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## Reality Check: Faculty Involvement in Outreach & Engagement

The engagement movement of the 1990s has led to visible changes on many campuses. Evidence may take the form of a center for civic and community engagement, service-learning courses, or a senior administrative position to oversee the institution's outreach mission. In the 15 years since the engagement movement swept onto the higher education landscape enough time has elapsed for institutions to create change and develop the capacity for engagement. This article examines the degree to which the movement has permeated the academic core—the faculty ranks—of institutions of higher education. It presents the results of a survey of faculty activity and attitudes toward outreach and engagement. The project is an effort to respond to the continued pressure on institutions to focus on their civic mission by collecting data on faculty involvement in outreach and engagement that is based on a survey designed specifically for that purpose, and which defines involvement in comprehensive and aggregate form. Thus, the data from this survey are intended to present a fuller and more detailed picture of the current levels of faculty involvement, a reality check, against which institutions might evaluate their progress. The survey is based on a conceptual framework, the Faculty Engagement Model (FEM) that integrates institutional, personal, and professional factors that may affect faculty

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involvement with outreach and engagement (Wade & Demb, 2009). Previous research focuses on discrete activities, i.e., service-learning, community-based research, engagement-oriented public or professional service, and civic service. This study integrates the results of previous research and examines a more comprehensive view of faculty engagement activity.

### *Context*

The 1990s was a period of increased attention paid to higher education's role in fostering the public good (Bok, 2003; Boyer, 1990, 1996; Chambers, 2005; Cohen, 1998; Ehrlich, 2000; Gonzalez & Padilla, 2008; Kezar, 2004). In 1995, ASHE dedicated its annual conference to "The Engaged Campus" and NASULGC sponsored a commission on the future of state and land-grant universities. Then, the 1999 Kellogg Commission report, *Returning to our Roots*, advanced the contemporary discussion of engagement in American higher education (Vogelgesang, Denson, & Jayakumar, 2005; Ward, 2003). Within the Kellogg Commission's report the term "engagement" was formalized as the newest expression of the university making meaningful contributions to the society that houses it. "Engagement goes well beyond extension, conventional outreach, and even most conceptions of public service ... by engagement the Commission envisions partnerships, two-way streets defined by mutual respect" (p. 9).

The work of the W. K. Kellogg Foundation led to the creation of the Kellogg Forum on Higher Education for the Public Good, which continues today to support the movement to restore higher education's civic mission (Gonzalez & Padilla, 2008). Campus Compact also plays a leading role along with the Carnegie Foundation for the Advancement of Teaching and its newest institutional classification/designation of "community engagement" in 2006 and 2008. Although the new classification acknowledges engagement accomplishments, Carnegie project staff observed that even institutions chosen for the designation fail to make modifications to core policies that support engagement (such as promotion and tenure) and there continue to be challenges for faculty to embrace the call to engagement. This study explores those challenges through four research questions: (a) How do faculty participate in outreach and engagement activities, particularly (1) in discrete engagement-related activities such as community-based research or service-learning, or, (2) in a combination of those activities? (b) Do variables such as gender, race/ethnicity, faculty status or rank, or discipline help explain their involvement? (c) How do different groups of faculty per-

ceive institutional and department support, and disciplinary and professional organization support for engagement activities? (d) What changes do they feel would motivate them to expand their involvement?

### *Literature Review*

In the traditional educational balance of research, teaching, and service, faculty are often least rewarded for their service work (Jaeger & Thorton, 2006; Lynton, 1995; O'Meara, 2002; Ward, 2003). Because university rewards systems do not typically encourage service, other logics, such as the personal characteristics of faculty and professional dimensions, must be explored to explain faculty involvement with engagement. From current research, we can profile the primary characteristics most likely to be shared by faculty active in outreach and engagement, or who believe in its importance, even when circumstances are less congenial to this type of pursuit. The following discussion briefly outlines the literature within three categories which comprise the study's initial conceptual framework: personal characteristics, professional dimensions, and institutional dimensions. For a comprehensive discussion, see Wade & Demb, 2009.

#### *Personal Characteristics*

Faculty of color are more likely to value engagement-oriented activities than White faculty or men. Much of the current research suggests that faculty of color are more likely to participate in service activities, including public scholarship (Antonio, 2002; Antonio, Astin, & Cress, 2000; Baez, 2000; O'Meara, 2002; Vogelgesang et al., 2005). While the results of one study (Antonio et al., 2000) indicate that only race remains statistically significant when controlling for other variables believed to impact service participation, the current body of literature also postulates whether minority faculty are more likely to participate in service because of institutional demands (Baez, 2000; Tierney & Bensimon, 1996; Tierney & Rhoads, 1993) or because they hold different beliefs and expectations about the purpose of higher education (Antonio, 2002; Baez, 2000; Gonzalez & Padilla, 2008).

Similarly, the research indicates that women faculty are more likely to participate in service than their male counterparts (Antonio et al., 2000; O'Meara, 2002; Hurtado, Ponjuan, & Smith, 2005), more likely to teach courses with a community service requirement, to self-identify as being involved in service scholarship (O'Meara, 2002), and to report higher rates for collaborating with the community in teaching and research than men (Vogelgesang et al., 2005). It is plausible that gender

and beliefs about the role of higher education are inextricably linked, and that personal belief systems or a conviction about the social purpose or role of higher education are as important as gender. For example, women are more likely to *feel* that colleges should work with the community (Vogelgesang et al., 2005), to *believe* it is very important or essential to prepare students for responsible citizenship (Vogelgesang et al., 2005) and to endorse service as a graduation requirement (Antonio et al., 2000). Possibly their belief systems allow them to value service more than men. However, the interaction among gender and service with other personal and professional factors seems unclear. Unlike minority status, when controlling for personal and professional dimensions, strong correlations between gender and service were no longer present (Antonio et al., 2000).

Personal belief systems appear to be a key variable (Antonio, 2002; Antonio et al., 2000; Vogelgesang et al., 2005). Faculty involved in service appear to see mostly intrinsic rewards and participate in engagement because they feel a responsibility to society (Holland, 1999; Jaeger & Thorton, 2006). The intrinsic motivation of faculty to perform service work can often overcome the lack of external motivation (O'Meara, 2003). Research also indicates that faculty in more individual-centered disciplines such as humanities and physical and biological sciences, often place a *personal* value on service-oriented behaviors, even if they are not participating in these activities regularly through their scholarship. Like gender, it appears that personal values may moderate disciplinary relationships, explored below. (Vogelgesang et al., 2005). For example, faculty in biology and the physical sciences are among the most likely to believe it is important or essential to be involved in programs to clean up the environment (Vogelgesang et al., 2005).

