Mid-career Faculty and Integrated Scholarship in Public Comprehensive Universities

Anne M. DeFelippo

Salem State University

Jay R. Dee

University of Massachusetts Boston

Mid-career Faculty and Integrated Scholarship in Public Comprehensive Universities

For decades, faculty job descriptions, studies about faculty work, and evaluations of faculty activities have consistently defined the three roles of teaching, scholarly research, and service as separate, distinct, and often unequally rewarded activities. In most universities, faculty are required to teach, produce scholarly work, and contribute service to the institution and region. Effective teaching, scholarly research, and service to the public and the academic profession, demonstrated at tenure and sustained through post tenure, often leads to a fulfilling, lengthy career in higher education.

Despite the consistency with which faculty roles are defined, "Faculty in higher education are torn between the *competing obligations*" (Reich, Rosch, & Catania, 1988, p.1). In the context of increasing pressure to produce high-caliber research, teach larger numbers of students, and serve a wider range of stakeholders, faculty may struggle to fulfill each of their expected roles. This struggle is indicative of role overload, where individuals simply lack the time needed to perform each role effectively. Implications of role overload include diminished work-life balance, higher levels of stress, and lower levels of job satisfaction.

While not excusing the external demands that sometimes place unreasonable demands on faculty members, certain forms of scholarly work have the potential to reduce role overload and contribute to a more effective and balanced academic career. Specifically, integrated scholarship blends or merges two or more faculty roles, such that effort to achieve one role has positive repercussions on another role. According to Colbeck (1998), integrated scholarship is defined as the synergy among faculty roles of teaching, research, service, and engagement, so that the preparation for one role satisfies work in at least one of the other roles.

Many factors influence the ability of faculty to integrate their work roles. Faculty members typically experience a high level of autonomy in terms of how they structure their work responsibilities, but institutional context plays an important role in either supporting or hindering the ability of faculty to integrate their scholarly work. Faculty with or without support of their respective universities may meet potential obstacles that obstruct role integration. Variables that influence the integration of faculty roles and their outcomes will be described in more detail in this paper.

Purpose of this paper

The purpose of this study is to examine how mid-career faculty in public comprehensive universities intentionally move their research and service agendas forward and improve their motivation and enthusiasm to teach well through integrated scholarship. This study of mid-career faculty found that integrated scholarship fostered higher levels of motivation and vitality, but also facilitated greater work-life balance, while increasing faculty agency and productivity. We also examine *the pace* at which integrated scholarship evolved for some faculty. The practice of integrated scholarship may influence how faculty structure their own roles in ways that fulfill their professional goals and ambitions, while meeting increased demands and changing expectations of what may currently be under-funded universities. Our study contributes to the literature on public comprehensive universities and on faculty who work there. Our study is unique because previous literature has not examined the practice of integrated scholarship by mid-career faculty in public comprehensive universities.

Mid-career, the career stage of our study participants, is a time when faculty may flounder and lose direction about their career trajectory after they have been tenured. For this study, mid-career is defined as having attained the rank of associate or full professor and having

no intention to retire within the next five years. According to Baldwin, DeZure, Shaw, and Moretto (2008), mid-career is the longest span of time of the professoriate, beginning at the sixth or seventh year in the academy and often exceeding 20 years. During mid-career, some faculty discover new avenues of scholarly work that motivate and excite them and increase their vitality. The findings of this study suggest that one of those avenues may be integrated scholarship.

This study is based on interviews with 30 mid-career faculty who demonstrated a high level of vitality in responses to a survey instrument that included a measure of faculty vitality. Faculty vitality can be defined as an affective state characterized by challenge-seeking, creativity, curiosity, energy, grit, growth mindset, motivation, optimism, and risk-taking (DeFelippo, 2014). Narratives of vital faculty from this study describe examples of and beliefs about integrated scholarship and its impact on their vitality, work-life balance, prevention of "mid-career slump" (Walsh, 2015), and elimination of what has been termed "mid-career malaise" (Beaufoeuf, Thomas, & Erickson, 2017).

Literature review

The "tripartite conceptualization of professorial work has a long tradition in higher education" (Kreber, 2000, p. 81). When faculty are hired by higher education institutions, they implicitly agree to fulfil the obligations of each work role. Faculty are expected to focus on and complete work in all three roles intensively, and more or less simultaneously. In practice, different faculty may prefer and enjoy the time they devote to one particular role over the others. They may view themselves as more effective as a teacher or more effective as a researcher or better at rendering service.

Sometimes faculty will work at one role intensively, especially if that role has important implications for an upcoming review for tenure and/or promotion (Colbeck, 2002). Following a

positive tenure review, with perception of more control over their future career, faculty can be somewhat more selective regarding the tasks in which they engage, including which committees they will serve or what roles they fill for community service. At different times during the academic year or depending on the rank or length of career, faculty may be more attentive to one role or another.

In the literature, some scholars do not believe that integrated scholarship is possible. Disbelievers argue that a symbiotic relationship between teaching and scholarship is a myth (Weimer, 2010). Scholars including Hattie and Marsh (1996), Eble (1999), Marsh and Hattie (2002), Prince, Felder, and Brent (2007), and Weimer (2010) believe that integrated scholarship is impossible to achieve because research and teaching are unrelated and non-beneficial to each other. Teaching and research "roles create conflicting demands…and the two require very different skill sets" (Weimer, 2010, p. 177). In some instances, one faculty role is viewed as devouring the other faculty role, rather than enhancing it (Eble, 1998). Fairweather (1988) describes integrated scholarship as possible but rare. His rationale is that one faculty role remains intact but is viewed as diminishing the other role. Faculty are likely to select to work most on the role that they prefer. For example, depending upon institutional type, faculty might naturally choose to devote more time to teaching and less time to research, while other faculty choose to devote more time to research and, in doing so, possibly diminish effectiveness in teaching. The rationale is that teaching and research are not reciprocal. A meta-analyses of teaching and research outcomes, in fact, found little relationship between them (Ebble, 1999; Hattie & March 1996).

