

Making the Invisible Visible: How Successfully Tenured Faculty Integrate Outreach and Engagement into their Research, Teaching, and Service at a Research Intensive University

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University Outreach and Engagement

Michigan State University

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Today's Presentation

Institutional Context

- *MSU's Office of University Outreach and Engagement*
- *NCSUE's Reappointment, Promotion, & Tenure studies*

Design, Data Collection, Analysis

- *Research Questions and Research Design*
- *Data Collection & Data Analysis*
- *Phase I Findings*

Implications & Future Research

- *Implications for Policy*
- *Implications for Practice*
- *Future Research Directions in Phase II & III*



Michigan State University

- 1855 Land Grant University
- Research-intensive with international obligations
- North Central accreditation
- APLU, urban-serving institutions, AAU
- Carnegie Engaged Institution—both classifications
 - Curricular engagement
 - University-community partnership
- 46,648 students; 5,052 faculty & academic staff;
- 6,116 support staff; 420,800 alumni worldwide (2008)
- Center for Service Learning & Civic Engagement received & accommodated 14,511 applications (2007-2008)



Off. University Outreach and Engagement

- Reports to Office of Provost
- Academic Support Unit
- Consists of numerous sub-units:
 - University-Community Partnerships
 - Community Evaluation Research Center
 - Center for Community and Economic Development
 - Center for Service Learning and Civic Engagement (jointly with VP for Student Affairs)
 - National Center for Study of University Engagement
 - A few other smaller units



National Center for the Study of University Engagement



Studying the processes, relationships, and impacts of outreach scholarship on engaged faculty, the academy, and communities

- *Institutional studies, measurement, benchmarking*
- *Research and inquiry*
- *Reflection, learning, & professional development*
- *Consulting & service*
- *Advocacy & advancement*



NSCUE's Promotion & Tenure Studies

- 1. Overall faculty reports of scholarly outreach and engagement in P&T**
 - Intensity of activity
 - Degree of engagement
 - Analysis by demographic, appointment, college, and Biglan disciplinary variables

- 2. Types of scholarly outreach and engagement activities**
 - Typology based on actual reports of faculty work
 - Analysis by demographic & appointment variables



Promotion & Tenure Studies, con't

3. **Integration of scholarly outreach and engagement with faculty work—research, teaching, and service**
 - Comparisons between those who reported
 - O&E integrated scholarship
 - Integrated scholarship
 - No integrated scholarship at all
 - Analysis by demographic, appointment, and college variables



Scholarly Outreach and Engagement

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

~The Provost's Committee on Outreach, 1993
Michigan State University



Scholarly Outreach & Engagement...

Cuts across teaching, research, and service

- *Outreach & engagement-teaching*
- *Outreach & engagement-research/creative activity*
- *Outreach & engagement-service*

Is a form of scholarship

- *distinct from service to profession*
- *distinct from service to university*
- *distinct from volunteering or consulting*

Is documented by evidence of quality



Integration Literature & Research

Research and teaching studies (Smeby 1998)

- Historical overviews, principled arguments (Boyer 1990; Austin 2002; Wolverson 1996; Towes & Yazedijan 2007)
- Productivity studies (Fox 1992; Hattie & Marsh 1996; Marsh & Hattie 2002; Colbeck 1997; Olsen & Simmons 1996)
- Ways in which teaching & research inform each other (Neumann 1994; Rice 2002; Colbeck 1998)



Integration Literature & Research

- No definitive conclusions reached in productivity or integration studies
- Almost exclusively focused on integration of teaching and research—very little examines teaching, research, and service
- Of that literature, even less focuses on integration of outreach and engagement with teaching, research, and service
 - Saltmarsh, McKeachie, & Lin 1978; Moore & Ward 2008; Schomberg & Farmer 1994; Bloomgarden & O'Meara 2007



From Scholarship

“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 and service, research and teaching or service and research may underestimate faculty contributions to institutional productivity.”

(Colbeck, 1998)



From Our Faculty

“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.”

(faculty member, Education)



Research Questions

Grand Tour Question

- How do faculty describe the integration of their scholarly outreach and engagement activities into research, teaching, and service?

Sub-questions

- What are differences between faculty who describe their scholarship as
 - integrated (including outreach and engagement,
 - integrated (not including outreach and engagement)
 - not integrated at all
- Are there demographics, appointment, and college differences?



Research Design

Mixed Methods Research (Creswell & Plano Clark 2007)

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

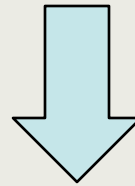
Sources of Data

- Promotion & tenure forms (Phase I)
- Faculty personal statements from P&T (Phase II)
- Faculty interviews (Phase III)

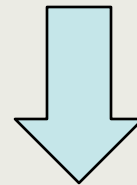


Phase I: analysis of P&T form question about the “scholarship of integration” (quantitative)

Phase II: analysis of personal statements for more evidence of integration reported by faculty (qualitative)



Conceptual Framework on Integration



Phase III: analysis of interview data from faculty who integrate their scholarship (qualitative)



Consent and Access to Data

- Successfully tenured faculty 2002-2006
- Representative of MSU tenure track faculty

	Yes	Did Not Respond	Refused	Excluded
Deans	199 (88.8%)	8 (3.6%)	17 (7.6%)	
Chairs	178 (79.5%)	35 (15.6%)	11 (4.9%)	
Faculty	224 (38%)	299 (51%)	19 (3%)	46 (8%)

