2015

Engaged Scholarship Activities Among Tenure-Track and Tenured Faculty Members

Michelle Christine Watkins
Walden University

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Michelle Watkins

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Randy Lane, Committee Chairperson, Education Faculty
Dr. Andrew Alexson, Committee Member, Education Faculty
Dr. Rollen Fowler, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2015

Abstract

Engaged Scholarship Activities Among

Tenure-Track and Tenured Faculty Members

by

Michelle Christine Watkins

MS, Arizona State University, 1997

BS, Arizona State University, 1994

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2015

Abstract

Institutions of higher education are widely known to be places that help solve the problems of society; however, few college professors seem to practice engaged scholarship after receiving tenure. In a time of decreased funding for public higher education institutions and increased competition for students with private institutions, public higher education institutions would do well to maintain their images as community partners. In this regard, public institutions need to know whether engaged scholarship among the professoriate has decreased, why this may be occurring, and how to inspire professors to create positive social change. This qualitative case study applied Frederick Herzberg's motivational theory of job satisfaction on engaged scholarship and tenure to determine the extent to which faculty members practice engaged scholarship pretenure and posttenure. The main research question addressed was whether the study participants perceived a negative relationship between tenure status and engaged scholarship. Fourteen face-to-face interviews of faculty and administrators, obtained through purposeful convenience sampling, provided the answer to this and other questions. Interviews were coded according in alignment with the methods used in the Herzberg study in 1959. The data analysis revealed institutional issues to address, specifically, to include institutional support for engaged scholarship and the accuracy of perceived administrative and faculty workloads. From this analysis, a comprehensive engaged scholarship program evolved that, on implementation, would address the concerns of the participants and increase faculty engaged involvement in scholarship that higher education institutions can continue to contribute to positive social change.

Engaged Scholarship Activities Among Tenure-track and Tenured Faculty Members

by

Michelle Christine Watkins

MS, Arizona State University, 1997

BS, Arizona State University, 1994

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2015

Dedication

With all my love to my daughter, Bailey, whose academic potential far surpasses my own abilities. (And, yes, this means you have to earn a graduate degree!)

Acknowledgments

Thank you to all of the participants and resources who made this project study possible. I am indebted.

Many thanks to the family, friends, and colleagues who have supported me throughout this wonderful doctoral journey.

To my incredible mentors and the students in my doctoral cohort: thank you for sharing your knowledge with me and for all of the countless opportunities you gave me to evaluate my own views.

Lastly, much appreciation is extended for those life moments, both positive and negative, that have formed my life. These events taught me who I am, what I stand for, and what I hold dear. I am forever grateful for the doors of opportunity that opened and for those that stayed shut; they have guided me on the right path.

Table of Contents

List of Tables

Section 1: The Problem

Introduction

Throughout their evolution, the public has viewed higher education institutions in the United States as sources of learning as well as places populated by academicians who are expected to help solve current social problems. Even hundreds of years ago, the duties of an educator included not only the teaching of others, but also the application of their academic knowledge to have a positive effect on society at large (Freeman, Gust, & Aloshen, 2009; Wade & Demb, 2009). Such was the reason why the federal government called for establishing a new group of colleges (Jurgens, 2010), called *community colleges*. The term *community* was explicitly included in the name because the institutions were expected to establish closer ties to the community than were traditional universities; specifically, close relationships with local agencies and businesses were anticipated (Wilson, 2010).

Although few community colleges maintained a system of tenure to retain their faculty members, tenure was still practiced by community college districts throughout the United States. Initially, tenure was established to allow faculty members to enjoy the unrestricted freedom to teach their students in the manner they found to be the most suitable without fear of reprisal. Tenure began as a process that faculty members entered into with the expectation that the successful completion of the tenure process would lead newly tenured professors to many permanent personal benefits, including but not limited to, job security, guaranteed income, and the peace of mind associated with academic freedom (Besosa et al., 2010; Bozeman, & Gaughan, 2011; Christensen & Eyring, 2011;

DiMaria, 2012; “Off the Track,” 2009; “Professors Threatened,” 2010; Wilson, 2010; Youn & Price, 2009).

Tenure and the tenure-related requirement to serve the community, called engaged scholarship, have varied widely from institution to institution. In many instances, engaged scholarship was a requirement for tenure but usually without the same significance and weight compared with other scholarly activities (Moore &Ward, 2010). Various research studies advocated that tenure policies at many institutions were compelled to be updated to include the specific requirements for participation in engaged scholarship, the types of support available from the institutions, and how to submit engaged scholarship documentation for the tenure packet (Moore & Ward, 2010; Seifer, Blanchard, Jordan, Gelmon & McGinley, 2012). Faculty members who elected to participate in engaged scholarship or institutional service activities for the sole purpose of embellishing the tenure packet often abandoned these projects once tenure had been earned (Baldwin, De Zure, Shaw, & Moretto, 2008; Wade & Demb, 2009). Even when faculty members were not on the tenure track, they felt ostracized and unrewarded when engaging in scholarship activities despite the fact that the institution preferred to reward other forms of work (Saltmarsh, Giles, & Ward, 2009).

At one particular local community college district in the southwestern United States, evidence revealed that faculty members tended not to participate in engaged scholarship activities once they had earned tenure. Specifically, tenured faculty members were less likely to participate on institutional committees and provide service to the institution. The current study sought, in part, to determine whether faculty members did,

in fact, modify the level and quality of participation in engaged scholarship work once their tenured status had been conferred.

In this section, I investigate the problem of decreased participation in engaged scholarship and institutional service among tenured faculty members, specifically those employed at community colleges. First, I discuss the issue. Then, I describe and delimit tenure and its importance for engaged scholarship, and I define necessary terminology. In the second portion of this section, I describe the state of the present literature on tenure, engaged scholarship, institutional service, and the intersection of these three issues.

Definition of the Problem

The main research question for this project study focused on determining whether tenured professors reduced or otherwise changed the quantities and quality of engaged scholarship work that they did after they completed tenure track process. The institutional tenure policy provided a solid foundation on which a researcher could understand not only how the institution viewed tenure, but the degree to which engaged scholarship was valued. For those faculty members on the tenure track, engaged scholarship in the community and for the institution was evidenced through several of the tenure categories for the community college district. The general approach in which these categories and subcategories were written allowed for engaged scholarship activities to be easily incorporated into the tenure packet by faculty members who sought tenure. The specific categories, as delineated in the tenure policy, are described later in the section titled, “Evidence of the Problem at the Local Level.”

Rationale

Because higher education institutions advocated community and institutional forms of service via the tenure process (Wade & Demb, 2009), faculty members were encouraged by the institutional administration to practice engaged scholarship. In recent years, higher education institutions have faced a reduction in both federal and state funding (Joch, 2011; Ullman, 2012) and have adjusted through mass-marketing of higher education and making changes to include enlarging classes, offering more courses online, and using more contingent faculty (Schoorman & Acker-Hocevar, 2010). At the same time, private higher education institutions gained legitimacy and were increasingly perceived as the best places for students to pursue their academic goals (Schoorman & Acker-Hocevar, 2010). To fulfill its originally designated societal role of service to the community, public higher education institutions struggled to remain competitive during these changing times.

Significance of the Study

This study explored the possibility that higher education institutions could remain competitive by investigating the effect of engaged scholarship practices on the quality of educational services. The literature revealed that students had more positive student outcomes and more successful entry into their chosen career fields when the higher education institutions they were attending were engaged in partnerships with the community (Fretz, Cutforth, & Nicotera, 2009; McGowan, 2010). These issues were important indicators of the success of a public higher education institution. Public institutions that had contributed to the public good were perceived as premier institutions for learning and achieving academic goals. For example, faculty members, particularly

those at land-grant institutions, had historically been expected to practice engaged scholarship because the mission of these institutions had always emphasized working for the public good (Glass, Doberneck, & Schweitzer, 2011). In particular, engaged scholarship was highly valued when it was practiced through scientific research that affected economic security and development (Foster, 2010). Understanding whether faculty members continued to engage in scholarly research after earning tenure and why they continued to pursue such service factored in the role of higher education institutions in their respective communities. In addition, this understanding suggested ways in which the administrations within higher education institutions inspired other faculty members to either continue or renew their interest in community work for the overall betterment of society.

Researchers have identified solutions reduced levels of faculty motivation and detailed how changing organizational structures in general helped alleviate this problem. Specifically, Jenkins (2011) noted that making changes within higher education institutions was difficult for reasons including (a) too many adjunct faculty members, (b), collective bargaining and/or shared governance structures in place, and (c) lack of incentives for faculty members to participate in engaged scholarship efforts. Despite the difficulties that might be encountered while creating an institutional culture that advocated community and institutional service, the need for institutional-community partnerships was established. Studies showed that nonprofit agencies lacked the resources needed to solve societal problems, even though they were often the first agencies to step in when a problem occurred (Garvey, 2009).

Nonprofit community agencies often needed additional expertise to assist them with their activities. For example, managers who worked in nonprofit organizations were not likely to have had any professional development training, particularly areas related to their positions involving grant writing, marketing, and/or leadership (Garvey, 2009). Therefore, nonprofit agencies benefitted from a partnership with a local higher education institution to assist them in providing these skills to employees of organizations via training or engaged scholarship activity. Those faculty members hired to prepare students to work in public organizations often possessed the skills needed to fill existing knowledge gaps through engaged scholarship service with the community agencies.

Engaged scholarship benefitted both the community and the institution. Faculty members who engaged with the community refreshed their own knowledge of the real world in which their students were eventually employed (Moore & Ward, 2010). This assisted the students to enter the workplace with a solid understanding of their chosen careers. The community was negatively affected when faculty members stopped participating in community-engaged scholarship. Subsequently, faculty members assisted these agencies in improving the quality of services provided to the community.

Definitions

Contingent faculty member: A full- or part-time faculty member who is not employed in a tenure track position (Maisto & Street, 2011).

Engaged scholarship: Research or service within the community that is performed by a faculty member, such as participation in a nonprofit agency event or work with community agencies to solve local problems (Moore & Ward, 2010). The development of knowledge for public purposes (Checkoway, 2013).

Tenure: A multiple-year process that leads to job security and other benefits to those faculty members who complete it (American Association of University Professors, 2014).

Evidence of the Problem at the Local Level

El Paso Community College (EPCC) was the institution that was investigated in this project study. The district maintained six college campuses and offered associate degrees and certificates of completion in more than 160 degree programs (El Paso Community College, 2013c). A seventh campus was being built on a U.S. Army installation adjacent to the city (Boerner, 2012).

In 2012, the college offered courses in three formats: face-to-face classroom format, entirely online, or in a hybrid format that combined online and face-to-face instruction (El Paso Community College, 2013c). In addition, courses were offered at both local area high schools for dual credit and at partnering early college high schools, reflecting the college's commitment to engage in collaborative partnerships with several local independent school districts (El Paso Community College, 2013c). The campus and district leadership consisted of 61 administrators who were supported by 232 professional staff members and 1,245 classified staff members. In 2013, instruction was provided to the students by 1,415 faculty members. In all, a total of 2,953 faculty and staff were employed throughout the district that year (El Paso Community College, 2013c). Largely due to its proximity to the United States- México border, EPCC served a unique and diverse student body that is unlike other higher education institutions across the United States, and it was the largest grantor of associate degrees to Hispanic students in the nation (Miller, 2011).

The mission of EPCC is "to provide educational opportunities and support services that prepare individuals to improve their personal quality of life and to contribute to their economically and culturally diverse community" (El Paso Community College, 2013c, p. 6). Per this mission statement, the institution valued positive social change and the furtherance of social change was evidenced by programs designed to make positive contributions to the community. Therefore, the policies and procedures of EPCC needed to align with the mission statement if the faculty members were expected to participate in engaged scholarship work beyond the campus.

The 2011 demographic profile of citizens who lived in the area served by EPCC painted a less-then-colorful picture in terms of educational attainment. When considering all adults older than 24 years, fewer citizens who lived in the county sought higher education than did adults in the general U.S. population. Overall, as of 2011, only 72% of the county citizens had completed high school, whereas nationally this figure was 85.4%. The completion rate for students earning college degrees was also higher throughout the United States than within El Paso County. Nationally, 28.2% of citizens had completed a baccalaureate degree or higher; in the county, only 19.8% of citizens had earned at least a bachelor's degree (El Paso Community College, 2013c).

The EPCC student body had a higher proportion of Hispanic students than was found throughout the country. Data from the U.S. Department of the Census indicated that 16.3% of the population had self-identified as being of Hispanic origin; in Texas, this figure was higher, at 37.6% (U.S. Census Bureau, 2012). However, this rate was even higher among citizens who lived in West Texas County, with 81.2% of the population self-identified as Hispanic. Among students enrolled at EPCC in the Fall 2012 semester,

this figure was slightly higher than the overall county population, with 84.7% of students self-identified as Hispanic (El Paso Community College, 2013c).

Despite the uniqueness of the student population, the faculty, staff, and administrators employed throughout EPCC succeeded in helping students attain their educational goals. A report generated by the Texas Higher Education Coordinating Board (2013) for the Fall 2013 semester showed that a peer group of Texas community colleges similar in size of EPCC had served a much lower Hispanic population (41% in this peer group of colleges versus 85% at EPCC) and had a lower proportion of student Pell Grant recipients than did the EPCC District (35% for students in the peer group colleges as opposed to 50% for EPCC students). Further, the same report indicated that 24% of the EPCC District students were enrolled in at least one developmental education course during the fall of 2013. Of the entire student body, 93% of the students did not place into a college level math course and required remedial math education (Boerner, 2012).

These statistics indicated that despite social and economic disadvantages, students in the district have excelled. Most of the student success statistics reported by the Texas Higher Education Coordinating Board for selected student cohorts ending in Fall 2013 revealed that the students attending EPCC performed better than students attending other institutions. The reasons for the observed performance difference included the following: (a) first-time, full-time, credential seeking students graduated at a higher rate; (b) graduates were employed or enrolled in a four-year institution at a higher rate; and (c) students who required developmental education had a higher persistence rate. The Texas Higher Education Coordinating Board report indicated that 83.5% of the district's

graduates became employed and/or enrolled in a university in the fall semester following their graduation. This rate was slightly higher than the peer college average of 82.6%. Among graduates who had been placed in developmental education courses, 41.0% graduated within 3 years as opposed to 37.3% of students in peer institutions. These statistics indicated that something in the district was going well as the faculty, staff, and administrators educate a unique student population.

EPCC experienced the same enrollment trends as were found across the country as students increasingly sought the affordable tuition and fees offered by these institutions (Wilson, 2010). In the fall of 2012, 30,394 EPCC students enrolled in at least one course for college credit, and of this population, 34.5% attended college full-time. 83% of the students had declared a major and been given a degree plan that identified them as academic transfer students who intended to complete their studies at four-year institutions. The mean age of the "for credit" student body was 23 years (El Paso Community College, 2013c).

The population of the southwestern United States included a higher percentage of citizens who identified themselves as Hispanic than among the United States as a whole. The percentage of Hispanic students at EPCC exceeded the percentage of Hispanic citizens in the nation, the state of Texas, and the county it serves (Aud et al., 2013; El Paso Community College, 2013c). Within the college community, there were demographic differences between the student and employee populations, as shown in Table 1. Among the students, 85% were reported to be Hispanic, 8% were White, 2% were Black, 3% were foreign students, less than 1% consisted of Asian students, and

approximately 1% was either American Indian or some other ethnicity (El Paso Community College, 2013c).

The EPCC faculty was culturally diverse. 18% were White men (*n* = 258), 18% (*n* = 250) were White women, 30% (n = 423) were Hispanic men, 28% (n = 403) were Hispanic women, and 6% (n = 80) belonged to some other category. In terms of gender, 56% (n = 1,650) of faculty and staff were female, which is slightly higher than the 49.4% (n = 699) of the faculty that were female (El Paso Community College, 2013c). The demography of all EPCC employees as a group was divided as follows: 11% (n = 321) were White men, 11% (n = 326) were White women, 32% (n = 932) were Hispanic men, 42% (n = 1,240) were Hispanic women, and 4% (n = 134) of the employee population fit within another racial category (El Paso Community College, 2013c).

Table 1

Racial Composition of EPCC Students, Faculty, and Employees

Racial category	Students	Faculty	All employees
Hispanic	85%	58%	74%
White	8%	36%	22%
Other	7%	6%	4%

Note. Adapted from El Paso Community College Fact Book 2012–2013. Retrieved from http://www.epcc.edu/InstitutionalResearch/Documents/FactBook2012–2013.pdf.

The racial composition of the faculty at EPCC did not resemble the racial composition of faculty members employed in higher education institutions throughout the nation. The majority of faculty members employed at EPCC (n = 826, 58%) were Hispanic (El Paso Community College, 2013c), whereas nationally most faculty members

(79%) were White (Aud et al., 2013). The racial breakdown of the EPCC district faculty and nationwide faculty populations are shown in Table 2.

Table 2

Racial Composition of EPCC and National Faculty

Racial category	Faculty	Nationwide
Hispanic	58%	4%
White	36%	79%
Other	6%	17%

Note. Adapted from El Paso Community College Fact Book 2012–2013. Retrieved from http://www.epcc.edu/InstitutionalResearch/Documents/FactBook2012–2013.pdf and The Condition of Education 2013 by Aud et al. (2013). (NCES 2013-037). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved from http://nces.ed.gov/pubsearch.

Nationally, 41% of faculty members employed at any degree-granting higher education institution were female (Cohen & Kisker, 2010), so the proportion of female faculty members who taught at EPCC was somewhat higher than among other institutions. Similarly, in 2005, only 16.5% of full-time faculty members throughout the nation were minorities (Cohen & Kisker, 2010) but at EPCC, this percentage was 64% (El Paso Community College, 2013).

Approximately 45% of colleges and universities in the United States had tenure policies as of the 2011-2012 school year, and this number was decreasing (Aud et al., 2013). Among public 2-year institutions, 58% had a tenure system in place during the 2011–2012 school year (Aud et al., 2013). EPCC utilized the tenure process.

Little concrete information was available on engaged scholarship at the local, institutional level; therefore, some statistics were compiled by the author and the Director of Institutional Research at EPCC using public information from the EPCC course

catalog and the current list of standing committees. Both of these data sources were public documents available on the EPCC website. These figures, presented in the tables below, indicated that on an institutional level, fewer tenured faculty members participated on institutional standing committees than those faculty members still on the tenure track. The academic ranking system at the College will now be described for these differences to be better understood.

The practice of tenure has become less prevalent across the United States in recent years. As of 2010, only 17% of faculty members in community colleges (which serve about half of all first-year students) are employed in tenure track positions (Wilson, 2010). EPCC was one of a decreasing number of higher education institutions with a tenure system in place (El Paso Community College, 2008) for three groups of faculty members eligible for tenure: teaching faculty, library faculty, and counseling faculty. Using data from the 2013–2014 College Catalog as an official list of full-time faculty (El Paso Community College, 2013b), Table 3 reveals the academic rank of faculty members at the College was as follows:

Table 3

El Paso Community College Full-Time Faculty Members by Academic Rank

Academic rank	Number of faculty			Total number	Percentage of faculty
	Teaching	Library	Counseling		
Lecturer	84	0	0	84	20.4
Assistant professor	58	2	4	64	15.5
Associate professor	91	0	6	97	23.5
Professor	138	9	20	167	40.5
TOTAL	371	11	30	412	100.0

Note. Adapted from El Paso Community College Committee Appointments by Member 2013–2014. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Documents/Standing%20Committee%20Minutes/StandComByMember.pdf and the El Paso Community College Catalog 2013–2014. 42. Retrieved from http://viewer.zmags.com/publication/64975066#/64975066/1.

The figures in Table 3 indicate that the largest proportion of faculty members held the academic rank of full professor (n = 167, 40.5%), which *College Procedure 3.12.03.18: Faculty Ranking System* defined as a tenured faculty member who had been tenured for 5 or more years (El Paso Community College, 2013d). The next largest group by rank, constituting 23.5% of the faculty, was the associate professor group (n = 97), which consisted of faculty members who had earned tenure within the last 5 years (El Paso Community College, 2013b). Approximately one-fifth of the population (n = 84, 20.4%) was comprised of lecturers, who filled full-time temporary positions that were neither tenured nor tenure-track. Assistant professors comprised the smallest group and accounted for only 15.5% (n = 64) of the total faculty (El Paso Community College, 2013b). Assistant professors were those faculty members who were on the tenure track and going through the tenure process. Tenured faculty members as a group, which

consisted of all associate professors and all full professors, accounted for 64.1% (n = 264) of the faculty (El Paso Community College, 2013b).

If fewer faculty members worked on projects related to engaged scholarship, then it would be expected that fewer associate professors and professors participated on institutional committees, or reduced their level of participation on committees by serving on fewer of them. Based upon data obtained from the EPCC Catalog and the list of standing committee members (El Paso Community College, 2013a; El Paso Community College, 2013b), there were considerable differences in standing committee participation when comparing faculty members by academic rank (El Paso Community College, 2013a). Table 3 suggests that as faculty members moved into tenured positions, they decreased their levels of participation on institutional standing committees, which is one form of engaged scholarship. This table shows the total number of faculty by academic rank, the number of faculty members serving on standing committees, and the percentage of all faculty members holding that rank that participated on standing committees. The total at the bottom of Table 4 shows that among the 412 full-time faculty members, 41% (n = 169) served on at least one standing committee during the 2012–2013 academic year.

Table 4

Total and Standing Committee Faculty by Academic Rank

Academic rank	Total faculty		Standing committee faculty	
	Number	Percent	Number	Percent of rank
Assistant professor	64	15.5	54	84.4
Associate professor	97	23.5	59	60.8
Professor	167	40.5	49	29.3
Lecturer	84	20.4	7	8.3
Total	412	100.00	169	41.0

Note. Adapted from El Paso Community College Committee Appointments by Member 2013–2014. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Documents/Standing%20Committee%20Minutes/StandComByMember.pdf and the El Paso Community College Catalog 2013–2014. 42. Retrieved from http://viewer.zmags.com/publication/64975066#/64975066/1.

As one of few remaining community college districts in Texas with tenure (Texas Higher Education Coordinating Board, 2013), the tendency for faculty to stop performing on institutional standing committees was not only counter to the general mission of the community college to serve the community (DiMaria, 2012; Freeman et al., 2009; Wade & Demb, 2009), but also a potential threat to the continued survival of tenure benefits at the community college level.

At the local level, evidence of the problem was seen when the data was stratified by tenure status. To do so, the Director of Institutional Research at EPCC, Dr. Carol Kay, theorized about the existence of a hierarchy of faculty members who would be most likely to engage in standing committee service work, as shown in Table 5.

Table 5

Motivation to Participate on Standing Committees by Academic Rank

Academic rank	EPCC employee	Membership	Career path	Seek tenure	Motivation rank
Assistant professor	Yes	Yes	Yes	Yes	4
Associate professor	Yes	Yes	Yes	No	3
Full professor	Yes	Yes	No	No	2
Lecturer	Yes	No	No	No	1

Note: Information was derived by Dr. Carol Kay and presented to the author in an electronic message (C.A. Kay, personal communication, November 10, 2014).