Proponents of integrated scholarship suggest that role merging is easier to visualize if it is viewed as a dynamic and fluid process. Integrated scholarship has been studied by Krahenbuhl

(1998), Kreber (2000), and Colbeck (1988, 1997, 2002). Colbeck (1998) studied and wrote extensively on integrated scholarship as "a seamless blend" (p. 647). Faculty as integrated professionals can use research to improve teaching and learning, use classroom exchanges to promote research, and address social problems with community partners as part of their service (Colbeck, O'Meara, & Austin, 2008). Integrated faculty roles can "maintain and enhance the quality, creativity, effectiveness, and integrity of academic work" (Colbeck et al., 2008, p. 14). Faculty who integrate their roles demonstrate high levels of versatility in their work. "Integrating knowledge application with knowledge transmission, and knowledge generation…are critical ...as an indispensable source of insight and ideas that keep teaching fresh and keep research in touch with problems encountered in practice" (Krahenbuhl, 1998, p. 4).

Hughes (2005) suggests that many concerns about integrated scholarship are based on myths. Specifically, five myths need to be dispelled, according to Hughes.

1. The myth regarding the lack of a beneficial relationship between teaching and research. This myth is untrue because research and teaching have a common bond of discovery or learning that connects them.

2. Some critics of integrated scholarship have argued that there must be a generalizable relationship between research and teaching before it can be said that integrated scholarship has occurred. A generalizable relationship, however, is a myth because these relationships are not static. There is no single generalizable relationship between teaching and research.

3. Another prevailing myth is that scholarship is separate from research and teaching. This is a myth because scholarship plays a mediating role between research and teaching. Scholarship is a pre-condition for good research and good teaching (Elton, 1992).

4. Another myth contends that the skills necessary to be an effective researcher do not overlap with the skills needed to be an effective teacher; in other words, good researchers are not necessarily good teachers.

5. The myth of disinterested research into the relationships between teaching and research

For point number 5, Hughes (2005) suggested that the research in the early 1990s that supported these myths lacked quality and precision. This body of research has been labeled descriptive and anecdotal research. Hughes, therefore, called for more research on the integration and relationship between teaching and research.

To expand the literature on integrated scholarship, Robertson and Bond (2005) conducted a study of twenty-four faculty, who described the extent to which their teaching and research were related. This study is unique because the researchers characterized the teaching-research relationship at five levels: weak, transmissive, hybrid, symbiotic, and integrated. A *weak* relationship between teaching and research is described as distant. *Transmissive* research-teaching nexus occurs when research informs and enlivens teaching and teaching informs research. *Hybrid* level involves faculty modeling a research approach to learning. The next level of teaching and research is called *symbiotic* which occurs when faculty engage the student in the interpretation of the research process. *Integrated* scholarship in this study identifies that the process or work of completing research is exactly the same process or work involved in the preparation and process of teaching (p. 84-86). This description is almost identical to Colbeck's (1997) definition of integrated scholarship described earlier.

Scholars have developed other typologies to categorize the relationship between teaching and research. Weller (2016), for example, describes faculty as possessing a "multi-dimensional professional identity and role…in a complex and demanding sector undergoing tremendous

change" (p. 2). Her work shows how research and teaching can align on six dimensions in practice. She labels this integration as "a dual economy" (p. 111). If teaching and research are reframed as a *process* of shared learning, integrated scholarship can be viewed as a dynamic process rather than simply an outcome. Her six research and teaching constructs include a role description of the faculty and student activity as follows:

- Teaching is <u>research-led</u> by the researcher-teacher as *expert*. The researcher-teacher teaches outcomes from current research (see narrative for Professor Essential in the findings of this study).

- Teaching is <u>research-oriented</u> and led by the researcher-teacher. The researcher-teacher serves as a *role model* who teaches research in a discipline (see narrative for Professor Lincoln in the findings of this study).

- Teaching is <u>research-tutored</u>. The researcher-teacher shares practices and outcomes. The researcher-teacher serves as *mentor* to students who write articles about conducting research.

- Teaching is <u>research-based</u> where the researcher-teacher serves as *partne*r to students who collaborate with researchers and conduct research.

- Teaching is <u>research informed</u> where the teacher-researcher serves as *developer* and they study teaching and learning activities.

- Research is <u>teaching influenced</u> where the teacher-researcher is a *learner* who develops research processes from student engagement over data collection and data analyses (Weller, 2016, p.104)

Several authors suggest that faculty can consider creating some degree of integrated scholarship in their work life (Robertson & Bond, 2005; Weller, 2016). Engaging in integrated

scholarship can deepen learning, create new knowledge, and expedite faculty work while enhancing student engagement in classes. In some cases, even limited amounts of integration may sometimes be necessary for faculty to fulfill the work of all roles, particularly when unusual or unexpected demands are occurring at work or outside of the institution.

> Bringing research and teaching closer together can be a reciprocal experience. And many teachers recognize in practice that research projects benefit from new perspectives generated through student and teaching interaction or student involvement in live research projects. Bringing ongoing research into teaching helps the researcher to collect or analyze data and refine conceptual ideas or evaluate methodologies and methods. In addition, skills such as being able to communicate complex ideas to non-specialists essential for teaching can also be repurposed for disseminating research in ways that enhance its impact (Trowler & Wareham 2007, p. 53).

