

Business School Health Scale (Stremersch, Winer and Camacho 2021)

Dimension	Definition	Operationalization
<i>Business school health*</i> (adapted from Hoy, Tarter and Kottkamp 1991)		
Q: The following are statements about your school. Please indicate the extent to which each statement characterizes your school from not at all to extremely. (1 = Not at all, 2 = A little bit, 3 = Moderately, 4 = Quite a bit, 5 = Extremely).		
<i>Research Health</i>	Research faculty at the business school are viewed as leading in their respective fields, publish regularly in leading journals, and assume academic leadership positions.	<ol style="list-style-type: none"> 1. Our faculty is seen as leading in research by peers internationally. 2. Our faculty publishes regularly in the best journals in their respective fields. 3. Our faculty takes up leadership positions in the academic research community.
<i>Teaching Health</i>	The business school offers an excellent learning environment with high standards for teaching.	<ol style="list-style-type: none"> 1. The school sets high standards for teaching. 2. Faculty accepts their responsibility towards providing students with an excellent learning environment. 3. Faculty that do well in the classroom are well respected in the school.
<i>External Support</i>	The business school has very good relationships with alumni and donors, who commit substantial resources to the school.	<ol style="list-style-type: none"> 1. Our school has the support of external stakeholders (alumni, donors) who are willing and able to commit substantial resources (e.g., time, money) to the school. 2. Our school has a very good relationship with external stakeholders (alumni, donors). 3. It is easy for our school to call on external stakeholders (alumni, donors) when times get tough.
<i>Institutional Integrity</i>	Business school faculty and students uphold the highest standards of integrity.	<ol style="list-style-type: none"> 1. Our school is able to maintain high integrity despite possible pressure from external influencers. 2. Our school and faculty commit to the highest standards of integrity on a daily basis, even if this comes at a short-term cost. 3. We communicate stronger ethical values to our student and faculty body than most of our peers.
<i>Leadership Support</i>	The business school has a high-quality leadership team and clear faculty performance standards.	<ol style="list-style-type: none"> 1. The school's leadership maintains clear standards for faculty performance. 2. The school's leadership lets faculty know what is expected of them. 3. Our leadership team is of high quality.
<i>Administrative Support</i>	The business school has professional administrative staff that is supportive to faculty, students, and visitors.	<ol style="list-style-type: none"> 1. Our administrative staff (i.e., PA's and secretaries, program support staff, business development staff, people division, etc.) is very supportive to faculty such that faculty can focus on their primary responsibilities. 2. Our administrative staff is greatly appreciated by our students and by visitors to our school. 3. Our administrative staff is very professional, and their competences are well developed.
<i>Resource Support</i>	The business school has adequate facilities and resources to help faculty effectively perform their work.	<ol style="list-style-type: none"> 1. Our school has great facilities in which to perform our work. 2. We have adequate resources for all tasks assigned to us. 3. We have access to resources and materials when we need them to perform our work effectively.

* Business school health is the extent to which a business school performs well (1) at the technical level (i.e., research and teaching health), (2) at the institutional level (i.e., external support and institutional integrity), and (3) at the managerial level (i.e., leadership support, administrative support, and resource support). We treat business school health as a superordinate label and the seven subordinate dimensions indicated here as the facets that collectively define it (Cohen et al. 1990; Edwards 2011).

REFERENCES

- Cohen, Patricia, Jacob Cohen, Jeanne Teresi, Margaret March, and C. Noemi Velez (1990), "Problems in the Measurement of Latent Variables in Structural Equations Causal Models," *Applied Psychological Measurement*, 14(2), 183-196.
- Edwards, Jeffrey R. (2011), "The Fallacy of Formative Measurement," *Organizational Research Methods*, 14(2), 370-388.
- Hoy, Wayne K., C. John Tarter and Robert B. Kottkamp (1991), *Open Schools/Healthy Schools: Measuring Organizational Climate*. Beverly Hills, CA: Sage.
- Stremersch, Stefan, Russ Winer and Nuno Camacho (2021), "Faculty Research Incentives and Business School Health: A New Perspective from and for Marketing," *Journal of Marketing*, forthcoming.