Dr. Kay's assertion was that assistant professors would be expected to be the most motivated to participate on institutional standing committees since they met all four motivation criteria: they were EPCC employees, their participation on institutional standing committees was expected, they were on a career path to become full professors, and they were seeking tenure. Associate professors would next be expected to participate on these committees since they met three criteria: they were EPCC employees, their participation on institutional standing committees was expected, and they were on a career path to become full professors. Full professors were least likely to be expected than the previous two groups to participate on institutional standing committees. Although they were EPCC employees and were expected to participate, they had reached the top rank of professor and no longer had any incentive to accrue service credit. Lecturers were least expected to serve on standing committees since their membership was not expected, they were not on a career path to full professor, and they were not seeking tenure. As a result of this analysis, Dr. Kay assigned ranks to these categories of professors, giving assistant professors a rank of four because they were most expected to

participate on institutional standing committees, and Lecturers a rank of one because they were least expected to do so (C.A. Kay, personal communication, November 10, 2014).

When the total number of faculty members by academic rank was compared with the total number of faculty members that served on standing committees, it was revealed that the vast majority of assistant professors (n = 54, 84.4%) had participated on at least one institutional standing committee (El Paso Community College, 2013a; El Paso Community College, 2013b). However, as faculty members earned tenure, they were much less likely to participate on these committees. Among those who had earned tenure and been promoted to the rank of associate professor, 60.8% (n = 59) participated on institutional standing committees. Full professors participated even less; only 29.3% (n = 49) of these faculty members participated in at least one institutional standing committee. Lecturers had the lowest proportion of institutional standing committee participation with 8.3% (N = 7) of faculty members that engaged in such work. However, since they were not on the tenure track, these faculty members were not required to participate in these or any other non-instructional activities (El Paso Community College, 2013a; El Paso Community College, 2013b). A Pearson chi-square test of actual faculty members versus the expected proportion of faculty members (n = 410) serving on standing committees was found to be statistically significant, $\chi^2 = 46.16$, $p < .001$ (C.A. Kay, personal communication, November 10, 2014), which showed that differences in faculty members at the community college serving on standing committees that what was expected was not due to by chance factors alone.

In an effort to highlight the differences in the amount of institutional standing committee work conducted by faculty members, the statistics found in Table 6 reveal that

there were some variations in the number of committees served on when stratifying the data by academic rank.

Table 6

Standing Committee Membership by Academic Rank

Academic rank	Number of faculty on standing committees	Number of standing committee seats	Average number of committees
Assistant professor	54	99	1.8
Associate professor	59	92	1.6
Professor	49	67	1.4
Lecturer	7	8	1.1
TOTAL	169	266	1.6

Note. Adapted from El Paso Community College Committee Appointments by Member 2013–2014. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Documents/Standing%20Committee%20Minutes/StandComByMember.pdf and the El Paso Community College Catalog 2013–2014. 42. Retrieved from http://viewer.zmags.com/publication/64975066#/64975066/1.

The average number of standing committees served, as shown in Table 3, revealed that assistant professors seeking tenure were more likely to have served on more than one committee than faculty members of any other academic rank. On average, assistant professors who had served on standing committees were more likely to have participated on two committees than on only one committee (El Paso Community College, 2013a; El Paso Community College, 2013b). Associate professors who had served on committees also served more frequently on more than one committee; however, the average assistant professor served on more committees then an associate professor (El Paso Community College, 2013a; El Paso Community College, 2013b). Further comparison was made between the number of faculty members employed by

EPCC and the number of standing committee seats occupied by faculty members. These data are shown in Table 7.

Table 7

Standing Committee Seats Filled by Academic Rank

Academic rank	Number of total faculty	Number of standing committee seats	Average number of committees
Assistant professor	64	99	1.8
Associate professor	97	92	1.6
Professor	167	67	1.4
Lecturer	84	8	1.1
TOTAL	412	266	1.6

Note. Adapted from El Paso Community College Committee Appointments by Member 2013–2014. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Documents/Standing%20Committee%20Minutes/StandComByMember.pdf and the El Paso Community College Catalog 2013–2014. 42. Retrieved from http://viewer.zmags.com/publication/64975066#/64975066/1.

A Pearson chi-square analysis revealed differences in the proportions of actual faculty members serving on committees versus the expected proportion of faculty members filling seats on standing committees, and these differences were statistically significant, χ^2 (3, n = 412) = 85.7, $p < .001$ (C.A. Kay, personal communication, November 10, 2014). This result suggests that the distribution of standing committee seats was vastly different from the expected distribution of standing committee seats when stratifying by academic rank and that this difference was not due to chance.

To summarize, the data revealed that, as far as service on institutional committees was concerned, there were actual, statistically significant differences among (a) both the number of faculty members who participated on standing committees and (b) the number of standing committees served on per faculty member when the data was stratified by

academic rank. Assistant professors, as a group, were more involved with standing committees than were full professors. This analysis of standing committee membership, then, supported the general view that tenured faculty members did less institutional service work, a form of engaged scholarship, than did their tenure-track counterparts.

This project study investigated changes in institutional service posttenure. The main focus was to investigate engaged scholarship practices as a whole to determine whether and why differences exist between tenure-track and tenured faculty members. Studies such as these can inform those employed in higher education about the implication of engaged scholarship on the quality of instruction, the amount of institutional services provided to the community, the perception of the institution by the public, and other factors.

Table 8 illustrates the proportion of total faculty members by academic rank as well as the proportion of standing committee seats filled by academic rank. The data revealed that there was significant variation in terms of institutional standing committee participation between the academic ranks.

Table 8

Faculty Standing Committee Seats Filled by Academic Rank

Academic rank	Percent of total faculty	Number of standing committee seats	Percent of faculty seats filled
Assistant professor	15.5	99	37.2
Associate professor	23.5	92	34.6
Professor	40.5	67	25.2
Lecturer	20.4	8	3.0
Total	100.0	266	100.0

Note. Adapted from El Paso Community College Committee Appointments by Member 2013–2014. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Documents/Standing%20Committee%20Minutes/StandComByMember.pdf and the El Paso Community College Catalog 2013–2014. 42. Retrieved from http://viewer.zmags.com/publication/64975066#/64975066/1.

Faculty members who held the rank of assistant professor comprised 15.5% of the entire faculty body (n = 64), but they occupied 37.2% of all standing committee seats filled by faculty members (*n* = 99). In contrast, full Professors comprised 40.5% (*n* = 167) of the faculty population, but filled only 25.2% (*n* = 67) of the standing committee seats occupied by faculty members (El Paso Community College, 2013a; El Paso Community College, 2013b). Therefore, there was a clear difference in terms of standing committee participation practices when the data was stratified by academic rank.

In general, the data, which was extracted from both the 2013–2014 *College Course Catalog* and the *College Standing Committee Membership* list, upheld the idea that posttenured faculty members were less active in their institutional service work (El Paso Community College, 2013a; El Paso Community College, 2013b). However, these data ultimately reflected only committee participation, which was just one of many forms of faculty engaged scholarship. This project study further investigated whether tenured

faculty members replaced this institutional committee work with other engaged scholarship activities or whether they simply did less work.

The responsibility to emphasize engaged scholarship lies not only on the faculty, but also on the administration. Dr. Guy Bailey, President of the University of Alabama, stated in 2013 that when it comes to participation in engaged scholarship activities, "there are faculty members waiting to be asked and waiting to be engaged. So you see that as your [administrators'] responsibility going forward" (Bailey et al., 2013, p. 91). Higher education administrators echoed this sentiment and championed administrative reforms to make engaged scholarship more central to their organizational missions (DeLugan et al., 2014; Doberneck et al., 2011). Related research indicated that students had benefited from the experiences of faculty members who had participated in service projects throughout the community; also, faculty members who were engaged with the community in this manner were able to provide additional insight in the classroom that could not have been obtained by any other means. Other results showed that faculty members must remain engaged with their communities to solve the problems in the community. For example, a philosophy instructor and a university President once had a discussion about the impact of philosophy on entrepreneurship and economic development. A conversation such as this had the potential to change the philosophical views of either or both parties, which could then have led to a better understanding of the subject for both people (Bailey et al., 2013).

Although engaged scholarship is present in both colleges and universities, the tenure process in universities was often characterized by an emphasis on teaching and academics rather than an emphasis on applied research (Checkoway, 2013), which

created little perceived need for engaged scholarship work. Community colleges, on the other hand, were shown to be different. Unlike what may be compulsory in a university tenure process, there was no requirement for tenure-track faculty members in most community colleges to perform research studies and publish in peer-reviewed journals; rather, more emphasis was placed on service to the community, the state, and the institution. At EPCC, faculty members on the tenure track were required to submit a tenure portfolio at years three and five of the tenure process, the contents of which are governed by policy. Appendix B includes College Procedure 3.07.02.10: *Tenure Review and Recommendations*, which defined the basic tenure policy criteria for teaching faculty members on the tenure track (El Paso Community College, 2008). Specifically, Appendix B includes the criteria for tenure, their weights, and specific examples of information to be included in each section of the tenure binder for teaching faculty members on the tenure track. Appendix C describes the tenure criteria for counseling faculty members on the tenure track, as written in College Procedure 3.07.02.10: *Tenure Review and Recommendations* (El Paso Community College, 2008). Appendix D describes the tenure criteria for library faculty members seeking tenure, as written in College Procedure 3.07.02.10: *Tenure Review and Recommendations* (El Paso Community College, 2008).

The tenure policies at EPCC revealed that there were several places in the tenure packet where engaged scholarship work can be exhibited; however, there was no one section that emphasized its importance. This observation was in keeping with tenure practices at other colleges and universities that viewed engaged scholarship as a positive component of a tenure packet but not one that was valued on an equal plane with

instructional activities and publication. Interestingly, although peer reviewed journals were emphasized in tenure processes, these publications were not popularly used to convey the results of engaged scholarship activities (Seifer et al., 2012).

Evidence of the Problem from the Professional Literature

Generally speaking, research in the literature did not validate the local conclusion that fewer tenured faculty members participated on institutional standing committees than did faculty members on tenure track (El Paso Community College, 2013a; El Paso Community College, 2013b). Instead, most of the academic literature reported that tenured faculty members worked harder after earning tenure then they did while on the tenure track (Baldwin et al., 2008; Checkoway, 2013; June, 2012b; Kemper, 2010; Seifer et al., 2012). A tenured science professor who blogged about her posttenure activities described her surprise at the common view of the tenured college professor as overpaid and lazy. She also indicated that this ideology was perpetuated internally by those who work in academe ("I did not slow down once I got tenure", 2011). Most academic literature reflects views of tenured professors that contradict the view that they are overpaid and lazy, and assert that faculty members do much of their best work after earning tenure. Tenured faculty members generally continued to develop the majority of their service work posttenure (June, 2012b), and performed their best work outside the classroom in the years between tenure and retirement (Baldwin et al., 2008).

Although the tendency was for older faculty members to be viewed as disengaged from their work, it was the total number of years that faculty members had worked in the academy, rather than their chronological age, that was found to dictate their level of productivity (Kemper, 2010). Among research institutions, older faculty members

participated in more service related work than their younger colleagues because younger faculty members were focused on establishing themselves through teaching and research-related activities (June, 2012b).

Regardless of the rank of faculty members who participated in community engaged scholarship, higher education institutions that valued engaged scholarship provided structures that supported community engaged scholarship throughout the course of faculty members' academic careers (Seifer et al., 2012). Administrators at institutions who were successful in engaged scholarship implementation also kept in mind that faculty members wanted to engage with their students (Checkoway, 2013).

Research Question

This study sought to determine whether there was a difference in the levels of engaged scholarship participation among tenure-track and tenured faculty members. The research questions associated with this study, then, were as follows:

Research Question 1: Was there a difference between tenured and tenure-track faculty members in terms of the levels of engaged scholarship participation?

Research Question 2: Did faculty members believe that engaged scholarship activities made them better at their jobs?

Research Question 3: Did tenured faculty members think that faculty members should be encouraged to engage in community and institutional engaged scholarship?

Research Question 4: Were students more successful when their faculty members were participating in community and institutional engaged scholarship?

Research Question 5: How best could the College instill in faculty members the desire for service work?

Research Question 6: Was a commitment to institutional and community service work inculcated within the academic culture of the institution?

Research Question 7: Were there points in the careers of faculty members when they were more or less likely to engage in institutional and community-related service? If so, did these changes in the level of involvement have a direct impact on student learning in the classroom? Did these changes have an impact on institutional effectiveness? If there was a change in service work and this change was detrimental to the students and/or the institution, how could this trend be reversed?

The overall purpose of this project study was to investigate whether tenured professors change their engaged scholarship practices posttenure, and, if there was a change in such practices, whether the changes due to the shift in tenure. If faculty did change their engaged scholarship practices, the participants were asked questions that determined whether they stopped because tenure no longer served as the motivation for their efforts. The literature suggested that the research questions for this case study would best be identified by way of personal experience or observation. Interview questions, then, were aligned with the review of the literature (Lodico, Spaulding, & Voegtle, 2010).

Review of the Literature

A full literature review for this project study required an in-depth analysis of the literature on tenure, community colleges, engaged scholarship, job satisfaction, and

nonprofit organizations. When searching through the academic literature, education databases were primarily used. However, they were supplemented by other social science databases to fully understand the problem. Among the education databases, the ERIC database was frequently used, followed by Education Research Complete. Other databases consulted included the SAGE education journal database, Academic Search Complete, SocIndex, and Political Science Complete. To attain a complete review of the literature on job satisfaction, searches included all Walden databases.

Certain parameters were placed on this search process as it was conducted. Unless the search involved a specific search for historical data or documents, articles were published between 2008 and 2014. As time passed, articles located from 2008 were removed in favor of other, more current articles. All non-governmental documents cited in this project study must have been peer reviewed. The full text of all but a few documents were located directly from the Walden University library databases mentioned above, and the few remaining documents that lacked a full text were located using Google or Google Scholar. The topics that are discussed in their review were searched using keywords such as *community*, *community colleges*, *community partners*, *engaged scholarship*, *faculty*, *higher education*, *job satisfaction*, *mission*, *nonprofits*, *service*, *social services*, *tenure*, *tenured faculty*, *Texas*, *vision*, and *work*.

The initial community college concept began during the time of the Industrial Revolution when workers needed to learn machining and other skills that would benefit them in industrial jobs. Junior colleges were created in response to this need, and served as the primary source for general education, which took this responsibility away from the university systems (Jurgens, 2010). Early in the Twentieth Century, high schools often

offered technical preparation programs for interested students who did not want to leave their hometowns to attend faraway higher education institutions. Ultimately, this trend led to the addition of fifth and sixth year curricula to the existing high school curriculum.

The first high school to include fifth and sixth year curricula was Central High School in Joliet, Illinois in 1901, which set the trend to view community colleges as an "extensions of high schools – part collegiate, part vocational, and part terminal" (Jurgens, 2010, p. 253). Later, effects of the Great Depression suggested a need for job training programs to combat the unemployment problem that existed in the United States at that time. These programs continued through to the end of World War II when the G.I. Bill was passed in 1944 to reward service members and prepare them to transition back to civilian life (Boyd, 2011; Jurgens, 2010; Servicemen's Readjustment Act, 1944).

Later, the Truman Commission Report of 1947 reported that community colleges should provide free or reduced tuition to students, particularly women and racial minority students, to better integrate these groups into the workforce (Jurgens, 2010). The number of community colleges operating in the United States exploded in the 1970s as the Baby Boomer generation became old enough to attend college (Jurgens, 2010). Partnerships with local high schools became more important during this time, and provided a mechanism for community colleges to prepare high school students for a future in career and technical education (Jurgens, 2010).

Community colleges were unique higher education institutions with different qualities than universities. Community colleges had open enrollment policies created educational opportunities for many different types of learners (Diaz-Strong et al., 2010; DiMaria, 2012), they were open to a wide variety of students who were interested in

learning they had student populations that consisted of both recent high school graduates as well as older returning students with families and higher levels of responsibility. Some students attended community colleges so that they could save money in their first 2 years of college and transfer credits to a four-year institution (Nealy, 2009). Since their inception, community colleges were also sources for job training for in-demand careers (DiMaria 2012; Jacobs, 2011)**;** so many students attended and studied vocational programs.

Coupled with this variation within the student population was the responsibility of the community college to ensure that students came to the college ready to learn (DiMaria, 2012). The community college environment valued service to the students and quality instructional services while developing supportive and caring student-faculty relationships that encouraged students to excel in their academic activities (Levin, 2010). Community college faculty and staff served their unique student populations by giving them the support they needed to succeed in the classroom. The community college student population created a high demand for student services, including tutoring and counseling (DiMaria, 2012)**;** and community colleges ensured that these services were provided.

Community colleges were created to provide access by a diverse population, and many of the students who attended had needs that differed from university students (Diaz-Strong et al., 2010). Unlike universities, community colleges served a variety of constituents: students who aspired to transfer to a university, workforce education students, students who needed remedial education, and students who wanted to take classes but did not want to earn a degree (Boerner, 2012). In 2009, approximately seven

million students took credit classes at community colleges for credit across the nation ("Community college mission," 2009), accounting for 45% of all higher education enrollments (Cohen & Kisker, 2010).

The impact of community colleges was felt domestically and internationally. Community colleges played a vital role in academic student success, at both the associate degree and baccalaureate levels, particularly in tough economic times (Boggs, 2012). Further, their structure has been recognized throughout the world as a critical institution for the provision of expanded educational and vocational opportunities (Boggs, 2012). After taking open enrollment policies and affordability matters into consideration, a community college education has been the best choice for many students who would be otherwise unable to receive a post-secondary education (Diaz-Strong et al., 2010).

From the time of the Industrial Revolution to this day, higher education institutions have worked to serve the educational needs of their local communities. Engaged scholarship has been a modern method of serving the local needs of the community. For this reason, I investigated whether the tenure process impacted community college faculty participation in engaged scholarship activities. Tenure has been a formal personnel action that required multiple decisions to be made based on a formalized sequence of activities outlined in a policy that insures continued employment after a set period of time in the organization (Youn & Price, 2009). Although the practice of awarding tenure has decreased, it used to be a key factor in faculty retention, student success, and quality instruction. As of 2010, only 17% of community college faculty members in the United States were employed in tenure-track positions (Wilson, 2010). Faculty members who participated in engaged scholarship while on the tenure track were

able to stay current within their teaching disciplines. Students, as a result, were more likely to learn how their discipline fits within the world around them. To tie these principles together, a summary of the literature on job satisfaction, tenure, and engaged scholarship is now provided.

Job Satisfaction among Members of the Professoriate

Most studies of job satisfaction involved the investigation of "industrial and organizational settings" rather than higher education institutions (Sabharwal & Corley, 2009). One exception is the work of Chandra et al. (2011), which determined the hygiene and motivating factors of accounting faculty members. This study found that accounting faculty members had the following motivating factors associated with their profession:

> All educators desired the ability to both stimulate critical thinking and assist students in developing good work and study habits. Females were especially concerned about being able to provide stimulating classroom work. All educators wanted the opportunity to advance their careers while at the same time being able to participate in curriculum and program development. Females were particularly concerned about being able to participate in the school decision making process. Thus, accounting educators need an environment that provides opportunities for advancement while also allowing the educators to actively participate in the development of school, department, and curriculum policies. (p. 26)

Chandra et al. (2011) specifically indicated, that "case studies of the processes used by schools will enrich the knowledge for managing concerns and motivating educators to superior performance" (p. 27). In a similar study, administrations were better able to effectively recruit faculty members to the institution and retain their

services (Bozeman & Gaughan, 2011). To this end, the present case study involved these institutional practices using interviews of faculty members and administrators at EPCC.

Factors that caused job satisfaction among faculty members were often significant not only to faculty members but also to other stakeholders, such as administration and the community at large. As an example, if faculty members were satisfied with their jobs when they were working with a local agency, then the bond between the faculty and the agency might be strengthened (Bozeman & Gaughan, 2011). A study of job satisfaction by Bozeman and Gaughan (2011) revealed that:

- Faculty members were generally satisfied with their jobs.
- The specific work done by faculty members and their attitudes toward their work affected their levels of job satisfaction.
- The resulting job satisfaction factors in this study were broken down into three main categories: demographic characteristics, colleague interactions, and extrinsic pay motivation. Collegial interactions included "one's views about colleagues' perception of oneself and one's work" (Bozeman & Gaughan, 2011, p. 177). The study revealed that although faculty members worked autonomous positions and enjoyed this autonomy, they still needed to engage in social relationships with other faculty members (Bozeman & Gaughan, 2011).

Differences in job satisfaction existed between male and female faculty members. Male faculty members were more likely to be satisfied with their jobs than were female faculty members, and males also earned higher salaries than female faculty members

(Sabharwal & Corley, 2009). The same study revealed that male faculty members who worked in the disciplines with the lowest levels of job satisfaction still maintained statistically significant higher levels of job satisfaction than the women who worked in the disciplines with the highest levels of satisfaction.

Studies of community college faculty members have shown a general state of job satisfaction. One research study showed that faculty members at the community college level were more satisfied with their jobs than were faculty members teaching at the university level (Kim et al., 2008). This study also showed that part-time and full-time community college faculty members were equally satisfied with their jobs.

Demographically, there are some differences when studying the impacts of race and academic rank on job satisfaction. A study conducted by Sabharwal and Corley (2009), using data from the Survey of Doctorate Recipients by the National Science Foundation, found that African American faculty members were at least as satisfied with their jobs as were White faculty members. However, Asians were the least satisfied with their jobs. In terms of academic rank, full professors were more satisfied with their jobs than were associate or assistant professors. Tenured faculty members were more satisfied than non-tenured faculty members in some disciplines, such as engineering; however, this finding did not apply to all disciplines. The results also showed that non-tenured faculty members who taught in health care disciplines were more satisfied than their tenured counterparts. Other variables found to be positively correlated with job satisfaction included being married and the number of children living at home (Sabharwal & Corley, 2009).

The Establishment of Tenure as a Structure within Higher Education Institutions

The practice of awarding academic tenure is more than 100 years old (Freeman, Gust & Aloshen, 2009), and the United States is credited with legitimizing the academic profession (Pedró, 2009). Tenure first evolved in the late 1800s when faculty at the University of Chicago were ranked as assistant professor, associate professor, and professor according to the University's policies and procedures (Cohen & Kisker, 2010). Tenure continued to be addressed and was further legitimized at the national level in 1925 when the American Association of University Professors (AAUP) and the Association of American Colleges (AAC) joined together to write the *Conference Statement on Academic Freedom and Tenure* (Jackson-Weaver et al., 2010).

