

# 2

*This chapter proposes a conceptual framework for understanding influences on faculty work and for conducting research about individual, organizational, and epistemological factors that may shape faculty members' engagement in public scholarship.*

## Individual and Organizational Influences on Faculty Members' Engagement in Public Scholarship

*Carol L. Colbeck, Patty Wharton-Michael*

Public scholarship is not community outreach that faculty undertake as supplemental to their primary research or teaching responsibilities (Driscoll and Lynton, 1997), and is it not achieved by adding community service and reflection components to the courses they teach (Bingle and Hatcher, 1995). Public scholarship reframes academic work as an inseparable whole in which the teaching, research, and service components are teased apart only to see how each informs and enriches the others, and faculty members use the integrated whole of their work to address societal needs (Kellogg Commission, 2000).

All colleges and universities have multiple and overlapping purposes, including the development and advancement of new knowledge, the provision of general and professional education of students, the promotion of students' personal development and civic engagement, and the stimulation of community improvement. These core purposes of academic work are commonly labeled *teaching*, *research*, and *service*, and faculty are the professionals charged with fulfilling them.

Similar to other organizations with multiple missions, higher education institutions must determine how best to organize for the purpose of accomplishing technically complex work. Complexity may be handled by division and management of labor or by professionals with expertise to

handle interrelated tasks. The professional model is more likely to motivate and support faculty engagement in public scholarship.

Organizations often respond to increasing technical complexity and size by subdividing and apportioning work to different units that specialize in performing a limited set of tasks, and by adding layers of supervision to coordinate and integrate tasks across units (Scott, 2002). This bureaucratic type of organization is efficient for the accomplishment of routine work, such as automobile assembly, and has been described as a “machine bureaucracy” (Mintzberg, 1979).

Alternatively, organizations may deal with technical complexity by hiring professionals—highly qualified and flexible workers who handle complex, unpredictable work problems independently. Professionals are particularly effective for accomplishing nonroutine work when requirements for interdependence among workers are relatively low. Examples include attorneys in small law firms, physicians in clinics, and professors teaching in universities (Scott, 2002). A hybrid form of organization, professional bureaucracy, develops among professional workers if increasing technical complexity leads to more interdependence among the workers (Mintzberg, 1979). In the process, according to organizational theorist W. Richard Scott (2002), some subdivision of professionals’ integrated tasks may develop, and their work may become subject to increasingly formalized coordination. Ultimately, a professional bureaucracy may devolve into a machine-type bureaucracy, where work is divided among specialized workers, administrators make more decisions, and workers become deprofessionalized (Mintzberg, 1979).

Such division of labor and deprofessionalization is increasingly evident on college and university campuses. Faculty work has long been departmentalized by discipline, and it is becoming increasingly subdivided into distinct and separate teaching, research, and service tasks. Over the past three decades, universities have also been subdividing work between tenure-track faculty, contingent faculty, and other academic professionals. Although tenure-track faculty continue to teach, they experience growing pressure to focus primarily on research. The primary responsibility of most contingent faculty is teaching. On many campuses, nonfaculty student affairs and outreach professionals have assumed responsibility for community service.

