# Outreach and Engagement in Promotion and Tenure: An Empirical Study Based on Six Years of Faculty Dossiers

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# Today's Presentation

## Introduction

- *Outreach & Engagement at MSU*
- *2001 Revisions to RPT form*
- *Promotion, & Tenure (P&T) Process*

## Research Design & Process

- *Challenges of getting started*
- *Coding Phase I: overall reports; across T,R,S; integration*
- *Coding Phase II: type, intensity, degree, demographics*

## Findings & Implications

- *Service Learning & Community Engagement*
- *Future Research Directions*

# Promotion & Tenure Team

## Current Study Team

- ## Diane M. Doberneck, Ph.D.
  - Researchers, NCSUE & adjunct assistant professor, Bailey Scholars Program

- ## Chris Glass
  - Doctoral student in Higher, Adult, & Lifelong Education and graduate assistant, NCSUE

- ## John Schweitzer, Ph.D.
  - Senior faculty member, Urban Affairs, Center for Community and Economic Development

# Michigan State University

- 1855 Land Grant University
- Research-intensive with international obligations
- North Central accreditation
- Carnegie Engaged Institution
  – Curricular engagement
  – University-community partnership
- 45,000 students, 4,500 faculty & academic staff
- 2007-2008, Center for Service Learning & Civic Engagement received & accommodated 14,511 applications

# Institutional Development of O&E

University Outreach and Engagement convened MSU faculty and administrators to address institutional issues related to outreach and engagement:

- **1993:** defined outreach as a form of scholarship and distinguished between professional service and outreach and engagement

- **1996:** developed indicators for evaluating quality outreach and engagement (Points of Distinction)

- **2001:** revised promotion and tenure form to accommodate the scholarship of outreach and engagement

- **2004:** launched annual Outreach and Engagement Measurement Instrument (OEMI)

- **2006**: professional development programs on community engagement for undergraduates, grad students, new faculty

# Outreach as Scholarship at MSU

*"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

# Points of Distinction and P&T

## Scholarship

– *To what extent is the effort consistent with the methods and goals of the field and shaped by knowledge and insight that is current or appropriate to the topic? To what extent does the effort generate, apply, and utilize knowledge?*

## Significance

– *To what extent does the effort address issues that are important to the scholarly community, specific constituents, or the public?*

# Points of Distinction and P&T, con't.

## Impact

– *To what extent does the effort benefit or affect fields of scholarly inquiry, external issues, communities, or individuals? To what extent does the effort inform and foster further activity in instruction, research and creative activities, or service?*

## Context

– *To what extent is the effort consistent with University Mission Statement, issues within the scholarly community, the constituents' needs, and available resources?*

# In summary, outreach and engagement…

## Is a form of scholarship

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

## Cuts across teaching, research, and service

- Outreach & engagement-teaching
- Outreach & engagement-research
- Outreach & engagement-service

## Is documented by evidence of quality

# 2001 Revision to the P&T Form

## Revision Process

- – a committee of faculty and administrators reviewed the P&T form in light of institution's commitment to outreach and engagement as a cross-cutting form of scholarship
- – considered evidence of quality in Points of Distinction
- – DECISION:  embed O&E throughout the form, instead of adding a separate section
- – necessitated a complete revision of Form D
- – revisions approved by Academic Governance in 2001

# Post-2001 Promotion & Tenure Form

1. **Embeds opportunities to report** outreach and engagement throughout the form (rather than in a separate, special section)

2. **Supports the reporting of integrated scholarship** by faculty members and department chairs

3. **Distinguishes** among service to scholarly and professional organizations, service within university, and service to the broader community

4. **Encourages use of evidence** to support claims of quality outreach and engagement

5. **Includes examples** of outreach and engagement activities in lists throughout the form

# 1. Embeds O&E throughout the form

| Section | Details of P&T Form After 2001 |
|---|---|
| **Instructions** | Emphasizes "multiple forms of faculty scholarship" Emphasizes "quality" scholarship (Points of Distinction) |
| **D-I** | Summary recommendation by chair and dean (cover sheet) |
| **D-II** | Summary information about appointment and overall statement by chair and by dean |
| **D-III** | Summary evaluation by chair<br>    Instruction<br>    Research and Creative Activity<br>    Service within Academic community<br>    Service to Broader community<br>    Special foci |
| **D-IV** | Faculty candidate section (details on next slide) |
| **Other** | Reflective essay<br>Curriculum vita<br>Other evidence |

| Section | Faculty Candidate Section of P&T Documentation |
|---------|------------------------------------------------|
| **D-IV-A** | Instruction<br>Undergraduate & Graduate Credit Instruction<br>Non-credit Instruction<br>Academic Advising<br>List of Instructional Works<br>Other Evidence of Instructional Works |
| **D-IV-B** | Research and Creative Activities<br>List of research and creative activities<br>Quantity of research/creative activities produced<br>Number of grants received<br>Other evidence of research/creative activities |
| **D-IV-C** | Service With Academic & Broader Community<br>Service to scholarly and professional organizations<br>Service within the university<br>Service to the broader community |
| **D-IV-D** | Additional Reporting<br>Evidence of other scholarship<br>Integration of multiple forms of scholarship<br>Other awards/evidence |
| **D-IV-E** | Grant Reporting |

# 2. Reporting of "Integrated" Scholarship

**New Question In Chair's Section**

FORM D - III D     ADDITIONAL REPORTING

Summary Evaluation of Candidate's Special Foci by Department Chairperson or School Director:

Where appropriate, evaluate the faculty member's scholarly activities and contributions **across the functional areas** of instruction, research and creative activities, and service within the academic and broader community.  While the faculty member's accomplishments may be reported under any of the functional areas or on the additional reporting page (D-IVD), this space provides an opportunity for special comments where the faculty member's work shows integration across the functions or has had a particular focus.  This is also the appropriate place for discussion of any contributions or accomplishments that do not naturally fit elsewhere.

**New Question In Faculty's Section**

2.Integration across Multiple Mission Functions:
   Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

# 3. Makes distinctions about "service"

1.**Service within the Academic Community**

   a.**Service to Scholarly and Professional Organizations:**
List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

   b.**Service within the University:**
List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/ coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

TextField

**FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued**

2. **Service within the Broader Community:**
   As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

# 4. Encourages use of evidences

## FORM D - III A    INSTRUCTION

**Summary Evaluation of Instruction by Department Chairperson or School Director:**

Evaluate the faculty member's scholarly contributions whose primary focus is **instructional**. Dimensions to be addressed may include (but are not limited to):

- *Credit instruction, on and off campus; course and curriculum development; experimental curricula; development of instructional materials such as textbooks or software; technology enhanced instruction;*
- *Non-credit instructional activities including the development of certificate programs, community programs, extension programming, etc.;*
- *International instruction such as instruction abroad, comparative/international courses on campus, etc.;*
- *Patient care activities in support of instruction;*
- *Academic advising (making clear what the appropriate responsibilities and expectations are); and*
- *Instructional activities in  professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *SIRS forms; peer evaluation of instruction; evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites, etc.; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in support of instruction; and instructional awards or other forms of professional/alumni recognition.*

# 5. Lists examples of O&E throughout

## FORM D - IV A   INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

### 1.Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters.  Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses.  In determining the "past six semesters," the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

| Semester and Year | Course Number | Credits (Number or Var) | Number of Sections Taught Lec   Rec   Lab | Number of Students | Number Of Assistants** | Notes |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

# Significance of P&T Study

In late 1990's, reappointment, promotion and tenure policies were cited as a major barrier to faculty involvement in outreach and engagement activities.

