



# Publish or perish: academic life as management faculty live it

Alan N. Miller

*Department of Management, University of Nevada, Las Vegas, Nevada, USA*

Shannon G. Taylor

*Department of Management, Northern Illinois University, DeKalb, Illinois, USA, and*

Arthur G. Bedeian

*Department of Management, Louisiana State University, Baton Rouge, Louisiana, USA*

422

Received 6 December 2010

Revised 3 May 2011

19 May 2011

Accepted 19 May 2011

## Abstract

**Purpose** – Although many in academe have speculated about the effects of pressure to publish on the management discipline – often referred to as “publish or perish” – prevailing knowledge has been based on anecdotal rather than empirical evidence. The aim of the present paper is to shed light on the perceptions of management faculty regarding the pressure to publish imperative.

**Design/methodology/approach** – The authors surveyed faculty in 104 management departments of AACSB accredited, research-oriented US business schools to explore the prevalence, sources, and effects of pressure to publish.

**Findings** – Results indicate that pressure to publish affects both tenured and tenure-track management faculty, although the latter, as a group, feel significantly more pressure than those who are tenured. The primary source of this pressure is faculty themselves who are motivated by the prospects of enhancing their professional reputation, leaving a permanent mark on their profession, and increasing their salary and job mobility. The effects of pressure to publish include heightened stress levels; the marginalization of teaching; and research that may lack relevance, creativity, and innovation.

**Research limitations/implications** – The sample was intentionally restricted to faculty from management departments affiliated with research-oriented US business schools and does not include faculty from departments that are less research-oriented and, therefore, would be expected to put less pressure on their faculty to publish.

**Practical implications** – Although the effects of pressure to publish are not necessarily always negative, the paper offers some fundamental suggestions to management (and other) faculty who wish to mitigate the deleterious effects of pressure to publish.

**Originality/value** – Although the findings may not be surprising to more seasoned faculty, to the authors’ knowledge this is the first time they have been documented in the published literature. As such, they advance discussions of “publish or perish” beyond mere conjecture and “shared myths” allowing management faculty to more rationally debate its consequences and their implications for academic life.

**Keywords** Pressure to publish, Publish or perish, Management research, Tenure and promotion, Academic life, Research work, Publishing, Business schools

**Paper type** Research paper



---

I really will need a job next academic year.

A job? A university post, is it that you want, Appleby?... Then I have only one word of advice to you... Publish! Publish or perish! That's how it is in the academic world these days (Lodge, 1989, p. 76).

It is generally held that a belief without supporting evidence is at best mere opinion (Adler, 2000). One of the most enduring beliefs in academe relates to what is often referred to as the “publish or perish” phenomenon (Caplow and McGee, 1958). Pressure to publish has long been considered a fact of life within all academic disciplines (Lucas, 2006; Smith, 1990), including management (Baruch and Hall, 2004). Yet, the actual prevalence of this pressure and how it affects management faculty have not been empirically explored. Thus, despite being “venerated by many and dreaded by more,” little is actually known about the prevalence, sources, and effects of the “publish or perish” phenomenon within management departments (de Rond and Miller, 2005, p. 321). Moreover, what is known is largely conjectural, supported only by anecdotal evidence. Indeed, lacking factual evidence to the contrary, “publish or perish” may, in reality, be nothing more than what Bolman and Deal (1991, p. 253) refer to as a “shared myth”. Viewed in the present context, shared myths not only serve to develop internal cohesion within a profession and to maintain the support of external constituencies, but provide a “symbolic frame” for “bring[ing] meaning out of chaos, clarity out of confusion, and predictability out of mystery” (Bolman and Deal, 1991, p. 253). Whether a “shared myth” is true, however, is irrelevant. Following Thomas's theorem (Merton, 1995), it matters little whether faculty perceptions of the “publish or perish” imperative are grounded in fact. Individuals, distributively and collectively, react to what they define as real, whether their perceptions are accurate or inaccurate.

### **The present study**

Beyond simply determining whether the rhetoric of “publish or perish” accurately represents perceived reality for management faculty, it is also important to understand the breadth of its scope. Successful publishing “not only plays a crucial role in determining the fate of ideas, but also influences the career advancement of individual scholars” (Bedeian *et al.*, 2009). In this respect, it is a consideration in tenure and promotion decisions (Glick *et al.*, 2007) and influences financial rewards (e.g. salary and merit pay) and the professional recognition accorded to faculty (Bird, 2006). In the present study, we sought to shed light on the perceptions of management faculty regarding the pressure to publish imperative. We also wanted to contribute to a more comprehensive understanding of how pressure to publish affects management faculty in terms of their motivation to publish, choice of publication outlets, research productivity, publication stress, publication burnout, satisfaction related to the publication process, and time and effort devoted to teaching. Further, we wished to explore whether perceived pressure to publish discourages creative and non-traditional research and research that is relevant to practitioners. In doing so, the present study provides previously unavailable descriptive information, as well as statistical results pertaining to various relationships we examined on an exploratory basis. As such, our results move the discussion of “publish or perish” within the management discipline beyond mere conjecture into the realm of fact. Given the absence of an empirical base on which to build, we make no specific predictions. Further, we make no claims that the issues we have selected for study are an exhaustive or definitive portrayal of all the factors that

relate to the “publish or perish” phenomenon. From a practical perspective, it is unrealistic to include all possible factors in a single study. Therefore, we selected a limited number of factors, which on the basis of experience – and, perhaps, “shared myth” – appeared to have a reasonable possibility of being related to the pressure to publish. Ideally, we hope our findings will stimulate debate among our colleagues about the fundamental and visceral issue of pressure to publish, as well as lay an empirical foundation for future research. To focus our results and for reasons of limited space, we do not investigate all possible data cross-classifications (e.g. by race/ethnicity, age), but rather concentrate our analysis on those aspects most germane to our stated research interest (i.e. the prevalence, sources, and effects of the “publish or perish” phenomenon). As there are well documented differences in women’s and men’s career outcomes within academia (see, e.g. MIT Faculty, 2011), and tenured and yet-to-be tenured faculty may have different perceptions about the “publish or perish” phenomenon, we did investigate differences in our data with respect to faculty gender and tenure status.

### **Survey methodology**

#### *Sample and procedure*

To explore the perspectives of management faculty regarding pressure to publish, we sent an e-mail to every tenured and tenure-track faculty ( $N = 1,940$ ) in 104 management departments of AACSB International accredited business schools in the USA. The e-mail briefly explained our general purpose, requested faculty participation, and contained a link to a web-based survey developed using WebSurveyor. Potential participants were assured anonymity of their responses. We estimated that the survey would take 8 to 10 minutes to complete. This sampling frame was selected from a list of PhD-granting management departments developed by Long *et al.* (1998). Each department is part of a research-oriented business school, with 45 (42.9 per cent) of the schools ranked by Dennis *et al.* (2002) as among the top 50 in research performance during 1997-2001. Because all these schools are AACSB accredited, a substantial cross-section of their faculty, including those in management departments, are required to make intellectual contributions. Thus, it would be expected that faculty in our target population publish in peer-reviewed journals and experience different degrees of pressure to publish.

A follow-up reminder was sent two weeks after the initial e-mail. Of the 1,940 surveys we e-mailed, 24 (1.2 per cent) were undeliverable. We received a total of 448 responses. Ten surveys (2.2 per cent) contained a significant number of unanswered items and were, therefore, excluded from our analysis, leaving 438 usable surveys. Our overall response rate ( $\approx 23$  per cent) is generally consistent with the mean response rate of 34.6 per cent ( $SD = 15.7$ per cent) found in a meta-analysis of Internet-based surveys (Cook *et al.*, 2000). Because of missing data, our effective sample size ranges from 391 to 438.

#### *Measures*

We developed the “Academic Publishing Survey” to collect data relating to various aspects of faculty life and publishing. Survey instructions assured participants that all responses would be held in strict confidence and only aggregate data would be reported. The items comprising the survey were formulated based on a review of the relevant literature, consultation with management faculty, and the authors’ cumulative

---

experience with the academic publication process. We pre-tested the survey by administering it to a cross-section of tenured and tenure-track faculty and then discussed item clarity, interpretation, and relevance with them to ensure that survey items were easily and appropriately understood.

Demographic information about faculty and their institutions, as well as open-ended comments about participants' perceptions of pressure to publish, was solicited at the end of the survey. Faculty responded to items on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) unless otherwise noted. Item instructions and stems are reproduced in an Appendix.

