

# Faculty approaches to the integration of publicly engaged scholarship with their other institutional responsibilities

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# Today's Presentation

## Opening Question

## Introduction to the Study

- Literature review
- Conceptual framework

## Research Design, Data Collection, Data Analysis

- Research questions, definitions, & research design
- Consent & faculty demographics

## Interpretation and Findings

- Roles, Genesis, and Expansion
- Motivations and Communities

## Conclusions



# Opening Question

- **Why** is understanding faculty integration of their publicly engaged scholarship with their other institutional responsibilities important?
  - “Overloaded” “Not another responsibility” “time pressures”
  - Reduces work overload, including competing roles
  - Enrich & strengthen faculty work, including research, teaching, and service
  - Reduces short-lived, poorly resourced partnerships, thereby improving institutional commitment to community
  - Marks shift from service-outreach-engagement, not just volunteering—elevating the scholarship

## From the literature, we know...

*“Research evidence shows that faculty already integrate their work roles. Failure to account for the ways and the extent to which faculty jointly produce teaching & service, research & teaching, or service & research may underestimate contributions to faculty productivity.”*

*~Colbeck, 1998*

## From our previous P&T research, we know...

*“Throughout this document I have attempted to differentiate between scholarship that deals with instruction, research/creative activities, and service. However, teasing apart these strands of my professional life is, for the most part, an artificial process that underemphasizes the connections between these activities.”*

*~MSU Faculty member, College of Education*



# Literature Review

## Faculty Integration Generally

- Principled arguments (Boyer, 1990; Towes & Yazedijan, 2007)
- Productivity studies (Fox, 1992; Colbeck 1997; Hattie & Marsh, 1996; Marsh & Hattie, 2002; Olsen & Simmons, 1996)
- Teaching and Research Inform (Colbeck, 1998; Colbeck, 2002; Neumann, 1992; Neumann, 1994; Rice 1996)

## Integration Research with Engagement Focus

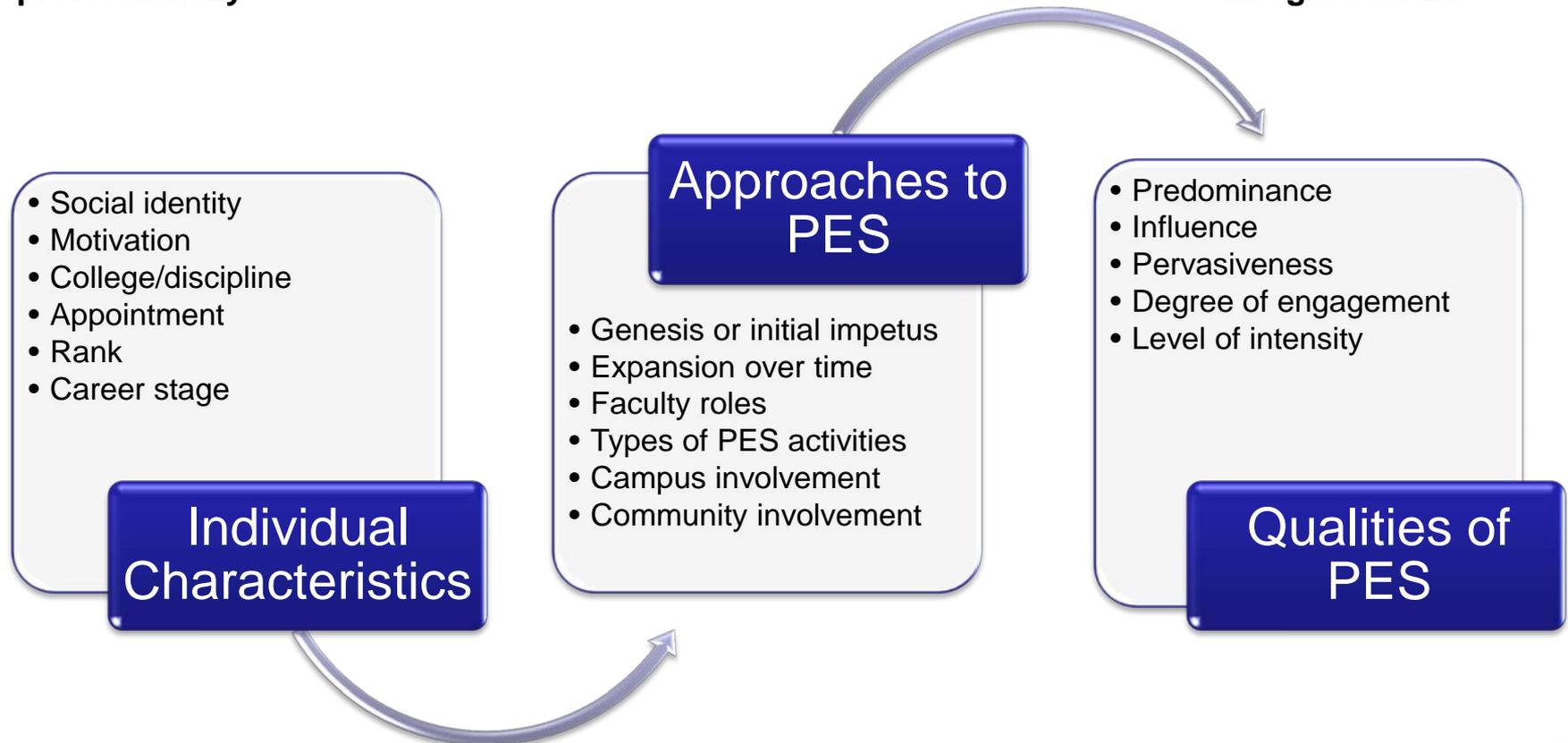
- Individ. & Organizational influences (Colbeck & Wharton-Michael, 2006)
- Integration at liberal arts college (Bloomgarden & O'Meara, 2007)
- Motivations for engaged scholarship (O'Meara, 2008)
- Systems model (Wade & Demb, 2009)