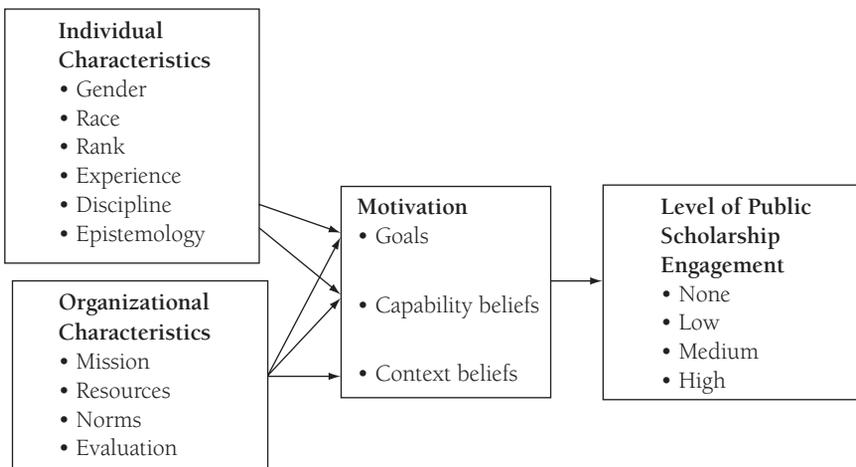
We assert that the professional model is more effective than the machine model for organizing academic work. Rather than subdividing teaching, research, and service, colleges and universities should integrate all forms of intellectual activity into public scholarship that emphasizes the “public nature of academic work, democratic obligation of schools and citizens, and ideal of knowledge as a public good” (Cohen, 2005, pp. 506–507). Faculty who engage in public scholarship recognize that their academic work is a whole cloth, with threads of service, research, and teaching. The substance and meaning of the whole of academic work emerge only as the forms of

intellectual activity inform and enrich each other, even as patterns and textures of tapestries depend on how various threads are woven together. Checkoway (2001) envisions how these threads interweave when he imagines “faculty whose research promotes public scholarship relating their work to the pressing problems of society; whose teaching includes community-based learning that develops substantive knowledge, cultivates practical skills, and strengthens social responsibility; whose service draws upon their professional expertise for the welfare of society; and whose efforts promote a vibrant public culture at their institution” (p. 143).

**Framework for Research**

The conceptual framework depicted in Figure 2.1 proposes that faculty members’ motivation to engage in public scholarship is shaped by not only their individual characteristics but also by the characteristics of the institutions and departments in which they work. We begin with the assumption that some faculty are already engaged in public scholarship, regardless of organizational barriers or incentives; we propose exploring what may motivate them. We also assume that many faculty members may be inclined to reframe their academic work; we propose exploring how individual and organizational characteristics might affect their motivation to weave together separate strands of their work into integrated public scholarship. An individual characteristic especially likely to be associated with engagement in public scholarship involves faculty members’ epistemologies—their ways of

**Figure 2.1. Individual and Organizational Influences on Faculty Members’ Motivation and Engagement in Public Scholarship**



knowing. Organizational characteristics, particularly evaluations of faculty work, are also likely to influence faculty engagement in public scholarship.

**Motivation.** Motivational systems theory (MST), which provides the theoretical foundation for our proposed research agenda (Ford, 1992), synthesizes many theories of motivation. MST is grounded in the premise that motivation provides the psychological basis for individuals' development of competence. Motivation involves personal goals (in this case, for academic work), capability beliefs (perceptions of one's own skills), context beliefs (perceptions of whether or not one's environment provides needed support), and emotions.

Personal goals anticipate desired future outcomes and prepare an individual to try to produce the outcomes (Locke and Latham, 1990). For example, an associate professor of epidemiology whose academic goals are grounded in public scholarship and a sense that knowledge should be gained from multiple sources would plan her work so that her research, teaching, and service inform and enrich each other. She might involve her undergraduate and graduate students in partnering with members of a community to investigate why it has an unusually high incidence of cancer. In contrast, her department colleague may perceive his teaching, research, and service efforts as distinct, and therefore set separate goals for each. He may plan time to conduct research around his prescribed classroom teaching schedule, and fit in service when he has a spare hour or two.

Individuals may have goals yet see those goals as unattainable if they do not have the personal ability to achieve them. Capability beliefs are evaluations of whether one has the necessary skills to attain a goal. Based on her prior experiences and her appreciation for multiple sources of knowledge, the first epidemiology professor may feel confident about her own research skills and her abilities to listen and learn with community members and to foster students' content learning while engaging them in community-based research. Knowing he was hired and tenured for his prolific publication record, the second epidemiologist may feel very confident about his own research and writing skills and his ability to deliver a well-organized lecture in the classroom, but may feel uncertain and lack interest in engaging directly with the communities that are the source of statistical data for his research.