Integrated scholarship may constitute one path toward revitalizing a faculty member's career. Baldwin et al. (2008) found that one of the biggest challenges for mid-career faculty was staying motivated and engaged. Employing integrated scholarship at this time in the academic career may prevent or mitigate mid-career malaise. "Faculty members who integrate their disciplinary and professional work are adept at recognizing and solving ill-defined problems, skilled at understanding and responding to ethical questions inherent in the various aspects of their work, and able to discover, teach, and apply knowledge with colleagues, students and community partners in a variety of ways" (Colbeck et al., 2008, p. 14). The literature also describes that "experienced" faculty have more success with and stronger integration of teaching with research and service than early career faculty (Kreber, 2000).

Several factors influence how teaching, research, and service are performed and the extent to which faculty can integrate these roles. Table 1 lists some of the possible factors that impact integrated scholarship. Given that this study focuses on integrated scholarship conducted by mid-career faculty at public comprehensive universities, two factors are discussed in more detail here: institutional type and faculty rank.

Institutional type. Faculty may self-select into careers at specific institutional types based on their preferences for research and teaching. Some faculty might choose to work in a research one university where their focus would primarily be conducting scholarly research. On the other hand, faculty who wished to spend most of their time teaching would elect to work at an institutional type where teaching would be the primary role expectation and research requirements would be minimal. There are many instances, however, where faculty do not find a job in the institutional type that they would prefer. This poses a dilemma of sorts for those faculty who must re-envision their contribution if they are hired to work in an institutional type that differs from their initial career goal (Terosky & Gonzales, 2016).

Faculty rank and integrated scholarship. Faculty rank may influence how faculty balance their roles of teaching with their other roles of scholarly research and service**.** In her study, Colbeck (2002) found that over half of the 78 research university faculty participants found it difficult to balance teaching with other faculty roles. Faculty often satisfied one role, such as scholarly research, to the detriment of their other roles. Assistant professors found that balancing roles was more difficult than tenured associate or full professors. Almost one-half of the assistant professors in this study cut back on the role of teaching. Managing time, managing roles, and balancing teaching can be challenging. Some faculty focus on one role at a time or apportioning their work week for time in other roles. It appears that certain roles are allotted

certain days of the work week. In some cases, writing and research were relegated to summer

months, which may not be an option for faculty who have summer teaching responsibilities.

Research Design

The study used a two-step process (expert interviews and website reviews) to identify

three public comprehensive universities in the Northeast region that provided extensive

professional development opportunities uniquely tailored for mid-career faculty. Based on

this criterion, three experts provided seven institutional recommendations, and the researcher

explored these universities' websites to confirm the presence of professional development

programs to support mid-career faculty. Three institutions, each in a different state, were

selected for the study. The three selected institutions offered the largest number and widest

variety of professional development programs for mid-career faculty. The public

comprehensive university was purposely selected as the site for this study since this

institutional type has been understudied. No other study exists on integrated scholarship in

public comprehensive universities.

An online survey was distributed to a random sample of 100 mid-career faculty at

each of the three selected institutions. The survey included a 16-item measure of faculty

motivation and vitality. A total of 102 faculty (34% response rate) completed the survey.

Faculty with the highest scores on the motivation/vitality measure (one standard deviation

above the mean) were invited to participate in individual interviews. Among those with high

scores, 15 associate professors and 15 full professors were selected. The participants

included 15 men and 15 women, across 14 academic disciplines. The one-hour, face-to-face

interviews were audio-recorded and transcribed, and the data were condensed, coded, and

analyzed using NVIVO 8. Integrated scholarship was not part of any interview question;

however, the topic surfaced when asking mid-career faculty to discuss what they do now, compared to what they did earlier in their career.

Study findings

How integrated scholarship emerged at mid-career stage

During their interviews, faculty indicated that in comparison to what they did early in their career, they were currently working on passion projects that slowly began to evolve, after entering early mid-career stage. With tenure and promotion achieved, faculty felt a sense of freedom to expand their work into areas of professional interest and topics for which they were personally passionate. Many of these passion projects involved integrated scholarship. In fact, slightly more than one-third (11) of the faculty participants in this study discussed how teaching, scholarship, or service informed their other faculty roles, resulting in efficient use of time, increased energy, and enthusiasm for their work. Integrated scholarship was not part of the study's interview protocol; instead, faculty mentioned integrated scholarship when they discussed how their work had changed now that they were at mid-career. Given the lack of a national study to establish a baseline for the prevalence of integrated scholarship, it is difficult to determine whether one-third represents a high level of integrated scholarship among these study participants. But the high level of integrated scholarship among the faculty in this study appears to exceed the levels of integrated scholarship observed in Robertson and Bond's (2005) study of twenty-four faculty.

Integrated scholarship may be well aligned with the expectations associated with academic work in public comprehensive universities. In public comprehensive universities, heavy teaching loads may leave little to no time to devote solely to research. The lack of time to meet all role expectations during the academic year may compel faculty to become creative and

use their class preparation time to incorporate ideas from their research topics and incorporate ideas gained from classroom time back into their research. By doing this, some faculty may experience a higher level of energy in the classroom (Cavanagh, 2016) and a noticeable satisfaction when their research is addressed in teaching on a regular basis. Faculty begin to feel that they and their work are balanced.

Among the 11 faculty who described integrated scholarship as an important new area of their work at-mid career, four faculty narratives reveal the spontaneous and natural evolution of their integrated scholarship. The process appeared to begin with small steps that were experienced as meeting the goals of their course and curriculums. They each began to carve out this way of coupling their work roles in early mid-career stage and by the middle of mid-career, some faculty had numerous experiences with integrated scholarship. In many instances, they fulfilled their service to the university and regional community through the integration of their two roles in courses that had service learning and community engagement outcomes that accompanied them. The literature suggests that service-learning practices can be an integrating force for linking teaching, research, and public service (MacFarlane, 2005).