Similar to belief systems, motivation and epistemology have been explored as factors to help explain faculty engagement behavior. Research suggests that orientations toward status, by contrast with social change, are negatively associated with service (Antonio et al., 2002) and intellectual orientations are less strongly associated with service than humanistic orientations (Vogelgesang et al., 2005). It should be noted that some faculty, at least those working at research institutions, participate in engagement activities because they succeed in combining engagement in service with their ability to publish and obtain external funding (Checkoway, 1998). Finally, theoretical explorations of personal epistemology may play a role in understanding engagement: individuals who believe that knowledge is constructed through experience, rather than absolute may be more likely to participate in service-oriented activities (Colbeck & Wharton-Michael, 2006).

*Professional Dimensions*

Academic disciplines, departments and professional associations influence faculty participation (Antonio et al., 2000; Ward, 2003; Zlotkowski, 2005). It appears that faculty in the community-centered disciplines, e.g., education, the health professions, social sciences, and social work, are the most likely to participate in service (Abes, Jackson, & Jones, 2002; Antonio et al., 2000; Vogelgesang et al., 2005). These results lead us to consider the impact of graduate socialization on faculty attitudes and behavior (Tiemey & Bensimon, 1996). One hypothesis suggests that the most engaged faculty had been socialized in graduate school to see service as part of their identity as scholars (O'Meara, 2002) while faculty who developed a status orientation were the most likely to be socialized to be experts in their field, learning that traditional scholarship leads to status gains. Certainly, peers, committees, department chairs, and other socializing forces, both during graduate school and the early years of a faculty appointment, impact service participation. Responding to a recent survey, two thirds of chief academic officers believed that graduate school training and socialization toward traditional forms of scholarship served as a barrier toward encouraging public scholarship (O'Meara, 2005).

Research exploring the relationships between academic rank and tenure status and participation in service produced less consistent results than race, gender, and discipline. Some research suggests strongly that commitment to service is highest in faculty members with less status, or among junior faculty (Antonio et al., 2000; Baez, 2000; O'Meara, 2002). However, other studies provide contradictory evidence, suggesting that if not already currently involved in service learning, junior faculty and non-tenured faculty were the least likely to begin participation (Abes et al., 2002). Yet others argue that the faculty members who personally value service focus on it after receiving tenure, when there is more opportunity to focus on work that is personally satisfying for career fulfillment (Holland, 1999; Jaeger & Thorton, 2006).

*Institutional Factors*

Understanding the role of institutional culture and the way institutions set priorities and create meaning are central considerations when assessing engagement-oriented faculty behavior. Institutional leadership and mission play significant roles in explaining engagement at both the institutional and faculty level (Bingle & Hatcher, 2002; Holland, 1997, 2005; Kellogg Commission, 1999; O'Meara, 2002). Institutional commitment to community engagement had a positive effect on engaged

scholarship (O'Meara, 2002; Vogelgesang et al., 2005) while the service-learning literature recognizes that administrative support for service results in a greater likelihood that, faculty will participate in engagement initiatives (Hink & Brandell, 2000; Ward, 1998).

Institutional policies and procedures, especially related to hiring, promotion, tenure and time allocation, and internal funding influence faculty engagement as well (Holland, 1997). The tenure "clock" and workload demands greatly reduce the time available for faculty members to structure service-related activities that may contribute to their scholarship (Hink & Brandell, 2000) and can discourage participation, especially for junior faculty (Holland, 1999). Moreover, the availability of internal funding also appears to predict engagement (Holland, 2005; Ward, 1998). Funding has been shown to be important to institutionalizing service-learning (Ward, 1998), and Holland (2005) suggested that, if engagement were part of the mission of the institution and the institutional funding process were closely related to the mission, engagement would be more prominent.

There is some debate about the value of having a centralized organizational structure, such as an institute or center for applied research and public service programming, to support engagement. Some experts agree that a centralized approach, or office of outreach and engagement, is critical to institutionalizing engagement efforts (Antonio et al., 2000; Wolf, 1998). In some circumstances, however, the establishment of a specialized office may create a "that's what they do over there mentality" and limit the degree to which others on the campus accept personal responsibility for developing engagement initiatives, perhaps slowing the adoption of outreach and engagement as part of an institution's culture.

Research also focuses on the importance of community buy-in or involvement in the development of outreach and engagement agendas (Holland, 1997). Bringle & Hatcher (2002) explore the nature of town and gown relationships, highlighting external expectations as one of three primary factors influencing engagement while recognizing that institutions have relatively little control over communal factors. Their emphasis on external expectations is similar to Holland's (1997) community involvement and Kellogg's (1999) respect for partners. Recognizing that communal factors importantly affect faculty engagement honors the theoretical underpinnings of engagement as a two-way street.

Antonio (2002), Antonio et al. (2000), Hurtado et al. (2003), and Vogelgesang et al. (2005) account for institutional type in the analytical models of their studies. The research seems to be fairly consistent and shows that private, two-year and religiously affiliated institutions are more likely to engage with the community. A higher proportion of

faculty at private institutions support the college's role in promoting community service among students (Antonio et al., 2000) and faculty at private universities, Catholic, or religious institutions had higher levels of engaged scholarship as compared to those at public universities (Vogelgesang et al., 2005). Faculty at universities conduct, use, and value community service less than faculty at two-year and four-year colleges (Antonio, 2002). Institutional prestige and its impact on the level of engagement in community programs is also an area of interest. Priority for increasing institutional prestige was positively and significantly associated with engagement-related activity in work done by The Diverse Democracy Project (2003). Yet, Antonio et al. (2000) and Vogelgesang et al. (2005) find that commitment to service tends to be weaker, at least at the individual faculty member unit of analysis, at more selective/prestigious universities.

#### *Summary*

The personal characteristics, professional and institutional dimensions described in the literature can be portrayed as a model of factors that affect faculty choice about engagement, the Faculty Engagement Model shown in Figure 1 (Wade & Demb, 2009). As the model suggests, it is the dynamic interaction of these dimensions that influences faculty choice about the level of participation in outreach and engagement. Faculty may participate through a variety of activities which can be described as outreach and engagement, appearing in the center of the model. Those activities include community-based research, service-learning, professional service, and public service. Taken together, the aggregate of these activities represents an institutional level of involvement. The model serves as the conceptual framework for the study of faculty involvement in outreach and engagement.

#### *Methodology*

This study took place at a large urban Midwestern land-grant university. At the study site, there are over 170 undergraduate majors and 17 colleges and schools. In 2007, there were 3,050 regular faculty at the university. The Survey of Faculty Engagement (SFE) was administered as a web-based survey using eListen.

