

08.7.2024

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Title

Follow the leaders? : an analysis of convergence and innovation of faculty recruiting practices in US business schools / David Finch ...

Publication year

2016

Source/Footnote

In: Higher education. - 71 (2016) 5, S. 699 - 717

Inventory number

39742

Keywords

Ausland : USA : einzelne Hochschulen ; Ausland : USA : Studenten, Studium, Lehre ;
Wirtschaftsfachhochschulen

Abstract

The debate associated with the qualifications of business school faculty has raged since the 1959 release of the Gordon–Howell and Pierson reports, which encouraged business schools in the USA to enhance their legitimacy by increasing their faculties' doctoral qualifications and scholarly rigor. Today, the legitimacy of specific faculty qualifications remains one of the most discussed topics in management education, attracting the interest of administrators, faculty, and accreditation agencies. Based on new institutional theory and the institutional logics perspective, this paper examines convergence and innovation in business schools through an analysis of faculty hiring criteria. The qualifications examined are academic degree, scholarly publications, teaching experience, and professional experience. Three groups of schools are examined based on type of university, position within a media ranking system, and accreditation by the Association to Advance Collegiate Schools of Business. Data are gathered using a content analysis of 441 faculty postings from business schools

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based in the USA over two time periods. Contrary to claims of global convergence, we find most qualifications still vary by group, even in the mature US market. Moreover, innovative hiring is more likely to be found in non-elite schools. (HRK / Abstract übernommen) Finch, David, E-Mail: dfinch@mtroyal.ca