NORTHERN MICHIGAN UNIVERSITY: A CASE STUDY OF THE PERCEPTIONS OF FACULTY SEEKING A BALANCE OF TEACHING, SCHOLARSHIP AND SERVICE

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By

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Abstract

No two institutions are mirror images of each other such that identical descriptions, policies, procedures or needs apply to all. Such an assumption is too simplistic when universities are adequately analyzed. Northern Michigan University is a primarily undergraduate institution in the Midwest region of the United States that sits on the coast of Lake Superior, is the home of the Upper Michigan Brain Tumor Center, offers unique outdoor resources year-round, and boasts a set of strengths, weaknesses, faculty, policies, benefits and a climate that cannot be replicated. Thus, it is distinctive, but like many other comprehensive universities, fosters a confused sense of identity. A key component involves scholarship: Tension exists in regard to scholarly activity, with some faculty believing it is a fundamental component of academia, and others consider teaching the only priority. This case study offers an in-depth look at this identity crisis, focusing on the perspectives of NMU faculty, revealing insight into the benefits of scholarship, institutional support available, and persistent challenges related to scholarly activity. Specifically, the investigation examined how faculty perceive scholarship as a role in their academic appointment specifically at NMU.

Thanks to the location, history and commitment to regional education, NMU attracts committed employees and students; however, to retain students, faculty and staff, NMU should commit to supporting scholarship, teaching and service in such a manner as to understand the support mechanisms, resources, recognition and rewards necessary to adequately balance the needs and stresses for faculty engaging in all three tasks.

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Chapter 1: Introduction

Northern Michigan University, home of the Wildcats, began as a normal teaching school (a.k.a. a "teaching school") in 1899. Since that time it has experienced many shifts, high and low tides of varying foci for "identity," serving as a trade school, an aeronautics facility, engineering and technological occupation training facility, and, most recently a university with a new and unique undergraduate neuroscience major (as well as many other, at least potential, foci in between). While seemingly eclectic given its overall history, diversity by that definition does not an identity make. It has a highly productive neuroscience major, a wet laboratory that holds baby sturgeon and other fishes, a writing center, an undergraduate journal, a hypoxic chamber and a technical complex that offers a variety of certificates and degrees in business and technology professions. It is home to 344 full-time faculty who are members of the American Association of University Professors (AAUP). In relation to this varying focus, this study gathered data regarding the role scholarship does and should play at NMU. Specifically, how do faculty perceive scholarship as a role in their academic appointment at NMU, and how does that balance with teaching and service requirements?

When I began my own tenure as director of the Grants and Contracts Office in 2012, I was informed by some new colleagues of a sense of confusion over identity; a lack of focus on what exactly NMU is and should be, specifically in regard to the role scholarship can, should and does play on campus. Given my position this is a major concern for me and has great potential to guide my approach to my professional work at NMU. Thus, I've chosen to guide my investigation of NMU's potential identity via the lens of the role of scholarship, which seems to be misunderstood at best, entirely confusing at worst. During my time here, I've witnessed examples of faculty being frustrated at their perceived lack of support for research; I've heard sharp comments from those who don't want to be "pressured" into doing research and believe service is undervalued; I've been told NMU is a "teaching university" and "we don't need scholarship;" and I've spent countless hours attempting to problem solve for faculty who want to engage in scholarship but feel anxiety at a number of obstacles encountered. Through all of this, I've noted that the personal and professional interests of those faculty vary greatly, and the expectations they have, as well as the expectations they perceive the university to have for them, are diverse on the best of days, frustrating and sporadic on average. This lack of understanding of expectations – which appears to have led to a lack of understanding of how shared values and norms can bond members of this institution—is suggestive of a lack of an accepted distinctive identity for the university.

It could be argued that NMU seems to have been attempting to be all things for all people for quite some time, and thus is experiencing frustration from a lack of clear identity. A key component of that, which my position as senior administrator guiding research administration at NMU I have experienced firsthand, is that faculty do not perceive there to be clear expectations about prioritizing time; nor do they have a clear understanding of how their effort will be evaluated. Through anonymous surveys and one-on-one interviews, this study investigated the relationship of teaching and scholarship as perceived by faculty, specifically seeking in-depth data regarding the question of how faculty perceive the role of scholarship in their academic appointment at NMU, and how that balances with teaching and service requirements. The resultant descriptive data is meant to offer an accurate picture of what NMU is and could be in relation to balance of teaching and scholarship within the individual environment in which it exists, thus beginning to develop a potential distinctive identity for the institution.

Faculty who have been on campus for decades recall being told “we don’t do any scholarship; we only teach.” Over time, that message seems to have evolved somewhat haphazardly, and now the expectation of scholarly production appears unclear, with some faculty claiming to feel vast amounts of pressure to produce more; some stating bitterness at the thought of such an expectation; some wanting to focus more on service but feeling a lack of institutional recognition for such efforts; and some are frustrated at what they perceive to be challenges that block them from producing scholarship at the level they desire. Because of my position in the Grants and Contracts Office at NMU, I’ve been privy to many versions of these conversations. This lack of clarity appears to be a vexation that simple surveys or superficial glances across campus alone cannot tease apart.

This descriptive case study offers an in-depth look at the perspective of faculty in a variety of academic disciplines. Given the frequent discussions I am aware of on campus and the results of previous campus-wide surveys regarding opinions about scholarship, I suggest with this study there is a need for a distinctive identity at NMU, one that embraces the surrounding environment and other specific characteristics of the region, town and community but also the specific point on the Research v. Teaching spectrum that far too many universities consider an appropriate dichotomy. All stakeholders—executive leadership, faculty, staff, students and surrounding community—must embrace the identity and support it, but that effort cannot occur without buy-in particularly from leadership and faculty. A previous campus-wide study (Leonard, 2008) reveals conflict and consternation, not only in regard to campus-wide scholarship efforts but also in relation to a clear concept of what is meant by scholarship and how it is valued:

> "We do not expect that scholarship will be the same across campus, nor even for all forms of scholarship to be equally valued by different areas, rather it is the ability to come to a consensus within a disciplinary group and to clearly express this consensus to those outside the group that is critical" (Leonard, 2008, p. 2).

In 2008, a campus-wide committee attempted to define scholarship and its role at NMU within distinctive disciplines; this strongly suggests it is time to address an institutional need for an accepted identity in relation to scholarly activity. It can no longer be ignored on campus—records from the Grants and Contracts Office show that proposal submissions sent to external agencies increased 250% since Fiscal Year 2011, totaling 96 in Fiscal Year 2016. Given that amount of interest in funded scholarly activity—largely supported by incoming younger faculty who have been promised an environment where scholarship is valued, and bringing an expectation that they will be free to engage in their scholarly interests— it is illogical to embrace the "teaching only/we don't do research" concept that has previously existed. However, given that the faculty submitting those proposals represent 24% of all AAUP faculty, it is also impractical to overstate the role of scholarship on campus. In that regard, I suggest the need exists for a distinctive identity of the university—one that embraces teaching scholars who enjoy a balance between teaching and scholarship—that will alleviate this frustration of confused identity that resists a universal embrace of environment, concept of audience with whom the university is engaging in relation to recruitment for employees and staff, as well as a clear mission that open states what—exactly—NMU is and stands for. Given the need to limit the ambitions of this single project at this juncture, I chose to focus in particular on the need to clarify expectations in regard to scholarly activity on campus.

Author's Note

Per my position as head of the research administration office at NMU, it is my responsibility to advocate for productive scholarship on campus, assist with all pre- and post-award tasks for internal and external proposals, ensure overall compliance with all rules and regulations, and hold accountability for the advancement of scholarship on campus. This is evident in the Grants and Contracts Office mission:

> The NMU Grants and Contracts Office has central responsibility for proposal submission and award management for sponsored research, scholarship, instructional and other sponsored activities at Northern Michigan University. The office also bears responsibility for research compliance as it relates to activities supported by external funds. The Grants and Contracts Office balances service to faculty and staff with strict adherence to university, federal and sponsor agency regulations and policies.
>
> That balance guides the office in its mission to support faculty, staff and students in applying for internal and external funds for all sponsored activities and managing awarded projects, bringing integrity, clarity and ease to sponsored programs grant

administration processes at NMU. Through these activities the Grants and Contracts Office guides the university's research and sponsored activity endeavors on a forward path to fostering effective scholarly research, program development and student success.

This case study is a component of that advocacy, and the data will assist in my continued professional efforts to support scholarship on campus by fostering enhanced understanding of the needs, challenges and supports for faculty.

Statement of the Problem

Over time the perceived priorities and expectations related to faculty participation in scholarship seem to have become blurred on the campus of Northern Michigan University. Currently faculty suggest—officially and unofficially—they are uncertain as to how to set their priorities, and thus experience exasperation at what they consider to be inadequate support for or recognition of scholarly activity. The result is a lack of understanding of campus priorities and sense of some type of accepted social currency, resulting in a confusion of identity. The purpose of this investigation is to explore the relationship of teaching and scholarship at NMU, a primarily undergraduate comprehensive institution in the Midwest region of the U.S., in order to use that understanding in such a manner as to develop a distinctive identity that considers the teaching v. research dichotomy as well as other factors that invite certain students and employees, and how the factors related to such affect the resultant identity on campus. Previous studies, such as a report submitted in 2008 investigating the climate on campus related to research, suggest a lack of universally accepted priorities and overall purpose for the institution. Clarifying that uncertainty would allow for universal acceptance of priorities and mission, bonding of the society as a whole and acceptance of a distinctive identity at NMU.

Background

Northern Michigan University offers a number of internal awards, both for money and release time from courses, to encourage scholarly endeavors. These awards are meant to build projects that ideally will become competitive for external funding. However, some faculty view the internal resources as all that is needed to conduct "enough" scholarship; some never apply for any external funding throughout their careers at NMU. As director of the Grants and Contracts Office, I witness the preparation, submission and completion (or lack of completion) of these internal awards. Some certainly move on to external funding, having developed a strategic plan to gather data and subsequently submit to an external agency. However, some result in a final report that states something to the effect of "This project was not completed but the PI used the time (and/or money) to work on other projects." Such a lax standard for scholarly activity results in zero return on investment for that support; it also currently results in zero repercussions or follow up on the part of the university. Again, this suggests a lack of cohesion and adequate accountability in regard to the value of scholarship at NMU.

A nine-member committee representative of most departments within the American Association of University Professors (AAUP) union is responsible for evaluating and ranking internal proposals. Given my position in the Grants office, I act as an *ex officio* member of this committee. The group meets five times throughout the academic year to evaluate proposals for the various internal awards. Having read the proposals prior to the meeting, the group discusses each in-depth, praising good work and raising concerns. They sit in a small, nearly neglected conference room in a quiet administrative building on the edge of campus, with mismatched furniture that is surely decades old and leftover audio-visual equipment that dates itself by its design. It is not a room that encourages innovation, but many a promising proposal is discussed there.

Observing a meeting recently, I noted some telling aspects of conversation that exemplify the differing views on campus related to scholarship and how it is (or should) be valued. One faculty member, discussing a proposal to translate a book manuscript, asked whether that should be given the same weight as a project that would offer more value for tenure. “A translation doesn’t offer much, and I’m wondering whether we need to be concerned about that.” This faculty member recently completed his dissertation and is entering his second full year at NMU; he openly values research extensively, believing it to be a natural part of higher education.

Exemplifying the other side of the spectrum, another committee member, a full professor with decades under her belt, distinctly disagreed, noting it is not the job of the committee to decide anything about tenure. “I wake up every morning thankful that I don’t work at a university like that, with that kind of pressure!” She raised her eyes upward, danced her feet upon the floor and shook giddily while stating this, as if actually thanking some god of universities hiding above her in the ceiling tiles.

History and context of higher education.

There exists a long-standing dispute in academia regarding the balance of effort contributed by full-time faculty. “From the beginning, there has been a clash between the traditional classical (Great Books) curriculum and the idea that academe ought to serve a more direct utilitarian purpose in society" (Schnaubelt & Statham, 2007, p. 18). The balance—between teaching, scholarship and service—has become a source of discord because it has come to be framed as a conflict: Teaching v. Scholarship v. Service. This in many ways led to a sort of crisis of identity for universities as they were forced to decide what focus to embrace and how it would (or should) manifest on campus.

For much of its history, Northern Michigan University (NMU) has been thought of as a teaching institution. It was, after all, first a teaching school, referred to as a *state normal school*, when it opened in 1899. Indeed, a resistance to scholarship seems to remain on campus, proven by murmurings from faculty about "a teaching campus." According to conversations I've had while on the job, some senior faculty recall the fairly recent shift in weight from teaching to scholarship in regard to faculty evaluations. "You really weren't expected to publish at all," has been a surprisingly common statement made by senior faculty.

More junior faculty claim to feel more pressure to conduct scholarship, and department by-laws, as well as the AAUP mater agreement, seem to support the claim. This shift seems to have led to a disruption in the sense of identity and understanding of priorities on campus: "More emphasis on research and less on teaching would be detrimental to our mission" was a statement from a 2008 survey of attitudes toward scholarship on campus (Leonard, 2008).

The suggestion here is that senior faculty could potentially feel lost in this "new" environment; it also suggests junior faculty—most of whom often state while working with the Grants office that throughout their doctoral training they expected to be doing research or scholarship once they reached the assistant professor level and above—feel let down at the lack of support and time available to actually complete these tasks. Balancing teaching, scholarship and service seems to be a major challenge for NMU faculty.

My position as director of the Grants office affords many an opportunity to discuss these challenges. A component of my job is to help alleviate challenges related to scholarship, to whatever degree I have the power to do so. I am not advocating with this investigation that any scholarship requirements should increase; nor am I suggesting all (or any faculty) do more than they desire. My goal, both professionally and educationally within this study, is to gain a greater understanding of the perceptions faculty have of scholarship at NMU, ideally seeking information to define the appropriate amount of recognition and reward to support such activity.

Faculty at NMU who do engage in scholarship often note the challenge of balancing time. They're not alone. Colleen Flaherty, writing for *Inside Higher Ed*, questioned the ratio professors experience in this teaching-service-scholarship world, noting the manner in which professors spend their time has major implications for the constituents of their institutions (2014). Discussing an ongoing study at Boise State University, Flaherty described the percentage of time contribution per week by faculty in each of the following areas: Teaching, service, research, professional development, mentoring, in transit, advising and administrative tasks. The vast majority of time was spent on teaching (40%) while just 17% of the work week and 27% of weekend work focused on scholarship. The study determined that the average academic surveyed worked 61 hours per week.

The percentage of time spent on scholarship, Flaherty noted, exemplifies the "entrepreneurial spirit, a willingness to exploit their free time for work" (2014). This, however, should be a vital and alarming concern for the institution, as the U.S. government, via guidelines regulated by the Office of Management and Budget (*e-CFR*, n.d.) considers such "working for free" to be a violation of the voluntary match rule. In section 200.306, Match and Cost Sharing Requirements, OMB clarifies policies on voluntary committed cost sharing to ensure that such cost sharing is only solicited for research proposals when required by regulation and transparent in the notice of funding opportunity. It may never be considered during the merit review. Further, should any match/cost share be contributed, it is required by OMB to abide by the following rules:

- Any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the entity's cost sharing or matching when such contributions meet all of the following criteria:
    - Are verifiable from the entity's records;
    - Are not included as contributions for any other Federal award;
    - Are necessary and reasonable for accomplishment of project or program objectives;
    - Are allowable under Subpart I– Cost Principles of this part.
    - Values for contributions of services and property must be established in accordance with CFR 200.434 Contributions and Donations (*e-CFR*, n.d.).

As a professional in university research administration whose job it is to ensure OMB regulations are never compromised by the institution, this is a particularly disquieting component of this situation, and one to which the institution should consider worth affording some attention.

The very real audit risk that results from faculty feeling pressured to produce without the time to do it should fuel university interests in committing to a well-defined expectation for the teaching- scholarship- service balance. Given my experience with committed academics, to ignore the challenges and questions surrounding this will likely lead to faculty who are passionate scholars being forced to succumb to a “work for free” model in order to complete the work they are passionate about, while likely receiving little to no recognition or reward from their institution, and putting the institution at risk in the process. This is one of many reasons why this concept should be of utmost concern to faculty and administration alike.

A key assumption of this project is that the relationship between teaching and scholarly activity is complex but symbiotic, or as Boyer referred to it, “complementary” (1990). While the simplistic point to make is that scholarly activity can be integrated into curriculum, the suggestion here is that the balance on a specific campus—in this case, NMU—must be such that administrators and faculty work to meet each other’s expectations in regard to the teaching-service-scholarship ratio, recognizing the fact that it may not be a black-and-white issue but rather symbolic of a spectrum. Many can argue for the value of scholarship: “Students may learn about research methods and techniques; they may undertake their own projects, whether individually or in teams; they may assist staff with their research; and they may gain experience of applied research consultancy through work-based learning” (Healey, 2005, p. 2). And many can argue for the need to focus on and value teaching: “My primary responsibility is teaching not research and I want it to stay teaching. If I wanted research I would have accepted the position at (an R 1)" (Leonard, 2008, survey responses).

Unlike its neighbor, Michigan Technological Institution (MTU), NMU does not have a single specialty area. MTU is a research-intensive institution focused mostly on engineering. Therefore, its environment, infrastructure, and faculty and student demographics are very different than that of NMU. Dubbed a "comprehensive university," NMU has historically served as an umbrella institution in a way by offering high-quality and demanding research and educational opportunities; community/technical college programming; theatrical, communications-based and artistic programs; education programs for students currently teaching at the K12 level or preparing to do so; all in a dynamic learning environment. While not necessarily a detriment, it seems this very broad mission has negated efforts to clarify priorities for administration, staff and faculty, and resultant frustration has led to an unclear climate related to scholarship. Tenure and promotion are ruled by departmental guidelines, but many faculty suggest to have found those bylaws lacking in clarity in regard to scholarship and service. This is not entirely uncommon, as the concept of tenure has "been under attack as an institutional practice that is at best irrelevant for most universities and at worst a protection for incompetent and/or lazy academics" (Chen & Stephen Ferris, 1999, p. 9). Others take a less negative view of the system, calling it a "mutually beneficial trade off of a lower average salary in return for the protection of research against the 'ravages and vagaries' of institutional politics within a university" (Chen & Stephen Ferris, 1999, p. 10).

Over the course of recent years (approximately 2007 to 2016) by-laws have been edited to enhance clarity, department heads have expressed during hiring an expectation of scholarly activity, and support infrastructure including a grants office, policies and procedures related to grant administration have developed. All of this is suggestive that the climate on campus has been evolving toward a teaching-scholar institution.

This scenario is reflective of what Boyer's survey work (1990) found during his endeavor to reconsider scholarship. Boyer called for distinctiveness, or a strategic decision on the part of universities—particularly those that defined themselves as "comprehensive" institutions according to the Carnegie definition (see below)—to define themselves separately from other institutions and embrace a distinctive identity: "Too many campuses are inclined to seek status by imitating what they perceive to be more prestigious institutions" (p. 53). Boyer felt that if scholarship was to be enriched, "every college and university must clarify its own goals and seek to relate to its own unique purposes more directly to the reward system" (p. 53). Calling the higher learning institution model imitative rather than distinctive, Boyer accused institutions of mimicking research centers rather than "defining their own roles and confidently shaping their own distinctive missions" (p. 54). This argument supporting distinctive institutions who buck the trend of attempting to emulate "prestige" does not reflect whether an institution should be concerned with quality or status, or whether a mission should be changed. "Rather, our concern is with the uniformity of the pattern and the divisive struggle on many campuses between 'teaching' and 'research.' At some places the two functions can in fact fit easily together," (Boyer, p. 54).

