



SIG 11 - PM&NPM - Public and Non-Profit Management

We invite you to submit your research to explore the theme of *The Business of Now: the future starts here* for the EURAM 20th Conference.

We look forward to receiving your submissions.

T11_06 - Evidence-based management of business schools

Proponents:

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Short description:

This topic seeks to promote evidence-based management of business schools by bringing together research on seven key dimensions of business school performance, including teaching quality, research productivity, industry engagement, and internationalisation, among others. The management of business schools is at the heart of academic experience. We need business schools to work efficiently, so that they could support high quality teaching and research. Critical Management literature discusses the negative consequences of managerialisation of higher education. To make things better, scholarly community needs to support academic leaders by helping them make evidence-based, meritocratic decisions in the best interests of all stakeholders involved.

Long description:

Business schools are organisations that generate revenues on par with large corporations; however, management researchers often shy away from studying our own industry. Yet, the management of business schools presents several important challenges. First, while business education spans across public and private sectors and across different national educational systems, in the global rankings all institutions are judged by the same set of metrics. This “common denominator” creates an illusion of homogeneity; however, the diversity of institutional contexts makes it particularly difficult to apply “best practices” from one institution to another. Second, business schools are expected to deliver performance outcomes for a diverse range of stakeholders: students, scholarly community, industry, and wider society, among others. This often leads to difficult trade-offs in resource allocation. Third, business schools, and, in particular, accredited business schools are often expected to have a shared governance structure that actively involves academic and professional staff into decision-making. In such structure, many academic leadership roles are filled by senior faculty who do not receive adequate managerial training and have to ‘steer the ship’ to the best of their abilities until the end of their term, when they are replaced by another colleague. Studies report that many academics find ‘being on the side of management’ a daunting experience and wish that they had more support from the community of peers.

We offer evidence-based management approach, defined here as strategic and operational



management based on rigorous empirical evidence rather than the collection of anecdotal advice, as a solution that can facilitate faculty's transition between academic and managerial roles. Data-driven thinking helps in creating a common language of governance when the logic of decision-making has to be explained to multiple stakeholders within an institution. The language of evidence helps in crossing professional and disciplinary boundaries, and reinforces shared governance practices.

Our topic will invite submissions that explore data-driven approaches to managing the key dimensions of business schools' performance. The topic will welcome both qualitative and quantitative approaches to exploring empirical evidence, including reviews of the existing literature and meta-analyses. We are particularly interested in the following performance dimensions:

- Teaching quality and learning outcomes;
- Knowledge creation (producing original, well-executed, impactful research);
- Engagement with society, including industry engagement and contributions to local and global communities;
- Internationalisation of staff, student body, curriculum, and research;
- Quality of internal processes, including accreditation-imposed accountability;
- Student experience;
- Employee satisfaction, including faculty and professional staff.

Keywords:

Performance measurement
Business schools
Evidence-based management

UN Sustainable Development Goals (SDG):

Goal 4: Quality education, Goal 5: Gender equality.

Publication Outlet:

Journal of Management Education

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AUTHORS GUIDELINES

<http://www.euramonline.org/submissions-guidelines-2020/authors-chairs-discussants-guidelines.html>