Even with necessary skills, it may be difficult to attain one's goals if one believes that the organizational context is not supportive or has inadequate resources. Context beliefs—evaluations of whether one's environment will support goal attainment—involve congruence of personal goals with organizational goals (Maehr and Braskamp, 1986), perceptions of availability of resources, and perceptions of social support and rewards. Context beliefs about resources may be strengthened for the first associate professor of epidemiology if she believes she is very likely to get a small grant to cover the costs of engaging students in her undergraduate course in data collection; her

context beliefs about social support and rewards may be weak if she believes her senior colleagues are unlikely to value her public scholarship when she submits her dossier for promotion to full professor. In contrast, the second epidemiologist may feel quite confident that his colleagues will support his promotion to full professor because he has received positive feedback in annual reviews and informal conversations about his many publications.

Emotions are subjective states that reveal the degree of success, problems, or failure an individual anticipates in relation to a goal. Emotions become most salient when immediate, vigorous action is required. Because the focus of this study is on faculty members' sustained engagement in public scholarship rather than on transitory actions, however, the conceptual framework incorporates only personal goals for academic work, capability beliefs, and context beliefs.

**Individual Characteristics.** Faculty members' goals for their academic work and their belief that they have the capabilities to achieve their goals may be shaped by their individual characteristics. The literature on faculty involvement in service learning suggests possible associations between demographic characteristics such as gender, race, rank, experience, and discipline with engagement in public scholarship. Women are more likely than men to be involved in community service and to engage their students in service learning (Abes, Jackson, and Jones, 2002; Antonio, Astin, and Cress, 2000; Hammond, 1994). Faculty of color are more likely than white faculty to engage in outreach, be involved with students engaged in service, support goals of providing services for communities, and be committed to an ethic of service for students (Antonio, Astin, and Cress, 2000; O'Meara, 2002). Contingent faculty are more likely than their tenure-track colleagues to be engaged in community service and service learning (Antonio, Astin, and Cress, 2000; Abes, Jackson, and Jones, 2002). Because teaching is the primary responsibility of most faculty who are not eligible for tenure, they may have more time and interest to develop community-based projects for their students than tenure-track faculty whose jobs are increasingly focused on research. Prior experiences outside and inside academe are likely to shape faculty members' beliefs about their capabilities to engage in public scholarship (Bandura, 1977; Boyte, 2004; Donahue, 2000). Faculty with appointments in social and behavioral science, agriculture, business, and health are more likely than faculty in the physical sciences, humanities, arts, engineering, and math to be involved with service and committed to improving communities (Abes, Jackson, and Jones, 2002; Antonio, Astin, and Cress, 2000). Our framework emphasizes another individual characteristic that may shape how faculty enact their roles and whether they integrate teaching, research, and public service in public scholarship: *epistemology*, their understanding of the nature and development of knowledge.

Epistemology is at the core of individual faculty members' decisions regarding academic work. Epistemology is the nature of what individuals know and the process by which they develop or discover knowledge (Hofer

and Pintrich, 2002). Epistemology shapes the way individuals view problems of discovery and learning as well as the types of questions they ask to address those problems. Individuals acquire knowledge from different sources, including perception, memory, testimony, introspection, reasoning, and rational insight (Feldman, 2003). When considering political ways of knowing, McAfee (2000) suggests that individuals select either an objectivity or solidarity approach. These two approaches to ways of knowing could be helpful when considering faculty engagement in public scholarship. Individuals who believe that knowledge is absolute and should be obtained through unbiased inquiry take an objectivity approach and are likely to perceive reasoning as the primary source of knowing and their academic peers as their principal community. Individuals who believe that knowledge is constructed through experience take a solidarity approach to knowledge development and are likely to value multiple ways of knowing and sources of knowledge (including communities outside of academia). These epistemic approaches may vary within as well as across disciplines.