For the purposes of this study, the term "comprehensive institution" is based upon the Carnegie Classification system, which defines comprehensive institution of the size of NMU (having at least 2,500 students) as: "institutions (that) offer baccalaureate programs and, with few exceptions, graduate education through the master's degree. More than half of their baccalaureate degrees are awarded in two or more occupational or professional disciplines such as engineering or business administration" (Boyer, 1990, p. 130).

There is a potential assumption that could be drawn from this definition, in that a comprehensive institution focuses on educating undergraduates "with few exceptions." Therefore, a reasonable question is: Should scholarship be expected and supported at a university that assumes to focus on teaching? Particularly, should such a university require scholarly products as a measure for tenure and promotion? Chen and Ferris noted that while research can be a role of the university, "the university exists to fulfill at least one other function—to teach these advances to students" (1999, p. 10). Addressing the question of whether a small university should undertake scholarship – "If a university is concerned primarily with teaching undergraduates, why should it care about its faculty's research output?"—these researchers had an answer: The assurance of human capital (p. 10). Chen and Ferris define "human capital" as the accumulated knowledge of the professor. Therefore, effective university teaching offers two key outputs: "Teaching efforts and the services of human capital." With this definition and assumption, the tenure system makes sense: "a publication requirement in the tenure decision serves to ensure that desired research is actually undertaken and that adequate levels of human capital are maintained" (Chen & Stephen Ferris, p. 10).

One challenge in regard to an investigation into the amount of scholarship on campus is the lack of a data gathering mechanism. The Grants Office, since the arrival of new staff in 2012, has utilized a comprehensive proposal tracking system for both internal and external proposals; however, no data is collected regarding resultant publications or efforts on campus that are not grant funded. Participants in the 2008 AQIP report—"Enhancing the campus climate for scholarship action project"—also noted the need for the collection of such information:

> Data should be gathered in such a way that it allows the University to: 1) evaluate increased faculty participation in scholarly activity in the future, 2) identify areas that may benefit from increased support, 3) identify areas of opportunity for future efforts, and 4) identify patterns of activity (e.g., years of peak involvement) that may help describe the scholarly development of faculty members over the course of their careers (Leonard, 2008, p. 7).

Professors in universities of varied sizes, foci, and scope agree there is value to the integration of scholarship and teaching: "People often make the classic mistake of thinking that teaching and research are two entirely separate endeavors. Our research informs our teaching (and vice versa). Even in the biggest classes, such as introduction to international relations, the latest research is always part of the curriculum" (Saideman, 2011). Further, by identifying a position on the spectrum and developing a system of reward and recognition that appropriately reflects that position, a university depletes the risk of becoming non-compliant with OMB's rules and regulations regarding match/cost share and related concerns connected to sponsored scholarly activity.

The climate at NMU currently suggests an in-depth investigation of faculty perceptions would be timely. While the 2008 project offered some insights, gaining greater detail via one-on-one interviews with a representative group of faculty could point more directly to realities and, ultimately, potential solutions that suit the expectations of all NMU stakeholders.

Theoretical Framework

Structural symbolic interactionism theory.

Introduced by Stryker in his dissertation (Stryker, 2008) structural symbolic interactionism focuses on:

> linking social interaction to roles and to identities and elaborating the ways in which large(r) social structures on the levels of societies and institutions both facilitate and constrain entry into positions linked to roles and so impact social interaction and identities and the potential consequences of these. (Stryker, 2007)

This concept of interactionism implies that social groups (and institutions) construct frameworks for its members and participants that function as accepted "norms" and expectations for those members. This is related to a concept of social capital, or some form of "wealth" accepted and valued by a particular society.

This illustrates the problem with NMU functioning without a defined social framework or accepted set of norms and values. Because NMU has not clearly identified expected social interactions or institutional norms and expectations, members of the "society" lack a clear understanding of what is valued as social capital within the society. Without such understanding, this society will lack the ability to fully function in cohesion.

According to Mead's theories, symbolic interaction connects social process—and by extension social capital—with the self and social interaction, "and each feeds back on the others” (Stryker, 2008, p. 18). In this sense “society,” as used in this project, refers to the institution, and ties to the concept of identity as it relates to NMU’s distinctive identity (Stryker, 2008). Stryker’s frame—which is an extension upon Mead’s symbolic interaction and has become structured symbolic interactionism—begins with sociology’s sense of social structures as “patterned interactions and relationships, emphasizing the durability of such patterns, resistance to change and capacity to reproduce themselves” (2008, p. 18). For purposes of this study, patterned interactions and relationships among NMU faculty and administration (based upon institutional knowledge and faculty’s perceptions) are studied as “social structures” or accepted norms. Thus, “society (or in this case the institution) shapes self, self shapes social interactions.” Resistant to change but capable of reproduction, patterns result in a view of “social differentiation as a continuous process countering homogenization of interactional experience and the structures within societies”—thus the society itself is capable of continuous change and avoiding homogenization, and interaction among social members drive the formation of identity at any given time within the society itself. This view:

> sees society as composed of organized systems of interactions and role relationships and as complex mosaics of differentiated groups, communities and intuitions, cross-cut by a variety of demarcations based on class, age, gender, ethnicity, religion, et. It sees the diversity of parts as sometimes interdependent and sometimes independent of one another, sometimes isolated and insulated from one another and sometimes not, sometimes

> cooperative and sometimes conflicting, and sometimes highly resistant to change and sometimes less so. (Stryker, 2008, p. 19)

So "society" is never stagnant, constantly responds to the social capital among members and established social norms (which also are constantly evolving), and is defined by the members of local relationships, or, more appropriately, their structured symbolic interactions: "It sees social life as largely taking place not within society as a whole but within relatively small networks of role relationships, many—perhaps most—local" (Stryker, 2008, p. 19).

For purposes of this investigation, the "society" is considered to be academia as a whole, and the local network, and certainly the source of structured symbolic interactionism, is the specific institution.

A study conducted in Australia (Patulny, Siminski, & Mendolia, 2015) offers an exemplification of this framework. Researchers conducted a case study focusing on Australian veterans of the Vietnam War. The study proposed that emotional and shared experience of participating in symbolic interaction rituals—in this case, related to experiences while in the army in this particular war era—may affect social capital in four distinct ways. Researchers defined these as (i) a "citizenship" effect, which connects participants symbolically to the broader, civic society; (ii) a "supportive" effect that bonds the group together; (iii) a "tribal" effect which strongly distinguishes the group and crowds out the rest of society; and (iv) an "atomizing" effect, where traumatic experiences create mental health problems that damage social capital (Patulny et al., 2015). The study proposed that while the shared symbolic interactions did result in connections between the members drawn into this study due to their shared experiences and “membership” in the army, the trauma and intensity of those experiences during the war actually reduced the “bonding” social capital but increased “bridging” social capital: Results suggested that “the combined ‘tribal’ and ‘atomizing’ effects of service outweigh the ‘supportive’ effects, but the ‘citizenship’ effect remains surprisingly robust” (Patulny et al., 2015). Thus while soldiers feel unsupported and isolated in broader society, they are committed to their community and country. The finding suggests that social capital is formed through symbolic interaction.

It is understandable how the “citizenship” effect could be represented on campus should there be an accepted system of symbolic interaction. If, for example, it were made clear that scholarship was valued, faculty could feel it welcomed and necessary to discuss plans for publication, plans for research, student research projects and presentations with colleagues. These activities could become valued social capital, and discussing it openly could become not only normal but praised.

Social capital is a theoretical concept designed to “capture the strength, dynamics, exclusivity and reliability of localized and widespread social networks” (Patulny et al., 2015). For example, in the networks of faculty on a comprehensive university campus, social capital could be tenure, publications, committee memberships, grant funding dollars or student participation in labs. It could also be successful graduates. It could be teaching awards or high teaching evaluations.

The Australian study made interesting discoveries about the “tribal” effect of army service, noting numerous reasons soldiers tend to bond with each other and shy away from other “outsiders.” A “de-institutionalizing” effect was observed post-service, in that “the need to obey orders without question and to suspend ‘normal’ morality about the wrongness of killing creates contradictions with civilian life" (Patulny et al., 2015). While the experience of professors on a university campus does not in any way rise to the level of social stress that these soldiers face, one can deduce that such things as "academic speak," the shared experience of having gone through rigorous PhD programs, the shared experience of facing on-campus victories and struggles can, in fact, have a similar "tribal" effect, however far less dramatic.

Researchers did find that shared symbolic interaction—due to "bonding" social capital—did have an effect on the development of a group or "tribal" mentality and shared experience that, in many ways, supported creation of an identity. These soldiers, through their shared social capital and symbolic interactions, developed a certain group identity, despite the many personal and social differences resultant from such a "natural experiment" and random choice of participants.

Identity theory derives from a structural symbolic interactionist frame, offering an explanation of the choices persons make in situations in which they have the possibility of enacting alternative role-related actions (Stryker, 2007).

Social identity theory.

Social Identity Theory (SIT), which generally refers to identity and categorization as it relates to an individual or specific segment of society (a community, an ethnic group, a socioeconomic group, etc.), applies to this conversation as well (Stets & Burke, 2000). Vital to the concept of SIT is differentiation between interpersonal situations, when behavior is mainly under the control of personological variables, and group situations, which are determined largely by "category-based process identity" or accepted group norms (Brown, 2000, p. 746). The premise of SIT is that it assumes social identity is derived primarily from group memberships. The theory also assumes that "people strive to achieve or maintain a positive social identity thus boosting their self-esteem" and that this positive identity is fueled by positive comparisons between that particular group and other "relevant outgroups." Indeed, should a member develop or experience an "unsatisfactory identity," or get the sense she or he does not quite belong, the likely response is to leave the group or, if possible, find a way of achieving a more acceptable identity within the group (Brown, p. 177).

The socially constructed identity in this study refers to an institution as a whole and focuses on that institution's stated mission and vision, as well as its accepted expectations of faculty and administration in regard to policies and procedures that support that identity. Group members, ideally, would value the same expectations in this scenario and share a certain social currency, whether that be publications, conference presentations and grant funding; or hours spent advising, high teaching evaluations, teaching awards, production of high quality essays by students, or student publications.

As Brown addresses, ingroup bias is inherent in SIT (2000). Generally, members of the group at hand tend to believe that their own group, and its products, are superior to other groups, and tend "to be rather ready behaviorally to discriminate" against them (Brown, 2000, p. 147). Brown calls this a "prototypical manifestation of the theory's hypothesized need for positive distinctiveness;" ultimately it involves an internal need to believe that one's own group is in fact distinctive and in a positive—and arguably "concrete" manner. Especially noteworthy, and specific to SIT, is the common observation that such minimal intergroup discrimination often involves a "maximizing difference motive," even if it proves detrimental to the group as a whole (Brown, 2000, p. 147).

In addition to offering a lens through which one can consider the idea of shared values, social capital and expectations on a particular campus, Brown also suggested reasoning for the lack of major outcry from faculty who are frustrated. Currently, there exists some semblance of subgroups within the "society" of NMU: Faculty who want to do more scholarship and feel supported; faculty who want service to be valued more strongly; and faculty who want teaching to be the highest priority and treated as such. It is possible for certain faculty to relate to more than one or even all of these groups, but there still exists a need for an understanding of how each is valued. Brown notes that fuel for protest within the structure of SIT comes from strong perceptions of discrimination against one's own group: A group that is considered to have far less power than another. This phenomenon was documented by Brown and others who sought to explain "behaviors or, more accurately, behavioral intentions, particularly in relation to reactions of collective protest by subordinate groups" (2000, p. 749). In the case of NMU, while subsets of groups exist, none is more powerful or of higher status than the others, so no members—or entire subgroups—have been enticed to attempt a collective protest. Also, the groups are not very strong or well defined because as yet they've remained rather disparate in their own departments and lacked a clear unifying factor; for this larger group to bond, it must identify a unifying factor strong enough to create a sense of uniformity (on some level) and an understanding of its social capital and currency. As Brown states, "SIT predicts that permeability of group boundaries is generally debilitative of identification and ingroup favoring bias"(2000, p. 750).

A common outcome of the development (or conceptualization) of fairly homogenized groups is the rise of stereotyping. Generally speaking, stereotypes in society certainly have the potential to be discriminatory and offensive, and can result in caricatures of the individual members or groups being stereotyped. Examples are not difficult to find: Young preppy white girls drinking pumpkin spice lattes in scarves and Ugg boots; millennials being self-important, dependent on technology and having zero work ethic; lunch ladies covering their dyed frizz-ball hair with hair nets, wearing large unstylish glasses and remaining apathetic to the students they serve. Brown argues, however, that stereotypes don't always need to mean something negative: "Such a view neglects their social role as tools for understanding particular intergroup relationships and justifying behavior toward outgroup members" (2000, p. 750). This phenomenon links to social identity processes. It can be inferred, then, that considering stereotypes to be faulty distortions without question – characteristics that need to be corrected or overcome – is not unilaterally helpful because from the SIT point of view they could serve as "reliable guides to judgement and action" (Brown, 2000, p. 750).

Institutional distinctiveness.

In his famed work *Scholarship Reconsidered*, Boyer (1990) explains the importance of distinctiveness at the instructional level: Universities, whether officially defined as Research I, doctorate-granting or comprehensive on the Carnegie Classification scale, must know and understand what their true identity is—what makes them distinct—and form policies and procedures reflective of that identity. "Too many campuses are inclined to seek status by imitating what they perceive to be more prestigious institutions," Boyer warns (p. 53). If scholarship is to be maintained—and

NMU has made at least minimal scholarly activity a requirement for faculty—the institution "must clarify its own goals and seek to relate to its own unique purposes more directly to the reward system for professors" (Boyer, p. 53).

Universities are not all the same; that is an understandable statement unlikely to be argued. Throughout the dynamic history of higher education in the United States, diversity among institution types has only grown; however, Boyer notes, approaches to scholarship have not kept up with the pace of that diversity. Despite the growth of diverse types of universities, including comprehensive campuses, "a single model of scholarship came to dominate the system. And the nation's higher learning institutions increasingly have become more *imitative* than *distinctive*" (1990, p. 54). That "imitative" component has traditionally involved universities making attempts at growth in size and status by emulating research centers or components of Carnegie Classification that are not in line with, or are even in contrary to, their own mission. "Many institutions have lost a sense of distinctiveness, and scholarship's potential has remained strikingly unfulfilled," (Boyer, p. 54). This argument supporting distinctive institutions who buck the trend of attempting to emulate "prestige" does not reflect whether an institution should be concerned with quality or status, or whether a mission should be changed. "Rather, our concern is with the uniformity of the pattern and the divisive struggle on many campuses between 'teaching' and 'research.' At some places the two functions can in fact fit easily together" (Boyer, p. 54). However, Social Identity Theory and Structured Symbolic Interactionism Theory suggest that in order for that fit to work, the society or group in question must clearly decide what is valued as social capital and currency, and what are the valued unifying characteristics of the group.

According to Boyer’s work, faculty have increasingly expressed loyalty to campus and colleagues, referring to campus as a community. One of his studies revealed that a majority of respondents supported the proposition that it is the duty of administration to strengthen that sense of community via focus on common purposes and experiences. A vital component of common purpose, in this sense, is a shared identity. “We urge, then, that every higher learning institution define its own special mission and develop a system of faculty recognition that relates to what the campus is seeking to accomplish” (Boyer, p. 57).

The interpretation here, given the collation of these three theoretical perspectives, is that Northern Michigan University should, in the name of supporting a true balance—a balance of required tasks for faculty, offering appropriate recognition for the work they do and supporting the global initiative of academia to contribute knowledge to discipline areas— must embrace a distinctive identity. NMU is a comprehensive university, however that is a broad category and it is not a defined classification. A structured and more focused identity would allow for the expression of clear expectations campus-wide that will guide faculty effort, recognize and value their work and alleviate frustrations.

As Leonard et. al. learned in their investigation of scholarship on campus (2008) it is and can be supported and is in fact explicitly included in NMU’s mission statement: “Challenging themselves and their students, Northern faculty and staff are dedicated to effective teaching and intellectual inquiry; to including students as learning partners in their research, scholarship, and other professional activities; and to advancing the University's roles as a service provider and as a cultural and recreational center in the Upper Peninsula” (p. 4). A now outdated strategic plan— “Northern’s Future: The

Roadmap to 2015" – explicitly outlined a plan to support and build areas of strength while planning to expand NMU's academic niche. Within that document are many explicit links to the support of scholarship, including the fact that NMU is an affordable university that provides a "truly interactive educational experience where students are part of a community of lifelong learners (scholars)" ((Leonard, 2008, p. 4). The committee noted that quantitative goals are necessary to succeed. "Developing an explicit and integrated plan for scholarship will better allow the University to nurture learning and its core values" (p. 4).

The development of such an identity must not ignore Boyer's warning about imitation. "The social categories in which individuals place themselves are parts of a structured society and exist only in relation to other contrasting categories (for example, black vs. white); each has more or less power, prestige, status and so on" (Stets & Burke, 2000). This suggests Boyer's description of institutions mimicking "prestigious" research centers is a form of social categorization that results in a sense of inferiority (due to misplaced categorization). In relation to social identity theory, this conceptualization notes that while categories can be broad, correct placement and understanding of those categories is fundamental to appropriate identity development. "Each person, however, over the course of his or her personal history, is a member of a unique combination of social categories; therefore the set of social identities making up that person's self-concept is unique"(Stets & Burke, 2000, p. 225). This is similar to the path a university can take in developing an identity that is unique.

Research Question

NMU is experiencing an identity crisis. Faculty do not perceive there to be clear expectations about how to prioritize their time, or how exactly their effort will be evaluated. This study investigated the relationship of teaching and scholarship at Northern Michigan University, a PUI in the Midwest region of the U.S., seeking in-depth data to address the question: How do faculty perceive scholarship as a role in their academic appointment at NMU, and how does that balance with teaching and service requirements?

Definition of Key Terms

Scholarship: Scholarship in this project is defined using Boyer's model, which is discussed at length in the literature review. Scholarship or scholarly activity refers to the research and creative works academics engage in that contribute to their discipline and academia. Specifically, within Boyer's four defined categories of scholarship:

> (1)Discovery involves being the first to find out, to know or to reveal original or revised theories, principles, knowledge or creations; following "an investigation wherever it may lead" (Boyer, 1990, p. 17);
>
> (2)Integration involves "making connections across the disciplines, placing the specialists in larger context, illuminating data in a revealing way, and often educating non-specialists" as well as interpretation, fitting specific research "into larger intellectual patterns" (Boyer, 1990, p. 19);
>
> (3)Application involves bringing knowledge to bear in addressing significant societal issues; it is using knowledge to address consequential problems.

(4)Teaching involves developing the knowledge, skill, mind, character or ability of others. Teaching stimulates "active, not passive, learning and encourages students to be critical, creative thinkers, with the capacity to go on learning" (Boyer, 1990, p. 23).

Perspective: The use of "perspective" in this study is less about physical standpoint than about interpretation. It refers to the way in which participants interpret the climate of NMU's campus and what can be stated about their point of view in relation to their experiences.

Service: Additional duties, outside the classroom and not related to scholarly works, are included as activities of "service." This includes serving on committees and boards on campus, advising student organizations, working with area K12 schools, and assisting with projects such as student recruitment and hiring.

