

The **Scientist** and the **Sage**

Two educators propose a new portfolio model of business faculty for business schools, designed to give **great researchers** and **great teachers** equal recognition and equal reward.

by **James Bailey**
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Despite popular notions to the contrary, we business professors are human. And, like all humans, our aptitudes and interests vary; we have different skills and fill different, though equally important, roles at our institutions. Even so, many business schools expect a uniformity among business faculty that focuses on research, regardless of how effectively they engage students in the classroom.

Business professors themselves often believe, *prima facie*, that professors must be quality scholars to be quality teachers—that they must embody, in equal parts, the skills of the scientist and the sage. This conventional wisdom is about as close to an “article of faith” as one can find among a group of otherwise diverse and reliably contrary professors.

With that belief in mind, we wanted to examine the simple, but profound, question: Do good researchers necessarily make good teachers, and vice versa? Recent studies, as well as our own experience as business faculty, suggest that the answer to that question is a resounding “No.”

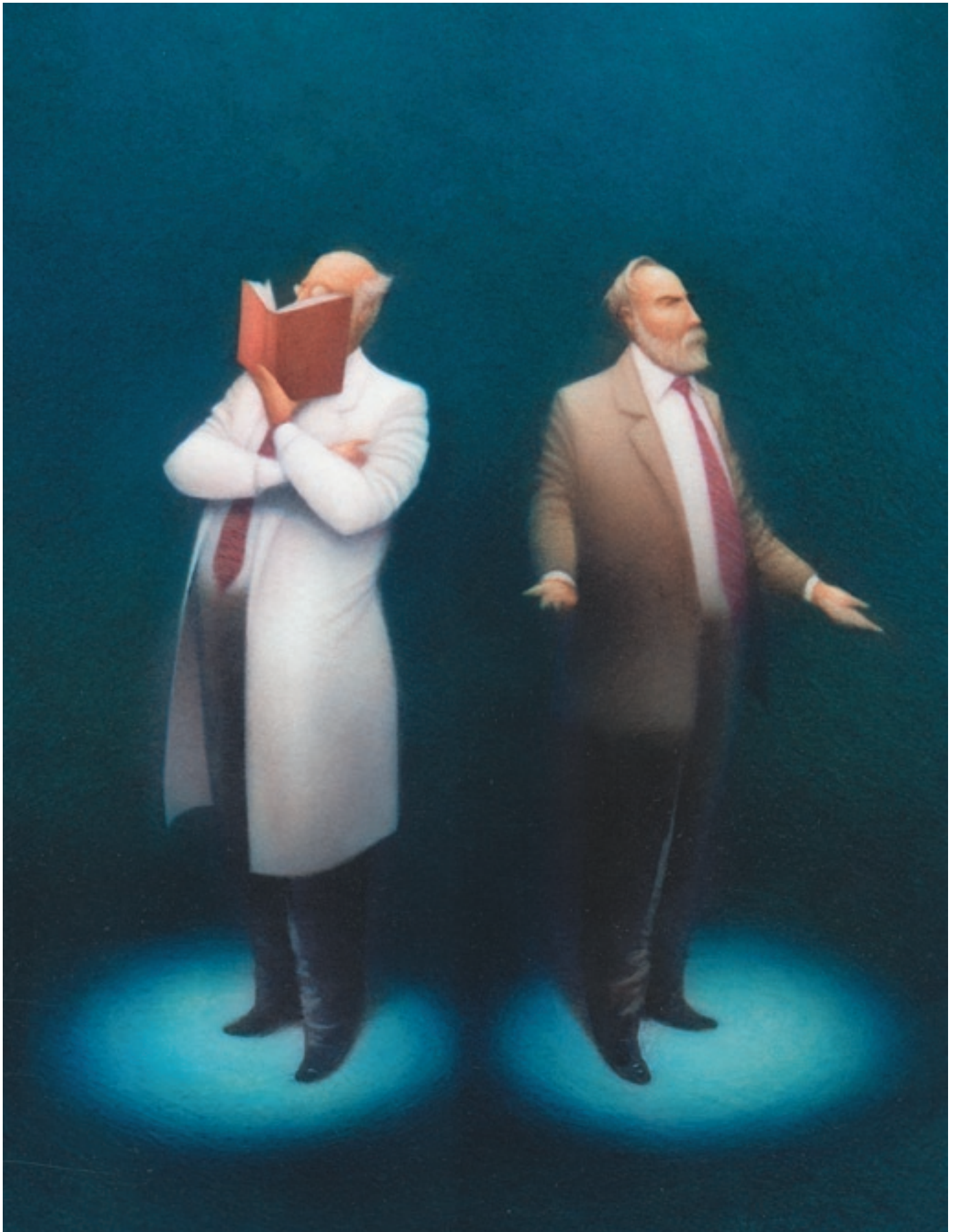
Business schools’ overarching mission is to promote excellence in research *and* in teaching. Moreover, the excellent scholar and the excellent educator are often *not* the same person. Business school administrators need to re-examine their widely held bias toward research; they must realize that communicating knowledge is as important to their missions as creating knowledge. Only then can they fashion a system that offers equal status and rewards to teaching *and* research—and creates a more balanced portfolio of faculty talent.