We conjecture that faculty members with solidarity epistemic approaches to academic work are more likely than those with objectivity epistemic approaches to have personal goals that involve students in their research and service in the community. Moreover, faculty members with solidarity epistemic approaches to academic work are more likely than those with objectivity approaches to feel confident they have the skills to engage in public scholarship. As a result, faculty with solidarity epistemic approaches are more likely to engage in public scholarship than those with objectivity epistemic approaches to academic work.

**Organizational Characteristics.** All three components of faculty motivation to engage in public scholarship (personal goals, capability beliefs, and context beliefs) are likely to be influenced by characteristics of the department and institutional contexts in which faculty work, including mission, resources, norms, and evaluation policies. Strong preexisting service missions at the university level favorably influenced adoption of service as scholarship in four colleges of education studied by O'Meara (2002). Colleges and universities that make community engagement a priority create infrastructures to support the work (Ward, 2003). Whether funds are routed through service-learning centers or come directly from academic administrations, faculty development funds for community-based research, curricular innovation, and engagement with communities external to the university are likely to encourage faculty involvement (Ramaley, 2000).

Norms serve as the basic, often taken-for-granted criteria for defining how one should go about being a faculty member and a practitioner of a discipline. Norms are communicated among faculty, particularly from senior to junior faculty, in the form of well-meaning advice and mentoring (Huber, 2002). Faculty resistance to the scholarship of service is grounded in the assumption that traditional research requires additional intellectual ability

and thus should be evaluated by higher standards than service scholarship (O'Meara, 2002). Moreover, faculty are uncertain about how their community service work will be evaluated for promotion and tenure, and fear negative reactions from colleagues as well as negative student evaluations (McKay and Rozee, 2004). Therefore, norms are closely related to policies for evaluating faculty work by administrators, peers, and students.

Although previous research posits that organizational rewards shape faculty behavior, our model instead focuses on evaluation as a prior event that influences rewards. Current methods for evaluating faculty work for annual merit raises and for promotion and tenure separate teaching, research, and service into distinct activities that are valued differently when it comes to rewards. Deviations are rarely allowed. For example, Huber (2004) described career difficulties faced by assistant professors who submitted tenure and promotion dossiers documenting their work as an integrated whole rather than reporting their accomplishments in each separate role. The more institutional evaluations separate faculty activities and products into mutually exclusive categories, the less faculty are likely to enrich their teaching with their research, inform their research with lessons learned from the community, or involve their students in research with community partners for the benefit of the public good. In addition, many colleges and universities are dividing academic labor still further by hiring some people primarily to conduct research, others to teach, and still others to engage in community service. This leads to a machine bureaucracy design for universities and the deprofessionalization of academic work.

In contrast, public scholarship fosters faculty engagement in and administrator evaluation of faculty work as a whole that is more than the sum of its parts. Faculty who engage in public scholarship view their teaching, research, and community service as a complex and interrelated public resource that involves publication-worthy discovery while also actively engaging "students in meaningful democratic processes that rest upon the discovery and application of new knowledge and creative enterprise" (Cohen, memo to John Dedrick of the Kettering Foundation, 2004). Whether their work is evaluated in distinct categories or as an integrated whole may affect the extent to which faculty engage in public scholarship. Faculty members' perceptions of how their institutions define and evaluate roles are likely to affect the ways they do their work.

To encourage faculty to develop personal goals consistent with public scholarship, to reinforce faculty beliefs in their own abilities to integrate their work for their own professional benefit and for the public good, and to create a climate where faculty believe their contexts will support their engagement in public scholarship, university missions, resource allocation strategies, and evaluations of faculty work for annual salary increases and promotion and tenure should include criteria to recognize work that is both integrated and community-based (Ramaley, 2001; Checkoway, 2001).

