

Got Tenure? Successful Integration of Outreach and Engagement

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Today's Outline

- Introduction and Background
- Research Questions
- Research Design
- Findings
- Discussion
- Implications

Significance

- Although national trends show increases in non-tenure track faculty hires, tenure track concerns still remain a barrier for community engaged scholarship (CES) (Eatman, 2012; O'Meara, Eatman, and Peterson, 2015);
- Therefore, critiques and recommendations regarding the reappointment, promotion, and tenure (RPT) process are necessary.
- Our study focused on examining successfully tenured and community engaged faculty, specifically how they talk about their scholarly work in their reappointment, promotion, and tenure essays.

Conceptual Framework

- We utilized a leading framework to study faculty engagement (Demb & Wade, 2012).
- It includes 4 factors that influence faculty engagement.
- However, our study primarily focused on faculty engagement, as well as how the 4 factors influence faculty engagement.

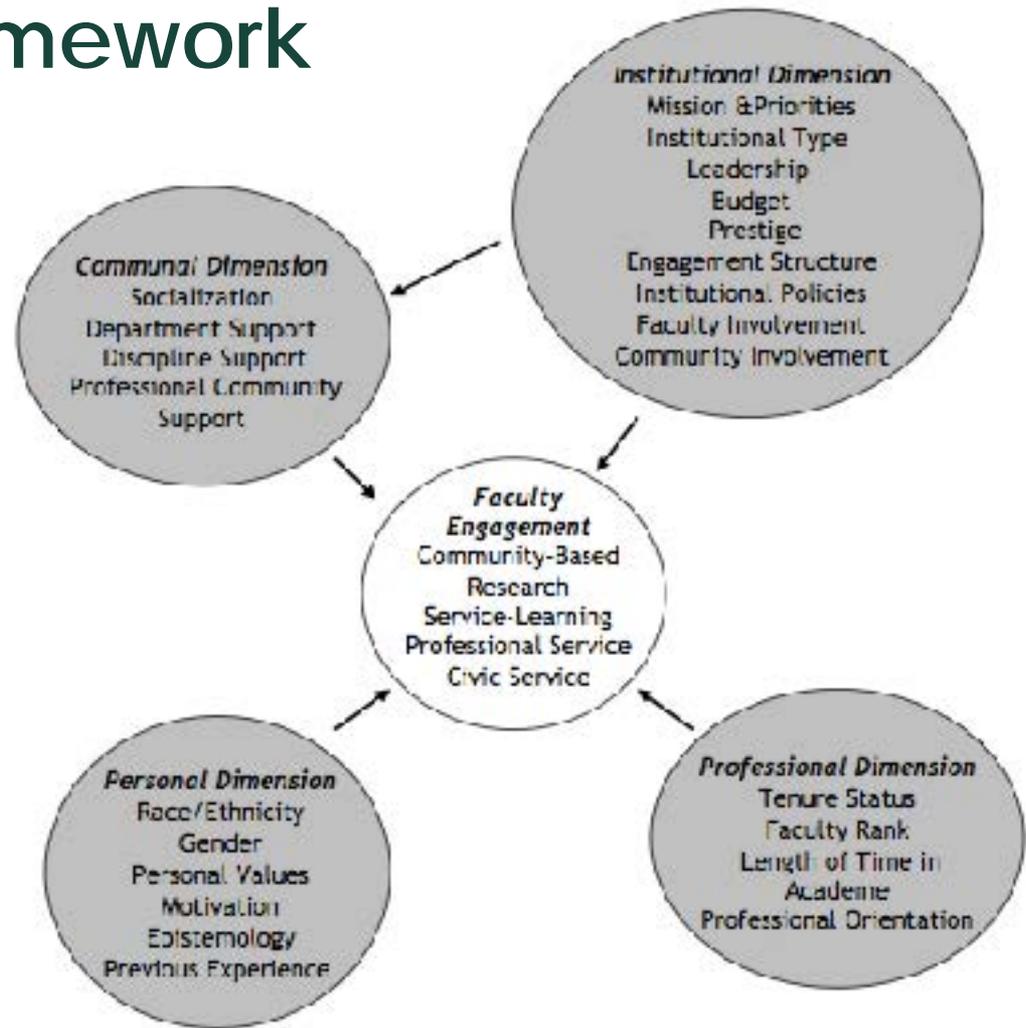


FIG 2. Revised Model Showing the Factors Influencing Faculty Engagement

Conceptual Framework cont.

We also further “unpacked” Demb & Wade’s idea of faculty engagement using a model that provides more detail about different types of faculty work and that introduces the idea of integration across faculty roles (Doberneck adaptation of Glass & Fitzgerald, 2010).