*Total number of publications.* To confirm that the target population did, in fact, have an appropriate basis for responding, the survey began by asking faculty to report the total number of articles, without regard to number of authors or order of authorship, they had published in peer-reviewed and editorially reviewed journals during their entire academic career, as well as the total number of scholarly books, textbooks, chapters in books, and case studies they had published, including all forthcoming publications. Articles were defined as either full-length papers or research notes, excluding book reviews, comments about and responses to another author's research, and letters to the editor. Other studies (e.g. Allison and Stewart, 1974) have used self-reports of publications and found that the reliability between the number of publications faculty reported and the number they actually published is high ( $r > 0.90$ ). Faculty on or just coming off sabbatical were requested to respond with regard to the prior academic year. New faculty members in their first semester of teaching were asked to adjust their responses to certain items (e.g. teaching load) to reflect a full academic year.

*Pressure to publish.* To assess "pressure to publish," we asked respondents to indicate whether they felt pressure to publish:

- scholarly books;
- textbooks;
- chapters in books;
- case studies; and
- articles in either peer; or
- editorially reviewed journals.

*Sources of pressure to publish.* We next asked respondents to indicate specifically whether they felt pressure to publish in peer-reviewed journals from the following sources: "My department chair," "My dean," "My university's central administration," "Colleagues at my university," "Colleagues at other universities," and "Myself."

*Motivation to publish.* We likewise queried faculty about what factors motivated them to publish. Specific survey items related to a desire to increase one's professional reputation, to increase job mobility, to increase salary, and to leave a permanent mark on the management profession.

*Effects of pressure to publish.* Our survey measured respondents' perceptions of publication stress, publication burnout, satisfaction related to the publication process, conducting creative and non-traditional research, perceived conflict between teaching and research, and perceived research relevance *vis-à-vis* the pressure to publish in peer-reviewed journals. Publication stress, the mental tension or worry associated with the pressure to publish in peer-reviewed journals, was measured by three items

developed specifically for the present study. Publication burnout refers to a feeling of emotional exhaustion resulting from pressure to publish in peer-reviewed journals. It was gauged by seven items, five taken from a research burnout measure developed by Singh *et al.* (2004). *Satisfaction related to the publication process* was measured with four items that were also written specifically for the current study. Conducting creative and non-traditional research was measured by asking respondents if the pressure to publish articles in peer-reviewed journals deterred them from doing more creative research and from using alternatives to more traditional approaches to research. Perceived conflict between teaching and research measured the competing demands placed on management faculty by research and teaching: If the pressure to publish detracted from respondents' teaching or, conversely, whether teaching detracted from their ability to publish. Finally, because of doubts that most academic research is of use to practicing managers (see, e.g. Hughes *et al.*, 2011; Mohrman *et al.*, 2011), we measured perceived research relevance by asking respondents if they believed it is important that research published by business school faculty be relevant to practitioners and whether they believed their own research publications had practical value.

*Data analyses*

Data analyses proceeded in three phases. First, we examined descriptive statistics and associations among our study variables. The individual items intended to gauge respondents' perceptions of publication stress, publication burnout, and satisfaction related to the publication process were aggregated to tap their underlying dimensions. Coefficient alphas are reported in Table I. We report descriptive results at the item level for all other variables. Second, we compared mean differences in our study variables by gender and tenure status. Third, we conducted hierarchical regression analyses to determine whether the pressure to publish articles in peer-reviewed journals predicted any of our aggregated outcome variables, controlling for gender and tenure status.

**Results**

Our final sample was predominantly male (69.4 per cent) and White, non-Hispanic (88.4 per cent). Respondents' average number of years since receiving their highest degree was 16.06 (SD = 11.22). A majority (59.4 per cent) was tenured. Of these respondents, average tenure with their current university was 12.53 years (SD = 9.08). Roughly equal percentages reported being in the three principal academic ranks (30.8 per cent assistant professor, 28.1 per cent associate professor, and 39.9 per cent full professor). Respondents taught an average of 3.9 courses (SD = 1.65) and had an average of 2.4 different course

Variable	M	SD	-r			
			1	2	3	4
1 Pressure to publish articles in peer-reviewed journals	4.64	0.73	-			
2 Publication stress	2.91	1.10	0.32	(0.80)		
3 Publication burnout	2.52	0.88	0.30	0.63	(0.84)	
4 Satisfaction related to the publication process	3.65	0.88	-0.18	-0.55	-0.68	(0.71)

**Note:** n = 391; All correlations are significant at p < 0.01 (two-tailed test); Numbers in parentheses are alpha reliability coefficients

**Table I.**  
Correlations of independent with dependent variables

preparations ( $SD = 1.13$ ) per academic year. To support their efforts to publish, 51.9 per cent of the respondents reported receiving released time from teaching; 68.2 per cent reported receiving 11.99 hours per week ( $SD = 5.48$ ) research assistance, and 30.8 per cent reported a mean summer stipend of \$18,067 ( $SD = \$12,572$ ). A more complete description of the final sample, including a breakdown by primary Academy of Management division affiliation, is presented in Table II.

Publish or perish

Characteristic	Per cent	Characteristic	Per cent
<i>Age</i>		<i>Years with highest degree</i>	
Under 30	1.6	0 to 9	33.1
30 to 39	26.3	10 to 19	25.8
40 to 49	25.8	20 to 29	22.6
50 to 59	28.8	30 to 39	15.3
60 or over	16.9	40 or over	1.8
No response	0.7	No response	1.4
<i>Academic rank</i>		<i>Size of university's student body</i>	
Chair/titled professor	19.6	Less than 4,999	2.1
Full professor	20.3	5,000 to 9,999	3.9
Associate professor	28.1	10,000 to 14,999	10.1
Assistant professor	30.8	15,000 to 19,999	11.6
No response/other	1.2	20,000 to 24,999	18.0
		25,000 to 29,999	14.6
		Over 30,000	38.1
<i>Years as a faculty member</i>		<i>Nature of university</i>	
0 to 9	37.7	Public	78.8
10 to 19	21.7	Private non-denominational	17.4
20 to 29	21.2	Private denominational	2.5
30 to 39	13.2	No response	1.4
40 or over	2.1		
No response	4.1		
<i>Tenure status</i>		<i>Management sub-discipline</i>	
Tenured	59.4	Organizational behavior	32.6
Tenure-track	37.4	Business policy and strategy	21.5
Non-tenure-track	2.3	Human resources	11.0
No response	0.9	Organization and management theory	7.5
		Social issues in management	3.2
<i>Race/ethnicity</i>		<i>International management</i>	
White, non-Hispanic	88.4	Entrepreneurship	5.9
Black, non-Hispanic	0.9	Conflict management	1.1
Asian/Pacific Islander	5.0	Technology and innovation management	1.4
Hispanic	1.6	Organizational communication	0.7
Native American/Alaskan	1.4	Organizational and labor economics	0.7
Other	1.6	Industrial relations	0.5
No response	1.1	Operations/supply chain management	1.8
<i>Gender</i>		<i>Management science/operations research</i>	
Male	69.4	Organization development and change	0.9
Female	30.1	Other	6.6
No response	0.5		

Note: Not all percentages total 100 due to rounding;  $n = 431-438$

**Table II.**  
Sample characteristics

---

*Total number of publications*

Respondents reported that they had published more articles in peer-reviewed journals ( $M = 24.64$ ,  $SD = 27.69$ ) than articles in editorially reviewed journals ( $M = 5.85$ ,  $SD = 12.90$ ), scholarly books ( $M = 1.55$ ,  $SD = 2.65$ ), chapters in books ( $M = 6.65$ ,  $SD = 8.70$ ), case studies ( $M = 1.92$ ,  $SD = 4.73$ ), or textbooks ( $M = 0.84$ ,  $SD = 2.59$ ). Paired-sample  $t$ -tests with Bonferroni adjustments indicated that the number of articles published in peer-reviewed journals was greater (all  $p$ s  $< 0.001$ ) than the number of publications in each of the other preceding categories.

