

Faculty Research Incentives and Business School Health: A New Perspective from and for Marketing*



* Stremersch, Stefan, Russell S. Winer, and Nuno Camacho (2021), "Faculty Research Incentives and Business School Health: A New Perspective from and for Marketing," *Journal of Marketing*, forthcoming.

1



MOTIVATION



CONCEPTUAL



STUDY

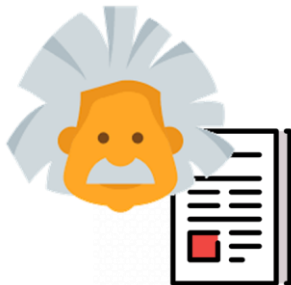


DISCUSSION

2

Academic research in business schools: Healthy or hazardous?

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Academic Research



Business School

Papers in Marketing:

Lehmann et.al. *JM* 2011 | Lilien *JM* 2011 | Lilien et al. *MKS* 2013 | Mitra and Golder *JM* 2008
Reibstein et.al. *JM* 2009 | Roberts et al. *IJRM* 2014

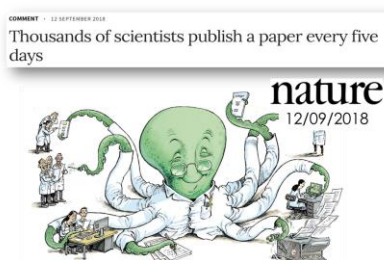


3

Hazard #1: Quantity > Quality

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Obsession with counting may lead to incremental, low-risk work (field does not sufficiently advance) and to questionable research practices (invalid, unreliable research).



nature
23/03/2017



4

Hazard #2: Quality = Rigor (r-quality)

We may have created a system that works well for academics but not for business schools. Specifically, we often reward rigor (r-quality) at the expense of practical importance (q-quality).

"...it seems every marketer wants to be a social scientist and wants to stop selling cookies. I mean, there are a lot of marketing scholars that fundamentally do not study marketing topics anymore and just look at topics that are generic social science research topics."

Current dean of research at a non-U.S. FT top 75 B- school

"[Academic research in business schools] feels like a small set of people speaking to each other about something that nobody cares. I may be a little harsh here, but it is often not applicable to the kind of problems I see..."

Current senior executive at an institution that bridges academia and practice



5

Hazard #3: Research health = Business school health

We may overemphasize research health at the expense of other dimensions of business school health. A healthy school performs well in research but also teaching, external support, integrity, etc.



* building on education literature on school and organizational health (e.g., Hoy, Tarter and Kottkamp 1991).



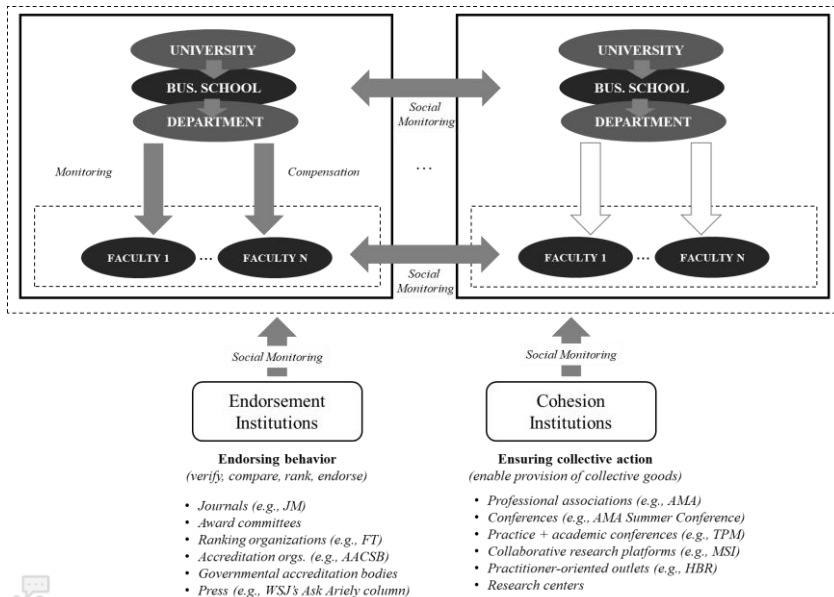
6

Hazard #4: Business school professors may be overpaid

“An untenured assistant professor at Columbia with a light teaching load was making \$275,000 a year, not including a hefty housing allowance of \$57,000 annual. (...) That’s a \$332K package for a junior prof without tenure who was hardly seen in a classroom.”