Only twice in the last century have national statements regarding tenure been updated (Jackson-Weaver et al., 2010). First, the *Conference Statement on Academic Freedom and Tenure* was revised in 1940 with the *Statement of Principles on Academic Freedom and Tenure* (American Association of University Professors, 2014; Dobbie & Robinson, 2008; Freeman et al., 2009; Jackson-Weaver et al., 2010). This revised version included a statement about the importance of academic freedom and tenure as part of the common good within higher education. The statement included important ideas regarding academic freedom and its importance to teaching and research activities. In essence, academic freedom was meant to protect the rights of the professor to teach as they deemed appropriate and to conduct research without interference. The statement also included the freedom of the student to learn (American Association of University Professors, 2014). Second, the AAUP and AAC revised the statement again in 1989 to remove any gender-based references (Jackson-Weaver et al., 2010).

More important for the purposes of the current study, though, was the description of academic tenure included in the *Statement***,** which established that after the successful completion of a probationary period professors should have the right to a permanent position that could not be removed except in cases of misconduct, extraordinary financial circumstances, or retirement (American Association of University Professors, 2014). The length of the probationary period to be required prior to a tenure decision was set at no longer than 7 years. Termination on the basis of a professor's conduct could only take place following a fair due process hearing, and any dismissal on the basis of a financial emergency must be appropriately justified (American Association of University Professors, 2014). As a result, most faculty members teaching in American colleges and universities were on the tenure-track or tenured by the 1940s.

During the thirty year period following the 1940s, the fate of the professoriate became less favorable. In the 1970s, reductions in enrollment and an oversaturation of doctoral degree earners created a climate of competition for faculty teaching jobs (Dobbie & Robinson, 2008; Youn & Price, 2009). Higher education institutions sought to attract the best possible faculty members to teach and conduct research within their programs. At this time, research became the largest factor in maintaining institutional prestige and was also the key criterion for the hiring of faculty members (Youn & Price, 2009). During the 1980s, the practice of hiring faculty members to fill tenure-track faculty positions declined. Subsequently, the responsibility of teaching students transferred to contingent faculty members (Dobbie & Robinson, 2008; Youn & Price, 2009).

These trends continued to accelerate, increasing the level of competition for tenured positions. While it was difficult for prospective faculty with earned doctorates

from all academic fields to begin their academic careers, it was even more so for aspiring professors seeking to work in the humanities. Competition was also high for aspiring professors from lower socioeconomic backgrounds (Jackson-Weaver et al., 2010). At the same time, these positions were highly desired by international faculty members who hoped to work in the United States (Pedró, 2009).

Benefits of tenure. Tenure was conceived as a right, rather than a privilege, that was provided a common professional experience for faculty members across an array of teaching fields (Besosa et al., 2010). Then as now, the awarding of tenure to faculty members reflected a serious time and monetary commitment to the faculty members on the part of the institution (Youn & Price, 2009). Tenure was a key achievement in the career of a college professor. When an individual reached this milestone, he or she received several benefits that tenured professors enjoyed regardless of their teaching discipline, including structured hiring processes (Besosa et al., 2010; Christensen & Eyring, 2011), faculty engagement in shared governance ("Off the track", 2009), faculty participation in curricular decisions (Wilson, 2010), job security (Besosa et al., 2010; Bozeman & Gaughan, 2011; Youn & Price, 2009), a higher level of status within the profession, (Youn & Price, 2009), fair compensation, (Besosa et al., 2010), financial security (Besosa et al., 2010; Youn & Price, 2009), greater autonomy (Youn & Price, 2009), the protection of faculty academic freedom (Wilson, 2010), the ability to discuss controversial topics without fear of reprisal (DiMaria, 2012; "Professors threatened," 2010), access to developmental activities such as leaves and sabbaticals, and a reduced level of oversight by administrators (Youn & Price, 2009).

That tenure positively impacted students and their educational goals. Tenure provided job and financial security for tenured faculty members**;** consequently, they were more likely to remain with the institution and provide consistent, quality education to students (Maisto & Street, 2011; Youn & Price, 2009). Their full-time service also allowed tenured faculty members to be more accessible to students ("Off the track," 2009), gave professors more time to mentor students, and provided students with a quality educational experience (DiMaria, 2012). Academic freedom in the classroom was protected, which allowed faculty members to confidently address controversial issues and provide a more challenging educational environment for the students (DiMaria, 2012). A study by Nealy (2009) suggested that an increase in the number of tenured faculty members in the community colleges improved the rate at which students transferred to a four-year institution.

The tenure process has shown to be beneficial for the hiring and retention of faculty at colleges and universities. When a tenure policies were in place, higher education institutions had stability and higher quality faculty populations, which allowed the institutions to attract and retain successful faculty members. Additionally, tenured faculty members were less inclined to leave than those who did not have the security of tenured positions (Christensen & Eyring, 2011).

Detriments of tenure. Across the United States, academicians were less able to obtain secure positions as fewer and fewer tenure-track positions were available when colleges and universities limited their long term obligations to retain faculty members. Many people disagreed that full-time faculty members provided quality education in colleges and universities when they were adequately compensated (Maisto & Street,

2011). However, Michigan's Delta College, a two-year institution, made a commitment to student success when it converted all full-time faculty positions tenure track or tenured. This decision, which aligned with the institution's core values, helped to ensure that students enjoyed the best possible educational experiences in courses delivered by quality faculty (DiMaria, 2012). Overall, however, recent doctoral graduates have had more difficulty acquiring careers in the academy than in prior years (Jackson-Weaver et al., 2010).

A mixed bag of factors contributed to the decreased effectiveness of tenure in maintaining a high level of academic quality for students across the United States. In an age where the state of higher education was in flux and the faculty was changing, some studies indicated that tenure may have outlived its usefulness. One factor of concern was that the job security given to tenured faculty members did not allow new faculty members participate in the more prestigious academic positions within an institution. Since tenured faculty tended to remain in their positions and there was no limit on how long faculty were able to hold their positions, the higher tenured positions were not being vacated quickly. This tendency limited advancement opportunities for faculty members, particularly among women professors and professors of color (Cohen & Kisker, 2010).

Whenever the economy declined, or when there were shifts in the job market for certain fields, or when technology changed, tenure policies made it more difficult for higher education administrators to shift faculty resources in ways that best supported student learning (DiMaria, 2012; "Kentucky colleges," 2009). Therefore, higher education institutions sometimes opted not to offer tenure for the reason that it reduced the ability of institutions to respond to any necessary faculty changes. When faculty

members had tenure but enrollment did not justify their positions, administrative adjustments had to be made to prevent financial harm to the institution (DiMaria, 2012). Even in Europe, there was an increasing tendency to hire faculty members in temporary positions so that higher education institutions could adjust to changing student demands (Pedró, 2009).

The lack of tenure caused changes within the classroom. Non-tenured faculty held back on deep discussions of controversial issues in their teaching and research. Since the rules regarding tenure were often subjective, adjunct faculty and faculty members on the tenure track often focused more on whether their activities were appropriate rather than on whether they maximized student success (Youn & Price, 2009).

Issues related to the tenure process. Tenure was created to ensure that faculty members had the academic freedom to pursue new knowledge and to transfer this knowledge to their students. Initially, tenure was relatively simple to earn. Faculty members were usually awarded tenure if they had a history of excellent teaching and/or service (Youn & Price, 2009). However, this focus has shifted in recent years. In the 1970s, faculty members began to unionize, and this led to the public view that tenure had become a method for protecting the jobs of unproductive faculty members rather than a mechanism to protect faculty members while they worked to expand the minds of their students (Cohen & Kisker, 2010). For most new faculty members entering the field, tenure was more a matter of job security than of academic freedom (Dickeson, 2010; Cohen & Kisker, 2010).

Over the years, tenure trends have changed. Recent research has shown that the majority of college professors were not employed in tenure-track or tenured positions (Kezar & Maxey, 2012) as contingent faculty became more numerous than their tenured counterparts (Street, 2009). In the 1970s, most faculty were either tenured or had tenure-track positions (Besosa et al., 2010), but in 2009 only 33.5% of faculty members held tenure-track or tenured positions (Kezar & Maxey, 2012).

The tenure figures for the state of Texas, where EPCC is located, showed a healthier climate for tenure-seeking faculty members than other states. In Texas in 2012, 62.5% of all full-time faculty members employed in universities were tenured or on the tenure track, accounting for two-thirds of the university teaching population but teaching only 35.3% of course sections (Texas Higher Education Coordinating Board, 2013).

The proportion of colleges and universities with tenure policies declined since the mid-1990s. During the 1993-1994 school year, 62.6% of all higher education institutions, both public and private, had tenure systems in place, but by the 2011-2012 school year, this figure had decreased to 45.3%. Among two year public colleges, only 26.1% offered tenure, and this figure decreased to 8.0% by 2012–2013 (Aud et al., 2013).

The decision to include tenure as a policy within a community college differed from the decision to do so at the university. Community college students often required additional help from faculty members and student services staff than students at universities, and changes in student enrollment had a dramatic effect on the need for faculty members (Kezar & Maxey, 2012). Community college administrators preferred using contingent faculty members to fill available course sections because it gave them

more flexibility and increased cost savings (Kezar & Maxey, 2012; Lawrence & Galle, 2011; Street, 2009).

Opponents of these policies claimed that such changes had severe implications for the future health of the professoriate. They claimed that fewer full-time, tenured faculty led to decreased faculty participation in institutional governance and curricular decisions (Maisto & Street, 2011), some of which was done without additional compensation (Schoorman & Acker-Hocevar, 2010). Further, critics claimed that both the reduced number of people hired on tenure track and the elimination of tenure caused faculty members to be disengaged from the institution (Besosa et al., 2009).

Tenure continued to be the subject of debate as states, governmental leaders, and higher education institutions questioned its utility. A significant amount of political opinion suggested that tenure had outlived its usefulness; consequently, it was targeted for elimination in several states. In 2009, tenure was eliminated by the Board of the Kentucky Community and Technical College System for all new faculty members ("Kentucky colleges," 2009). In 2010, the Mississippi College Board and the Mississippi Legislature threatened to remove tenure in that state ("Professors threatened," 2010), and Florida gubernatorial candidate Bill McCollum included the removal of tenure in his educational platform that year. McCollum suggested that tenure should be replaced with a performance award for faculty members based upon graduation rates (Kallestad, 2010). In 2011, the U.S. District Court for the Eastern District of Pennsylvania upheld the rights of a community college to revoke the tenure of a professor as long as the policies of that higher education institution showed the institution was entitled to do so (Heneghan v. Northampton Community College et al., 2011). However, not all states followed this

trend. In fact, Delta College in Michigan moved in the opposite direction and converted all full-time faculty positions to the tenure-track (DiMaria, 2012).

While there was evidence that tenure was needed, federal laws and higher education policies often deemed it unnecessary. Federal laws changed to provide faculty members with the necessary protections against discrimination, which eliminated the need for tenure. At the same time, institutional policies generally upheld the dismissal of incompetent faculty regardless of their tenure status. Colleges without tenure dismissed faculty more quickly because the dismissal processes were more streamlined (Cohen & Kisker, 2010).

Engaged Scholarship

Since colonial times, educators were expected to perform community service work on a voluntary basis, and they often did so without compensation (Wade & Demb, 2009). With time, community engagement became more popular as higher education institutions and community agencies agreed to share their specialized knowledge in a symbiotic relationship (DeLugan et al., 2014; Heisler et al., 2012). These forms of work, typically referred to as community service and community engagement, were eventually combined into the term, "engaged scholarship". Moore and Ward (2010) described engaged scholarship as those activities where faculty members lend their expertise to a community agency. Similarly, the term was defined by Checkoway (2013) as the development of knowledge for public purposes. Engaged scholarship can take place practically anywhere, and it can consist of many different types of activities, such as assignments, research, service learning, and other practices (Núñez, 2014).

In the 1990s, Dr. Ernest L. Boyer published several articles and books related to the importance of engaged scholarship that are still highly cited in the academic literature today (Checkoway, 2013; DeLugan et al., 2014; Drame et al., 2011; Glass et al., 2011; Heisler et al., 2012; Moore & Ward, 2010; Saltmarsh et al., 2009; Tsui, 2013). Dr. Boyer's landmark works noted the declining commitment of the academic profession to engage in service work. Boyer (1996) argued that, "the campus is being viewed as a place where students get credentialed and faculty get tenured, while the overall work of the academy does not seem particularly relevant to the nation's most pressing civic, social, economic, and moral problems" (p. 14).

Boyer (1990) explained that academicians must contextualize their engaged scholarship work within four functions: the scholarship of discovery, the scholarship of integration, scholarship of sharing knowledge, and the application of knowledge. Boyer (1990) defined the scholarship of discovery as the responsibility of higher education institutions, namely universities, to lead the way in expanding human knowledge. The scholarship of integration meant that scholarly work must be interdisciplinary in nature in order for the world to be understood within a larger context. The scholarship of sharing knowledge described how the communal nature of scholarly work required researchers to conduct and publish a study that could be taught to others. Last, the application of knowledge made research relevant through practice.

Although engaged scholarship was noted in tenure policies, tenure requirements focused more on teaching and research than on engaged scholarship work. Faculty members were being "…shaped by an academic culture that runs contrary to engaged

scholarship" (Checkoway, 2013, p. 13). However, Núñez (2014) clearly articulated the positive environment created by engaged scholarship by stating that:

> Engaged scholarship situates faculty, students, and higher education institutions in a more direct partnership with local communities. Their reciprocal relationship allows us as educators to see students and communities as mutually interrelated. In this view, community settings become an extension of the classroom and community partners become co-facilitators of knowledge creation and the development of critically thinking professionals. (p. 94)

Although not as critical to faculty success as teaching or research (Franz, 2011), engaged scholarship eventually became more popular within higher education institutions. There were many possible reasons for this changing trend. One reason addressed changes within the administrations of higher education institutions. The results of a case study by Doberneck et al. (2011) concluded that administrators should recognize the interest in and pursuit of engaged scholarship among various faculty populations within their institutions. As Dr. David Wilson, president of Morgan State University in Baltimore, Maryland, stated in 2013, "I think we have come a long way in 25 years, so much so that for me personally it's very hard to take seriously a major research university today that does not have outreach and engagement at the forefront of its agenda" (as cited in Bailey et al., 2013, p. 94).

A second reason was that the practice benefitted both faculty and students. Many faculty members were interested in engaged scholarship activities and partnered with community agencies to pursue their interests (Glass, Doberneck & Schweitzer, 2011) and to engage in valuable learning activities (Núñez, 2014). Engaged scholarship activities

may also have increased as more faculty members sought clarification from their administrations regarding institutional expectations for participating in this activity (Franz, 2011). College professors became more involved in public service as their positions were professionalized. The development of relationships with governmental agencies, the establishment of discipline-specific associations, and other structures helped to create faculty interest in solving the problems of the world (Cohen & Kisker, 2010).

Service remained an emphasis among faculty members until the 1970s, when President Johnson's Task Force for Reform in Higher Education reported that higher education institutions should spend less time on research and service-related activities and more time educating a broader range of people (Cohen & Kisker, 2010). Today the publication of a book or article by a faculty member typically carries more weight than the practice of specific, local engaged scholarship activities (Foster, 2010). Drame et al. (2011) observed that:

> . . . if engaged scholarship is central to who we are, then collaborative discourse around community-driven questions addressing issues of social justice and equity is necessary to our success in the academy. Yet, none of this work is institutionally valued in our merit and tenure. For instance, we all complete yearly merit reports in which activities are assigned a point value. A single-authored journal article is worth 2/3 more points than organizing [an activity]…Even as three of us put together out tenure materials at present, the individual section for (traditional) research and scholarship is longer than the sections for teaching and service combined. (p. 561)

Similarly, the results of a study by Moore and Ward (2010) revealed a participant's view that:

> When I was going through my third year review for tenure,…one of the people that sat on the tenure and promotion committee at that time…told me…that I really needed to not even include that service stuff because people on the committee saw all that service I was doing [as] too much of a distraction to my research…Of course, that didn't fly very well with me because part of what I do in the community is related to…a variety of things that I think help make us a whole person. (p. 50)

Perhaps as a result of the de-emphasis on engaged scholarship, the perception of the public was that universities had lost interest in working toward the public good and had instead responded to the needs of the business and industry leaders who hire the institutions' graduates (Giroux, 2010). The public then criticized higher education institutions for taking a passive role in the improvement of society (McGowan, 2010).

Some faculty members, particularly those working in research universities, worked to make engaged scholarship a central part of their institutional missions (Doberneck et al., 2011); however, these faculty experiences were unique because they were rewarded for doing so. Generally, a faculty member's choice to emphasize engaged scholarship within the community was more likely to threaten his or her career than to enhance it (McGowan, 2010).

Engaged scholarship was envisioned to be important early on in the history of the American higher educational system, and some academicians argued that it should be a more popular activity. For example, Fretz et al. (2009) pointed out that "[f]ailure to

recognize the public mission of higher education and a silent default toward market forces stands to weaken democratic practices within the university and the wider culture" (p. 96). The success of institutions in making names for themselves through service to the community may have had an impact on how they were viewed within the general society. William R. Greiner (as cited in Harkavy & Hartley, 2012) determined that public perception of higher education institutions was based upon the ability of these institutions to solve social problems. Engaged scholarship, then, was integral to the public's positive perception of higher education. As a result, community and institutional service continued to be a component of the tenure process. Qualified candidates for tenure had to prove that they were committed to the betterment of society; a commitment that, when demonstrated, enhanced the reputations of both the faculty and the institution.

Community partnerships were often the result of investments in the community made by the entities that funded them, public or private. Partnerships became increasingly common as government agencies demanded them of higher education institutions (Freeman, Gust & Aloshen, 2009). By working in engaged scholarship activities, faculty members prepared students to work in public and private agencies throughout the community and the faculty members maintained knowledge of these agencies at the same time. This arrangement was beneficial to both the higher education institution and to the agencies (Franz, 2009; Núñez, 2014).

The levels of faculty involvement in engaged scholarship varies widely. Franz (2011) created four basic categories of engaged scholarship to help tenure committees and administrative entities create institutional expectations of engaged scholarship and evaluate tenure packets. For Franz, the first category was titled *service*. A faculty

member in the service category possessed a low level of engagement and a low level of scholarship. Examples of service include giving presentations to constituents and serving on internal and external committees. The second category, *scholarship*, described a faculty member who had a low level of engagement and a high level of scholarship. This faculty member would focus on conducting scholarly research and writing articles for academic journals. Category three, *engagement*, described a faculty member who had a low level of scholarship and a high level of engagement. The engaged faculty member would enjoy activities such as action research and service learning. Last is the *engaged scholarship* category. A faculty member in this category would be interested in working with community agencies to solve current problems and write reports.

The work by Franz revealed two key points. First, there were many varieties of service work within the community. Second, there were many possible definitions of engaged scholarship. For the purpose of this study, any form of work done by a faculty members in service to the community or to the institution was considered to be engaged scholarship. Engaged scholarship took place in the classroom, at research sites, through service activities, or anywhere else that students and faculty members had meaningful, engaged learning experiences (Núñez, 2014).

Other models of engaged scholarship existed in the literature. Foster (2010) described intersectional scholarship, structural interventions, and structural transformations as the three positive benefits of community-engaged scholarship. In intersectional scholarship, the faculty roles of teaching, research, and service intersected to create an effective learning environment for students to learn about their prospective fields, where faculty members published research pertinent to community problems, and

funding streams generated revenue for the higher education institution. Structural interventions were described as activities that led to changes in institutional policy or involved service on institutional committees that related to the campus community. Structural transformations, which were rare, were described as interventions that were able to transform organizations into a whole other, new reality.

Communication and a deep understanding of the project were key factors for a successful service project between a higher education institution and a community partner. Both partners must have understood the link between the academic program and the community as well as each other's needs, goals, and abilities. Respect was required and all communication was bidirectional (Ahmed & Palermo, 2010). Heisler et al. (2012) found that while academic and business interests may be similar, the various values, needs, and objectives of all participants must be taken into account in order for the projects to succeed and for the relationships to endure.

Faculty and their recruitment for engaged scholarship. Faculty members who worked with industrial partners within the community tended to be tenured (Bozeman & Gaughan, 2011), but tenure did not directly correlate with high levels of engaged scholarship work. Doberneck et al. (2011) suggested that there were stark differences in engaged scholarship work by discipline, specifically, that faculty members in the health care, agriculture, and education disciplines were much more likely to work within their professional communities than were faculty members from other disciplines. Bozeman and Gaughan (2011) revealed that faculty members in industrial fields who were not at all satisfied with their jobs also had low levels of participation in industrial activities.

Benefits of community-engaged scholarship. Although there was some disagreement about whether higher education institutions and community agencies were able to truly develop collaborative relationships (McGowan, 2010), both still benefitted from varying degrees of engaged scholarship. Engaged scholarship partnerships enriched both the higher education institutions and the community agencies (Heisler et al., 2012), were mutually rewarding, and provided opportunities for the real-life application of classroom experiences to a problem (McGowan, 2010; Núñez, 2014). As Tsui (2013) noted:

> At a practical level, engaged scholarship means that we seek the views and feedback of managers and employees on the problems we want to understand. It means that we think about how the research can benefit them as much as how it can benefit us, both in terms of the outcomes and during the process of the study…Once the people are familiar with us and trust us, we can observe more genuine behavior and gather more truthful data. Engaged scholarship will produce research that is more scientifically sound and more meaningful to the world… (p. 142)

Faculty involvement in engaged scholarship began as academicians sought an active voice in public affairs (Cohen & Kisker, 2010). Faculty members benefitted from engaged scholarship because they remained connected to their disciplines, learned about the needs of the community agencies they served, and were better able to address these needs in their teaching and scholarship (Christensen & Eyring, 2011). Students benefitted from engaged scholarship because it provided exposure to real world problems and situations that enhanced their personal growth and helped them better relate to others.

Academically, these students were better able to write and to engage in critical thinking as a result of engaged scholarship participation (Núñez, 2014). The agencies gained from the experiences as well; students and faculty members provided then with alternative perspectives and solutions to problems within their operations (Christensen & Eyring, 2011; Núñez, 2014).

Barriers to community-engaged scholarship. The lack of faculty involvement in community engaged scholarship practices did not automatically translate into a lack of faculty interest in working toward the public good. Tenure itself was identified as a barrier to participation in engaged scholarship for some faculty members, particularly those employed at higher education institutions that did not value engaged scholarship work in its tenure decisions (Seifer et al., 2012). Faculty members employed in institutions where engaged scholarship was not emphasized were often unsure of the institutional expectations regarding participation in community based activities (Moore & Ward, 2010; Youn & Price, 2009). Therefore, faculty interest in engaged scholarship was not an issue; tenure policies and their interpretations were the issue.

Administrative attitudes toward engaged scholarship do set an overall tone for the pursuit of engaged scholarship work by the faculty. Moore and Ward (2010) concluded in their key findings that administrators played a large role in maintaining "an ethic of service and engagement central to campus culture" (p. 54). Moore and Ward's (2010) research suggested that:

> In general, there is fairly strong campus support for activities supporting engagement and community-university partnerships. Unfortunately, however, much of the support is seen as rhetorical…[w]hile research institutions are

> increasingly committed to engagement with the community, the structure of promotion and tenure is still skewed in favor of traditional research at many institutions. (p. 51)

Another issue at the institutional level was the lack of consistent support for engaged scholarship in faculty development programs. Faculty development programs usually focused on instructional and curricular issues and rarely provided training specific to faculty members interested in engaged scholarship (Seifer et al., 2012).