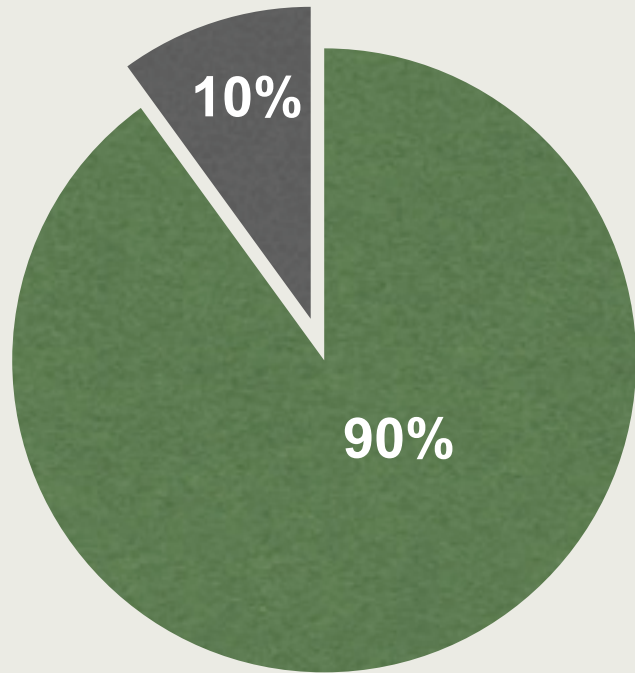
- Final number = 224 forms



Faculty Demographics

Gender	Primary College
69% male	26% Agriculture & Nat. Resources
31% female	12% Arts & Letters
	4% Business
Race	2% Communication Arts & Sciences
80% White	5% Education
20% Non-white	5% Engineering
5% Black	4% Human Medicine
10% Asian Pacific Islander	13% Social Science
2% Hispanic	18% Natural Science
3% Native American/Alaska	2% Nursing
	3% Osteopathic Medicine
Current rank	3% Veterinary Medicine
62% Assistant professor	3% Other
38% Associate professor	

Overall P&T Study

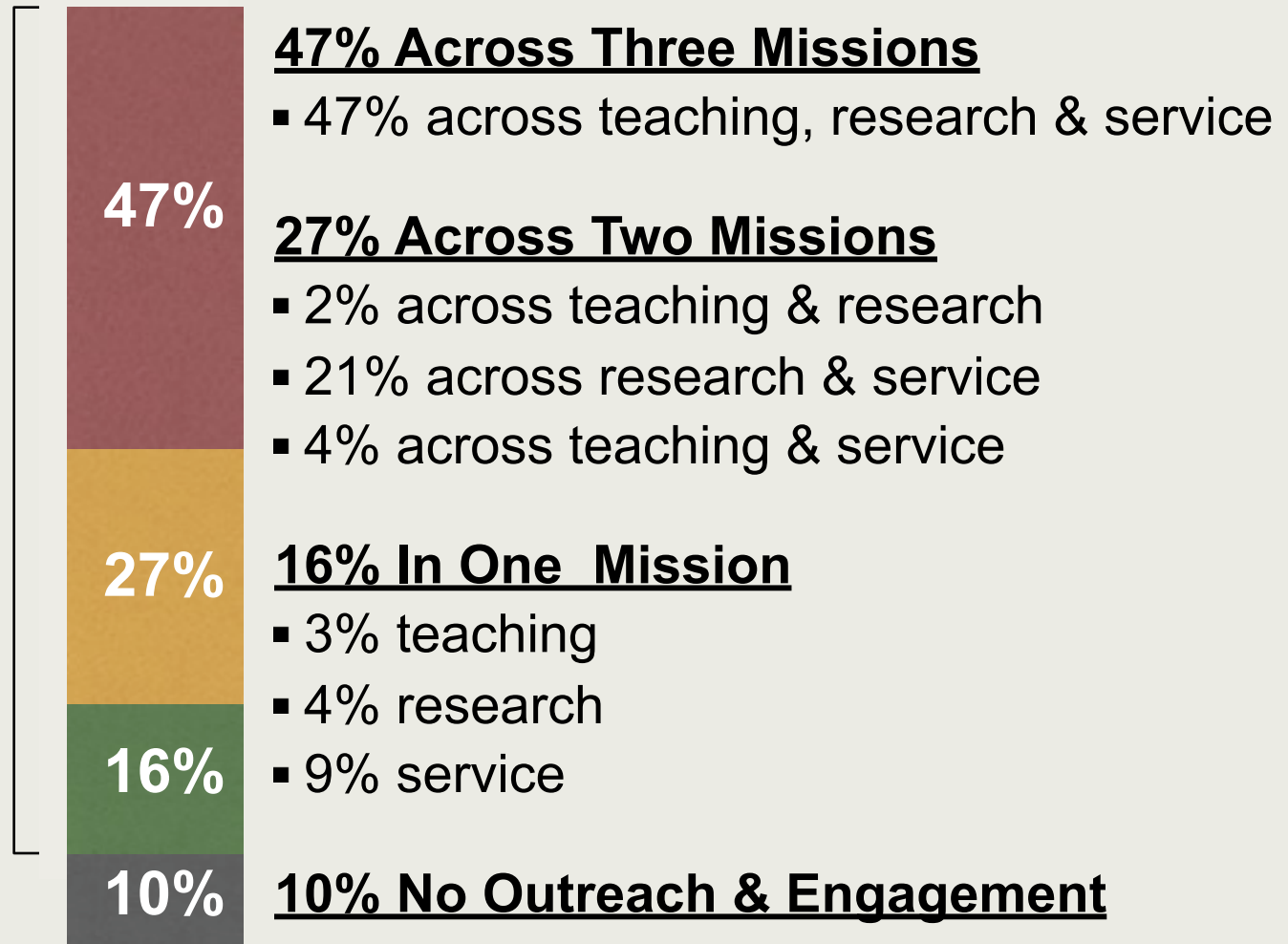


90% of MSU faculty reported at least one outreach and engagement activity on their P&T form.