Professor Bali (pseudonyms were used for all faculty and their universities)

Teaching and service roles had slowly begun to merge for Professor Bali in Synergy State, as she planned the goals for her sabbatical. She described how, in early mid-career, the direction and vision of her teaching were gradually coming into focus. She decided that she would like to continue to teach while on sabbatical. This time, though, the classroom would change. Course venues for Professor Bali's health classes had now become homeless shelters, schools, and hospitals. She believed that service learning meant ongoing partnerships with persons in the local community who were at risk due to poverty, illness, and lack of education.

"I think I am very passionate about what I teach. I kind of live it and breathe it." During this first sabbatical from Synergy State, Professor Bali designed a service-learning course that would take students into the community where they worked with residents living in "no freeze" shelters and with adolescent girls at risk for teenage pregnancy or drug abuse. She realized that she was addressing the strengths of her students and those of clients in the community. "I do a lot in the community. I live here. All of my service projects happen here…I want students to experience where they are going to make a difference."

Professor Bali had been a professor of health education for 17 years and worked at Synergy State for the past 9 years. Early in her time there, she felt misunderstood because she wanted to incorporate preventive health and stress management into all her courses. Some of the stress management techniques she selected were unknown to her colleagues, at that time. Her departmental colleagues were dismissive of her efforts to write and of her outreach to other experts, when she invited allied health persons to speak with her classes about yoga and meditation. But she was not deterred from her goal. From this work with external experts and her own participation in alternative healing, she taught alternative health practices to her students so they could then teach and role model these activities to community residents.

Regarding her research agenda, Professor Bali gradually became confident enough to begin to write a book about stress management that has been well received by teachers and students. As an example of integrated scholarship, she uses this book in her classes. Professor Bali also noted that when she attends research conferences, she brings her new learning back to the classroom. At this time, in mid-career, she admits that she is "at a crossroads…I'm percolating things." Professor Bali's teaching, service and research roles were becoming more seamless through integrated scholarship.

Professor Essential

Professor Essential teaches languages, a pure discipline where content is considered fixed. Her hopes in coming to Synergy State were to be innovative in her teaching and still be able to do research. She noted that she is pleased with small classroom sizes that enable her to know her students well. She teaches literature and translation, a course on culture, and most recently, a first-year seminar course. Professor Essential utilizes literature to incorporate culture and diversity into her courses, so students are not only learning a language but also feel immersed in various cultural lifestyles. With the workload of teaching four courses each semester, Professor Essential is unable to do the amount of research she would like to do. Not keeping up with the research frustrates her. Between the amount of time necessary to prepare classes and then to teach them, she said that she often feels tired.

Professor Essential explained that she loves working at Synergy State, because most faculty and administrators are personable. She says that she keeps creating new courses and tries new techniques and adds new content in current courses. Upon arriving at Synergy State, she soon found that she began to converse with faculty from other disciplines. She then decided to bring a variety of faculty from other disciplines into her class to do presentations or to team-teach with her. She also initiated a collaboration with faculty from film studies and was beginning to incorporate documentaries into her language curriculum. She appreciates that she and her students see and learn other points of view and different frames of reference.

Regarding her research, Professor Essential noted that "I can do basically what I want in my research. I'm not limited… So I can kind of veer off and go where my ideas take me." As she began to research diversity issues in children's literature, she found an absence of content in it, at that time. She decided she would try to write children's stories and incorporate diversity

into them. Her research and writing fit into the annual conferences she attends. She likes presenting her research at conferences. Colleagues and administrators know her research interests and they offer her opportunities to teach or serve. Gender roles and cultural diversity for children's literature were two current interests at the time of her interview.

Professor Essential said that she enjoys shifting her energy from one focus to another. She also noted that she is experiencing a shift in her energy level now. It appears that she feels free to pursue creative research topics and her new courses have strong appeal. She sometimes explores fields that are completely different than her own. The fields she has explored include music and art. She feels personal satisfaction when she publishes books. She published two books on literary women, and also writes about immigrant women, Vietnamese writers, Vietnamese cinema, Algerian writers, and children's stories.

Professor Essential indicated that she will be demonstrating integrated scholarship more often now, particularly because of the emotional charge she experiences during her classes when she links her research interests to her teaching content. There was evidence that Professor Essential's integrated scholarship was unplanned and pleasantly surprising. "Wednesday night I was teaching something that was closer to what I'm researching and so then I got all excited…."

Professor Agency

Professor Agency was a high school teacher who became an adjunct faculty member teaching history in Rockland University. She describes herself as having become a "known entity" on campus because of how long she worked as an adjunct professor there. After many years, she accepted a full-time tenure-track position. Her hopes for her career were for the university to value what she valued (history) and her teaching, as well as the ability to conduct research on her professional interests. As her career evolved, so did her integrated scholarship.

Professor Agency has developed courses with appealing themes that emphasize touch points in history and that connect to her research on women in the colonial era. While history is considered a pure discipline, Professor Agency explores emerging topics within time periods and that work transforms the nature of the subject into something much more lifelike. Some of her main areas of interest include women's history, power and governance, and environmental history. Recently, she began to teach a course called Women in History. This course was an immediate reflection of what she is simultaneously researching. This was a popular course particularly among female students who would arrive early and begin the class discussion before it was time to start the class without the teacher, according to Professor Agency.

Professor Agency explained that at mid-career, she began to spend more time in the university archives where she found items and issues for class. She decided that on her sabbatical she would travel to Montreal to search archives on women captives during the French and Indian wars, and also visit London in search of similar archival material. Her research now feeds her teaching, and her teaching and archival research have motivated her to write a book. She described the interconnection of faculty roles: "Faculty need to be involved in all three [roles] teaching, scholarship and service." She continued, "you just can't let one [role] die on the vine." Professor Agency also gave credit to her institution for enabling her to pursue new lines of scholarly work. "I've had so many things I have wanted to do that I have *been able to do*."