Identity: Identity in this project refers to identity of the institution in relation to its purpose, mission and approach to higher education. As used in this study, an "identity" refers to either "(a) a social category, defined by membership rules and (alleged) characteristic attributes or expected behaviors, or (b) socially distinguishing features that a person takes a special pride in or views as unchangeable but socially consequential (or (a) and (b) at once)" (Fearon, 1999, p. Abstract). In the latter sense, "identity" is modern formulation of dignity, pride, or honor that implicitly links these to social categories.

Faculty: Faculty here refers to teaching staff at the university level.

Academic appointment: This refers to the specific job and required tasks assigned to a faculty member, somewhat like a job description or contract.

Administration: Administration throughout this discussion refers to upper level executive management, beyond department heads. This includes deans; associate and assistant provosts and vice provosts; associate and assistant vice presidents; vice presidents; and presidents of the institution. In some instances participants made references to specific individuals who held these positions over time, but names and other identifiable data are not published in this work.

Significance of the Study

This study offered an in-depth investigation of the life of full-time AAUP faculty on the campus of NMU. The premise of this study was initially built upon my experiences working with faculty and navigating administrative challenges—faculty often struggle to find time to conduct scholarly activities in addition to a full teaching load; some prefer to focus more on teaching and service rather than scholarship; many note the symbiotic relationship between teaching and scholarship; while others tend to see them as exclusionary concepts. The extent to which this atmosphere is described via this study has the potential to offer insight into institutional mechanisms that are praised and help keep faculty feeling supported and valued; it also identifies areas of potential improvement that could help continue to attract appropriate faculty for this environment and keep them here. The longevity of an institution is very dependent upon the quality of faculty recruited and maintained; it is vital for NMU to understand how it can best compete with other institutions for quality faculty and how it can ensure they are adequately supported during their career at NMU. Such steps ultimately are made in the name of quality education and student experience: Quality faculty who feel valued and have the ability to balance their tasks on campus and life away from campus are more likely to be effective leaders, educators, mentors and advisors to students. Student experience then is also holistically supported.

Understanding the challenges, needs, wants and opinions of faculty on campus is the first step toward ensuring challenges are lessoned, wants and needs are met (to the extent they are financially feasible) and faculty feel supported. It is likely there will always be some level of tension between faculty and upper level administration, but steps to reduce that tension are valuable in regard to fostering an atmosphere of camaraderie and inclusivity. Only by gaining a deep understanding of this insight from faculty can administration attempt to appropriately support such an atmosphere. Clear expectations, substantive recognition and validation of the work will go far in the name of contentedness on campus.

Limitations and Assumptions

This case study is limited to a segment of full-time faculty within the AAUP union. The other faculty union on campus, Northern Michigan University Faculty Association (NMUFA) was not included because a) those faculty typically do not engage in scholarly activity outside of professional development and curriculum development; and b) unlike AAUP they do not have a scholarship requirement in their master agreement. They are involved in professional and technical trades, and have a different set of expectations and standards than AAUP faculty.

The segment included is representative of nearly all departments within AAUP. For the interview portion, I began participant selection by calculating 15% of each department, intending to interview that number (and assuring a balance between professional ranks). I used convenience sampling to identify participants from each department, cautious to include all ranks; departments not included were those small enough that 15% was less than 1 person. This includes philosophy, sociology and anthropology, history, modern languages, music, physics and political science. The survey invited all AAUP faculty (344) to participate, and 56 individuals completed the survey.

Given the data collected, further analysis is possible beyond the scope of this project. I intend to continue analysis via lenses of gender differences, departmental differences, and more in-depth analysis of differences between ranks.

Key assumptions made on my part include belief that a positive relationship exists between scholarship and teaching; and that benefits exist for faculty and students, and thus the institution, related to engagement in scholarship. Further, I assume challenges exist in relation to scholarly activities, both on NMU's campus and in other institutional environments. Much of this perspective is related to my position on campus, leading the administration and support of scholarly activity. It is also supported by results from the 2008 report that also suggested NMU is a place where "teaching scholars show a linkage between a teaching professor and a professor who engages in scholarship" (Leonard, 2008, p. 4). As director of the research administration office I clearly support and encourage scholarly activity as that is a key component of my job description. I also now have the opportunity to utilize focused data regarding challenges and benefits related to scholarship, and use that information to guide my office's strategic plan in the coming years.

Lastly, I assume that all full-time faculty have terminal degrees in their field and therefore have participated in scholarship at some point in order to earn that degree. It is also assumed that all faculty will or already have conducted some scholarship at NMU, as it is a requirement for promotion and tenure.

Chapter Summary and Overview of Study

Northern Michigan University is an institution with much to offer both faculty and students. The accolades it has received both in teaching and in scholarly endeavors suggest it is an environment in which scholarship and teaching can complement each other. However there also exist numerous challenges in doing so, both in regard to challenges for faculty and students, challenges for administration to apply best practices to adequately support these endeavors, and in the sense that a universal acceptance of what it means to be an NMU Wildcat has yet to be identified. NMU has been considered by some to be a “teaching university.” Given these realities, the institution seems to have been attempting to be all things for all people for quite some time, and thus is experiencing frustration from a lack of identity. Faculty do not perceive there to be clear expectations about how to prioritize their time, or how exactly their effort will be evaluated. Through anonymous surveys and in-depth one-on-one interviews, this study investigated the relationship of teaching and scholarship as perceived by faculty. The resultant descriptive data is meant to offer an accurate picture of what NMU is and could be in relation to balance of teaching and scholarship, thus beginning to develop a potential distinctive identity for the institution.

This descriptive case study investigation offers an in-depth look at the perspectives of faculty on campus, revealing insight into the appreciated benefits of scholarship, the institutional supports available, and the persistent challenges related to scholarly activity and their consequences. It seems that NMU must determine what its distinctive identity is, choosing a point on the spectrum between strictly teaching and strictly research, and commit to supporting scholarship, teaching and service in such a manner as to understand the necessary support mechanisms, resources, recognition and rewards to adequately balance the needs and stresses for faculty engaging in all three required tasks.

This study utilized data from a survey distributed to all AAUP faculty on campus, as well as 21 one-on-one interviews with faculty of nearly all disciplines in the union. The survey offered insight into how faculty feel about scholarship supporting or hindering teaching ability, how departments evaluate scholarly products, and estimated amounts of scholarly output of participants. The interviews provided much more in-depth data about the perceived benefits of scholarship locally and nationally, current and past institutional support mechanism related to balancing time, and challenges related to balancing time. The result is a collection of data, thoroughly discussed in Chapter 4, that points to a potential form of identity for the university, and exemplifies the need for a clear set of priorities and expectations regarding scholarly work on campus.

Chapter 2 of this work offers an in-depth literature review that discusses the history of the American university; past supports and squabbles about scholarship, its definition and its role at universities; and the evolution experienced at NMU. This is followed by a detailed description of the methodology used in this study (Chapter 3) and an in-depth analysis of the data (Chapter 4). The last chapter offers discussion of outcomes of this study as well as potential opportunities for further work in this area.

Chapter 2: Literature Review

This descriptive case study investigates in detail the perspective of faculty at Northern Michigan University in relation to scholarly activity and a potential balance with teaching and service. NMU offers a number of support mechanisms for scholarship, such as release time awards and internal funding, but institutionally bears a number of challenges including lack of clear priorities. As other case studies investigating comprehensive universities have suggested, both faculty and administration must have a clear understanding of expectations in order for all stakeholders to succeed and function homogenously (O'Brien, 2008). The current environment on NMU's campus suggests a clear identity—and set of well-defined priorities and expectations—is needed to help NMU embrace a cohesive culture and adequately support all faculty on campus. This chapter addresses relevant research related this topic, including a clear definition of scholarship, as stated by Boyer; a discussion of the rise of scholarship and overall evolution of academia in the U.S.; the continuing debate regarding pressure to scholarship; and a discussion regarding the concept that all universities should make a concerted effort to clarify an individual mission, and not attempt to be everything for everyone.

Definition of Scholarship

A key issue to address immediately in this conversation involves terminology. Often the term *research* is used to describe what is actually *scholarship* or *scholarly activity*. The term research brings to mind scientific laboratory or field work, pharmaceutical development or similar efforts that involve patent development. This is not the concept considered for this project. Scholarship is a much more inclusive term that envelopes these types of research as well as any activity above and beyond strictly teaching that contributes to the discipline: publishing journal articles, conducting interviews for a book, writing a screenplay for a theatrical production, developing a concept and painting a substantial mural, gathering data on effective teaching methods.

This concept was addressed by Boyer (1990), who penned a decisively intriguing piece summoning a redefinition of *scholarship*, one that would expand the traditionally accepted use of the term and encompass the concept of teaching into the application of scholarship. According to Boyer, the term *research* was first used in England in the 1870s by reformers who wished to make prestigious universities such as Cambridge and Oxford places of learning, not only places of teaching, and it was later introduced to American education in 1906 (Boyer, p. 15).

By the time Boyer penned his stance in 1990, he was ready to connect research to teaching in a somewhat updated conceptualization of that 1870s usage: "…the work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students" (Boyer, 1990, p. 16). Thus *research*, or what Boyer argues qualifies as a broader concept known as *scholarship*, does and should extend into the classroom.

According to Boyer and others, there is a general understanding that scholarly activity is a creative work that is peer reviewed and publicly disseminated. For purposes of this project, scholarship is defined via Boyer's framework. His definition encompassed traditional research ((1) scientific discovery) and expanded the idea of scholarship to include the scholarship of (2) integration, the scholarship of (3) application, and the scholarship of (4) teaching:

1. Discovery involves being the first to find out, know or reveal original or revised theories, principles, knowledge or creations; “the freedom of inquiry and to follow(ing), in a disciplined fashion, an investigation wherever it may lead” (Boyer, 1990, p. 17);
2. Integration involves “making connections across the disciplines, placing the specialists in larger context, illuminating data in a revealing way, and often educating non-specialists too” as well as interpretation, “fitting one’s own research—or the research of others—into larger intellectual patterns” (Boyer, 1990, p. 19);
3. Application involves bringing knowledge to bear in addressing significant societal issues; It moves toward engagement “as the scholar asks, ‘How can knowledge be responsibly applied to consequential problems?” (Boyer, 1990, p. 21);
4. Teaching involves developing the knowledge, skill, mind, character or ability of others. Teaching stimulates “active, not passive, learning and encourages students to be critical, creative thinkers, with the capacity to go on learning” (Boyer, 1990, p. 23).

Despite Boyer’s arguments, and his clear declaration of need—“What we urgently need today is a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching” (1990, p. 24)—the debate continues. As noted by Healey (2005), some uphold the belief that research detracts from the quality of teaching, while others argue that those engaged in the cutting edge of research have the capability to teach at a higher level. Healey further expounds on the dispute, noting "…it is hardly surprising that a number of myths have developed about the nature of the research-teaching nexus" (2005, p. 1). Considering this pervasive lack of agreement—and the manifestation of myths— there is supportive evidence for the need to further investigate the role of research/scholarship in a teaching environment.

The Rise of Scholarship in the U.S.

The clash described by Schnaubelt and Statham became a chasm, a shift that solidified into three distinct yet overlapping phases. In colonial times, American institutions modelled Britain's approach, which was to focus on the student: "on building character and preparing new generations for civic and religious leadership"(Boyer, 1990, p. 3). This tradition continued into the 19th century, valuing professors' religious commitment over any thought of scholarship.

With the rise of the industrial age came a need to prepare workers to build the nation rather than facilitate scholars concentrating on moral and religious development. The rise of technical schools, such as the Rensselaer Polytechnic Institute in Troy, New York—the nation's first— was the result of leaders recognizing the United States needed (or chose) to focus on building: railroads, bridges, buildings and entire cities (Boyer, 1990, p. 4). Soon both Yale and Harvard universities responded, adding professorships for things like agricultural chemistry and animal physiology, while stating the institutions' roles in the service of business and economic prosperity. Many of the leading institutions in the U.S. had already adopted the concept of "service" via the Land Grant College Act (a.k.a. the Morrill Act of 1862) which gave federal land to each state with proceeds from the sale of the land to support both traditional education and hands-on skill and trades training that ultimately would uphold the emerging agricultural and mechanical revolutions. By late-century, universities in more rural locations were welcoming students still covered in dust from the cornfields, and American education, “once devoted primarily to the intellectual and moral development of students, added *service* as a mission” (Boyer, p. 5). Of course not all were happy about these changes. Skeptics had long resisted the idea of making the university a more democratic institution, and some resented the agricultural experiment stations so much they were considered a betrayal of higher education’s traditional (real) mission, disrupting the accepted identity. Considered a dilution of traditional standards of academe, “cow colleges” were blamed for the absurd idea of “non-elite young people were going on to college” (Boyer, p. 6).

This shift soon gave rise to the concept of applied research, which rose in the 1870s and 1880s in response to the opinion that education, above all, should be considered useful (Boyer, 1990, p. 6). Academics began to discuss the need to “reshape” society—a new mission and a new identity— and leading institutions such as Cornell University, Johns Hopkins University, Harvard, the University of Chicago, etc. began to plow the way. During this time, faculty’s role focused on efforts to apply knowledge to practical problems (Boyer, p. 7).

From this notion of service stemmed the conception of *scholarship*. Much of the early push came from academics who traveled abroad and witnessed the approach taken by European institutions. They pushed for the development of a Doctor of Philosophy degree (conferred at Yale in 1861) and, like their European counterparts, moved “inevitably from faith in authority to reliance on scientific rationality” (Boyer, 1990, p.

9). With this shift came the full embrace of the PhD as “the pinnacle of the academic program,” which by 1895 could require each appointee to sign an agreement that promotions in rank and salary would depend chiefly upon research productivity. In the eyes of some, this made “class and lecture work almost incidental”(Boyer, p. 9).

An even more drastic push came as the nation sought relief from the Great Depression and the war that followed, setting the stage for a remarkable transformation of academic life (Boyer, 1990, p. 10). Universities volunteered to assist the U.S. in victory, developing programs such as the National Defense Research Committee (which became Office of Scientific Research and Development) and academics journeyed to Washington to staff federal agencies and support research grant programs. Thanks to these offices and the rise of new concepts such as federal sponsorship of research, the government’s role in higher education expanded significantly throughout the war (Schnaubelt & Statham, 2007, p. 19). This expansion, as well as the G.I. Bill authorized in 1944, opened the doors of higher education to the masses—another concept of identity resulting from a new potential structured symbolic interactionism. No longer would university be “the instrument for producing an intellectual elite” but an opportunity for the nation. “Higher education, once viewed as a privilege, was now accepted as a right”(Boyer, 1990, p. 11).

The Debate Continues

Even today, however, Boyer’s arguments are not universally accepted. Davis and Chandler believe Boyer’s assumption that a reward system is necessary as part of the higher education paradigm is misled, and ignores decades of research suggesting rewards (and punishment) are more closely connected to hierarchical control than to an increase in quality of instruction and research (Davis & Chandler, 1998). Davis and Chandler argue this authoritarian approach to a reward system has a “deleterious impact upon things putatively valued in education, including production, self-actualization, and intrinsic motivation”(Davis & Chandler, 1998). Acknowledging the importance of economic security—which they presume to be a key construct of what they call Boyer’s “reward” system—Davis and Chandler suggest such a reward structure supports “structures of domination,” which inherently restrict scholarship; they emphasize an alt-view that intrinsic motivation of learning and teaching facilitated by students and faculty with real choices – “reach academic freedom, and real socioeconomic security” – as a more appropriate approach to facilitating scholarship (Davis & Chandler). This view, however, overlooks the consideration of time as a component of reward. Currently in many institutions, including NMU, it is not financial compensation that is desired as reward but sufficient time to conduct scholarship in an area of passionate interest. Recognition, in any form, regardless of money, is also sought.

Not All Universities Should Be Everything

Consternation with the growing emphasis on scholarly activity did not begin with Davis and Chandler’s study. The entirety of the shift discussed by Boyer et. al., as well as the rapidity of the evolution, created tension in academia from the very beginning. In 1958, Caplow and McCee defined the new reality by observing that despite being hired as teachers, young faculty were primarily evaluated as researchers (Boyer, 1990, p. 11). This resulted in questions about social capital and the value of ritual symbolic interactions. The trend continued: Boyer notes that the narrowing of standards used to measure academic prestige narrowed even as the mission of higher education in the U.S. expanded (p. 12). Professors were expected to research, publish, deliver papers at conferences—and all promotion and tenure depended on these activities. A key part of the problem, Boyer claims, is that every institution was using the same model, without regard for individual circumstances, missions, or other individual characteristics. Not all institutions can be everything; each needs a focus and strategic system of expectations and rewards—in regard to scholarship, service and teaching. Universities' missions needed to be judiciously redefined with the meaning of scholarship consciously incorporated (Boyer, p. 13) as best fits each individual institution. There needed to be a distinctive identity, supported by shared structural symbolic interactionism among constituents on campus. A blanket approach, as Boyer has noted, has not proved to be ideal.

Eastern Kentucky University offers an example of an institution struggling to define its evolving legacy. Having also began as a normal school that developed into a teachers' college, it has altered programs, priorities and mission over time. Case study was used to examine faculty perceptions on campus as they faced the "expanding" expectations of their jobs, which, unlike peers are research universities, included teaching, service and scholarship (O'Brien, 2008). "As comprehensive universities have grown in size and range of disciplines and evolved over time, so have faculty in the institutional setting," (p. 9), O'Brien explains. Similar to the suggestion in this study focusing on an accepted campus identity, she notes the need for a clear understanding of expectations. As is the case for many at NMU, EKU faculty "often choose comprehensive institutions because of the teaching emphasis, but they are still expected by peers both in the discipline and in the institution to participate in all three aspects of the tripartite mission" (O'Brien, p. 9). O'Brien, too, noted the complexities that ire attempts by faculty at comprehensive institutions to balance job expectations. The higher credit-load expectation—12 credit hours per semester, v. considerably less at research universities—in addition to pressure to serve the university and surrounding community, as well as contribute to scholarship in such a way as to meet the traditional requirements for promotion and tenure, is a lot to bear for some (O'Brien). "The underlying challenge for faculty has been to find time and support to meet these changing academic expectations, trying to understand the new meaning of success as they seek rewards" from their institution (O'Brien, p. iv). Like NMU faculty, peers in Kentucky needed to have clear expectations as well as clearly defined social capital (and set of symbolic rituals and sense of social identity) to achieve success and feel adequately supported in a comprehensive university environment (O'Brien).

For years education theorists (Bresler, 1968) believed research to be necessary to improve teaching skills (Salehi, 2007). Boyer et. al. argued that to facilitate good teaching, faculty must carry on research, publish and provide services to students and communities, all at the same time (Salehi). Others, however, warned that the current model, oft referred to as a "publish or perish" situation, sets a bad example: Salehi and others, echoing voices of the past, noted the discrepancy between being hired to teach but evaluated on scholarship: Hired to teach but paid to publish is a conflict "both unfortunate and unnecessary" (Salehi). This tension raises an important question in relation to academic performance and strategy: How should universities approach this idea of balance? What does balance look like, particularly at an institution that has traditionally placed heavy value on teaching?

Some institutions of higher education prioritize research—medical research institutions like Johns Hopkins University; engineering research like Michigan Technological University; land-grant institutions like University of Wisconsin-Madison. Others focus on teaching, evaluating and rewarding accordingly. As Boyer (1990) noted, a single approach is not realistic for all universities; like so many other aspects of life, this is not a black-and-white situation. It is a spectrum. Boyer suggested there is an appropriate spot on that spectrum for individual institutions to hold, and institutional policies, promotion laws and reward mechanisms should be reflective of and in agreement with that spot on the spectrum (1990). It is possible that both – teaching and scholarly activity—are vital to the mission of higher education, and the two are not exclusionary. They are both components of social capital at NMU currently, but the institution must decipher how each is valued and interpreted in regard to ritual symbolic interactions among faculty and thus create a specific identity.