3 Traditional Faculty Roles:

- Research and Creative Activities
- Teaching and Learning
- Service and Practice

Research & Creative Activities

Applied research
Community-based participatory research
Corporate contracted research
Industry contracted research
Government contracted research
Nonprofit/Foundation contracted research
Exhibitions, performances & creative activities

Teaching & Learning

Community engaged research as part of classes

Demonstration projects
Needs & asset assessments
Program evaluations

Integration

For credit
Service-learning
Study abroad programs with community engagement
Off campus education

Not-For-Credit
Media interviews
"Translational" writing
Materials to enhance public understanding
Self-directed, managed learning environments

Not-For-Credit
Pre-college youth programs
Educational enrichment programs for public
Conference, seminars, short-courses, certificate programs
Continuing education

Service & Practice

Technical assistance
Expert testimony
Policy analysis
Diagnostic & Clinical Services
Human & Animal Patient Care
Consulting
Advisory boards

Conceptual Framework cont.

- Other scholars have looked at faculty integrated work.
 - Scholarship of Integration by Boyer(1990)
 - Integration by Colbeck (1998, 2002)
- Our study uses the definition provided by Colbeck (1998, 2002), which includes research, teaching, and service.
- To which we also added administrative work.

Research Purpose and Questions

The purpose of our research was to examine how successfully tenured, community engaged faculty talked about themselves and their scholarly work.

Our research questions included:

1. How do faculty integrate outreach and engagement across their roles (research, teaching, service, and administration)?
2. In what ways do communal, personal, or professional dimensions appear in their writing about these roles?

Outreach and Engagement Defined

Defining Outreach & Engagement (O&E) Generally:

- Service
- Outreach
- Engagement

And At MSU:

- Outreach and Engaged Scholarship is defined as “a scholarly endeavor that cuts across research [and creative activities], teaching, 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 University Outreach, 1993)

Research Design

- Exploratory
- Qualitative study
- Interpretivist philosophy
- Document analysis
- Content analysis → thematic analysis
- Analytic coding

MSU as an Institution

Michigan State University (MSU)

- Founded in 1855
- Land-grant University (APLU member)
- Research University/Very High Carnegie Classification
- AAU Member
- Internationally focused, globally engaged
- Community Engagement Elective Carnegie Classification
- 39,143 undergraduate students; 11,400 graduate and professional students
- 5,300 faculty & academic staff; 6,800 support staff
- 17 degree granting colleges
- More than 200 programs of undergraduate, graduate, and professional study

Why MSU as the Research Site?

- MSU has multiple institutional engagement commitments:
 - Campus Compact
 - Carnegie Community Engagement Classification
 - TRUCEN
 - Imagining America
 - Engagement Scholarship Consortium
- In 2001, MSU revised the RPT review documents for the university. The new documents focused on reporting O&E throughout, with the goal of encouraging inclusion of O&E in the RPT process (Doberneck & Fitzgerald, 2008).
- Data collection took place right after these documents were revised, from 2002-2006.

Study Sample

- Original IRB approved study
 - RPT forms from 2002-2006
 - Successfully tenured faculty members
 - 46% of faculty gave consent
 - n=224
- Our IRB approved sub-study
 - Purposive sample of exemplars
 - High intensity of O&E (Doberneck, Glass, & Schweitzer, 2011)
 - High degree of O&E (Doberneck, Glass, & Schweitzer, 2011)
 - n=16

Participant Description

- Gender
 - 9 females
 - 7 males
- Age ranges
 - 1 born in the 1940s
 - 6 born in the 1950s
 - 9 born in the 1960s (with 4 born between 1960-1964 and 5 born between 1965-1969)

Participant Description, Continued

- Rank
 - 8 faculty going from Assistant to Associate
 - 8 faculty going from Associate to Full
- College
 - 3: College of Agriculture and Natural Resources
 - 1: College of Arts & Letters
 - 3: College of Education
 - 1: College of Engineering
 - 1: College of Music
 - 4: College of Social Science
 - 3: Medical Colleges (Osteopathic and Veterinary)

*Missing are Colleges of Business, Natural Science, Nursing, Communication Arts and Sciences, and Law, as well as 3 small, specialized residential colleges

Data Source

- The MSU RPT form requires 3 pieces to be submitted by faculty:
 - Evidence of scholarly activities,
 - A reflective essay about accomplishments over the reporting period
 - CV listing scholarly activities and works
- We chose to examine only the essay portion.
 - Varying formats in how information was presented
 - Varying lengths, which ranged from 2-17 pages
 - Average number of pages = 7
 - Total pages = 111

Data Coding

- Coded by hand
 - Excel (for categories)
 - Word (for memos)
- Open coding (Merriam & Tisdell, 2016)
- Constant comparative method (Charmaz, 2014)
 - Coded all 16 forms as a group
 - Then recoded all 16 forms as a group
- Analytical coding (Richards, 2015)

