OBTC 2017 at Providence College
June 14th – 17th, 2017

Submission Template

SUBMISSION GUIDANCE

*Remove all identifying properties from this document *
* All files must be saved in PDF format *
Please include ALL supplementary text at the end of this document
Only one document should be submitted

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Title: Measuring impact for management education teaching resources: Alternatives to the impact factor?

Abstract: We will convene a dialogue and brainstorming session to explore alternative measures for impact in teaching scholarship and resources. The critiques of impact factors for this domain are well known, but viable solutions have yet to be developed. Session facilitators will provide an overview of the key issues and debates around impact factors. Participants will then be guided through creative prompts to build upon existing models and generate new ideas, which will reviewed by the group with emoticon measures and recorded in GoogleDocs.

Keywords: impact, publishing, citations, research

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Building upon a strategic conversation in a recent OBTS board retreat, this proposed session contributes to the scholarly life of our community by investigating the metrics we use to measure the impact of our work. The learning objectives for this session are:

- To review the definition and characteristics of impact factors.
- To consider whether and how the characteristics of impact factors fit the domain of management education teaching resources.
- To develop an expanded set of criteria that are important for determining impact of management education teaching resources.
- To brainstorm how data can be compiled to address an expanded criteria of impact.

It has been over twenty-five years since Boyer (1990) advocated that the scholarship of teaching deserves some respect, but we are still developing suitable ways to assess its worth. Many schools have journal lists, and journal quality is typically measured by the impact factor metric from Web of Science which is based on

citation counts. However, citation counts are a contested measure of scholarly impact for educational research.

Impact factors are helpful for disciplinary research because they can be seen as "objective". Arbaugh et al (2016) have discussed this as "prominence", associated with rigor and quality. They conclude that business and management education (BME) research is relatively immature because it has not yet reached a stage where it has a small number of well-known authors with highly cited authors; few scholars make their career entirely on BME research. According to their argument, in this area the work tends to be insular with limited cross-disciplinary pollination.

However, others have argued that citation counts are not appropriate measures of impact for BME because the impact of educational research often happens in the classroom (which happens without citation). Further, some significant management education resources do not fall within the normal category of research. Citation analysis relies on the assumption that there is taken for granted knowledge upon which to build current research (Rynes & Brown, 2011; Arbaugh et al., 2016). Competing views suggest instead that the field is pluralistic (Bridgman & Bell, 2016; Kenworthy & Hrvinak, 2016).

While many authors in the management education domain recognize the issues with citations and impact factors for our domain, we have yet to propose a viable alternative that can be used to measure scholarly impact. In the field at large, additional measurements include the h-index, citation analysis through sources like Google and Scopus, and altmetrics which might incorporate social media and article downloads. The purpose of this panel is to discuss alternative measures of scholarly impact that are appropriate for management education research – the necessary characteristics of such measures, as well as considerations in how such data might be collected and used.

References

Arbaugh, J. B., Fornaciari, C. J., & Hwang, A. (2016). Topic development in business and management education research using Legitimation Code Theory, *Journal of Management Education*, 40(6), 1–38. http://doi.org/10.1177/1052562916631109

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Washington, DC: Carnegie Foundation for the Advancement of Teaching.

Bridgman, T., & Bell, E. (2016). Seeing and being seen as a management learning and education scholar: Rejoinder to "Identifying research topic development in business and management education research using Legitimation Code Theory." *Journal of Management Education*, *40*(6), 692–699. http://doi.org/10.1177/1052562916662103

Kenworthy, A. L., & Hrivnak, G. A. (2016). When in London, it's a burger and Neapolitan ice cream for you: Rejoinder to "Identifying research topic development in business and management education research using Legitimation Code Theory." *Journal of Management Education*, *40*(6), 732–739. http://doi.org/10.1177/1052562916652644

Rynes, S. L., & Brown, K. G. (2011). Where are we in the "Long march to legitimacy?" Assessing scholarship in management learning and education. *Academy of Management Learning & Education*, *10*(4), 561–582. http://doi.org/10.5465/amle.2009.0084

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

We request a 60 minute session. Following introductions, we will provide an overview of the key issues and debates of measuring management education scholarly impact. We will share some examples of alternative metrics from the altmetrics website (http://altmetrics.org/tools/). The purpose of sharing these is to "prime the pump" for creative thinking about tools for management education research.

We will then ask participants working in smaller groups to discuss three questions (given out one at a time):

(1) What does "impact" mean for you, in your institutional context?
(2) What are the features of a good impact measure for management education research, and
(3) What are some systems or methods that could provide these desirable features?

Then groups will share their results with the whole room and use emoticon voting to evaluate options. Emoticon voting (see photo below) is a group question response method that "takes the pulse" of the opinions in the room. Instead of using hands or designating a response leader the group selects an emoticon instead to represent the dominant view or reaction to a question or idea (i.e. surprise, love, anger, like, sadness, laughter, etc.)

Timeline	Time	Time Elapsed
Lightening introductions – why are you here?	5 minutes	5:00
MED SOTL impact: History, Debates & Options (shown from altmetrics)	15 minutes	20:00
Brainstorming exercise	25 minutes	45:00

Emoticon voting and discussion	15 minutes	60:00
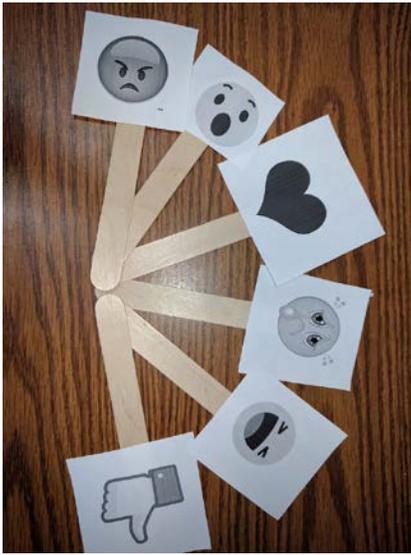
Emoticon voting paddles

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

The session links to the conference theme of *generating dialogues on important topics related to the changing demands of higher education that need to be navigated.* The changing demands of the stakeholders in higher education – such as accreditors, students and parents, employers, promotion and tenure committees, and the academic job market –require more focus on accountability. Measuring our scholarly impact is a complex problem. We propose that a structured dialog and brainstorming session with the OBTC community will provide new ideas and parameters for creating alternative impact systems for management education research.

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

We have not presented this work previously. A similar session is under review for the Academy of Management Conference in 2017. The current session is distinct because it is more interactive, includes different panelists, and asks different questions for participants to consider.