The Compatibility Myth

A chorus of prominent voices has emerged to debunk the myth of the inseparability of the scientist and sage in academia. Many argue that research-oriented schools are designing curricula to further their research missions, while neglecting their educational missions. Jeffrey Pfeffer and Christina Fong, for example, contend that business research has become so divorced from practical application that it adds little value to students’ professional development. And Warren Bennis and James O’Toole have gone so far as to say that many business schools have relinquished their teaching responsibilities to clinical instructors who are worked harder, paid less, and given less job stability than tenured faculty.

Perhaps the most serious allegation was made by the late Sumantra Ghoshal. He charged that business theory acolytes have so doggedly pursued rigor in research, at the expense of real-world relevance, they actually have laid a foundation in the classroom for unethical corporate behaviors.

These are disturbing claims; but they also have inspired business schools to re-examine the way they conceive and conduct research and teaching activities. In fact, three compelling arguments make the case that research and teaching aren’t as interconnected as many have for so long believed.



Four Forms of Scholarship

In 1990, Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, lamented that many elite academic institutions had shifted their focus from teaching to research—a trend that seems to have continued unabated over the last 15 years. Boyer wanted universities to broaden their definition of scholarship to include four different forms that contribute equally to the academy:

- **Discovery.** This form of scholarship refers to traditional research, in which academicians think about problems from unrestricted new perspectives and pursue knowledge for its own sake.
- **Integration.** This form emphasizes the need to make connections and extend discoveries across disciplines.
- **Application.** This form refers to the investigation into how knowledge derived from discovery and integration can be applied to important practical or social problems.
- **Teaching.** The final form involves the dissemination of knowledge to students in the classroom and the public at large.

Many business schools extend the highest privileges—in terms of senior professorships, endowed chairs, tenure, funding, and other perquisites—to those who excel in the scholarship of discovery. They do so even though those who excel in other forms of scholarship may be better teachers. However, Boyer's framework offers all schools an opportunity to recognize different forms of inquiry and different paths to academic excellence.

Since the revision, very few attempts have been made to gain tenure or promotion based on knowledge dissemination, administrators say. One explanation is that tenure-track faculty are still primarily recruited and selected from research institutions that are more skilled in knowledge creation.

Attention to Audiences

Harvard Business School

The tenure and promotion system at Harvard Business School in Cambridge, Massachusetts, is designed around the idea of three audiences: scholars, educators, and practitioners. For faculty to earn promotions, they must demonstrate that they have made a meaningful impact on one audience and have clear potential to impact a second.

To demonstrate an impact on scholars, for example, faculty prove themselves via traditional research vehicles, such as the publication of articles in peer-reviewed academic journals, the publication of books and book chapters. The quality of the outlet and the rate of citation are standard metrics.

To demonstrate an impact on educators, faculty write case studies, create plans for classroom design and delivery, and develop modules. The modules they create must offer broader treatments of methods for interconnecting various material around core themes, among other classroom-related work.