## Conclusion

This chapter proposed a conceptual framework for understanding the individual and organizational factors that shape college and university faculty members' motivation to engage in public scholarship. When faculty conduct public scholarship, they assume the responsibilities "to develop democratic engagement among students," to focus discovery on "social, civic, economic, educational, artistic, scientific, and cultural well-being of neighborhoods beyond the academy," and to develop a curriculum through which faculty and students "view their work, not as segregated from society, but as the contributions of scholar-citizens with membership in a larger community" (Cohen, memo to John Dedrick of the Kettering Foundation, 2004). Public scholarship requires a professional model of academic work that integrates teaching, research, and service into an indivisible whole rather than a machine bureaucratic model that divides academic work into distinct components assigned to some individuals who are primarily responsible for undergraduate teaching, others who focus mainly on graduate teaching and research, and still others who emphasize public service or outreach.

Our research agenda should improve understanding of the similarities and differences between the motivation of faculty who are currently engaged in public scholarship at various levels and those who are not. This understanding will enable faculty leaders and academic administrators to identify ways to modify the malleable aspects of their organizations to encourage more faculty to set personal goals consistent with public scholarship, to gain skills and experience to feel capable of conducting public scholarship, and to feel that their department and university contexts are supportive of their public scholarship efforts.

An integrated professional model of faculty work that fosters public scholarship would benefit faculty, students, and communities inside and outside the university. Public scholarship encourages complex and cooperative approaches to solving societal problems. Checkoway (2001) argues, "The real problem is not that universities do not prepare people for public participation, but rather that academically based knowledge is not sufficient to motivate or prepare people to think about issues" (p. 130). Public scholarship enables faculty, students, and community members to work together to define real-world problems in all their complexity, and then to cooperate on the process of addressing those problems.

An integrated model of academic work has the potential to encourage faculty to serve as role models for students as professionals who approach complex problems holistically and cooperatively rather than as isolated individuals who focus on discrete tasks. According to Klay, Brower, and Williams (2001), "Universities are the cradle of the professions and the primary socializers of future professionals. . . . Whatever model of professionalism prevails on campuses shapes the nature of professionalism in all

professions. Making any profession more community-oriented must, therefore, begin with making universities more community-oriented" (p. 46). Faculty who engage in public scholarship necessarily engage their students in discovery and learning with and for the community. Such a model of professional work is likely to motivate faculty, students, and community members to think and act on issues of real importance to local as well as national and global communities.