The SFE was a methodological tool developed specifically for the study, based on the Faculty Engagement Model (see Wade & Demb, 2009). Survey questions related to faculty engagement activities and time allocated toward those activities were designed to assess faculty involvement in (a) community-based research, (b) service-learning,

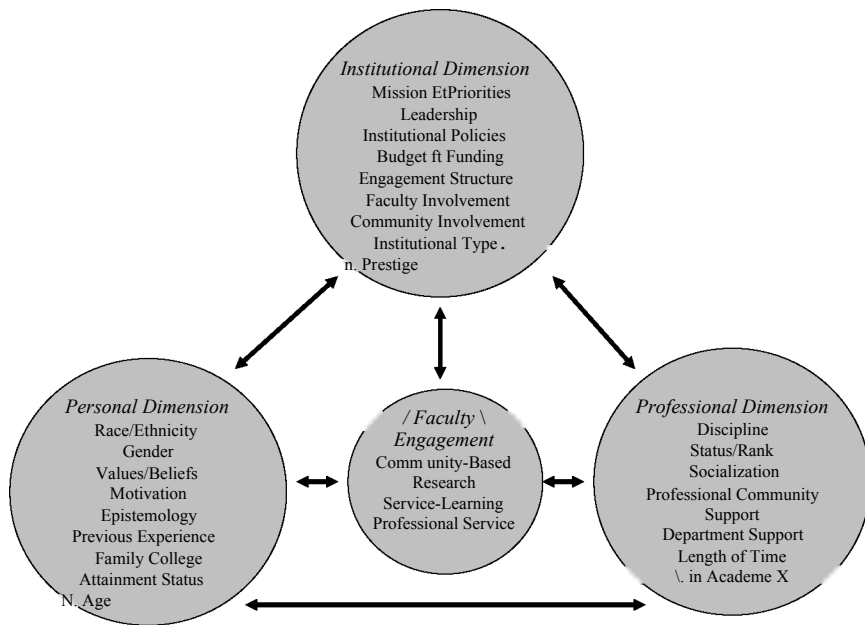


FIG. 1. Proposed Conceptual Model of Faculty Engagement

*Note.* From “A conceptual model to explore faculty community engagement,” by A. Wade and A. Demb, 2009, *Michigan Journal of Community Service Learning*, Spring, p. 8. Copyright 2009 by *Michigan Journal of Community Service Learning*. Reprinted by permission.

(c) professional outreach and engagement, and (d) participation in public service. Recognizing the ambiguity surrounding these terms, the survey provided respondents with specific definitions, which are presented in Table 1. These activities were selected because of their connection to the three primary realms of the faculty role (research, teaching, and service) and the public good. The SFE also included questions related to institutional factors that motivate and deter faculty members from participating in engagement, concluding with an open-ended response field where participants could elaborate on their survey responses.

After initial survey development, a critical systematic review of the instrument was undertaken to identify and correct any foreseeable problems prior to data collection (Fowler, 2002). A panel of field experts was asked to participate for the expert review. Individuals with methodological expertise also participated in the panel. After the modifications responding to expert panel suggestions, the final survey consisted of 44



TABLE 1

Survey Definitions for Engagement Participation Questions

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- *Community-based research* is scholarship that involves collaboration with community members to address community needs. Community research is applied research and may include student involvement.
  - *Service-learning* is a course-based educational experience where an organized service activity meets community needs while developing academically-based skills and knowledge.
  - Some forms of *professional service* can be described as outreach activities while others would be categorized as engagement: (a) Professional service may be categorized as *outreach* when a service based on disciplinary expertise is extended to the community (e.g., perform a needs assessment). (b) Professional service may be categorized as *engagement* when a faculty member uses his/her disciplinary expertise to collaborate with the community and address or respond to societal needs, problems, issues, interests, or concerns.
  - *Public service* is defined as time and effort outside of your field/area of expertise dedicated to collaborating with community members or organizations to meet existing community needs.
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items with four major subsections: engagement participation questions, epistemology/views on scholarship, personal interests and professional/institutional factors, and demographics.

The study used a stratified random selection method, based on the dimension of academic cluster. A stratified random sample design was selected to reduce the normal sample variation and to produce a sample that was more likely to resemble the total population than a simple random sample (Fowler, 2002). Institutional results from the Higher Education Research Institute's (HERI) 2004-2005 survey were used to develop the academic clusters for sample stratification. Faculty responses to the engagement-oriented items in the HERI survey were cross-analyzed by college of appointment using a hierarchical cluster analysis. The seven clusters resulting from this analysis and participant response rates are listed in Table 2.

### Findings

Survey invitations were sent to 1,072 regular full-time tenure track faculty from the university's main campus; 436 faculty responded, a 40.7% response rate. Table 3 compares the demographics of survey respondents with the university population. Proportions are very close for both groups with the exception of minority faculty: the survey elicited a lower percentage of minority respondents than the local population.

The first research question asked: How do faculty participate in outreach and engagement activities, particularly (a) in discrete engagement-

TABLE 2

## Academic Clusters and Response Rates

Cluster College or School		% No. of Responding Responses	
One	Art, including Music (ART), Medicine (MED), and Allied Medicine, including Nursing (AMP)	39.0	123
Two	Business (BETS), Pharmacy (PEIR), Biological Sciences (BIO), and Engineering, including Architecture (ENG)	23.4	68
Three	Dentistry (DEN) and Veterinary Medicine (VET)	50.0	27
Four	Education and Human Ecology (EHE) and Food, Agriculture, and Environmental Sciences (FAES)	33.3	52
Five	Humanities (HLT M), Math and Physical Sciences (MPS), and Social and Behavioral Sciences (SBS)	36.9	135
Six	Law (LAW)	95.0	19
Seven	Social Work (SWK)	83.3	15

TABLE 3

## Faculty Demographics (%) Comparing LT University Population with Survey Respondents

	University Population	Survey Respondents	Respondents Participating in O&E
Sex			
Male	69.3	66.6	64.5
Female	30.7	31.4	34.0***
LTnreported	N/A	2.1	1.5
	100.0	100.1	100.0
Race/Ethnicity			
<b>Caucasian (Majority)</b>	80.0	74.8	76.4
African American	3.9	3.4	3.9
Hispanic	2.5	2.7	3.3
<b>Subtotal Minority</b>	<b>17.4</b>	<b>15.9</b>	<b>16.5</b>
International*	N/A	3.0	2.4
Other	0.7	2.1	1.5
LTnreported	1.9	4.1	3.3
	100.0	99.9	100.1
Rank			
Full Professor	39.3	37.1	36.1
Associate Professor	33.3	30.2	33.7
<b>Subtotal Tenured</b>	<b>72.6</b>	<b>67.3</b>	<b>69.8**</b>
Assistant Professor	27.4	29.3	26.9
LTnreported	N/A	3.4	3.3
	100.0	100.0	100.0

\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.000$

related activities such as community-based research or service-learning, or, (b) in a combination of those activities? Part (a) of the first research question concerned the ways faculty participated in engagement activity and the frequency of participation. Overall, 76.8% of the responding faculty reported participating in at least one engagement activity, and 57.8% in more than one. Responses showed the highest level of participation in outreach-oriented professional service (49.5%), followed by participation in engagement-oriented professional service (47.0%) and public service (45.2%). By contrast, responses indicated lower rates of faculty participation for community-based research (32.3%) and service-learning (19.7%)

For all engagement activities, there was considerable variation in the amount of time spent on any given activity per week (see Table 4), ranging from less than one hour per week to upper values of 25 hours in public service to 52 hours in outreach-oriented professional service. The activity with the highest average value for hours of participation per week was community-based research and the lowest were spent on public service activities. However, given the presence of outliers and the large standard deviation values, the median value for these engagement activities is a more meaningful figure (Berman, 2001). Community-based research continued to be the activity where the largest number of hours was spent per week and the rest of the activities were consistent at about half those hours. Across all five activities, faculty at the site of the pilot study averaged 6.6 hours of engagement work per week.