Other studies and historical information have shown that throughout periods of transformation in academia and historical context, comprehensive institutions have been, in some sense, overlooked. As O'Brien notes, "the comprehensive group of institutions is often overlooked for policy and planning initiatives," leaving them without universal guidance in efforts to expand or adjust to maximize efforts, efficiency or identity (O'Brien, 2008, p. 8). "Understanding the historical context of this institution type, the programs offered, and the student body that comprises the institution is a necessary beginning to place faculty work and rewards in context (O'Brien, 2008, p. 8).

Choosing a longer-term approach, Chan and Burton utilized case study methodology when they surveyed faculty at DePaul University in Chicago, a comprehensive institution, over a six-year period (Chan & Burton, 1995). Once again noting a lack of clarity in regard to mission and vision for comprehensive universities, the researchers noted that, unlike research and liberal arts institutions, comprehensives often fostered institutional cultures “perceived by faculty as weaker and less satisfying” (Chan & Burton, p. 219). The fundamental differences between research (one end of spectrum), liberal arts (opposite end of spectrum) and comprehensive institutions (somewhere in the vast “middle ground” of the spectrum) explain why it is not sufficient to use the same criteria to guide strategy and mission for all three. The study utilizes the concept of vitality—how vital faculty are to the institution, and how the institution evaluates vitality—to investigate the campus. The “vital” faculty are “those who demonstrate sustained productivity in their teaching, research and professional services” (Chan & Burton, p. 220). While “ideal types of vital faculty will differ according to institution type and mission” (Chan & Burton, p. 220)—a statement pointing to the importance of institutional direction and identity—organizational indicators that foster active scholarship and sustain vital faculty include research libraries, quality of graduate students and sabbatical leaves (Chan & Burton).

While Chan and Burton gave credence to the fact that individual personalities and professional drive account for certain levels of vitality, they emphasized the academic reward system and condition of work as factors. Their point: Culture matters. “a sense of community, recognition, and presidential leadership, reflect attitudes and an institutional culture” (Chan & Burton, 1995, p. 221). Critical to culture is an appropriate reward system: “workload, compensation, release time, tenure and promotion criteria, are most crucial to the reward structure” (Chan & Burton, p. 221). Again, this is an individualized structure appropriate for individual institutions: Chan and Burton's study, as well as other case studies they cited, made note that structures (compensation, reward, workload, etc.) must remain appropriate and distinct to that institution.

The institutional environment and support infrastructure are fundamental to Chan and Burton's framework. Academic freedom and clarity of mission are crucial players in identity development and are far too often overlooked in favor of more direct factors, such as workload and research output: "intangible issues, such as a 'balanced' workload and tenure and promotion criteria, may play a greater importance at the institutional level" (Chan & Burton, 1995, p. 221).

The outcome of this study was to suggest, as comparative studies have, a model for comprehensive universities, one which clarifies an institutional mission that "sets the expectations for faculty performance and how teaching, research and service are weighted in the reward system" (Chan & Burton, 1995, p. 222). Ultimately, researchers argue, a more comprehensive approach to measuring vitality is a must: "Many intangible and qualitative factors, such as a 'balanced' workload, opportunities for retooling, development and enterprising activities, and roles in university governance and decision making, may foster greater faculty vitality" (Chan & Burton, p. 223). All of this supports Boyer's commitment to embracing a distinctive identity rather than an imitative one, particularly one that imitates a research university or a liberal arts institution.

The prioritization at any particular institution is likely to fall at varying points on a spectrum as is appropriate for that specific institution and its climate. Thus, the purpose of this work is to investigate the relationship of teaching and scholarship at Northern Michigan University. The resultant social capital is evaluated to some extent within this “society,” but it seems unclear as to how that value is recognized and how it bonds members of the society (or not). An enhanced understanding of how faculty perceive their role and the value of their scholarly output—as well as how they perceive the institution’s recognition of it and benefit to their career and the students they serve— will offer insight into how they are influenced by institutional initiatives. Further, this investigation can reveal rich information regarding individual interests, professional priorities, complications and barriers, and suggestions of potential support mechanisms—whether those be supports for focus on teaching, service or scholarship. Such an understanding can help guide plans for an appropriate and effective promotion and tenure system that aligns with NMU’s mission and a clear set of expectations regarding how the institution expects faculty to prioritize their time and efforts; further it addresses perceived challenges and benefits related to balanced scholarly engagement.

Chapter 3: Methodological Framework and Analysis Procedure

This investigation provides a descriptive case study of Northern Michigan University focused on faculty perceptions of the role scholarly activity plays within their careers at NMU, including challenges, support mechanisms and benefits. Data were gathered via confidential qualitative surveys and one-on-one interviews with faculty over a period of 2 months. Qualtrics software was used to conduct the survey, which was completed by 56 respondents (out of 344 who received an invitation to the survey). Stratified random sampling was used to identify potential interview participants, resulting in a total of 21 interviews with faculty representative of varied ranks (assistant, associate and full professor) and disciplines. Coded and analyzed via thematic framework and analysis, the resultant data should reveal various challenges, institutional supports and benefits related to participation in scholarship. However, it seems vital that the institution define its distinctive identity to better support the needs of these faculty, especially in regard to accepted ritualistic symbolic interactions and sense of social capital.

Similar to many qualitative studies, and conducive to the realities of case study method, this study utilized aspects of grounded theory. Rather than classical grounded theory design, which gathers evidence to generate a theory by testing the relevance of categories through comparative analysis, I chose for this study interpretive grounded theory: “The interpretive aspects focus on the creation of contextualized emergent understanding rather that the creation of testable theoretical structures”(O’Connor, Netting, & Thomas, 2008). Rather than seeking a generalizable truth, which is the aim of classical grounded theory, in interpretive grounded theory “perspectival knowledge based on the lived experience of the participants is the goal. The expected product is no longer a truth but an acceptable rendering of what had been produced in the moments of the inquiry" (O'Connor et al.). This is important, particularly in this case study, because any assumed "generalizable truth" cannot be authentically generalized outside this particular institution and this collection of faculty, under these current conditions (current meaning within the career spans of those interviewed, and the institutional knowledge held among them). These interviews and survey responses offer a detailed descriptive case study of the university within this defined "space" as it is perceived by this set of participant faculty.

Context and Participants

Northern Michigan University is a comprehensive, primarily undergraduate institution in the Upper Peninsula of Michigan. Initiated in 1899 as a state normal school, NMU has since transitioned from a strictly teaching school to a "comprehensive" model which, at times, looks and feels like an "everything to everyone" model. Not only does NMU offer high-quality education in a unique environment—spanning the shores of Lake Superior, surrounded by the rugged beauty of the U.P.—but it also plays the role of community college via its College of Technology and Occupational Sciences (TOS). This college offers a variety of degree and certificate programs to prepare students for management or technician-level positions in various business or technical fields. With a total of 187 degree programs—offered to less than 7,800 students as of Fall 2016—the university seems pulled in many directions.

Participants for this study, both survey and interview participants, were tenured and tenure-track faculty who are members of the American Association of University

Professors (AAUP). There are faculty on campus who belong to a different union—NMU Faculty Association or NMUFA—who were not included in this project because they teach in the College of TOS and generally do not, because of the nature of their fields, engage in scholarly activities outside of strict professional development. Further, differences in contracts for AAUP and NMUFA would have complicated the process by adding too many variables.

Participants from AAUP—56 for the surveys and 21 for interviews—represented varied departments on campus (see Figure 3 and Appendix B), professional rank, age, gender, educational background (attended research-intensive schools or not) and level of current scholarly output. Time at NMU ranged from 2 years to 27 years. Rank distribution for interviews was 5 associate professors, 8 assistant and 8 full professors; gender breakdown was 10 female, 11 male.

Data Collection

Survey preparation and administration.

As Principal Investigator, I administered a survey via Qualtrics (supported by NMU) using carefully designed questions; prior to sending the survey, questions were peer reviewed and vetted by a test population (see Appendix B). All 344 faculty members in the American Association of University Professors (AAUP) received an invitation to complete the survey. Three weeks were allotted for survey completion (May 16-June 3, 2016) with two reminder emails generated during that time (May 20 and 27). A total of 75 surveys were initiated, and 56 were completed. Not surprisingly, English, Nursing and Biology, among the largest departments on campus, had the highest representation;

however, the entirety of AAUP, including sciences and non-sciences, were adequately represented (See Figure 3).

Interviews.

Random stratified sampling, a technique that is considered highly effective in qualitative research for the identification and selection of information-rich, representative individuals was used to identify participants in interviews (Palinkas et al., 2015). In preparation for the selection process, I examined data from NMU's Institutional Research Office listing the number of AAUP faculty in each rank – Assistant, Associate and Full Professor—in every department in AAUP. I then calculated 15% of total faculty in each department. Any department small enough to calculate 15% as less than one was eliminated for time purposes. That list includes Philosophy, Sociology and Anthropology, Economics, History, Modern Languages and Literature and Political Science. A list of departments represented in interviews can be seen in Appendix B. I then randomly chose faculty members in accordance with the 15% from each department, paying great attention to ensure all ranks were included and well represented. Breakdown of rank inclusion is: 8 assistant professors; 5 associate professors; 8 full professors. The importance of availability and willingness to participate support the use of stratified random sampling, in addition to in-depth information and participants' "ability to communicate experiences and opinions in an articulate, expressive and reflective manner" (Palinkas et al., 2015).

I began contacting participants for interview scheduling the week of July 18, 2016. A table noting faculty name, rank, department and status (emailed, schedule, complete) tracked interview progress and scheduling. Favoring convenience for participants in regard to interview location, I left it up to participants but suggested a coffee/bagel shop close to campus as a neutral location supportive of open dialogue. In addition to needing to build trust between myself and participants, I needed to be cognizant of any other potential concerns they may have about opening up on the subject. "The interviewer must maintain a delicate balance between providing enough openness for the participants to tell their stories and enough focus to allow the interview structure to work" (Seidman, 2013, p. 23). Nearly all interviews took place in this shop; two were conducted in student lounge areas of a classroom building on campus (prior to the beginning of the semester) and one was held in a small conference room on campus. Average interview length was approximately 45 minutes. All participants were ensured at the beginning of the interview that any anonymity would be maintained:

> "Because this is a small campus, it can be rather easy to decipher identities with certain statements. Any statement that could identify you—the name of your previous institution, specific projects, etc.—will be removed."

Interviews used a semi-structured style; defined questions are included in Appendix A, and follow-up questions were used as appropriate. These interviews were vital as a methodology because abstractions such as perceived climate on a particular campus are "best understood through the experiences of the individuals whose work and lives are the stuff upon which the abstractions are built" (Seidman, 2013, p. 9). Given my professional position in the Grants office at NMU, it was clear to all participants why I was interested in the topic, which is important: "interviewers must not only identify their connection with the subject of the interview; they must also affirm that their interest in the subject reflects a real desire to know what is going on, to understand the experience" (Seidman, 2013, p. 36). Important to this concept, I also emphasized at the start of every interview that I was not in any way advocating for more or less scholarship on campus, but rather seeking a true description of the challenges and benefits in regard to scholarly activity at NMU. All interviews were typed into transcript verbatim using short hand at the time of the interview. Member checking ensured validity of interview accuracy.

Coding and Analysis

Despite criticisms regarding reliability of qualitative research early on, qualitative methods have earned their place as respected methods of analysis, particularly in social sciences. It is vital, however, to maintain strict methodological standards throughout the analytic process to ensure integrity: "If qualitative research is to yield meaningful and useful results, it is imperative that the material under scrutiny is analyzed in a methodical manner" (Attride-Stirling, 2001, p. 386).

I chose to use a thematic framework, which is similar to hermeneutic analysis. Specifically, I physically dissected transcripts from interviews after member checking, all while considering potential themes the comments were suggesting. These would then serve as my thematic networks, which "aim to explore the understanding of an issue or the signification of an idea, rather than to reconcile conflicting definitions of a problem" (Attride-Stirling, 2001, p. 387). This process is meant to unearth themes salient to the issue and research question, with thematic networks aiming "to facilitate the structuring and depiction of these themes (Attride-Stirling, 2001, p. 387). Applying thematic networks is simply a way of organizing a thematic analysis of qualitative data.

Again, the use of stratified sampling for the interview portion is appropriate because "the purpose is to describe and illustrate what is typical to those unfamiliar with the setting, not to make generalized statements" (Palinkas et al., 2015). It was vital to ensure that the population interviewed be representative of the entirety of AAUP, thus including varied disciplines and level of rank and scholarly productivity. Like other qualitative studies, this is meant to capture elements of both similarity and difference, of both centrality and dispersion, because both are crucial to the generation of new knowledge (Palinkas et al., 2015). A total of 21 interviews were conducted, more than what was necessary to achieve saturation.

Interview transcripts were reviewed immediately following each interview, clarifying statements typed in shorthand and cleaning up typos. I shared transcripts with participants for member checking after text was polished.

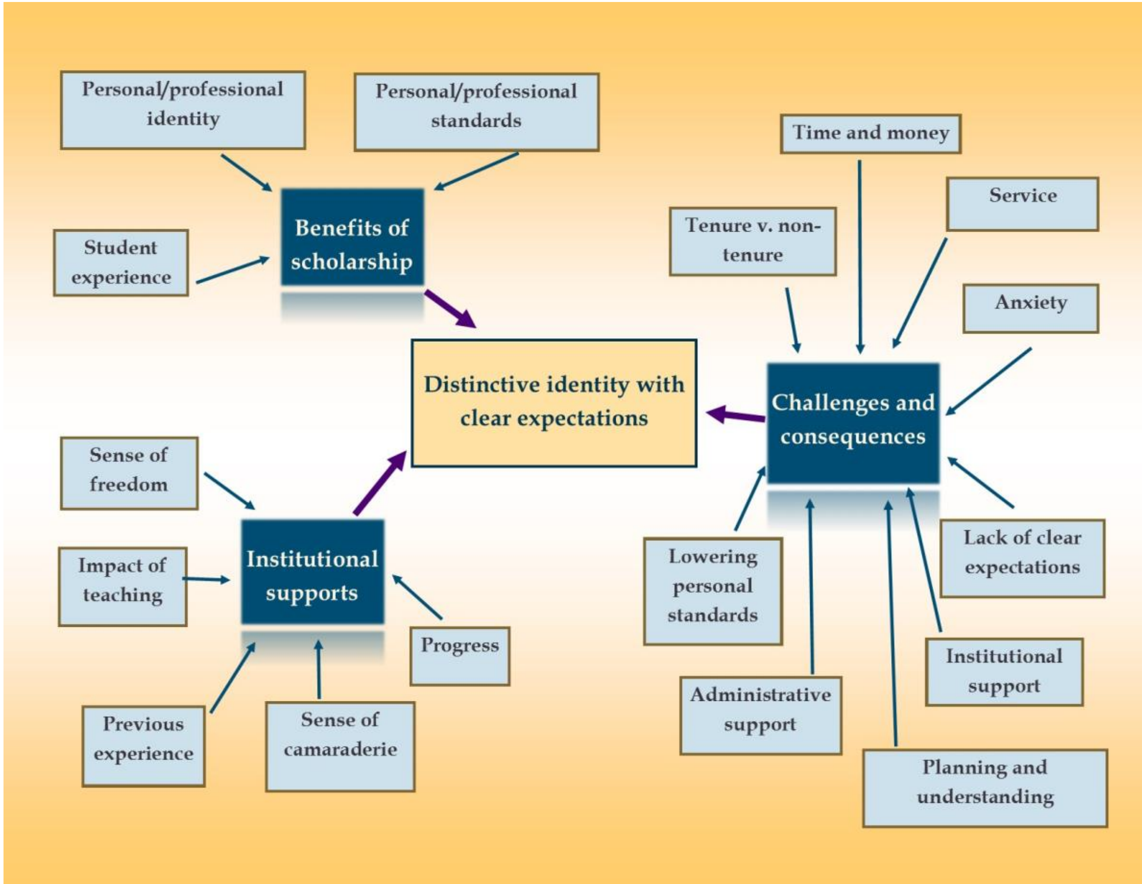

Figure 1: Thematic framework.

Thematic analysis appropriately supported my investigation of the research question, as it does not lend itself to a single universal answer, but rather a complex set of significant perspectives connected to a single global theme. "The procedure of thematic networks does not aim or pretend to discover the beginning of arguments or the end of rationalizations; it simply provides a technique for breaking up text, and finding within it explicit rationalizations and their implicit signification" (Attride-Stirling, 2001, p. 388).

Through first, second and third round in-vivo coding, conducted during and after dissection of transcripts, I completed the basic steps of thematic networking by analyzing and compiling data in accordance with emergent themes. The labels discovered during coding led to the development of themes. Attride-Stirling (2001) explained thematic networking methods involve extraction of: (1) lowest-order premises or Basic Themes; (2) categories of basic themes group to summarize more abstract principles, which become Organizing Themes; (3) and "super-ordinate themes encapsulating the principal metaphors" evident in the entirety of the data, or Global Themes (2001, p. 388).

As can be expected in qualitative data, the steps involved demanded certain levels of interpretation, which I as the researcher engaged as objectively as is possible. "While they all involve interpretation, at each stage a more abstract level of analysis is accomplished" (Attride-Stirling, 2001, p. 390). Attride-Stirling suggests three broad stages are required for thematic analysis—breakdown of the text; exploration of the text; and integration of the exploration. (2001, p. 389) Throughout the rounds of analysis, in which Organizing Themes developed, with some Basic Themes building and collapsing together, the breakdown and exploration of text overlapped significantly. The integration—and subsequent discovery of a Global Theme—was realized during and after third round coding, and was further defined as I continued to examine all relevant data.

While there is not meant to be a hierarchy to thematic networks—indeed they are presented as web-like graphics to avoid any interpretation of hierarchy (Attride-Stirling, 2001)—Basic Themes do come first: "A thematic network is developed starting from the Basic Themes and working inwards toward a Global Theme" (Attride-Stirling, 2001, p. 389). All three themes work together to tell a story, and make little to no sense as stand-alone groups.

- Basic Themes: The lowest and most simplistic information gathered from the data. They reveal some semblance of characteristics of the data, and on their own they say very little. If a Basic Theme is to make sense beyond its immediate meaning, it needs to be read within the context of other Basic Themes. Together, they represent an Organizing Theme.

- Organizing Themes: These are middle-order themes supported by Basic Themes. They are clusters of signification that summarize key assumptions of a group of Basic Themes, revealing some "truth" or understanding about the data as a whole.
- Global Themes: Themes that encompass the principal metaphors in the data as a whole. A Global Theme acts as a conclusion of sorts for the entirety of the data. "Global Themes tell us what the texts as a whole are about within the context of a given analysis" (Attride-Stirling, 2001, p. 391).

The first round of coding was a very raw approach. It involved a literal review of each transcript, noting comments that I expected to become themes, such as the issue of time: In my position in the research administration office, I am very familiar with this challenge. I expected suggestions, as I receive them unsolicited so during interviews it seemed inevitable, although I did not have specific inclinations of what all those suggestions may be. The conversation regarding tenure immediately seemed prominent, in part because it was a specific component of one of the questions (see Appendix A). Institutional supports also seemed likely, as two of the questions focused on supports in place and desired supports, but again I didn't have a clear sense of exactly what those responses would entail. Initially it seemed important to note the existence of external factors affecting the situation to avoid placing biased blame on the university when other factors outside university control should be considered. However, at the end of first round coding, there was not much substantive information in that category.