MSU revised its reappointment, promotion, and tenure guidelines and forms to better align faculty roles and rewards with institutional value of outreach and engagement and to facilitate faculty reporting outreach and engagement.

Faculty Roles — Faculty Rewards
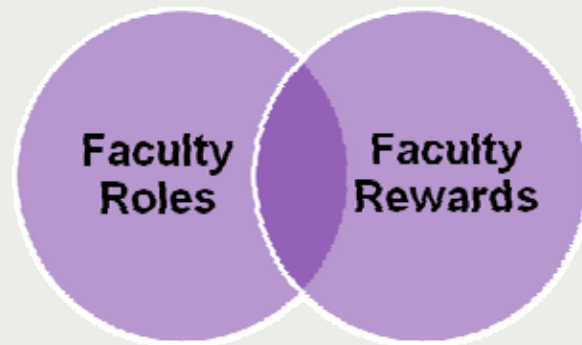
# Promotion & Tenure Study

Five years later, researchers at MSU's National Center for the Study of University Engagement wondered:

***How are outreach & engagement activities being reported on the revised P&T form? What's working? What isn't?***

# Research Questions

1. To what extent are outreach & engagement activities reported on the promotion and tenure forms?

2. What types of outreach & engagement activities are reported?

3. Are there differences in reporting by demographic variable—gender, ethnicity, recommended rank, college/discipline?

# Research Design

## Exploratory study

– *Research on organizational culture, individual motivations, P&T processes, faculty roles & rewards*

– *Very little research on P&T forms has been done (Knox 1998; Salthouse, McKeachies, & Lin, 1978; Smith 2000)*

– *Existing research has not focused specifically on O&E activities in P&T forms*

## Content analysis of RPT forms 2001-2006

– *Meaning unit is O&E activity (Krippendorff, 1980)*

# Challenges of Getting Started

## 1. Institutional Review Board & Consent

- *Document review of existing institutional records—we might not need IRB approval*
- *Two years to get approval by IRB*
- *Approval required a triple consent process*
  - *Faculty consent for faculty section*
  - *Chair consent for chair section*
  - *Dean consent for dean section*
- *Decision rules about joint academic home appointments, MSU Extension appointments*
- *Track down & ask for consent from faculty, chairs, & deans who had moved on*

# Consent—Response Rate

| | 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%) |

**Faculty n = 224**

# Challenges of Getting Started, con't.

## 2. Academic Human Resource Records

- *No records for those who do not progress through P&T process*
  - *Leave the university on own accord*
  - *Counseled ahead of P&T to seek jobs elsewhere*
- *No "additional materials" kept on record (i.e., binders with evidence of scholarship of teaching/learning, scholarship of engagement)*
- *No external review letters kept on file*
- *No records of deliberations of P&T committee meetings at department or college levels*

# Challenges of Getting Started, con't.

3. **No standard language for outreach and engagement**

   – *Scanned Form D documents*

   – *Saved as searchable PDFs*

   – *Keyword searches & KW in context—not effective*

   *What a plant biologist means by the word community (i.e. plant communities) is not the same what a social work faculty means by community (i.e., inner city communities).*

   – *Our own definitions and typologies—not faculty definitions of outreach & engagement (other study by NCSUE colleagues).*

# Challenges of Getting Started, con't.

## Phase I Coding (5 teammates, n=224)

- *By hand (not by computer) based on pilot tested code sheet.*

- *Absence/presence coding was used to indicate which section of the form O&E activities appeared (also coded no reports, misreports).*

- *Every section of the form was coded.*

- *Each form coded by two people with "reconciliation meetings" to resolve discrepancies. Data was entered into SPSS.*

- *A set of code definitions and coding rules evolved over the course of the study.*
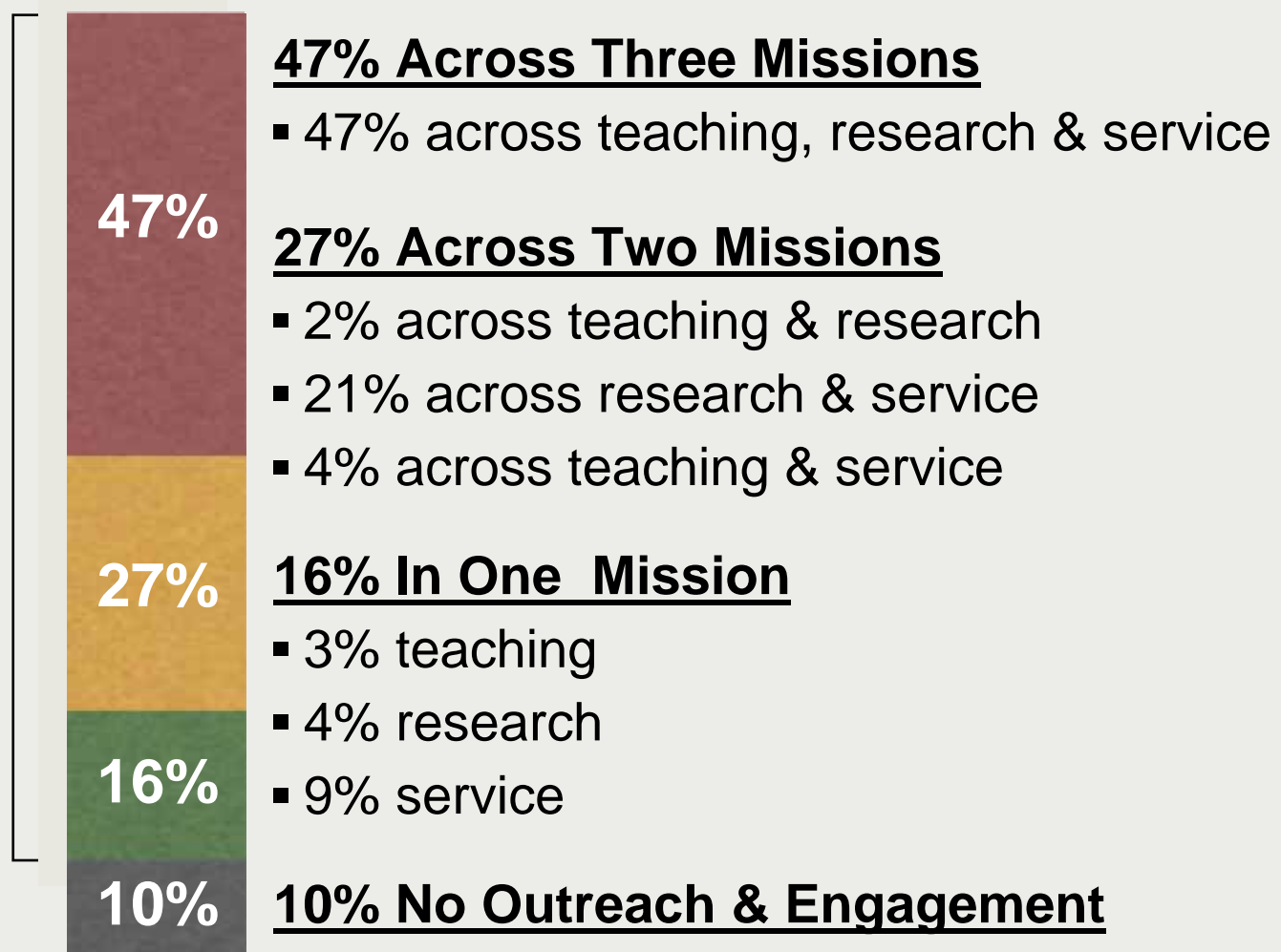
# Findings:  Overall P&T Study
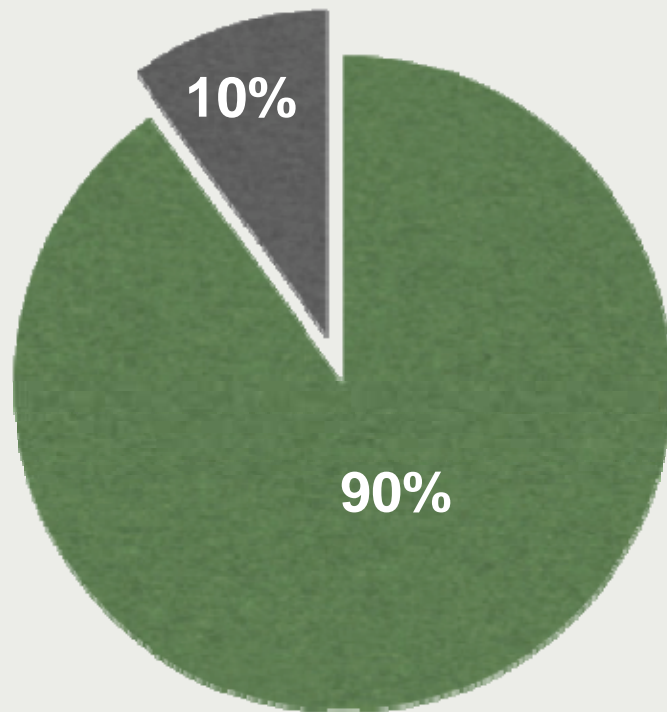