10% of MSU faculty reported no scholarly outreach and engagement activities.

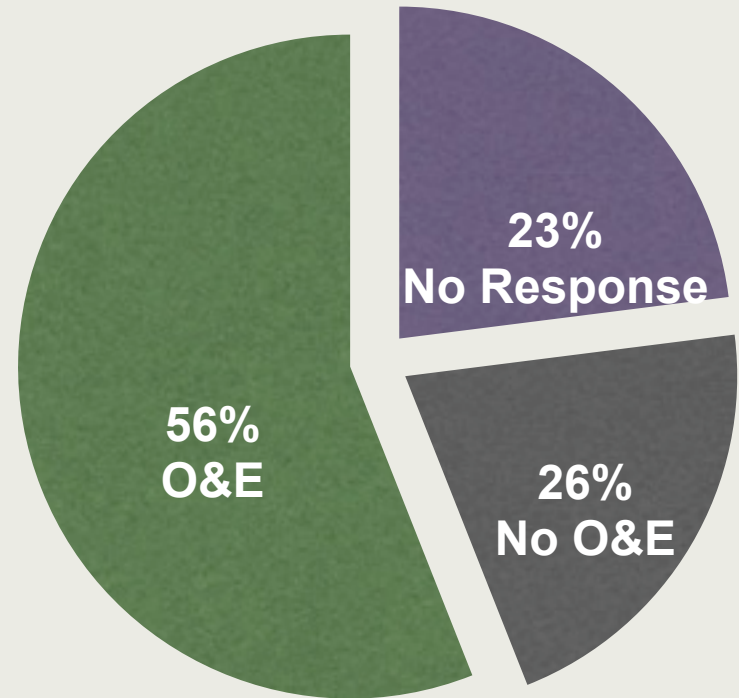


Overall P&T Across Mission



Integration Reported by Faculty

On the form, faculty members report on their “scholarly activities and contributions” that demonstrate “integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader communities.”



Phase I: Data Analysis

Source: Form D IV D 2

- New question on post 2001 P&T form about the “scholarship of Integration”

Coding: absence/presence scoring

- Yes answered, yes outreach & engagement
- Yes answered, no outreach & engagement
- Nothing reported

Quality: coded by two people

- inter-coder reconciliation meetings

Analysis: descriptive statistics

- Frequencies
- ANOVAs, Chi-Squares, crosstabs



Variables

Demographic Variables

- Gender
- Race
- Number of years at MSU

Appointment Variables

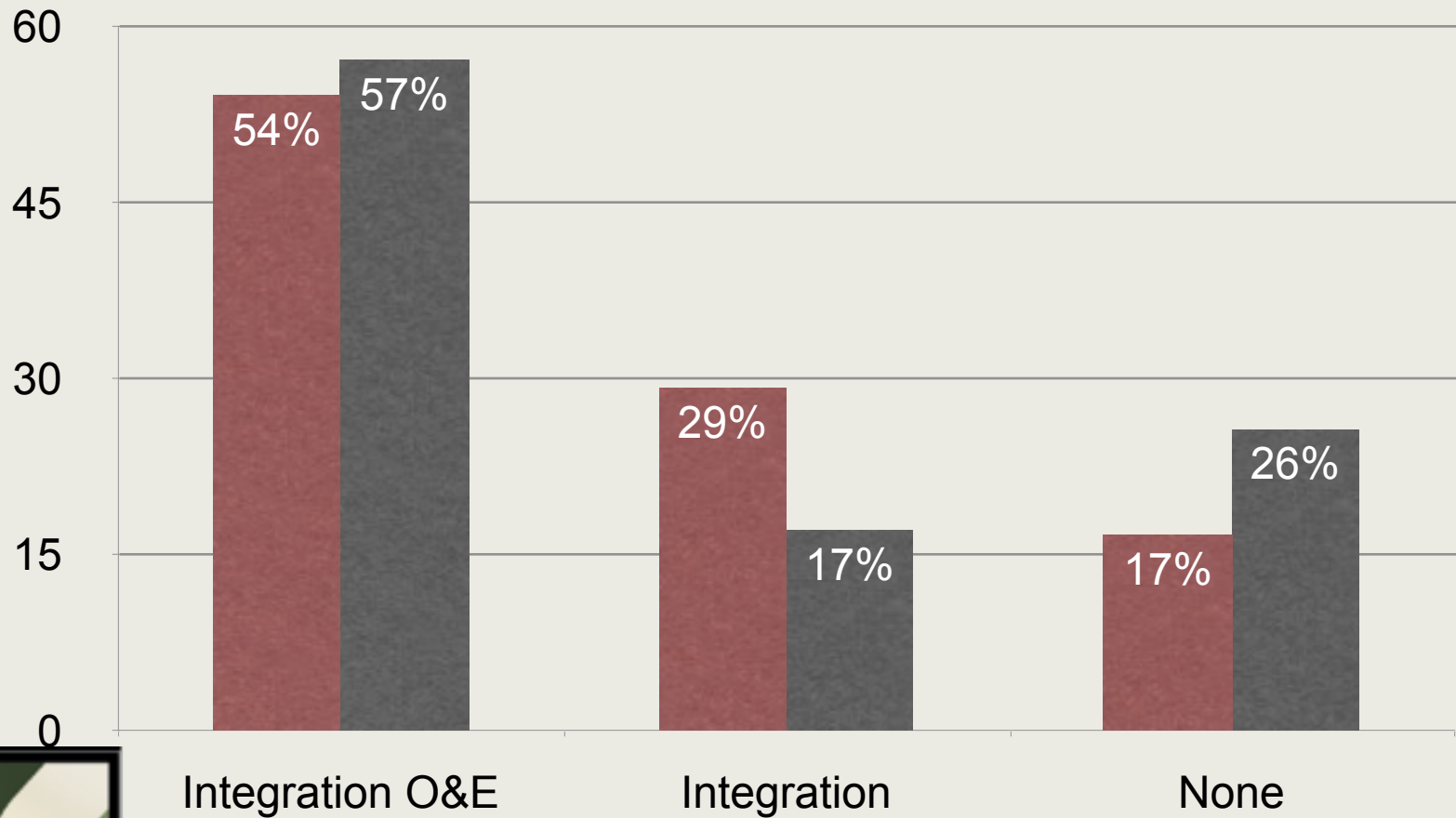
- 9 month vs. 12 month appointments
- Extension vs. non-Extension appointments
- One department vs. multiple departments
- One college vs. multiple colleges