Professor Lincoln

Professor Lincoln is a member of the psychology department at Synergy State. Psychology has been described as an applied discipline where knowledge in the field is expandable and more flexible for adaptation. Teaching applied disciplines may facilitate integrated scholarship. As an associate professor, Professor Lincoln describes her department as

professional and a place where colleagues respect each other and share acquisition of grants. She

thought she would only work for a brief time in a public comprehensive university and then seek

work in a research one university. Then something changed. After two years of teaching at

Synergy State, she had the realization that one faculty role could enhance another faculty role

and that a merger of roles was spontaneously occurring. Professor Lincoln described her gradual

evolution as an integrated scholar, which began early in her career at Synergy State, but has

expanded as she has moved into mid-career:

> And so, I have a really strong link between my teaching, my research, and my practice,
>
> and I like that. That's been very important for me. I know I wanted all three of those,
>
> that I didn't just want to teach, and I didn't just want to do research, and I didn't want to
>
> just practice. I wanted to be able to arrange my time so that I could do a little of each and
>
> that they would complement each other.

The practice that Professor Lincoln describes is her work with clients and their parents in the

community. Her integrated scholarship impacts her professional life and appears to contribute to

her vitality. She explained how her integration operates:

> So my practice generates a research question that I take into the lab, and then I get to
>
> teach about how you would figure that out in class. And then I involve students from my
>
> class back in my research, and then some of them go out on applied placements with me.

Professor Lincoln explained not only the rationale behind the intentional integration of her

faculty roles, but also how that integration is sustained:

> I'm very good at practice, but it takes too much away from me if I do it full-time, and I
>
> learned that very early on. And I love the science piece of my discipline, but if I only do
>
> science, I lose my ability to share it with people. And so it was like, I'm really good at

this too, but only in certain amounts, and I think teaching is the same. I very much enjoy teaching and helping students to make them grow in a direction that I think is very important and learn about things that their eyes weren't open to before. Help them make choices. But again, if I only taught, I think I would feel like, wow, does this work in the real world or is the science still supporting what the textbook says? So for me it was really easy to sit back and say I have to do a little bit of everything. And a university career was my path to that.

The four faculty narratives above demonstrate how the evolution of integrated scholarship may benefit faculty who are able to achieve flexibility among faculty roles. How faculty reframe integrated scholarship as a desirable commodity may simultaneously achieve efficient and effective faculty teaching, increase faculty research and scholarly publications, and accomplish the mission and values of their university. Such integration may reduce the strain of competing or conflicting roles as described by Pan, Cotton, and Murray (2014).

Discussion

Why integrated scholarship may be well-aligned with public comprehensive universities

Little has been written about public comprehensive universities, and faculty who work there are rarely studied (Henderson, 1995; Tierney, 2008). "The state comprehensive universities may represent the most neglected and least understood segment of American higher education" (Henderson, 2009, p. 1). They have earned the nickname of "middle" or "step-child" of higher education. Public comprehensive universities are known for heavy teaching and academic advising workloads, and the students in these settings usually work off campus and are often first-generation and/or career-oriented commuters (Dalbey, 1995). It is perhaps not a

coincidence that, in our study, many faculty themselves were first-generation college graduates. Faculty can identify with and promote student effort long term.

Pursuing an integrated scholarly agenda that builds connections across teaching, research, and service may be a desirable path for faculty in public comprehensive universities. With higher teaching loads and larger class sizes, as well as additional demands for more research productivity, integrated scholarship may be a well-suited strategy for faculty success in public comprehensive universities. Public comprehensive universities often have close ties to surrounding communities and regions, and there are outside networks that offer opportunities for faculty and students to serve those local and regional communities.

Faculty service once meant that faculty would serve the university internally, by participating on and leading committees, implementing department workshops, or offering professional development lectures on topics of concern. The goal was to promote the growth and development of the institution from within. Service now is more likely to also include service to the local and regional community in the forms of community engagement and service learning (Macfarlane, 2005). Community engagement with community partners sets the groundwork for research to be done with and for these entities. Equal partnerships with the community agency and mutual learning are the goals of these relationships. Both partners have much to teach and offer students as the students and community entities grow and change.

Many of the topics of undergraduate general education courses in public comprehensive universities incorporate a focus on the public good or offering service to the surrounding community. Public service, one of the key missions of public comprehensive universities, can serve to couple teaching and research. Many projects that serve the public good have been launched by faculty and students in public comprehensive universities, including in this study:

working in shelters, hospitals, prisons, and students in under-resourced K-12 schools, along with community activities that involve stress reduction, building homes after hurricanes, sporting events to break the cycle of poverty, literacy, diet and exercise courses, writing institutes for faculty, summer music camps, farmers' markets, and documentaries on sustainability, treatment for autism, and public lectures on local history.

Over the past 10 to 20 years, with the changing footprint of the public college into a comprehensive university, its expectations of faculty and students has changed. Now public colleges have become universities where faculty must produce scholarly research and increased numbers of publications. Faculty are no longer promoted based only on teaching effectiveness and advising and service to benefit the growth and development of the university. For faculty to succeed in meeting the expectations of these relatively new standards and policies, it makes practical sense for faculty to incorporate research into teaching, and coursework into research, to save time and to promote an ongoing dialogue between faculty and students. In this way, faculty may move their research forward, while simultaneously increasing the effectiveness and vitality of their classroom teaching.

Study implications

Individual practice implications of these findings suggest that faculty could create and participate in a weekly faculty learning community on the topic of integrated scholarship. One-on-one, or in a small group, faculty could work with a more-experienced integrated scholar and brainstorm about work habits.