Part (b) of the first research question explored faculty participation in more than one activity. This substantial commitment, or participation in a "package" of outreach and engagement activity was defined as participation involving two of the three primary domains of faculty activity, e.g., teaching, research and service. "Service-learning" was equated with teaching, "community based research" with research, and

TABLE 4  
Hours of Participation for Outreach & Engagement Activities

Activity	Rank by % Participation					
	<i>M</i>	<i>Mdn</i>	<i>SD</i>	Min	Max	
Community-based research	4	6.244	4.00	7.145	0.50	50.00
Service-learning	5	5.369	2.00	9.176	0.10	45.00
Outreach-oriented professional service	1	3.864	2.00	5.609	0.20	52.00
Engagement-oriented professional service	2	3.640	2.00	4.852	0.10	40.00
Public service	3	2.261	2.00	6.326	0.20	25.00

for this analysis, the less time-intensive activities of public service, engagement- and outreach-oriented professional service were combined into a single "service" category. Results showed 57.8% of the faculty to be involved with more than one activity, and 39.6% (173 of 436 respondents) with a combination of either community-based research and professional service, or service-learning and professional service, two of the most time-intensive activities.

The second research question asked: Do variables such as gender, race/ethnicity, faculty status or rank, or discipline help explain faculty involvement? Table 5 shows the participation results categorized by gender, race, and tenure status as a percentage of respondents who indicated participation. This pattern of participation by type of activity across gender, race, and tenure status was the same as the overall pattern for the sample population with one exception. After outreach-oriented professional service, majority faculty were more likely to participate in public service, followed by engagement-oriented professional service as their second and third choices.

Further exploration of the descriptive statistics reveal that men, majority and tenured faculty participated more often in community-based research than women, minority and non-tenured faculty. Male faculty also participated in service-learning more than women; in this study the rate of male participation in service-learning was higher than their proportion of the sample population.

While men demonstrated the highest rates of participation in community-based research and service-learning activities, when looking at overall participation, women demonstrated statistically different, higher rates of participation compared to men (see Table 3), a pattern consistent with previous research (Abes et al., 2002; Antonio et al., 2000; O'Meara, 2002). Women, as well as minority faculty, participated more highly in engagement-oriented professional service than their counterparts; and, for women, the same is true related to outreach-oriented engagement.

Minority participation in all categories of engagement activity was higher than their proportion of the survey sample except for service-learning. However, unlike previous research, there were no statistically significant differences in overall participation for minority faculty compared to their majority faculty counterparts (Antonio, 2002; Antonio, Astin, & Cress, 2000; Baez, 2000; O'Meara, 2002; Vogelgesang et al., 2005).

Consistent with the service-learning research by Abes et al. (2002), *t*-test results reveal that tenured faculty as a group were more likely to participate in at least one engagement activity than their nontenured

TABLE 5

## Faculty Participation in Engagement Activity

One activity	Overall	%o of those Participating						%o of Specific Population Who Participated					
		Men	Women	Minority	Majority	Tenured	Nontenured	Men	Women	Minority	Majority	Tenured	Nontenured
(% sample)*	76.8%	66.6%	31.4%	16.5%	74.8%	67.3%	26.9%						
Community-based res.	32.3%	69.1%	30.9%	17.4%	82.6%	71.7%	28.3%	33.0%	31.4%	29.1%	33.4%	35.9%	25.3%
Engagement-oriented prof. service	47.0%	65.7%	34.3%	18.1%	81.9%	70.4%	29.6%	46.0%	51.1%	48.5%	44.3%	51.8%	39.0%
Outreach-oriented prof. service	49.5%	65.6%	34.4%	19.1%	80.9%	71.5%	28.5%	48.5%	54.0%	51.8%	50.6%	55.4%	39.6%
Public service	45.2%	67.4%	32.6%	19.0%	81.0%	70.5%	29.5%	44.7%	46.0%	46.9%	45.6%	49.3%	37.0%
Service-learning	19.7%	70.6%	29.4%	15.9%	84.1%	62.4%	37.6% <sup>2</sup>	20.6%	18.2%	16.5%	21.2%	19.2%	20.8%

Note. \* From Table 3

counterparts (see Table 3). Looking at the rates of participation by tenure status, we can see that participation across all activities is far higher for tenured faculty than their proportion of the survey sample (see Table 5), and that nontenured faculty participate at rates higher than their proportion of the sample for service learning, engagement-oriented professional service, as well as public service.

In order to better understand the impact of disciplinary affiliation an analysis of variance (ANOVA) was conducted for the time spent on engagement activities weekly by academic cluster. Among faculty participating in engagement, statistically different mean scores for the hours of participation per week were reported by academic cluster,  $F(6, 333) = 7.22, p < 0.000$ . Tukey post-hoc analyses revealed three homogenous groups, with faculty in LAW, EHE, FAES, and SWK comprising the most heavily engaged group, faculty from ART, MED, AMP, BUS, PHR, BIO, ENG, DEN, VET making up the mid-level homogenous group, and faculty from HUM, MPS, SBS showing the lowest range of average hours of participation per week.

In addition to exploring participation generally, further analysis was undertaken to ascertain the characteristics of faculty making a more substantial commitment. Although the literature would suggest that race/ethnicity, status/rank, and gender could be significant factors, statistically significant associations were found only between the logit of participation in the package of engagement activity and discipline engagement level, department support, professional community support, and epistemology. Participation in the package of engagement activity increased with discipline engagement level and professional community support whereas the probability of participation in the package of

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TABLE 6  
Average Hours of Engagement Activities per Week by Academic Cluster

Cluster	Mean
Cluster 7: SWK	18.21
Cluster 4: EHE/FAES	14.77
Cluster 6: LAW	13.07
Cluster 3: DEN/VET	10.68
Cluster 2: BUS/PHR/ENG/BIO	9.43
Cluster 1: ART/AMP/MED	6.46
Cluster 5: HUM/MPS/SBS	4.28

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engagement activity decreased without department support and according to epistemology. Holding all other variables constant, the probability of faculty participation increases with membership in highly involved academic clusters (see Table 7) and professional community support. Conversely, holding all other variables constant, the probability of participating decreases when respondents indicated a traditional, scientific epistemology or lower levels of department support.