Primary College



Gender

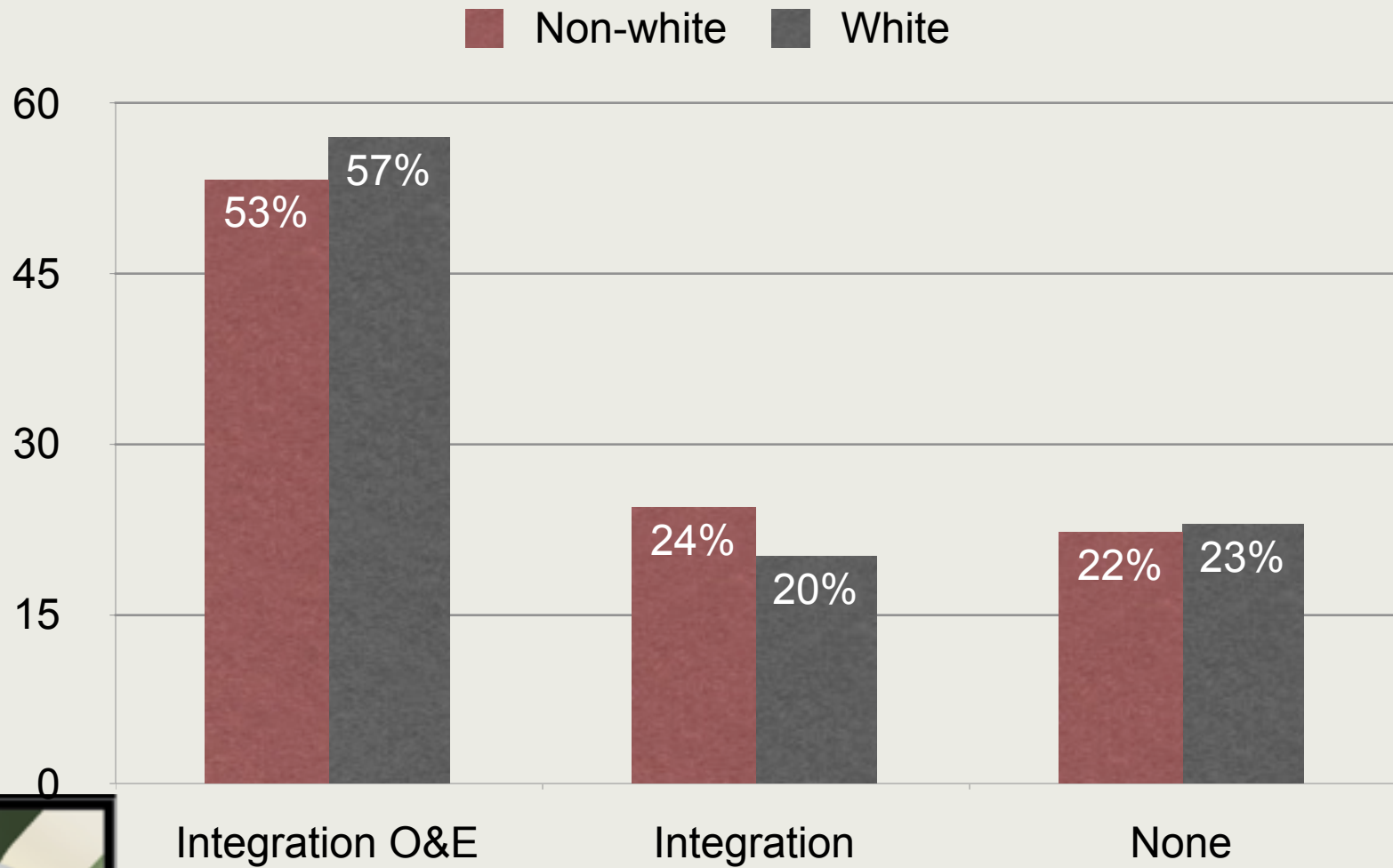
Female Male



Not statistically significant at $p < .05$.