Is the occurrence of integrated scholarship serendipitous or could integrated scholarship be facilitated by a university? Could the university cultivate this integration or intervene in some way to promote and support this form of academic work? One administrative practice

implication of this study is the potential benefit of offering course releases to faculty who lead semester-long learning communities on integrated scholarship, since integrated scholarship may be one way to enhance faculty vitality. Course release time and sabbaticals could promote integrated scholarship. Administration can recruit and then find a way to retain integrated scholars. Faculty reward systems can also encourage faculty to write textbooks that students could use in their courses, as this is a way for faculty to synthesize or integrate teaching and research. Furthermore, universities can offer faculty the resources to integrate their work, since the availability of resources does impact the presence of integrated scholarship (Colbeck, 1998). Regarding professional development programs, it may be very important that faculty learn how to integrate teaching, research, and service during their first six years as assistant professors in a tenure track position, as a way to foster balance and satisfaction during early career stages, setting the context for further integration of scholarship at mid-career.

Conclusion

The faculty in this study demonstrated that integrated scholarship has the capacity to sustain motivation and vitality in mid-career. Public perception that mid-career faculty are deadwood is inaccurate and a myth. Many mid-career faculty described dynamic connections among their roles of teaching, research, and service or community practice, facilitated by a public comprehensive university context. "Learning lies at the heart of research, practice and teaching" (Weller, 2016, p. 1) and may be the tie that produces the nexus.

Some faculty in this study described how they came to integrate their scholarship. None of the faculty in this study were trained to be an integrated scholar. For faculty in this study, the connection between research, teaching, and service was an unplanned event. For some faculty, the connection came about through an insight during a class, or while attending a conference, or

while on a sabbatical thoughtfully planning effective ways to promote learning. Some faculty utilized research findings as part of a first-year seminar or in general education courses that they taught.

Mid-career faculty may explore integrated scholarship as a means to enhance motivation and vitality. They can participate in workshops or training sessions that focus on integrated scholarship, or they can form their own faculty learning communities to provide mutual support in efforts to link teaching, research, and service agendas. An administrative practice implication impacting mid-career faculty-relates to the creation of an institutional reward system that offers course releases or other incentives to faculty who practice integrated scholarship and/or mentor other faculty in the practice of integrated scholarship. An important policy implication of this study is that integrated scholarship may be cost-effective for universities and could serve as an incentive for enhancing faculty effectiveness at mid-career. As Colbeck et al. (2008) note, "The vision of an integrated professional life is one that will allow faculty members to move their fields, their institutions, and their students forward" (p. 23).

References

Baldwin, R.G. (1982). Fostering faculty vitality: Options for institutions and administrators. *Administrator's Update*, 4, (1), 1-5.

Baldwin, R.G. (1985). *Incentives for faculty vitality*. San Francisco: Jossey-Bass. *(New* Directions for Higher Education, No. 51).

Baldwin, R. G. (1990). Faculty vitality beyond the research university: Extending a contextual concept. *Journal of Higher Education*, *61*, 160-180.

Baldwin, R. G., & Chang, D. (2006, Fall). Reinforcing our keystone faculty: Strategies to support faculty in the middle years of academic life. *Liberal Education*. 28-35.

Baldwin, R. G., DeZure, D.,Shaw, A., & Moretto, K. (2008). Mapping the terrain of mid-career faculty at a research university: Implications for faculty and academic leaders. *Change Magazine*, 9, 47-54.

Barnett, R.(ed.) (2005). *Reshaping the University: New relationships between Research, Scholarship, and Teaching.* Maidenhead, England: Open University Press.

Beauboeuf, T., Thomas, J.E., & Erickson, K.A. (2017). Our Fixation on Midcareer Malaise. Retrieved from http://www.chronicle.com/article/Our-Fixation-on-Midcareer/239476 Retrieved on 9/24/2017.

Brew, A. & Boud, D. (1995). Teaching and Research: Establishing the vital link with learning. *Higher Education,* 29:261-273.

Brew, A. (2010). Imperatives and challenges in integrating teaching and research. *Higher Education Research & Development,* 29(2): 139-50.

Brew, A. (2012). Teaching and research: new relationships and their implications for inquiry based teaching and learning in higher education. *Higher Education Research and Development,* 31 (1):101-14

Cavanagh, S. R. (2016). *The Spark of Learning: Energizing the College Classroom with the Science of Emotion.* Wheeling, West VA: West Virginia University Press.

Clark, S. M. & Lewis, D. (1985). *Faculty vitality and institutional productivity.* Critical perspectives for higher education. New York: Teachers College Press.

Colbeck, C.L. (1997). The Main Reciprocal for Teaching Load: Faculty Use of Research Time. *Paper presented at the Annual Meeting of the American Educational Research Association* (Chicago, IL. March 24-28, 1997)

Colbeck, C.L. (1998). Merging in a seamless blend: How faculty integrate teaching and research. *Journal of Higher Education*, *69*(6), 647-671.

Colbeck, C.L. (2002). Balancing Teaching with Other Responsibilities: Integrating Roles or Feeding Alligators. *Paper presented at the Annual Meeting of the American Educational Research Association* (New Orleans, LA, April 1-5, 2002).

Colbeck, C.L. (2006). How female and male faculty with families manage work and personal roles. In S. J. Bracken, J. K. Allen, and D.R. Dean (Eds.) *The balancing act: Gendered perspectives in faculty roles and work lives.* Sterling, VA: Stylus.

Colbeck, C .L., O'Meara, K., & Austin, A. (2008). Educating integrated professionals for the professoriate. *New Directions for Teaching and Learning 113, 27-42.*

DeFelippo, A.M. (2014). Prime time in the academy: factors critical to sustaining mid-career faculty vitality. Unpublished doctoral dissertation, University of Massachusetts, Boston.

Dunn, D.S., & Halonen, J.S. (2018). Preventing Post-tenure Malaise. Retrieved from https://www.chronicle.com/article/Preventing-Post-Tenure-Malaise. Retrieved on 6/23/2019.

Eble, K.E. (1988). *The Craft of Teaching*. (2ⁿᵈ ed.) San Francisco, CA : Jossey- Bass.