Funding for engaged scholarship projects was also a barrier to engaged scholarship participation. Funding policies between the higher education institution and the community agency often limited the timely release of funds for human and other necessary resources (Heisler et al., 2012). Funding and all other resources should be jointly shared (Ahmed & Palermo, 2010), but such a situation creates ownership problems. Funding also became an internal problem when faculty members were expected to find external grant funds for projects not funded by the institution (Moore & Ward, 2010).

The publication of engaged scholarship results was also identified as problematic. Peer reviewed journals, which are usually effective at disseminating scholarly research, are not normally used to disseminate community-engaged scholarship results to the general academic community. Engaged scholarship, though important at a local level, rarely produces results that are of interest to national or international audiences, so they are not publishable in academic, peer-reviewed journals (Seifer et al., 2012).

Government structures were both an obstacle and an opportunity for faculty members who sought to do engaged scholarship work. Sometimes, governmental

structures and bureaucracies obstructed the attempts of interested faculty members to practice engaged scholarship. In other situations, higher education institutions received funding for research or other engaged scholarship projects from the government (Foster, 2010).

The importance of participation in engaged scholarship. Community-institutional partnerships were shown to be highly important in achieving positive student outcomes and successful entry into the field. Bourelle (2012) stated that a critical component in service learning and internship programs was the ability of faculty advisors to provide connections to off-campus settings and to play an active role with the on-site supervisor to maintain the integrity of the internship partnership. In so doing, the faculty members helped to ensure that the students learned the relevant on-the-job skills they needed to better understand the professions they were about to enter rather than providing cheap or free labor at the work site.

Faculty members have an important role in institutional governance, which is a form of service to the institution. Participation on institutional committees was an important duty of a college professor due to the committee's role in shared governance (June, 2012b). Without shared governance, administrators made decisions that had direct bearing on the faculty without the benefit of faculty input (June, 2012b).

When faculty members participated on institutional committees, however, the workload was disproportionately assigned. Faculty members of color often were asked to serve on committees more often than their peers since many committees required diverse representation of membership. In the same vein, female faculty members were also disproportionately called upon to serve if they were underrepresented on campus (Porter,

2007). Other professors who were disproportionately found on committees included older professors (Kemper, 2010) and tenured professors (June, 2012b).

Tenure and Community-Engaged Scholarship

Tenure systems benefitted faculty members, higher education institutions, and the community agencies with whom they partnered. Tenure helped to ensure that faculty members remained engaged with community projects, thereby maintaining initiatives for social change (Freeman et al., 2009). Communities suffered when faculty members stopped participating in community work.

Faculty members on the tenure track were required to engage in service related activities, but some academicians disagree that it should be required. Faculty members who specialized in engaged scholarship research argued that engaged scholarship involved a deep commitment to the institutional mission to serve the community, and should not be done solely to satisfy a requirement for tenure or promotion (Franz, 2009).

Higher education institutions that supported engaged scholarship activities were advised to support and encourage faculty throughout their academic careers (Seifer et al., 2012). McGowan (2010) suggested that tenured faculty members be required to develop plans that outlined the social justice contributions they wanted to make within the community. This plan would then be approved by colleagues and the institution. Upon approval, plan implementation would be tied to promotion and merit raises. Moore and Ward (2010) concluded that faculty members must be shown how to document their engaged scholarship work for tenure and promotion purposes.

A study by Glass et al. (2011) found that 94% (n = 173) of faculty members participated in at least one form of publicly engaged scholarship while on the tenure

track. Separating each form of publicly engaged scholarship revealed that a majority of faculty members (72%, n = 173) reported that they had participated in publicly engaged activities specific to research and creative activities. Almost all (88%, n = 173) of the faculty members also reported that they had participated in publicly engaged instructional activities, to include events in the community and nontraditional courses. More than two-thirds (71%, n = 173) of faculty members reported they had participated on advisory committees some other publicly engaged service activity. Approximately 15% (n = 173) of faculty members participated in patent or copyright work that could be labeled as publicly engaged commercialized activities.

Factors that caused a lack of faculty participation in engaged scholarship were found within the institution itself. First, tenure policies must have clearly defined the guidelines for faculty participation in engaged scholarship (Franz et al., 2009). Seifer et al. (2012) noted that, particularly within the health professions, there were no straight paths that led faculty members to exercise engaged scholarship. Second, tenure committee members must be confident in their evaluation of tenure portfolios. Faculty tenure committee members knew only slightly more about community work than the faculty members who were seeking tenure (Seifer et al., 2012). Third, tenured faculty members needed posttenure goals and benchmarks similar to those that were available prior to the tenure decision (Baldwin et al., 2008; Wade & Demb, 2009). Last, high levels of administrative work kept faculty busy due to the decreased number of tenure track and tenured faculty members available to handle the increased workload (June, 2012b).

Conceptual Framework

The use of faculty members as an object of investigation is unique, because faculty members often do not view themselves as eligible research subjects. In the rare instances that faculty members are studied, tenure is not a common research topic. The most common subjects researched about faculty members include issues related to the role of women, racial minorities, graduate students and adjuncts on campus, or the labor market in general (Pedró, 2009).

Similarly, few studies have investigated job satisfaction among faculty members (Sabharwal & Corley, 2009). Among those that have, the results conflicted with each other. For example, one study concluded that the academic discipline taught by faculty members was not significant in determining their levels of job satisfaction (Hagedorn, 2000). However, another study suggested that academic discipline and gender were both factors related to job satisfaction (Ward & Sloane, 2000).

The conceptual framework for this study was derived from the Motivational Theory of Frederick Herzberg et al. (Herzberg et al., 1959). This theory posited that there were some factors, called motivational factors, which caused people to be satisfied with their jobs. However, there were hygiene factors that "serve to bring about poor job attitudes" (Herzberg et al., 2010, p. 113). Hygiene factors did not cause employees to be motivated at work. Herzberg and his team conducted their research of motivational and hygiene factors in nine job sites throughout Pittsburgh, Pennsylvania. Research sites ranged from small manufacturing businesses to a steel plant (Herzberg et al., 2010). The study has since been adapted to measure job satisfaction levels in educational institutions.

The results of the Herzberg study showed that:

> [w]hen respondents reported feeling happy about their jobs, they most frequently described factors related to their tasks, to events that indicated to them that they were successful in the performance of their work, and to the possibility of professional growth. Conversely, when feelings of unhappiness were reported, they were not associated with the job itself but with conditions that surround the doing of the job. (Herzberg et al., 2010, p. 113)

As a result, Herzberg concluded that an employee who finds his work situation fair will feel mentally healthy toward his or her job.

Using this theory as a framework, tenure and engaged scholarship were investigated to determine whether participants viewed them as motivating factors or hygiene factors in accordance with Motivational Theory. The answer to this question will improve our understanding of any identified changes in engaged scholarship posttenure. Herzberg et al., (1959) noted that one of the major failings of previous studies on job satisfaction was that the factors (motivating and hygiene), job attitudes, and the effects of these job attitudes should all be studied at one time. To this end, the current study supported this framework and its simultaneous investigation of factors, attitudes and their effects on tenure and engaged scholarship.

Motivational Theory, also called the *Two-Factor Theory* (Maidani, 1991), is a psychological theory that has been used to explain the behavior of people employed in organizations (Gawel, 1997). The theory is commonly used to research job satisfaction among employees as measured by various factors. The gist of the theory is that there are motivational and hygiene factors that explain job satisfaction (or dissatisfaction). Herzberg theorized that job satisfaction was the result of "motivators", or intrinsic factors

that were internal in nature, such as "achievement, recognition, and responsibility" (Chandra et al., 2011, p. 20). Motivators are those factors that, when in place, give faculty workers high levels of job satisfaction (Chandra et al., 2011; Herzberg et al., 1959).

Furnham et al. (2009) investigated the links between personality and demography on job satisfaction and job motivation using Herzberg's Theory of Motivation. This study focused on retail, manufacturing and health care employees. The results showed that conscientiousness was highly correlated with job satisfaction whereas the variables of age, length of time at work, and number of years working full-time were not. Security and the number of years working full-time were found to be negatively correlated with job satisfaction, which suggested that employees in higher positions tended to take their job security for granted. An interesting finding in this study was that as an employee moved up the company ladder, hygiene factors were not as prominent as they were earlier in the employee's career. The rationale given by Furnham et al. (2009) was in keeping with the Maslowian concept of motivation and the hierarchy of needs, which played a large role in Herzberg's conceptualization of the Theory of Motivation. Furnham stated that once the lower order needs found on the hierarchy of needs were met, employees focused on higher level needs.

A study conducted by Maidani (1991), indicated that both hygiene factors and motivators were sources of employee satisfaction, which countered the findings of Herzberg himself, who found that hygiene factors were sources of job dissatisfaction that seldom provided satisfaction over time. However, his results agreed with those of the

Herzberg et al. (1959) study; the results showed that motivational factors were sources of job satisfaction (Herzberg et al., 2010).

Other studies published in recent years have modeled the work of Herzberg and his Theory of Motivation in an educational setting. Chandra et al. (2011) applied the Herzberg theory to a study of accounting faculty members in an effort to understand the motivating and hygiene factors that affected their job performance. Motivational theory has been used in educational contexts to explain why faculty members behaved the way they did, and has therefore provided a context within which the importance of tenure as a motivating factor was able to be analyzed in the present study. The theory also provided a context to explore faculty member willingness to continue with community service projects after they have been granted tenure. Based upon the Herzberg definitions of motivation and hygiene factors (Herzberg et al., 2010), tenure was a motivating factor while a faculty member was in pursuit of tenure in that it provided specific guidelines for faculty members to successfully complete their jobs, opportunities for faculty to be reviewed regularly, positive feedback throughout the process, and a tangible reward for success. Once tenure was rewarded, however, it became a hygiene factor as faculty members with tenure formed relationships at work and no longer feared the consequences of being denied tenure. Therefore, tenure was a motivating factor, but only a temporary one.

The expectations for tenure-track and tenured faculty members changed as the interests of faculty members changed. As faculty members achieved the rank of associate professor and higher, tenure no longer offered incentives for them. In comparison to other careers, the professoriate had few steps in the career ladder, so reaching a career

plateau was quite common (Baldwin et al., 2008). Once this plateau was reached, faculty members often settled into an uneventful routine and may have chosen to seek personal growth outside of their institution or their professions as they sought new motivators. In response to this tendency, colleges and universities refrained from penalizing faculty members who wanted to do less research or spend more time in the classroom or in community service work (Baldwin et al., 2008).

McGovern (2010) noted that people who became faculty members did not do so to make a lot of money, but instead were driven by other factors. As a result, alternate motivators, to include subject interest, a desire to foster positive social change, social reform and a desire to teach and to break new ground were explored as factors that kept them engaged.

Among some of the results of the original Herzberg study (Herzberg et al., 2010) it was found that:

1. Employees did not like to be alienated from their work or the people with whom they interact.
2. Employees did not like procedures to be changed.
3. Employees did not like bureaucratic procedures.
4. The relationship between an employee and a boss must be close.
5. Supervisors must personally recognize and reward achievements.
6. Employees must be given leeway in how they do their work.
7. When supervisors showed a personal interest in their employees, productivity increased.

8. Morale should be positive. Good hygiene factors helped to stave off any negative consequences of low morale.
9. Employees needed more than achievements to maintain high motivation; rather, they needed an accumulation of achievements with increasing responsibility to stay motivated.
10. Supervisors must be effective organizers and planners.

Implications

When issues related to participation in engaged scholarship were identified and clarified, then more faculty members and higher education institutions were able to reaffirm their commitments to solving societal problems. The present study results have implications for students, faculty members, the institution, and the community. The students benefitted when they worked on engaged scholarship projects with faculty and receive the benefits described and more. Even those students who did not directly work on engaged scholarship projects benefitted from the experiences of faculty members who were engaged in the community.

Faculty members experienced enrichment in their fields, which was then passed on to the student. Faculty members were generally more satisfied about their careers as a result of their engaged scholarship efforts. The findings of this project study will help higher education institutions determine guidelines for tenure-track faculty who participate in engaged research projects. The findings also have the larger benefit of increasing the dedication of higher education institutions to work toward the greater public good (Fretz et al., 2009).

Finally, communities will gain expanded access to professional expertise and additional resources to resolve local problems. Motivational theory was used to contextualize engaged scholarship and tenure in a way that will help higher education institutions understand how to promote and facilitate engaged scholarship activities and to assign proper credit for them.

Summary

This section laid the groundwork for the project study through a comprehensive analysis of the literature relating to engaged scholarship and tenure among community college faculty. First, the problem of engaged scholarship and decreased participation of tenured faculty members in these activities was explained. The popular cultural belief was that faculty members limited their participation in engaged scholarship activities once they obtained tenure. Second, evidence of the local problem was introduced, and it was noted that this was somewhat in conflict with the academic literature regarding tenured faculty members participation in engaged scholarship. Some descriptive statistics were then presented that outlined the local problem and the study site. Guiding research questions were then stated as derived from the literature on tenure, engaged scholarship, and community colleges.

The next section of this project study addresses how the research project was designed and executed to obtain the data required to understand the issues of tenure and engaged scholarship. A large portion of Section 2 describes the collected data and its analysis. The section begins by delving deeper into Herzberg's Motivational Theory (Herzberg et al., 2010) and how this work influenced the methodology of the present study.

Section 2: The Methodology

Introduction

At the end of World War II, in 1945, Frederick Herzberg was a U.S. soldier working at the Dachau concentration camp. While there, he made general observations about those with mental illness and their effect on society. As a result, he concluded that although mentally ill people do have an effect on society, they create many fewer problems than sane people who lack skills or behave unethically. Herzberg came to realize that "a society goes insane when the sane go insane" (2010, p. xi).

According to Herzberg et al. (1959), work was a place where it was possible for the sane to go insane. At the time of his study, work was a highly discussed subject among people on a daily basis. Many factors found in the work environment had the potential to affect one's ability to either remain sane or avoid insanity. Therefore, it was important to study the world of work to gain an understanding of how to construct organizations so that sanity prevails (Herzberg et al., 2010). Hence, Herzberg conducted his landmark study of job motivation and job attitudes.

The methodology I used in my project study was based on the work of Herzberg et al. (1959; 2010) and his formulation of motivation theory. The research design and approach, data collection effort, and data analysis were similar to those used by Herzberg, although I made some modifications to account for the population being studied and the variation in research questions to be addressed. For example, the Herzberg study included the study of multiple types of employees, but the present study focused on

faculty in a single higher education institution. Therefore, the Herzberg methodology required minor modifications.

I used a qualitative methodology to develop a case study that reflected on levels of job satisfaction, motivation factors, and hygiene factors at this community college. Data were collected from faculty members and administrators at EPCC. I developed multiple instruments to gather data that furthered an understanding of the practice of engaged scholarship among faculty members. In this section, I describe the research design and approach, the participants to be studied, the data collection procedures, and the data analysis.

Research Design and Approach

As noted in Section 1, the overall purpose of this project study was to investigate whether tenured professors change their engaged scholarship practices posttenure, and, if there is a change in such practices, whether the changes were due to acquiring tenure. In other words, were faculty members decreasing their engaged scholarship practices after they were awarded tenure because tenure no longer served as a motivator for them? Did the absence of the tenure process reduce engaged scholarship activities because there was no negative consequence for tenured faculty members for not doing so? The research questions associated with this study were listed in Section 1 as follows:

Research Question 1: Was there a difference between tenured and tenure-track faculty members in terms of the levels of engaged scholarship participation?

Research Question 2: Did faculty members believe that engaged scholarship activities made them better at their jobs?

Research Question 3: Did tenured faculty members think that faculty members should be encouraged to engage in community and institutional engaged scholarship?

Research Question 4: Were students more successful when their faculty members participated in community and institutional engaged scholarship?

Research Question 5: How best could the College instill in faculty members the desire for service work?

Research Question 6: Was a commitment to institutional and community service work inculcated within the academic culture of the institution?

Research Question 7: Were there points in the careers of faculty members when they were more or less likely to engage in institutional and community-related service? If so, did these changes in the level of involvement have a direct impact on student learning in the classroom? Did these changes have an impact on institutional effectiveness? If there was a change in service work and this change was detrimental to the students and/or the institution, how could this trend be reversed?

The research design was created to discover answers to these questions, and I determined that the case study method was the most suitable method based on the nature of the project and the research questions. The case study was a good qualitative process to use to study the perceptions and experiences of members of the professoriate; it has been used by many researchers to study faculty members working in higher education institutions. Many works presented the literature review stated that qualitative forms of

research were the best choice for this area of research. As an example, Heisler et al. (2012) used the case study method to investigate engaged scholarship as contextualized within the "relationship between structure and function in a practitioner led research alliance" (p. 26).

The case study method, also used by Herzberg et al. (2010), was the best choice for this project given the research questions and the ability of the researcher to gain entrée into EPCC. Generally speaking, case studies are valuable because they look in depth at a particular setting, a specific group of documents (Bogdan & Biklen, 2007), or a specific activity (Creswell, 2012). Chandra et al. (2011) applied Motivational Theory using the case study method in their study of accounting faculty and job satisfaction. Similarly, the present research study involved the use of interviews of faculty members and administrators of the EPCC to understand the engaged scholarship culture of the higher education institution under study.

The present study is not a complete replication of the Herzberg et al. (1959) work, and departs from the study in many ways. The present study involved the investigation of job satisfaction as a result of tenure and engaged scholarship, whereas the Herzberg study involved a more general study of job satisfaction in industrial fields. The present study investigated job satisfaction among a specific group of employees as one institution; the Herzberg study investigated job satisfaction among people employed in various positions. The present study explored only one higher education institution; the Herzberg study involved multiple job sites. For these reasons, the present study is similar to the Herzberg study, but ultimately is its own independent work.

The researcher who conducted this study was employed at EPCC at the time of the study. For this reason, the researcher took extra care and caution to be aware of any biases or opinions held and to maintain neutrality throughout the study.

According to Merriam (2009), case study research had defining features that distinguished it from other forms of qualitative research. One feature of the case study is that it focuses on one event or phenomenon—in this case, posttenure engaged scholarship service. Another feature of the case study is that it is descriptive. This case study was descriptive because it provided opportunities for researchers to collect and analyze data in a way that generated an in depth understanding of engaged scholarship practices. A final feature of the case study is that it is heuristic, meaning that it expands our understanding of the subject under study.

In addition, the case study method is superior to a phenomenological study in this instance because this study does not involve a specific phenomenon that occurred at one point in time (Merriam, 2009). Although all of the individuals involved in the study did earn tenure, the tenure policy did change in 2008 (El Paso Community College, 2008), thereby giving different experiences to different faculty members across several different years.

A second approach that could have been used was the narrative analysis. Although it would have been possible to look at the documentation maintained by the instructional deans as well as the applications for the awards as maintained by the Faculty Development Office, this kind of analysis would not have provided a full, thick description of events. A narrative analysis would have provided the opportunity to

analyze the documented stories of these faculty members (Merriam, 2009), but a case study method that combined references to these documents within interviews provided a deeper understanding of the situation.

This study reflected only the opinions that were gathered in a single institution, and, therefore, cannot be generalized without adapting the findings to local considerations elsewhere (Merriam, 2009). However, the lack of generalizability (external validity or transferability) does not mean that other institutions will not benefit from this study. The project study expanded the current academic understanding of tenured faculty members' engaged scholarship interests and increased our understanding of why faculty members do or do not participate in engaged scholarship service activities, The resulting project can be adapted for use on other campuses if local conditions are taken into account.

Case study as a method worked well with the research questions since it allowed the researcher to gain a deep understanding of the topics using multiple forms of data collection. The study was meant to be descriptive in nature, so multiple forms of data were used (Creswell, 2012) to gain a complete understanding of the experiences of the tenure track and tenured faculty members. The use of these multiple interview sources was useful for the purpose of triangulation (Lodico et al., 2010). In this study, I interviewed stakeholders internal to the institution, including tenured faculty, instructional deans, and members of the administration. In an effort to gain well thought out responses, participants were given a copy of the interview questions prior to the interview.

In the academic community, case studies were sometimes perceived as lacking conclusions any more substantial than descriptions of phenomena (Bogdan & Biklen, 2007); however, case studies have yielded important information about subjects beyond mere description. The use of the case study method in this research design was intended to allow the researcher to arrive at substantive conclusions (Bogdan & Biklen, 2007) related to tenure as a motivational factor. The results of the study will be shared with EPCC administrators and other parties in an effort to improve upon the current state of affairs.

Lodico et al. (2010) stated that case study methods work well when the researcher seeks to gain a deep understanding of an "individual, group or situation" (p. 269); here, the objective of the research was to gain a rich understanding of engaged scholarship from the perspectives of the faculty and the administration to identify and address any issues restricting the practice of engaged scholarship activities among tenured faculty members. Faculty members who had earned tenure in the last 2 years were selected to be interviewed. These faculty members were asked about their engaged scholarship activities pretenure and posttenure using the interview protocol shown in Appendix E. This face-to-face interview protocol was derived from the work of Herzberg, Mausner, and Snyderman (2010), and while it addressed many of the concepts outlined in Herzberg's original study of steelworkers, shipbuilders and other manufacturing employees, the protocol was modified to fit the requirements of the present study. The interview protocol developed by Herzberg et al. (1959), which initially consisted of 14 questions, was rewritten and made relevant to the population being studied. Care was

taken to maintain as close to the original interview protocol as possible. Ultimately, three protocols were written: one for the tenured faculty, one for the faculty achievement award winners, and one for the Deans and Vice Presidents. All three interview protocols are found in Appendices D, E, and G, respectively.

As was done in the Chandra et al., (2011) study, all interview protocols were peer reviewed in December 2014 by full time faculty members from EPCC who were not part of the population bring studied. The comments that were returned through this peer evaluation were not related to content, but to writing style and word choice. Peer review processes are important when writing an interview protocol because they are a form of internal validity that lends to the credibility of the interview protocols and increases the likelihood that what is being asked matches with reality (Merriam, 2009).

The modifications to the Herzberg study and the availability of the interview protocols of the subsequent studies lent support of and legitimacy to study and provided face validity (Lodico et al., 2010), particularly because the Herzberg instrument was pilot tested twice prior to its use in the study of Pittsburgh steelworkers and shipbuilders. The initial Herzberg study was slowly designed in a multiphase process that involved many modifications after lessons were learned through the pilot tests. However, no specific reliability or validity information was provided in the published study.