Race

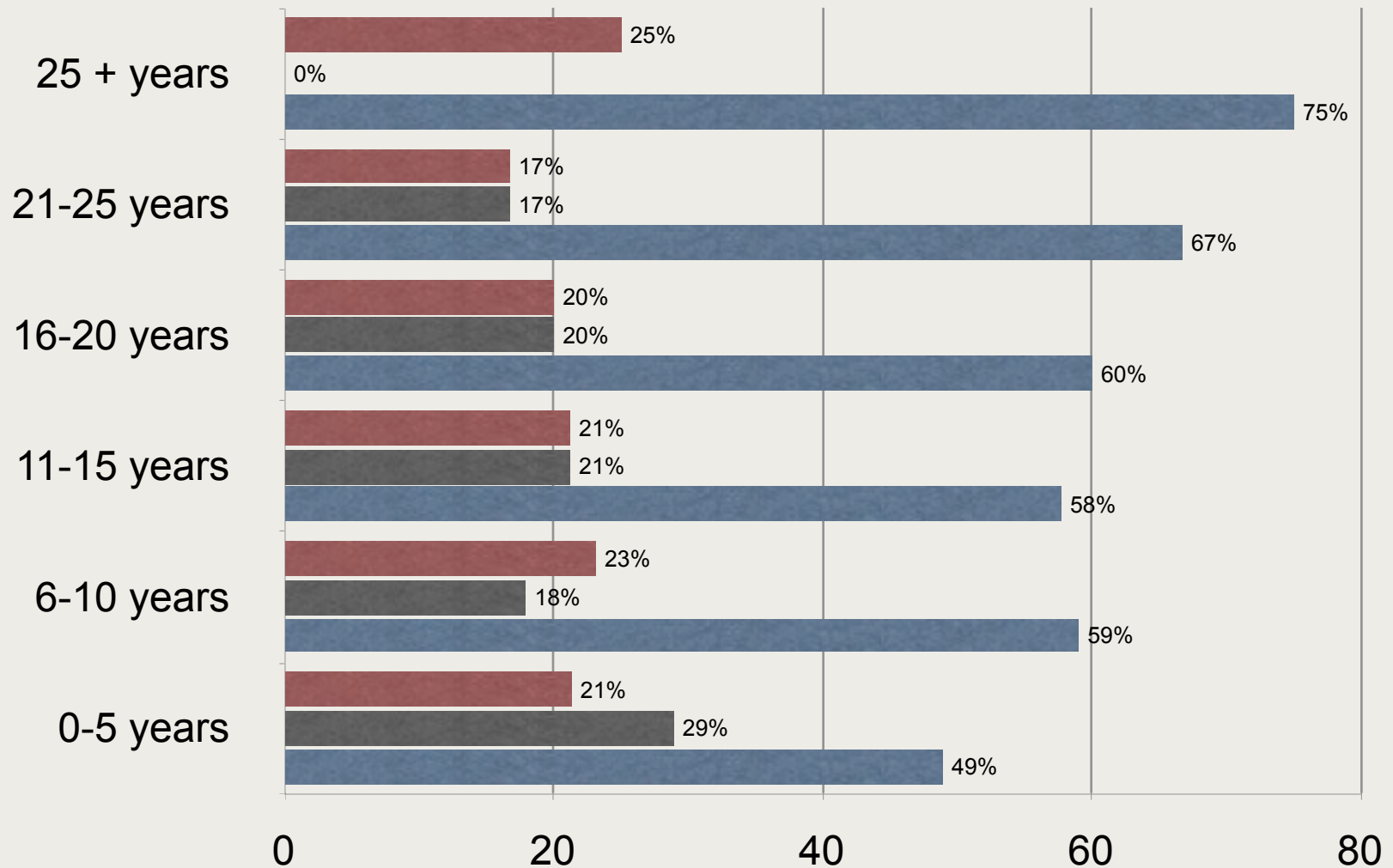


Not statistically significant at $p < .05$.