**90% of MSU faculty reported <u>at least one</u> outreach and engagement activity on their P&T form.**

**10% of MSU faculty reported absolutely no outreach and engagement activities at all.**

# Findings:  Overall P&T Across Mission

**47% Across Three Missions**
- 47% across teaching, research & service

**27% Across Two Missions**
- 2% across teaching & research
- 21% across research & service
- 4% across teaching & service

**16% In One  Mission**
- 3% teaching
- 4% research
- 9% service

**10% No Outreach & Engagement**

47%

27%

16%

10%

# Findings: 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."

**23%**
**No Response**

**56%**
**O&E**

**26%**
**No O&E**
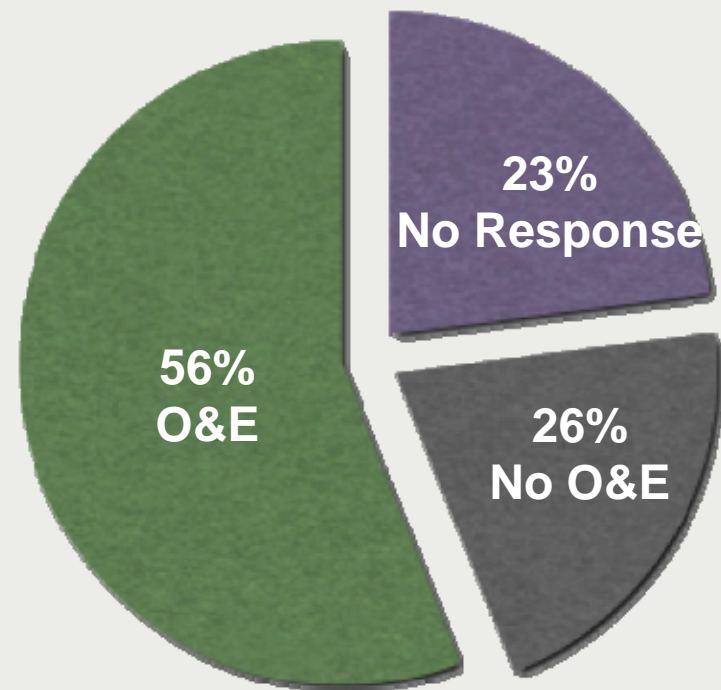
# P&T Study—Next Questions

## Phase II Coding

- *What types of outreach & engagement did the faculty report?*

- *How much outreach & engagement was reported?*

- *What were differences in reporting outreach & engagement?*

# Research Issues to Resolve in Phase II

## Phase II Coding

- rectify coding differences between team members
- clearer, consistent definitions and typology of O&E activities
- accurate "counts" of O&E by eliminating multiple reports of same O&E activity
- consider differences between outreach activities and engagement activities
- note interesting examples and quotes for future research

# Phase II Coding

- *3 teammates, n=224*

- *coded by hand (not by computer)*

- *a set of code definitions, typology, coding rules was developed at outset & slightly refined over course of study*

- *absence/presence was used for types*

- *intensity coding was used for intensity & degree*

- *only faculty section of the form was coded*

- *weekly team meetings focused on shared understanding & inter-coder reliability meetings*

- *each form coded by one person*

- *data entered into SPSS*

# Outreach & Engagement—Research

**Research—business, industry, commodity group funded**
*sponsored research supported grants/contracts from businesses, industry, trade associations, or commodity groups*

**Research—non-profit, foundation, government funded**
*research supported through grants/contracts from community-based organizations, non-profit organizations, or local, state, regional, or national government*

**Research—other**
*applied research or community-based research that is not funded externally; demonstration projects, policy analysis, evaluation research, needs assessments*

**Creative activities**
*contribution to knowledge, expression, or activity of creative discipline or field that is made available to or generated in collaboration with a public*

# Outreach & Engagement—Teaching

### Instruction—credit

*classes/instructional programs that offer student academic credit hours and are designed specifically to serve neither traditional campus degree seekers nor campus staff*

### Instruction—non-credit

*classes/instructional programs designed to meet planned learning outcomes, but for which academic credit hours are not offered.*

### Instruction—public understanding

*resources designed for the public include managed learning environments; expositions, demonstrations, fairs, and performances, educational materials and products, and dissemination of scholarship through public media*

# Outreach & Engagement—Service

## Service—patient, clinical services

*client and patient (human and animal) care provided by university faculty through unit-sponsored group practice, diagnostic labs*

## Service—technical assistance, expert testimony, legal advice

*provision of assistance, expertise, capacity-building, and advice through direct interaction with clients in response to request from a public (non-university) client*