Validity in a qualitative study describes whether the study findings can be viewed as a true and accurate depiction of the actual situation or topic (Guion, Diehl, & McDonald, 2011). To triangulate the responses of the tenured faculty members, two other forms of data were collected that were not used in the Herzberg study. The use of

multiple data collection points supports data triangulation, and is an accepted method used in the academic literature (Guion et al., 2011). First, instructional deans who had faculty members achieve tenure during the time parameters of the project study were interviewed. This portion of the research design differed from the Herzberg because there was no similar interview process for supervisory staff in that study. However, it was included in this research design to gain a deeper understanding of engaged scholarship practices from an administrative point of view. Second, full-time faculty members who won faculty awards at EPCC during the 2 years being investigated were asked to participate in an interview. All but one of the faculty members comprising this second group earned tenure in the last 3 years; however, the one non-tenured professor was identified as an outstanding faculty member, and was therefore assumed to have higher levels of participation in engaged scholarship activities than others. The participant data contributed to an overall understanding of what motivates faculty members to participate in engaged scholarship activities and whether these activities are motivating or hygiene factors.

A second form of triangulation was that of environmental triangulation. Environmental triangulation describes the use of different locations and settings to change the environment in an effort to determine whether changes in the environment bring about changes in job satisfaction (Guion et al., 2011) of the faculty members at EPCC. Here, faculty members from different campuses were solicited for interviews, and the research solicitation attracted participants from all five campuses.

Participant Selection

The completion of the project study required the participation of three groups of staff at EPCC: tenured faculty members, administrators, and full-time faculty award winners. Participant interviews of these three groups contributed to the legitimacy of the findings through triangulation and reliability of the project study. An organizational chart showing the relationships among the research subjects is shown in Appendix F.

It was expected that the tenured faculty members constituted a group with a common identity and common expectations because they had gone through a similar process and had been similar expectations for how to be successful in their work for the higher education institution (Bogdan & Biklen, 2007). Commonalities existed among both the tenured professors and the full-time faculty award winners in many instances. The specific foci was the extent to which the tenured faculty members participated in community and institutional engaged scholarship service projects and the extent to which any changes in these participation rates effected the quality of educational services provided to students.

Purposeful convenience sampling was used to select participants to interview for the study. This form of sampling ensured that the potential participants were able to provide the information needed for the researcher to understand the topic. Purposeful convenience sampling is a sampling method that involves the selection of criteria that to be used to create the eligible group of individuals for selection in the study. From there, participants were selected based upon the convenience of the "time, location, availability of sites or respondents" (Merriam, 2009, p. 79) and other factors. In order to select the

tenured faculty, formal request was made to the Institutional Research Department at EPCC for the names of faculty members who earned tenure effective the 2012–2013 and 2013–2014 academic years. The office provided the list of the faculty members within a few days. Faculty members who earned tenure more recently were not interviewed because they had not yet had time to develop their posttenure habits.

The lists of the names of the three groups of potential participants were relatively simple to receive. Although the researcher did formally request the lists of tenured faculty through the Institutional Research Department, the information could have been obtained through internal memos or Board Meeting minutes. While tenure is a personnel matter, positive tenure decisions are usually part of the public record. This has been the norm since 1994 when a ruling of the Ohio Supreme Court decided that this was appropriate (Cohen & Kisker, 2010). The lists of names for the other two groups of potential participants were acquired through commonly known, public information. The list of deans was acquired by asking an administrative assistant over the telephone, and the list of faculty award winners was acquired from the Faculty Development Office. Once the lists were compiled, all potential participants were be asked to participate in the interview process (except for the researcher, who earned tenure effective the 2012-2013 academic year).

Nine faculty members were awarded tenure effective the 2012–2013 academic year, and fifteen were awarded tenure effective the 2013–2014 academic year. Therefore, in all, 24 faculty members were solicited for participation in the study. In order to obtain enough information to understand the research questions, the researcher

interviewed ten faculty members from these two combined lists. The participants were selected based upon whoever responded first to the solicitation through the use of email or by a verbal conversation. Other than the one faculty award winner who was described above, no tenure-track faculty members were interviewed since they had not yet worked in a posttenure capacity.

In addition to the faculty members who had earned tenure, a list of all of the instructional deans was compiled. Of the 12 instructional deans presently employed by EPCC, six initially responded, but only three actually set up appointments to meet before the end of the academic year. All of the instructional deans interviewed had assisted tenured faculty members in their respective divisions with their tenure requirements. The vice president of instruction was sent the same solicitation along with the instructional deans, and he also scheduled an interview. In all, four administrators were interviewed for this study. The interview protocol used for these administrators is shown in Appendix G.

Lastly, interviews were conducted of the EPCC Faculty Achievement Award winners and Minnie Stevens Piper award nominees for the college for the last 2 years. The Minnie Stevens Piper award is an annual honor awarded to ten outstanding college professors across the state of Texas who were nominated for the honor by their respective college or university Presidents (University of Texas at San Antonio, 2014).

The process of selecting a statewide representative for the Minnie Stevens Piper award is a lengthy one. At EPCC, one faculty member from each division is nominated to apply for the award via a nominating committee established for each division. The

dean of each division then sends the name of the nominee to the Faculty Development Office, and the nominees are invited to complete a nomination packet. The nomination packets are evaluated by the Faculty Professional Development Committee, who then selects two faculty members each year using a ranking process. The highest ranked nominee is considered for state level recognition (El Paso Community College, 2015e).

A total of eight faculty members met the criteria for the full-time faculty award interviews, and four responded. Faculty award winners who participated were asked about the levels of service documented in their nomination dossiers. The questionnaire used for the award nominees is shown in Appendix H. Given the multiple approaches used during the interview process, the interviews provided a full description of the current state of engaged scholarship and tenure at EPCC.

Tentative permission to conduct the study at EPCC was requested on January 5, 2015 so that the Institutional Review Board at Walden University would be aware that EPCC and the researcher were working together on the project study. This request was approved on January 13, 2015. Upon receiving permission from the Walden University Institutional Review Board to conduct the study, an application to the EPCC Institutional Review Board was made. The EPCC permission was granted on April 29, 2015, and the approval letter is included in Appendix I.

Access to the participants, to include faculty members, administrative deans and the vice presidents of instruction, was relatively simple to achieve, as the researcher is employed at EPCC. The researcher has also worked with the administrators of the institution and has rapport with them. Although the researcher was employed at the

institution under study, every attempt was made to maintain objectivity by remaining disassociated from the participants and their responses (Herzberg et al., 2010). In order to do so, the researcher tried to refrain from making comments related to shared or personal experiences being described by the participant. Follow-up questions were asked in the most neutral way possible, and no comments were made regarding the researcher's own experience with the institution or any topics being discussed.

Data Collection

To begin the data collection process, potential participants were contacted via email. The potential participants were asked to meet in person at a selected time to conduct the interview**s**. Many participants asked to meet in their offices; one asked to meet at a restaurant, and two asked to meet in the researcher's office.

In the interest of full disclosure it was stated in the informed consent document that the researcher was a faculty member at EPCC. The researcher was recently involved in the tenure process, so most of the potential participants knew the researcher by name, if not by reputation. Interestingly, all of the participants who were interviewed did know who the researcher was at the time they initiated contact for the interview.

The interviews were conducted in a private locations on-campus with the exception of one participant, who wanted to meet elsewhere. While the researcher preferred to meet off-campus to protect participants' confidentiality and to insure that conversations would not be overheard, all of the participants who were interviewed in their offices were more comfortable being in their own surroundings. All interviews were conducted with the office doors shut. Prior to the start of the interview, informed

consent forms outlining the rights and obligations of both the participant and the researcher were explained and signed by the participants. The participants were given a hard copy of the informed consent form. The participants were then asked the questions shown on their respective interview protocols along with any additional questions required to clarify answers.

Information obtained during the interviews were audio recorded. The file name of each audio file was given a coded name, and the identifying participant names were kept on a computer separate from the recorded audio files. An attempt was made to transcribe the audio files using the iPad dictation program to type the audio; unfortunately, due to technical problems with the transcription software, the entire interviews could not be transcribed. Therefore**,** much of the data analysis was achieved through continuous playback of the audio files and manual entry of categories into written electronic formats. Furthermore, the electronic materials did not contain any formal names; there is no direct reference to a formal position within the organization. The interviewer did take notes during the interview, which helped greatly to map out the audio files so that information could be located. References to the participants were made using the coding scheme identified in this paragraph.

The interviews were conducted on a one-by-one basis rather than in a focus group situation. The interview process was a semi-structured interview. The questions were prepared in advance in an effort to direct the conversation; however, some questions were asked out of order, or participants sometimes answered one question while answering another. Probing questions were inserted in an effort to gain the best possible

information. The semi-structured interview was preferred over a structured interview, which would not allow for modifications to the interview protocol (Qu & Dumay, 2011).

All documents are being maintained on a password-protected computer that is accessible only to the researcher. Identifying information is being maintained on a computer separate from the computer containing the transcripts, and all files are individually password-protected.

The most stringent ethical practices were adhered to, including the use of institutional review boards, the practice of truthfulness in reporting, the protection of the identities of the participants, and understanding the political implications of the results (Bogdan & Biklen, 2007). Institutional Review Board approval was requested through Walden University as well as EPCC, and no work on the subject commenced prior to these approvals. The Walden University approval number for this project is 04-24-15-0133003, and it expires on April 23, 2016. Conscious consideration was made to eliminate the exercise of any bias throughout the research process (Merriam, 2009) since the researcher is a member of the faculty being studied. In addition, special care was taken by the interviewer to establish rapport, not to interrupt the interviewee, or cause any interjection that would slow or halt the flow of information received during the interview (Qu & Dumay, 2011).

Qualitative research interviews were regarded as one of the most important methods in conducting qualitative research. They were used as the main data collection tool for the study, or they could be used to pilot a study on an exploratory basis (Qu &

Dumay, 2011). While they are powerful tools, interviews must be done correctly to obtain the participants' true experiences, thoughts, and beliefs.

Data Analysis

Since this project study was influenced by the research of Herzberg et al. (1959), the data collection and analysis were also similar. First, the interview protocol allowed for faculty members to determine which stories to tell regarding the defining moments of their tenure and posttenure engaged scholarship activities. Similar to the original study, this allowed participants to identify the engaged scholarship activities that they were the most emotional about, which helped the researcher understand the participants' feelings about their work and tenure (Herzberg et al., 2010).

After the face-to-face faculty interviews were conducted, the researcher identified groups of factors that reflected the participants' job attitudes using a content analysis involving the development of coding categories (Bogdan & Biklen, 2007). This was accomplished through the identification of first-level and second-level factors (Herzberg et al., 2010). First-level factors were factors that described situations related to the participants' jobs, and helped the researcher understand the participants' attitudes toward their jobs. Second-level factors were described as "the needs or drives activated by these events" (Herzberg et al., 2010, p. 27), and described the way participants regarded their jobs. After these factors and other information were coded, the coded categories were sorted and themes were defined. Coding categories described in the literature included relationship, event, setting, situational, ways of thinking, how the interviewees defined their world, and perspective of the interviewee codes (Bogdan & Biklen, 2007).

Coding categories were then interpreted. In keeping with the Herzberg study, effects were measured, which reflected any attitudinal changes made by the participant with respect to his or her job (Herzberg et al., 2010). All factors were measured through the analysis of the coding schemes used to cypher the interviews. The data and other responses were separated from the identifiers in all working databases as well as in the written results and conclusion.

The factors outlined above were derived from interviews through the identification of "thought units" found in the interview content. Herzberg defined thought units as "statement[s] about a single event or condition that led to a feeling, a single characterization of a feeling, or a description of a single effect" (Herzberg et al., 2010, p. 38). These thought units were separated into first-level factors, second-level factors, and effects. This data was sorted into data files for analysis, and the data from the faculty members, including faculty award winners, was analyzed independently of the data from the administrators. The triangulation of three interview sources contributed to the validity of the study.

The participants were assigned coded names to protect their confidentiality. Administrators were assigned a number preceded by the term, "Admin". Faculty members were assigned a number preceded by the term, "Faculty", and faculty members who had received an award were assigned a number preceded by the term, "Award".

As a final note, a major goal of the development of this research methodology was to produce a final product that resonated and made a significant contribution to the field of education in the United States. Tracy (2010) defined resonance as "research's

ability to meaningfully reverberate and affect an audience" (p. 844). A benefit of a well-designed study that creates relevant results may be that readers of this study will find value in the work and the study will serve as a springboard for social change. The study will make a significant contribution to education if it encourages others to "further explore, research, or act on the research in the future" (Tracy, 2010, p. 846).

Perceived Differences in Engaged Scholarship (Research Question 1)

An analysis of the data collected during the interviews of all faculty participants strongly indicated that tenured faculty members did more work after they had been awarded tenure than they did while on the tenure track. Of the ten faculty members who participated in the study, nine had already been awarded tenure (one award winner had been awarded tenure after the 2013-2014 academic year); of these nine participants, four stated that they were doing more engaged scholarship work now that they had tenure, and five stated that their level of engaged scholarship activity was about the same.

As assessment of the types of engaged scholarship work the participants were involved in showed that they did make modifications to the types of engaged scholarship work posttenure. The tenured professors had the flexibility to choose which projects they wanted to work on, so they tended to spend more time on the engaged scholarship activities that they were passionate about. Although the tenured faculty members may have been affiliated with fewer organizations, they spent more time with the organizations with which they had remained affiliated.

Further, the faculty members did not drop many of their affiliations posttenure. Table 9 below summarizes the various forms of engaged scholarship activities as reported

by the tenured faculty participants. (The list is generalized into categories to protect the confidentiality of the participants.)

Table 9

General Categories of Engaged Scholarship Pretenure and Posttenure

Engaged scholarship activity	Pretenure	Posttenure
Exhibition or Judging of Discipline Work	7	5
Faculty Coordinator – all types	4	7
Faculty Senate	2	2
Institutional Standing Committees	18	6
Mentoring	2	2
Nonprofit Organizations	23	26
Other College Committees	2	0
State or Local Volunteer Work for Discipline	3	4
Student Club Faculty Advisor	5	5

Table 9 reveals that tenured faculty increased their levels of activity as Faculty Coordinators at EPCC. They were also just as involved in advising student clubs as faculty advisors after tenure as they had been while on the tenure-track. The faculty members were involved in about the same number of activities with nonprofit organizations. Those who had been mentors, judges, volunteers or Faculty Senate participants maintained the same level of commitment to those duties after earning tenure.

An important matter related to these findings was that the engaged scholarship activities reported during the tenure-track period covered a span of over 4 years. Yet in the case of those activities reported by posttenured faculty, most activities had taken place within the last 2 or 3 years since most of the participants had earned tenure effective the 2012–2013 or 2013–2014 academic years. As a result, it is possible that

tenured faculty would have reported many more activities had they been tenured for the same amount of time as they had been on the tenure track.

A noticeable aspect of Table 9 is that once faculty members earned tenure, they usually did stop working on institutional standing committees and other college-related committees. The fact that tenured professors stopped work on institutional engaged scholarship could be perpetuating the idea that tenured faculty members produced less work after earning tenure. When speaking about the needs of the discipline, Award 1 stated, "When people get tenured…they kind of just shut off completely, and it makes the burden a bit heavier" (May 5, 2015). In comparison to the rest of the participants, this statement was correct in that faculty members ceased working on institutional committees; however, they had not entirely stopped working on service projects.

The general consensus of the three instructional deans and the vice president of instruction indicated that tenure-track and tenured faculty members contributed the same amount of engaged scholarship work. Administrative responses indicated that it was certainly reasonable for faculty members to participate in engaged scholarship activities when the tenure policy required them to do so; however, since faculty members were in a helping profession they tended to be naturally inclined to perform service work without any prodding. One administrator, Admin 3, stated:

> It's not just a tenure process for them. It's something that they're passionate about. Depending on what the activity is, they'll let me know that it's their personal interest, it's a passion of theirs. It's meeting a critical issue that they've seen their students are addressing. Just a variety of different things, but again it is

> part of the tenure process, you know, some faculty are doing it for that, but more often than not what I am seeing is that these faculty will continue even after the tenure because I see true commitment into the work they are participating in. (May 7, 2015)

Additionally, the administrators indicated that tenure-track faculty members were more likely than tenured faculty to participate in college-related activities by responding to administrative calls for service. An explanation for this difference was provided by one administrator who said that, "tenured faculty [members] are already involved in other projects" (Admin 2; May 7, 2015). This observation is triangulated with the data provided by the faculty members, who preferred to work on the projects they chose rather than on the projects favored by the administration or the institution.

Engaged Scholarship and Job Performance (Research Question 2)

Engaged scholarship activities were regarded as an important method by which faculty members were better able to enhance their profession. The participants gave many explanations for their support of engaged scholarship, but ultimately the consensus was that it took interaction and interest in students by faculty members outside of the classroom for faculty and students to understand each other within the classroom environment. To accomplish a beneficial role within the classroom, faculty and students needed to have a common understanding of each other on a human level; therefore, engaged scholarship activities were critical to good instruction. A faculty participant, Award 4, stated, "Once I knew where my students were coming from, then I could adjust

my learning techniques to that….It made me a better teacher. Definitely" (May 12, 2015).

Engaged scholarship was seen by many faculty participants as an important vehicle by providing both students and faculty members with larger understandings regarding the world and their position within it. Specifically, engaged scholarship was reported by faculty members as the foremost method for faculty to comprehend the college, its students, and the community at large. As an example, one faculty member mentioned that the prestige of the entire profession was elevated when professors understood the professoriate**,** their institutions, and made social connections with people outside of their educational departments. Another faculty member noted, "I think the community college promotes service work, both inside and outside the college, making us as a whole better in all of our endeavors that we have here at the college" (Award 3; May 11, 2015). Yet another faculty member reported that, "I ended up meeting people in other disciplines which, I think, is positive, you know, building networks within the campus community. And also outside of our campus" (Faculty4; May 12, 2015). Engaged scholarship helped students and faculty members by means for faculty members to improve teaching methods. One participant stated that engaged scholarship "forces me to keep in tune with the current [changes in the discipline]… It's an incentive to maintain a continuing education with the profession of [omitted for confidentiality] and then carry that on to the students" (Award 2; May 11, 2015).

Students, too, benefitted from their own participation in engaged research and/or their connections with those particular professors. The interview data showed that

engaged scholarship was impactful and meaningful for students, and it helped students develop important social networks. One participant explained this importance when he/she stated, "I feel like I can bring that back to the classroom. I can bring experience back to the classroom. I can provide knowledge to the student, and use real world examples for the students in the classroom" (Award 3; May 11, 2015).

In all, the data obtained through the instructional deans and the vice president of instruction indicated there was no solid agreement that engaged scholarship activities made faculty members better at their jobs. Some of the administrators focused on the importance of engaged scholarship in job performance while others never regarded it at all. A more accurate description of the views of these administrators was that engaged scholarship was required and should be done by all faculty members since they were either on the tenure track or their contracts required them to do so.

One administrator clearly stated the importance of engaged scholarship. This participant said, "first and foremost, it makes everything relevant to the students. It makes the connections that your educational journey here has to include becoming a better citizen" (Admin 4; May 12, 2015).

The Need for Faculty Engaged Scholarship (Research Question 3)

Most, but not all, of the faculty participants stated that it was beneficial for faculty members to participate in engaged scholarship duties. Two major reasons were given to describe why engaged scholarship was supported.

The first reason was logistical: engaged scholarship work needed to get done at the institutional level and the same people could not or should not keep doing all of the

work; therefore, others needed to assist those who were overtaxed. Participants with this view were of the opinion that the same handful of people were over assigned projects because they were known for being dependable.

The second reason why participants thought engaged scholarship activities were important was personal: these faculty members, who made up the majority of faculty participants, stated that the level of personal growth and satisfaction was considerable, worth the effort, and personally rewarding. These respondents noted that they changed as a result of their work within the community and the institution. Said one faculty member, "it helps increase my self-esteem because I'm able to learn about the college. I'm able to know how the college functions. There's a lot of misconception from other faculty members of how the college works" (Faculty 2; May 12, 2015).

Further, two respondents provided other reasons for their support of engaged scholarship that are worth noting. One professor stated that everyone, not just members of the professoriate, should interact with the institution and the community since "we all need to give back to the community and the college" (Faculty 5; May 12, 2015). Another faculty member noted that adjunct faculty, in particular, should begin working in an area of engaged scholarship to learn how the college functioned beyond the classroom.

From the administrative perspective, instructional deans and the vice president of instruction were in agreement that the college actively encouraged faculty members to seek engaged scholarship opportunities. Their views encompassed one or both of two main points. First, tenure-track faculty members are expected to perform engaged scholarship work as a requirement for tenure. Three out of the four administrators

interviewed reported that engaged scholarship opportunities were emailed to tenure-track faculty members (if not all faculty members) in an effort to provide tenure-track faculty with activities for their tenure packet. Second, whether or not a faculty member was on the tenure-track, assistant, associate and full professors were required to participate in engaged scholarship as a condition of their annual contracts. Specifically, faculty members were obligated to serve on institutional standing committees, hiring committees, governance groups, or other institutional committees.

Engaged Scholarship and Student Success (Research Question 4)

Based upon the view of the participants – both faculty members and administrators – students fared better when they enrolled in courses taught by instructors who participated in engaged scholarship activities. Engaged scholarship activities were helpful to students in two ways. First, these activities directly helped to fulfill students' basic needs, such as the need for child care or financial assistance. Second, these activities helped students develop skills that were helpful in their academic careers. Students performed even better when they worked on engaged scholarship projects hand-in-hand with their professors.

Professors working on engaged scholarship activities – both internal and external to the institution – provided needed assistance to students as a result of their efforts. At the most basic level, faculty members' efforts fueled students' most basic needs, such as transportation, child care, and scholarships that allowed them the ability to attend the institution. One faculty member joined a non-profit organization in part to learn about their scholarship program. By studying the program, the faculty member was able to

assist by improving the program and in educating more students regarding the needs of the scholarship program resulting in students submitting better application dossiers. The results led to an increased number of EPCC students who earned scholarships.

The faculty members who provided responses in this assistance category explained that they did this work either for the reason they were aware of the hardships endured by members of the local community, or they had personally experienced similar hardships. One faculty member said, "…some students are working against some really tough odds" (Award 4; May 12, 2015). Another faculty member stressed the importance of addressing hardships yet moving beyond them when he said that, "other things are happening in our students' lives, but scholarly work is still important. We live what we study – students need to be empowered" (Faculty 1; May 8, 2015).

The second, much more popular reason why engaged scholarship affected students was because it helped students to develop qualities that were helpful to them in their academic careers. It is important to note that many faculty members thought that their engaged scholarship work assisted students beyond their degree and into their future careers; for this reason, the term academic career more effectively encompasses their views rather than stating that engaged scholarship was helpful to students in educational endeavors.

The qualities developed by students as a result of engaged scholarship as noted by the faculty participants were hard work, high standards, personal satisfaction, a well-rounded education, responsible global/community citizenship, the development of social connections outside the classroom, high self-esteem, the maturity to move onward in their

career path, and enthusiasm about their chosen profession. One faculty participant, who often organized discipline-related hikes with students, shared with the researcher a card that had recently been received from a current student. The message written by the student summed up the impact that the professor had on both personal and academic levels. The card said, "Dear Professor [name withheld], Your class felt like a journey to the top of the world. Difficult and challenging, but worth every step when you reach the finish. Thank you" (name withheld upon request).