# Conceptual Framework

Who the faculty are personally and professionally

influences how they approach integrating PES, which in turn,

influences the qualities of their integrated PES



Influenced by Colbeck & Weaver, (2008); Colbeck & Wharton-Michael (2006); Doberneck, Glass, & Schweitzer, (2009); Ellison & Eatman, (2008); Enos & Morton (2003); O'Meara (2008); Saltmarsh, Hartley, Clayton, (2009); and Wade & Demb (2009).

# Research Questions

## Grand Tour Question

- How do faculty describe the integration of their publicly engaged scholarship with their other institutional responsibilities?

## Sub-Questions

- What individual characteristics (personally & professionally) influence faculty integration of publicly engaged scholarship?
- What approaches do faculty use to integrate their publicly engaged scholarship?
- What are the qualities of their integrated publicly engaged scholarship?

# Definition of Publicly Engaged Scholarship

“...a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences, in ways that are consistent with university and unit missions.”

*Provost's Committee on Outreach, 1993*

*Michigan State University*

Does not include

- Service to the profession
- Service to the university
- Volunteer efforts
- Outside work for pay (consulting)

# Additional Definitions

## Integration of Publicly Engaged Scholarship

- incorporate PES into or align PES with existing roles and responsibilities; seek connection, synergy, overlap

## Other Institutional Responsibilities

- research & creative activities
  - credit and non-credit instruction
  - mentoring of students
  - curriculum development
  - service to disciplines/professions
  - service to the university (through governance and administration)
  - scholarly engagement with communities
  - provision of clinical or diagnostic services
  - commercialized activities
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# Communities

- Place  
*shared geography, such as neighborhood*
- Identity  
*shared cultural activities/experiences; social identity*
- Interest or passion  
*based on pursuit or resistance to shared fates*
- Practice  
*based on exchanges of experience or learning*
- Inquiry  
*based on collective investigation of an issue*
- Circumstance  
*based on coping w/ temporary/unplanned situations*

# Research Design

## Mixed Methods Research (Creswell & Plano-Clark, 2007)

- Exploratory
- Sequential
  - Three phases, becoming more detailed and richer
- Quantitative, then qualitative
  - Weighting on qualitative data analysis

## Sources of Data

- Faculty descriptions on promotion and tenure forms (Phase 1, quantitative)
- Faculty personal statements included in promotion and tenure reviews (Phase 2, qualitative)
- Faculty interviews (Phase 3, qualitative)

# Consent & Faculty Demographics

Phase 1 P&T forms	Phase 2 Personal statements	Phase 3 Faculty interviews
Faculty were promoted or received tenure between 2001-2006	Faculty who reported high levels of PES during phase 1	Currently Underway
46% consent rate	100% consent rate	
224 P&T forms	17 Statements	
69% male 31% female	59% male 41% female	
80% white 20% non-white	59% white 41% non-white	
62% Asst. Professor 38% Assoc. Professor	53% Asst. Professor 47% Assoc. Professor	
Quantitative	Qualitative	Qualitative
SPSS	NVivio8	NVivio8

## Colleges included in Phase 2

College	Number	Percentage
Agriculture & Natural Resources	3	18
Arts & Letters (incl. Music)	2	12
Education	3	18
Engineering	1	6
Osteopathic Medicine	1	6
Social Science	5	29
Veterinary Medicine	2	12

MSU Colleges not represented in Phase 2: Business, Communication Arts & Sciences, Human Medicine, Natural Science, Nursing

*Similarly, my service work has enabled me to identify new research needs, modify curricula, and bring information on current issues in the [...] field directly into the classroom. In addition, my national service has afforded me opportunities for scholarly publication and grant acquisition. The synergistic relationship between my teaching, research, and service has resulted in significant, balanced, and coherent contributions to the [...] field, people with disabilities and their families, and Michigan State University. Because my teaching, research, and service complement and enhance each other, I have been successful in achieving breadth and depth in all my scholarly work.*