## Service—other

*contributions made by MSU faculty, staff, and students to benefit public (non-university) audiences directly*
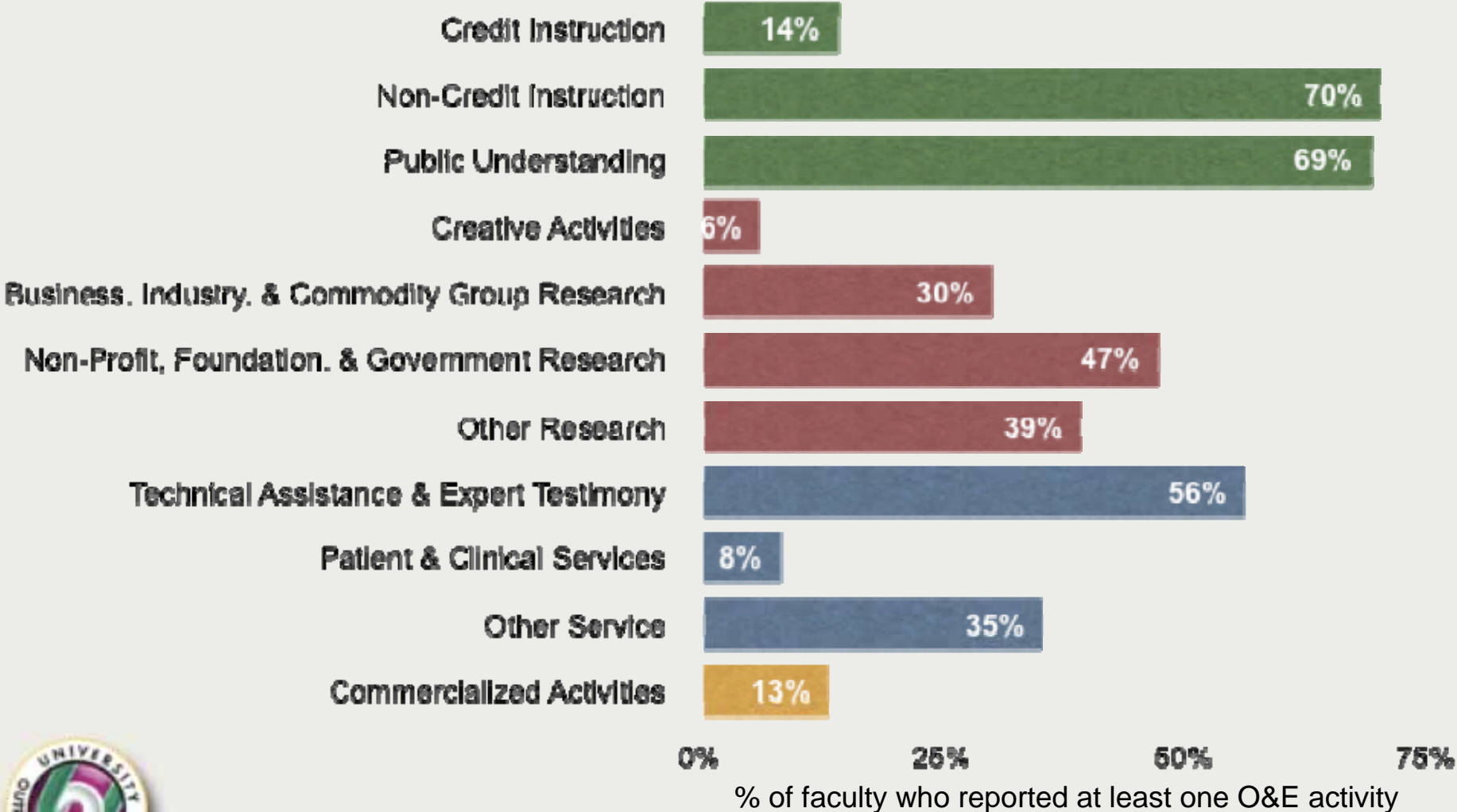
# Outreach & Engagement—Other
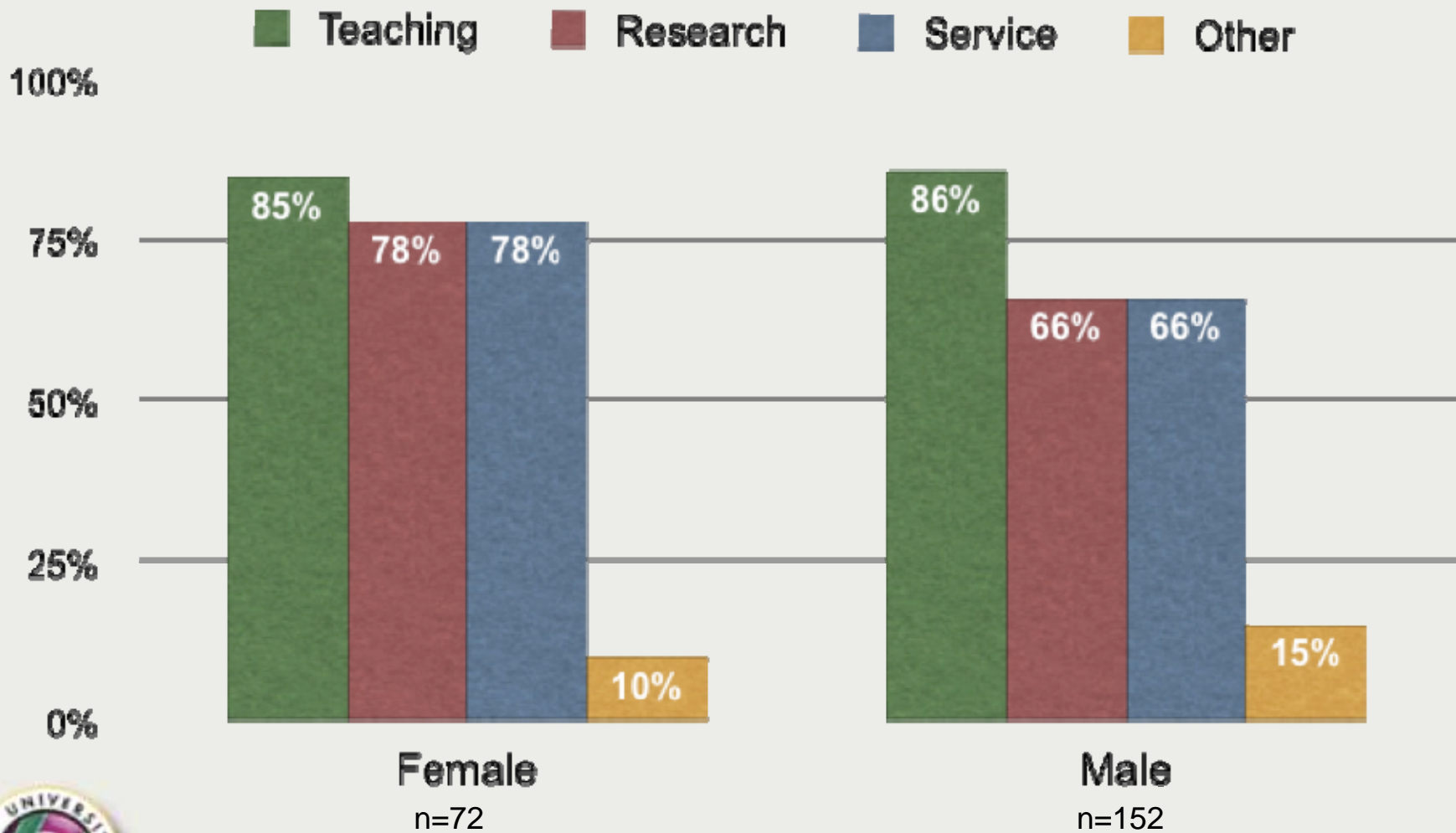
### Commercialized Activities