Only one faculty participant expressed that engaged scholarship work was not helpful to students in any way. When asked how engaged scholarship was helpful, this professor stated:

> It did [help with the tenure packet], and if anything that was it. I satisfied my community service. Unfortunately, that's how it felt doing it, and that's still how I feel about it now. The fulfillment of duties, of something I had to do. (Faculty 3; May 12, 2015).

Instructional deans and the vice president of instruction at EPCC tended to echo the views of the faculty members. Generally speaking, these administrators believed the faculty members had the best interests of their students at heart and strived to meet their educational needs. More specifically, they reported that the engaged scholarship work conducted by the faculty had a positive impact on students.

The rationale for this belief was not what was provided by the faculty participants. The administrators tended to focus on the benefits of engaged scholarship in the classroom, noting that faculty who engaged in scholarship were more likely to be

engaged with their students in the classroom and made the course material more relevant to students.

There were two reasons why engaged scholarship was important to students that were reported by both the faculty and the administrators. First, both groups noted that engaged scholarship produced students who became better citizens. Second, both groups noted that students of involved faculty members acquired a better set of social contacts. One administrator explained:

> Students recognize that those individuals who maintain currentness [sic] have high engagement in professional development activities or scholarly activities. Individuals who know a lot of organizations on the outside assist students to do service learning exercises, cooperative education, or internship programs due to the contact that they have in the community. (Admin 1; May 5, 2015)

The Institutional Role in Engaged Scholarship (Research Question 5)

When invited to describe how the College could instill in faculty members the desire for service work, most administrative participants reflected on the engaged scholarship information that was already being collected. Specifically, the participants reflected on the tenure packet and the information required for the EPCC Quality Enhancement Plan (QEP) Passport Project that had been launched in spring 2015. Some administrators also noted that engaged scholarship information may be included on the most recent curriculum vitae on file. However, almost all participants neglected to mention that information on engaged scholarship was not only provided but also required

and explained during the Faculty Self-Evaluation. A copy of this form is shown in Appendix J.

EPCC Policy 3.22.01.14: *Full-Time Faculty Evaluation* states that all full-time, tenured faculty members are to be given a faculty evaluation on a biennial basis (El Paso Community College, 2015b). All full-time faculty members in temporary positions or on the tenure-track are evaluated on an annual basis. One of the steps involved in the faculty evaluation process was that all faculty members about to be evaluated were required to submit a Faculty Self-evaluation form to their supervisors. Section B of the Faculty Self-evaluation contains two questions related to engaged scholarship. The first question asked the faculty member to describe the engaged scholarship activities he or she did for the institution. The second question asked the faculty member to describe any engaged scholarship activities undertaken within the community.

This point was worth mentioning in the data analysis section since it was evidence of what was missing from the data. Most administrators stated that it was not required for faculty members to notify their deans when they were working on an engaged scholarship activity. However, EPCC Policy 3.22.01.14 showed that this information was required. This oversight has bearing on the proposed project that will be shown in Section Three of this project study.

One administrator mentioned that EPCC could have done a better job of tracking engaged scholarship activities, and that the College was in the process of creating a similar system for QEP activities. By means of explanation, the QEP was a required component for the reaffirmation of accreditation as required by the Southern Association

of College and Schools, the accreditation body that oversees EPCC. The QEP was meant as an opportunity for higher education institutions to select and address issues to improve the institution (Southern Association of Colleges and Schools, 2015). Through an extensive process, EPCC selected "Learning about the community as a community" as its QEP theme in the spring of 2012 (El Paso Community College, 2015g). The administrator stated that any activities done in the furtherance of the QEP would be documented once the system was developed.

A final response provided by the administrators addressed the present state of the tenure policy. This administrator noted that the tenure process informed faculty members that engaged scholarship was required, but it did not provide any information on how to fulfill this requirement. The tenure policy, then, should be modified to ease the fulfillment of the engaged scholarship requirement for tenure-track faculty members.

The faculty members, particularly the faculty award winners, were of the opinion that more could be done at an institutional level to facilitate the completion of engaged scholarship activities by faculty members. Their comments reflected five general categories: assistance, schedule flexibility, evaluation, engaged scholarship at an institutional level, and elimination of administrative issues.

Regarding assistance, one faculty member offered that for the institution to run the most effectively, all faculty members should contribute to institutional engaged scholarship. This faculty member noted that the same faculty members do the bulk of the work, which overtaxed them and kept them from effectively completing their tasks. If

other faculty members assisted with institutional service, even to a small degree, then the work would be completed.

Faculty members also revealed the need for to have more flexible work schedules. These faculty members advocated that if their schedules were more flexible, they could be more involved in community efforts that took place during the day. Faculty members often had to complete their service work outside of regular business hours, which often fell outside of the times that community members were available to meet. Faculty members pointed out that exceptions to the teaching schedule were made for other activities (e.g., long-term trainings), and that similar accommodations could be made for engaged scholarship work. One administrative participant had provided schedule flexibility to faculty members in the past revealing that, "I support [schedule flexibility] if it's going to have a need to leave class with arrangements made. Then we can make arrangements. I have no problem with that" (Admin 2; May 7, 2015).

Most of the faculty members who practiced engaged scholarship posttenure did so for reasons other than recognition. However, some faculty members wanted their work to be recognized, or at least wanted it to be documented. A few faculty members advocated some form of posttenure review so their efforts would be continuously documented and analyzed. As noted with the administrative responses, most faculty members did not remember that their engaged scholarship work was documented on the Faculty Self-Evaluation Form that was a required part of the faculty evaluation procedure.

Although many faculty members wanted more engaged scholarship work to be done at the institutional level, many faculty members credited the QEP for raising awareness of engaged scholarship within the institution. However, faculty members were of the opinion that they, as faculty, bore the sole responsibility of the QEP, and that the staff and administration should be required to assist with QEP-related efforts. One faculty member noted that one way to resolve this issue would involve making the QEP project a coordinated, institutional-level effort rather than work assigned to individual faculty members in one specific discipline. Like the service learning program, the QEP should be completed as an organization rather than by specific faculty members. Overall though, the QEP project was well-received by the faculty members and they felt that the institution was heading in the right direction with the QEP.

While all faculty members had positive comments regarding their careers, their students, and/or their engaged scholarship efforts, some faculty members had struggled with administrative issues that kept them from completing their community service work. As noted above, time constraints were an issue; however, some faculty members were quite cynical and resentful of administrative bureaucracy. These faculty members described situations in which they had tried to complete a community project as representatives of the institutions, but were unable due to administrative decision-making.

Engaged Scholarship as Institutional Culture (Research Question 6)

The idea of institutional and community service work was present at EPCC, but it was not inculcated as part of the academic culture. Administrators reported that engaged scholarship was supported by the institution; however, there were no formal processes in

place to reflect this support, and engaged scholarship was not compulsory beyond tenure requirements. There were no references to engaged scholarship in any documents other than the tenure policy and the faculty evaluation; although faculty award criteria strongly emphasized such work.

The semester of the data collection, the College conducted a pilot study of the EPCC QEP Passport program, which was designed to encourage students and faculty members to learn about the community by attending community events. At the events, the attendees took their EPCC Passports, which closely resembled a U.S. passport, to be stamped as evidence of participation in the event (El Paso Community College, 2015g).

Faculty Trends in Engaged Scholarship Activities (Research Question 7)

Although the research questions for this study were based on the literature and the Herzberg study, this research question produced unanticipated results. Both the faculty and the administration claimed that while tenure-track faculty members worked hard to earn tenure, some faculty members enjoyed their engaged scholarship work and continued to do so while others immediately stopped out of disinterest. One faculty participant stated:

> When I was interviewing, I promised myself that if I would ever get tenure – because I didn't ever think I was going to get tenure because of the way the system works – but I promised myself that I would never change and I never have changed. I guess my peers notice that I am still a hard worker, and I don't back off of anything. I just do what I need to do. This is my nature; that's the way everyone else should be. But I don't look at everybody else; I look at myself and

> say, "this is what I am going to be." And I am never going to slack down. And if I do, then I'll retire. So when you see me here and I'm 110 years old, then you'll know why. (Faculty 5; May 12, 2015)

Both faculty members and administrators agreed that engaged scholarship work was good for the institution, but that once tenure was earned the continuance of such work was a matter of personal priority as set by each faculty member. The consensus of the administrators was that if the best people were hired, they would continue to do engaged scholarship work throughout their careers. According to one instructional dean, there was no way to tell during the tenure process which faculty members would continue to do service work and which would not once they earned tenure. Certainly, there were a great many faculty members who stopped their institutional and community service work at the moment the ink dried on their tenure acceptance letters, but there were also faculty members who did not.

Although the professoriate constitutes a helping profession, not all faculty members have the same conception of what helping looks like. Most, but not all, of the respondents agreed that engaged scholarship was something good for the institution and its students, so while many faculty members continued to do their best work for the college, not all would agree that doing their best work included engaged scholarship work.

Faculty Job Satisfaction Related to Tenure and Engaged Scholarship

In addition to the analysis of the research questions, the data was analyzed to determine whether tenure and engaged scholarship motivated faculty members and

contributed to the enjoyment of their jobs. Therefore, the factors outlined in the Herzberg study as they relate to the present study were described in the following section.

First- and second-level factors among EPCC faculty members. In keeping with the theoretical perspective of this study, Herzberg's Theory of Motivation, the data analysis included an interpretation of the first- and second- level factors. As discussed in Section Two, first-level factors described objective things about the job that made employees feel good or bad (Chandra et al., 2011; Herzberg et al., 1959; Maidani, 1991). Many first-level factors were identified in the data, and all of them were also found in the Herzberg study, even though they may have had a slightly different title. The first-level factors provided by faculty members and perceived by administrators are shown in Table 10. In the event that the name of the first-level factor was different in the Herzberg et al. (1959) study, the title provided by Herzberg was included in parentheses. Factors shared between faculty members and administrators were highlighted in **bold**.

Table 10

First-level Factors Reported by Faculty Members and Administrators

Faculty first-level factors	Administrative first-level factors
Achievement	Academic progress (Advancement)
Contractual obligation (Company policy)	**Contractual obligation (Company Policy)**
Excessive administration (Company policy)	**Possibility of growth**
Interpersonal relationships	Salary
Possibility of growth	**Tenure process(Advancement / Job security / Company policy**
Recognition	
Tenure process (Advancement / Job Security / company policy)	

Analysis of the data as shown in Table 10 revealed that there was much about the job of college professor that made faculty members feel good or bad about doing engaged scholarship work. Faculty members were either inspired or deterred from performing engaged scholarship due to achievement, growth, recognition of the position, and other factors. Administrators had similar perceptions of the first-level factors of faculty members, although administrators reported that salary and advancement were other reasons why faculty members practiced engaged scholarship.

Second-level factors described feelings about the job, people (including the self), or situations (Chandra et al., 2011; Herzberg et al., 1959; Maidani, 1991). A summary of these feelings by faculty as they relate to job satisfaction, engaged scholarship, and tenure are shown in Table 11. Responses shared by both groups have been **bolded**.

Table 11

Second-level Factors Reported by Faculty Members and Administrators

Faculty second-level factors	Administrative second-level factors
Apprehension	Calling
Bad service experience	**Commitment**
Be changed	Complacency
Commitment	Hard work
Desire to succeed	**Interests of students**
Enjoyment of service work	**Limited time**
Interests of students	Passionate
Lack of immediate gratification	Pressure to do service work
Limited time	Reasonable
Overwhelmed	Self-motivated
Service exposes students to profession	
Service interferes with teaching	
Service not as rewarding as teaching	
Stressful	

A comparison of the feelings of faculty members as described by faculty members and administrators revealed that emotional highs and lows reported by faculty members are greater what were perceived by the administrators. Faculty members stated that they did or did not do engaged scholarship work because it made them feel happy or unhappy, but administrators reported the feelings of faculty members to be much more middle-of-the-road than did the faculty members.

An analysis of first-level factors showed they must be received positively on a continual basis for faculty members to maintain job satisfaction. When first-level factors were received negatively, faculty members experienced lower levels of job satisfaction. For example, if faculty members had the time to practice engaged scholarship, then they had positive attitudes about doing the work; however, if time became an issue, then they experienced job dissatisfaction and declined to participate in engaged scholarship. If faculty members were experiencing high levels of job dissatisfaction, then the first-level factors needed to be addressed.

Second level factors revealed the emotionality of the experience of being a faculty member. Again, it is worth noting that administrators reported a lower level of emotionality on the part of faculty members, whereas faculty members reported having a wider range of emotions related to their positions.

Motivational and hygiene factors among EPCC faculty members. A second critical piece of the Herzberg study involved an analysis of the motivating and hygiene factors reported by faculty members and administrators. As with the first- and second-level factors, motivational and hygiene factors related to faculty members' attitudes about

engaged scholarship and administrative perceptions of faculty members' attitudes toward engaged scholarship.

The Herzberg et al. (1959) study defined motivating factors as "the factors that lead to positive job attitudes [and] do so because they satisfy the individual's need for self-actualization in his work" (p. 114). Hygiene factors "involve[d] the prevention of dissatisfaction and poor job performance" (Herzberg et al., 1959, p. 115). Therefore, motivating factors were those factors that motivated faculty members to do engaged scholarship work, and hygiene factors kept faculty members feeling neutral or tolerant about their jobs.

Table 12 shows a list of the motivating and hygiene factors extracted during data analysis as reported by faculty members. Responses held in common by both administrators and faculty members are identified in **bold**.

Table 12

Motivational and Hygiene Factors – Faculty Members

Motivational factors	Hygiene factors
Achievement	**Contractual obligation (Company policy)**
Be changed	Excessive administration (Company policy)
Commitment	**Limited time**
Desire to succeed	**Tenure process (Company policy)**
Enjoyment of service work	
Interests of students	
Interpersonal relationships	
Possibility of Growth	
Recognition	
Rewarding	
Tenure process (Advancement/Job security)	

Administrators, all of whom were once faculty members or were teaching a course themselves, had a slightly different list of motivating and hygiene factors. Their contributions are revealed in Table 13. Responses shared by both administrators and faculty members are identified in **bold**.

Table 13

Motivational and Hygiene Factors – Administrators

Motivational factors	Hygiene factors
Academic progress (Advancement) Calling **Commitment**/Complacency Hard work **Interests of students** **Possibility of growth** Passionate Reasonable Self-motivated **Tenure process (Advancement/Job security)**	**Limited time** Pressure to do service work Salary **Tenure process (Company policy)**

The motivating factors revealed what faculty members, and arguably, administrators, wanted from their jobs. Strictly speaking, the motivating factors described what faculty members wanted from engaged scholarship, and the hygiene factors described what it is about engaged scholarship that made their positions tolerable. Therefore, a higher education institution that wants a high level of engaged scholarship work needs to ensure that the motivating factors are being maintained at an organizational level.

Conclusion

The methodology used in this project study was based upon the work of Frederick Herzberg et al. (1959) and his Motivation Theory, although some modifications were made to account for the participants, research site and research questions. The research design was involved the use of the observational case study with the case defined as the community college district.

The completion of the project study involved the participation of three groups of employees at El Paso Community College: tenured faculty members, instructional administrators, and full-time faculty award winners to ensure triangulation and reliability of the project study. Throughout the interview process, the most stringent ethical standards were practiced.

An analysis of the data related to the research questions provided definitive results that had application for the higher education institution being studied. Findings included evidence that the faculty members participated in large quantities of engaged scholarship after earning tenure. Most faculty members believed that engaged scholarship work made them better at their jobs, and they had suggestions for how the college could better help to facilitate engaged scholarship practices. Both faculty members and administrators agreed that students fared better when they took courses from instructors who participated in engaged scholarship activities. Improvement on the part of the faculty and administration was needed to make institutional and community service work part of the academic culture.

This study also analyzed the data for factors that resembled the work of Herzberg. An analysis of the first-level factors, such as the opportunity for personal growth and salary, factors made faculty members feel either positively or negatively about their jobs. Second-level factors explained the emotions attached to their jobs by faculty members. The motivating factors, such as tenure, were those factors that caused faculty members to experience job satisfaction, whereas the hygiene factors, such as contractual obligation, caused them to feel neutral about their jobs.

Ultimately, the data analysis of the interviews of the three groups generated the information necessary to create a project that aimed to improve the practice of engaged scholarship at EPCC. The proposed project can be implemented with relative ease. The results of the data analysis and the proposed project are presented in Section Three.

Section 3: The Project

Introduction

I extracted useful information through analyzing data from 14 interviews, as I described in Section 2. From this data analysis arose several elements that together created a comprehensive program to be implemented at EPCC to increase the engaged scholarship commitment to the community in keeping with the mission of the institution. The proposed project presented in this section supplements other elements at EPCC that are currently in existence or currently proposed to achieve institutional goals.

Description and Goals

Based on the data analysis, there was an identifiable benefit to students, EPCC employees, and the community when faculty members participated in engaged scholarship activities. Therefore, a comprehensive plan to further immerse members of the EPCC community into a culture of engaged scholarship would increase these benefits.

Tenure-track faculty members were credited with their engaged scholarship work through the tenure process, whereas tenured faculty members are not so credited. The data analysis revealed that although faculty members did not partake in engaged scholarship work to be recognized, they would appreciate recognition to the same extent as that experienced by tenure-track faculty members. Therefore, the proposed project included elements to inspire engaged scholarship, show faculty members how to get started, and provide recognition for such work.

The following elements were suggested for the administration to create a comprehensive, districtwide plan to increase participation in and recognition of engaged scholarship. The elements are listed by ease of implementation from easiest to hardest in terms of implementation. As a reminder, these suggestions are related to the needs of tenured faculty members; however, they can be expanded to apply to the entire EPCC community to include faculty, students, staff, and administrators.

1. Solicitation for trainings. Each semester, solicit faculty members by email to conduct faculty development week workshops on topics related to engaged scholarship. Possible workshops include a session on what to expect when joining an organization as a volunteer, various sessions describing the community work done by faculty members, and sessions offering technical information on how interested faculty members can be involved in their communities.
2. Outstanding service recognition newsletter and web recognition. Develop a regular newsletter, perhaps with the name, "EPCC in the Community," that contains stories that describe what members of the EPCC community are doing in the community at large. A possible location for this newsletter can be within the marketing department of EPCC so that all instructional and noninstructional employees and students can have the opportunity to have their work highlighted in the newsletter. Within this letter, nonprofit agencies can solicit the EPCC community for assistance.

3. Instructional dean and EPCC faculty community awards. Any faculty member can be nominated for recognition for an outstanding community service award. The most outstanding candidate will be selected by way of an application process consisting of criteria created by instructional deans and other designated administrators.
4. Expand faculty mini-grants to include service work. This project recommends a modification of the existing faculty mini-grant policy to include funding for engaged scholarship efforts that do not result in further monetary gain for other individuals or agencies.
5. Create a policy to allow faculty members the opportunity to participate in institution-community combined efforts. Create a policy that describes how faculty members can be excused from their courses, within reason, to allow them opportunities to take part in engaged scholarship. The policy would allow a faculty member who is participating in a community project to request a substitute for not more than two classes to meet or conduct official EPCC business related to an engaged scholarship project. For example, if a faculty member has a class at the same time as the regularly monthly meeting of her community organization, she can request in advance to have a substitute in her class so that she can attend one of the monthly meetings.
6. Expand recognition of engaged scholarship to include faculty, staff, and administrators: This project recommendation stems from the opinion of many faculty members that administrators should not mandate faculty members to

do service work for the QEP if they are not doing such work themselves. The QEP was conceived and intended to be an instructional program that allows faculty members to connect the outside community with their classroom environment (O. Quiros personal communication, June 18, 2015). Therefore, it is beyond the goals of the QEP to include administrators and staff in the QEP. Although many faculty believe that administrators do not do service work, this is a misguided perception according to the EPCC QEP director. She notes that anyone who follows the Twitter or Instagram accounts of administrators can see that they regularly participate in community service events. Therefore, the issue seems to be less about getting administrators to do service work as it is to expose the faculty to the work they are already doing in the community. To this end, the community engagement efforts of faculty, staff, and administrators should all be recognized in the EPCC community newsletter and website.

Rationale

In the last few years, EPCC made a considerable commitment to participate in community engaged scholarship. The implementation of the EPCC QEP, "Learning about the community as a community," was an important reflection of the institution's recognition to serve the needs of the community (El Paso Community College, 2015f; El Paso Community College, 2015g). Although the creation of the QEP was new to the institution, it was refocusing students and faculty, and to a lesser extent staff and administrators, on their roles as stewards of the community. While the QEP was an

excellent acknowledgement of the importance of community involvement, there were many engaged scholarship activities that occurred outside of the QEP, such as service learning and internships that required greater amount of service work to be fully beneficial.

The proposed project highlights three main components that were being implemented at EPCC: methods that will inspire engaged scholarship, offer trainings and other forms of faculty development, and provide college-wide recognition for engaged scholarship work. The inclusion of these components with the other existing efforts at EPCC will grow the institution's commitment to engaged scholarship in keeping with the mission of the institution.

Review of the Literature

The data analysis revealed many concepts that required additional review of the literature to better understand the problem as identified by the participants. To this end, the academic literature was consulted regarding these issues. A full literature review was then conducted related to the following search terms: *awards*, *evaluation*, *higher education*, *implementation*, *newsletter*, *policy*, *procedure*, *program evaluation*, *posttenure review*, *release time*, *student leadership*, and *tenured*. All of these terms were related to education; therefore, only education databases were used to search for academic journal articles. The databases used included ERIC, Education Research Complete, and the SAGE education journal database. Searches were generally limited to the years of 2010–2015, but often a scarcity of information required a broader search that covered 2000–2015.

The results of the data analysis showed that once a handful of people identified an issue as a problem but there were outliers that did not, a prudent researcher must still determine whether that problem existed in the same way that it is perceived. On more than one instance, follow up questions and follow-up research was conducted to determine the validity of the data modified the proposed project into its eventual end result.

The proposed program evolved out of a back-and-forth process between literature review and data analysis. Interpretation of the data required additional literature review, and vice-versa. In all, six program recommendations were created, and the rationale for these six areas is shown below. Adkins, McClellan, and Miner (2013) outlined the various steps required to achieve effective policy development. A comparison of these steps with the proposed project shows that they are similar to each other:

1. Create a policy. The EPCC project proposes the creation of a new policy and modification of an existing one.
2. Create policy guidelines. The policy materials included in Appendix A provide a complete description of how to implement the policy and other recommended elements.
3. Implement trainings. Trainings of engaged scholarship for faculty by faculty are an integral component of the proposed project.
4. Establish a committee. While no committee necessarily needs to be established for the proposed project to be implemented, the project does require the assistance of an existing committee.

5. Modification of forms. Faculty award applications will be written that support the proposed project goals.

In all, the project closely mirrors the elements found in the Adkins et al. (2013) article, which added to the credibility of the findings.