Elton, L. (1992). Research, Teaching and Scholarship in an Expanding Higher Education System, Higher Education Quarterly 46 (3): 252-68.

Fairweather, J.S. (1999). The Highly Productive Faculty Member: Confronting the mythologies of faculty work. In W.G. Tierney, (ed.), *Faculty Productivity: Facts, Fictions, and Issues*. New York: Falmer.

Feldman, K.A. (1987). Research Productivity and Scholarly Accomplishment of College Teachers as related to their instructional effectiveness: A review and exploration. *Research in Higher Education*, 26, 227-298.

Healy, M. (2005). "Linking research and teaching: Exploring disciplinary spaces and the role of inquiry-based learning." in R.Barnett (ed). *Reshaping the University: New relationships between research, scholarship, and teaching*. Maidenhead: Open University Press

Henderson, B. (2007). *Teaching at the People's University: An introduction to the state comprehensive university.* Hoboken, NJ: Wiley.

Hughes, M. (2005). "The Mythology of Research and Teaching Relationships in Universities' in R Barnett (ed.), *Reshaping the University: New relationships between Research, Scholarship, and Teaching.* Maidenhead, England: Open University Press, p. 14-26.

Gilstrap, J.B., Harvey, J., Novicevic, M.M., & Buckley, M.R. (2011). Research Vitality as sustained excellence: What keeps the plates spinning? *Career Development International*. Vol. 16 no. 6, pp. 616-644.

Griffiths, R. (2004). Knowledge production and the research-teaching nexus: the case of the built environment disciplines. *Studies in Higher Education*, 29,(6): 709-26.

Hattie, J., and Marsh, H.W. (1996). "The Relationship Between Research and Teaching-A Meta-Analysis." *Review of Educational Research*. 66 (4), 507-542. '

Healey, M, & Jenkins, A. (2009) *Developing Undergraduate Research and Inquiry*. York, UK: HEA

Joseph, R. & Waller, J.L. (2018). Institutional and Faculty Vitality Impact On Research Productivity of Occupational and Physical Therapy. *Journal of Education and Human Development,* March Vol. 7, no. 1. Pp. 1-12.

Krahenbuhl, G.S. (1998). Faculty Work: Integrating responsibilities and Institutional Needs. *Change*. Vol. 30, n 6 pp. 18-25 (Nov.-Dec.1998).

Kreber, C. (2000). Integrating Teaching with Other Aspects of Professorial Work: A comparison of experienced and inexperienced faculty's role conceptualizations. *The Canadian Journal of Higher Education.* Vol. XXX, No. 3, pp. 79-112.

Macfarlane, B. (2005). "Placing Service in Academic Life," in R. Barnett (ed.) *Reshaping the University: New relationships between Research, Scholarship, and Teaching.* Maidenhead, Eng.: Society for Research into Higher Education & Open University Press.

Marsh, H.W. & Hattie, J. (2002). The Relationship Between Research Productivity and Teaching Effectiveness: Complementary, antagonistic or independent constructs? *Journal of Higher Education*, 2002, 73 (5) 603-641.

McCoy, S. Newell, E.E., & Gardner, S. (2012). Seeking Balance: The Importance of Environmental Conditions in Men and Women Faculty's Well-being. *Innovative Higher Education* 14 pages

McLaughlin, P. S. (1999). Vitality of mid-career faculty: the case of public comprehensive universities. Unpublished doctoral dissertation, Claremont Graduate University.

Neumann, A. (2009). *Professing to Learn: Creating tenured lives and careers in the American university*. Baltimore, MD: Johns Hopkins University Press.

Neumann, A., Terosky, A. L., & Schell, J. (2006). Agents of learning: Strategies for assuming agency, for learning, in tenured faculty careers. In S. Bracken, J. Allen, and D. Dean (Eds), *The Balancing Acts: Gendered perspectives in faculty roles and work Lives*. (pp. 91-120) Sterling, VA: Stylus.

Neumann, R. (1992). Perceptions of the teaching-research nexus: a framework for analysis. *Higher Education*, 23: 159-71.

O'Meara, K., & Rice, R.E. (2005). *Faculty priorities reconsidered: Rewarding multiple forms of scholarship*. San Francisco: Jossey-Bass.

O'Meara, K., Terosky, A. L., & Neumann, A. (2008). Faculty careers and work lives: A professional growth perspective. San Francisco: Jossey-Bass. *ASHE Higher Education Report*, Vol. *34 No. 3.*

Pan, W, Cotton, D., & Murray, P. (2014). Linking research and teaching: context, conflict and complementary. *Innovations in Education and Teaching Inter*national, 51(1): 3-14.

Prince, M.J., Felder, R.M., Brent, R. "Does Faculty Research Improve Undergraduate Teaching? An analysis of existing and potential synergies," *Journal of Engineering Education*, 2007, 96 (4), 283-294.

Reich, J.N., Rosch, T. A., & Catania, F.J. (1988). The Scholar: Integrating teaching and research in higher education. Paper presented at the *ASHE Thirteenth Annual Conference*, St. Louis, Missouri, November 4, 1988.

Robertson, J., & Bond, C.H. (2001). Experiences of the relation between teaching and research: what do academics value? *Higher Education Research and Development*, 20(1): pp.5-19.

Robertson, J., & Bond, C. (2005). Being in the University. In R.Barnett (ed.), *Reshaping the University: New relationships between research, scholarship, and teaching.* Maidenhead: Open University Press, pp. 79-91.

In R.Barnett (ed.), *Reshaping the University: New relationships between research, scholarship, and teaching.* Maidenhead: Open University Press, pp. 53-66.

Salter, A. (2018). On Becoming "Mid-Career." Retrieved from https://www.chronicle.com/blogs/profhacker/on-becoming-mid-career retrieved on 6/23/19.