Data Analysis

- An iterative process (Merriam & Tisdell, 2016)
- Developed categories
- Expanded and/or collapsed categories
- Reached a point of saturation
- Produced memos along the way
- Combined categories into themes and revised themes
 - Initial themes: 23
 - Revised themes: 8

Research Quality and Rigor

We used the following criteria for assessing research quality and rigor (Anfara, Brown, & Mangione, 2002):

- Credibility
 - Multiple peer debriefing sessions with three different faculty members, focused on both process and content
- Transferability
 - Purposive sampling
 - Thick description
- Dependability
 - Constant comparative method
 - Code and recode strategy
- Confirmability
 - Researcher reflexivity
 - Memoing

Findings

Q1. How do faculty integrate outreach and engagement across their roles (research, teaching, service, and administration)?

- Integration
- Crossing boundaries
- Finding real world application
- Being on the cutting edge
- Following a traditional path

Q1. Integration

- Only two aspects of research, teaching, and service as integrated
- All three aspects of research, teaching, and service as integrated
- Outreach and/or engagement as integrated with one or all aspects of research, teaching, and service
- Administration as integrated with outreach and/or engagement

- “My research endeavors have grown from and supplemented my service-based interests. In a way, I believe that this is one of the principles of the Land Grant Universities; that our gaps in knowledge which require further research are identified during the performance of our service to individuals and organizations throughout the state.”
- “In some ways I believe I am an ‘old school’ faculty member; I am active and committed to all three basic missions: service, teaching, and research. Not only active in each area, but further that I have integrated the three together to where it is difficult to separate them entirely from each other.”
 - male, associate, veterinary medicine

- “This process provides an example of integrating learning and service. Students engaged in learning activities that stimulated them to participate in service when perhaps they would not have previously.”
- “My overarching mission blends extension, research, and teaching into scholarly inquiry that results in positive change for communities and the environment.”
 - male, assistant, agriculture & natural resources
- “...in my capacity as a US/Ed Title VI Director [of a specialized center], I have been involved in outreach to K-12 and community colleges in Michigan, strengthening teaching and curricular development in the areas of gender, environment, and globalization.”
 - female, associate, social science

Q1. Crossing boundaries

- Link between CES and interdisciplinary work
- Partnerships with others to do CES

- “I see literacy studies as an interdisciplinary area of research that explores all aspects of meaning making, especially as this concerns the events of reading, writing, and speaking as they're embedded in larger social, economic, cultural, and institutional practices. As a literacy scholar, my professional life has continued to center on meaning making: meaning made in communities, institutions, and digital spaces.

-female, assistant, arts & letters

- “The premise is that industrial organizations largely use and prefer informal techniques, and yet they recognize the need for more formal and rigorous techniques. I will continue to pursue the development of these integration and bridging techniques between informal and formal methods, while working closely with industrial partners to ensure the scalability, reusability, and feasibility of our techniques. I will also continue to seek additional industrial partners to work on our [two different projects] since the more feedback and collaboration we have, the more likely that our results will be used by the community.”

-female, associate, engineering

Q1. Finding real world application

- Link between CES and experiential learning
- Creating social/policy change as end result of CES

- “I’m most proud of my ability to provide students with multiple ways of coming to learning...Experiential and multimodal learning are central to my curricular theory and pedagogy because they allow students to synthesize knowledge in ways useful to themselves and immediately applicable to situations outside the classroom.”
- “...over the course of this study, community members would request from me resources...their requests made it apparent to me that the traditional form of detached observation in ethnographic research would not work in this situation, so I engaged in a form of activist ethnographic research based on notions of reciprocity (1996) and social reflexivity (1999).”
-female, assistant, arts & letters

- “Within the last five years, I have assisted many public and private organization to better understand and address public safety concerns. In working with these organizations, my role has generally been to apply research to help agencies more effectively and efficiently remedy local, state, and national crime problems.”

-male, assistant, social science

Q1. Being on the cutting edge

- Creating new knowledge/practice from CES
- Building the reputation of the field, profession, university through CES

- “My innovation and leadership in teaching, research, and service have contributed to the expansion of knowledge of disability issues and improved rehabilitation practice.”
- “The synergistic relationships between my teaching, research, and service has resulted in significant, balanced, and coherent contributions to the rehabilitation counseling field, people with disabilities and their families, and Michigan State University.”
 - male, associate, education
- “...my program in agribusiness strategy is defining and expanding the relatively new sub-discipline of agribusiness management. My unique contributions to cooperative strategy and product (value-added) agriculture guide and shape students, agribusiness decision makers, and other agricultural sector leaders and stakeholders.”
 - male, associate, agriculture & natural resources

Q1: Following a traditional path

- Traditional accomplishments (like publishing and funding) are framed within the context of CES

- "...because the long-term viability of a research program in part requires strong, trusting partnerships with diverse funding sources, I am continuously working to strengthen and maintain current industrial collaborations while simultaneously seeking to broaden my ties to orthopaedic research and development corporations and foundations."
- "While I certainly concentrated on translating my research from the laboratory into the clinical population and found great reward in seeing my research in everyday use in human and veterinary products, I have also maintained a solid publication record as well as continued to present my research findings to the scientific community and clinical community at national and international meetings."
-male, assistant, veterinary medicine

Findings

Q2. In what ways do communal, personal, or professional dimensions appear in their writing about these roles?