For first round coding, basic and organizing themes included:

- Tenure: (1) Clear/unclear expectations; (2) Challenging; (3) Too easy
- Institutional factors: (1) Institutional supports; (2) Challenges; (3) Suggestions
- External factors: (1) Family; (2) Free-time/hobby interests; (3) Other
- Academic factors: (1) Past experience; (2) Discipline-specific; (3) Personal experience and interest.

The first round was very raw—very much an initial digestion of a vast amount of information. The organizing themes—tenure, institutional factors, external factors and academic factors—rose both from analysis, tracking key terms and emerging themes, as well as from expectations and the form of the questions. Ultimately, while I could make sense of the themes as listed above, it was clear that making sense of that data in that manner would be rather chaotic. For example, despite having a "challenges" subtheme, I had numerous comments related to various challenges in all of the organizing themes. Further, they were very disproportionate: External Factors, as an organizing theme, was small and offered less significant information than some of the other sub-themes.

For second-round coding, I collected transcript quotes from each major theme listed above and reviewed each again, resulting in a collapse of some sub-categories and development of others. This step provided further analysis and deeper comprehension of the data, as well as a step toward integration of the exploration. Further, on the second and third rounds I was attempting not only to make sense of the data but make sense of in such a way as to be able to explain it in the report in a meaningful way, which I believe would have been a challenge with the first set of themes and sub-themes. The third round of coding resulted in the development of the final three Organizing Themes—Benefits, Institutional Supports, and Challenges and Benefits, described at length in Chapter 4. Organizing and Basic themes identified are:

- Benefits: Personal and professional identity; student experience; personal and professional standards.
- Institutional supports: Sense of freedom; impact of teaching; inclusivity; previous experience; sense of camaraderie; and progress.
- Challenges and consequences: Time and money; service; lowering of personal standards; administrative support; anxiety; tenure v. non-tenure; lack of clear expectations; institutional support; planning and understanding.

These themes and subthemes guided interpretation of the interviews and molded major conclusions, including identification of a Global Theme (see Chapter 5). Personal experience including observations and journaling on my part added support and context to many situations described and comments made by participants.

Transcripts of interviews were shared with participants to ensure validity. Very minor changes were requested in a couple of cases, but mostly the only comments were in regard to ensuring identifiable information would be removed (which it was).

Chapter Summary

Data collection for this case study investigation began with an anonymous survey distributed to all 344 AAUP faculty members. Seventy-five surveys were initiated, and 56 were completed, offering information regarding basic opinions regarding scholarly activity, presented with qualifying data such as discipline, professional rank and estimated number of publications completed in the past five years. Surveys also offered significant insight into the question of whether faculty perceive scholarly activity to enhance or support teaching abilities. One-on-one interviews conducted with 21 AAUP faculty members offered a vast amount of in-depth data, which I analyzed via a thematic framework in three rounds of coding. As is typical in thematic networking, basic themes began to “bubble up” in the text, and via in-depth consideration and analysis of individual comments, opinions, anecdotes and quotes, I was able to compile data into appropriate themes: Basic, Organizing and a Global Theme. The resultant network does much in the way of depicting the perceptions faculty have in regard to benefits, support mechanisms and challenges related to scholarly participation on the campus of Northern Michigan University.

Chapter 4: Results

Descriptive case study utilized surveys and one-on-one interviews with full-time tenure and tenure-track faculty at Northern Michigan University to investigate how faculty perceive scholarship as a role in their academic appointment at NMU, and how that balances with teaching and service requirements. One-on-one interviews sought in-depth information regarding faculty's perspective on benefits of scholarly activity, and the realities of attempting it at NMU in relation to support mechanisms and challenges. This investigation suggests the need to balance teaching and scholarly efforts by fostering clear expectations and priorities at the institutional level. The result should be a distinctive climate in which teacher-scholars attain a balance in their professional life and feel supported over time.

Key benefits of scholarly activity focused mostly on benefits to students: Offering a unique hands-on education early in their careers; having the ability to teach in the field as a hands-on expert; preparing them for success within the discipline; and making them more competitive for the next step of their education or for the workforce. Other benefits were more personal, such as enhancing one's own knowledge and ability, improving teaching skills and simply enjoying the process.

Institutional supports currently perceived to exist include internal award mechanisms such as release time, a sense of freedom to follow passions, ability to be creative, and ability to focus on teaching rather than feeling over-pressured to produce scholarly products. While a number of faculty consider requirements for tenure to be too easy, others appreciated the "inclusive" approach they offered, especially in non-science disciplines. One of the most favored components of NMU was said to be the support for quality teaching and the recognition that involves. Discussion supported the concept of Northern drawing a particular type of "teaching scholar," a theme that emerged as one of the prominent suggestions from this study: That NMU is a distinctive campus with the ability to draw a distinctive quality of faculty. Senior faculty with lengthy institutional knowledge noted that much dedicated effort from driven individuals over time created this distinctive environment, noting "we've come a long way."

Not surprisingly, lack of time and money were among major challenges noted, with discussions delving into specifics such as service load, too many course preparations, large class sizes and need for supply and travel funds. Challenges relating to time and workload were also related to external factors such as family and hobbies. Seeking balance, a disturbing number of faculty have experienced guidance from peers suggesting they lower their personal standards in order to "fit it all in," and—especially in the case of newer faculty—many were disturbed by the concept. Institutional support loomed in this discussion as well; the concept of "support" remained vaguely defined, but many felt it to be an obligation of the university to value and encourage scholarship as much as possible.

The use of thematic networking produced an understanding of the data gathered from interviews and, to some degree, surveys (although for the most part survey data has served as support for the main interview data). Coding and analysis revealed a set of Basic Themes, which together told the story of three Organizing Themes: Benefits (of scholarship); Institutional Supports; and Challenges and Consequences. Focused on the relationship of teaching and scholarship at Northern Michigan University, this in-depth data was gathered to investigate how faculty perceive the university's identity, related to a spectrum of teaching v. research/scholarship. These three key themes, supported by basic themes that support them, lead to a Global Theme (thoroughly discussed in Chapter 5) regarding the need to embrace a distinctive culture and identity at NMU.

Figure 2: Departments represented in survey data.

Survey Results

A total of 344 AAUP faculty (the entirety) were invited to participate in a survey meant to provide baseline data supportive of this project (Questions are included in Appendix A. Resultant data provided some limited qualitative information in the way of optional comments, but the most significant benefit was the explicit demographic information and the clear statement of value attributed to scholarly activity. Per survey data, I gathered that the majority of departments within AAUP have enough interest in scholarship to respond to a survey gaging its role on campus (Figure 2); average number of publications for the 56 respondents in the past 5 years (9); the perception of scholarship's role in teaching (Figure 3); and suggestions about supporting scholarly activity (Figure 4). This data suggest that a) varied disciplines are engaged in scholarship on campus; the level of output is varied, likely for a myriad of reasons including specific departmental/disciplinary characteristics; and the vast majority of respondents believe scholarly activity enhances teaching (Figure 3). That information offers solid structure to interpretive evaluation of interview data.

Benefits of Scholarly Activity

Personal and professional identity.

"I self-identify as a researcher so becoming a faculty member means you do research in my mind. If you don't then you're an instructor, you're not a professor."

Remaining relevant in regard to discipline and technology is clearly recognized as vital by participants of all ranks. Understandably, disciplines such as neuroscience, digital media/design and broadcasting see regular technological advances and thus require regular curriculum updates. One professor noted, "The same course is not taught year after year. You have to stay on the cutting edge." This suggests, given the focus of this line of questioning ("What do you think is the greatest benefit or challenge to your participation in scholarly activity while at NMU?" and "Do you want to experience greater participation in scholarship or not?") that the majority of faculty (represented) embrace the value of scholarship in remaining relevant to one's discipline.

Contributing to the discipline is also considered vital, and highly valued by many as a personal and professional standard. "I want to be a professional in my field. I want to contribute to my field," was a quote that numerous other participants echoed. Statements such as, "one should be creating new knowledge" via research and (through scholarship) “you have a greater depth of knowledge in what you’re studying” clearly reveal this component of professional value and commitment.

7 - The expectation to engage in scholarly activity impacts the effectiveness of teaching in my department. Add contextual commentary if you believe it to be helpful.

Answer	%	Count
Negative impact	8.93%	5
Neutral	21.43%	12
Positive	16.07%	9
Enhances	32.14%	18
Greatly enhances	21.43%	12
Total	100%	56

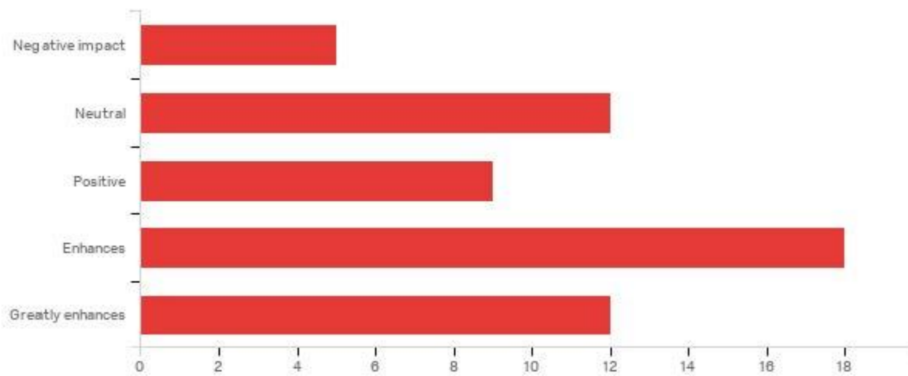

Figure 3: Does scholarship enhance or support teaching?

One participant explained a notion of skill and integrity that can develop via the process of reading, learning about and engaging in scholarly work: “You have to understand what data analysis to understand and accurately report on studies, to sniff out studies that are bogus, knowing what to ask to determine validity.” This is certainly true in and outside of academia.

These questions and responses related to benefits of scholarly activity were developed to engage each participant in an open conversation about their individual opinions on the topic. The range of scholarly production by each participant varied greatly, as one should expect with such a diverse group of disciplines and ranks. However, it is worth noting that not a single participant stated anything to the effect of “zero benefits.” Even those who could be considered relatively inactive described some semblance of benefits.

Student experience.

“I don’t want to treat it like a little factory where everyone has an equal job and are expected to produce a product at the end … They should be getting to try new things as an undergraduate, and still experiment and grow.”

The greatest benefit of scholarship was said by participants to be the great gains it offers students. The enhanced skills, enriched enthusiasm, opportunity to experiment and individualize their education were all mentioned, but most notable were comments related to the ability of scholarship to enhance students’ professional marketability and future success.

Participants who attended a research-intensive institution at some point in their career, whether teaching or during their own education, noted the rarity of hands-on undergraduate research experiences typical at NMU. “At both of my previous institutions (both R01) undergraduate research was a very rare thing. Most of the research was performed by postdocs and graduate students if not professional lab techs.” Undergraduate research and hands-on experiences occur in every department on NMU’s campus, and anecdotal data—in addition to comments from current and previous students I’ve noted frequently while on the job—strongly suggests that advanced experience at such an early level is a unique opportunity for students. Faculty often share stories from previous students now in doctoral programs or medical school who say entering those programs with such hands-on experience sets them apart from their peers.

A number of participants expressed appreciation at NMU's "unique" ability to involve undergraduates in research. Noting that NMU's main focus is supporting undergraduate students, committed faculty excel at that undergraduate training "out of necessity;" also, suggestive once again of the benefit to students' futures: "They get a leg up in the field and their career via these opportunities. They come out ahead when they're ready for that next step." This undergraduate approach, particularly in regard to the way many faculty at NMU approach the teaching/scholarship balance, involved the opportunity for individualized education. "I very much try to figure out what each student wants from the experience, and all of those wants are equally important although varied, and I need to be cognizant of that." Such flexibility as well as the opportunity to explore more deeply into certain fields than a simple textbook would allow was a common theme in this line of questioning (benefits of scholarship). Faculty particularly gravitated toward rewards for undergraduate students who participate in faculty research, even stating students "need that experience as an undergrad to figure out what it is they're really interested in and what they want to do."

Numerous participants—across disciplines—suggested involving students in scholarly activity is simply part of their job. Comments such as "their work is our work" and "They can be incorporated into what we do in scholarship" and "My scholarship is their scholarship, that's how science works" offer strong support for this claim. Many participants in varied disciplines made statements about helping students publish and present at conferences, sometimes without time of funding to do so.

For some, the perceived value of "my scholarship is their scholarship" grew largely from their own experience. One full professor, eyes twinkling despite squinting into late afternoon late July sun, sighed heavily during questioning while pushing his hair back with one hand. I interviewed him in an outside seating area of a location in town where, when I arrived, he was deep in discussion with a former student about the research she was conducting in her own doctoral program at a highly-competitive R01 institution in another state.

"To get to where I am today, it took the work of two mentors I had when I was an undergraduate. They sent me on … I still remember their names," he said. He rattled off a near-monologue about what his own undergraduate research experience meant to his professional development.

This professor feels strongly that teaching and scholarship are tightly bound, and admitted his own work would not happen without the students. It requires a lot of time and advocacy, he said, but he considered that to be part of the job.

As noted by participants in this investigation, hands-on learning opportunities related to research and scholarship offer students the opportunity to learn discipline-specific skillsets like data analysis, writing, interviewing, data gathering and professional conduct. They also learn about successes and failures, which could be considered just as important.

“Even if students are rejected going into a conference, I still help them go through the process. If they get rejected that’s just part of the learning process, and it will likely be part of their career.”

An associate professor in a competitive science field expressed surprise as well as pride for her students: “Just this summer I had a graduate and an undergraduate student presenting at a national conference that was highly competitive. And they were presenting. As students.” She shook her head slightly and added with a soft laugh, “I’ve gotten rejected from that conference.” While she snickered about her own rejection, she cared more about the opportunity this offered her students. Also it was still a feather in her cap, as she assisted with the research and guided the students, happy to see them succeed.

Similar pride was evident in such comments as “My kids get jobs everywhere just because of what they know how to do,” and “I live vicariously through them.” Given that so many participants noted the “role” of NMU to be guiding undergraduate students to success, it seems vital to point out the elation faculty have when discussing student success, and their understanding of what qualifies as success in their eyes and eyes of their students.

Faculty further explained that conducting such hands-on work and research with students not only supports their success but also involves personal and institutional successes, including improvements in teaching and development of positive reputations (personally and institutionally):

- “The actual working in the lab makes me a much better teacher because I know exactly what the students need to know to get jobs in the real world,” said one member of a professional sciences school.
- “There is also the reputation of what we do, there’s value there.”
- “We’re not just rated on success by our graduate rate; it’s how well our students are doing in the workforce.”

Faculty in sciences in particular, and also competitive fields such as communication-related professions, noted that for the aforementioned success to occur, it is vital to understand how and when to involve students, noting that it requires passion, dedication and time: “Every day we’re working on making that publication better and better,” one professor noted. Another professor from a different discipline noted, “I present with students when they’re ready. I don’t go into the lab with the point of me accomplishing that research; it’s for the students to accomplish that when they can.”

Many of these participants—again, the most enthusiasm coming from faculty who attended or taught at research universities—mentioned an established process for getting students published as main authors, even as undergraduates. These faculty often assist with much of the work, writing and editing, and insist upon being listed last as author. Faculty stated throughout interviews that student experience and success were key benefits of their own scholarly work; they described via these comments that it requires patience, passion and time—often a lot of time—to ensure the work leads to success. They are committed to their students, in such a way as to suggest they do not consider scholarly activity to be separate from “teaching,” but rather an integral component of it.

Personal and professional standards.

"It's not about the money."

The majority of comments regarding benefits—and certainly the most enthusiastic—involved personal and professional standards. Faculty who consider themselves scholars, particularly for those who were highly engaged in scholarship during their doctoral training, hold their personal bar of expectation high. Faculty who attended Research I institutions for their educational development were held to a high standard of research in order to graduate, and tend to carry on that standard. For example, "I probably push myself harder than others because it was an RI so there were high expectations for research there and that's what I learned in." The crossover of these comments and experiences to remarks about tenure at NMU being "too easy" or expectations to publish too low were evident throughout the interviews. This is discussed further later in this chapter.

Such experiences led to some perplexity upon arrival at NMU due to "pure culture shock" of an institution that, at the time, was not overly engaged in research (approximately 15 years ago, per this participant). That high personal pressure seemed to allow some semblance of relief. One participant noted that while she personally felt compelled to only submit publications to Tier 1 journals, she accepted that, "It's not a Tier 1 institution so … ultimately at the end of the day if I don't get my work accepted in a Tier 1 journal I can submit to Tier 2, be successful and still get tenure." It seems for this individual and perhaps others that despite personal pressure, there is a certain "comfort" factor in the current climate at NMU.

Participants who stated in interviews they considered themselves to be "active" in scholarship noted the excitement of the process: "That's why I went into this field," and "I love that I have that opportunity here." Such comments overlapped with personal decisions about accepting job offers at Northern. Eleven of 21 interviewed, representing all rank levels, noted they chose Northern Michigan University specifically because it allowed the opportunity to focus on teaching, and conduct scholarship without overwhelming pressure to do so. The life of a researcher at a top-tier university was not appealing to such individuals, and, while sometimes envying the hefty start-up packages some of their colleagues at such institutions received, they appreciated what they considered to be a less stressful schedule and career. For example, one participant explained, "I wanted to be in an environment that was able to support research but not focus on it in such a way as to determine my tenure status." This is also evidenced in the external factors section in the "Challenges and consequences" discussed later in this chapter.

Excitement simply oozed from some participants; asked about benefits of scholarship some lit up with enthusiasm, stumbled over the many benefits they wanted to note, and in some cases even seemed to get a far-off look in their eye as they smiled and explained that component of their profession:

- "That feeling of triumph. It is engrained I me. Tackling and achieving something that was once impossible until you've tackled it and made a discovery."
- "The ultimate reward is getting the grant. (It's) like slaying the dragon. It's the validation but also, what are the odds of that?"

And for all participants in this category of active and appreciative scholars, the students were not forgotten: “The fact that it benefits more than you. It benefits the students—the knowledge you’re adding is icing on the cake.”

Seeing that student success, and experiencing the joy alongside them, seemed to be the icing for a number of participants, in multiple fields: “The benefit (of research) is seeing students you work with go out and achieve something. That’s what makes it all worth it.”

Other benefits participants noted include advancing knowledge for the greater scientific community; sending well-trained students to employers and other institutions trained for future success; enhancing one’s personal reputation within the field as well as one’s department; and enhancing the reputation of NMU on the regional and national level.

“It’s an advertisement for us.”

Institutional Supports

Sense of freedom.

“It’s so nice that Northern and our department are cognizant of the need to allow faculty to pursue their passion and not pigeon hole anyone.”

Participants, both those interested in substantial involvement in scholarship and those less so, praised the flexibility they have at NMU and within their departments, which they said supported freedom to stretch and follow passions. By-laws, institutional expectations and the AAUP master agreement for the union were applauded as support mechanisms for this freedom. “While I enjoyed the experimental design and that aspect of research, I gravitated more to my roots in the discipline. But it’s great that Northern accommodates that," one full professor, after more than 20 years at NMU, stated. "There wasn't a requirement to focus on a specific type of research; faculty have been able to delve into things that interest them."

Such opinions often seemed to stem from conversations, promises or experiences that occurred during or near time of hire. One faculty member noted that during his interview, a dean at the time said, "We try to give people the resources to do what they want to do and get out of the way." This faculty appreciated the sentiment, regardless of anything that has occurred since. "That's the best attitude to have and I think he was sincere." This individual implied that while that attitude may still exist, it is not as prominent as it once was.