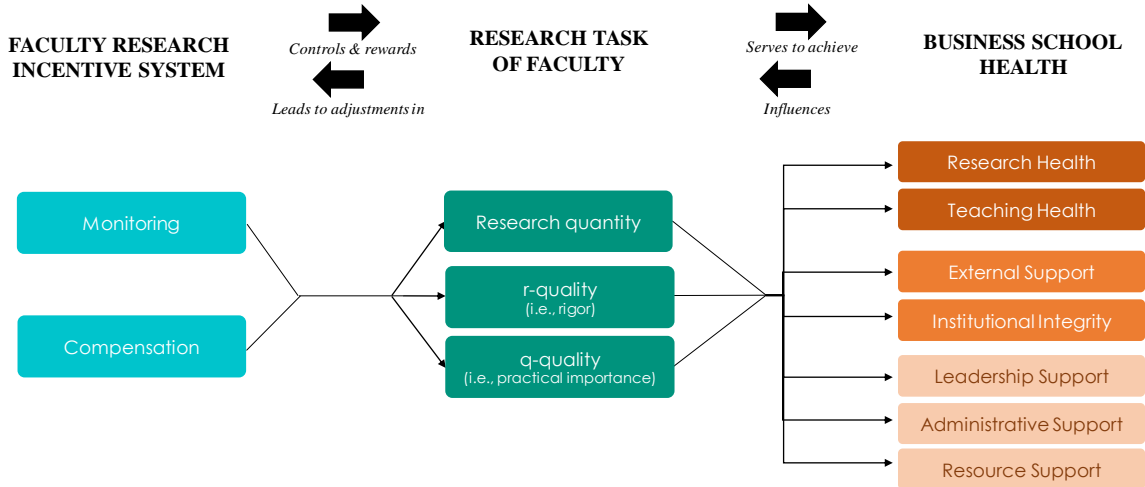


Conceptual framework



Conceptual framework

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9

Evidence to support our view...

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234 marketing academics in business schools across the globe surveyed

- Sampled from 168 business schools
- 64% from business schools ranked Top 100 in Financial Times Global MBA ranking

7 deans and 7 associate deans from US & Europe interviewed

- from 13 business schools
- 3 current and 4 former deans, and 5 current and 2 former associate deans

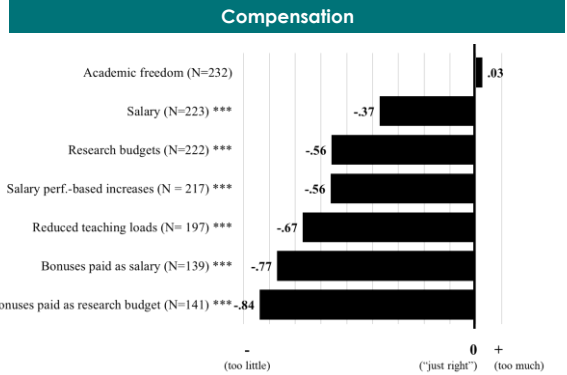
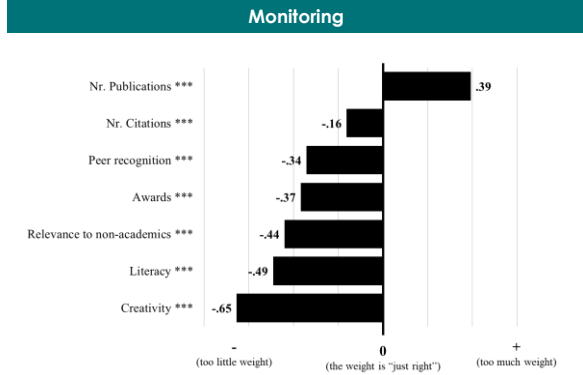
8 external stakeholders interviewed

- 5 current or past leaders of marketing scholarship (e.g., The Marketing Science Institute)
- 3 senior marketing practitioners at large multinationals (CMO, CEP, & EVP)



10

Finding #1: Research incentives are misaligned

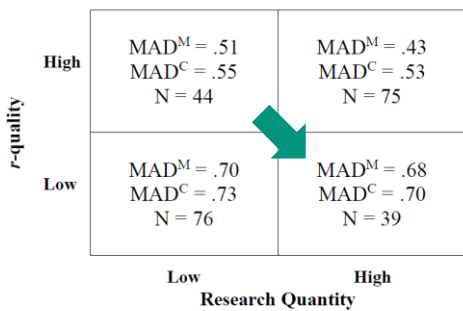


N = 234. Results from our survey of research faculty in business schools across 20 countries (63.7% affiliated with schools ranked in the Top 100 FT Global MBA ranking).

