

# Assessing Academic Research

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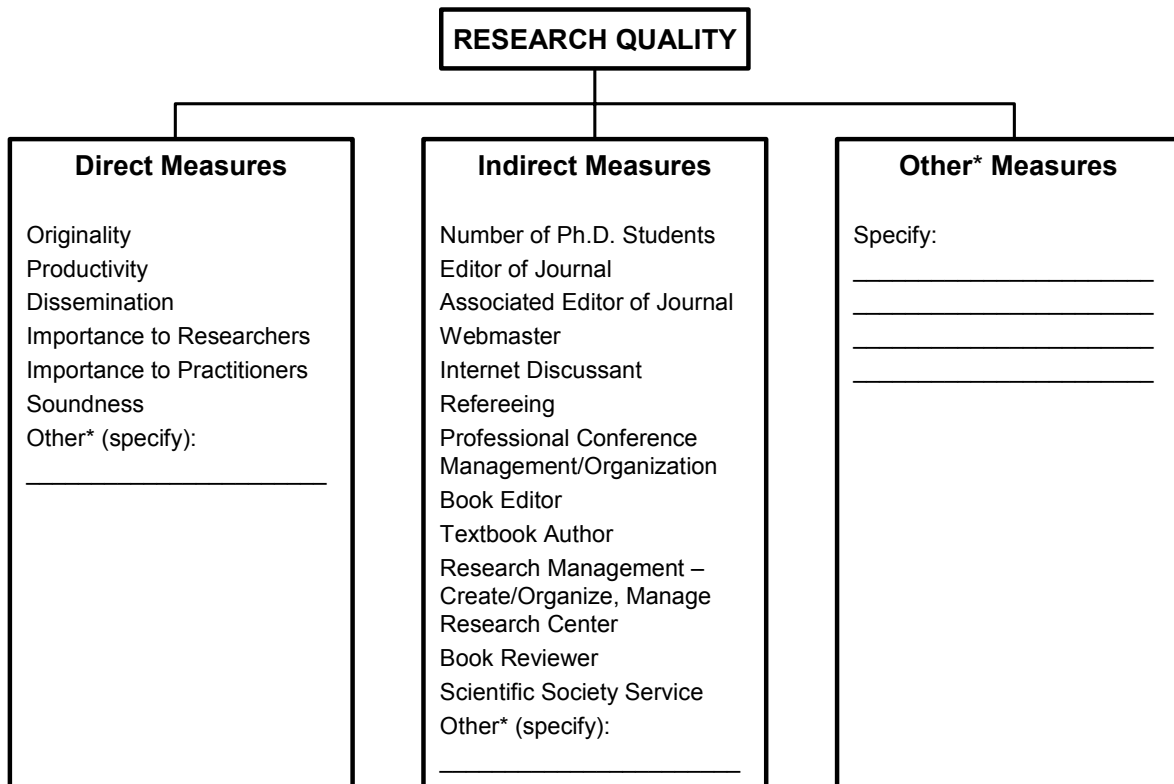
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We are often asked to evaluate academic colleagues' research contributions at our own or other schools for use in hiring, promotion, or tenure. Frequently, the criteria are vague; terms like "high quality, creative research" and "impact on the profession" have little meaning unless made specific and operational.

We propose a structure in the Exhibit. The direct indicators include importance, originality, productivity, and impact. Indirect indicators involve a variety of service-related activities, such as Ph.D. supervision, serving on editorial boards, and managing research.

You can use this model to evaluate the relative importance of the research quality indicators. The indicators are compensatory. In other words, strength in one area can compensate for weakness in another. In operational terms, the scores for the various indicators are added. You can add dimensions at any level.



\* Add your own criteria.

## Exhibit – A Compensatory Model of Research Quality

Please indicate below how you believe the components of research contributions *should be* weighted.

### 1. Direct Measures

Please allocate 100 points among the following elements in a way that reflects their relative importance to you in composing a Direct Measure of Research Quality.

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
1.1 Originality – Are the ideas new?			
1.2 Productivity – Does the research get done?			
1.3 Dissemination – Are the results of the research reported?			
1.4 Importance to Researchers – Do the ideas influence other researchers?			
1.5 Importance to Practitioners – Do the ideas beneficially affect practice?			
1.6 Soundness – Is the research free from errors?			
1.7 Other (specify) _____			
		100	

Each of the above measures has a number of indicators. Some of these indicators may carry across several direct measures. We have grouped them below. Again, allocate 100 points among the following indicators for each measure.