Finally, to demonstrate an impact on practitioners, faculty

No. 1: Research and teaching are fundamentally incompatible. We can make a strong case that research and teaching compete, often in a zero-sum way, for a professor's time, energy, and commitment. As researchers progressively focus on their investigations, their teaching often suffers—they lack the time required to place their discoveries into a context conducive to instruction and learning, or to thoroughly prepare teaching materials that may not be directly relevant to their research.

In addition, personality differences come into play. Researchers are often “lone wolves,” introverts driven by contemplative reflection, while teachers tend to be “clan creatures,” extroverts who thrive on lively dialogue with students and colleagues.

New Models at Work

The importance of great research to management education is indisputable. Still, several business schools are developing new systems of recognition and reward to make sure excellence in the classroom gets its due.

Tenure Tracks

The Ohio State University, Fisher College of Business

A recently revised promotion and tenure system at the Fisher College of Business at The Ohio State University in Columbus rewards faculty performance in two areas: knowledge creation and knowledge dissemination. Knowledge creation is defined by the college as “any activity that leads to the production of new knowledge, new insights, creative synthesis of existing knowledge, and new methods.” Knowledge dissemination is defined as “any activity that leads to the application of knowledge to practical problems, education of students, and the development of instructional materials or methodologies.”

To be granted tenure, faculty at Fisher College must demonstrate *acceptable performance* in one category and *potential for excellence* in the other. For teachers, “acceptable performance” involves receiving “good” or better teaching evaluations, among other criteria. To demonstrate “potential for excellence,” they must consistently receive “good” to “excellent” teaching evaluations and demonstrate a national reputation for leadership in developing teaching modules, cases, and other materials.

Great **teachers** often find it impossible to reap the rewards of their **research** counterparts. The value of teaching awards is often deemed trivial — even suspect — by the larger business school community.

Rewards for both functions differ as well: While research is rewarded globally, teaching is rewarded locally. That is, faculty may be rewarded by their schools for research productivity; but they strengthen their reputations only through recognition by their national and international peers. On the other hand, professors may be recognized by a handful of national or discipline-based teaching awards; but their teaching prowess is recognized primarily by their students and supervisors.

Finally, great teachers often find it impossible to reap the rewards of their research counterparts. The value of teaching awards is often deemed trivial—even suspect—by the larger business school community. In addition, as professors Luis Gomez-Mejia and David Balkin reported in their

1992 study, “The Determinants of Faculty Pay: An Agency Theory Perspective,” faculty salaries are often determined by their scholarly achievements, not their instructional skill.

No. 2: Research and teaching are unrelated functions. We might also argue that research and teaching neither promote nor distract from one another. Does one need to produce knowledge to help others understand it? After all, business leaders need not be involved in the formulation of strategy to execute that strategy effectively. Likewise, teachers need not be involved in a research study to teach it to their students effectively.

No. 3: Research and teaching are separate, but symbiotic, functions. While the first two arguments are compelling and substantial, we believe that to develop a truly accurate view of the

must write books, articles, and other materials that target practicing managers and address genuine business challenges. They are also evaluated based on their active involvement with business organizations.

In theory, this diverse approach to tenure and promotion decisions advances a portfolio model that rewards different faculty for different types of expertise. However, administrators note that, like Fisher College, HBS has seen very few cases made for tenure based on service to educators or practitioners.

The Boyer Model

University of Denver, Daniels College of Business

The Daniels College of Business at the University of Denver in Colorado employs a unique system for developing and maintaining a balanced faculty portfolio. In 1997, its faculty formally adopted the model outlined in 1990 by Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching (see “Four Forms of Scholarship,” above left). Under the Boyer model, faculty are judged according to their work in discovery, integration, application, and teaching. At the Daniels College, faculty members must demonstrate excellence in one of the four areas and acceptable performance in the other three to be granted merit raises, promotions, or tenure.

To support this system, Daniels College created a Scholarship Steering Committee, which awards seed grants in the four areas of scholarship, presents awards for excellence in each of the four areas, and stages faculty development events. Faculty receive the same merit salary increases whether their publications and contributions fall into the discovery, integration, application, or teaching areas. This approach no

longer forces faculty into research over other areas; it also eliminates the tensions between faculty who choose to take different approaches to scholarship.