*(male, associate professor, college of education)*

*Since my appointment to MSU, I have been making a career transition from professional musician to university professor...Because of my commitment to my studio..., I choose my professional engagements with an eye towards how they will impact not only my own career but the reputation of the School of Music.*

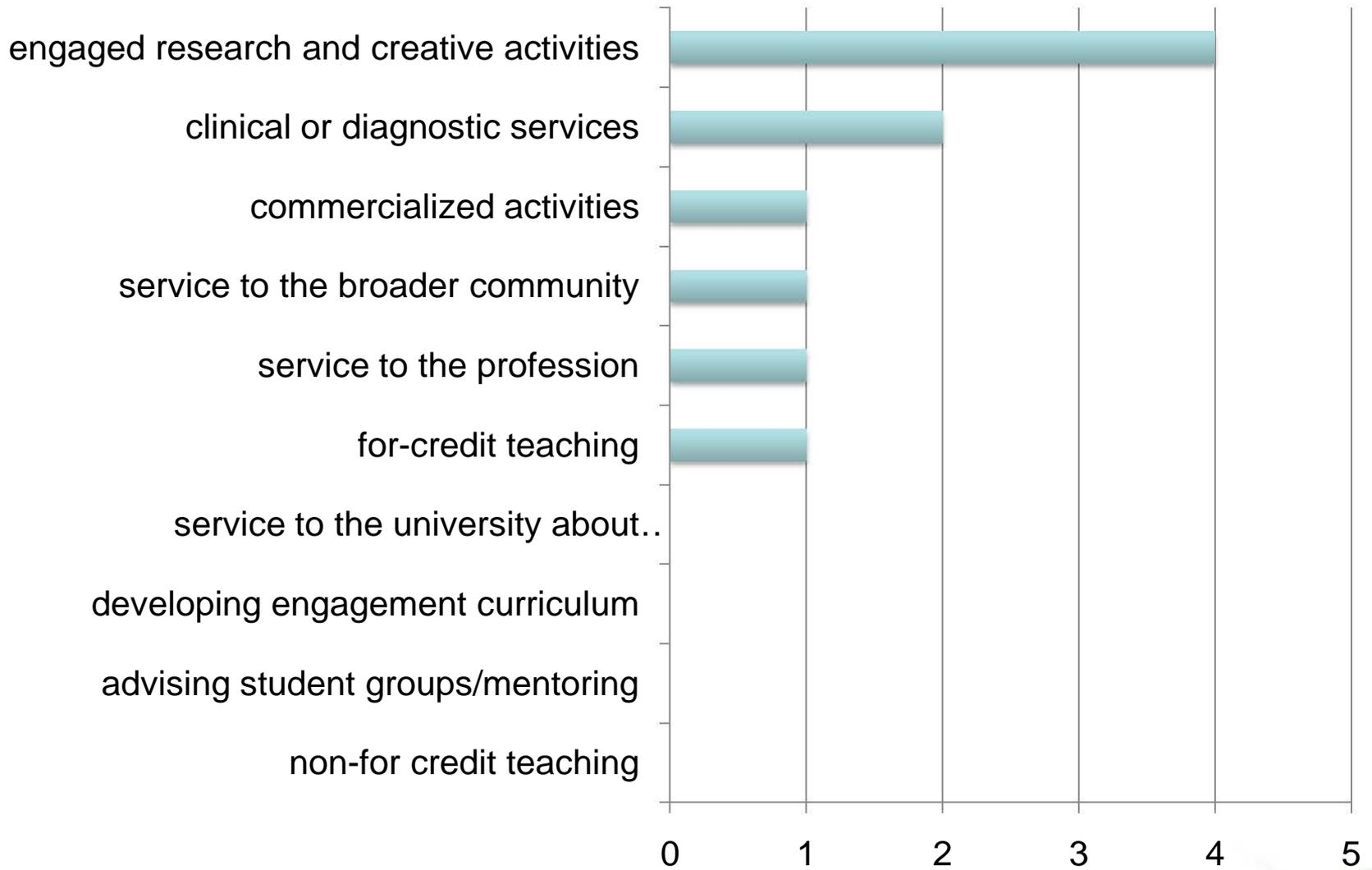
*Teaching by example is also crucial, and I continue...multiple performances on campus each year, as well as facilitating the invitation of visiting artists for master classes. My students have demonstrated academic and professional success by being accepted into important graduate programs, taking faculty positions in universities, and [performing] with professional...companies and concert organizations.*