Research questions 3 and 4 explored faculty perceptions of the key institutional factors related to their outreach and engagement work, including the types of changes they felt would encourage them to expand their involvement. The third research question asked: How do different groups of faculty perceive institutional and department support, and disciplinary and professional organization support for engagement activities? When ascertaining whether faculty felt engagement was important within their disciplines, a majority of faculty reported that

TABLE 7  
Model Summary for Logistic Regression for Variables Predicting Engagement Participation

Variable	B	SE	Wald	df	Sig.	Exp(B)
Intercept	-2.572	1.552	2.746	1	0.097	0.076
Discipline engagement level	0.736	0.330	4.987	1	0.026*	2.088
Professional motivation	-0.545	0.369	2.191	1	0.139	0.580
Personal values	0.521	0.379	1.887	1	0.170	1.683
Discipline support	0.082	0.089	0.844	1	0.358	1.086
Department support	-0.182	0.078	5.400	1	0.020*	0.834
Professional community support	0.257	0.090	8.119	1	0.004**	1.293
University support	-0.005	0.051	0.011	1	0.915	0.995
Community involvement	0.383	0.235	2.652	1	0.103	1.466
Institutional drive for prestige	-0.031	0.244	0.016	1	0.899	0.969
Graduate school socialization	0.377	0.320	1.389	1	0.239	1.458
Gender	-0.202	0.353	0.327	1	0.568	0.817
Race	0.123	0.375	0.108	1	0.742	1.131
Family college attainment status	-0.030	0.346	0.008	1	0.931	0.970
Age	0.538	0.331	2.645	1	0.104	1.712
Length of time in academe	0.131	0.325	0.163	1	0.686	1.140
Academic rank	1.758	1.176	2.235	1	0.135	0.172
Tenure status	1.523	1.194	1.629	1	0.202	4.587
Previous experience	0.637	0.335	3.615	1	0.057	1.891
Epistemology	-0.626	0.240	6.798	1	0.009**	0.535

Note, n = 248, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001

engagement in community-based research, service-learning, outreach and engagement-oriented professional service, and public service were at least somewhat important within their disciplinary fields (see Table 8). An outcome of particulate note was that more faculty felt that public service, often conceptualized as the service work faculty do as private citizens, to be more essential to their discipline than service-learning. Another important observation was that more faculty reported community-based research and service-learning as not important to the discipline than essential.

Overall, many more faculty reported each engagement activity as not important to their department than faculty who reported engagement as essential (see Table 8). Some differences were also observed between academic discipline versus academic department in terms of levels of perceived support for engagement activities. For example, whereas only 13.3% of faculty reported that public service was not important to their discipline, more than twice as many, 30.1% of faculty, felt that public

TABLE 8  
Frequency and Percentage of Perceived Support for Engagement Activities, by Discipline, Department, and Professional Community

Engagement Activity	Not Important		Somewhat Important		Very Important		Essential		
	Freq	%	Freq	%	Freq	%	Freq	%	
<b>Disciplinary Support</b>									
Community-Based Research	90	21.1	164	38.2	116	27.0	59	13.8	
Service-Learning	114	26.8	152	35.8	115	27.1	44	10.4	
O&E-Oriented Prof Service	45	10.6	155	36.4	158	37.1	68	16.1	
Public Service	57	13.3	169	39.5	142	33.2	60	14.0	
<b>Departmental Support</b>									
Community-Based Research	134	31.5	169	40.1	90	21.1	33	7.7	
Service-Learning	140	33.0	169	40.1	78	18.4	38	9.0	
O&E-Oriented Prof Service	74	17.5	179	42.3	116	27.4	54	12.8	
Public Service	125	30.1	170	40.2	83	19.6	44	10.4	
<b>Prof Community</b>									
Community-Based Research	104	24.4	186	43.6	113	26.5	23	5.4	
Service-Learning	41	9.6	161	38.1	166	39.1	58	13.6	
O&E-Oriented Prof Service	59	13.8	172	40.4	143	33.6	52	12.2	
Public Service	104	24.4	186	43.7	113	26.5	23	5.4	

Note.  $n =$  between 423^429



service was not important within their academic department. The same observation was true with community-based research, where more faculty reported community-based research as unimportant within the academic department (31.5%) versus the discipline (21%). Professional community support was also examined (see Table 8). The responses were very consistent with the responses to disciplinary support.

More than half of the faculty participating in the study either disagreed or strongly disagreed with five of the seven statements related to university support (see Table 9), including: the current promotion and tenure system encourages faculty to participate in engagement activities (81.3%); there is adequate financial support for participation in engagement activities (72.5%); faculty here are strongly committed to engagement activities (69.0%); an infrastructure exists to support faculty participation in engagement on this campus (58.6%); and engagement activities are among the top priorities of the university (52.8%). Despite these results, 85.4% of faculty either agreed somewhat or strongly agreed that participation in engagement activities is part of the university mission and 65.2 % of faculty either agreed or strongly agreed that university leadership supports engagement efforts.

As a further step in the analysis, responses from faculty who participated in the package of engagement were compared to the responses of faculty who did not using *t*-test analysis. The only significant difference detected in the mean scores of the questions concerning university support between these two groups of faculty was for the item regarding participation in engagement activities as part of the university mission (see Table 10). Here, highly engaged faculty had a significantly higher over-

TABLE 9  
Frequency and Percentage of Perceived University Support for Engagement Activities

University Support for Engagement Activity	Strongly Disagree		Disagree Somewhat		Agree Strongly Somewhat Agree			
	Freq.	%	Freq.	%	Freq.	%	Freq.	
University mission	14	3.3	48	11.3	247	58.1	116	27.3
University top priority	54	12.7	170	40.1	164	38.7	36	8.5
University leadership	31	7.3	116	27.5	230	54.5	45	10.7
University financial support	90	22.1	206	50.5	103	25.2	9	2.2
University tenure & promotion	182	43.1	161	38.1	70	16.7	9	2.1
University infrastructure	82	19.8	161	28.8	162	39.0	10	2.4
University faculty commitment	77	18.5	210	50.5	124	29.0	5	1.2

Note, n = between 415^424

all mean score, indicating they were more likely to agree or strongly agree that engagement was part of the mission of the institution. The effect size was small ( $d=0.19$ ).

The fourth research question asked: What changes do faculty feel would motivate them to expand their involvement? Considering only the strongly agree response category, the environmental factor most likely to encourage engagement appeared to be the restructuring of tenure and promotion policies to give more weight to engagement activities (30.2%). Respondents indicated the revision of evaluation documents to make it easier to account for engagement (25.6%) was the next factor most likely to affect participation.