*translation of new knowledge generated by the university to the public through the commercialization of discoveries*

# Findings: Outreach & Engagement by Type

| Type | % |
|---|---|
| Credit Instruction | 14% |
| Non-Credit Instruction | 70% |
| Public Understanding | 69% |
| Creative Activities | 6% |
| Business, Industry, & Commodity Group Research | 30% |
| Non-Profit, Foundation, & Government Research | 47% |
| Other Research | 39% |
| Technical Assistance & Expert Testimony | 56% |
| Patient & Clinical Services | 8% |
| Other Service | 35% |
| Commercialized Activities | 13% |

0%    25%    50%    75%

% of faculty who reported at least one O&E activity

# Variation by Gender Across Mission

# Variation by Ethnicity Across Mission
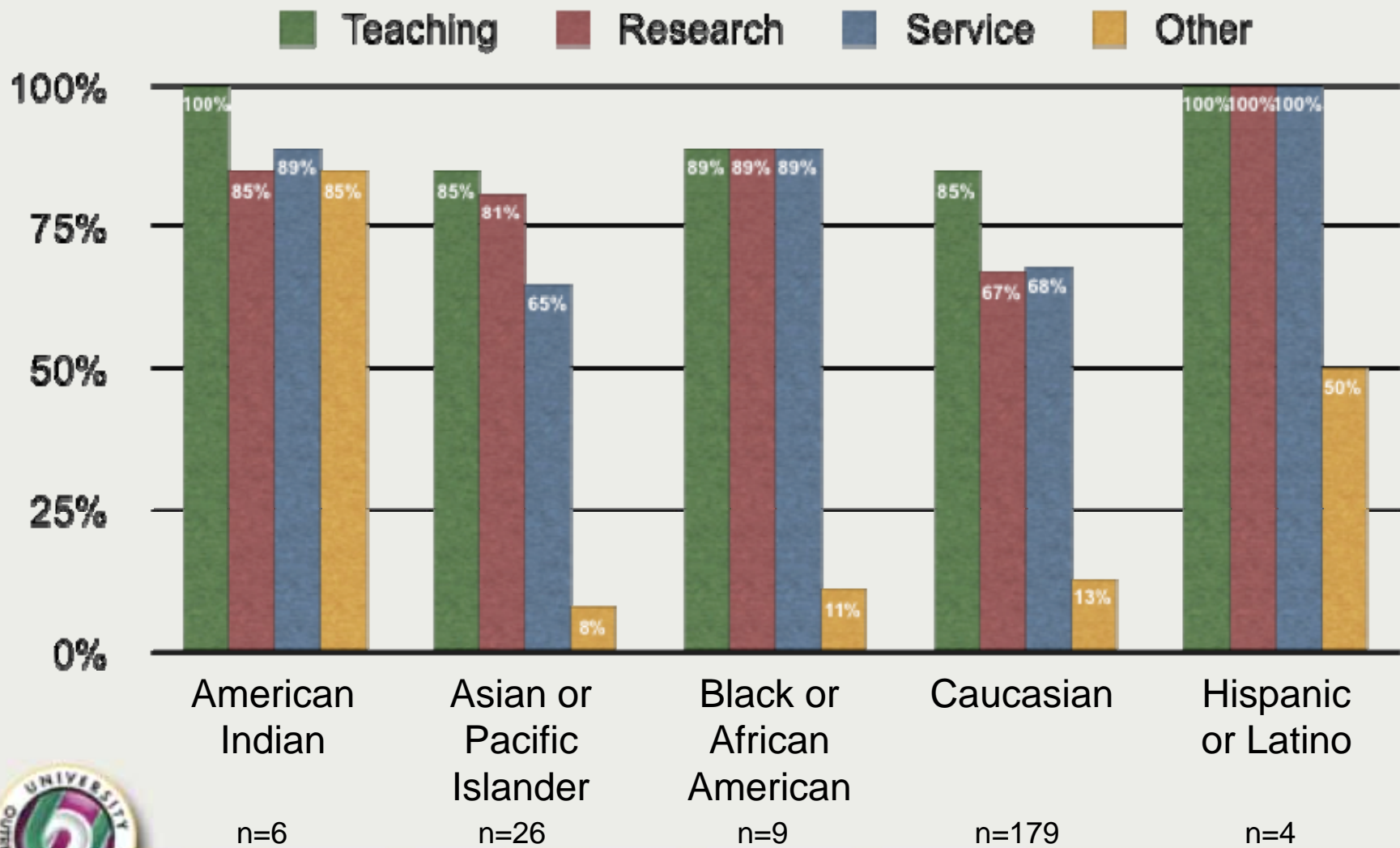
# Variation by Recommended Rank Across Mission
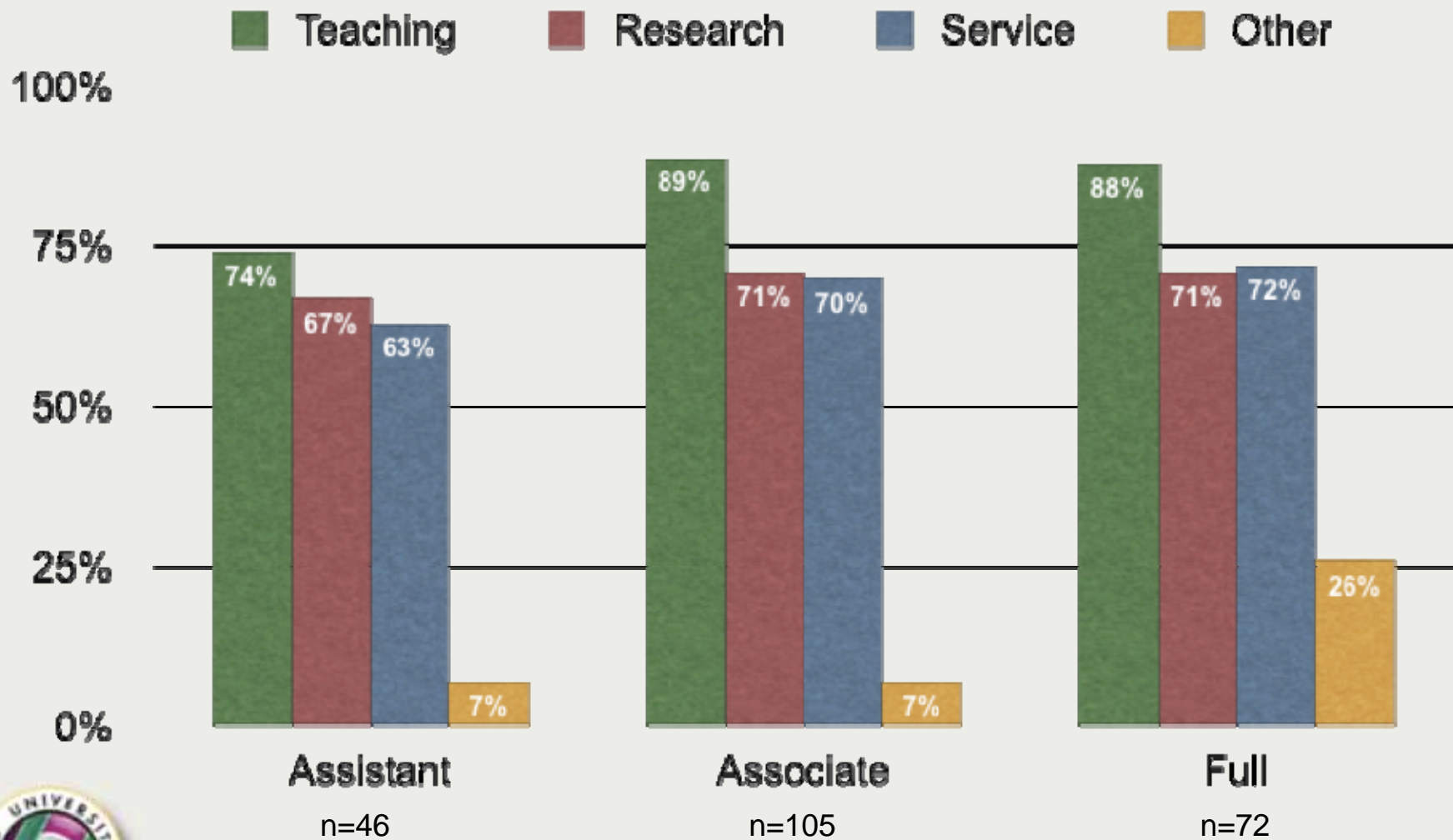
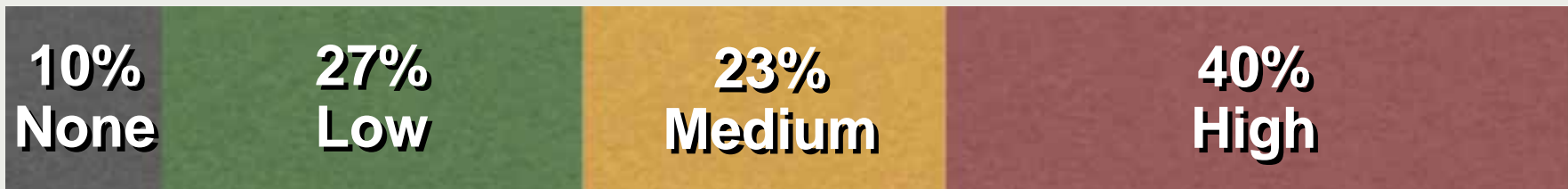# Intensity of Outreach & Engagement