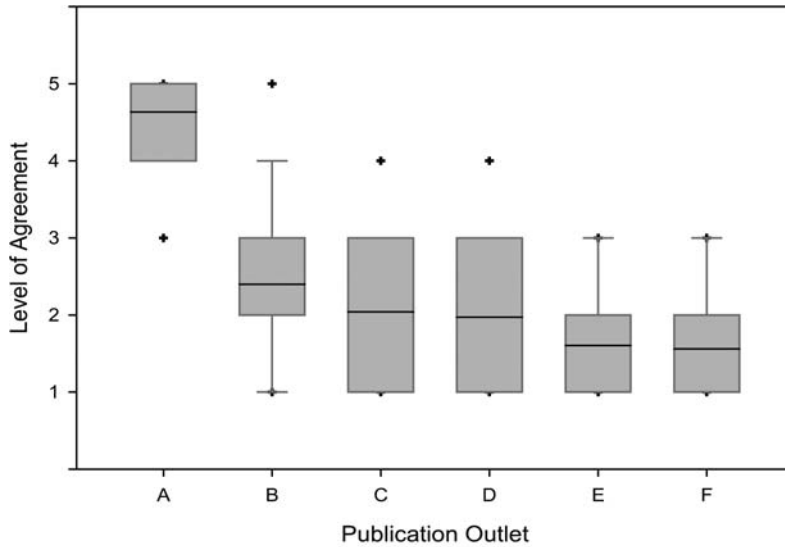
*Pressure to publish*

Nearly all (94.0 per cent) of the respondents reported that they experience pressure to publish in peer-reviewed journals. A total of 322 (74.0 per cent) strongly agreed and 87 (20.0 per cent) agreed with the statement, "I feel pressure to publish articles in peer-reviewed journals." On the other hand, fewer reported feeling pressure to publish articles in editorially reviewed journals (16.6 per cent), scholarly books (8.5 per cent), chapters in books (7.4 per cent), case studies (3.0 per cent), and textbooks (1.6 per cent). Paired-sample  $t$ -tests with Bonferroni adjustments indicated that the pressure to publish articles in peer-reviewed journals was greater (all  $p$ s  $< 0.001$ ) than the pressure to publish in each of the other publication outlets. This comparison is illustrated in Figure 1. One faculty commented, "for many outlets, I feel pressure *not* to publish there (e.g., cases, chapters, etc.)." As shown in Tables III and IV, both female and untenured faculty reported feeling more pressure to publish in peer-reviewed journals than either male or tenured faculty[1].

Respondents' comments suggested there is particular pressure for management faculty to publish articles in top-tier, peer-reviewed journals. For example, one faculty stated, "Today [there] is a huge obsession with publishing only in A journals, and disrespecting publication in less-than-A journals." Another noted, "We really only receive credit for publishing in A journals. Other peer-reviewed journals don't count for much." A third respondent told us, "We are not a top 50 [business] school, but we try to operate like one and expect those outputs." The pressure to publish articles in top-tier, peer-reviewed journals appears to be ubiquitous in management departments. According to a respondent, "It seems like most colleges [of business], no matter their status, all think they should demand A pubs."

*Sources of perceived pressure to publish*

Nearly 92 per cent of respondents reported that they are the primary source of pressure to publish in peer-reviewed journals. A total of 270 (62.5 per cent) strongly agreed and 126 (29.2 per cent) agreed with the statement, "I feel pressure to publish articles in peer-reviewed journals from myself." One respondent explained, "For me, this pressure to publish is self-created and part of what keeps me involved in the academy." Two others commented, "Most pressure that I feel to publish is largely intrinsic" and "I feel massive pressure to publish in peer-reviewed journals, but almost all of the pressure I generate myself." Tenure-track faculty were more in agreement with the preceding statement than tenured faculty,  $t(417) = 3.03$ ,  $p < 0.01$ ,  $\eta^2 = 0.022$ . Most faculty (75.5 per cent) either strongly agreed or agreed that they felt pressure to publish in peer-reviewed journals from their dean, making it the second most dominant source of pressure to publish. The next most important sources of pressure to publish in



A = articles in peer-reviewed journals    B = articles in editorially reviewed journals  
 C = scholarly books    D = chapters in books  
 E = case studies    F = textbooks

**Notes:** For each box, the boundary closest to zero indicates the 25th percentile value, the line within each box marks the median value, and the boundary farthest from zero indicates the 75th percentile value. Whiskers (error bars) above and below a box indicate the 90th and 10th percentile values in instances where these values fall outside the indicated boundaries. Plus signs indicate 5th and 95th percentile values. Responses are based on a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree)

**Figure 1.**  
Pressure to publish by publication outlet

Measure	Females			Males			Mean difference	95% confidence interval	
	n	M	SD	n	M	SD		< diff <	> diff >
Pressure to publish in peer-reviewed journals	132	4.76	0.57	301	4.58	0.83	0.18	0.02	< diff < 0.34
Publication stress	120	3.16	1.03	286	2.80	1.10	0.36	0.14	< diff < 0.60
Publication burnout	128	2.75	0.91	292	2.42	0.86	0.33	0.15	< diff < 0.51
Satisfaction related to the publication process	132	3.38	0.85	302	3.75	0.87	-0.37	-0.55	< diff < -0.19

**Note:** diff = difference

**Table III.**  
Mean differences by gender

peer-reviewed journals are, respectively, department chairs, colleagues at one's university, colleagues at other universities, and university central administrators. Paired-sample *t*-tests with Bonferroni adjustments indicated that self-imposed pressure to publish in peer-reviewed journals was greater (all *ps* < 0.001) than that felt from all other sources. These results are depicted in Figure 2 and reported by

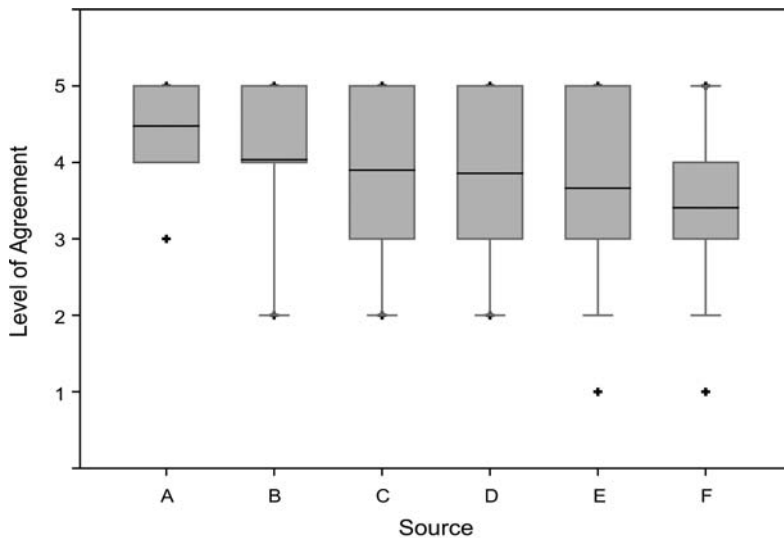


gender and tenure status in Tables V and VI. As indicated in Table V, whereas male and female faculty reported no difference in self-imposed pressure to publish, females felt greater pressure to publish from all other sources listed, especially from colleagues at their own and other universities.

Measure	Tenure-track			Tenured			Mean difference	95% confidence interval	
	n	M	SD	n	M	SD			
Pressure to publish in peer-reviewed journals	164	4.79	0.63	257	4.54	0.80	0.25	0.10	< diff < 0.39
Publication stress	154	3.26	1.04	240	2.67	1.05	0.59	0.38	< diff < 0.81
Publication burnout	161	2.74	0.89	250	2.36	0.84	0.38	0.21	< diff < 0.55
Satisfaction related to the publication process	164	3.58	0.86	260	3.70	0.89	-0.12	-0.29	< diff < 0.05

**Note:** diff = difference

**Table IV.**  
Mean differences by  
tenure status



- A = myself
- B = my dean
- C = my department chair
- D = colleagues at my university
- E = colleagues at other universities
- F = my university's central administration

**Notes:** For each box, the boundary closest to zero indicates the 25th percentile value, the line within each box marks the median value, and the boundary farthest from zero indicates the 75th percentile value. Whiskers (error bars) above and below a box indicate the 90th and 10th percentile values in instances where these values fall outside the indicated boundaries. Plus signs indicate 5th and 95th percentile values. Responses are based on a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree)

**Figure 2.**  
Pressure to publish by  
source

Measure	Females			Males			Mean difference	95% confidence interval	
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>			
<i>Sources</i>									
My department chair	132	4.17	0.95	295	3.78	1.17	0.39	0.17	< diff < 0.62
My dean	131	4.23	0.93	299	3.96	1.12	0.27	0.05	< diff < 0.49
My university's central administration	130	3.67	1.20	297	3.29	1.19	0.38	0.13	< diff < 0.62
Colleagues at my university	130	4.14	0.97	299	3.73	1.11	0.41	0.19	< diff < 0.63
Colleagues at other universities	130	3.95	1.09	299	3.54	1.21	0.41	0.17	< diff < 0.65
Myself	131	4.56	0.75	299	4.44	0.90	0.12	-0.06	< diff < 0.30
<i>Motivation</i>									
Professional reputation	132	3.74	1.21	304	3.61	1.28	0.13	-0.12	< diff < 0.39
Job mobility	132	4.02	1.02	303	3.97	1.09	0.05	-0.18	< diff < 0.26
Salary	132	4.49	0.72	304	4.37	0.85	0.12	-0.05	< diff < 0.29
Permanent mark on the profession	131	4.28	0.91	303	4.13	1.06	0.15	-0.05	< diff < 0.37