This concept of freedom seems strong across disciplinary lines, with faculty praising the ability to teach and also pursue creative efforts and research.

Other's noted, after considering previous academic environments, how much more flexibility they felt at NMU in terms of "what scholarship is." Of course, given Boyer's model – which is guiding this conversation in regard to scholarship— scholarship is meant to be flexible and inclusive, beyond strictly "research."

"I've done a lot of mentoring in the lab with undergrads and graduate students and I enjoy that. It's like teaching in the lab. I really like that aspect of research," stated a more recent hire who considered that flexibility and "focus on training and less on publication output" to be key criteria in choosing a job.

Some noted the ability to connect scholarship to teaching: "As a social scientist I felt there's no benefit to the students in many ways working on projects that don't have a direct link to what I'm teaching."

Impact of teaching.

"It's really impactful—teaching can make a really big difference in lives and honestly my research isn't going to change many lives."

In addition to praising Northern's flexibility in terms of approaches to scholarship, some faculty noted the personal benefit they experienced in relation to directing focus on teaching, more so than scholarship. One faculty member in particular lit up during a story about a student who returned to his office after graduating with a story of success, credited in part to this professor. The look on his face and in his eyes, the one I saw in the eyes of many during this interview process when discussing their scholarship, exemplified the "immediate impact" he felt in the classroom.

"Teaching is supposed to be the focus," he said. "Those moments influence the perceived value of teaching quite a bit."

This faculty member in particular earned his PhD at an RI institution and has been at NMU for more than a decade. He enjoys his research, he said, and understands the impact "accumulates over time" but felt frustrated at what he felt was a "miniscule level" of social benefit: "It keeps you current but a lot of research is so narrow. How much does this pinhead of specialty really inform all the other things I teach?"

Other comments more directly connected to certain faculty's perception of balancing teaching and scholarship:

- "Most of the faculty feel that teaching comes first … I've stuck with what I felt was right. I focus on teaching, research where I can and service comes third."

- “I really enjoy the teaching part and really that’s what is making our program successful … We need to keep giving high quality education and enthusiasm.”
- “I know that with tenure the goal is to have a sustained teacher, someone who can really contribute to teaching.”

Such sentiments in some cases led to a discussion of what NMU is not: A research university.

Some continued on the thread of freedom NMU’s tenure requirements allow— “I could make a five-minute (product) and submit it to 20 (discipline-specific events). If I got into 10 of those I’d get 200 points” toward promotion. As previously mentioned, tenure and promotion are guided by departmental by-laws. Each department has defined what counts toward promotion—peer-reviewed articles, conference presentations, posters, book translations, etc.—and how much they count. A number of departments refer to this as a “points system,” in that a defined amount of points can be earned via the production of a scholarly document.

Tenure and promotion requirements are determined at the department level by the department’s by-laws, later approved (or denied) at the Faculty Review Committee level. It was suggested by every interview participant as well as responses to surveys, that control in regard to tenure and promotion is heavily weighted toward the departmental level.

Every AAUP department, nearly all of which were represented in this interview process, approved updated– if not entirely rewritten—bylaws within the past 5-7 years. While all faculty present prior to this process made nearly uniform comments such as “at least now they’re clear,” many still felt they were not arduous enough.

- "I think it's really easy. It's far too easy. Even giving a peer-reviewed conference presentation counts."
- "Our evaluations are pretty simple: 2 peer-reviewed publications. There are a few options of what counts."

While some participants noted this as simple fact, others were notably frustrated at what they considered to be too low a standard.

"It's an issue of things being evaluated quantitatively instead of qualitatively," noted one participant, a sentiment which is supported by survey data revealing 89% of respondents stated their department evaluated more consistently via quantitative methods rather than qualitative assessment. This is suggestive, to some, that gaining tenure is too easy because so many products count but are not judged on a basis of quality. For example, some disciplines tend to have journals that have a very slow turnaround time, so it takes much longer to gain publications. Also there are varied levels of quality of journals in many disciplines; faculty who tend to submit to more competitive journals may not want that work to be judged as equal to a publication in a less competitive or less prestigious journal.

One participant from one of the professional studies departments suggested perhaps this quantitative measure of scholarly output offered a balance in evaluation, as teaching is entirely evaluation based and more difficult to quantify.

By-laws.

"We've tailored our by-laws to be inclusive of all its members and the characteristics of their division."

Departmental flexibility and clarity of by-laws was a very common theme in interviews, particularly in response to questioning about how scholarly activity relates to achieving tenure. I wanted to gage faculty's perceptions of the value, difficulty or ease of the process in their departments. Comments such as "they consider other forms of scholarship" and "we have really good by-laws" and "I think it's crystal clear" suggested strong support for the "point system" mentioned by many participants. While comparing disciplines such as Psychology to Art & Design in terms of expectations is an apple-orange situation, each department has, in recent years, worked to develop a system representative of the needs of the specific discipline. This seems to be supported whether the system is perceived to be too easy or not.

"Now it's a point system and it's very clear. I think it's a little too easy right now, so we may adjust it in the future to be slightly more rigorous. But at least it is clear." This last statement came with a sigh suggestive of frustration. This professor has been at NMU for more than two decades and preferred more rigor in the process.

Another faculty member further praised flexibility: "I think the balance is attainable. There are times when one of the three (teaching, service and scholarship) is more demanding … but it balances out throughout the semester or year."

It seems then that while tenure track faculty, particularly in their first or second year at NMU, feel pressure to produce (this is discussed later in this chapter), many senior faculty appreciate flexibility but are disappointed at the ease of gaining tenure.

Previous experience.

"It (previous institution) made me want to be in a place where teaching is valued, and that certainly is Northern."

On a drizzly late August morning I met a tenure-track faculty member in the same popular bagel and coffee shop as I had met at least 15 others already. He had ridden his bike in from home, despite the rain, in part, I learned via conversation, because he and his family share a single car. He also biked in because he is, like many fellow Marquette residents, committed to the outdoors, has a passion for adventures and loves the traditional stereotype of Marquette and the Upper Peninsula in general: Great hiking, beautiful Great Lake, atmosphere of appreciation for the outdoors and many treasures to be found. That environment certainly played a role in his decision to accept a teaching job at Northern, but it was not the only factor. He appreciates the value teaching is given at NMU, and feels it intersects with scholarship in a productive manner.

"I feel like there's a symbiotic relationship between teaching and research at Northern that is much healthier than I've experienced before," he said.

The value placed on teaching, and the balance he's experienced refreshed his outlook on academia, even producing pride for Northern, whereas "I was not proud of my previous school," he said.

"They would pretend it (teaching) was important but in evaluations and promotions I'm not sure it was even looked at." Biker has been at NMU for four years.

As a more senior full professor—with 26 years of experience—noted, Northern is a university of "teaching scholars," which is unique from other styles of institutions, such as private liberal arts schools and certainly R I's. That combination of foci—teaching and scholarship—has been impactful in drawing a rather specific type of professor.

"I always knew I wanted to teach, that's why I chose this, not research," one tenure-track faculty member offered.

The atmosphere even helped at least one newly-hired faculty adjust her own expectations about her career.

“I wasn’t interested in research, only teaching, when I went in … I’ve realized I’ve always been a researcher, I just didn’t define it that way.”

This point again suggests a certain freedom available to NMU faculty to pursue types of scholarship—discovery, integration, application and teaching—and understand it will be recognized.

Clarity of expectations.

“You can pursue what you want … If you want to take an approach that has a little bit of traditional scholarship but also creative works you’re allowed to do that.” Another colleague, also with experience at an R I institution, offered appreciation for expectations at NMU: “Here if you’re an exceptional teacher, do a little service and do a little scholarship you’re going to be fine. Here.” (That last word slightly changed the tone of the sentiment, but supported the concept of a distinctive identity at NMU).

Further, the clarity of expectations has helped some define their own role at Northern: “When I came here I thought it was really clear what they wanted. Involve students in your research, publish if you can. If want to submit for external grants you can, and if you get it, great. If not that’s OK.”

This point—that when this, a senior faculty member, was hired, expectations were clear—connects directly to the point regarding the perspective and experiences of tenured v. non-tenured faculty (discussed in the “challenges” section). Newer hires commonly commented on a “bait-and-switch” situation, in which they felt the dean and/or department head (or other administrative representative) suggested upon hire that scholarship expectations would be reasonable; not so stressful as a research-intensive university, which a fair number of them intentionally avoided. However, when they started work they felt the “promises” and comments made to them were not reflected in their actual experience. (See “Challenges and Consequences” section). This perspective is supported by numerous comments such as this one: “(previous university) was clearly an R01 institution … research is very important… If I would have stayed in that world it would have been very grant-driven and a publish-or-perish world which is very stressful. The more I saw of it the more I knew I didn’t want that life.”

Another colleague noted, “I made the right decision not to stay there” after commenting not only on the pressure to publish but the lack of support for contingents and adjuncts in her previous institution.

One statement, made with more honesty than frustration, was, “I understand (research) is an expectation now. Even though when I got here it wasn’t.”

A senior professor, when recalling his post-doc days, said that “research-heavy” environment was not his style, and he has been happy at NMU for 17+ years. “The PI I worked with made me his laboratory manager— so not only was I a post-doc but I handled his budgets for his grant funded projects. I had to manage project progress, he had me fire people. I realized I didn’t want to be in that high-powered position.”

These anecdotes strongly suggest there is a subset of faculty (at least), a substantial portion of faculty at most who appreciate the clear expectations and are contented that scholarship is supported and allowed but not demanded. That seems to be “why” they chose NMU.

Others praised NMU with comments such as "I've experienced tremendous support … I didn't have that before" and "I feel support here … in what's valued and what's important."

Near the conclusion of our interview, the Bike Rider noted, with a prideful smile, "I feel like there's not a better work situation than what I'm in for what I do. There are avenues for sabbaticals even down the road, there are all these avenues for potential and that's how I see Northern."

Sense of camaraderie.

"There is a certain camaraderie here that people all have to do it and are on the same team."

A line of extreme gratitude for camaraderie at NMU wove through this conversation, connecting very much to the departmental and institutional supports. A new hire, despite frustration, admitted, "I love our program here so much and I love the people I work with. I feel very supported and it's been a wonderful place to be a new person and still have support and academic freedom."

Support among colleagues, both for senior and new faculty, although noted with more surprise and enthusiasm from newer faculty, was evident. "What I noticed here is that if other people are also more involved, you will get involved. It's important to get other faculty members in the same boat as you."

Progress.

"It's taken some very dedicated individuals to make these efforts to keep scholarship moving at NMU. We've come a long way."

Faculty, both those with institutional knowledge and more recent hires, offered praise for support mechanisms—internal awards, release time, money, supplies, etc.—that exist at Northern. These supports were considered “progress” by those desiring that NMU evolve from the “all we do is teach” climate. One very active researcher, who came from an R01 and has been very successful in teaching and research in his tenure at NMU, noted that when he started just 10 years ago there was no grant office support. “There is more infrastructure for dealing with grants than when I started here,” he said. “For a school that’s not a research school they do a fairly decent job … you can apply for funding, you may get funding from your department if its available.”

His dry delivery, matched with a slightly snarky laugh following this statement, is representative of his overall attitude of the institution. Like a pesky little brother, NMU has its pros and cons for someone in this faculty member’s position. He seems to swing on a pendulum between success and frustration.

Part of that frustration for someone so focused on research—also a “teaching scholar”—comes from a perceived lack of administrative interest in research. “I’ve never heard any president talk about research much,” another faculty with some history at NMU stated. “It seems that if you want to do it, fine; if you don’t then you can still succeed here.” However even this individual, much less active in scholarship than some others, noted “ideally there would be more time.” Thus, for scholars and “non-scholars,” for lack of a more conducive term, agree that a) research can exist at NMU, b) one must make it happen oneself and c) more time would support such effort.

A number of participants noted things such as “great internal supports” and “reassigned time” as welcome institutional support mechanisms. While reassigned time awards in particular were noted as beneficial, the overall internal support was often stated to be "fairly helpful" or done "fairly well." In the name of progress, those statements suggest more could be done, ideally, from faculty's perspective.

A very pragmatic recent hire, although frustrated with a number of challenges, noted, "I'm always trying to see myself as an administrator; I'm always trying to look at myself through these other lenses." Which seems to at least hasten some components of her frustration.

A more senior faculty balanced his thoughts with, "The administration was really nice to us; they just bought us a quarter million-dollar piece of equipment. So the problem isn't finding support for those periodic big purchases. It's really that we don't have a dependable source for every day funding."

It seems that while many faculty, both new and experienced at NMU, appreciate internal resources that exist, they agree more time and more "dependable" funding is ideal; they also tend to rate NMU's progress sand support as "fair" rather than a level appropriate for enthusiasm. In terms of institutional pride, this lackluster opinion could easily be read as disappointing.

Challenges and Consequences

Time and money.

"As long as I have the teaching load I do, it won't happen. It can't happen."

Not surprisingly, time and funding were among the chief challenges noted by faculty in relation to scholarly activity. Time—in terms of a heavy teaching load, time demand for working with students and time for actual research—were discussed at length, among nearly all participants. Even those faculty relatively uninterested in engaging in scholarship recognized time as an issue for anyone who does want to participate: “Scholarship is not required at this point. I hope it stays that way because it can’t be required with a 100% teaching load.” Some junior faculty noted the need to “learn to say no” to extra activities and committees, and others simply suggested a need to redistribute expectations for load.

“It would help to create a balance in our responsibilities. If I have a 100% load I would say 80% is teaching and 20% is service. So in order to change that you’re going to have to make it 40-30-30 or something,” was a suggestion from a junior faculty member.

Course preparations were noted as a key challenge, particularly for newer faculty although not solely new faculty. One full professor starting her 12th year at NMU said in all of that time there has been only one semester when she had less than four preps. Calling preps the “greatest challenge a person has for teaching,” she questioned the “pride” NMU gives quality teaching when it is paired with such high prep loads.

“We either need smaller teaching loads or lower research expectations. You can’t have both. Or some sort of assurance that a typical semester does not include 3 preps. At least get it down to 2,” was a recommendation. Smaller class sizes and use of graduate students were also suggested.

While release time is available to a degree, some called the amount “miniscule” in light of actual time demands. Calling a balanced system nonexistent, one faculty member said, “Mostly you’re overdoing yourself because you’re working on weekends, evenings, you take everything home …. You’re not able to allocate certain times for each of the three tasks.”

When that stress rises, faculty noted scholarship is the easiest thing to push aside. “Research is sort of looming over you all the time and can be pushed off, while class is *right there*. You can’t push it off.”

Further, students “expect immediacy” in responses, and seek guidance outside the classroom, meaning advising is constant. Training students in labs is a “time suck” for science faculty, and researchers working with undergraduate students often face challenges such as students failing to show up and needing to “jump in at the last minute and get it done.”

All of these comments, both from scholarly-oriented faculty and those who classify themselves as less so (more teaching focused, or service), strongly suggest balance between the three legs of the stool—teaching, service and scholarship—is not felt at the faculty level. Further, it confirms that should expectations for scholarly activity (or service or teaching) increase, something else has got to give. Faculty do not believe their current schedules could allow for any increases; rather the vast majority feel stretched thin as it is.

Of course the scholarly activity itself takes time and effort that some feel they do not have. The ideas and interest are there, but “I just haven’t had time to sit down and figure out how to make it happen.” Qualitative researchers noted vast frustration because of a perceived lack of understanding from colleagues and administration about the amount of time it requires. “If you want to find answers to the questions you have to be immersed in it for a longer period of time than just a survey,” stated one professor.

"We need time. We have the imagination to come up with the ideas, we've done literature reviews, we have the cooperation, much of the interdisciplinary components are there. It just takes so much time and energy."

Other time-related frustrations, which came up more as outliers than commonplace, included lost time on failed searches — "that becomes a road block when you can't find someone qualified to step in to free up time for the rest of us"—and seeming to be penalized for requesting reassigned time. "If our department receives RTAs (reassigned time awards) administration will come back and say, 'Hey, you've got all this release time so you've got to cut costs.' They've got to decide if they're going to offer those awards or not."

Some are simply overwhelmed: "I was working three positions while finishing my dissertation and I was not as overwhelmed as I've been here at NMU."

External factors.

This lack of time affects other balances in life, particularly family time. An additional pressure on assistant and associate level faculty is often young children, and sometimes faculty have to get creative about spending time with them. Sometimes kids come to class, sometimes coaching kids' sports is "family time," and sometimes faculty have to choose what gets put off.

Money.

And of course research costs money. While this was highlighted more heavily by science faculty, non-sciences faculty noted the need for travel funding to go to conferences and contractual services such as honoraria and software needs: "Nobody is going to provide for that. That's really frustrating."

For the sciences, particularly those working in laboratory settings, the question of having time is almost moot if there is no money. “Depending on the research you do, mine is pretty financially intensive. To have time you need external funding. To get external money you need time to write a proposal. To write a proposal you need pilot data.”

To address this cycle it was advised to “spend money to make money,” and if research is expected to be part of NMU students’ education, “the university should support that.” However, many participants noted “the money just isn’t there.” The seemingly perpetual lack of money for some has led to “constantly scrambling and counting every dime” and in some cases changes in the research itself: “I find myself changing the types of projects that I would normally do,” which in this case, she said, resulted in a simplified version of experiments. Loss of integrity in the research process is less than ideal at best, and at worst it’s detrimental to overall qualifications for faculty and students alike.

Working with students in labs can add to expenses: “The more students you have the more money it costs,” noted one faculty member because students need practice in the techniques, and that means consumables—antibodies, buffers, basic supplies—and that’s even if they don’t make a major mistake. “They make mistakes and sometimes expensive mistakes and I don’t have enough money to go around already.”

Faculty noted the lack of time and money hinders NMU’s ability to highlight and offer the hands-on experience many faculty, particularly in the sciences, have become known for fostering.

"There's this story that students get this hands-on experience here that isn't available at bigger institutions, and it's true, but the money is just not there. We're not getting millions and millions of dollars to support this work like big institutions do. They have the money to throw around but we don't." Here, we can deduce that faculty recognize the benefit to their careers and the paths their students take that is supported by scholarly activity, but they often become frustrated at constantly conducting that work on a shoe-string budget and seemingly borrowed time.

Service.

"Service is constant and at all levels."

There is an expectation, according to the AAUP Master Agreement, that all AAUP faculty engage in the "three legs of the stool": Teaching, service and scholarship. Many faculty enjoy their service, most believe it is important and some more senior faculty even had the option to choose service as their focus for promotion rather than scholarship ("It took me twice as long to get tenure but that is what worked for me.") However, frustrations exist related to service as well, including lack of clarity in regard to expectations. Newer faculty are much more frustrated with that, in part because they feel they are expected to do more service than their senior peers, they struggle to find information about service opportunities and receive little-to-no guidance about what they are expected to do once they are on a committee.

"Mostly in those meetings I sit and listen to the discussions and there doesn't seem to be a clear explanation of what the expectations of the members really are."

Even though she'd been cautioned that it "doesn't count for promotion," one faculty member has sought out service despite feeling it is not defined. "I really didn't know what was meant nor was it ever really explained.” Another tenure-track faculty said she’d tried to access committees across campus but has seen little success: “I’m not able to get in because they are based on election or appointment, or I’m too new, in some places they are looking for members and can’t find any, and we’re trying to get on the committees and we’re not getting responses.” Not only does this add to overall frustration—these faculty know that some service is required to earn tenure—but it is an additional distraction from the classroom and the “lab,” whatever that may be for any given discipline.