*(female, assistant professor, college of arts & letters)*

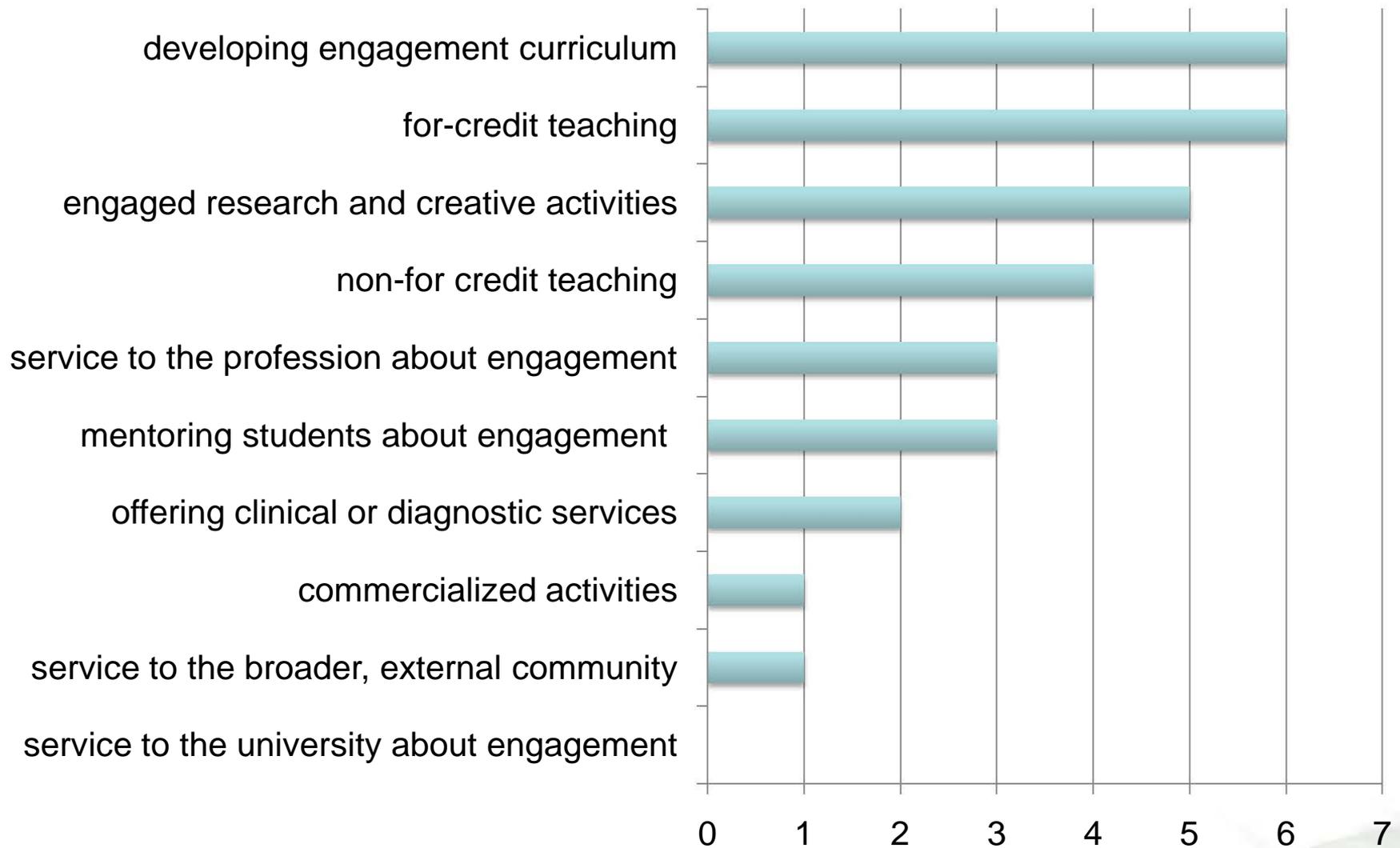
# Roles

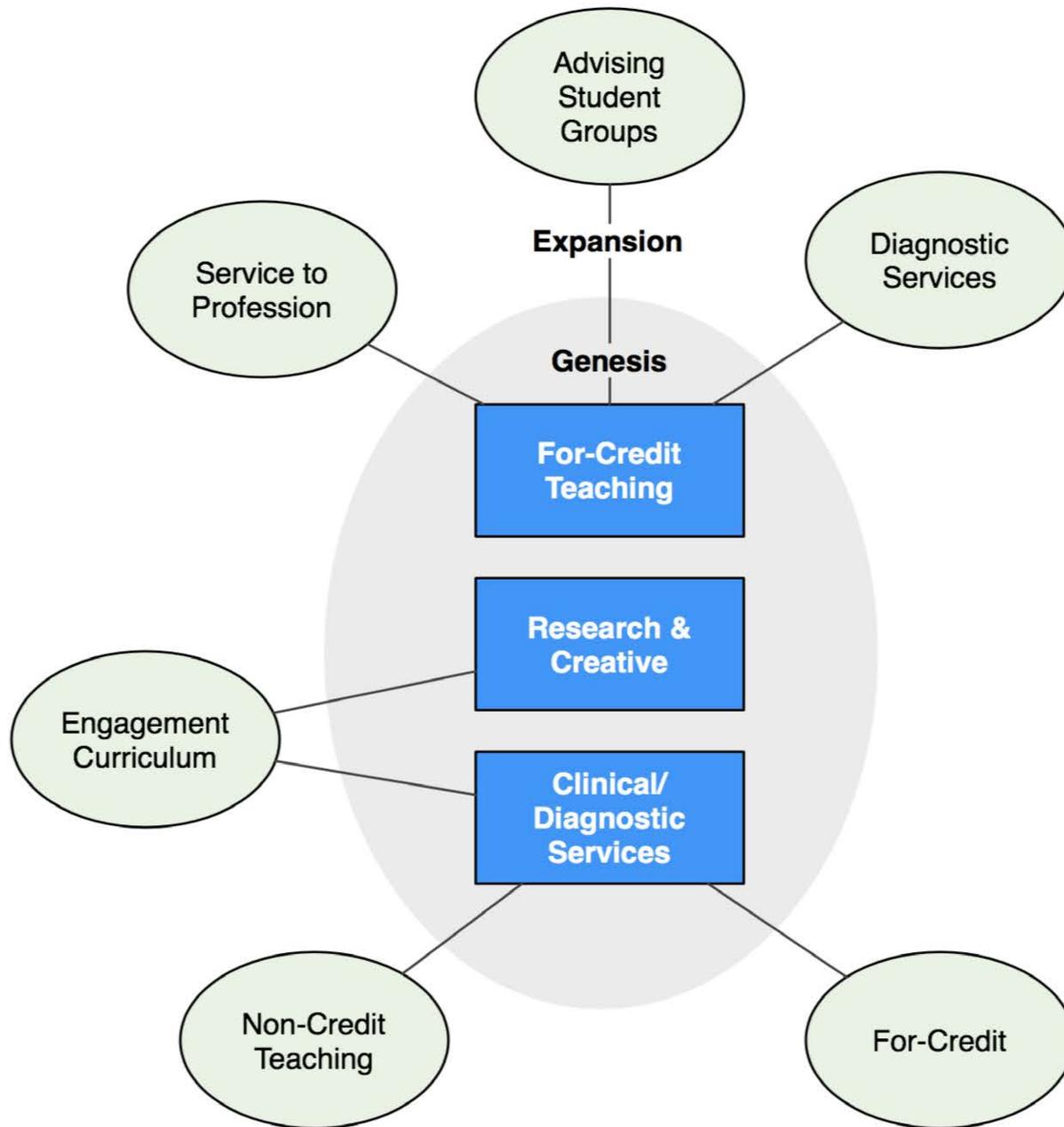
	<b>MSU (2010)</b>
Research & creative activity	<b>65%</b>
Research (& creative activity) mentoring of undergrads, grads, & post-docs related to engaged scholarship	<b>71%</b>
For credit teaching	<b>71%</b>
Non-credit teaching	<b>47%</b>
Curriculum development related to engaged scholarship	<b>65%</b>
Service to university related to engaged scholarship	<b>18%</b>
Service to profession related to engaged scholarship	<b>47%</b>
Service to communities based on scholarly engagement	<b>30%</b>
Clinical or diagnostic services	<b>12%</b>
Commercialized activities	<b>6%</b>

## Genesis



## Expansion





*I am a woman of Hawaiian ancestry, therefore, as an educational leader, scholar, and teacher/mentor I have a responsibility to my kupuna (elders) to honor the rich legacy of my birth and my commitment to the Native Hawaiian 'ohana to build healthy and productive communities of learning. I have endeavored to meet these life goals as teacher, administrator, and scholar....I would best characterize my work as making meaning of how we think and are inspired (through teaching, learning, and leading) to create engaged learning communities across the lifespan that honors the principles of cultural wisdom and moves us forward in the contemporary and global river.*

*(female, associate professor, college of education)*



*I engage in research, teaching, program development, and service in the areas of gender and feminist studies, international development, and agricultural and environmental change...I have held a 59% administrative appointment...and a 41% appointment...where I teach, advise students, and carry out research.*

*My research, teaching, and service are united by longstanding focus on international development, informed by theoretical approaches drawn from political economy, political ecology, feminist theory. I approach international development as an area of research and practice.*

*(female, associate professor, college of social science)*

*For me, being a professor is meaningful only in so far as the power, status, resources, and knowledge this position entails are used to forward the goals of students and community members (only when invited to do so). I strive to enact the land grant university's emphasis on civic participation and contribution from my profession in my research, teaching, and service since 1992 when I began study for my doctorate.*