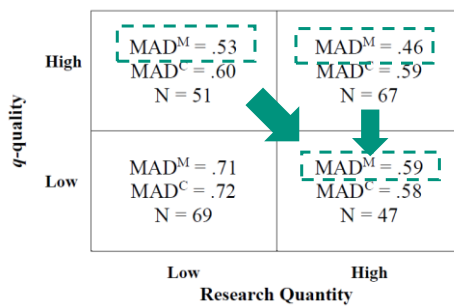


11

Finding #2: Misaligned incentives lead to a lot of research, but possibly of low quality



Misalignment → Lower rigor ("r-quality")



Misalignment → Lower practical importance ("q-quality")

N = 234. Results from our survey of research faculty in business schools across 20 countries (63.7% affiliated with schools ranked in the Top 100 FT Global MBA ranking).



12

Finding #3: Research with lower quality leads to lower business school health

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	Research Health	Teaching Health	External Support	Institutional Integrity	Leadership Support	Admin. Support	Resource Support
<i>Regression Estimates</i>							
Constant	.57 **	3.09 ***	2.34 ***	2.06 ***	1.30 ***	2.20 ***	2.56 ***
Research quantity	.28 ***	-.03	-.17 *	.06	.12	-.04	.01
r-quality ("rigor")	.52 ***	.02	.21 ***	.17 **	.36 ***	.26 ***	.22 ***
q-quality ("practical importance")	.05	.22 ***	.27 ***	.25 ***	.14 **	.18 ***	.10
<i>Residual Correlations</i>							
Research Health		.22	.32	.07	.16	.15	.23
Teaching Health	.22		.33	.44	.29	.31	.28
External Support	.32	.33		.34	.36	.40	.38
Institutional Integrity	.07	.44	.34		.47	.38	.38
Leadership Support	.16	.29	.36	.47		.46	.39
Administrative Support	.15	.31	.40	.38	.46		.47
Resource Support	.23	.28	.38	.38	.39	.47	
N =	234	234	234	234	234	234	234
R ² =	.46	.08	.12	.16	.20	.14	.09

* p < .10; ** p < .05; *** p < .01. All p-values are two-sided.

N = 234. Results from our survey of research faculty in business schools across 20 countries (63.7% affiliated with schools ranked in the Top 100 FT Global MBA ranking).



Finding #4: (Associate) deans feel business schools overpay research faculty

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“...people come with their hands out all the time. I do not get it. It is just wrong. And I think we get paid really well. We have been historically. And we get things that other university faculty just do not get like guaranteed summers. I mean, talk to someone in public health, right? It has become an absurdity to me, and it’s very unsustainable.”

Current dean at a FT top 75 business school

“Nowadays, it is too hard to get faculty to do things, so you start compensating, paying for everything.”

Current dean at a large public business school in the U.S.

“I think the financing model of the top 100 business schools in the US sooner or later will explode... it is a crisis waiting to happen.”

Current dean of research at non-U.S. FT top 75 business school



Discussion: Some solutions we can adopt

Incentivize quality more than quantity:

- Allocate research funding based on quality
- Train scholars on creativity and reward creative, relevant, and impactful work
- Develop research metrics that better balance research quantity and research quality

Incentivize research with high practical importance:

- Push faculty to practice their profession (as common in medicine or law)
- Reward research with high practical impact
- Stimulate symbiosis with industry (e.g., consulting and executive education by senior professors)

Align the goals of research faculty with those of the business school:

- Promote a high-commitment work environment through teamwork and within-school collaborations
- Ensure faculty understands the school's business model (e.g., showcase its operations & finances)
- Expose faculty to 'day in the life of the dean' sessions to allow them to see the pressures deans face

Further solutions and elucidation of these solutions included in the paper.



15

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Stefan



Russ



Nuno

Questions

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16