#### 1.1 Originality

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
1.1.1 Citations by others			
1.1.2 Research books (not texts)			
1.1.3 Letters of support			
1.1.4 Subjective ratings by readers			
1.1.5 Founder of journals, professional societies, researcher centers, etc.			
1.1.6 Other (specify) _____			
		100	

**1.2. Productivity** (quantity measures for ...)

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
1.2.1 Research books			
1.2.2 Revised editions of research books			
1.2.3 Refereed papers			
1.2.4 Invited papers in books			
1.2.5 Editorials, commentaries, or letters published			
1.2.6 Papers in proceedings			
1.2.7 Book reviews published			
1.2.8 Conference participation			
1.2.9 Invited lectures at other schools			
1.2.10 Other (specify) _____			
		100	

**1.3. Dissemination**

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
1.3.1 Citations by others (#)			
1.3.2 Sales of research books (#)			
1.3.3 Press coverage of research			
1.3.4 Invited papers in books (#)			
1.3.5 Refereed papers (#)			
1.3.6 Papers in proceedings (#)			
1.3.7 Clarity of communication			
1.3.8 Invited lectures at other school			
1.3.9 Letters published (#)			
1.3.10 Other (specify) _____			
		100	

**1.4. Importance to Researchers**

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
1.4.1 Citations by others (#)			
1.4.2 Web site cites (#)			
1.4.3 Reprinting of letters in research volumes (#)			
1.4.4 Subjective ratings of readers			
1.4.5 Published reviews, commentary, letters about the research (#)			
1.4.6 Published replications of the research (#)			
1.4.7 Other (specify) _____			
		100	

**1.5. Importance to Practitioners**

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
1.5.1 Mass media coverage	_____	_____	_____
1.5.2 Web site cites (#)	_____	_____	_____
1.5.3 Reprinting of papers in books for practitioners	_____	_____	_____
1.5.4 Beneficial use of ideas/concepts/techniques in organizations	_____	_____	_____
1.5.5 Citations in textbooks	_____	_____	_____
1.5.6 Other (specify) _____	_____	_____	_____
		100	

**1.6. Integrity**

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
1.6.1 Research free of major flaws	_____	_____	_____
1.6.2 Research successfully replicated	_____	_____	_____
1.6.3 Other (specify) _____	_____	_____	_____
		100	

**1.7. Other (if relevant)**

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
1.7.1 Specify: _____	_____	_____	_____
1.7.2 Specify: _____	_____	_____	_____
		100	

## 2. Indirect Measures

The indirect measure elements of research quality are listed separately and are not grouped as are the direct measures elements. Again, please allocate 100 points among the elements in a way that reflects their importance to you in constructing an Indirect Measure of Research Quality.

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
2.1 Ph.D. students (#)	_____	_____	_____
2.2 Editor of Journal (#)	_____	_____	_____
2.3 Associate Editor of Journal (#)	_____	_____	_____
2.4 Refereeing (#)	_____	_____	_____
2.5 Professional Conference Management/Organization (#)	_____	_____	_____
2.6 Proceedings Editor (#)	_____	_____	_____
2.7 Book Editor	_____	_____	_____
2.8 Textbook Author	_____	_____	_____
2.9 Research Management – Fund Raising	_____	_____	_____
2.10 Research Management – Create/Organize/Manage Research Center	_____	_____	_____
2.11 Book Reviews (#)	_____	_____	_____
2.12 Scientific Society Service	_____	_____	_____
2.13 Other (specify) _____	_____	_____	_____
		100	

## 3. Composing an Overall Research Quality Measure

Reconsider the exhibit which outlined the components of quality. It is composed of direct and indirect elements, as specified above. In order to construct an overall measure, please allocate 100 points between the sets of dimensions in a way that reflects the relative importance that you believe should be used in your field in constructing an Overall Measure of Research Quality.

	<b>Rating</b> 1 = poor 10 = high	<b>Weight</b> (total = 100)	<b>Total</b>
3.1 All Direct Measure Elements	_____	_____	_____
3.2 All Indirect Measure Elements	_____	_____	_____
3.3 All Other (specify) _____	_____	_____	_____
		100	

**If the above items are used to solicit information from others as to weights, here are some questions that might be of interest about demographics.**

#### **4. Demographics**

4.1 Your current position

- Adjunct (part-time) faculty
- Lecturer
- Assistant Professor
- Associate Professor
- Full Professor
- Dean
- Other (specify) \_\_\_\_\_

4.2 Your specialty (pick the closest)

- Accounting
- Decision/Management Sciences
- Finance
- Management
- Marketing
- Production
- Other (specify) \_\_\_\_\_

4.3 Number of years as a faculty member \_\_\_\_\_

4.4 Number of institutions at which you have been a faculty member \_\_\_\_\_

4.5 Type of school (present affiliation)

- Public
- Private

4.6 Degree programs at your institution

- Undergrad
- MS?
- MBA?
- Ph.D.?

4.7 Please allocate 100 points in a way that currently reflects your opinion about the importance your institution places on

Research	_____
Teaching	_____
Service	_____
Total	100

4.10 Location of institution (city/state/country) \_\_\_\_\_

4.11 Name of institution (optional) \_\_\_\_\_

4.12 Your name (optional) \_\_\_\_\_

**Other Comments**

In the space below, please comment on any elements/dimensions that you think are missing here in evaluation research quality.