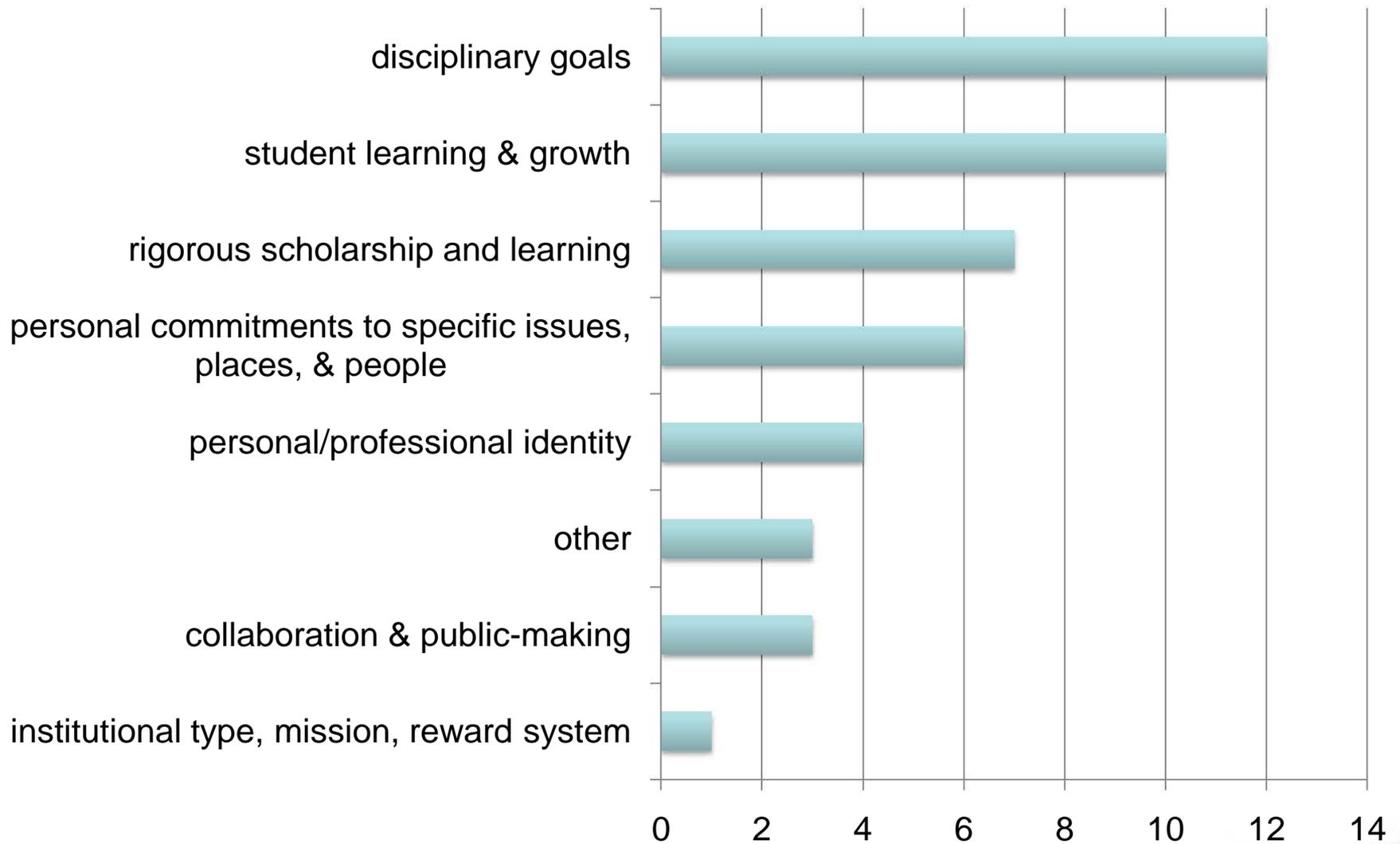
*To enact this belief, my teaching, research, and service braid together whenever possible.*