**Note:** diff = difference

**Table V.**  
Mean differences in sources of pressure and motivation to publish by gender

### *Motivation to publish*

Nearly all respondents strongly agreed (72.8 per cent) or agreed (18.4 per cent) with the following item from our survey: "Faculty in my school who do not publish in peer-reviewed journals are denied tenure." As shown below, faculty responses indicated the primary motivation for publishing was the desire to increase one's professional reputation ( $M = 4.41$ ,  $SD = 0.81$ ), as results from paired samples *t*-tests indicated a significantly higher mean than for other motivational factors (all  $p$ s < 0.001). As shown in Table VI, tenure-track faculty ( $M = 4.18$ ,  $SD = 0.98$ ) were more motivated to publish to increase their professional reputation than tenured faculty ( $M = 3.30$ ,  $SD = 1.28$ ),  $t(422) = 3.20$ ,  $p < 0.001$ ,  $\eta^2 = 0.024$ . As likewise indicated in Table VI, tenure-track faculty were also more motivated to publish to increase their salary and job mobility than tenured faculty,  $t(421) = 2.15$ ,  $p < 0.03$ ,  $\eta^2 = 0.011$  and  $t(422) = 7.50$ ,  $p < 0.001$ ,  $\eta^2 = 0.118$ , respectively. There were no differences between male and female faculty in their expressed motivations to publish (see Table V).

### *Effects of pressure to publish*

**Publication stress.** As shown in Table I, publication stress was positively associated with pressure to publish articles in peer-reviewed journals ( $r = 0.32$ ) and publication burnout ( $r = 0.63$ ), and negatively associated with satisfaction related to the publication process ( $r = -0.55$ ). As shown in Tables III and IV, both female and untenured faculty reported feeling more stress related to pressure to publish in peer-reviewed journals than either male or tenured faculty. One respondent commented, "I think there is tremendous, sometimes crippling, pressure to publish in peer-reviewed journals for junior faculty, but the pressure goes away for senior faculty." Another said, "As a tenured full professor I have no real pressure to publish, as do the junior (non-tenured) faculty." A third respondent explained, "Part of the stress associated with the pressure to publish is due to... uncertainty about what the

**Table VI.**  
Mean differences in sources of pressure and motivation to publish by tenure status

Measure	Tenure-track			Tenured			Mean difference	95% confidence interval	
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>			
<i>Sources</i>									
My department chair	163	4.15	1.05	252	3.76	1.12	0.39	0.18	< diff < 0.61
My dean	163	4.18	0.99	255	3.95	1.09	0.23	0.03	< diff < 0.45
My university's central administration	161	3.50	1.27	254	3.38	1.14	0.12	-0.12	< diff < 0.36
Colleagues at my university	162	4.15	0.97	255	3.73	1.10	0.42	0.22	< diff < 0.63
Colleagues at other universities	162	4.03	1.11	254	3.47	1.17	0.56	0.34	< diff < 0.79
Myself	163	4.64	0.67	256	4.39	0.92	0.25	0.09	< diff < 0.42
<i>Motivation</i>									
Professional reputation	164	4.18	0.98	260	3.30	1.28	0.88	0.65	< diff < 1.11
Job mobility	164	4.12	1.03	259	3.90	1.07	0.22	0.02	< diff < 0.43
Salary	164	4.57	0.72	260	4.32	0.82	0.25	0.10	< diff < 0.40
Permanent mark on the profession	164	4.27	0.99	258	4.12	1.01	0.15	-0.05	< diff < 0.34

**Note:** diff = difference

current standard is, whether it will be the same in several years – not the standards themselves.” Other faculty attributed the stress they experienced to “count[ing] only a small handful of journals, and then dismiss[ing] the others;” “my department[’s] focus on top-tier peer-reviewed journals, which are very stressful due to their very low acceptance rates;” and “determining rank among peer-reviewed journals (A/A-/...)” These sentiments are substantiated by regression results shown in Table VII, as the pressure to publish in peer-reviewed journals predicted stress levels ( $B = 0.42$ ,  $p < 0.01$ ), controlling for gender and tenure status.

*Publication burnout.* As shown in Table I, pressure to publish articles in peer-reviewed journals and publication burnout are positively correlated ( $r = 0.30$ ,  $p < 0.01$ ), and regression results reported in Table VII likewise reveal that the former predicted the latter ( $B = 0.33$ ,  $p < 0.01$ ), controlling for faculty gender and tenure status. As reported in Tables III and IV, female faculty and those on the tenure-track reported higher mean levels of publication burnout than either male or tenured faculty.

Predictors	Publication stress		Publication burnout		Satisfaction	
	1	2	1	2	1	2
<i>Controls</i>						
Gender	-0.31**	-0.24*	-0.30**	-0.25**	0.37**	0.33**
Tenure status	-0.44**	-0.34**	-0.24**	-0.17*	0.02	-0.02
<i>Main effect</i>						
Pressure to publish		0.42**		0.33**		-0.22**
Overall <i>F</i>	13.77	22.48	10.23	18.80	8.29	10.95
Total $R^2$	0.07**	0.15**	0.05**	0.12**	0.04**	0.07**
$\Delta R^2$		0.08**		0.07**		0.03**

**Table VII.**  
Regression results

**Notes:** \*  $p < 0.05$ ; \*\*  $p < 0.01$ ;  $n = 391$ ; Unstandardized regression coefficients are reported

*Satisfaction related to the publication process.* As indicated in Table I, pressure to publish articles in peer-reviewed journals was negatively correlated with satisfaction related to the publication process ( $r = -0.18, p < 0.01$ ). Regression results reported in Table VII similarly demonstrate that pressure to publish articles in peer-reviewed journals predicted satisfaction ( $B = -0.22, p < 0.01$ ), controlling for gender and tenure status. Whereas female faculty reported being significantly less satisfied with the publication process than males, mean satisfaction levels did not differ significantly between tenure-track and tenured faculty (see Tables III and IV).

*Conducting creative and non-traditional research.* Our results show that pressure to publish articles in peer-reviewed journals does not invariably discourage faculty from doing creative or non-traditional research. Although 183 (45.1 per cent) respondents either strongly agreed or agreed with the statement, "The pressure to publish articles in peer-reviewed journals deters me from doing more creative research," 179 (44.0 per cent) either strongly disagreed or disagreed. Additionally, 200 (49.2 per cent) of the respondents either strongly agreed or agreed that "The pressure to publish in peer-reviewed journals deters me from using alternatives to more traditional approaches to research," whereas 152 (37.4 per cent) either strongly disagreed or disagreed. We found a significant difference between the mean responses of tenure-track and tenured faculty to each of these statements,  $t(391) = 3.23, p < 0.001, \eta^2 = 0.026$  and  $t(392) = 3.87, p < 0.001, \eta^2 = 0.037$ , respectively. Thus, on average, perceived pressure to publish articles in peer-reviewed journals is more likely to deter respondents who are seeking tenure from doing creative or non-traditional research than respondents who are tenured. We likewise found a significant difference between the mean responses of male and female faculty to each of these statements,  $t(403) = 2.02, p < 0.05, \eta^2 = 0.010$  and  $t(403) = 3.01, p < 0.01, \eta^2 = 0.022$ , respectively. These results, shown in Tables VIII and IX, also indicate that female

Measure	Females			Males			Mean difference	95% confidence interval		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>				
<i>Creative and non-traditional research</i>										
Pressure deters creative research	128	3.23	1.34	277	2.94	1.31	0.29	0.01	< diff <	0.56
Pressure deters non-traditional research	128	3.47	1.24	277	3.06	1.28	0.41	0.14	< diff <	0.67
<i>Conflict between teaching and research</i>										
My teaching detracts from publishing	131	3.69	1.14	303	3.25	1.26	0.44	0.19	< diff <	0.69
Pressure to publish detracts from teaching	128	2.68	1.28	276	3.04	1.25	-0.36	-0.63	< diff <	-0.10
<i>Research relevance</i>										
My research is relevant to practitioners	132	3.53	0.90	302	3.62	0.96	-0.09	-0.29	< diff <	0.10
It is important that research be relevant	132	3.51	1.12	304	3.53	1.18	-0.02	-0.26	< diff <	0.22