However, more than half of all faculty either agreed somewhat or strongly agreed with every question related to the environmental issues that could be addressed to improve faculty participation in engagement (see Table 11). The environmental change identified as most likely to increase their engagement activity by the largest number of faculty (72.7% either agreed somewhat or strongly agreed) related to the ready availability of grants and funding for engagement activities. Support from institutional leadership for engagement was the second most important. Seventy percent of faculty either agreed somewhat or strongly agreed that they would increase their engagement activity if such work was more highly valued by university leadership. This finding was particularly interesting given the percent of faculty (65.2%) who either agreed or strongly agreed that university leadership already supports engagement efforts. In sum, from the results presented, it is clear that faculty at the study site appear to indicate the need for improvement in all categories.

TABLE 10  
Group Differences for University Support for Engagement Activities

Variable	Other ( $n=265$ )		Highly Engaged ( $n=171$ )		<i>t</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
University mission	3.04	0.694	3.18	0.739	7.267**
University top priority	2.37	0.791	2.51	0.856	1.969
University leadership	2.66	0.739	2.72	0.791	0.435
University financial support	2.13	0.760	1.99	0.718	1.316
University tenure and promotion	1.75	0.789	1.81	0.808	0.000
University infrastructure	2.23	0.764	2.26	0.836	-2.217
University faculty commitment	2.07	0.742	2.24	0.665	0.078

Note. \* $p < 0.05$  \*\* $p < 0.01$  \*\*\* $p < 0.001$

The additional analysis of comparing the means for responses of faculty who participated in the package of engagement activities to the responses of faculty who did not was also conducted on the environmental factors questions. No significant differences were detected in the means for any of the responses (see Table 12).

TABLE 11  
Frequency of Responses for Environmental Factors to Increase Engagement Activity

Environmental Factors to Increase Engagement Activity	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
University engagement infrastructure	52	12.4	131	31.3	196	46.9	39	9.3
Engagement funding	34	8.1	80	19.1	201	48.1	103	24.6
Engagement considered in P&T	36	8.6	93	22.1	165	39.2	127	30.2
Increased discipline support	23	5.5	108	25.8	200	47.8	87	20.8
Increased professional community support	27	6.5	112	27.0	198	47.6	79	19.1
Increased department support	20	4.8	106	25.5	194	46.6	96	23.1
University leadership support	28	6.7	96	23.0	191	45.7	104	24.9
Mechanism to account for engagement in evaluation doc's	34	8.2	102	24.6	172	41.5	106	25.6

Note. (n = between 414-421)

TABLE 12  
Group Differences for Environmental Factors to Increase Engagement Participation

Variable	Other (n = 265)		Highly Engaged (n = 171)		t
	M	SD	M	SD	
University engagement infrastructure	2.50	0.842	2.59	0.806	0.791
Engagement funding	2.78	0.861	3.07	0.852	0.983
Engagement considered in P&T	2.83	0.946	3.04	0.883	2.617
Increased discipline support	2.83	0.816	2.86	0.813	0.175
Increased professional community support	2.75	0.834	2.85	0.803	0.817
Increased department support	2.79	0.820	3.01	0.793	2.998
Increased university leadership support	2.81	0.849	2.99	0.846	0.000
Mechanism to account for engagement in evaluation documents	2.73	0.848	3.01	0.899	3.704

Note. \*p < 0.05 \*\*p < 0.01 \*\*\*p < 0.001

### *Open-Ended Response Data*

Finally, open-ended response data were examined, using a coded thematic analysis. Seventy survey respondents wrote comments to the open-ended question (16%). Sixty-one percent of open-ended comments were written by men and 36% by women. Seventy-five percent ( $n = 53$ ) were written by tenured faculty and 20% ( $n = 14$ ) were nontenured. Three themes emerged from the open-ended responses: concern about the ambiguity surrounding the definition of an engagement activity, perceptions of the university's mission and priorities as they relate to engagement, and explanations of individual engagement participation. There were no patterns related to gender or rank.

### *Discussion*

First, the overall participation across the five categories of activity was very high; three quarters of the faculty are involved in outreach and engagement, almost 60% in more than one activity, and almost 40% in combinations of activity that included the most time-consuming, community-based research and service-learning. Whether these figures reflect faculty response to institutional emphasis on outreach and engagement, or the more precise enumeration of activity offered by this survey, this institution, through its faculty, is robustly involved in outreach and engagement. If we consider the encouragement of broader participation in outreach and engagement as an innovation, and use Moore's technology adoption cycle as point of comparison (Moore, 1991) overall rates of participation over 50% indicate involvement by the "late majority," and suggest the innovation is becoming a more common part of institutional life.

Second, the data suggest that faculty choice about the type of outreach and engagement activity may be strongly related to the time commitment associated with each. While faculty participation is broadly based, overall, faculty are much more likely to participate in less time-consuming outreach and engagement activities. At a research institution, the one activity most consistent with those goals, community-based research, is also the most time consuming. If faculty were thinking in terms of a cost-benefit analysis, then time might be the first factor considered, and congruence with the institutional mission, the second factor, leading to the result found here: faculty participation in service-learning was the lower than in community-based research, as service-learning is also a time-consuming activity but less closely associated with the research mission of this institution.

Third, the patterns of engagement by gender, race/ethnicity, and status/rank differed somewhat from the patterns anticipated from previous research. Consistent with previous research, while women and tenured faculty appear to be more likely to participate in engagement (Abes et al., 2002), the pattern of activities showed men more heavily involved in community-based research and service-learning. In addition, nontenured faculty participated much more heavily in service-learning than tenured faculty, and far less in community-based research. This finding supports some of the mixed findings in previous research; depending on the type of engagement activity, the participation by tenured and nontenured faculty is likely to vary (Wade & Demb, 2009). Whether a factor of socialization, or interest in a new pedagogy, these nontenured faculty chose a time-intensive engagement option that is unlikely to contribute to their tenure and promotion portfolios, a potentially risky use of time. If service-learning and/or retaining talented junior faculty, represent institutional priorities then criteria for tenure and promotion should be modified to accommodate this focus for younger faculty, who appear particularly interested in this mode of engagement activity (Hink & Brandell, 2000; Holland, 1999).