Because one extension bulletin is not the same as a university-community partnership, a simple "count" does not accurately reflect O&E reported on the P&T forms.

Instead, faculty outreach & engagement work "as a whole" was assigned an overall score for intensity.

# Findings:  Intensity of Outreach & Engagement

The rating combined:
    types of O&E
    number of types
    frequency of O&E activities
    scholarly output
    awards/other evidence

| 10% None | 27% Low | 23% Medium | 40% High |
|----------|---------|------------|----------|

# Degree of Outreach & Engagement

Faculty outreach & engagement work "as a whole" was assigned an overall score for degree of outreach and engagement:

0 = no O&E reported at all

1 = mostly uni-directional transfer of expert knowledge from university to external audiences

2 = mixture of uni-directional & collaborative O&E activities

3 = mostly collaborative, mutually determined, reciprocal, two-way flows of ideas

# Findings: Degree of Outreach & Engagement

| 14% None | 50% Low | 26% Medium | 10% High |
|---|---|---|---|

**None** indicates absolutely no outreach and engagement activities reported on P&T forms.

**Low** indicates mostly unidirectional, transfers of expert knowledge from MSU to external audiences for the public good.

**Medium** indicates a mixture of unidirectional and collaborative, cocreated outreach and engagement activities.
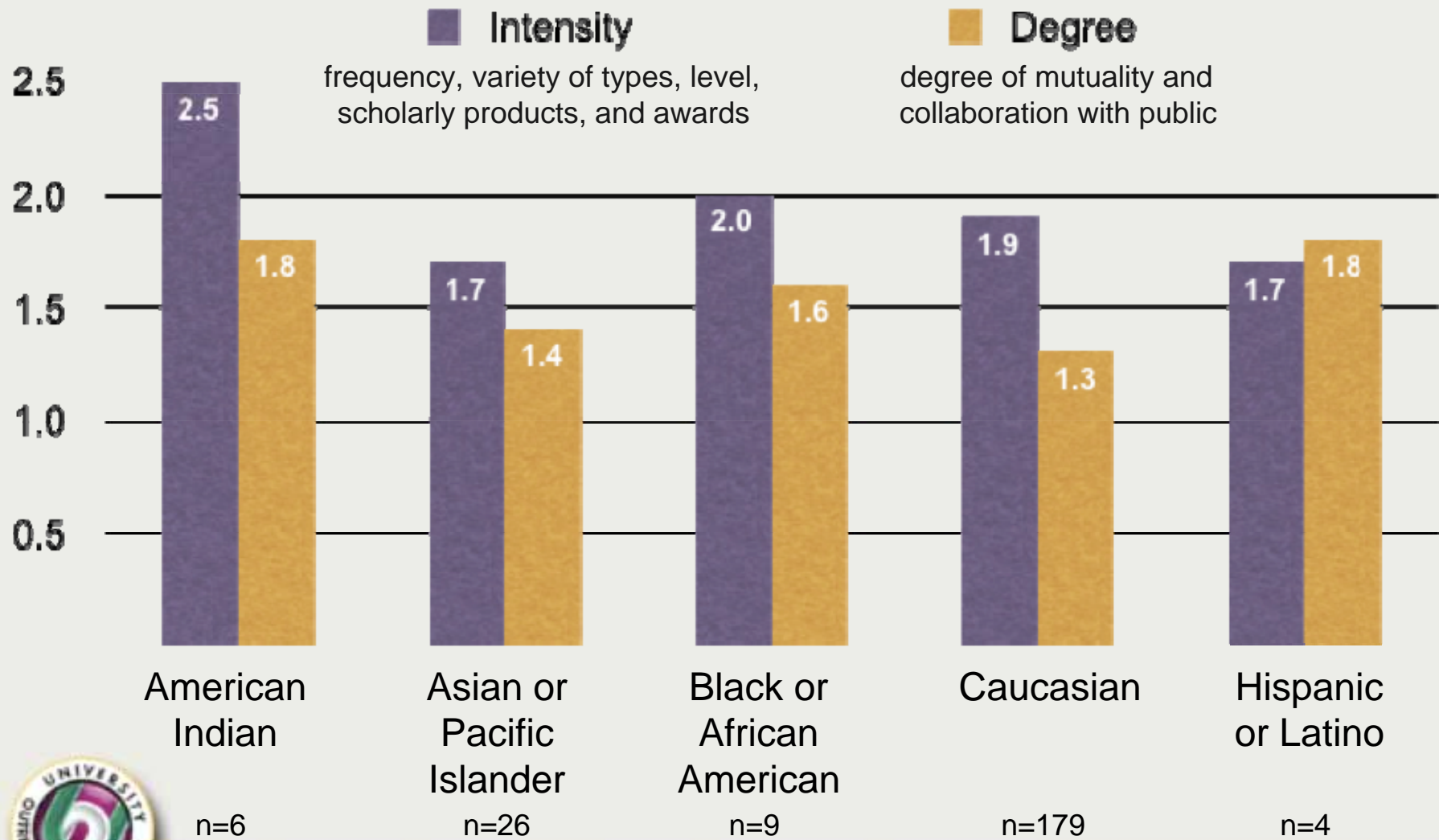
**High** indicates predominantly collaborative, mutually determined, reciprocal flow of cogenerated engagement activities.
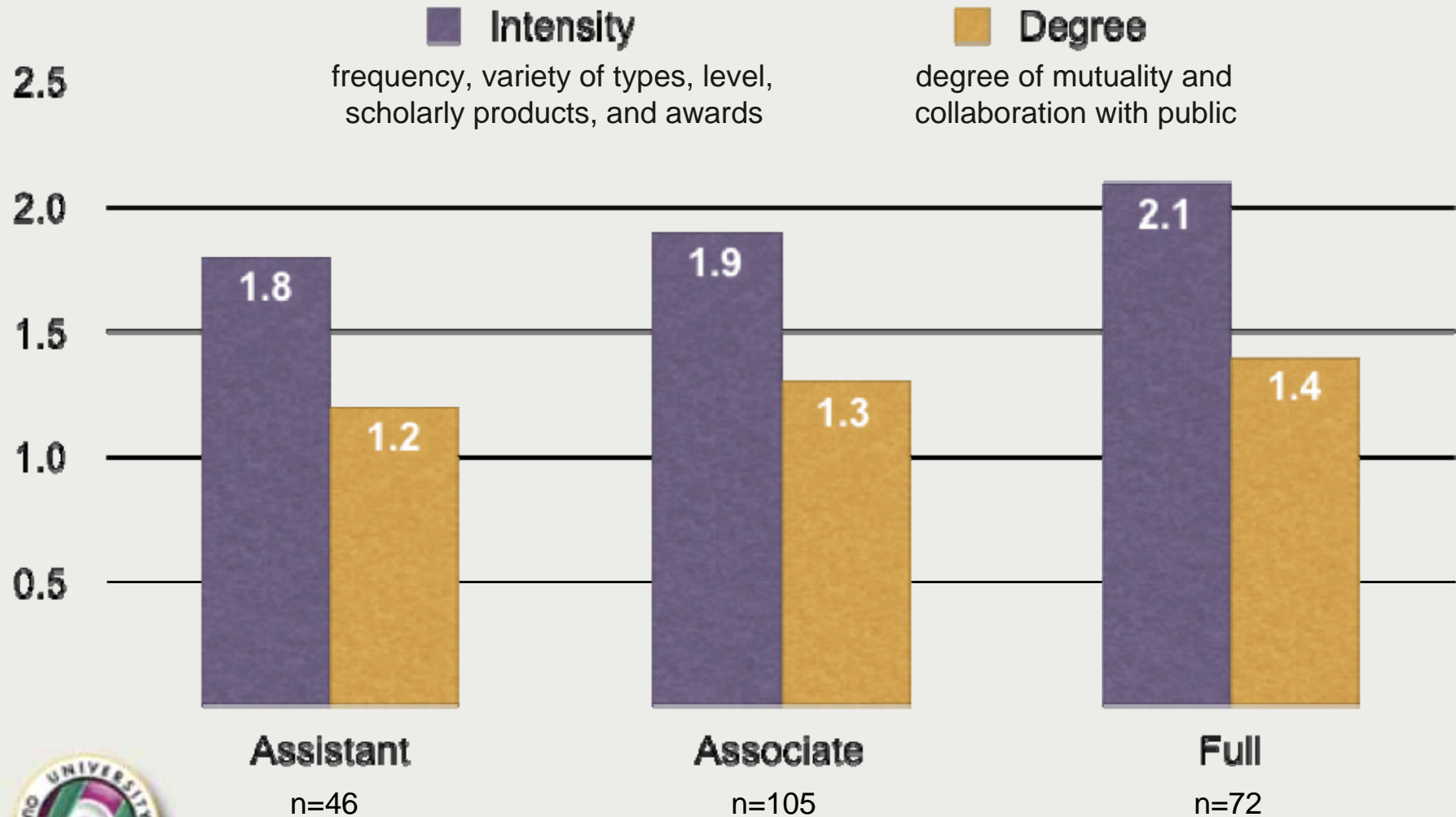
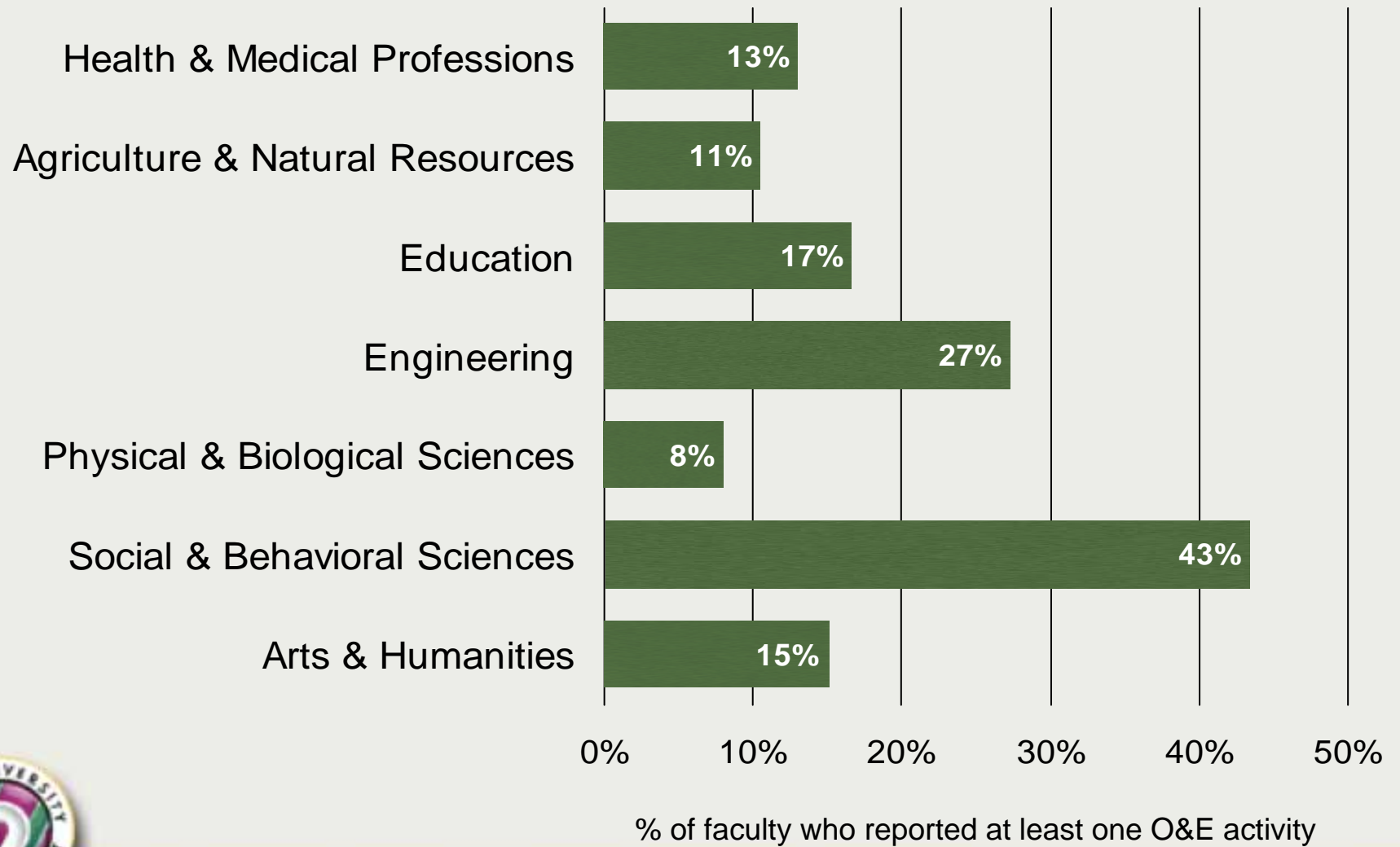# Variation by Gender Across Intensity & Degree
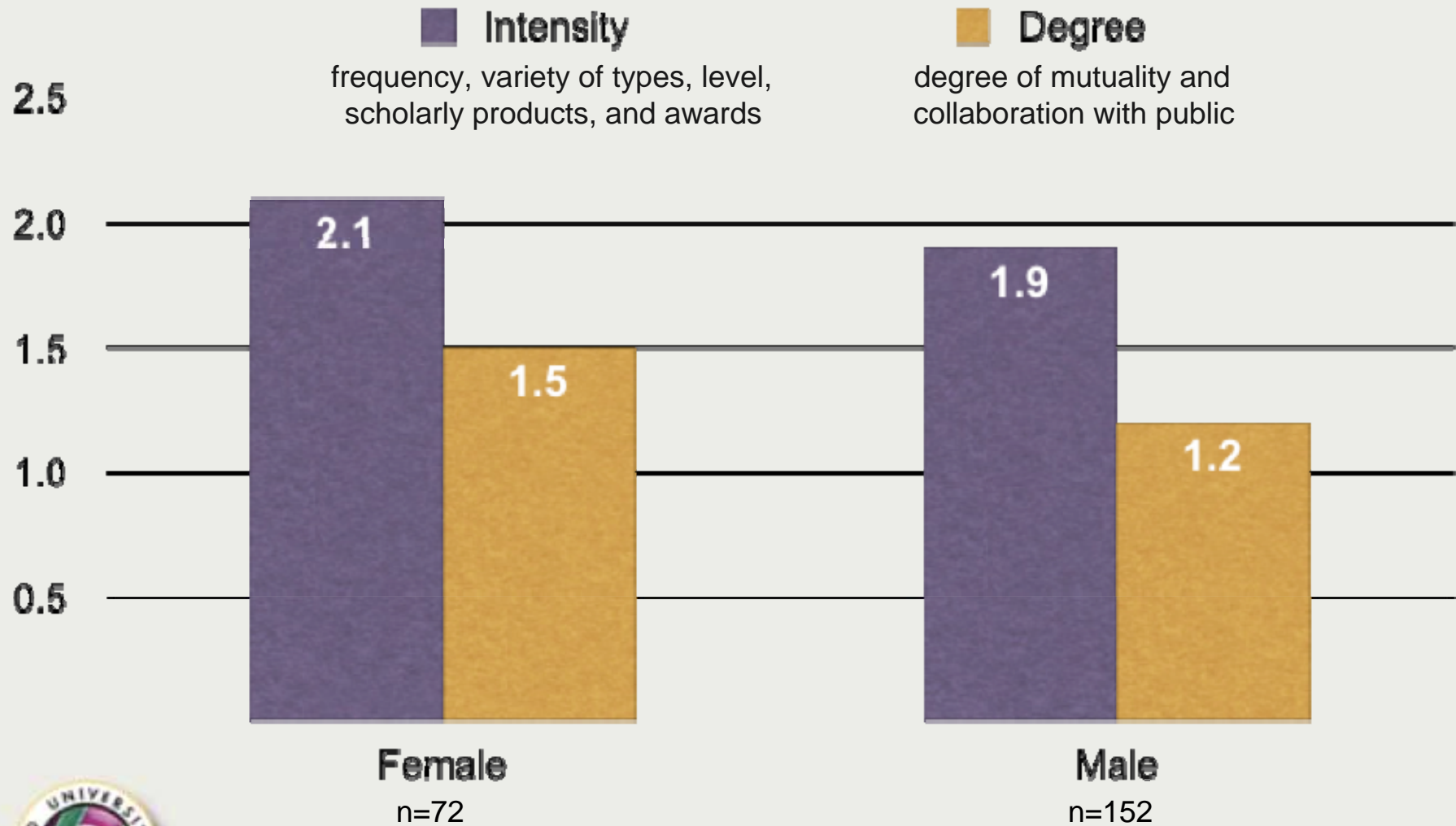
# Variation by Ethnicity Across Intensity & Degree