**Note:** diff = difference

**Table VIII.**  
Additional mean differences by gender

Measure	Tenure-track			Tenured			Mean difference	95% confidence interval		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>				
<i>Creative and non-traditional research</i>										
Pressure deters creative research	156	3.26	1.32	237	2.82	1.29	0.44	0.17	< diff <	0.70
Pressure deters nontraditional research	157	3.47	1.21	237	2.97	1.29	0.50	0.25	< diff <	0.76
<i>Conflict between teaching and research</i>										
My teaching detracts from publishing	164	3.62	1.22	258	3.24	1.23	0.38	0.13	< diff <	0.61
Pressure to publish detracts from teaching	157	2.68	1.28	236	3.10	1.25	-0.42	-0.68	< diff <	-0.17
<i>Research relevance</i>										
My research is relevant to practitioners	163	3.51	0.95	260	3.64	0.92	-0.13	-0.31	< diff <	0.05
It is important that research be relevant	164	3.47	1.22	260	3.55	1.14	-0.08	-0.31	< diff <	0.15
<b>Note:</b> diff = difference										

**Table IX.**  
Additional mean differences by tenure status

faculty registered stronger levels of agreement on each statement, suggesting that they are more deterred from doing creative or non-traditional research than male faculty.

*Perceived conflict between teaching and research.* Our results also highlight the competing demands placed on management faculty by research and teaching. The majority of respondents (53.6 per cent) believed that teaching detracts from being able to publish in peer-reviewed journals. Less than half (39.1 per cent) of the respondents, however, believed that pressure to publish in peer-reviewed journals detracts from their teaching. Whereas tenure-track faculty agreed more strongly than tenured faculty that teaching detracted from publishing in peer-reviewed journals, tenured faculty agreed more strongly that pressure to publish in peer-reviewed journals takes away from teaching,  $t(420) = 3.03, p < 0.003, \eta^2 = 0.021$  and  $t(421) = 3.24, p < 0.001, \eta^2 = 0.026$ , respectively. Similarly, whereas female faculty agreed to a greater degree than their male counterparts with respect to the first statement, male faculty agreed more strongly than female faculty to the second statement,  $t(420) = 3.44, p < 0.001, \eta^2 = 0.027$  and  $t(422) = 2.67, p < 0.01, \eta^2 = 0.017$ , respectively (see Tables VIII and IX). Relating media rankings of business schools to the potential conflict between publishing and teaching, one respondent commented:

We are one of those institutions that has the good fortune (or is it misfortune?) of making it into the *U.S. News* top 50 rankings. Once that happened, the expectations around here, with really no significant change in the amount of resources available to perform research, particularly time, have skyrocketed. And our students are suffering due to less of an emphasis on teaching and advising.

*Perceived research relevance.* Although faculty generally receive the greatest rewards for publishing in peer-reviewed journals that are intended primarily for academics, our results indicate a majority of respondents (55.0 per cent) believe it is important that

---

research published by business school faculty be relevant to practitioners. One Publish or perish respondent explained the majority position:

Our profession is becoming less relevant because of the overemphasis on publishing and the minimization of application of our research. Flagship universities better start taking care of our business customers because we are taking ourselves out by worrying [about] degrees of freedom or loadings in statistical analyses when application should be our overriding concern.

Another respondent countered:

I see my job through research to undertake good science, not necessarily to publish something that is practical. I think the segment of [Academy of Management] members who believe our work should have immediate practitioner value are dead wrong. Good science typically results in better practice.

Despite these opposing views, most respondents (59.4 per cent) believed their research publications have practical value. Even though most faculty believe their research publications are relevant to practitioners, a respondent who worked in industry for more than 25 years told us, "I find most academic research useless esoteric nonsense perpetuated by each academic generation.... Sadly, most faculty members genuinely feel their research is meaningful." A titled professor who has published in elite journals and has consulted extensively added, "In general, the higher the level of journal, the more irrelevant the content." Our data revealed that there were no differences by gender or tenure status in the belief it is important that research published by business school faculty be relevant to practitioners (see Tables VIII and IX).

## Discussion

Although many have speculated about the prevalence, sources, and effects of pressure to publish within the management discipline, prevailing knowledge has heretofore been based on anecdotal rather than empirical evidence. This study goes beyond anecdotes to find that virtually all management faculty – including those who are tenured – experience pressure to publish in peer-reviewed journals, although, not surprisingly, tenure-track faculty feel significantly more pressure than their tenured colleagues. Furthermore, our finding that female faculty not only feel more pressure to publish in peer-reviewed journals, experience more publication stress and burnout, as well as are less satisfied with the publication process than their male colleagues supplants mere conjecture and conventional wisdom.

The considerable pressure felt by (male and female) tenure-track faculty – for whom tenure is, in large part, determined by the number of articles they publish in peer-reviewed journals and by the relative prestige of their outlets – encourages many of them to emphasize productivity at the expense of creativity and innovation. Their behavior appears to be driven by knowing that faculty who do not publish in peer-reviewed journals are usually denied tenure and that editors and reviewers often limit journal content to that which supports prevailing theoretical and methodological orthodoxies (Augier *et al.*, 2005; Bedeian, 2004). Furthermore, faculty who engage in unconventional research may garner less academic legitimacy from gatekeepers at their own universities who do not recognize the value of such research (Bamberger and Pratt, 2010). It is noteworthy that female faculty reported feeling more discouraged about doing creative or non-traditional research than their male colleagues. To their

credit, this suggests that female faculty, as a group, are more likely to express their concerns than their male peers. Whatever the case, restraints on the creativity and innovation of the next generation of management scholars, male and female alike, may result in research that lacks significance and substance, restates the obvious, and trivializes the human experience (Bedeian, 1996), thereby impeding scientific progress.

Whereas 55 per cent of respondents believe that research published by business school faculty should be relevant to practitioners, 21 per cent disagree and 24 per cent are uncertain. These results mirror the academy's longstanding and ongoing relevance versus rigor debate (Alutto, 2008; Hambrick, 1994; Skapinker, 2011). At issue in this debate is whether management research should have practical value. As a leading advocate for relevance recently stated:

The future vitality and success of our profession depends on... forging closer links between research and practice.... Unless we become much better at it, we risk being seen as moral hypocrites... a bunch of monastic fuddy-duddies who pass sacred wisdom among ourselves while holding a tenuous grip on what goes on around us (Cummings, 2007, p. 357).

Despite widespread concerns in the academy that most management research is incomprehensible and irrelevant to practicing managers, nearly 60 per cent of our survey's respondents believe their published research is relevant, whereas only about 12 per cent believe it is not. Because faculty are compelled to publish their research in peer-reviewed journals intended primarily for academics to attain tenure and promotion, as well as to increase their salary, prestige, and job mobility, it is doubtful that future published research will be relevant to practitioners (Tushman and O'Reilly, 2007). The finding that a majority of faculty believe their research is relevant suggests that they may not be fully aware of what practitioners consider useful, perhaps because of a dearth of direct contact with executives. The results of a study by Dossabhoy and Berger (2002) of what academics and executives consider the most important properties of exemplary research supports the idea that most faculty are unaware of practitioners' needs. Their findings indicate that academics believe interesting research questions, sound premises, appropriate samples, rigorous analysis of data, and adding to theoretical knowledge are the most important properties of exemplary research whereas executives most valued research that can be used to solve real management problems, improve corporate performance, is helpful in running a business, and has direct implications for action. Furthermore, practitioners typically require fast answers to pressing managerial challenges. Yet, professors are best at slow, deliberative, thorough thought processes and take years to conduct research studies (Lee, 2009), whose findings are often available too late to be useful to managers.

The belief that to be considered successful, faculty must not only publish their research in peer-reviewed journals, but in those journals belonging to the "A" tier, not only raises further questions about whether most management research is accessible and relevant to practicing managers, but also whether the reward systems used in research-oriented US business schools are out of sync with their purported mission of producing "intellectual contributions that advance the knowledge and practice of business and management" (Alutto, 2008: 24). As Starbuck (2005: 196) notes:

Highly prestigious journals publish quite a few low-value articles, low-prestige journals publish some excellent articles . . . Evaluating articles based primarily on which journals published them is more likely than not to yield incorrect assessments of articles' values. Yet

---

personnel evaluations by many departments and schools seem to underestimate or even ignore this randomness.