Fourth, consistent with previous research, the highest levels of participation (hours per week) were reported by faculty in social work, education & human ecology, and agriculture (FAES). Faculty in social work, education, human ecology, and agriculture are typically closely involved with community agencies through their regular responsibilities, giving them greater opportunity to make the kinds of connections that could support community-based research or service-learning activities, for example. Unlike previous studies, in this study faculty in the social sciences and the health professions were among those reporting much lower involvement (Abes, et al., 2002; Antonio et al., 2000; Vogelgesang et al., 2005). One possible explanation for the reporting by the health professions faculty may stem from the existence of structured clinics which serve client populations who otherwise might not have access to health care, as part of regular duties. Another explanation may relate to the findings regarding epistemology, which showed that faculty members holding more traditional approaches to scientific ways of knowing were less likely to participate in engagement activities. In the social sciences, such as sociology and economics, as well as in the health sciences, a good deal of research is conducted through surveys and data collection techniques based on objectivity, rather than through methodologies based on co-constructions of knowledge (Colbeck & Wharton-Michael, 2006).

Fifth, despite detailed definitions provided in the survey, some faculty reported confusion as they sought to classify their activities. More conversations at the department level are needed to clarify terms, and to identify outreach and engagement activities which will be congruent with other high priority departmental goals. Consistent with previous research a majority of faculty in this study believe that there is a need to improve the infrastructure to support engagement on campus (Holland, 1997). For departments whose activities do not naturally bring them in close contact with the surrounding communities, pursuing this type of work will represent a direct trade-off with disciplinary research and the pressures to find external research funding. At a large, decentralized research institution, departmental-level culture, policies, and procedures that affect allocation and tenure have the greatest impact on faculty.

Sixth, faculty expressed conflicting opinions about the importance of outreach and engagement at the institution. While many faculty reported feeling support within their disciplines, department- and university-level support appeared lacking, whether in the form of promotion and tenure criteria or infrastructure. These perspectives were in stark contrast to the 85% of faculty who agreed that participation in engagement activity was part of the university mission. These findings were consistent with previous research which places a high emphasis on issues of rhetoric versus reality when exploring the institutionalization of the engagement movement (Holland, 1997, 2005; Kellogg Commission, 1999; O'Meara, 2002). This work clearly identified the importance of promotion and tenure policies, along with overall institutional priorities. The results of our study suggests that it will be equally, if not more important, to disaggregate and understanding of those policies to the departmental level.

Finally, a review of the model after the survey results were analyzed suggested the possibility of a revision due to the comments by faculty about the role of departments and disciplines, particularly. A principal components analysis was used to test the model and determine the underlying dimensions in the data. Table 13 presents the results of the factor analysis. Institutional type, community involvement, and prestige are included in the conceptual model but are not used or assessed in this analysis since the study took place at a single institution. Seven components were retained, explaining 62.2% of the variance.

The first component was named the institutional component, with the seven factors measuring university support all loading together. The second component was named the communal component, demonstrating that the underlying structure in the data is the same for the communities considered in this study—the professional community, disciplinary

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community, department community, and graduate school training community. The combination of these two components accounted for more than half of the explained variance.

While it was also expected that faculty rank, status, length of time in academe, professional motivation, and discipline would load onto the same factor, the variables of academic rank, years in the professorate and tenure status comprise a separate, third component. This component was named professional status component. Oddly enough, discipline did not load with any other factor in this study. It would be interesting to see if this same finding would hold in a multi-institutional study where

TABLE 13  
Summary of Exploratory Factor Analysis Results for Faculty Engagement Using Principal Components Analysis

Item	Factor Loadings							Communality
	1	2	3	4	5	6	7	
Leadership	0.832	0.166			-0.111			0.720
Financial support	0.714	0.115			0.208		-0.189	0.638
University priorities	0.714	0.432			-0.260	0.129	0.196	0.616
Engagement infrastructure	0.691	0.157		0.117	0.203		-0.135	0.602
University policies (P&T)	0.645	0.369		0.155		0.209		0.532
University mission	0.639	0.239	-0.194		-0.395		0.380	0.604
Faculty involvement	0.634	0.486	0.101				0.131	0.522
Prof com support	0.262	0.848		-0.209		0.120		0.740
Discipline support	0.251	0.840	0.160	-0.237		0.120	0.141	0.749
Department support	0.485	0.790						0.707
Grad socialization		-0.497		0.122	-0.321	0.170	0.396	0.509
Academic rank			0.915	-0.104	0.176	0.184		0.846
Time in academe			-0.878		-0.250	-0.235		0.784
Tenure status		0.171	0.0791		0.155			0.666
Gender	0.141		0.178	-0.637	0.245	0.347	0.205	0.625
Professional motivation		-0.171	0.118	0.616	0.322			0.534
Personal values		-0.332		0.541	0.200	0.129		0.432
Previous experience			-0.156	0.503	-0.215		0.348	0.418
First generation			0.171		0.710			0.602
Race/ethnicity			0.113			0.778		0.674
Epistemology	0.136	-0.184	-0.127	0.406	-0.236	-0.540		0.503
Discipline			0.116		0.109		0.672	0.651
Eigenvalue	3.859	3.205	2.488	1.692	1.386	1.286	1.083	
% of variance	20.33	11.51	9.68	6.10	5.25	4.71	4.57	

the sample would be large enough to drill down to the specific academic discipline, rather than academic cluster, which was used in this study. Because of the uncertainty associated with this outcome, discipline was retained within the professional status domain for further research.

The fourth component was named the personal component with gender, professional motivation, personal values and previous experience loading onto the factor. As a component it presented the most surprises. It was not anticipated that professional motivation would load with the other personal factors named, yet the congruency between professional motivation and personal values was noted by an expert review participant and also discussed in the literature review (Boyer, 1990; Ward, 2003). The outcomes of this analysis appear to confirm assertions that the personal values and professional motivations of faculty are similar. The other unexpected and perplexing outcome was that race did not load onto this factor or with any other variable in the study. While unexpected, it is consistent with the survey data, and consistent with the nature of faculty recruited to a very high intensive research institution, where communal dimensions may trump personal characteristics. However, the relationship between race and involvement in outreach and engagement should be assessed in future studies to see whether larger, multi-institutional research produces the same outcome.

In summary, Figure 2 shows the revised model which identifies four clusters that appear to influence faculty choices about their involvement in outreach and engagement: Personal, Professional, Communal, and Institutional. The revised model draws attention to the balance among the factors influencing faculty. The model suggests that factors other than personal characteristics will carry more weight in faculty consideration. Much the way research progressed in understanding the performance of women and minorities in institutional settings, from an initial focus on personal characteristics to an appreciation of the impact of systemic and institutional bias, the results of this study shift attention from personal characteristics toward the aggregate impact of professional, communal and institutional factors on faculty choices about participation in outreach and engagement.

