieved this by conducting consultancy work, facilitating disciplinary-research-based conversations, and contributing to policy discussions.</p> <p>Significance: This matters because it enhances LSE's reputation and ensures policy decisions are research informed.</p>	<p>18 Outcome: Some ECTs have positively impacted educational practices at other institutions.</p> <p>Contribution: They achieved this by serving as external examiners, editors, advisors, consultants, and critical friends to peers.</p> <p>Significance: This matters because sector engagement provides fresh perspectives and builds valuable relationships.</p>

Figure 7: Overview over the 18, co-created outcome statements