Given the widespread use by departments and schools of reward structures that judge success largely, if not solely, on publications in “A” tier journals, it should not be surprising that management faculty seldom address the challenges facing practicing managers. Such journals are primarily geared to advancing academic knowledge and, perhaps, to publishing articles that enhance their authors’ status among fellow academics rather than advancing the practice of management.

Concern is likewise perennially expressed throughout the academy that pressure to publish may marginalize teaching because research and teaching compete for scarce time and faculty effort. Our finding that a majority of respondents (53 per cent) believe teaching detracts from being able to publish in peer-reviewed journals, whereas less than half (39 per cent) believe that the same pressure detracts from their teaching support this concern. This result is supported by Bergeron and Liang’s (2007) earlier study. They found that excessive teaching takes time and energy away from research and that faculty with higher teaching loads published less. The time required for teaching activities such as course preparation, class meetings, grading, and advising – even for faculty with reduced teaching loads – partially explains why some 43 per cent of our respondents reported being dissatisfied with the amount of time they have to conduct research. We believe the “publish or perish” ethos encourages faculty to devote less time to teaching and thereby constrains their efforts to disseminate knowledge. As Stoeber (1987, p. 85) stated, “There is so much emphasis on research and publication that many faculty members have come to regard student contact as a bothersome interruption from their ‘real’ work.” This raises some fundamental concerns, as expressed by Melguizo and Strober (2007, p. 664):

If faculty are being rewarded financially for research output, so as to increase their institutions’ prestige, but are not being rewarded financially for spending time on teaching, there is a case to be made that higher education’s reward systems do not parallel its rhetoric about the fundamental importance of both teaching and research and the synergies to be obtained by combining them. It may be that for some faculty research and teaching are complementary and enhance one another, but for most, good teaching takes time away from research, and if it is only research that is financially rewarded, the incentives to spend any more than the minimally required time on teaching and student advising are absent.

Whereas male and female respondents reported no difference in self-imposed pressure to publish, females felt greater pressure to do so from colleagues at their own and other universities. This suggests that that female faculty may feel pressure to prove their qualifications and, perhaps, even do more than men in this regard. This said, both male and female junior-faculty exert pressure on themselves to achieve job security through tenure. Additionally, in contrast to tenured faculty, as a group, tenure-track faculty reported being more motivated to publish so as to increase their salary and job mobility. We found no differences, however, between male and female respondents in their desire to enhance their professional reputation, leave a permanent mark on their profession, and increase their salary and job mobility. Regarding professional reputation, Grey and Sinclair (2006, pp. 448-449) declare that we:

[...] write because it has become our way of ... reassuring ourselves about our own significance. I’m cited, therefore I am! ... Our writing makes us real... in the mirror which is our colleagues’ view of us.



---

Because publications enhance a university's – as well as a faculty member's – reputation, as noted, universities provide significant financial rewards to faculty who publish, particularly articles in prestigious peer-reviewed journals (Melguizo and Strober, 2007). Scholarly output increases when universities offer faculty large monetary incentives and decreases when the incentives are small (Backes-Gellner and Schlinghoff, 2008). A primary determinant of management faculty pay is the number of articles they have published in top-tier journals (Gomez-Mejia and Balkin, 1992). This is true in other business related disciplines as well (Judge *et al.*, 2004; Mittal *et al.*, 2008). Not surprisingly, faculty with superior publication records receive higher pay when they change institutional affiliations than those without such records (Gomez-Mejia and Balkin, 1992).

Deans, department chairs, and departmental colleagues are secondary sources of pressure and contribute equally to pressure to publish in peer-reviewed journals. Because publications are positively correlated with business schools' prestige (Armstrong and Sperry, 1994) and, in turn, media rankings (based, in part, on faculty publications) are positively related to business schools' prominence (Rindova *et al.*, 2005), administrators and colleagues pressure faculty to publish, especially in top-tier journals, to maintain or increase their school's prestige and its position in media rankings. As noted by Walsh (2011, p. 218), "the increasing pressure to publish in select outlets is felt at all levels in our field, even among our most noteworthy research scholars." The internal and external pressures management faculty feel, as well as the rewards they receive, explain why they publish significantly more articles in peer-reviewed journals than articles in editorially reviewed journals, scholarly books, chapters in books, case studies, or textbooks.

Nearly 55 per cent of all faculty who responded to our survey reported feeling that pressure to publish in peer-reviewed journals is stressful. This is higher than the 40 per cent reported by Gmelch *et al.* (1984), who also found that business faculty ranked striving for publication of their research third among a list of ten major sources of stress in academe. The substantial increase in pressure to publish during the last quarter century may be attributable, in part, to the growing importance of media rankings. Tenure-track faculty, as a group, feel significantly more publication stress and often experience significantly more publication burnout than tenured faculty. The same is likewise true of female faculty, compared to their male counterparts. This stress and burnout appear to derive from a combination of ambition and insecurity, compounded by ambiguity in the criteria for tenure and pressure to publish, particularly in top-tier journals. The stress associated with publishing articles in top-tier management journals is likely exacerbated by the dramatic increase during the last two decades in the average time required to publish in these outlets (Certo *et al.*, 2010) and by their high rejection rates. Regarding the latter, Glick *et al.* (2007, p. 820) note:

[. . .] it is unlikely that more than 20 per cent of the manuscripts targeted to a top journal will ever be published in a top journal.

This may explain why more than 90 per cent of our survey's respondents were not enthusiastic about future publication activities.

Both work-related stress and burnout can have deleterious effects on physical and psychological health (Parker and Wall, 1998). It has been suggested that as a result of

---

being unable to publish in A-level journals some faculty may not only be psychologically distressed, but even evidence signs of mental disorder (Frey, 2009). Our results indicate both female and untenured faculty reported feeling more stress related to pressure to publish in peer-reviewed journals than either male or tenured faculty. Whereas burnout among university educators is generally considered an aversive emotional experience (Watts and Robertson, 2011), stress is not necessarily always negative. A limited amount of stress may increase performance (Byron *et al.*, 2010). This suggests that some stress may raise the quantity and quality of research faculty produce for publication. The key for both tenure-track and tenured faculty striving to publish is learning how to manage stress so that it does not seriously affect their physical and psychological well-being.

### *Limitations*

Clearly, our results are not without limitations and there is much for future researchers to investigate. First, our sample was intentionally restricted to faculty from management departments affiliated with research-oriented US business schools and does not include faculty from departments that are less research-oriented and, therefore, would be expected to put less pressure on their faculty to publish. Thus, the applicability of our results may be increased by future research that includes faculty from management departments that are less research-oriented (i.e. those that offer fewer opportunities in terms of facilities and funding, as well as fewer or smaller rewards for research productivity). Second, though acceptable for internet-based research, our survey's response rate is only moderate. In an effort to control for non-response bias, we followed best practices for Internet surveys as suggested by Dillman (2000), including assuring that all items were fully visible on each screen of the survey and in a familiar format. Third, our study only considers the "publish or perish" phenomenon in the USA, although as European and Asian business schools likewise seek favorable media rankings (Lederman, 2010), pressure to publish has spread globally (Nkomo, 2009). Further, because academic systems vary across countries, future studies may wish to extend the present research to include other nations that possess alternative educational and normative structures. Finally, we recognize the potential for individual differences in the experience, sources, and consequences of pressure to publish. The current study does not investigate other factors that might contribute to (or result from) pressure to publish. In line with Podsakoff *et al.* (2008), future research concerning the "publish or perish" phenomenon could benefit from considering theoretically promising individual (e.g. years in field, age, marital status) and institutional (e.g. university research expenditures, PhDs awarded per year, research reputation) variables. These limitations should be viewed as opportunities for further research into the prevalence, sources, and effects of the "publish or perish" phenomenon.

### **Final remarks**

Whether or not a "shared myth" as described by Bolman and Deal (1991), the pressure to publish – particularly in peer-reviewed journals – is ubiquitous among both tenured and tenure-track management faculty at research-oriented business schools. This pressure may, in part, be an enduring consequence of business schools' (and their administrations') quest to achieve favorable media rankings. As the importance

---

attached to media rankings of business schools increases, a growing number of management faculty will be affected by this pressure, both positively and negatively. Whereas pressure to publish in peer-reviewed journals may have resulted in greater research output, we found that it has also had untoward effects on management faculty; their teaching; and the creativity, innovation, and perceived relevance of their research. These and our other findings are important because – based on empirical evidence and not anecdotes – they substantiate the prevalence, sources, and effects on management faculty of the pressure to publish in peer-reviewed journals.