- Personal
- Professional
- Communal

Q2. Personal dimension

- Concern for others that drives their work
- Connection between personal and professional values that drives their work
- Transformative experiences that drive their work
- Passion for their work
- Commitment to their work

- “The scholarship to which I am committed is articulated in Ernest Boyer’s notion of the engaged scholar...[t]his perspective provides the context for the effort and philosophy that direct my scholarship and commitment to multidimensional excellence: to be accomplished and productive scholar in my chosen discipline, and to be engaged in meaningful scholarship in the area of community youth development and Latino youth and families.”

-female, associate, social science

- “In all that I have done and currently do in both my professional and personal life, I try to embody the principles of *aloha* (to love, have compassion, and respect) and *malama* (to care and protect). I value this opportunity to serve.”

-female, associate, education

- “My passion to understand the burden of neurologic diseases in sub-Saharan Africa and to follow the moral imperative to improve the care in this environment have required a deep well of faith on my part.”
- “While I was piloting the manual in [an African country], I maintained a heavy clinical workload and the devastating impact of epilepsy in the region confronted me daily. One afternoon, as I was trying to wrap up my morning clinic, the nurse brought in a patient who had only just arrived...Sampson told his story with eloquence and appeal...Was there anything I could offer? On a trial of low-dose phenobarbitone (~\$1.20/month, available locally), Sampson became seizure free. I concluded then that if we were going to try to tackle any single neurologic problem in [an African country] head-on, it would be epilepsy.”

-female, assistant, human & osteopathic medicine

Q2. Professional dimension

- Multifaceted view of self as a professional

- “I grappled with thus complex tensions of what is means to learn, teach, lead, and live as a [ethnically identified] woman scholar, mentor, and teacher in a Big-10 intuition.”
-female, associate, education
- “My own background (spanning an undergraduate degree in Electrical Engineering; master’s degrees in Visual Design and Mass Communication; and a PhD in Educational Psychology) and the broad range of my interests (including teacher education, the history and philosophy of science, and the psychology of art and design) offer significant advanatges to me as a scholar of new media.”
-male, assistant, education

Q2. Communal dimension

- Support from others to do their work
- Fighting against the system to do their work

- “Determined to continue my work in Africa, I applied for a broad range of jobs...Unfortunately, the mantra ‘no one funds this type of work’ prevailed. Except for Michigan State, US-based universities where I interviewed viewed my Africa work as an interesting ‘hobby.’ I had interview fatigue and contemplated canceling my scheduled visit to Lansing. Luckily, my travel-weary spouse who knew I had not yet found what I was looking for encouraged me to go. One of the first things [the person who hired me] said to me was ‘How much time to you need in [an African country] to get things up and running there?’ ”

-female, assistant, human & osteopathic medicine

Limitations

- Focused on only 2002-2006 (a decade ago)
 - Need more data across time
 - Need more recent data reflective of changes since then
- Age range not representative
 - Need representation across multiple generations (Boomers, Gen X, Millennials)
 - Need representation across time and experience in the PhD pipeline
- Some degree-granting colleges missing
 - Need representation across all degree-granting colleges
- *Small sample size*
 - *Need to increase n*
- *Focused on one institutional type*
 - *Need more data across institutional types*

Discussion

In looking at the findings, the following tensions are evident:

- Some faculty view their CES as fully integrated across teaching, research, service, and/or administrative work, while others only view it as partially integrated or not even integrated at all.
- Faculty consistently refer to partnerships (academic and community partners), as well as supporters, as important to their CES, although how they view their partnerships or supporters varies.

Discussion, Continued

- Some faculty view their CES through more traditional accomplishments like publishing or funding, while others view their CES through the lens of social/policy change. A few may view it through both lenses.
- Faculty have varying motivations, both internal and external, for pursuing career that includes CES.
- CES is both challenging and rewarding work for faculty.

Implications

Policy Decisions

- What takeaways are there for university and department administrators who seek to support community engagement in the RPT process?

Practice

- What support mechanisms for community engaged work can be built into faculty development programs?
- What support mechanisms for community engaged work can be built into graduate programs?

Future Research

- How can we increase generalizability through future studies?
- Is it possible to expand this type of research to non-tenure track faculty?

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