



The
UNIVERSITY
of VERMONT

COLLEGE OF EDUCATION AND SOCIAL SERVICES
OFFICE OF THE DEAN

To: David V. Rosowsky, Provost and Senior Vice President

From: Fayneese Miller, Dean
Cynthia Gerstl-Pepin, Associate Dean
Deborah Hunter, Chair, Dept. of Leadership & Developmental Sciences
George Liebowitz, Chair, Dept. of Social Work
George Salembier, Chair, Dept. of Education

Re: CESS Scholarly Productivity and Impact Metrics

Date: April 30, 2015

This memo provides an overview of the scholarly productivity and impact metrics for the College of Education and Social Services (CESS) and the process by which faculty members were engaged and participated in the process.

General Overview on Process

The Scholarly Metrics and Impact memo dated December 1, 2014 was sent out to chairs and discussed at a CESS Leadership Team meeting. Chairs then shared the memo with faculty in their departments.

When the second email was sent on February 20, 2015 extending the date for college responses to April 30th; both emails were sent out to all faculty and staff in the college explaining the purpose of the memos and requesting feedback, comments, and concerns.

Department of Education (DOE): The chair of DOE shared the memo during a program coordinators meeting, a faculty meeting, and a DOE research initiatives committee meeting. Faculty saw the connection with the College's RPT document and felt that the metrics needed to stay under the umbrella of the of the RPT guidelines.

Social Work Department (SW): The chair of SW emailed the potential metrics out to faculty; the topic was also discussed at a faculty meeting. The SW Faculty generated a list of potential metrics at the meeting. Faculty considered the list a draft and wanted more time to have fuller and longer discussion on the metrics and want to ensure they have the opportunity to develop program impacts that related to SW in particular.

Department of Leadership & Developmental Sciences (DLDS): The chair of DLDS engaged program coordinators in a discussion of the metrics. Faculty in DLDS were generally supportive of the metrics outlined in the December 1, 2014 memo.

The third memo dated April 21, 2015 requesting additional clarifying information was also sent out to chairs. After individual departmental conversations, we decided to meet together as a group to prepare the CESS memo on the proposed metrics, which resulted in this memo.

Utilization of Scholarly Productivity and Impact Metrics

Given the faculty of CESS had approved new RPT Guidelines on May 14, 2014, the general consensus of faculty in the college was that the RPT Guidelines should be used to guide the selection and use of the scholarly metrics. The question of program impact metrics is a little more complicated. As a professional school, all but three of our programs (Higher Education & Student Affairs, Human Development and Family Studies and the Ed.D. and Ph.D. Educational Leadership & Policy Studies all in DLDS) have to meet national and state accreditation requirements which are data driven and tied to national expectations concerning program quality. While it is easier for us as a college to agree to scholarly metrics, evaluation of program impacts requires some acknowledgement of program specific expectations. Therefore we have decided to separate the two sets of metrics in order to acknowledge that the scholarly productivity metrics: 1) are tied to our RPT guidelines, 2) need to acknowledge the importance of accreditation for the majority of our programs, and 3) engage faculty in an ongoing discussion of program quality going forward.

Scholarly Productivity: Currently CESS has a Faculty Profile System (FPS) in place for the college where individual faculty can document their scholarly productivity; it is dependent on faculty finding time to update it regularly. Looking forward to next year, we would like to build on this system and move to connect the FPS to the annual review process. This would ensure faculty input their information once a year so the college has updated data on scholarly productivity. This would enable departments to issue annual reports of scholarly productivity, which could be used as discussion points for faculty at both the individual level during the annual review process and in departmental and college-wide discussions. This information can also be used to develop annual reporting on scholarly productivity for the college as a whole.

Program Impact: As noted earlier, the majority of our programs are nationally accredited. As a professional school, most of our programs seek to prepare students for professional positions. Therefore, our impact metrics take this goal into account. In addition, given our focus on social services and education, we take seriously the land grant mission of the university, as well as our commitment as a college to prepare students who will seek to make a difference in their chosen careers and professional goals and have an impact on communities both locally and globally. Our metrics take these broader goals into account. These metrics will be collected annually for our accrediting bodies as well as for the Academic Program Review process. We would like to systematize how this data is collected across the college so that we efficiently collect this data for faculty and staff use. This will be a college-wide goal for next year. Chairs and program faculty will use this data to think about program improvement and curricular innovation. The Dean will use the

data to promote the college in state, national and international conversations, as well as use it to engage faculty in the college as a whole in discussions of program quality.

Proposed Scholarly Productivity and Impact Metrics

Attached please find our proposed scholarly productivity and impact metrics. We are currently submitting these as college-wide metrics but we want to leave space for further engagement with faculty around these metrics to ensure they are useful and meaningful for all programs and departments as we move into IBB next year. Further discussions with faculty around these metrics will occur later this year and next fall. We plan to return to these annually at both the college and departmental level. Next year, we may have some additional departmental metrics as well as additions or modifications depending on further analysis and discussion.

Please do not hesitate to contact us if you have any questions about these proposed metrics.

CESS PROPOSED SCHOLARLY PRODUCTIVITY AND IMPACT METRICS

Scholarly Productivity Metrics

Primary importance

- Publication of refereed scholarly research and other articles in high quality journals
- Books published by highly regarded presses
- Competitive national, international or state grants, which advance, integrate, apply, and/or transform knowledge.
- Awards and honors for scholarly works/achievements.

Additional metrics

- Objective criteria of high quality research such as Google Scholar Citations, acceptance rates, journal impact factors, journal circulation, and grant selectivity
- Articles, essays, chapters, and theoretical treatises written for scholarly books, monographs and scholarly meeting proceedings
- Published pieces, articles, columns, and notes in magazines, trade journals, newsletters, websites for popular or general audiences
- Field-based or policy reports of studies resulting in changed policy and/or practice as evidenced by national, state, or local adoption and publication by funders
- Published book reviews in refereed journals
- Refereed/reviewed or invited presentations (e.g. papers, roundtables, poster presentations, lectures) at international, national, regional, and state conferences
- Production and distribution of commissioned scholarly research reports or external evaluation reports
- Published scholarly educational computer software, psychological and educational tests, films, media, and/or videotapes
- funded university or local grants
- Citation of works in books, journals, monographs, etc
- Discussion of works in books, journals, monographs, etc

- Reprints of works in books of readings or other publications
- Invited contributions appearing in high quality publications
- Solicitation of the person's opinion by recognized authorities through membership on journal editorial or review boards, through membership on advisory boards or commissions in the private and/or public sector, and through other such important roles

Proposed Program Impact Metrics

- Successful state and national accreditation
- Successful recruitment of students
- Successful retention and graduation of students
- Program completers meeting national and state certification requirements
- Student satisfaction per the National Survey of Student Engagement (NSSE)
- Professional partnerships for enhancing program quality (service-learning partnerships, partnerships for field preparation, partnerships with state and federal agencies, partnerships with collaborating colleges & universities)
- Interdisciplinary/interprofessional partnerships for curricular and/or research innovation
- Number of Bachelor's graduates
- Number of Bachelor's graduates going on to professional positions or graduate school
- Number of Master's and Doctoral students graduated
- Placement of Master's graduates in professional positions
- Placement of Doctoral graduates in academic or professional positions
- Number of students selected for competitive national and international awards
- Recognition of program quality (national associations, state associations & agencies, national & regional rankings)
- Student engagement in community service and service learning
- Graduates' Participation in work seeking to make a difference in communities locally and globally (e.g. Peace Corps, AmeriCorps VISTA, Fulbright Scholars)