# Variation by Recommended Rank Across Intensity & Degree



**Intensity** — frequency, variety of types, level, scholarly products, and awards

**Degree** — degree of mutuality and collaboration with public

| Rank | Intensity | Degree |
|------|-----------|--------|
| Assistant (n=46) | 1.8 | 1.2 |
| Associate (n=105) | 1.9 | 1.3 |
| Full (n=72) | 2.1 | 1.4 |

Outreach-Instruction-Credit by Discipline

% of faculty who reported at least one O&E activity

# MSU Center for Service Learning & Civic Engagement

- 75% faculty in the P&T study who have registered their service learning with the CSLCE also reported their SL activities on their P&T forms

- Is there an underreporting by junior faculty? (Ellison & Eatman, 2008)

~Thank you to Karen McKnight Casey & Georgia Davidson, MSU CSLCE for this data

# Findings and Implications

- 90% faculty reported at least 1 O&E activity on their P&T form

- 47% faculty reported at least 1 O&E activity across all three missions—teaching, research, & service

- 56% faculty reported O&E as an integrated form of scholarship

- 63% of O&E activities reported by faculty are medium or high intensity

- 36% of O&E activities reported by faculty are medium or high in degree

# Future Research Questions

## Outreach & Engagement from faculty perspectives

- What are college or disciplinary differences in how outreach & engagement are understood, practiced, and reported by faculty?

- How do faculty integrate their outreach scholarship across institutional teaching, research, service to and broader communities (Colbeck)?

## Outreach & Engagement in P&T (Fairweather, 2002)

- What counts in how the decision process works?

- What data are likely to improve decisions?

# Acknowledgements

**Faculty, Department Chairs, and Deans**

*Who granted consent for the inclusion of their forms in our study*

**Diane Zimmerman and Robert L. Church**

*Principal Investigators who revised the form & initiated the study*

**Angela Hunt and Shelly Wells**

*Academic Human Resources staff who granted access to data*

**Kirk Riley and Adina Huda**

*UOE staff who assisted with consent, analysis, & presentations*

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