Recognizing Teaching Excellence

Promoting and managing a portfolio model requires a shift in mindset to develop more sophisticated ways to evaluate teaching capability and reward teaching excellence. For example, in addition to quantitative student evaluations, some schools are beginning to take into account qualitative comments from students and focus groups, faculty observations, and teaching portfolios. In addition, they are considering faculty's development of new textbooks, instructional materials and approaches, simulations, authorship of articles on teaching, and knowledge of innovation in their fields.

Efforts such as these are first steps toward redefining scholarship and recognizing the valuable contributions business faculty make in areas outside the research arena. Even so, old habits and attitudes die hard. Because the traditional, research-oriented mindset is so entrenched in academia, schools are still recruiting faculty with a heavy research bias, leaving few to take advantage of the more comprehensive reward systems that schools like Ohio State, Harvard, and the University of Denver have to offer.

The longer such new reward systems are in place and the more business schools adopt them, however, the more faculty will be willing to branch out in new directions and the more the academic community will show mutual respect for excellence in research and teaching. Once that happens, many are likely to reap the benefits—including business schools, business faculty, and especially business students.

Quality scholarship is a critical and necessary partner to quality education, but the two functions need not be inevitably intertwined.

relationship between research and teaching, we must look at them in a broader context. Yes, research and teaching can be incompatible when a single academic is forced to do both; and, yes, they can be unrelated if faculty who conduct research and faculty who teach do not work together. But when these two areas are equally nurtured, respected, and rewarded, one area can work to enhance the other.

At its very best, the relationship between research and teaching is intimate and symbiotic. Researchers conduct studies to generate knowledge and make new discoveries for their fields. Teachers share that knowledge with students, instruct them to apply that knowledge effectively, and maintain a dialogue that then sows the seeds for future research. It's a virtuous cycle that cements the missions of professional schools worldwide and accounts for innumerable contributions to society—achievements of which we academicians should be justly proud.

To create such symbiosis that enhances both functions to the fullest, business schools should encourage faculty members to focus on becoming great researchers *or* great teachers. Then, they can use their expertise in one function to help those in the other excel. We argue that, while quality education is inextricably linked to quality research, researchers do not enjoy sole custody of knowledge, nor do they alone possess the skills necessary to deliver that knowledge to business students. A single person does not have to be a prolific researcher and a great teacher to serve an institution effectively.

By placing undue emphasis on research, many business schools often distract from, rather than encourage, great teaching. By treating and rewarding the two separately, business schools may find that they would encourage much more depth and precision in the work of their research faculty, as well as more breadth and connection in the work of their teaching faculty. Doing so would create a portfolio of faculty talent that is suited to advance all of the institution's missions.

Challenging the Status Quo

Remarkably, no one has addressed the empirical link, or lack thereof, between research and teaching, at least in the business school environment. However, several excellent studies have examined the question across university disciplines.

The most exhaustive and authoritative of these studies was published by John Hattie and H.W. Marsh in 1996 in the *Review of Educational Research*.

Hattie and Marsh combined the results of 58 independent studies to detect general trends. To gauge research productivity, they examined not only the number of researchers' published articles, but also the quality of the journals and the number of citations and grants received. To gauge teaching quality, Hattie and Marsh examined student and peer evaluations. The two found that the overall correlation between good research and good teaching was a mere .06—that is, close to none.

Like any research, Hattie and Marsh's analysis is open to legitimate challenge. But their findings suggest that research and teaching are autonomous activities, thus refuting the notion that knowledge creation should be the primary criterion for hiring and rewarding faculty.

A Broader Perspective

Given the available data, we believe that good researchers are *not* necessarily good teachers—or vice versa. Quality scholarship is a critical and necessary partner to quality education, but the two functions need not be inevitably intertwined.

If both skills are instrumental to the success of a business school, then both should be equally rewarded and nurtured. AACSB member institutions—as well as AACSB International itself—should broaden their recognition of excellence in ways that validate both aspects of their educational missions. The result will be a community of business schools with more diverse missions; a community of teachers and researchers with more innovative approaches and ideas; and a richer, more comprehensive definition of excellence in modern management education. By definition, a portfolio's balance—be it of one's finances or of a university's business faculty—must be dutifully managed. ☑

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