We offer some fundamental suggestions to management (and other) faculty who wish to mitigate the negative effects of pressure to publish. First, when seeking an academic position, faculty should carefully evaluate the advantages and disadvantages of working in a research-oriented versus a less research-oriented management department. Second, faculty should select a department where their colleagues are productive researchers who can be partnered with as coauthors and who are able to provide sage research advice. Third, faculty should network with productive researchers at other business schools and in related disciplines at one's own and other universities to form research alliances. Finally, faculty should take proactive steps, such as setting reasonable expectations for their teaching and research, spending time with their families, regularly exercising, and making the most of semester breaks, to manage the stress associated with pressure to publish. Beyond these suggestions, we believe that changing the current promotion and tenure system – that requires faculty to churn out multiple publications – used by most research-oriented business schools in the United States to one that rewards faculty for a few high-quality publications (including journal articles, books, and book chapters) would significantly reduce the pressure to publish.

Although our findings may not be surprising to more seasoned faculty, to our knowledge this is the first time they have been documented in the published literature. As such, they advance discussions of “publish or perish” beyond mere conjecture and “shared myths” allowing management faculty to more rationally debate its consequences and their implications for academic life. We hope these discussions lead to actions that will not only benefit the management discipline and its primary stakeholders (viz., students and practitioners), but also enhance the quality of our colleagues' professional lives.

#### Note

1. At the request of the Editor, we also considered whether respondents who had published fewer peer-reviewed journal articles relative to the number of years since receiving their highest degree perceived more pressure to publish. That is, it is conceivable that Professor X, who has published eight peer-reviewed articles in three years, would perceive less pressure to publish than Professor Y, who has published three peer-reviewed articles in three years. To test this possibility, we conducted a hierarchical regression analysis in which the number of peer-reviewed journal articles and number of years since receiving one's highest degree were regressed on the pressure to publish articles in peer-reviewed journals (in step 1, we controlled for gender, tenure status, and the four motivation items; see Appendix). Results revealed that pressure to publish was predicted ( $R^2 = 0.11$ ,  $\Delta R^2 = 0.04$ ,  $F = 6.09$ ) by the number of peer-reviewed journal articles ( $p < .05$ ), but the effect was quite small ( $B = -0.01$ ). The number of years since receiving one's highest degree was not a significant predictor.

---

**References**

- Adler, M.J. (2000) in Weismann, M. (Ed.), *How to Think about the Great Ideas: From the Great Books of Western Civilization*, Open Court, Chicago, IL.
- Allison, P.D. and Stewart, J.A. (1974), "Productivity differences among scientists: Evidence for accumulative advantage", *American Sociological Review*, Vol. 39, pp. 596-606.
- Alutto, J.A. (2008), *Final Report of the AACSB International Impact of Research Task Force*, The Association to Advance Collegiate Schools of Business, Tampa, FL, available at: [www.aacsb.edu/Resource\\_Centers/Research/default.asp](http://www.aacsb.edu/Resource_Centers/Research/default.asp) (accessed 7 May 2009).
- Armstrong, J.S. and Sperry, T. (1994), "The ombudsman: Business school prestige – research versus teaching", *Interfaces*, Vol. 24, pp. 13-43.
- Augier, M., March, J.G. and Sullivan, B.N. (2005), "Notes on the evolution of a research community: organization studies in Anglophone North America", *Organization Studies*, Vol. 16, pp. 85-95.
- Backes-Gellner, U. and Schlinghoff, A. (2008), "Monetary rewards and faculty behaviour: how economics incentives drive publish or perish", in Amason, A.C. (Ed.), *Proceedings of the Southern Management Association 2008 Meeting, St. Pete Beach, FL, 29 October-1 November*, pp. 0725-30.
- Bamberger, P.A. and Pratt, M.G. (2010), "Moving forward by looking back: reclaiming unconventional research contexts and samples in organizational scholarship", *Academy of Management Journal*, Vol. 53, pp. 665-71.
- Baruch, Y. and Hall, D.T. (2004), "The academic career: a model for future careers in other sectors?", *Journal of Vocational Behavior*, Vol. 64, pp. 241-62.
- Bedeian, A.G. (1996), "Thoughts on the making and remaking of the management discipline", *Journal of Management Inquiry*, Vol. 5, pp. 311-8.
- Bedeian, A.G. (2004), "Peer review and the social construction of knowledge in the management discipline", *Academy of Management Learning & Education*, Vol. 3, pp. 198-216.
- Bedeian, A.G., Van Fleet, D.D. and Hyman, H.H. III (2009), "Scientific achievement and editorial-board membership", *Organizational Research Methods*, Vol. 12, pp. 211-38.
- Bergeron, D.M. and Liang, X.F. (2007), "Thriving in the academy: a model of faculty career success", in Solomon, G.T. (Ed.), *Proceedings of the 2007 Academy of Management Annual Meeting, Philadelphia, PA*, pp. 1-6.
- Bird, S.J. (2006), "Research ethics, research integrity and the responsible conduct of research", *Science and Engineering Ethics*, Vol. 12, pp. 411-2.
- Bolman, L.G. and Deal, T.E. (1991), *Reframing Organizations: Artistry, Choice, and Leadership*, Jossey-Bass, San Francisco, CA.
- Byron, K., Khazanchi, S. and Nazarian, D. (2010), "The relationship between stressors and creativity: a meta-analysis examining competing theoretical models", *Journal of Applied Psychology*, Vol. 95, pp. 201-12.
- Caplow, T. and McGee, R.J. (1958), *The Academic Marketplace*, Basic Books, New York, NY.
- Certo, S.T., Sirmon, D.G. and Brymer, R. (2010), "Competition and scholarly productivity in management: investigating changes in scholarship from 1988 to 2008", *Academy of Management Learning & Education*, Vol. 9, pp. 591-606.
- Cook, C., Heath, F. and Thompson, R.L. (2000), "A meta-analysis of response rates in web- or internet-based surveys", *Educational and Psychological Measurement*, Vol. 60, pp. 821-36.
- Cummings, T.G. (2007), "2006 presidential address: quest for an engaged academy", *Academy of Management Review*, Vol. 32, pp. 355-60.

- Dennis, A.R., Trieschmann, J.S., Northcraft, G.B. and Niemi, A.W. (2002), "Business school research performance: an update", Kelley School of Business, Indiana University, Bloomington, IN, available at: [www.kelley.indiana.edu/ardennis/rankings/rank2001.doc](http://www.kelley.indiana.edu/ardennis/rankings/rank2001.doc) (accessed 29 October 2008).
- de Rond, M. and Miller, A.N. (2005), "Publish or perish: Bane or boon of academic life?", *Journal of Management Inquiry*, Vol. 14, pp. 321-9.
- Dillman, D.A. (2000), *Mail and Internet Surveys: The Tailored Design Method*, 2nd ed., Wiley, New York, NY.
- Dossabhoy, N.S. and Berger, P.D. (2002), "Business school research: bridging the gap between producers and consumers", *OMEGA*, Vol. 30, pp. 301-14.
- Frey, B.S. (2009), "Economists in the PITTS?", *International Review of Economics*, Vol. 56, pp. 335-46.
- Glick, W.H., Miller, C.C. and Cardinal, L.B. (2007), "Making a life in the field of organization science", *Journal of Organizational Behavior*, Vol. 28, pp. 817-35.
- Gmelch, W.H., Lovrich, N.P. and Wilke, P.K. (1984), "Sources of stress in academe: a national perspective", *Research in Higher Education*, Vol. 20, pp. 477-90.
- Gomez-Mejia, L.R. and Balkin, D.B. (1992), "Determinants of faculty pay: an agency theory perspective", *Academy of Management Journal*, Vol. 35, pp. 921-55.
- Grey, C. and Sinclair, A. (2006), "Writing differently", *Organization*, Vol. 13, pp. 443-53.
- Hambrick, D.C. (1994), "What if the academy actually mattered?", *Academy of Management Review*, Vol. 19, pp. 11-16.
- Hughes, T., Benice, D., Grisoni, L., O'Regan, N. and Wornham, D. (2011), "Scholarship that matters: academic-practitioner engagement in business and management", *Academy of Management Learning & Education*, Vol. 10, pp. 40-57.
- Judge, T.A., Kammeyer-Mueller, J. and Bretz, R.D. (2004), "A longitudinal model of sponsorship and career success: a study of industrial-organizational psychologists", *Personnel Psychology*, Vol. 57, pp. 271-303.
- Lederman, D. (2010), "You think we're rankings-obsessed?", *Inside Higher Education*, 1 February, available at: [www.insidehighered.com/news/2010/02/01/rankings](http://www.insidehighered.com/news/2010/02/01/rankings)
- Lee, T.W. (2009), "2008 Presidential address: the management professor", *Academy of Management Review*, Vol. 34, pp. 196-9.
- Lodge, D. (1989), *The British Museum Is Falling Down*, Penguin, New York, NY.
- Long, R.G., Bowers, W.P., Barnett, T. and White, M.C. (1998), "Research productivity of graduates in management: effects of academic origin and academic affiliation", *Academy of Management Journal*, Vol. 41, pp. 704-14.
- Lucas, C.J. (2006), *American Higher Education: A History*, Palgrave Macmillan, New York, NY.
- Melguizo, T. and Strober, M.H. (2007), "Faculty salaries and the maximization of prestige", *Research in Higher Education*, Vol. 48, pp. 633-68.
- Merton, R.K. (1995), "The Thomas theorem and the Matthew effect", *Social Forces*, Vol. 74, pp. 379-424.
- MIT Faculty (2011), *A Report on the Status of Women Faculty in the Schools of Science and Engineering at MIT*, Massachusetts Institute of Technology, Cambridge, MA, available at: <http://web.mit.edu/newsoffice/images/documents/women-report-2011.pdf> (accessed 21 March 2011).
- Mittal, V., Feick, L. and Murshed, F. (2008), "Publish and prosper: the financial impact of publishing by marketing faculty", *Marketing Science*, Vol. 27, pp. 430-42.

