Integration: Faculty Creating Connections Across Engaged Research, Teaching, and Service

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Today's Presentation

Opening Question

Introduction to the Study

- Institutional context
- Literature review
- Conceptual framework

Research Design, Data Collection, Data Analysis

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

Interpretation and Findings

Implications for Policy, Practice, & Future Research

Opening Question

- **Why** is understanding how & why faculty integrate their publicly engaged scholarship with their other institutional 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

Introduction

Institutional Context of This Study

- – 1855 land grant university, APLU
- – Research-Intensive, AAU
- – Carnegie Engaged (both curricular and partnerships), 2005
- – Internationally focused
- – 36,489 undergraduate students; 10,789 graduate and professional students; 4,985 faculty & academic staff; 6,335 support staff employees

Office of University Outreach & Engagement

- – Academic support office, reports to Provost
- – Campus-wide effort to define outreach scholarship, 1993
- – Campus-wide revision of promotion & tenure forms, 2001
- – Institutional research and studies on faculty engagement

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)

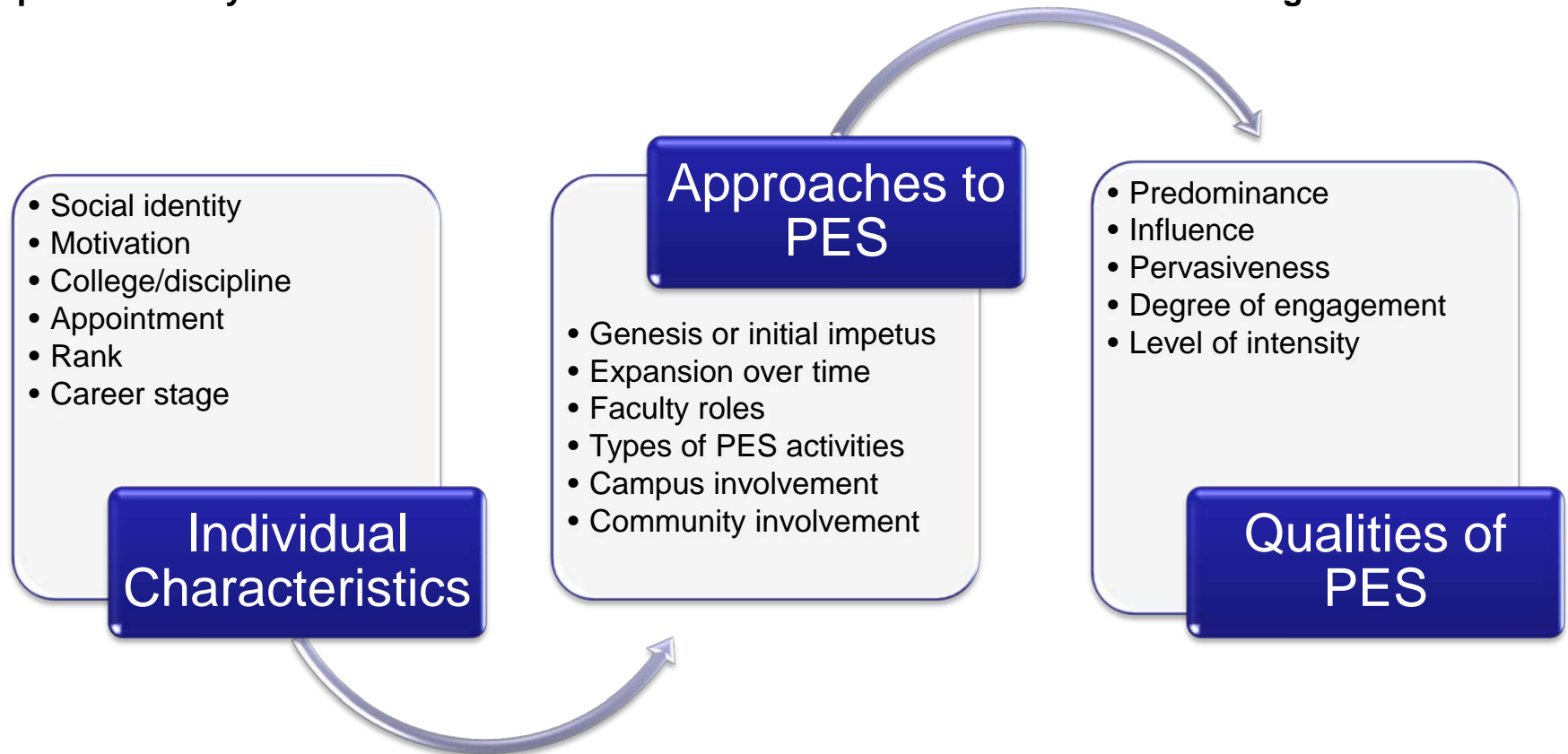**Integration Research with Engagement Focus**