## References

- Abes, E. S., Jackson, G., and Jones, S. R. "Factors That Motivate and Deter Faculty Use of Service-Learning." *Michigan Journal of Community Service Learning*, 2002, 9(1), 5–17.
- Antonio, A. L., Astin, H. S., and Cress, C. M. "Community Service in Higher Education: A Look at the Nation's Faculty." *Review of Higher Education*, 2000, 23(4), 373–398.
- Bandura, A. "Self-Efficacy: Toward a Unifying Theory of Behavioral Change." *Psychological Review*, 1977, 84(2), 191–215.
- Boyte, H. C. *Going Public: Academics and Public Life*. Dayton, Ohio: Kettering Foundation, 2004.
- Bringle, R. G., and Hatcher, J. A. "A Service-Learning Curriculum for Faculty." *Michigan Journal of Community Service Learning*, 1995, 2, 112–122.
- Checkoway, B. "Renewing the Civic Mission of the American Research University." *Journal of Higher Education*, 2001, 72(2), 125–147.
- Cohen, J. "Public Scholarship." In L. Sherrod, C. Flanagan, R. Kassimir, and A. Bertelsen (eds.), *Youth Activism: An International Encyclopedia*. Westport, Conn.: Greenwood, 2005.
- Donahue, D. "Charity Basket or Revolution: Beliefs, Experiences, and Context in Preservice Teachers' Service Learning." *Curriculum Inquiry*, 2000, 30(4), 429–450.
- Driscoll, A., and Lynton, E. "Documenting Professional Service: A Progress Report." *Metropolitan Universities*, 1997, 8(1), 19–37.
- Feldman, R. *Epistemology*. Englewood Cliffs, N.J.: Prentice Hall, 2003.
- Ford, M. E. *Motivating Humans: Goals, Emotions, and Personal Agency Beliefs*. Thousand Oaks, Calif.: Sage, 1992.
- Hammond, C. "Integrating Service and Academic Study: Faculty Motivation and Satisfaction in Michigan Higher Education." *Michigan Journal of Community Service Learning*, 1994, 1(1), 21–28.
- Hofer, B. K., and Pintrich, P. R. *Personal Epistemology: The Psychology of Beliefs About Knowledge and Knowing*. Hillsdale, N.J.: Erlbaum, 2002.
- Huber, M. T. "Faculty Evaluation and the Development of Academic Careers." In C. L. Colbeck (ed.), *Evaluating Faculty Performance*. New Directions for Institutional Research, no. 114. San Francisco: Jossey-Bass, 2002.
- Huber, M. T. *Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers*. Washington, D.C.: American Association for Higher Education and The Carnegie Foundation for the Advancement of Teaching, 2004.
- Kellogg Commission on the Future of State and Land-Grant Universities. *Renewing the Covenant: Learning, Discovery, and Engagement in a New Age and Different World*. Washington, D.C.: National Association of State Universities and Land-Grant Colleges, 2000. [http://www.nasulgc.org/publications/Kellogg/Kellogg2000\\_covenant.pdf](http://www.nasulgc.org/publications/Kellogg/Kellogg2000_covenant.pdf). Accessed June 15, 2005.
- Klay, W. E., Brower, R., and Williams, B. "A Community-Oriented Model of Academic Professionalism." *Metropolitan Universities*, 2001, 12(3), 41–50.

- Locke, E. A., and Latham, G. P. *A Theory of Goal Setting and Task Performance*. Englewood Cliffs, N.J.: Prentice Hall, 1990.
- Maehr, J. L., and Braskamp, L. *The Motivation Factor: A Theory of Personal Investment*. San Francisco: New Lexington Press, 1986.
- McAfee, N. *Habermas, Kristeva, and Citizenship*. Ithaca, N.Y.: Cornell University Press, 2000.
- McKay, V. C., and Rozee, P. D. "Characteristics of Faculty Who Adopt a Community Service Learning Pedagogy." *Michigan Journal of Community Service Learning*, 2004, 10(2), 21–33.
- Mintzberg, H. *The Structuring of Organizations: A Synthesis of the Research*. Englewood Cliffs, N.J.: Prentice Hall, 1979.
- O'Meara, K. "Uncovering the Values in Faculty Evaluation of Service as Scholarship." *Journal of Higher Education*, 2002, 26(1), 57–80.
- Ramaley, J. A. "Embracing Civic Responsibility." *AAHE Bulletin*, 2000, 52, 9–13, 20.
- Ramaley, J. A. "Why Do We Engage in Engagement?" *Metropolitan Universities*, 2001, 12(3), 13–19.
- Scott, W. R. *Organizations: Rational, Natural, and Open Systems*. (5th ed.). Englewood Cliffs, N.J.: Prentice Hall, 2002.
- Ward, K. *Faculty Service Roles and Scholarship of Engagement*. ASHE-ERIC Higher Education Report, vol. 29, no. 5. San Francisco: Jossey-Bass, 2003.

CAROL L. COLBECK is associate professor and director of the Center for the Study of Higher Education at The Pennsylvania State University.

PATTY WHARTON-MICHAEL is a doctoral candidate in the College of Communications at The Pennsylvania State University.

Copyright of *New Directions for Teaching & Learning* is the property of Jossey-Bass, A Registered Trademark of Wiley Periodicals, Inc., A Wiley Company and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.