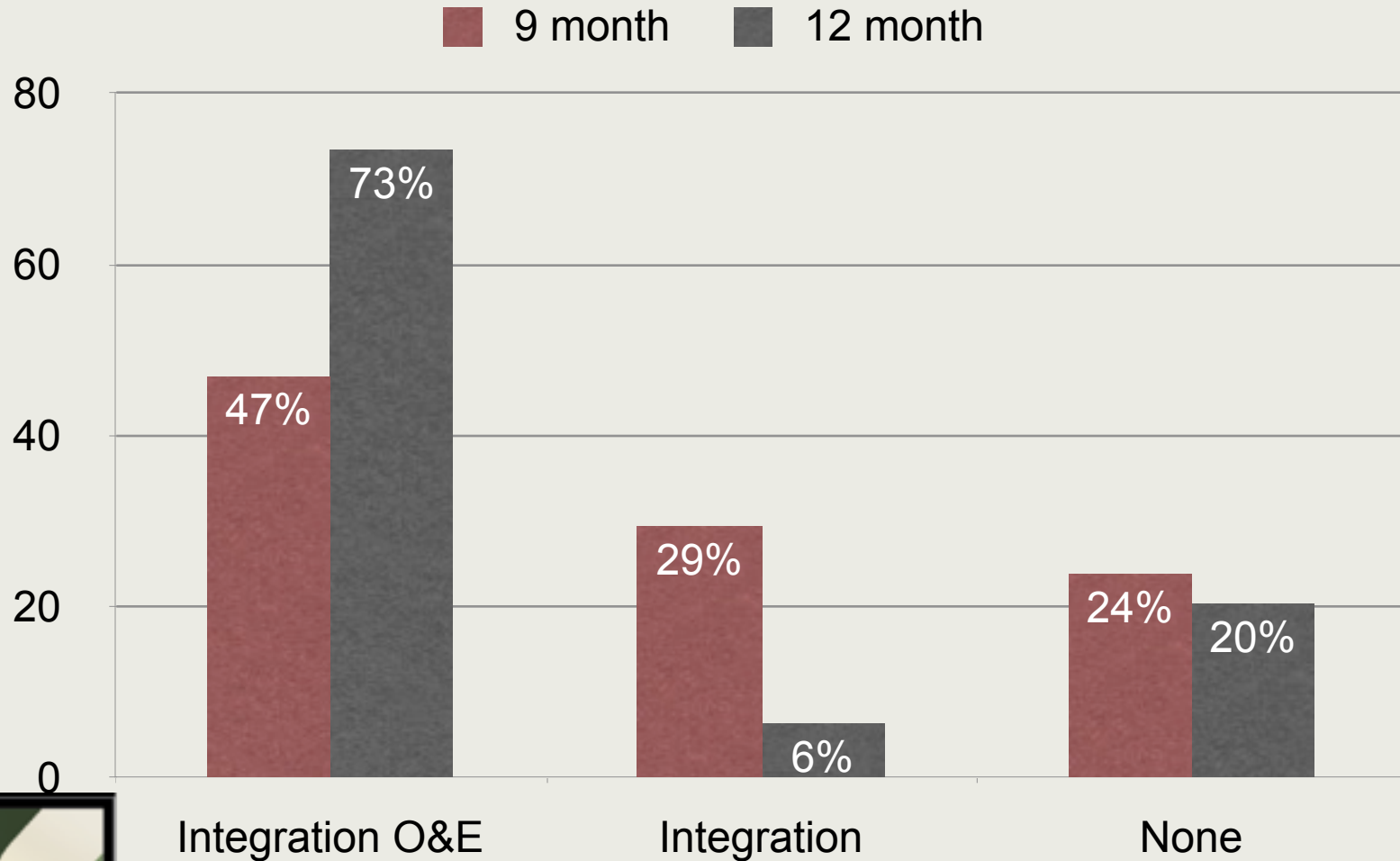
Years at MSU

■ No Integration ■ Integration ■ Integration O&E



Not statistically significant at $p < .05$.

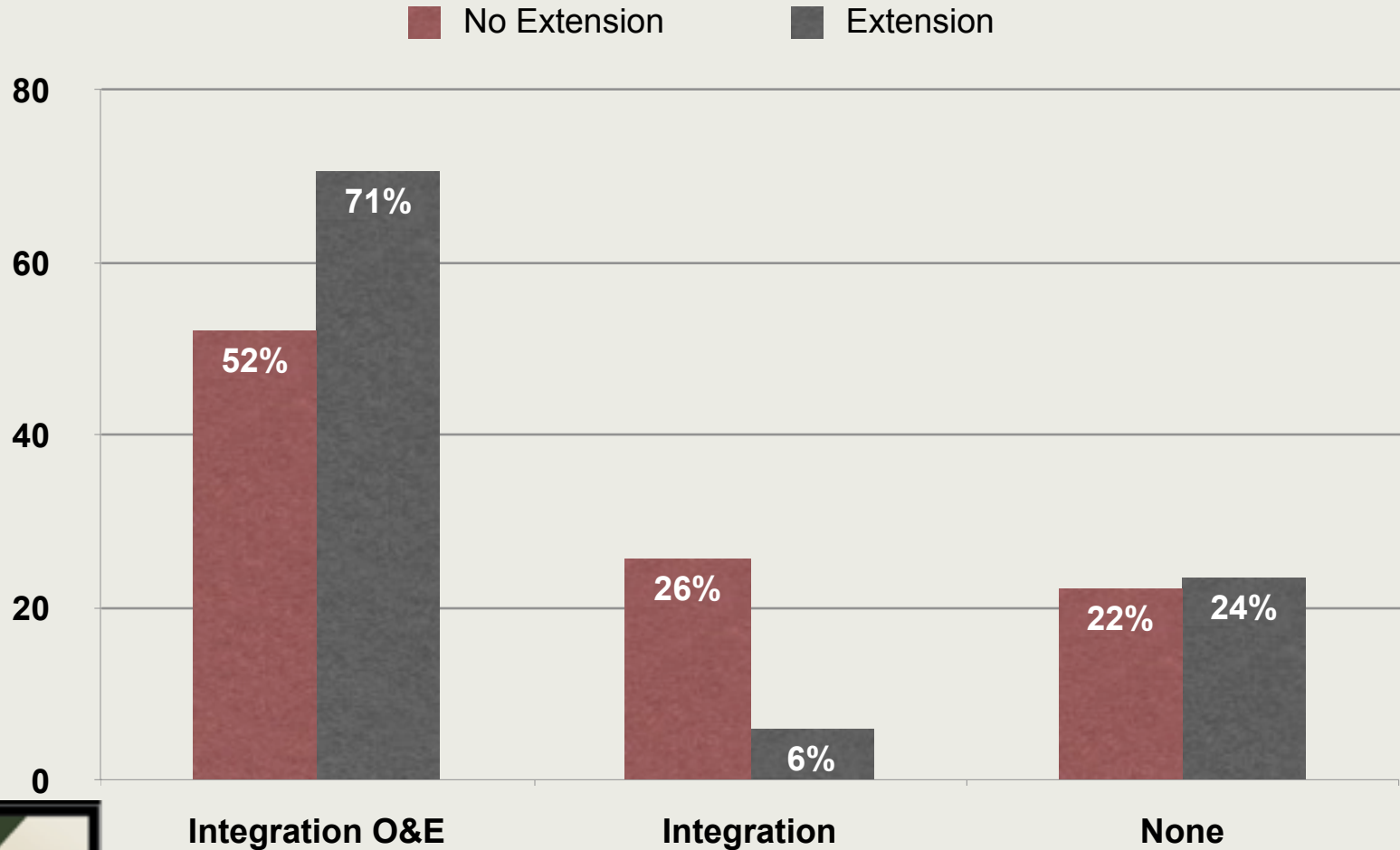
Number of Months (appointment)



Significant at $p = .000$.