### *Limitations*

The institutional setting for this research may affect the generalizability of the findings. Faculty at this urban, Very High Research institution likely make choices about their use of time for outreach and engagement activity consistent with an overall awareness of the high priority placed on research productivity and its land-grant mission. Faculty at



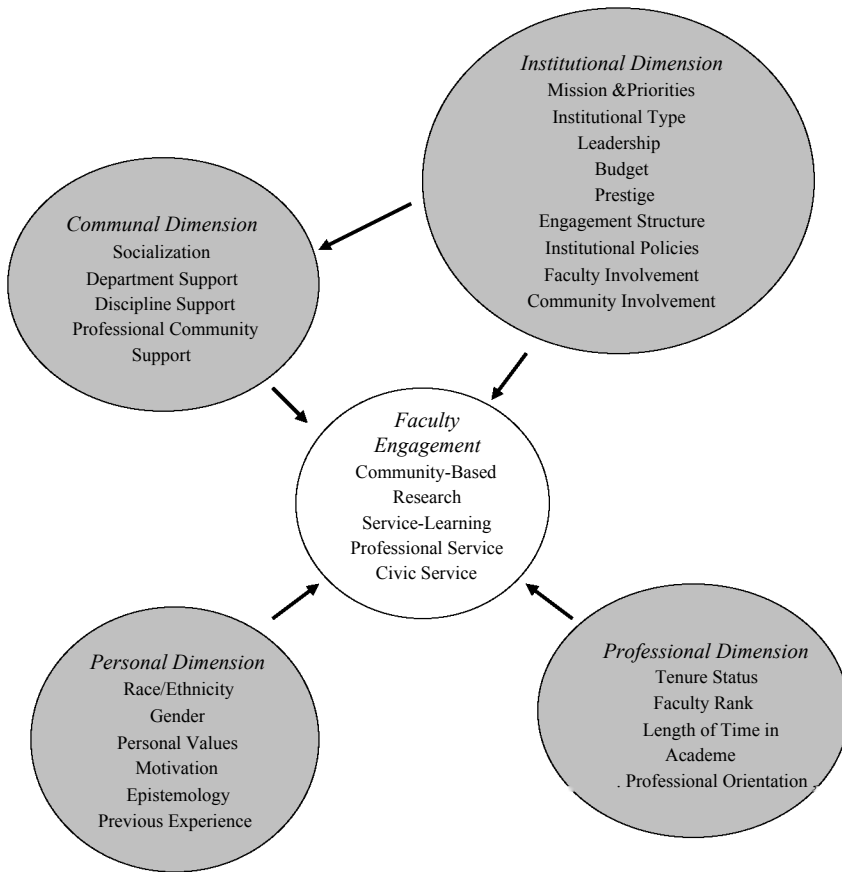


FIG 2. Revised Model Showing the Factors Influencing Faculty Engagement

institutions with less intensive focus on research, or a different setting may make different choices. This institution, however, is representative of similar institutions across the country. A search of the Carnegie Classification R/VH institutions filtered by public control and location in or at the fringe of a large city, generated a list of 58 universities, half of which were land-grant institutions.

Not only the research focus, but the high number of professional schools on the campus may create a set of dynamics that will be different from institutions without colleges of social work, agriculture, education and human ecology, and law, in particular. At a public institution

not only do these colleges often have a specific mandate to provide care for underserved populations, thereby regularly engaging their faculty in clinical work which fits several categories of outreach and engagement, but also the presence of these colleges and their faculty on a campus may influence the campus climate for outreach and engagement more generally. Therefore, the overall (high) participation rate at this campus may be distorted by involvement of faculty from those colleges. However, these professional fields tend to be central to many land-grant institutions.

#### *Implications for Institutions, Faculty, and Further Research*

The data from this institutional survey show more than three quarters of the faculty are actively involved in outreach and engagement activity, some requiring up to six hours per week. Close to 60% are involved in more than one activity and 40% percent with a combination that includes either community-based research or service-learning, the two most time-intensive activities. If this portrait were even somewhat representative of the reality at other research institutions then the challenges ahead revolve more around integrating these activities with current faculty promotion and tenure policies, and seeking institutional mechanisms to help make the basic work more time-efficient for faculty, rather than convincing faculty to engage.

#### *Institutional Implications*

Administrators responsible for promoting outreach and engagement activities should recognize that institutional involvement results from faculty participation in a wide range of activities, each of which contributes to this part of the institutional mission. Some activities, such as community-based research and service-learning courses, are more time consuming and complex to organize than others and targeted institutional support (infrastructure) could enable more faculty to be more involved. Institutions could assist faculty with identifying community partners, and/or developing standard patterns for collaborative agreements, that can support either research partnerships or responsibilities for student internships. This might mean creating a category of "partnership specialists" who offer support across the campus. Institutional units responsible for promoting outreach and engagement could make connections with national organizations and review boards (see below), making it easier for faculty to connect to that scholarly community. Institutions seeking substantial participation by faculty need to make those intentions clear through mission statements, reward system cri-

teria and infrastructure support that either provides resources or helps create efficiencies of time.

#### *Faculty Implications*

While attention to institutional policies is certainly important, faculty, especially nontenured or faculty new to engagement, could also utilize the resources and support networks developing nationally to make connections between their engagement work and scholarship. Faculty interested in pursuing engaged scholarship could identify institutional, professional, and personal benchmarks which they can use to select, plan, and implement engaged activities and could submit their work not only for institutional review, but also to the National Review Board for the Scholarship of Engagement for assessment. Such extra measures would enable faculty to support their work with external peer review from a scholarly review board qualified to interpret engaged work.

#### *Research Implications*

The purpose of this research project was to generate data focused specifically on outreach and engagement that could be used to expand our understanding of faculty participation in these activities, and the factors that influence their participation. Previous research most often utilized general questions from national faculty survey instruments designed for other purposes. Further research is needed to expand our understanding by type of institution, setting and type of faculty. A multi-institution study with participation from a variety of institutional types should be undertaken, including land-grant universities—both urban and rural, large and smaller private research institutions, and smaller master's and liberal arts institutions. The survey instrument utilized in this study could serve as base for this research, and would be widely applicable with modest modification. The most important aspect of future survey research will be the explication in the survey instrument, of specific definitions of different types of outreach and engagement activity. Even with the care taken in the design of this instrument, using expert panels, some faculty still felt the definitions were not quite clear enough. Further analyses should focus on faculty participation by gender, race/ethnicity, tenure status, rank, and epistemology. And finally, much more research is needed to reveal the effects of institutional policies, department circumstances, discipline and professional organizations on faculty choice about participation in outreach and engagement.

This research revealed a higher level of participation, by different types of faculty, than much of the literature led us to anticipate. It also showed the importance of many contextual factors, such as departmen-

tal and professional community support, as well as institutional policies. The results suggest strongly that institutional and organizational factors must be disaggregated to department and discipline level in order for their impacts to be fully understood. Faculty choice about participation needs to be understood as a multidimensional phenomenon, which balances the multiple roles they are asked to perform. Faculty are the institution's most costly and valuable resource for all of its creative endeavors, teaching, mentoring, research, service, and innovation. From this institution we learn that faculty are willing and already involved in outreach and engagement, but still seeking legitimacy and support within their institution to pursue these activities.

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