



TO: Antonio Cepeda-Benito, Dean, College of Arts and Sciences  
Luis Garcia, Dean, College of Engineering and Mathematical Sciences  
Doug Lantagne, Dean, UVM Extension  
Nancy Mathews, Dean, Rubenstein School of Environment and Natural Resources  
Fayneese Miller, Dean, College of Education and Social Services  
Rick Morin, Dean, College of Medicine  
Patty Prelock, Dean, College of Nursing and Health Sciences  
Mara Saule, Dean, Libraries and Learning Resources  
Sanjay Sharma, Dean, School of Business Administration  
Tom Vogelmann, Dean, College of Agriculture and Life Sciences

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

DATE: December 1, 2014

SUBJECT: Charge to Develop Metrics for Scholarly Productivity and Impact

## BACKGROUND

As a great university, and consistent with the goals of the President's *Strategic Action Plan* and the *Academic Excellence Goals* for the University of Vermont, it is essential that we be able to measure and message our collective scholarly productivity and impact. Measuring, in this case, refers to quantitative assessment of relevant and nationally accepted standards (which may be discipline-specific) for scholarly productivity and impact, *or* – in cases where nationally accepted quantitative metrics do not exist for a given discipline or type of scholarship or creative activity – qualitative assessment criteria that can be independently verified, reported, and compared with information from other institutions.

The goal of tracking productivity is to empower departments and colleges to effect positive and strategic change. No intent exists to use this information for any other purpose.

Tracking, reporting, and acting upon collected information describing scholarly productivity and impact is part of how universities function today. As a public research university – ranked among the top universities of our size in the nation and with shared goals of moving ever higher in academic quality, visibility and ranking – we must also function in this way. We use this information to message and affirm our value, distinguish the University, and advance our reputation.

The need to report scholarship and impact arises from the need to hold ourselves accountable to our ideals as well as the competitive higher education landscape in which we exist. In taking stock of our achievements and our impact, we seek to enable departments and colleges – *e.g.*, to inform student and

faculty recruitment strategies, to make informed decisions about investments or reallocations, and to make contextualized decisions to positively impact national reputation, visibility, and ranking.

Examples of productivity metrics include, but are not limited to:

- Original research published in peer-reviewed journals or other volumes
- Other work published in peer-reviewed journals or other volumes
- Books or book chapters published
- Articles published, volumes edited, other scholarly works published
- Published critical reviews
- Invited exhibitions/performances, juried exhibitions/performances
- Journal editorships
- Extramural support for research, scholarship, creativity
- Extramural support for teaching, outreach, service
- Number of Masters and Doctoral students graduated
- Number of Bachelor's graduates going on to graduate or professional study
- Placement of Doctoral graduates in academic positions
- Number of students selected for competitive national and international scholarships/fellowships
- Major awards and prizes won by faculty
- Patents awarded
- National rankings of programs
- Members of national academies (*e.g.*, NAE, NAS, IOM)
- Number of major society fellows
- Number of professional or society faculty fellowships

#### SPECIFIC CHARGE TO THE DEANS

RE: Scholarly Productivity and Impact

Consistent with our discussions over the last year, I am writing to charge each of the academic deans with establishing a list of metrics for scholarly productivity and impact for their respective units. I recognize and respect that different scholarly fields have different cultures, outlets and mechanisms for scholarship, and national norms for measuring productivity and impact. To that end, it is my expectation that you will work closely with the faculty within each discipline (department, program) to identify suitable and appropriate metrics to track, report, and act upon in goal-setting and decision-making.

As a deliverable, I ask that you prepare a set of metrics, by department, for my review. These should be fully vetted by faculty as well as the college leadership. You may choose to have a common set of metrics (college-wide) that all departments utilize, as well as a department-specific set. Or you may choose to have all department-specific metrics. Or you may find that, as the discussion evolves, the metrics are indeed common across departments and therefore you put forward a single college-wide set. Any of these are acceptable.

Please submit these directly to me by **April 30, 2015**.

I will review these with each of you individually to ask questions for clarification, discuss rationale, suggest clarifying or unifying revisions, and ultimately approve the metrics for your future use in your

college/school. My hope is that you will use these metrics to establish appropriate goals, track and report progress toward those goals, and inform strategy and decision-making.

It may be desirable to update or add new metrics from time to time, and you are welcome to do so. However any new or revised metrics should be *in addition to* the original metrics you propose/adopt. This allows for the most effective tracking of progress and position (*e.g.*, relative to peer and aspirant programs).

Thank you.

cc: Brian Reed, Associate Provost for Teaching and Learning  
Gayle Nunley, Associate Provost for Faculty Affairs and Internationalization  
John Ryan, Director of the Office of Institutional Research

rev. 2/24/15

From September 2014 *Across the Green* memo to the UVM Academic Community:

*“Consistent with conversations over the past year around our shared commitment to academic excellence, the deans also have agreed to engage with their colleges/schools to define indicators of academic quality and impact. This is intended to create a rich and productive discussion, starting at the department (or program) level, which feeds into a broader discussion at the college or school level. Once agreed upon, these can be shared with current students, prospective students and their families, employers of our graduates, alumni, and potential donors. We must, as stewards of the academic enterprise at the University of Vermont, be willing and able to show evidence of the quality and impact of our programs. We must be able to place ourselves into national context, show where we are distinctive and where we distinguish ourselves, and demonstrate the value proposition of a UVM education. We must set aspirant goals and demonstrate progress toward meeting them. This is how colleges and universities compete in the crowded (and increasingly competitive) higher education market.”*

From UVM’s fifth-year NEASC *Interim Report* (January 2014):

*“(We) are taking steps both to contextualize our departments and degree programs among peer and aspirants, and to develop metrics to measure our achievements, progress, and impact along important vectors of academic excellence and student success.”*