*(female, asst. prof. college of arts & letters)*

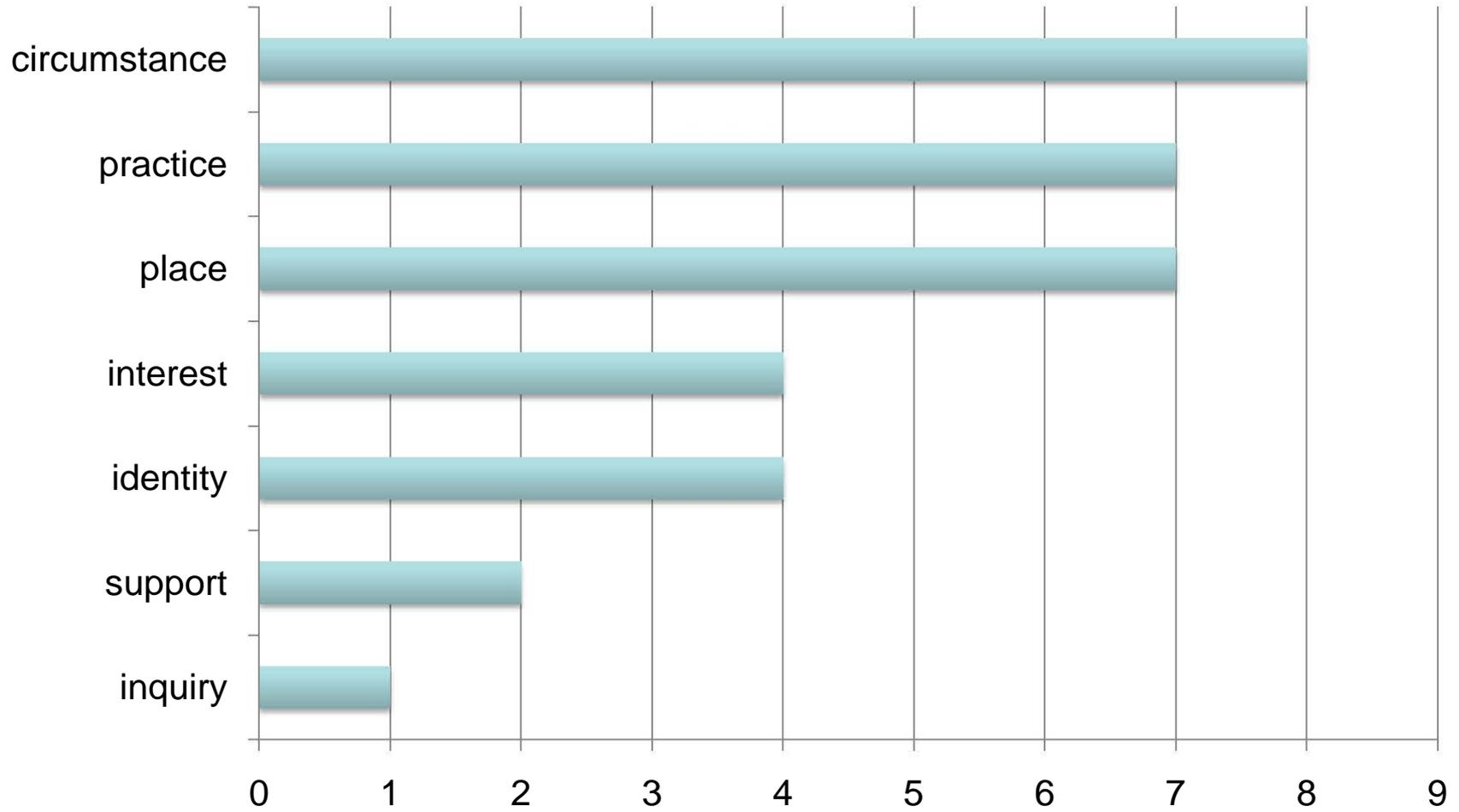
# Motivation

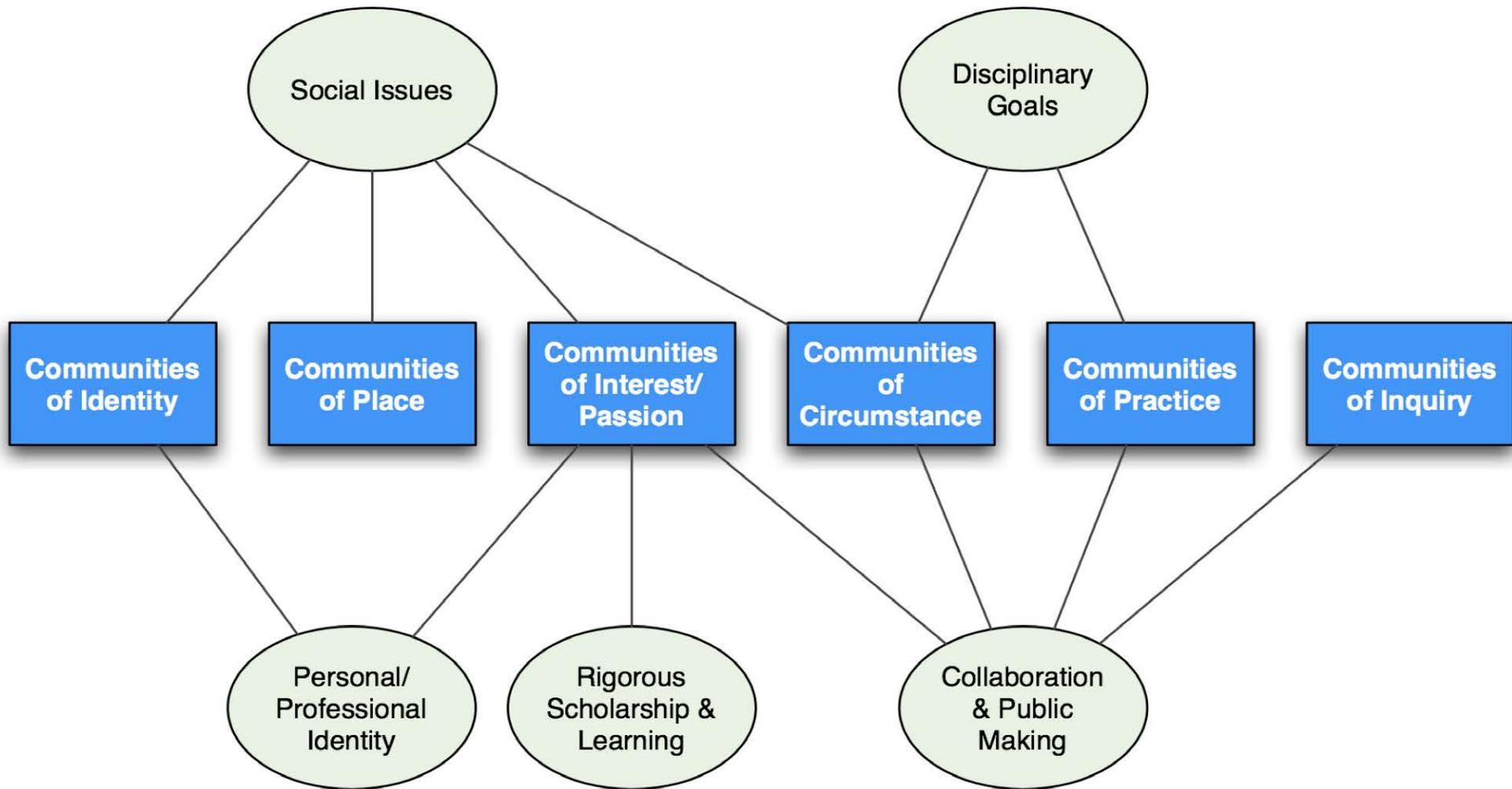
Motivation	O'Meara (2008)	MSU (2010)
1. Facilitate student learning & growth	94%	59%
2. Achieve disciplinary goals	53%	71%
3. Personal commitment to special social issues, places, & people	50%	35%
4. Personal/professional identity	60%	23%
5. Pursuit of rigorous scholarship & learning	44%	41%
6. Desire for collaboration, relationships, partners, & public-making	47%	18%
7. Institutional type & mission, appointment type, and/or enabling reward systems and culture of community engagement	50%	6%
8. Continued connections to professional practice (MSU)		18%

## Motivation



# Community





*One hallmark of this new field has been an expanded emphasis on business strategy, not just at the producer level, but throughout the supply chain that constitutes the global food and fiber system. I was hired to help this Department create and implement a significant expansion of this field.... As a result of my charge from the department, my program serves a distinctive set of journals, academic colleagues, industry stakeholders, and students. My role has been to build a bridge between economics and management in order to share knowledge from the business world with agricultural economics colleagues and to share knowledge of the theoretical world with business stakeholders and students who want and need strategic management research and education.*

*(male, assoc. professor, college of ag & nat resources)*

*Three areas that I specifically consider important for students' education are as follows: equipping students with technique for and experience problem-solving, providing students with hands-on experiences, and exposing students to the newest technology that computing has to offer for problem solving. By providing our students with experiences in all three areas, we will be able to proactively transfer technology to and from industry, both in the short and long term, while equipping students with the necessary background to be leaders in the community.*

*(female, associate professor, college of engineering)*

*I believe exposing out students, interns, and residents to challenging research areas empowers our scientific community by encouraging cultural and scientific exchanges between various disciplines and is essential to ensuring the maintenance of MSU's high academic standards. Thus my research in...integrates students, interns, and residents into every aspect of my research, from proposal writing to study design, data collection, and data representation to authorship and presentation and the eventual clinical realization of our work. Such vision represents an intertwining of research, teaching, and outreach because it involves students at every level of research and is directly applicable, both in the clinics and in comparative human...research.*

*(male, assist professor, college of veterinary medicine)*

# Conclusion

- There are important differences in how faculty approach their engaged scholarship (e.g., faculty roles, points of entry, flows of influence over career, motivations, communities, types of engaged scholarship).
- Based on data from faculty and their descriptions of their approaches to publicly engaged scholarship, we are working to recognize and document these differences.
- Our purpose is to inform institutional and department conversations about engaged scholarship about the many ways of engaging the public in scholarship.

# Questions & Answers

*“A climate that encourages integration of teaching, research, and service is fundamental to the soundness of universities, and it provides for the best use of faculty resources, the effectiveness of the profession, and the full benefits to students and other beneficiaries of college and university work.”*

*~Krahenbuhl, 1998*



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