And there is the time needed to dedicate to service. A number of senior faculty stated service is less “elective” than in the past, which leads to “excessive” amounts of time spent on them: “Service is not something you elect; it’s something that is given to you… You’re probably going to give 10-15% to service for (these) recruitment initiatives alone.” Thus, many are feeling pressured to commit more time to various service projects, often without choice, discussion or reward (financially or otherwise).

Service does allow faculty to spend time on things they are interested in or consider important, and many value that opportunity, but the overall sentiment was that newer faculty were over-burdened with service—somewhat of a “paying your dues” situation—at the time in their career when they should be focused most on scholarship. Young faculty must build their qualifications early on if they have any hope of being productive in scholarship in the future; also, they need to be productive to earn tenure. Further, the manner in which service is valued (or not) on campus seems to have added frustration to an already delicate situation. Faculty were technically able, up until 2012, to choose service as their secondary focus, after teaching; although a department head had the ability to veto that choice. Currently, appointment letters state that teaching is first and scholarship is second, until the point faculty receive tenure. At that time they can choose to focus on service rather than scholarship. This change forces everyone to engage in some level of scholarship (although many stated the required level is "reasonable" and attainable, if not too easy). That frustrates mostly senior faculty because they feel they had no say in the conversation that led to what they feel is an idealistic change; and they now feel service is undervalued.

Lowering personal standards.

"I want to rise to the demand. I can't shoot for mediocrity."

A theme that arose disturbingly often was that faculty attempting to balance teaching and scholarship, particularly newer faculty, sensed colleagues were advising them to lower their expectations. Giving a C lecture a few times or submitting to less competitive journals was advice some found very difficult to take. The expectation to sacrifice teaching, rightfully, did not sit well with these individuals.

"I will never walk into a classroom and not be 100% prepared," noted one Assistant Professor. "A number of people (at orientation) suggested giving a C lecture sometimes. That is not who I am, that's not how I approach my teaching and I don't want it to be," said another. These junior faculty were also concerned about "rocking the boat" in regard to this suggestion and therefore had not broached the subject with department heads. Given that a number of faculty noted this perceived concept of lowering standards, I am concerned about the repercussions about "mixed messages" being delivered throughout campus: Do we value teaching, first and foremost? Do we support scholarship? If engaging in one results in lowering the quality of another, it seems the institution should address the discrepancy.

One associate professor said she struggled more with balance earlier in her career. Coming from an R I atmosphere after her postdoc, she said she was told by her department head to "shoot lower" when submitting publications, which was something she was not comfortable doing.

"To me if I don't get accepted into a big journal I don't want to lower my standards. I want to rise to the demand. I'm not that person," she said.

One assistant professor admitted it was her choice to submit to more competitive journals despite low acceptance rates (8-10%). "That's something I feel the need to do to give back to my discipline," she said.

These personal standards are clearly vital to these professionals: "I don't do research for notoriety but I feel passionate about my research and I want it out in the hands of people who can use it and benefit from it," stated one faculty, noting that frustration grows "the more time passes that that is not happening."

Some more senior faculty claimed to have learned how to balance, understanding "I can't do a big project every year," and therefore balance between small and large projects. Others, even senior faculty, claimed to do "just enough research to get by."

The other major theme related to this personal standards concept is that some are feeling forced to adjust the type of scholarship they engage in. Among non-sciences, faculty noted choosing practice based scholarship and publication rather than creative or research-based work. Despite feeling an ease in pressure to publish with this tactic, some struggled with the compromise.

"I'm struggling with accepting that it's OK that that's what I'm doing." Again, this strongly suggests that NMU needs to clarify its priorities to the faculty.

Administrative support.

"Some nights I put kids to bed and I'm doing Concur online for hours. It takes so much time and there is no support for it."

A major hindrance for those who have worked on externally supported projects while at NMU is the lack of post-award support, which essentially means financial management of the project, and producing reports. The regulations guiding such projects come from the Office of Management and Budget's Uniform Guidance, which is part of the Code of Federal Regulations (*e-CFR*, n.d.). This document is the regulation guide for dealing with all sponsored funding, for universities, nonprofits, tribal governments, etc. The information is extensive, overwhelming and in part the reason universities employ research administrators: Faculty cannot take on the responsibility of reviewing and keeping abreast of OMB guidelines.

"No one here knows the realities of regulations and rules related to grant management. The PI should not be the financial manager in addition to being the investigator," noted one faculty.

The financial reconciliation system used at NMU is said to be frustrating and "a huge time suck," and some seemingly simple issues such as paying honoraria to research participants is often made cumbersome by internal procedures. Such unnecessary challenges further disincentivize faculty to attempt funded scholarship. Further, should any mistakes occur, this is a substantial legal risk for the university.

Anxiety.

"It's hanging over you all the time; you feel like you're never doing enough ever. It always feels like you're not good enough because of this, this and this, and you can never get that."

Anxiety, particularly for tenure-track faculty, loomed high throughout conversations. The newer the faculty—one or two years in—the greater the anxiety. They noted being "very worried about the math" to achieve promotion and feeling like their current activity level is not enough. When discussing the "balance" of the three required tasks—teaching, scholarship and service—one faculty member said, "Normal is only a setting on your dryer." One professor described numerous scenes of being cornered by colleagues as they stressed to her the need to publish. Soon.

"They have made a point of taking me aside and telling me that the quality really matters," she said.

Another junior faculty said in regard to tenure, of the three areas but that scholarship is "the most important." That is frustrating because "that's what I have the least amount of time for," she said. "It's contradictory and it causes all of my tension and grief." Again, lack of clear expectations is highly increasing anxiety and frustration among junior faculty in particular.

The difference tenure makes.

"As untenured faculty you have to make the time for it."

Tenured and non-tenured faculty confirmed that pressure, stress and feeling unbalanced tend to be much greater in early years, prior to promotion. This concept makes sense, as one second-year faculty noted, in part because of the realities of starting new in a new place.

"For a new faculty when you come in everything is new. The place, the work, the people, the adjustments. Then with this teaching load for the first couple of years it's like, 'How do you find time for anything besides teaching?'"

Many participants noted a feeling of bombardment at first, and many expressed hope that the balance will come with time: "Maybe once I've been here a while it will get easier" and "Maybe when I've been here for while I can focus on the work I want to do rather than what I have to do."

Tenured faculty assured the situation gets easier as a balance is sought and pressure lowers; one noted that high-stress period prior to tenure is normal: "My first couple of years I was on campus almost every weekend. I averaged a 60-hour work week. Part of it is that you want to stay marketable. If you neglect your research you're not going to be marketable." This line of conversation suggests that faculty with tenure empathize with the high levels of anxiety and pressure that are inherent to pre-tenure, and that tenure-track faculty are very much on edge and feel some level of uncertainty about their futures.

Some junior faculty speculated as to whether tenured faculty are "roped into" less service than newer colleagues. Equal distribution of committee work was one suggestion, however tenured faculty did not suggest this to be the case.

Lack of clear expectations.

"For what I was expecting coming into this job, the emphasis on research is much more than what was advertised."

Faculty at all levels feel consternation about the lack of clarity in terms of NMU identity and expectations, but some junior faculty noted frustration at feeling misled. Because NMU is not an R I, and because teaching is a priority, faculty who accept jobs at NMU can be considered teaching-scholars: They teach and produce scholarship as much as they can but the demand to do so is not to the extent of an R I. A number of recent hires stated the atmosphere was “quite different than what I’d been told or expected,” and some were very pointed about the cause. These feelings of being misled fell both on the side of too high of expectations for scholarship and too little support for engaging in it.

“I am very disappointed at feeling misled by the previous dean. The current dean has a completely un-academic viewpoint of scholarship and what it means on campus.”

Some had promises made during the hiring process such as laboratory space and start-up funds that ultimately did not come to fruition. Conversations with colleagues after hire caused anxiety, and the pressure to produce was “unexpected.” Even on a more historical level, tenured faculty said the atmosphere and expectations, clear or not, have changed: “When I was hired I was told, ‘We do not do any type of scholarship. We only teach.’ In the 20 years prior to my arrival my department didn’t do any research.”

Questions about prioritizing scholarship over teaching were fairly common and poignant, and the demand for service was noted as an issue as well. Uncertain whether levels of service are “going to be enough” faculty were frustrated at feeling pushed to do more.

11 - What, if anything, would you like to see adjusted in relation to this balance, from a personal perspective or a campus climate/policy perspective?

Figure 4: Suggestions for achieving more balance for faculty.

The most common sentiment by far, as can be deduced by the comments above, is that expectations are unclear. Some claimed administration seems to have decided to prioritize scholarship but “it’s yet to be identified how that is going to be made possible.” Others said it is simply unclear:

- “Right now I’m not sure what NMU’s expectation for research is. I don’t think even in the sciences administration know what it really takes to do research well and also teach.”
- “I would like to see in print what’s expected of us at a national and local level.”
- “The university should decide how much they want us to focus on research.”

Faculty suggested a need not only to clarify but to be mindful of the need for balance: “If you truly want a healthy faculty they would be working on making sure we have balance in our lives.” Others again noted the stress of feeling pressured to produce without adequate resources: “You’re always having to beg and squirrel away time to do it.” Senior tenured faculty concur, and have felt pressure ratchet up over time. “What the people of my generation think is that administration would like to see all of it go up—teaching loads, service and scholarship. But we can’t do all of that.”

All of this frustration can be boiled down to the lack of universal understanding of what NMU is and who its faculty are. Ultimately it seems to come down to identity: What is NMU’s identity and niche in the world of higher education? “We need to decide who we are. Are we a teaching only university? Do we engage in scholarship? How much do we value that?”

In light of maintaining reasonable expectations, a number of faculty, particularly senior faculty who have watched as this tide has shifted (in their opinion), noted that NMU has become an institution that draws a certain category of faculty. It is a small institution that prioritizes teaching but also an environment with the capacity to value scholarship in a way that can offer benefit to students. Also the atmosphere is one of less pressure than a research-intensive institution, or at least is expected to be so, and many consider that to be a very positive thing to capitalize on, particularly in regard to how NMU conducts hiring. A vast majority of faculty noted not only that they love the physical environment of the area and all of the recreation and lifestyle it offers, but also that they purposefully chose a university that would allow them to balance teaching, scholarship and personal life.

- “I have a family and I want to spend time with my family, which is why I chose a smaller, less pressured environment and university to be at.”
- “I embraced research, I think I’m very good at it, and it’s very important, but I knew I didn’t want that to be my only focus.”
- “I wanted to be in an environment that was able to support research but not focus on it in such a way as to determine my tenure status.”

Discussing the time available to do research at an R I, one faculty seemed envious at first, then stated, “The flip side is I don’t want that type of stress and lifestyle.”

“It’s great the expectations are different and that’s how we wind up with some really great faculty here because they don’t want to have that pressure,” noted a senior faculty member. “We should never be an R I. That’s something we’re not cut out to be as individuals or as a university.” This suggests many faculty already understand who they believe themselves to be and what they believe NMU to be; that could mean it is time for the institution to define and embrace that identity.

Institutional support.

“We have the facilities. The only thing that seems to be stopping us is us.”

Meaningful institutional support was noted across the board as a vital component of feeling balanced, successful and valued at NMU. Faculty of all rank and discipline noted that, in addition to having clear expectations, meaningful support rather than “lip service” from upper level administration would go far in alleviating frustrations. Many feel they’re told to engage in scholarship but are short-changed when it comes to necessary resources like time, laboratory needs and funding. “Although the words say, ‘Yes we want you to do research,’ the actions have not been supportive in terms of resources offered." This is a particularly troubling viewpoint, because it clearly identifies a lack of understanding between the two parties: Faculty and administration.

For some it seems simply a matter of feeling heard: "I would like to know it's not falling on deaf ears." Others want tangible, meaningful support, not necessarily in terms of money but certainly in terms of recognition. One full professor can unarguably be called highly active in research. At this point in the discussion, hashing out what, in his opinion, is needed to create a balance in his professional life and those of his colleagues, he was red faced, frustrated and also fatigued. Eyes wide open, brow furrowed, he stretched his forearms across the table between us, settling his hands palm-down, and began speaking in a soft, measured tone. Near the end of the statement he started emphasizing each word with a light pound of his hands on the table.

"For me, as long as there is support for research the balance has struck itself. Because I'm going to attempt to further my research program despite them (instead of with them). If it is despite them that makes it fucking *hard*."

He hung his head down, eyes closed for a few seconds, then looked up and said quietly, "For me all you have to do is support it."

Others also noted the need for recognition and reward as motivators, both to get faculty started in producing and to continue. Sometimes money is a key component of support:

- "I've been told I have to do research, have to publish, but I don't have the resources to do it."
- "I feel like, you hired me to do a job and I need these things in place to do it."

- “It is important for students to travel to support their research and present it. When they present their research they are presenting my scholarship.”
- “Not having institutional support is making us dead in the water. I’m scraping together funds to send a student to a conference.”

This seeming lack of support is clearly an issue faculty feel very strongly about. It was by far the most intense and most engaging component of the interviews. The concept of “support” remained vaguely defined, but many felt it to be an obligation of the university to value and encourage scholarship as much as possible.

“We are a university. At least it says that in our name. We’re not Northern Michigan Community College. Universities are places where scholarship and student participation in scholarship happen and its valued.” This clarification—between a college and a university—was central to many faculty attitudes about institutional identity and how they should contribute to that identity.

Planning and understanding.

“Research is largely problem solving and creativity. Think of creative ways to solve these problems we create ourselves. There’s no inherent understanding in leadership of what that takes.”

Lack of vision and strategic planning— to clarify expectations and support professional balance— was another significant vexation. A fair portion of this line of discussion addressed hiring, both in hiring faculty strategically and hiring administration strategically. Additionally, employing vision and strategies to support scholarship and hiring were mentioned. This is understandable in regard to perceived value of scholarship, as the weight of value for any given component of the university is dictated by executive leadership.

Seeking examples of what has worked elsewhere was important: Things like models of hiring senior faculty experienced in research and have them mentor younger faculty; devise a way to offer more competitive start-up packages, particularly for science faculty; hiring an "appropriate level of fulltime staff" to ensure nothing is sacrificed in the department, particularly teaching needs; and, if the expectation is to do scholarship, hire faculty who are truly interested in doing so.

"There is something about needing to be told to do research that seems inconsistent with someone who has earned a PhD, someone who chooses to develop new knowledge. We should be hiring those people, not because they are told to do research but because that's part of what they are passionate about." Again, this suggests NMU should embrace an identity that defines the style of faculty hired and the accepted expectation regarding scholarly output.

Developing a model that utilizes designated teaching faculty and purposefully hires "really good teachers" to teach at the undergraduate level (creating release time for scholars) were other suggestions.

Hiring practices for administration was a much more common line of discussion for senior faculty. It seemed they had been on campus long enough to have some intuitional knowledge about the history of leadership and also, because of their tenure, felt more comfortable with the critiques. Hiring leadership outside of Northern was a suggestion from multiple participants— "Take a look at where their credentials are from" and "We're hiring who is convenient at the time here at NMU instead of doing an outside hire.” The chief complaint about the leadership that has been hired is a lack of understanding and experience in scholarship.

“We have a history of administrators who have never had to do this to get where they are. They have no reference point of their own,” said one professor, a statement that was supported by others. One thoughtful faculty member, upon deliberation of this particular challenge, took the bullet in a way: “Maybe that’s our fault. Maybe we need to do a better job of educating them about what this work means and what it requires.”

Such lack of understanding can lead to challenges in discussions about resources. “You have to explain to someone who doesn’t inherently understand that what we do is conduct research to contribute to the discipline, stay current in the field and we do this as part of being a university. That’s not inherently understood here.”

This gets at the heart of what many faculty struggle with—both those who have long been engaged in scholarship at NMU and newer faculty who come in with an expectation that being engaged in scholarship is part of their role as full-time professor at a university. They do not see teaching and scholarship as separate things. They find it questionable at best to call a university strictly a “teaching university” or strictly a “research university,” particularly at the level that NMU functions. A clear understanding of university identity is necessary.

“The word ‘university’ means something to me. It is a distinction from a college, in that we are teaching scholars. We’re not here because we want to be at an R I where research is all we do. We’re here because we are teaching scholars.”

Summary

This in-depth dialogue resulted in the concept of clear identity bubbling up as a factor, if not the main cause, of the other frustrations related to scholarship at NMU: Lack of adequate time and money, lack of appropriate recognition, lack of administrative support, etc. Each of these can be traced back to a lack of clear definition of NMU's priorities and expectations.

While frustrations discussed were somewhat varied and included multiple foci, all can be tied to a lack of clearly identified expectations—in regard to commitment to service, amount of scholarship completed and at what point in a career path to increase (or decrease) scholarly activity. The lack of clearly defined expectations results not only in basic confusion and frustration regarding how to spend their time, but faculty also seem uncertain about what questions to ask executive leadership, and how to interpret the answers they receive.

Boyer's work discusses the need to embrace a distinctive identity, rather than an imitative one, and participants in this project suggest they feel some semblance of an identity—one that embraces the needs of a teaching scholar—but need the vagaries further defined and accepted by faculty and administration. Also, a clearly delineated plan for expectations regarding teaching, service and scholarship must be agreed upon campus-wide; while it is unlikely such a step would be universally accepted, having all stakeholders in agreement in regard to expectations would at least offer some clarity.

Chapter 5: Discussion

Utilizing descriptive case study methodology, this study investigated the concept of institutional identity at Northern Michigan University via the lens of faculty perspective. Specifically, it explored the relationship of teaching and scholarship at Northern Michigan University, a PUI in the Midwest region of the U.S., seeking in-depth data to inquire how faculty perceive scholarship as a role in their academic appointment at NMU, and how that balances with teaching and service requirements. Survey and interview data questioned details about scholarly activity, tenure and promotion assessment and experience in teaching; results offered detailed data regarding perceived benefits of scholarship, institutional support mechanisms and challenges on NMU's campus for full-time AAUP faculty.

One-on-one interviews in particular provided a view of faculty perspective in relation to scholarship, which ultimately suggested that NMU has an environment that invites teaching scholars, but currently they are frustrated at what they consider to be a lack of clear institutional priorities. Boyer stated that "scholars are academics who conduct research, publish, and then perhaps convey their knowledge to students or apply what they have learned" (1990, p. 15). Although with this specific definition teaching is implied to be optional, Boyer's approach to scholarship—and that which is suggested here with the term "teacher scholar"—suggests knowledge does not necessarily develop in a linear manner: "The arrow of causality can, and frequently does point in both directions. Theory surely leads to practice. But practice also leads to theory" (Boyer, p. 16). Teaching and scholarship are meant to be complimentary.

Certainly faculty at NMU recognize numerous benefits related to their engagement in scholarship, both for themselves, their students and the university. They also recognize a number of support mechanisms available on campus that support these endeavors. However, frustration exists in numerous forms.

The dominance of the teaching scholar theme remained clear throughout data collection and analysis, such that conclusions can be drawn in regard to a key characteristic that unifies NMU faculty, as well as a characteristic that draws like-minded faculty candidates. In addition to logistical challenges like time and money, analysis points to the need for something more fundamental: Clearly defined expectations for faculty in regard to teaching and scholarship, a clear set of institutional priorities in regard to teaching and scholarship, and institutional acceptance of a defined distinctive identity at NMU.