The proposed project should be implemented in its entirety if at all possible in order to meet the institutional obligations to the community that were instrumental to the formation of community colleges. Engaged scholarship work meets the community components found within the mission of EPCC, and furthers the purposes of higher education institutions. As Franz (2009) encouraged, "engaged scholarship should be integrated as much as possible across the institution's missions to more holistically and effectively address the purposes of higher education" (p. 32).

In order to implement the proposed project, the support of the EPCC leadership will be needed. While some projects in higher education institutions were faculty-driven and led by faculty groups, the literature shows that the support of the EPCC leadership and administration is sought so the project will be successfully implemented. Case in point, the implementation of a sexual misconduct policy at Yale University was largely successful due to the leadership of all levels of administration (Bagley, Natarajan, Vayzman, Wexler, & McCarthy, 2012).

A first attempt to create the project yielded two major recommendations that were not included in the final proposed project. These misperceptions kept the participants from achieving a full understanding of a situation, thereby misinforming their views, which affected the formation of the proposed project. Much of this discrepancy was

located through triangulation, since what was said by one group was not what was said by another in a handful of situations. Once this occurred, the researcher had to handle the discrepant information through a further review of the literature. This process ultimately yielded a stronger and more feasible project to propose to EPCC. However, this literature review, then, described not only what was selected, but also what was not selected despite the data.

Posttenure Review Considerations

Posttenure review was a process that was highly advocated by some of the faculty participants. A common definition of posttenure review was provided by the American Association of Tenured Professors:

> Post-tenure review is a system of periodic evaluation that goes beyond the many traditional forms of continuous evaluation utilized in most colleges and universities. These traditional forms of evaluation vary in their formality and comprehensiveness. They include annual reports for purposes of determining salary and promotion, reviews for the awarding of grants and sabbaticals, and reviews for appointment to school and university committees, graduate faculties, interdisciplinary programs, and professorial chairs and learned societies. More narrowly focused reviews include course-by-course student teaching evaluations, peer review and wider public scrutiny of scholarly presentations and publications, and both administrative and collegial observation of service activities. Faculty members are also evaluated in the course of the program reviews required for regional or specialized accreditation and certification of undergraduate and

graduate programs. (American Association of University Professors, 1999, para. 4)

Many faculty members who participated in this project study advocated some form of posttenure review for their engaged scholarship work to be recognized and monitored. Those faculty members, who were highly involved in engaged scholarship, felt it was important that they had a set of procedures to follow to feel that their work was on-track with institutional goals. However, an analysis of the literature indicated that the inclusion of a posttenure review was not the most reasonable or effective choice in this instance; it was therefore removed from the study recommendations.

The literature on posttenure review was scant at best, and many of the articles on the subject published over 10 years ago. Of those, almost all academicians did not support a posttenure review policy (American Association of University Professors, 1999; Baldwin et al., 2008; June 2012a; Neal, 2008). Only one author advocated a posttenure review to eliminate professors who created problems for the institution ("I did not slow down once I got tenure", 2011).

The issue of posttenure review was brought to the forefront of the higher education world in the 1990s, at a time when there was a lot of public outcry against the tenure process (Neal, 2008). Many higher education institutions felt pressured to abolish tenure but did not want to do so; instead, posttenure review was created as a mechanism for accountability that satisfied the public and public officials (Neal, 2008). The thought at the time was that posttenure review could continue to hold the faculty accountable for their teaching performance, which was not formal in nature and would not being about

any negative consequences for the professor who had a poor review (Hawkins, Graham, & Hall, 2007). However, this lack of consequences was ultimately what rendered the posttenure review movement meaningless.

The institutions that opted for posttenure review did so despite the prevailing view that it had no real benefit (American Association of University Professors, 1999). The American Association of University Professors (AAUP) noted this lack of benefit in 1983 in their posttenure review policy:

> The Association believes that periodic formal institutional evaluation of each post-probationary faculty member would bring scant benefit, would incur unacceptable costs, not only in money and time but also in dampening of creativity and of collegial relationships, and would threaten academic freedom. (American Association of University Professors, 1999, para. 1)

Most colleges and universities, though, did not implement posttenure review as a practice in their institutions.

The popularity of posttenure review peaked in the mid-1990s, but at that time only about one-fourth of institutions reported that they had a posttenure review procedure (Neal 2008). Just 3 years later, only three state university systems were actively assessing posttenure review (Neal, 2008), which indicated how few institutions had found it to be useful.

The number of higher education institutions who considered writing posttenure review policies were few. Even the most recent attempt at posttenure review dated back to 2012, when St. Louis University proposed to create a policy that could reduce tenured

faculty members to the tenure track, give them terminal contracts or fire them within a year upon an unsatisfactory review ("Post-tenure review plan causes controversy," 2012).

Despite its exclusion from an implementation standpoint, the benefits of posttenure review were wrapped up into other pieces proposed in this study. However, the posttenure review literature must be discussed so that the reader can understand its influence on other parts of the project study recommendations.

Faculty evaluations were an important means by which a higher education institution can evaluate the effectiveness of instruction among its faculty members, but the academic literature questioned whether another evaluative process was needed to measure faculty-related objectives (Hawkins et. al, 2007). However, once a faculty member earned tenure, faculty evaluations were fewer and further in-between. The data analysis of this study as well as current research on the subject have shown that Associate professors with earned tenure should still be evaluated every other year, and that full professors should be evaluated every 3–5 years (Baldwin et al., 2008). However, most institutions already required faculty members to be evaluated outside of a posttenure review situation (American Association of University Professors, 1999; June, 2012a), so it was not necessary to create an additional posttenure review process.

Surprisingly, tenured faculty members preferred to have an evaluation process in place so that they had clear goals to guide them in the second half of their careers. Evaluations kept faculty members motivated and focused on their careers (Baldwin et. al, 2008). Posttenure review could have been a vehicle for this evaluation; however, it was

recommended that tenured professors with poor reviews should be remain tenured or placed on an improvement plan rather than lose their tenure status (June, 2012a).

Research by Baldwin et al. (2008) showed that tenured faculty members felt neglected by their department chairs (at EPCC, this position would most resemble an instructional dean) in comparison to their younger, newer colleagues. The perceived feelings of isolation by supervisors was supported by both previous research and the present study. The EPCC instructional deans themselves reported that, as a group, they spent much more time working with tenure-track faculty than they did with those who had already earned tenure. In order to prevent this perceived neglect and to encourage tenured faculty members to do their best work, several faculty members recommended some form of posttenure review.

With the implementation of a posttenure review policy were problems and issues that made its implementation difficult to accomplish. For this reason, the this study does not recommend the practice of posttenure review, but does support implementing program components that solve many of the problems that posttenure review was initially, albeit unsuccessfully, meant to solve. The elements of posttenure review, then, that needed to be reflected in the proposed project included: (a) some mechanism to allow instructional deans more interaction with their tenured faculty members, and (b) the formation of structured, yet optional, goals for interested tenured faculty members to reach if they are seeking a pathway to continued academic growth. These two elements reflected the underlying basis for the proposed project.

Solicitation for Trainings

Faculty development was a necessary factor when creating a multifaceted program that reflected a commitment to engaged scholarship. Glass et al. (2011) reported the significance of faculty development on assisting tenure-track faculty members with their engaged scholarship efforts, stating that "institutional leaders committed to strengthening faculty engagement would do well to recognize the unique rigors of different types of publicly engaged scholarship and what kinds of professional development would support early-career faculty engaged in them" (p. 22). The data analysis of the present study revealed that tenured faculty members were just as interested in receiving faculty development support as those on the tenure track. For this reason, the implementation of trainings that support engaged scholarship was a key recommendation of this project.

Outstanding Service Recognition Newsletter and Web Recognition

The academic literature and the results of the data analysis showed that faculty members did not feel adequately recognized for their work. McGill and Settle (2012) revealed that professors who conducted research and felt stressed by the tenure and promotion processes at their institution were more likely to be dissatisfied with the level of recognition they have received from others in the discipline with whom they work. The incorporation of awards as incentives would help to promote quality job performance at EPCC, because "[m]ost managers and scholars feel that it is important to align incentives and job requirements to promote performance" (Bozeman & Gaughan, 2011, p. 179).

In order to improve recognition of engaged scholarship work and to increase levels of job satisfaction, written recognition resources should be put into place. These resources could highlight individual efforts through stories and articles that further the institutional mission's emphasis on the community. "Personal stories reflect reality and truth. They bring to life true context for decisionmakers, policymakers, and funders. Personal stories coupled with accurate statistics and/or data become extraordinary advocacy tools" (Risley, 2013, p. 27). The use of stories, then, is an effective way to recognize the engaged scholarship work of faculty and staff.

Instructional Dean and EPCC Faculty Community Awards

College professors can be outstanding in many ways, and college professors who received good students evaluations were not necessarily the best educators. Faculty members may have been outstanding educators in ways that were not recognized according to current institutional criteria. Faculty evaluations that identified outstanding faculty members usually included student evaluations, grant-funded research, and student performance indicators (Womack, 2013).

Professors who earned faculty awards were usually the best teaching professors according to student opinion. Evidence from Symbaluk and Howell (2010) suggested that professors who had earned teaching awards were given higher ratings on the website, ratemyprofessors.com, than professors who had won research awards. Further, students gave these professors positive comments related to their "competence, clarity, appearance, level of difficulty, use of humour and personality" (p. 81). However, the effect sizes calculated in this study were small, ranging from $\eta p^2 = .09\text{-}.12$; therefore, they

do not explain a lot of the variance in the data and other factors may exist that would tell more about the relationship between the Rate My Professor ratings and the quality of the instructors.

Student evaluations were also a poor indicator of teaching performance. The data extracted from these instruments could have been affected by student opinion of the professor. For example, a professor who was unorganized might have scored well on these instruments because the students liked that the professor had easy examinations. There were a variety of reasons why students liked, or did not like, a professor that was independent of their teaching performance (Womack, 2013).

Although students would agree that award-winning professors were the best, the academic literature indicated that award programs do not necessarily reflect teaching excellence since each award program has its own goals (Shephard, Harland, Stein, & Tidswell, 2011). There were many reasons why higher education institutions created teaching awards, each with a different rationale (Shephard et al., 2011). Therefore it stands to reason that EPCC could create a teaching award for engaged scholarship without conflicting with the rationales of existing awards.

The inclusion of an additional teaching award will be beneficial to EPCC according to the academic literature. In recent years, teaching awards only served the function to recognize excellence in teaching, but also became an important tool for policymaking. As Shepherd et al. (2011) remarked:

> It appears that the notion of awarding prizes to excellent teachers has now firmly entered the culture of modern higher education and in turn may be influencing

> institutional policy and management and how practitioners of higher education value their contributions and experiences. (p. 48)

Research from across various countries showed that applications for faculty awards were quite similar in nature; therefore, the vision for the recommended faculty award application will likely mirror existing applications (Shephard et al., 2011). The difference between existing award applications and the proposed one, then, will be an emphasis on engaged scholarship work and its impact in the classroom.

Expand the Faculty Mini-grant Policy to Include Service Work

EPCC Policy 3.22.03.14: Mini-Grants for District Faculty provided faculty members with the opportunity to request funding for projects that involved faculty development. The project must have supported the mission of the institution, involved a new teaching technique, or addressed an educational problem. Given these criterion, it is arguable that engaged scholarship work could be funded; engaged scholarship was not specifically addressed in the policy, so the approval of an engaged scholarship project would be subject to the interpretation of the policy by the Faculty Professional Development Committee.

In order to ensure the engaged scholarship project applications were eligible for a portion of the $15,000 allocated to this program each year, (E. Conklin, personal communication, June 29, 2015), a change to the language of this policy was recommended. The suggestion was that the criteria be modified to reflect institutional-community related educational partnerships or activities, so that the policy more fully supported the mission of the institution.

Communication with the administrative liaison for the Faculty Professional Development Committee revealed the concern that if the policy was modified as requested, it would be possible for community agencies to gain financially from the partnership (E. Conklin, personal communication, June 29, 2015). In an effort to prevent this outcome, it was recommended that the policy included verbiage that banned individuals or agencies from profiting from the use of the funds. For example, the liaison mentioned that a faculty member had requested and been awarded funding to write a book. Once this book was published, the author made a profit for the sales of the book but no reimbursement was made to the College (E Conklin, personal communication, June 29, 2015). In the interest of fairness, the policy should eliminate any possibility of further financial gain.

Create a Policy to Allow Faculty Members the Opportunity to Participate in Institution-community Combined Efforts

The creation of a policy is a complex task that must be done well to facilitate positive social change within the institution. In 2010, Gleddie studied how to best create and implement a policy and procedure related to a healthy schools policy in a Canadian school district. The study concluded with the suggestion that to create an effective policy and procedure, four elements must be considered. First, those in charge of drafting a policy must listen to the needs and concerns of those about to be affected by the policy and try to incorporate those concerns into the new policy and procedure. Second, if a policy is going to be put into effect that restricts the behaviors of a group of people, then everyone should follow the same rule. As an example, Gleddie (2010) noticed that

during the implementation of his healthy schools policy, the Superintendent was a smoker and addicted to soda. Once the policy was implemented, the Superintendent stopped smoking and removed all soda from his office. The Superintendent "walked the walk", so to speak, by practicing the same rules that applied to his students. Leaders should always assume that the same rules apply to them. The third point relates to students that are not adults because of the nature of the Gleddie study, but is important enough to mention here. Gleddie (2010) noted that adult employees are not the same as children who are students. When creating a policy and procedure, room should still be provided to allow adults to make their own personal decisions. Continuing with the same example from above, if a school creates a policy that restricts the amount of sugar given to students at lunch, adults should be allowed to deviate from that policy as long as they are aware that they must reflect the values intended in the policy. Last, the community college district should write a three-year plan for the new policy, to include the priorities, goals, and responsibilities associated with the new policy (Gleddie, 2010).

Similar to the work of Gleddie, research conducted by Nienhusser (2014) on the implementation of an in-state resident tuition policy identified suggestions for policy writing. The study warned that policy writers might put their own personal needs into the policy and that policy implementers may decide not to follow the policy as intended. Further, while some ambiguity in policy language can be beneficial, the actual policy implementation plan should always be highly structured. The Gleddie (2010) and Neinhusser (2014) studies reveal the challenges that EPCC will have to address while drafting and approving the new policies.

A study of faculty members who conducted research revealed that these faculty members needed additional funding for release time to increase their levels of research productivity (McGill & Settle, 2012). Unfortunately, McGill and Settle (2012) did not define "release time", and within EPCC the term "release time" was used in two different contexts. Lacking a definition in the McGill and Settle study, there was no way to know which form of release time they were advocating in their study recommendations.

The interviews of the faculty members, coupled with EPCC policy, revealed that there are two definitions of "release time" being used at the College. From the faculty standpoint, "release time" described when a faculty member was paid the equivalent of a certain number of instructional hours to perform certain duties. For example, a faculty member served on Group X and was compensated for three hours of "release time", meaning that the professor was paid as if they had taught a three hour course because that was the amount of time they needed to dedicate to the Group X position. EPCC Policy 3.08.01.22: Credit Full-time Faculty Workload made no mention of the need for full-time faculty members to work within the community. In fact, the term, "release time" was not used in the policy at all. Rather, the term "overload payment" was used (El Paso Community College, 2015a). The formal definition of "release time" was found in El Paso Community College Procedure 3.08.01.18: Release Time Approval for Administrative, Professional Support and Classified Staff. Here, release time described activities conducted by a staff member (not a faculty member) that required the staff member to be absent from their normal work activities (El Paso Community College,

2015d). Therefore, an example of release time would be the participation of an Accountant in a training session.

Expand Recognition of Engaged Scholarship to Include Faculty, Staff, and Administrators

While several faculty members stated that they would like the administration and staff work together with faculty members on QEP activities, such an idea was not possible. The QEP was created to be an instructional component, so the inclusion of administrators and staff members would be outside of the purpose of the QEP program (O Quiros, personal communication, June 18, 2015).

There was some credibility to the argument made by faculty members, though, that administrators and staff members should have to participate in community service work if faculty members were required to do so. The issue, though, was a matter of misperception and did not seem to exist as was reported by the faculty members. Further analysis indicated that administrators did a lot of service work within the community and were affiliated with a large number of community organizations (O. Quiros, personal communication, June 18, 2015). One study showed that when it came to engaged scholarship, many faculty members who worked with one agency were not aware of other faculty members who do worked with the same agency (Harkavy & Hartley, 2012). It stands to reason that faculty members would not be cognizant of the efforts of their administrators, either.

Arguably, administrators did more community service work that the faculty, but, like faculty members; were not recognized for those efforts. One program director

observed that almost every evening, as she left her office to go home, there was some kind of community activity taking place at the college and there was always at least one administrator participating in each activity. She noted that the administrators were always doing community work (O. Quiros, personal communication, June 18, 2015).

The program director's view was supported by the EPCC website, which contained a document about the history of the college. Although this document was not intended to place a spotlight on the community service work of the college, it was still a good reference piece that demonstrated the institution's commitment to community work over the years. The history of the institution involved major community involvement projects, to include the creation of a community literacy center and other forms of adult basic education, participation in a network of agencies that assist the homeless, the establishment of a language center for community members seeking to learn English, the implementation of an institute that focuses on workforce and economic issues in the community, the establishment of a community library in furtherance of the issue of literacy, and the continued operation of a local public television station (El Paso Community College, 2015f). This analysis of community programs showed that EPCC was, in fact, concerned with community affairs, and it was clear that such an institution would adopt and support faculty engaged scholarship work.

The real issue, then, was one of lack of recognition of community work rather than a lack of people who were engaging in community service work. For this reason, this project suggests that faculty, administrators and staff all be recognized for their community service efforts in a proposed electronic newsletter and website spotlights.

Additionally, institutional-community programs should also be highlighted, such as Service Learning, QEP efforts, the literacy program, and other large community projects.

Implementation

The implementation of the proposed project study will involve the collaboration of multiple professionals at EPCC: the Faculty Development Office, the EPCC Marketing Department, instructional deans and other designative administrators, the Faculty Professional Development Committee, the College Improvement Committee, and the EPCC Board. These various professions do not necessarily need to meet as a group; rather, they will be involved in one or two aspects of the entire proposed program.

This portion of the study continues to describe the proposed project: the potential resources and existing supports, potential barriers, a proposal for implementation and timetable, and the roles and responsibilities of individuals.

Potential Resources and Existing Supports

One of the strongest existing resources found at EPCC and associated with the proposed effort included the fact that EPCC supports engaged scholarship and service within the community. At the time of the study, EPCC was actively undertaking institution-wide efforts in this area. The continued future development of the QEP includes the creation of a database or other electronic inventory of all engaged scholarship activities conducted by members of the EPCC education community. Had the database not recently come into development, the development of such an inventory would have been strongly suggested in the proposed project. The future database is a

possible entry point for the engaged scholarship data collected in the self-evaluation, shown in Appendix J.

The EPCC Faculty Development Office is also a significant resource to be consulted for the development of the proposed project. The Faculty Development Office is responsible for the management of various faculty development activities, such as the Faculty Development Week program and the New Faculty program. Most faculty development sessions are facilitated by EPCC faculty members and are almost entirely EPCC faculty driven. As suggested in the proposed project, it would be easy to submit a request to the Faculty Development Office to conduct a training related to the QEP or other engaged scholarship efforts.

Another existing resource is that of existing salaried faculty and staff. Although there is little cost associated with the changes suggested in this project study, there are some financial resources that will be needed to bring the project to fruition. The largest costs are associated with labor, such as the time required to draft and approve the suggested policies, we cost of which will most likely be absorbed in existing salaries.

Potential Barriers

Barriers may be evident related to the policy implementation pieces of the proposed project. The biggest foreseeable barrier is the possibility that the administration and board will deny the policy recommendations found in the proposed project. Further, policies are difficult to change and take a lot of time to create and implement. Any one of several individuals who are in charge of creating or modifying policy may not be

interested in making the college more amenable to engaged scholarship, thereby stifling the project's implementation.

Another potential barrier that is less anticipated is financial. The establishment of faculty awards costs time and money. While the development of the proposed award program will likely be developed by salaried employees what eliminates the need for salary resources, a small budget will need to be developed for the award program itself.

The mini-grant policy modification that was recommended in the proposed project is not expected to require any additional financial resources, as per the administrator assigned to the Faculty Professional Development Committee (E. Conklin, personal communication, June 29, 2015).

Proposal for Implementation and Timetable

The timelines associated with the different programmatic elements are as varied as the elements themselves. Table 14 includes the basic elements suggested for implementation.

Table 14

Outline of the Basic Elements of the Proposed Project

Element	Person(s) responsible	Next steps	Timeline
Training	Faculty Development Office	Solicitation for trainings Scheduling of trainings	Spring 2016
Written Recognition	EPCC Marketing Department	Electronic community newsletter Articles on the EPCC web page	Six months
Awards	Instructional deans Designated Administrators	Application criteria Award procedure Selection of winners	One year to begin
Funding Policy	EPCC Board Faculty Professional Development Committee	Policy creation	One year
Time Management Policy	EPCC Board College Improvement Committee	Policy creation	One year
Recognition of All Efforts	EPCC Marketing Department	College-wide recognition	Six months

Roles and Responsibilities of Student and Others

The implementation of this project will require the assistance of several departments and employees.

The Faculty Development Office would be responsible for soliciting EPCC faculty members for proposals related to the practice of engaged scholarship. Every semester, the Faculty Development Office will send a mass e-mail to all faculty members to request that interested faculty members share their expertise by conducting an internal faculty development session regarding their knowledge of engaged scholarship.

The EPCC Marketing Department will be relied upon to create the "EPCC in the Community" newsletter. This newsletter will contain articles written by EPCC employees upon a solicitation for such news articles through a mass EPCC email. The Marketing Department will ensure that a variety of departments and employees of various levels of hierarchy are represented in the newsletter. Outstanding efforts will be represented in a section of the EPCC web page to reflect the institution's commitment to service in the community.

Others will be needed to assist with full implementation of the study. Instructional deans will be responsible for working with administrators as designated by the EPCC President to create the criteria and timeline for the community awards. The proposed project would also involve the assistance of two institutional standing committees to change two necessary policies to increase institutional commitment to engaged scholarship. First, the Faculty Professional Development Committee is responsible for the selection of applicants for the Faculty Mini-Grant program, which, as noted above, would require modification for these funds to be used for a wider variety of community-based engaged scholarship efforts. Second, the College Improvement Committee would likely be the committee that would be involved with the creation of an institutional policy that would permit faculty members to request substitutes for classes in the event that a requesting faculty member should need to engage with members of the community on an engaged scholarship project. Finally, the EPCC Board would be the body to provide final approval (or disapproval) of the policies created by the institutional

standing committees. Students will not be directly involved in the implementation of the proposed project.