Scott, J.C. (2006). The Mission of the University: Medieval to Postmodern Transformations. *The Journal of Higher Education*, Vol. 77, No.1 (January/February 2006), pp.1-39.

Scott, P. (2005). "Divergence or Convergence: The links between teaching and research in mass higher education." In R.Barnett (ed.), *Reshaping the University: New relationships between research, scholarship, and teaching.* Maidenhead: Open University Press, pp. 53-66.

Strage, A., Nelson, C., & Meyers, S. (2008, Fall). "Stayin' Alive:" Meeting faculty mid- career professional renewal needs. *Metropolitan University*, 71-83.

Terosky, A.T., & Gonzales. L.D. (2016). Re-envisioned Contributions: Experiences of Faculty Employed at Institutional Types that Differ from their Original Aspirations
The Review of Higher Education Johns Hopkins University Press Volume 39, Number 2, Winter 2016, pp. 241-268.

The Teaching-Research Nexus (www.trnexus.edu.au).

Trowler, P., and Wareham, T. (2007). Re-conceptualizing the teaching-research nexus: Enhancing higher education theory and scholarship. *Proceedings of the 30th HERDSA Annual Conference Adelaide,* Australia 8-11 July http://www.herdsa.org.au/wp-content/uploads/conference/2007/papers/p.53.pdf.

Walker, C. J., & Hale, N. M. (1999). Faculty in vital institutions. In R. J. Menges (Ed.), *Faculty in new jobs: A guide to settling in, becoming established, and building institutional support*. Wiley, Canada: Jossey-Bass.

Walsh, B. (2015). Battling the Midcareer Slump: How colleges can cultivate a vital and engaged faculty throughout their careers. Retrieved from https://www.gse.harvard.edu/news/uk/15/04/battling-midcareer-slump. Retrieved on 9/24/17.

Weimer, M. (2010). *Inspired College Teaching*. San Francisco, CA : John Wiley & Sons.

Weller, S., (2016). Academic Practice: Developing as a professional in higher education. Los Angeles, CA: Sage.

Visser-Wijnveen, G.J., Van Driel, J, Roeland, M.,Verloop, Nico, A. (2010). The Ideal Research-teaching Nexus in the eyes of academics: Building profiles. Higher Education Research and Development, 29(2): 195-210.

Table 1. Factors that Potentially Impact the Feasibility and Success of Integrated Scholarship

Factors		How Factor Impacts Integration
Type of Institution		Research expectations and teaching loads differ by institutional type; when workloads are heavily oriented toward one role (either heavy teaching loads or heavy research expectations), then faculty may find it more difficult to integrate their roles (Colbeck,1997; Brew, 1999; Hughes, 2005; Henderson, 2010)
Employment in institutional type *not* preferred initially by faculty		Work in a *non-preferred institutional type*, comfort level with integrated scholarship may be lower (Terosky & Gonsalez, 2016)
Discipline hard (pure) or soft (applied); [natural science and humanities]		Integrated scholarship might be more feasible in an applied field than a pure field (Brew & Bond,1995) (Colbeck, 1997) Could be a bridge between (Barrett, 2005. P. 4.)
Organizational culture: Attitudes, beliefs and values within entire institution		Based on mission and institutional values, integrated scholarship may be encouraged by key institutional agents such as presidents, provosts, and deans "Close and positive relationship" (Barnett, 2005, p.5) "Source of energy" in combination (Cavanagh, 2016)
Departmental culture: attitudes, beliefs and values within *departments*		Based on departmental mission and values, integrated scholarship may be encouraged by key institutional agents such as department chairs and tenured faculty (Colbeck, 1997; Barett, 2005)
Faculty rank and career stage		Associate and full professors find integrated scholarship desirable and effective Assistant professors have more difficulty integrating teaching and research (Colbeck, et al. 2002)
Institutional striving: Teaching-oriented universities seeking to become research universities		New expectations for scholarly research and publication expected; might diminish capacity for integrated scholarship

Faculty reward system		As a reflection of institutional type and organizational culture, an institution's reward system may encourage or neglect integrated scholarship
Faculty preferences and prior socialization		If a faculty member has been strongly socialized toward a researcher role and/or if a faculty member holds a strong preference for a specific role, then they may be less likely to engage in integrated scholarship (Barett, 2005 p. 5)
Level/year of student taught		Undergraduate students may not have research courses where research could be included in the teaching, thus diminishing the potential to integrate research with teaching (Hughes, 2005) (Weller, 2016) First-year seminars and service-learning courses as venues where faculty can experiment with new approaches, including the integration of teaching, research, and service
Whether research instruction is required in course		Likely that research is taught and shared in graduate courses and taught in honors level curriculums and in some professional schools in undergraduate programs in both university types, thus impacting the extent to which a faculty member's teaching responsibilities include research instruction
Doctoral education and preparation for integrated scholarship		Preparation to conduct research/ and or preparation to teach; may influence extent to which faculty member understands and desires engagement with integrated scholarship (Colbeck, O'Meara, & Austin, 2008)
Unionized institution		Unionized institution may have more fixed roles for faculty as "employees" At non-unionized institution, faculty may experience more freedom in their roles (Colbeck, 1997)
Pace of curriculum		Longer program or longer class hours to incorporate research into teaching; can affect capacity for integrated scholarship
Societal forces and external expectations (public stakeholders, policymakers)		Is research defined too narrowly to allow for integrated scholarship? (Barnet, 2005, p. 11)

Faculty role perceptions • Role conflict • Role strain		Teaching and research roles are close and overlapping, always in motion, Tutonic plates theory (Barnett 2005, p. 3 & p. 6) Role competition, must decide on which role takes priority (Barett, 2005) (Pan, Cotton, & Murray, 2014) Decision to complete the goal that has the most at stake, the most necessary, the one most immediately expected by the university (Colbeck, 2002)