Extension Appointments

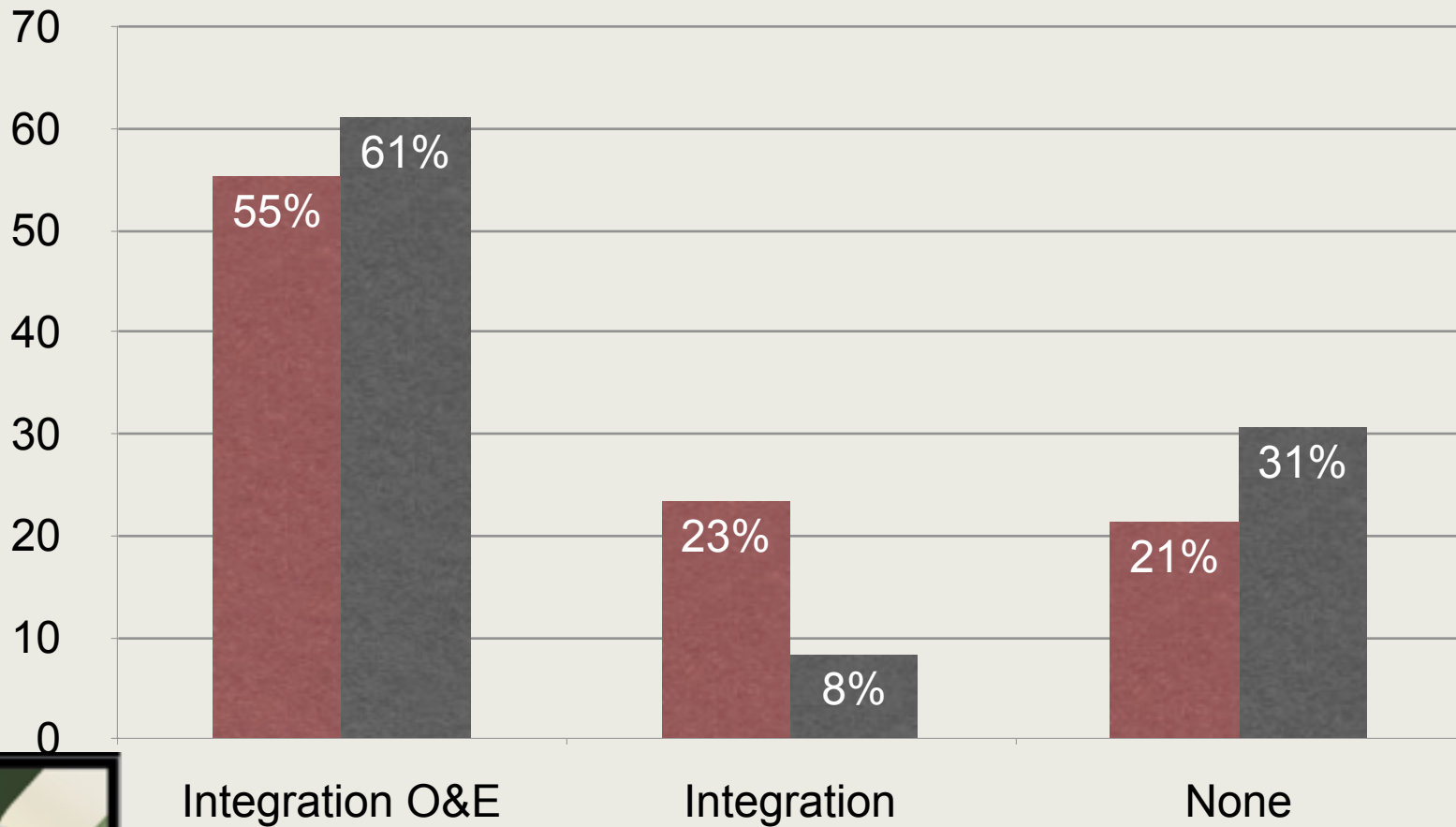


Significant at $p = .008$.



Number of Departments (appointment)

