Research is Not My Passion – Help Me Publish Please

MOBTS has a rich history of supporting innovative, experiential teaching and has been instrumental in elevating the Scholarship of Teaching and Learning (SoTL) in a collaborative community. The focus of this roundtable discussion is to harness the power of that community by brainstorming research ideas (SoTL and others) that can be put into action in the coming year. The group will also discuss the intersection of teaching and research, individual motivation for publishing and the challenges individuals face in publishing.

Three Keywords: Publish or Perish; Academic Life; Publishing

**Introduction**

Academics always need to balance service, teaching and scholarship. I am passionate about teaching and do not struggle to develop teaching materials and I enjoy working with students in a variety of service activities. I am less passionate about research. It interests me and I gain much from reading about my discipline and pedagogy. I still need to publish and know that I am not alone in needing to publish.

This session is designed to discuss the importance of research as it intersects with our learning both content knowledge and pedagogical knowledge and address the demands of publication. As we expect our students to be continuously learning so must we. MOBTC has a long history of providing a space for sharing new ideas and supporting those who desire to be innovative in the classroom. I have benefited greatly from MOBTC and have become a better educator because of my engagement.

Research is also an important part of the academic life as publications are necessary for tenure, promotion, and academic credentials. MOBTC’s publications, JME and MTR have supported the intersection of teaching and research. In this session I would like to further that support by helping individuals discuss the challenges they face in publishing and brainstorm research ideas and identify co-authors to bring that work to completion.

The target audience of the session are those who are struggling to publish, those publishing and interested in supporting those who struggle, and those who are looking for co-authors. I hope that everyone will walk away with a research idea that is actionable in the coming year and if desired a co-author to support that research.

**Theoretical Foundation/Teaching Implications**

Historically the need for publications has been about the dissemination of knowledge however an increase emphasis on peer review journal articles, driven in part by accrediting bodies like AACSB, has changed the focus to publication counts (Taylor & D'Auria Stanton, 2009). The drive to have faculty publish is also fueled by the desire to increase the institution’s reputation such that an increasing number of teaching oriented schools are requiring faculty to publish (Chen, Gupta, & Hoshower, 2006). Although the link between reputation and publication record varies by discipline (Linton, Tierney, & Walsh, 2011) one study found that Business School publication correlated related to institution prestige (Armstrong & Sperry, 1994). The age old “publish or perish” no longer just exists at research institutions but even those institutions that offer bachelors degrees have publication expectations (Goodnight, Elam, & Emmert, 2003). These changes have led to much discussion in the academic world about the role of research and teaching with some providing sharp criticism that publishing may be more for publication sake than contribution to a growing body of knowledge (Taylor & D'Auria Stanton, 2009) and whether or not publications should be for scientific advancement or practical application (Miller, Taylor, & Bedeian, 2011).

So why do faculty publish? Because they want and need to. Management faculty in AACSB research schools report that the “publish or perish” pressure exists especially among non-tenured faculty (Miller et al., 2011) and work has been done to identify the factors that may predict the candidates publication success to ensure to hire faculty who will produce publications (Williamson & Cable, 2003). A survey of Management faculty in AACSB schools found that 92% of faculty feel an intrinsic motivation to publish in order to increase their own professional reputation and to leave a mark on their profession (Miller et al., 2011). The study also reports that the desire for increased salary and job mobility motivates faculty to publish (Miller et al., 2011). Similarly, Chen et al. (2006) found that the desire for tenure and promotion motivates faculty to publish. Despite the intrinsic motivation over 90% of respondents indicated that faculty who do not publish in peer reviewed journal do not make tenure (Miller et al., 2011). In fact 94% of respondents indicated that they feel pressure to publish in peer review journals rather than other outlets and some feel pressure to publish in A-journals (Miller et al., 2011). Taylor and D’Auria Stanton (2009) found that 83.8% of faculty from AACSB Business Schools responding to their survey either agreed or strongly agreed with the statement “if receipt of tenure and promotion were not contingent on research and publishing, most business faculty would devote less time and effort to this activity” (p. 99). They also found that the majority of faculty believe that the primary purpose for engaging in research was to publish rather than advance knowledge, not surprisingly those with higher teaching loads agreed with this at a higher rate (Taylor & D'Auria Stanton, 2009).

A survey of Marketing chairs found that being good teaching and productive scholarship was expected for promotion in all types of schools (Goodnight et al., 2003). These two expectations are true of many disciplines and can be viewed as complementary or conflicting goals. Faculty respondents to Taylor and D’Auria Stanton (2009) agreed or strongly agreed (60.4%) that “teaching and research are mutually supportive activities”, although over half (57.1) also agreed or strongly agreed that “teaching interferes with my research productivity” (p. 102). Miller et al. (2011) found that 53.6% or Management faculty who responded indicated that teaching distracts from publishing in peer review journals while 39.1% say pressure to publish in peer review articles distracts from teaching.

Publishing is clearly an important part of the academic life. While I recognize how research and teaching can be mutually supportive I also struggle to not allow my passion for teaching to distract me from publishing and have benefited from supportive co-authors. Helping individuals publish has been addressed in many disciplines. Those who needed to publish in social work found support for using a mentoring program (Berger, 1990). To support nurses in the publication process a writing coach was found to be effective at helping individuals navigate the process both technically and emotionally (Baldwin & Chandler, 2002). Others have found that writing groups are effective (Palmer & Matz, 2006) whether they are designed around struggling authors (Brandon et al., 2015) or to be collegial (Dwyer, Lewis, McDonald, & Burns, 2012). Dwyer, et al., (2012) found the use of a writers group with a mix of disciplines (law, justice, and criminology) designed for early career academics provided additional support for their research as well as social emotional support as they developed in their careers. Similarly, those in the medical field created a writers group to address rejected articles and found the support successful at getting the papers published (Brandon et al., 2015).

As an MOBTS community support of colleagues has been an important part of our culture. This is certainly apparent in the area of teaching and is present in the publication area in the two journals that MOBTS supports. This session is intended to further the support of publishing by helping individuals explore the intersection (both complementary and potentially conflicting) of research and teaching and establish plans to meet publication goals. Similar to the writing groups that other have found successful I hope that from this discussion will emerge groups that will support one another to successful publications.

**Session Description**

I plan to organize the roundtable into three 20 minute segments. This session will begin with a brief overview of what the session is about and then each participant will be asked to introduce themselves and identify their reason for coming to the roundtable discussion. That will be followed by a discussion. There are three discussion points I would like to explore, the length of each will be based on participant interest. First, the importance of research and the intersection of teaching and research. Second, what motivates individual to publish and third, what challenges individuals face when publishing. The finally 20 minutes will be used to brainstorm and share ideas for research. I hope this will lead to the group identifying co-authors and research plans. For example, someone who has a good idea but is concerned about the statistics may be partnered with someone who is confident in statistics.

**Conference Theme and Logistics**

This will be a 60-minute roundtable discussion with no special requirements. The session connects to the conference theme by drawing on the rich heritage of a collaborative community working together to advance teaching and learning. This has not been presented at MOBTS or elsewhere and is not currently under review anywhere.

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