- Mohrman, S.A., Lawler, E.E. III and & Associates (2011), *Useful Research: Advancing Theory and Practice*, Berrett-Koehler, San Francisco, CA.
- Nkomo, S.M. (2009), "The seductive power of academic journal rankings: challenges of searching for the otherwise", *Academy of Management Learning & Education*, Vol. 8, pp. 106-12.
- Parker, S.K. and Wall, T.D. (1998), *Job and Work Design: Organizing Work to Promote Well-being and Effectiveness*, Sage, Thousand Oaks, CA.
- Podsakoff, P.M., MacKenzie, S.B., Podsakoff, N.P. and Bachrach, D.G. (2008), "Scholarly influence in the field of management: a bibliometric analysis of the determinants of university and author impact in the management literature in the past quarter century", *Journal of Management*, Vol. 34, pp. 641-720.
- Rindova, V.P., Williamson, I.O., Petkova, A.P. and Sever, J.M. (2005), "Being good or being known: an empirical examination of the dimensions, antecedents, and consequences of organizational reputation", *Academy of Management Journal*, Vol. 48, pp. 1033-49.
- Singh, S.N., Dalal, N. and Mishra, S. (2004), "Research burnout: a refined multidimensional scale", *Psychological Reports*, Vol. 95, pp. 1253-63.
- Skapinker, M. (2011), "Why business still ignores business schools", *Financial Times*, 24 January, available at: [www.ft.com/cms/s/0/23019972-2555-11e0-93ae-00144feab49a.html](http://www.ft.com/cms/s/0/23019972-2555-11e0-93ae-00144feab49a.html) (accessed 14 April 2011).
- Smith, P. (1990), *Killing the Spirit: Higher Education in America*, Viking Penguin, New York, NY.
- Starbuck, W.H. (2005), "How much better are the most-prestigious journals? The statistics of academic publication", *Organization Science*, Vol. 16, pp. 180-200.
- Stoever, W.A. (1987), "Management teaching isn't fun any more", *Business Horizons*, Vol. 30, pp. 85-7.
- Tushman, M. and O'Reilly, C. (2007), "Research and relevance: implications of Pasteur's quadrant for doctoral programs and faculty development", *Academy of Management Journal*, Vol. 50, pp. 769-74.
- Walsh, J.P. (2011), "2010 presidential address: embracing the sacred in our secular scholarly world", *Academy of Management Review*, Vol. 36, pp. 215-34.
- Watts, J. and Robertson, N. (2011), "Burnout in university teaching staff: a systematic literature review", *Educational Research*, Vol. 53, pp. 33-50.

#### **Appendix. Academic publishing survey items**

Except for the first item below, respondents were asked to indicate the extent to which they agreed with each of the following statements using a five-point Likert scale (1 = strongly disagree; 5 = strongly agree). Variable names in italics did not appear in the survey but are included for clarity. (R) indicates an item was reverse-scored.

*Instructions.* The following items relate to various aspects of academic publishing. Your responses will be held in strict confidence. Only aggregate data, not individual responses, will be reported.

In this survey, "school" refers to your current business school or college and "articles" refer to either full-length published papers or research notes, without regard to number of authors or order of authorship. Book reviews, comments about and responses to another author's research and letters to the editor are *not* articles.

#### *Total number of publications*

During my entire career as an academic, I have published a total of:

\_\_\_\_\_ articles in peer-reviewed journals.

\_\_\_\_\_ articles in editorially reviewed journals.

- \_\_\_\_\_ scholarly books.
- \_\_\_\_\_ textbooks.
- \_\_\_\_\_ chapters in books.
- \_\_\_\_\_ case studies.

*Pressure to publish*

I feel pressure to publish:

- Articles in peer-reviewed journals.
- Articles in editorially reviewed journals.
- Scholarly books.
- Textbooks.
- Chapters in books.
- Case studies.

*Sources of pressure to publish*

I feel pressure to publish:

- From my department chair.
- From my dean.
- From my university's central administration.
- From colleagues at my university.
- From colleagues at other universities.
- From myself.

*Motivation to publish*

- I hope to increase my job mobility by publishing.
- I hope to increase my salary by publishing.
- I hope to increase my professional reputation by publishing.
- I hope to leave a permanent mark on my profession by publishing.

*Publication stress*

- I experience stress caused by ambiguity in my school's publication expectations for tenure.
- I experience stress caused by ambiguity in my school's publication expectations for promotion.
- I find the pressure to publish articles in peer-reviewed journals to be stressful.

*Publication burnout*

- I have thought about doing less research.
- Because of pressure to publish in peer-reviewed journals I have thought about leaving academia.
- The pressure to publish articles in peer-reviewed journals leaves me mentally exhausted.
- The pressure to publish articles in peer-reviewed journals leaves me emotionally fatigued.
- I feel drained because of my past publication efforts.
- I am enthusiastic about future publication activities. (R)
- Setbacks and failures associated with academic publishing have left me frustrated.

---

*Satisfaction related to the publication process*

- I am generally satisfied with what my school expects of me as a researcher.
- I am generally satisfied with the amount of time I have to conduct research.
- I am generally satisfied with the influence I have over the focus of my research.
- The pressure to publish articles in peer-reviewed journals negatively affects my morale. (R)

*Conducting creative and non-traditional research*

- The pressure to publish articles in peer-reviewed journals deters me from doing more creative research.
- The pressure to publish articles in peer-reviewed journals deters me from using alternatives to more traditional approaches to research.

*Perceived conflict between teaching and research*

- My teaching detracts from being able to publish articles in peer-reviewed journals.
- The pressure to publish articles in peer-reviewed journals detracts from my teaching.

*Perceived research relevance*

- My research publications are relevant to practitioners.
- It is important that research published by business school faculty be relevant to practitioners.

**About the authors**

Alan N. Miller is a Professor of Management at the University of Nevada, Las Vegas. He received a PhD in business from the Graduate Center, City University of New York. His research interests include how pressure to publish affects management faculty; research misconduct in the management discipline; capacity building in non-profit organizations; global privatization; and how organizations deal strategically with employees affected by HIV/AIDS. Alan N. Miller is the corresponding author and can be contacted at: [alan.miller@unlv.edu](mailto:alan.miller@unlv.edu)

Shannon G. Taylor is an Assistant Professor of Management at Northern Illinois University in DeKalb, Illinois. He received a PhD in management from Louisiana State University. His research interests include personality, psychometrics, and interpersonal relationships in the workplace.

Arthur G. Bedeian is a Boyd Professor at Louisiana State University. He is a past-president of the Academy of Management, a former dean of the Academy's Fellows Group, and a Fellow of the Southern Management Association, the International Academy of Management, the Society for Industrial and Organizational Psychology, the American Psychological Association, and the Association for Psychological Science. He is a recipient of the Academy of Management's Distinguished Service Award, Ronald G. Greenwood Lifetime Achievement Award, and Richard M. Hodgetts Distinguished Career Award.