- – Indiv. & 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

Individual Characteristics

- Social identity
- Motivation
- College/discipline
- Appointment
- Rank
- Career stage

Approaches to PES

- Genesis or initial impetus
- Expansion over time
- Faculty roles
- Types of PES activities
- Campus involvement
- Community involvement

Qualities of PES

- Predominance
- Influence
- Pervasiveness
- Degree of engagement
- Level of intensity

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 <u>not</u> 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

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

My program is well integrated across mission functions. With a program focus on agribusiness strategic management, I have been able to develop an extensive amount of material that is based on my strategy research and then use it both class instruction (the graduate and undergraduate levels) and in my industry outreach activities. A sample of these cross-functional materials includes a strategic analysis workbook, a strategic plan workbooks, agri-food systems future scenarios (written and video forms), cooperative finance text and workshop materials….

(male, assoc. professor, college of agriculture & natural resources)

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 ʻohana 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)

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%

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 since1992 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)

My innovation and leadership in teaching, research, and service have contributed to the expansion of knowledge…and…practice. Dynamic and reciprocal relationships exist between my teaching, research, and service. As one of these areas expands and develops, the other two are positively influenced by such a change. For example, my theory development and applied clinical research activities have contributed to high quality graduate instructional programs. 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.

(male, associate professor, college of education)

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)

Roles

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

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)

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)

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)

Summary

Motivation

- Most faculty express more than 1 motivation for integrating their publicly engaged scholarship.

- Plurality in motivation demands a more complex approach to encouraging & supporting integrated PES.

Roles

- Faculty connect their integrated PES to more than the traditional research, teaching, and service roles—engaged research mentoring, curriculum development, administrative roles.

Policy & Practice

At faculty level

1. Ask faculty members to reflect on why and how they integrated their scholarship and on the future possibilities (Bloomgarden & O'Meara, 2007)

2. Encourage dialogue among faculty members—to envision and perceive synergies between existing institutional responsibilities and engaged scholarship. May be best convened in disciplines.

3. Acknowledge that integrated publicly engaged scholarship is a matter of degrees and perspective. There is not one size or approach that fits all faculty.

4. Focus professional development for emerging scholars and faculty development on integration

Policy & Practice, con't.

With regard to rewards & recognition

1. Recognize that perceptions that the reward system does not value integration and that rigorous research means specialized, disciplinary inquiry work against integration (Bloomgarden & O'Meara, 2007)

2. Elevate examples of faculty who have successfully integrated their publicly engaged scholarship and have been successful through reappointment, promotion, and tenure

3. Encourage scholars who have been successfully in integrating their publicly engaged scholarship to take on administrative or leadership roles

4. Reward faculty who are integrated, publicly engaged scholars

Policy & Practice, con't.

At institutional level

1. Lift up and celebrate examples of integrated publicly engaged scholarship. Be sure to include a wide range of disciplines, approaches to, and degrees of integration

2. Revise reappointment, promotion, and tenure guidelines, forms, and policies to encourage reporting of integrated publicly engaged scholarship

3. Reinforce these revisions with training for deans, chairs, RPT committee members, and mentors

4. Continue to reinforce the value of integrated publicly engaged scholarship, formally & informally, to mitigate turnover effects

Future Research: Phase 3

Qualitative in-depth interviews of highly integrated publicly engaged scholarship to better understand

- Changes in integrated publicly engaged scholarship over time (e.g., genesis or initial impetus, expansion)
- Influence of publicly engaged scholarship to other institutional roles
- Effects of who is involved—on and off campus—with faculty as partners in their engaged scholarship
- Ranges in the predominance & pervasiveness
- Exploration of other individual characteristics, especially differences in motivation
- Continued refinement of the conceptual framework

Future Research, con't.

- Understand faculty integration of publicly engaged scholarship at different types of institutions (Bloomgarden & O'Meara's study focuses on a private liberal arts college; ours is at a land-grant)

- Recognize that many institutions have created different streams of scholars tending to research, teaching, and engagement—not all of them are tenure track faculty. Need for further study of non-tenure stream faculty & academic staff.

- Need to investigate differences among generations of scholars and across career stages of scholars

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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