Conclusions and recommendations

Differences in professional rank

Discussions noted that newer faculty, particularly those in their second or third year at NMU, experienced greater frustration and struggled more with time balances than their senior colleagues. During discussions, faculty offered a number of reasonable insights and suggestions—release time from a course during the first and second semester on campus, redistribution of service duties to free up time, or utilization of mentor faculty to help guide development of a balance. The desire for a more balanced load is not a phenomenon unique to NMU. Other studies have had similar findings in regard to new faculty (van der Bogert, 1991). van der Bogert revealed new faculty reported anxiety about meeting requirements for scholarship, and that “new faculty felt neglected and overworked for a surprisingly long period of time, taking up to four years before experiencing satisfactory levels of job comfort" (p. 63). Researchers noted that this anxiety lessened the more faculty identified with their institution. Such findings support the phenomenon that rose in this study, that tenure-track professors feel greater anxiety or concern about time balances than tenured faculty. The mentor model—using senior faculty at NMU to mentor new faculty during their first two years— would do a lot to alleviate feelings of isolation, anxiety about meeting or not meeting internal standards, answer questions about things like service work, and, particularly for new teachers, balance to teaching-scholarship scale. This model could be of particular value to faculty who attended research institutions during their post-graduate and post-doctorate years. Henderson and Buchanan found that "faculties at research universities do not provide the information or experiences to their graduate students that would allow them to learn about working in non-research settings" (2007, p. 524). Utilizing senior faculty as mentors, particularly senior faculty who have had success balancing teaching and scholarship, could alleviate much of the anxiety felt by younger faculty both by offering examples and helping decipher expectations held by the institution.

Another approach, also one that arose during these interviews, is to hire teaching-focused faculty in addition to faculty interested in scholarship (and both teaching and scholarship) to help alleviate teaching loads, particularly in the first few semesters of faculty's career. This concept offers an idea to explore, but could be challenged as something of a hierarchical arrangement within faculty ranks: Teaching faculty v. "research" faculty. Such dichotomy among university stakeholders is not ideal, and, should such an approach be considered, it would require clearly stated priorities, expectations and recognition mechanisms. A more efficient idea is the facilitation of networking among faculty on campus. A component of this approach, at least currently, could involve giving teaching assignments to faculty who have no interest in engaging in scholarship, alleviating the teaching burden on those who do wish to engage. NMU does currently have faculty stakeholders who were hired with the promise of "we don't do any research" and they make a point to vocalize their distaste at any suggestion of required scholarship. While on the surface this seems logical, it certainly has the ability to be contentious, and therefore would need to be approached carefully with vast opportunity for faculty input.

Time balances.

Time is an issue that often arises when discussing faculty workloads. Teaching at the university level is hardly a 9-5 job, and schedules can vary significantly day to day. There are course preps, lecture rehearsals (for some), teaching, grading, advising, committee meetings, reports to write, professional development work including reading articles within the discipline, laboratory teaching and supervision. For some, there is also the struggle to conduct research or scholarship and publish. The most common thread in this particular issue was the burden of course preparations. Especially for newer faculty, all courses require prep work, and many faculty of varied rank discussed the challenge of preps. A professor with ~12 years under her belt stated, "There have only been two semesters when I had two preps." Distributing course loads such that new faculty are less burdened with preps, or such that faculty interested in engaging in scholarship have at least one semester per year with only 2 preps would offer relief in this area.

Also in relation to time, each department should clearly identify and agree on a system to appropriately assign value to these various tasks. A common challenge for faculty in the sciences is that if they are teaching an independent study based upon their own or a student's research, they may have one or two students in a single "course," but the workload is demanding due to the amount of advising and hands-on guidance they must offer. If administration considers such a "course" to wreak havoc on the department's overall student-teacher ratio, credit hours or Full Time Equivalent (FTE) calculations, that is a substantial disadvantage to the faculty and the students. It is none too helpful to administration either, who must find a way to quantify these components of the university in some manner to meet accreditation and other demands. As science faculty noted, it is not conducive to appropriate learning to have multiple students/student groups working on different projects in the same "course" section of independent study, even though that could balance the other numbers. It may look better on paper but it results in a scenario that makes faculty feel misunderstood and undervalued, and they perceive the student experience to suffer.

Additional options could include discussions about redistributing tasks: Charging faculty who conduct less scholarship to engage in more service; having faculty take turns, so to speak, as to who is involved in substantial research projects at any given time; and ensuring appropriate staffing for release time is available for those who prove the need for it.

Distinctive identity.

The need for clarity and an identity to embrace is a recurring theme in this data such that it should not be ignored. Clear direct quotes from participants bluntly laid out a primary frustration for NMU faculty:

"We need to decide who we are. Are we a teaching only university? Do we engage in scholarship? How much do we value that?"

Given the vast amount of discussion about a perceived lack of clear expectations at NMU, it seems the need for clarity—and thus the need for a clearly articulated identity—exists. While further analysis of this data and additional information from the other faculty union on campus, as well as administration, is needed to develop the specific characteristics of such an identity, this study strongly suggests that such a need exists. Boyer (1990) suggested all universities must make a strategic decision to define themselves separately from other institutions and embrace a distinctive identity: "Too many campuses are included to seek status by imitating what they perceive to be more prestigious institutions" (Boyer, p. 53). This requires that "every college and university must clarify its own goals and seek to relate to its own unique purposes more directly to the reward system for professors" (p. 53). Other studies, including comparable case studies of comprehensive universities, have agreed: "Criteria for tenure and promotion decisions at comprehensive universities should not imitate those established for research universities" (Chan & Burton, 1995, p. 223). Rather than mimic models used elsewhere, under circumstances too different than those at NMU, Boyer suggests defining an individual role within the higher education system and "confidently shaping their own distinctive missions" (1990, p. 54).

Chan and Burton go on to suggest that an institution experiencing a tumultuous time such as declining enrollment or leadership changes are in prime position to develop and embrace a distinctive mission, strategy and identity: "During a time of rapid institutional change and strategic repositioning, relationships among these factors should be managed more vigorously, because the clarity of mission, congruence of institutional culture and faculty expectation could become more critical than they would be during a time of stability" (Chan & Burton, 1995, p. 224).

Further, it is worth noting that Chan and Burton suggest—and I as a researcher and research administrator at a comprehensive university agree—that there should be "recognition of teaching effectiveness and the importance of maintaining a balanced workload and appropriate reward structure," as research is not and should not be our only focus. We should not imitate a research university.

This identity crisis is a documented issue among comprehensive institutions, such that the identifier itself is sometimes referred to as "confused" (Henderson & Buchanan, 2007, p. 523). For some institutions the problem arose because of rapid growth and mission expansion; for some it was lack of longevity in leadership. Regardless of cause, the identity issue resulted in bad public relations for the reputation of comprehensive universities. "Many of the pejorative terms used to describe the comprehensive universities reflect the struggle with identity: ‘weaker universities,’ ‘poor-boy schools,’ ‘run-of-the-mill universities,’ ‘unproductive universities,’ ‘universities in a permanent state of academic adolescence,’ and ‘institutions that are of ‘higher learning’ only by the most charitable of definitions” (Henderson & Buchanan, 2007, p. 523). Clearly harsh, the opinion these terms offer is similar to the judgement many universities faced in the early days of the land grant initiative, when “cow colleges” were defamed by more elitist, traditional academics.

Henderson and Buchanan (2007) completed similar work related to faculty perception when they investigated faculty at comprehensive institutions. They found faculty at comprehensive institutions often feel confused about their roles, and tend to face challenges like heavy teaching loads and service requirements. These characteristics have, over time, led to another unfavorable term for such institutions: “greedy institutions,” with comprehensive universities considered “the greediest of all types of post-secondary institutions because of the combination of demands for teaching, community service and research” (Henderson & Buchanan, p. 524). At least some faculty at NMU made comments that suggested a perception of greed at NMU: “What the people of my generation think is that administration would like to see all of it go up—teaching loads, service and scholarship. But we can’t do all of that.”

While they can’t do “all of that,” faculty on campuses like NMU maintain an interest in scholarly activity. Henderson and Buchanan (2007) noted a “growing perspective among faculty members at comprehensive universities that they are expected to engage in research and publication” but that many would do so even without such a requirement (p. 524). That desire could be due to their experience at doctoral universities, where they were “socialized to appreciate the importance of scholarship,” a phenomenon noted in this study based upon comments from individuals who earned PhDs at R I institutions; such faculty also “have been socialized to consider scholarly activity as part of their professional identity” (Henderson & Buchanan, pp. 524–525). This was also noted in my interviews: “I self-identify as a researcher so becoming a faculty member means you do research in my mind.”

The third factor noted to stimulate scholarly activity is that publication “remains the single most important factor in the attainment of status in the academic world” (Henderson & Buchanan, 2007, p. 525). Thus, the question for comprehensive universities and certainly for NMU is, how can these faculty “maintain their identities as scholars and attain some reasonable level of status within their disciplines?” (Henderson & Buchanan, p. 525).

As previously noted, NMU is not the only university facing an identity challenge. Many comprehensive universities do, including Eastern Kentucky University discussed in Chapter 2. A case study of the campus and faculty perceptions of its climate noted faculty struggle to “meet these changing academic expectations, trying to understand the new meaning of success” as pressure to publish increases (O’Brien, 2008, p. iv). O’Brien noted her study demonstrated the impact of a changing organizational environment (in this case shifting, as NMU is, from a “all we do is teach” campus to one that embraces scholarly activity as an expectation for faculty). “The tension documented in this study demonstrates changing expectations and increased productivity standards for faculty in a comprehensive university” (p. iv). There exists a lack of clarity in terms of success on EKU’s campus, which translates to a lack of understanding of accepted social capital, as is the case at NMU. The key suggestion of the study is to use a blended organizational framework to provide “an opportunity for faculty to more accurately interpret expectations and seek necessary resources” to succeed (O’Brien, p. iv). Varying strategies that could afford a blending of workload assignments and balancing institutional prioritization are key, O’Brien notes, emphasizing overall that a clear understanding of expectations campus-wide is vital. Historical context and meaningful investigation of the campus, which NMU has already delved fairly deeply into, offers much in the way of universal understanding of needs: “Understanding the historical context of this institutional type, the programs offered and the student body that comprises the institution is a necessary beginning to place faculty work and rewards in context” (O’Brien, p. 4).

A vital step is for NMU to identify what expectations are appropriate for faculty in relation to scholarly requirements, and clearly communicate that to campus. Such a sense of clarity will go far in alleviating anxieties, even if other challenges exist. The next step involves an investigation into a balance between the three tasks—teaching, scholarship and service—in order to avoid a reputation as a “greedy university.” Embracing a distinctive identity that suggests balance, not greed, will help fuel the next step, which is to actively recruit and hire faculty who want to be at a comprehensive institution: Faculty who love to teach, value that process and value their identity as a scholar. While there was a time at NMU when faculty could be hired and enjoy a long career with zero interest or production in scholarship, that time has passed. NMU is an ideal campus for a teaching scholar, and the many who are already here would offer valued camaraderie.

Clearly, this suggestion does not directly address every challenge or concern mentioned in the data. Faculty will still require time, money and laboratory resources to conduct quality scholarship. To address such specific issues, the university will need to examine the amount of investment it is able to make in such efforts; understanding that by embracing the teacher scholar model, priorities must be set to incorporate and support scholarly needs. Larger start-up packages, larger (or more) internal grants to get projects off the ground, and availability of replacement faculty to allow for release time are all key to the time and money challenges. Of course all of those items together represent a tall order that NMU is unlikely able to fulfill; however, most faculty understand that to be the case. A very key component of their struggle is simply the lack of recognition offered by the university, which leaves them feeling unsupported. As one faculty member stated, "For me, as long as there is support for research the balance has struck itself."

As the director of the research administration office at NMU, I stand to benefit from the in-depth understanding this study has offered. Because I now have a firm, detailed sense of faculty's perceptions about scholarship, I have the data and the tools to address their concerns in a meaningful way. I now know the challenges and anxieties intimately, I know what the institution is doing well in regard to support mechanisms, and I have a clear sense of what faculty do and do not want to see changed. This knowledge will guide me in conversations with executive leadership as I advocate for these teaching scholars, and believe I can help reach that desired balance.

Further investigation into this question should involve data gathering, likely via surveys, from faculty at comprehensive universities that are true peers to Northern in population, tuition and competitiveness of admission. Additionally, interviews with administrators to gain information regarding their perceptions on this topic—both at peer institutions and within NMU—is vital for a comprehensive understanding of this issue. There is also potential to dig deeper into the current data available, analyzing for differences in departments, gender of participants, and type of previous institution.

Clearly prioritizing a distinctive identity is the first step in what would then become an evolution: Teacher scholars will be able to teach and engage in scholarship at NMU, feel supported while doing so and having some of the everyday frustrations addressed; through that work students will have a unique hands-on experience that perpetuates their own success and has great potential to draw new students interested in a similar experience; should that be marketed to a substantial student population pool, enrollment growth is likely. Just as NMU has the ability to draw a "certain type of faculty," it has an environment and opportunities to draw a certain type of student who appreciates the unique combination of natural beauty, active lifestyle, peers who are highly engaged and dedicated to hands-on studies, and the opportunity to balance teaching and scholarship. The combination of these characteristics has traditionally lured in a certain class of "teaching scholar" who loves teaching and does it well, and exemplifies productive ways to envelope scholarship into that technique. While many a successful researcher has managed to defy the "challenges," younger faculty coming in with an expectation of institutional support and balance quickly become frustrated as they begin to feel that support does not exist. Just as Boyer noted it is not efficient or productive to mimic something it's not, it makes no sense for a university to attempt to be everything for everyone.

Northern Michigan University has an opportunity to embrace a distinctive identity as an institution for the teaching scholar, one with a unique set of resources including the local environment, lifestyle, natural beauty, and prominent programs such as sustainability, neuroscience, exercise science and a brain tumor center. There are opportunities for students and faculty alike in English, theater, history and archival work and more. Embracing an identity that appropriately recognizes and rewards these resources would allow the university to capitalize upon the synergy alive right now, commitment of senior and junior faculty who want to teach and contribute to this campus, and address declining enrollment by defining the target student population and how to attract them. It is not overlooked that such an effort would require campus-wide support and agreement in relation to potential changes in by-laws, course loads, service participation, etc. However, given that faculty currently are frustrated by all of these things, any fear of change to them at this point is more productive than simply allowing frustration to stew. Further, it is imperative both for faculty and students to believe the reputation of NMU is more than a community college or “greedy institution.”

“We are a university. At least it says that in our name. We’re not Northern Michigan Community College. Universities are places where scholarship and student participation in scholarship happen and its valued.”

Summary

Northern Michigan University is home to the Wildcats. It is the only university in the region offering opportunities such as conducting ground-breaking cancer research in the Upper Peninsula Brain Tumor Center, on-going research on causes of Amyotrophic Lateral Sclerosi (ALS) by investigating a transgenic mouse model, or creating and filming an entire documentary. Just as students at NMU can be students and investigators, students and researchers, faculty at NMU can be teachers and scholars. They have the opportunity to embrace teaching while feeling free to conduct scholarly work. A meaningful discussion among stakeholders within the university could afford the development of a detailed set of expectations and priorities that would ease challenges such that a comfortable balance can exist. By listening to the voices on campus, the institution can solidify the shared symbolic interactionism faculty experience, and use that information to define the identity of a Wildcat, resulting in a distinctive identity that suits Northern Michigan University.

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Appendix A: Questions

Survey questions

1. In what department at NMU do you work?
2. How many years have you been at NMU? (0-3) (4-6) (6-10) (11+)
3. What is the approximate number of scholarly outputs (articles, book chapters, visual art displays, poster presentations, etc.) in the last five years.
4. Lickert scale: How would you describe your level of participation in scholarly activities in the last five years? Negligible, Nominal, active, highly active, substantial
5. Lickert scale: The expectation to engage in scholarly activity impacts the effectiveness of teaching in my department. (negative impact, neutral, positive, enhances, greatly enhances)
6. In my department, scholarly outputs currently used for tenure and promotion are evaluated quantitatively (Y/N); Explain.
7. In my department, scholarly outputs currently used for tenure and promotion are evaluated qualitatively (Y/N); Explain.
8. How would you describe your personal balance between teaching, scholarship and service at NMU? Is there anything you'd like to see change?

Interview questions

1. How many years have you been at NMU?
2. What is your current professional rank?
3. What was the relative size of your previous institution (for PhD or post-doc)?
4. How would you describe your experience with scholarship prior to beginning work at NMU?
5. To what extend did that experience influence your preparation for this position at NMU?
6. How would you describe your participation in scholarship now?
7. The AAUP at NMU expects a certain amount of production from full-time faculty in each of three areas: Service, teaching and scholarship. Describe what this breakdown has been like in your experience.
8. In your experience, what is it like for a member of your department to achieve tenure in regard to scholarly activity?
9. What do you think is the greatest benefit or challenge to your participation in scholarly activity while at NMU?
10. Do you want to experience greater participation in scholarship or not? Explain.
11. If the expectation at NMU is that full-time faculty balance all three areas (service, teaching and scholarship), what do you think can be done to help meet or exceed those expectations?

Appendix B: Departments represented in interviews

- Academic Information Services
- Art and Design
- Biology
- College of Business
- Chemistry
- Clinical Sciences
- Communication and Performance Studies
- Criminal Justice
- Earth and Environmental Geographic Sciences
- Education, Leadership and Public Services
- English
- Health and Human Performance
- Math and Computer Science
- Nursing
- Psychology

Appendix C: IRB Approval Letter

Northern Michigan University

Office of Graduate Education and Research
1401 Presque Isle Avenue
Marquette, MI 49855-5301
906-227-2300
FAX: 906-227-2315
Web site: www.nmu.edu

Memorandum

TO: Erica Goff
Grants and Contracts

CC: Christi Edge
School of Education, Leadership, and Public Service

DATE: April 26, 2016

FROM: Rob Winn, Ph.D. RJW
Interim Assistant Provost/IRB Administrator

SUBJECT: **IRB Proposal** HS16-763
IRB Approval Dates: 4/26/2016-4/26/2017**
Proposed Project Dates: 4/13/2016-12/1/2016
"Investigation of perceptions of teaching and scholarship at Northern Michigan University: A case study"

The Institutional Review Board (IRB) has reviewed your proposal and has given it final approval. To maintain permission from the Federal government to use human subjects in research, certain reporting processes are required.

A. You must include the statement "Approved by IRB: Project # HS16-763" on all research materials you distribute, as well as on any correspondence concerning this project.

B. If a subject suffers an injury during research, or if there is an incident of non-compliance with IRB policies and procedures, you must take immediate action to assist the subject and notify the IRB chair (dereande@nmu.edu) and NMU's IRB administrator (rwinn@nmu.edu) within 48 hours. Additionally, you must complete an Unanticipated Problem or Adverse Event Form for Research Involving Human Subjects

C. Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding. Informed consent must continue throughout the project via a dialogue between the researcher and research participant.

D. If you find that modifications of methods or procedures are necessary, you must submit a Project Modification Form for Research Involving Human Subjects before collecting data.

E. **If you complete your project within 12 months from the date of your approval notification, you must submit a Project Completion Form for Research Involving Human Subjects. If you do not complete your project within 12 months from the date of your approval notification, you must submit a Project Renewal Form for Research Involving Human Subjects. You may apply for a one-year project renewal up to four times.

NOTE: Failure to submit a Project Completion Form or Project Renewal Form within 12 months from the date of your approval notification will result in a suspension of Human Subjects Research privileges <u>for all investigators listed on the application</u> until the form is submitted and approved.

All forms can be found at the NMU Grants and Research website:
http://www.nmu.edu/grantsandresearch/node/102