■ One department ■ More than one department

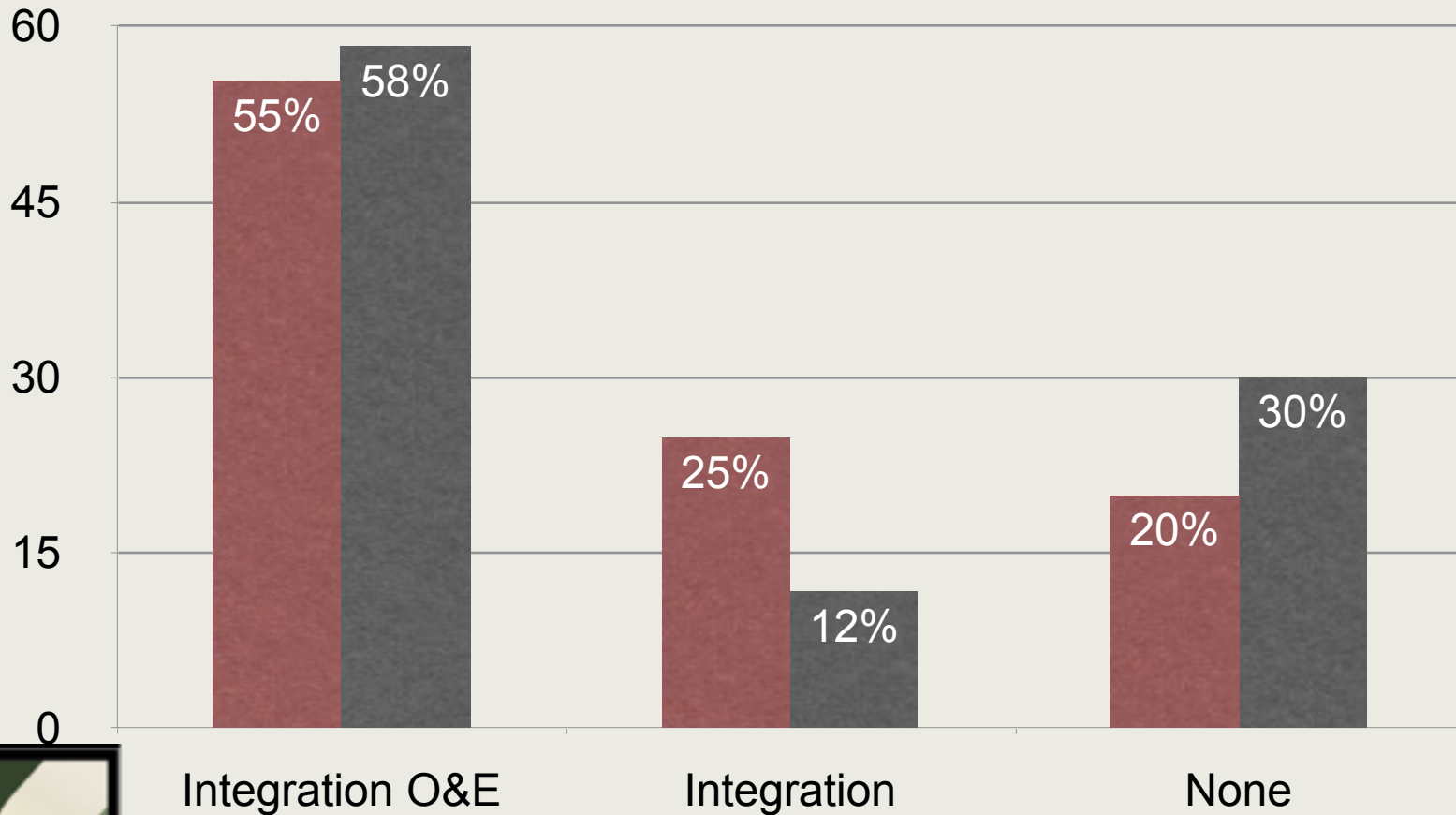


Not statistically significant at $p < .05$.



Number of Colleges (appointment)

■ One college ■ More than one college



Not statistically significant at $p < .05$. Colleges at $p = .06$



Primary College

College	Integrated O&E	Not Integrated O&E	None
Ag. & Nat. Resources	70%	10%	20%
Arts & Letters	27%	46%	27%
Business	56%	33%	11%
Comm. Arts & Sciences	40%	40%	20%
Education	54%	31%	15%
Engineering	55%	18%	27%
Human Medicine	67%	22%	11%
Natural Science	43%	19%	38%
Nursing	100%	0%	0%
Osteopathic Medicine	67%	17%	17%
Social Science	57%	20%	23%
Veterinary Medicine	100%	0%	0%

Only Ag & Nat Res., Arts & Letters, & Nat Science at $p < .05$.

Key Findings

Gender and **race** continue to show no statistically significant differences—this goes against some other research findings.

Appointment structure

- Both 12 month & Extension appointments are significant in reporting integrated outreach and engagement
- Current institutional restructuring will have major effects on appointment length & Extension

Colleges

- College & disciplinary differences matter



Implications for Policy

1. Revise reappointment, promotion & tenure policies, forms, and committee training to create a space for reporting and valuing “integration of scholarly outreach and engagement.”
2. Recognize the importance of disciplinary (or college) differences
 - Opportunities to “integrate” scholarly outreach and engagement vary, esp. by disciplinary differences in types of scholarly outreach and engagement



Implications for Policy, con't

3. Consider out appointment structure affects faculty integration of outreach and engaged scholarship, especially at time of initial appointment and during times of institutional change.

Remember, as institutional leaders, the structure of appointments can be changed to support engaged scholarship (unlike demographics or disciplines).



Implications for Practice

1. Convene departmental and college discussions about scholarly outreach and engagement (see *Discussion Guide for Departments & Colleges*)
 - about scholarly outreach & engagement broadly
 - regarding promotion and tenure specifically
2. Introduce graduate students to the potential of “integrated scholarly outreach and engagement” (see *Graduate Certificate flyer*)
 - In departmental seminars, workshops sponsored by Graduate schools or O&E Offices
 - At disciplinary conferences and meetings



Implications for Practice, con't.

3. Emphasize “integrated scholarly outreach and engagement” in faculty development activities
 - Publicize faculty success stories about “integrated” scholarly outreach and engagement (*see Engaged Scholar magazine*)
 - Support small (6-8 people) faculty learning communities on integrated scholarly outreach and engagement by “topic area” (*see Coming to Critical Engagement*)
 - Connect junior faculty and senior faculty together for mentoring & collaboration



Phases II & III: Next Questions

Phase II

1. How do faculty describe their integrated outreach and engaged scholarship?
2. What is a conceptual framework for faculty descriptions?

Phase III

1. What was the initial impetus for integrating outreach & engaged scholarship with research, teaching, & service?
2. What are the dynamic interplays between your research, teaching, and service?
3. How has the integration of your scholarship changed over time?
4. In what ways has the integration of scholarship strengthened your scholarship overall?



“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 full benefits to students and other beneficiaries of college and university work.”

(Krahenbuhl, 1998)



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