Project Evaluation

The evaluation of this program will differ from a project that targets a specific group of individuals because the proposed project does not involve students or any other designated group of people who can answer a survey or be interviewed. The program covers various departments and various goals; therefore, the program evaluation must be goal-free. Goal-free evaluations do not involve the measurement of specific objectives; instead, they allow for the observation of both anticipated and unanticipated events (Lodico et al., 2010).

Data collected in the evaluation will include the collection of formative data. Formative data provide feedback about the program while the program is taking place, rather than continuing with a program when certain elements need to be modified (Lodico et al., 2010).

Since EPCC has formally supported service to the community, the proposed project, which focuses on the needs of faculty members, can be expanded to include all EPCC employees.

Study Effects on Social Change

The project has implications for social change at the local level because it effects the EPCC and the community in general. The project is also far-reaching because it introduces elements and solutions that have not been addressed to any great extent in the literature review. Higher education institutions that are interested in engaged scholarship

would benefit from the project and its implications.

Local Community

Both the literature review and the data analysis indicated that students learn best when they can relate their in-classroom experiences to the outside world. Engaged scholarship is a method of infusing these classroom experiences with real-life lessons so that students can enter their chosen professions with pragmatism. Students who have been able to bridge their academic experiences with applied knowledge will perform better within their careers; as highly prepared and realistic professionals, they have the potential to create social change at an exponential rate.

Higher education institutions have the responsibility to continuously produce high quality products in the form of highly prepared students. Engaged scholarship, whether completed by the faculty members or the students, infuses business and industry with highly qualified individuals who can produce quality results that lead to social change. This, in turn, improves the quality of the community as a whole and improves the lives of the community members.

Far-Reaching

The results of this project study and the project itself have the potential for far-reaching implications. As the simultaneous processes of literature review and project development took place, it was clear that there was little work done on several issues involved in this study, such as the creation of a program that involved engaged scholarship, posttenure review, academic awards, and the development of engaged scholarship policy. The paucity of literature in these areas could indicate that engaged

scholarship is not a popular topic, that many higher education institutions may not be practicing it, and that higher education could likely do more to solve the problems of the societies in which they function. On the other hand, the lack of literature might also suggest that the academic community does not see engaged scholarship as a matter of professional concern.

EPCC is nationally known for its effectiveness in the area of faculty development. The Faculty Development Office, which has had stability in its leadership for decades, is progressive, constantly changing, and open to new ideas. Once the Faculty Development Office staff assists with the implementation, knowledge of engaged scholarship will spread to other community college districts in the region.

The Faculty Development Office at EPCC produces a highly regarded annual regional teaching seminar called the Southwest Seminar for Great Teaching. It is possible that this seminar will be the catalyst for new discussions about engaged scholarship and linking the needs of the community to students in the classroom.

Conclusion

The results of the data analysis materialized into the creation of the proposed comprehensive engaged scholarship program for EPCC. The project elements will be useful in increasing institution's commitment to the community to engage in service work, in keeping with the mission of the institution.

The elements that are proposed for this project are: solicitation for trainings, an "outstanding service" recognition newsletter and web recognition, instructional dean and EPCC Faculty Community Awards, the expansion of faculty mini-grants to include

service work, the creation of a policy to allow faculty members the opportunity to participate in institution-community combined efforts, and to expand recognition of engaged scholarship to include faculty, staff, and administrators. EPCC has made a considerable commitment to participate in community engaged scholarship in recent years, but the proposed project contains three components that are not yet being implemented: methods that will inspire engaged scholarship, trainings and other forms of faculty development that show faculty members how to get started, and structures that provide college-wide recognition for engaged scholarship work. The inclusion of these components alongside the existing components will increase the institution's commitment to engaged scholarship. The staff and other resources necessary to implement this project are available, and few barriers will keep the project from coming to fruition as long as the administration and the EPCC Board supports the project.

Section 4: Reflections and Conclusions

Introduction

The development of this project was a remarkable experience. As a doctoral student, I expected to one day perform a project study as a requirement for fulfillment of the degree. What I did not expect was to be so changed by the project on a personal level.

I believe that the project that was the outgrowth of this study was a good one. It was practical, manageable, and possible to accomplish. The project supported the mission of the institution that was studied but also had implications for other institutions interested in furthering engaged scholarship efforts. I am proud to have been able to produce a result that has such utility.

In this section, I highlight the lessons I learned and make concluding remarks related to the project study.

Project Strengths

Although the Higher Education Leadership Program at Walden University had continuously emphasized the importance of social change throughout every course, I did not expect that at the end of the project study, I would be promoting a project that was so laden with social change. After pondering the final project, I saw that the proposed project encouraged faculty members and administrators to become advocates for social change. I also saw how the faculty and administration were inspiring students to do the same. This, I believe, was the strongest aspect of this complete project.

Recommendations for Remediation of Limitations

I believe that even in a perfect world, the initial implementation of a program should be small in scope. The project study was limited because it involved the interviews of 14 people, and although I would not consider the project to be flawed, I would also not recommend investing considerable resources into a large-scale effort without a more in-depth analysis involving many more research-related resources. For the analysis that was conducted, the project is a solid one.

On full implementation of the project, additional programmatic pieces can be added to enhance the proposed project. As needs are identified that extended beyond the scope of this project study (e.g., staff or adjunct faculty), then those needs should be investigated and additional programmatic pieces should be added. Unnecessary elements should be eliminated or modified for improvements.

Scholarship

Scholarship is more than the ability to convey an idea in a classroom. Scholarship requires that a professor constantly interact with his or her discipline, thus adding to their knowledge of their subject. This interaction, in the form of engaged scholarship, adds to the quality of the students' educational experiences when the students gain up-to-date information. The interaction also keeps professors more interested in their material and keeps the classroom environment fresh with ideas.

Project Development and Evaluation

The greatest thing that I learned from the conception and development of the project was that project development and evaluation were symbiotic processes. A

researcher cannot fully analyze data without seeking additional information for understanding. The proposed project could not be conceived of appropriately without continuously revisiting the data, listening to the recordings, reanalyzing the factors, and constantly reassessing all steps in the process. Data collection and analysis requires constant reconsideration, continuous requestioning, and reanalysis of what was assumed to be true only a moment before. It is a rigorous process within a process that can best be described as patient exhilaration.

Leadership and Change

At the time that I was analyzing the interview data, I went to a Broadway show titled, *Wicked*. The show was the prequel to the film, *The Wizard of Oz*, and described how, in a role reversal, Glinda became the good witch and Elphaba became the bad witch. One of the songs performed during that show, "Popular," (Chenoweth, 2004, Track 7) described how Glinda had planned to help Elphaba become popular so that she could be successful in life. The lyrics described the importance of making positive social connections with others to achieve this success, particularly when Glinda sang these words to Elphaba. In the lyrics, Glinda stated the importance of social connections and their influence on a person's future successes. The message of the song reminds us that people do not exist as independents; they achieve goals based upon who they have come to know and what they learn from others.

Although the lyrics to *Popular* were meant to be humorous, the greatest lesson learned from the project study was the importance of social connections made by students and faculty members through engaged scholarship activities. In the classroom, important

social connections are made between a student and other students, students and faculty, and students, faculty, and the community. We are all social creatures, need to feel important, and thrive on social interactions. In the workplace, these social connections get us to where we need to go. If a faculty member inspires these connections and facilitates them, then there is hope that the students will enter their careers with solid social foundations intact and will be better able to create social change.

Analysis of Self as Scholar

The process of writing a project study about tenure and engaged scholarship naturally leads the writer to analyze his or her own practices regarding the two issues. As a result of a lot of thinking and trying to see myself from the outside, I know that I can do a better job to be of better service to my students and the institution that I serve.

I think that I do more work since I have earned tenure. This is so since my discipline has grown substantially when I became the Faculty Coordinator for my discipline, and with such changes comes additional duties to train faculty and to monitor a larger program. The cost of this additional work has been a reduction in my own engaged scholarship work; work that I am looking forward to beginning anew by engaging in service with other agencies with whom I have not yet partnered.

I have noticed that engaged scholarship, as with other areas of our careers, can become stale and can start to become dissatisfying if we continue to do it when our hearts are not into the tasks. Many faculty member participants in this study said as much in their interviews, and I know if it my time to make some changes to have more enriching and productive experiences outside of the institution.

Engaged scholarship, by definition, includes an emphasis on scholarship. As noted many times throughout this project study, engaged scholarship is used to bring back the real world experiences of the discipline to the students in the classroom for their own educational benefits. If I lack enriching engaged scholarship experiences of my own, I hurt my own abilities to bring these positive experiences back to my students. I must continuously practice engaged scholarship and change the focus of my activities to be a better professor in the classroom.

Analysis of Self as Practitioner

As a result of conducting this project study, I have learned many things about myself. Most notably, I have learned that I am a continuous work in progress. I am a lifelong learner who tries to locate meanings and messages in all aspects of life on a daily basis. For that reason, it would be foolhardy of me to say anything less than this: I am under construction.

The interviews that I conducted caused me to engage with fourteen magnificent people who are all outstanding in their fields in their own way. Some were highly knowledgeable about policy; they had structure, formality, and the technical know-how to accomplish institutional goals. Others were intuitive thinkers; visceral learners who interacted with their world are created something better than had existed before. I was profoundly touched by every one of them.

Many times, as members of society, we are ridiculed for handing out participation trophies to kids. The idea is that kids who merely show up to activities do not necessarily deserve trophies. The concept that everyone is special or outstanding is often attacked.

From what I learned through my interactions with the fourteen participants is that while it is true that the kid who merely showed up might not merit a trophy, he or she is definitely earning one in some other area.

Consequently, people are all made from different molds, and everyone makes their own marks on their respective corners of the world. For this reason, I truly believe that every participant was special in his or her own way. They were all works in progress: full of perfections and faults, accuracies and misconceptions, and who had no other choice but to see the world from only their own viewpoints. They were all fascinating.

How this impacts me as a practitioner is that it has made me feel comfortable with my status as a work in progress. I may not be the best faculty member or administrator in the world, but I do make a mark on my own small corner of the world. I find my work to be a calling. It uplifts me, and the pride of my profession exists in the furthest reaches of my heart and ambition. I am proud to be a work in progress. I can't wait to see what will happen to my career in the future.

Analysis of Self as Project Developer

The development of a project grows over time. Through interviews, notes, post-data collection readings, and questions answered, the project slowly takes form. One small idea becomes a bigger one when multiple sources identify needs and how to fulfill them. The process is cyclical, much like a cartoon character with many thought balloons written around her, or like a brainstorm map in constant motion.

The best way to tackle the thought balloons or the brainstorm map is to sit back and watch it from afar; to be disengaged with the information and look at it with distant objectivity; to look at it as a whole and as the sum of its parts. Like staring at a painting in an art gallery with detachment reveals the artist's true message, the conclusions about the study arose in much the same way.

The development of the project was strangely unemotional, quite scientific, and created with only others in mind. I tried to create a project that was relatively easy to implement and that solved the problems as best as possible in a way that would bring stakeholders on board. I believe that my neutral detachment worked in this case. I have asked many questions and sought answers that were supportable by the academic literature as well as institutional policy. The end result, I believe, has utility and will improve educational outcomes for students at EPCC.

Implications of Project on Social Change

The implementation of this project study will not cause one professor or one institution to change the world. Nor is that the goal of this work. The goal of this project, in my view, is to support those faculty members who elect to change their own personal worlds through their own influence and design. For one person to aspire to change the world is unrealistic; however, if one professor improves the lives of people within her area of influence and the next professor improves the lives of people within his area of influence, and so on, then the world will ultimately change because it will be filled with bubbles of change. I think that we have the potential to change our own little

worlds, and we should do so with the hope that our influence will inspire someone we know to change their own little worlds, and so on.

Further, the focus of the proposed project was not on faculty members who have no interest in engaged scholarship. Instead, the focus was on validating those professors who were already interested so they would be encouraged to continue this work. Perhaps social change best comes about when we focus on quality rather than quantity. In other words, I think that a small number of professors who want to do positive things in their communities are more likely to bring about social change than to force engaged scholarship work on a large number of people with no interest in facilitating social change.

A second group that will benefit from the proposed project is the faculty who are interested but not yet committed. The implementation of the project elements raise awareness of engaged scholarship and demonstrate that the needs of the community are fulfilled when faculty members participate in engaged scholarship efforts. The solution to the problem of lack of participation in engaged scholarship efforts did not require large programmatic pieces. Awareness, recognition and other elements are quite small and uncomplicated to implement, yet have the potential to begin a discussion about social change.

Implications, Applications, and Directions for Future Research

This project study yielded important information about the state of engaged scholarship and tenure. Tenured faculty members, at least those who participated in this study, are hardworking individuals who have important roles within the local community.

I wondered more than once whether the participants were outstanding because they were the first to respond to my call for research participants. Did their natural willingness to help a colleague with her study create inherent problems with the data? Would I have had other conclusions if I had conducted a quantitative survey that took less time commitment on the part of the participants? I think that there is a good possibility that the most helpful and most engaged people would have been the most willing to assist. Perhaps a future study can include a larger, less specialized population.

This study has definite implications for the educational field. Although the research methodology does not contribute to generalizability, the study produced useful information that makes a good starting point for other institutions interested in engaged scholarship. In this regard, I hope that this study makes a positive contribution to the field of higher education leadership and inspires reevaluations of tenure policies and institutional missions involving service work to the community.

Conclusion

The creation of this project study was a remarkable experience, and I was changed as a result of my participation in this work. The proposed project is a practical one that supports the mission of the institution that was studied. The proposed project primarily promotes social change by faculty members, but secondarily promotes it among students. After the project is implemented, EPCC may consider to add or modify elements to improve upon the project.

My involvement in the project study has taught me much about my role in higher education. I have learned that scholarship requires more than the regurgitation of

information in a classroom environment. My role as a researcher proved to me that data collection and analysis requires constant re-evaluation. I learned the importance of working with students to establish their own social networks within the community to maximize their ability to promote social change. I have learned that I am a continuous work in progress. I understand now that we all have the potential to contribute to positive social change.

References

Adkins, A., McClellan, T., & Miner, J. (2013). The final rule: Implementing new policies for financial conflict of interest at the University of Central Florida. *Research Management Review, 19*(2), 1–13. Retrieved from http://files.eric.ed.gov/fulltext/EJ1015806.pdf

Ahmed, S. M., & Palermo, A. S. (2010). Community engagement in research: Frameworks for education and peer review. *American Journal of Public Health, 100*(8), 1380–1387. doi: 10.2105/AJPH.2009.178137

American Association of University Professors. (1999). *Post-tenure review: An AAUP response.* Retrieved from http://www.aaup.org/report/post-tenure-review-aaup-response

American Association of University Professors. (2014). *1940 statement of principles on academic freedom and tenure*. Retrieved from http://www.higher-ed.org/resources/AAUP_1940stat.htm

Aud, S., Wilkinson-Flicker, S., Kristapovich, P., Rathbun, A., Wang, X., & Zhang, J. (2013). *The condition of education 2013* (NCES 2013-037). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved from http://nces.ed.gov/pubsearch

Bagley, C. E., Natarajan, P., Vayzman, L., Wexler, L., & McCarthy, S. (2012). Implementing Yale's sexual misconduct policy. *Change, 44*(2), 7–15. doi: 10.1080/00091383.2012.655213

Bailey, G., Muse, W. V., Todd, L. T. & Wilson, D. (2013). University presidents see growing role for scholarship of engagement. *Journal of Community Engagement and Scholarship, 6*(1), 88–95. Retrieved from http://www.uapress.ua.edu

Baldwin, R., DeZure, D., Shaw, A., & Moretto, K. (2008). Mapping the terrain of mid-career faculty at a research university: Implications for faculty and academic leaders. *Change, 40*(5), 46–55. doi: 10.3200/CHNG.40.5.46-55

Besosa, M., Bousquet, M., Barnes, L., Nelson, C., Newfield, M., Nienow, J., & Thompson, K. (2010 Sep./Oct.). Tenure and teaching-intensive appointments. *Academe, Bulletin Supplement,* 89–100. Retrieved from http://www.aaup.org/NR/rdonlyres/3B21B7EB-86D7-498D-9498-10978175B5DA/0/TenureTeachersRpt.pdf

Besosa, M., Bousquet, M., Barnes, L., Nelson, C., Newfield, M., Nienow, J., Thompson, K, & Bradley, G. (2009). Conversion of appointments to the tenure track. *Academe, 95*(6), 89–99. Retrieved from http://www.aaup.org/publications/index.htm

Boerner, H. (2012). Beyond capacity: Colleges strive to serve students while staying true to their founding mission. *Community College Journal. 83*(1), 20-25.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston, MA: Allyn & Bacon.

Boggs, G. (2012). Democracy's colleges: The evolution of the community college in America. *Community College Journal, 82*(4), 36–39. Retrieved from

http://www.aacc.nche.edu/AboutCC/whsummit/Documents/Combined_Issue_Papers.pdf

Bourelle, T. (2012). Bridging the gap between the technical communication classroom and the internship: Teaching social consciousness and real-world writing. *Journal of Technical Writing and Communication, 42*(2), 183–197. doi: 10.2190/TW.42.2.f

Boyd, S. H. (2011). The spread of neoliberalism in US community colleges: TWM accreditation, "consumers," and corporate sponsored non-profits. *Journal for Critical Education Policy Studies, 9*(1), 241–266. Retrieved from http://www.jceps.com/PDFs/09-1-10.pdf

Boyer, E. L. (1990*). Scholarship reconsidered: Priorities of the professoriate.* Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Boyer, E. L. (1996). The scholarship of engagement. *Journal of Public Service & Outreach, 1*(1), 11–20. Retrieved from http://www.jstor.org/discover/10.2307/3824459?sid=21105705477713&uid=4&uid=2

Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.

Bozeman, B., & Gaughan, M. (2011). Job satisfaction among university faculty: Individual, work, and institutional determinants. *The Journal of Higher Education, 82*(2), 154–186. doi:10.1353/jhe.2011.0011

Chandra, A., Cooper, W. D., Cornick, M. F., & Malone, C. F. (2011). A study of motivational factors for accounting educators: What are their concerns? *Research in Higher Education Journal, 11*, 19–36. Retrieved from http://ww.aabri.com/manuscripts/11770.pdf

Checkoway, B. (2013). Strengthening the scholarship of engagement. Journal of Higher Education Outreach and Engagement, 17, 7–22.

Chenoweth, K. D. (2004). Popular. On *Wicked* [CD]. New York, NY: Decca Broadway. Retrieved from http://www.azlyrics.com/lyrics/idinamenzel/popular.html

Christensen, C. M. & Eyring, H .J. (2011). *The innovative university: Changing the DNA of higher education from the inside out.* San Francisco: Jossey-Bass.

Cohen, A. M. & Kisker, C. B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system.* San Francisco: Jossey-Bass.

Community college mission needs clarity from the top. (2009). *Community College Week, 22*(5), 4–4. Retrieved from http://www.rockinst.org/newsroom/news_stories/2009/2009-10-19-Community_College_Week.pdf

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* (Laureate custom ed.) Boston, MA: Pearson Education, Inc.

DeLugan, R. M., Roussos, S., & Skram, G. (2014). Linking academic and community guidelines for community-engaged scholarship. *Journal of Higher Education*

Outreach and Engagement, 18(1), 155–168. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1181

Diaz-Strong, D., Gomez, C., Luna-Duarte, M. E., & Meiners, E. R. (2010). Dreams deferred and dreams denied. *Academe, 96*(3), 28–31. Retrieved from http://www.aaup.org/article/dreams-deferred-and-dreams-denied

Dickeson, R. C. (2010). *Prioritizing academic programs and services.* San Francisco: Jossey-Bass.

DiMaria, F. (2012). Tenure and America's community colleges. *Education Digest: Essential Readings Condensed for Quick Review, 78*(1), 44–47. Retrieved from http://www.eddigest.com/index.php

Dobbie, D. & Robinson, I. (2008). Reorganizing higher education in the United States and Canada: The erosion of tenure and the unionization of contingent faculty. *Labor Studies Journal, 33*(117), 117–140. doi: 10.1177/0160449X07301241.

Doberneck, D. M., Glass, C. R., & Schweitzer, J. H. (2011). Beyond activity, place, and partner: How publicly engaged scholarship varies by intensity of activity and degree of engagement. *Journal of Community Engagement and Scholarship, 4*(2), 18–28. Retrieved from http://www.uapress.ua.edu

Drame, E. R., Toro Martell, S., Mueller, J., Oxford, R., & Wisneski, D. B. (2011). Engaged scholarship in the academy: Reflections from the margins. *Equity & Excellence in Education, 44*(4), 551–565. doi: 10.1080/10665684.2011.614874

Ebrahim, A. (2010). Nonprofit agency challenges. *Journal of Policy Analysis & Management, 29*(3), 628–632. doi: 10.1002/pam

El Paso Community College (2008). *El Paso Community College procedure 3.07.02.10: Tenure review and recommendations*. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Pages/Policies.aspx.

El Paso Community College (2013a). *Committee appointments by member 2013–2014*. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Documents/Standing%20Committee%20Minutes/StandComByMember.pdf.

El Paso Community College. (2013b). *El Paso Community College catalog 2013–2014*. Retrieved from http://viewer.zmags.com/publication/64975066#/64975066/1.

El Paso Community College. (2013c). *El Paso Community College fact book 2012–2013*. Retrieved from http://www.epcc.edu/InstitutionalResearch/Documents/FactBook2012–2013.pdf.

El Paso Community College (2013d). *El Paso Community College procedure 3.12.03.18: Faculty ranking system*. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Pages/Policies.aspx.

El Paso Community College. (2015a). *El Paso Community College procedure 3.08.01.22: Credit full-time faculty workload*. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/PoliciesandProcedures/3.08.01.22.pdf.

El Paso Community College (2015b). *El Paso Community College procedure 3.22.01.14: Full-time faculty evaluation*. Retrieved from

http://www.epcc.edu/InstitutionalEffectiveness/PoliciesandProcedures/3.22.01.14.pdf.

El Paso Community College (2015c). *El Paso Community College procedure: 3.22.03.14: Mini-grants for district faculty.* Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/PoliciesandProcedures/3.22.03.14.pdf.

El Paso Community College (2015d). *El Paso Community College procedure 3.08.01.18: Release time approval for administrative, professional support and classified staff.* Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/PoliciesandProcedures/3.08.01.18.pdf.

El Paso Community College (2015e). *Faculty awards*. Retrieved from http://www.epcc.edu/facultydevelopment/Pages/FacultyAwards.aspx

El Paso Community College (2015f). *History of the El Paso county community college district.* Retrieved from www.epcc.edu/InstitutionalResearch/Documents/History_of_EPCC.pdf

El Paso Community College (2015g). *QEP development.* Retrieved from www.epcc.edu/sacs/qep/Pages/QEPDevelopment.aspx

El Paso Community College. (2015h). *Standing committee rosters*. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Pages/StandingCommitteeMamberfshipbyCommittee.aspx

Foster, K. M. (2010). Taking a stand: Community-engaged scholarship on the tenure track. *Journal of Community Engagement and Scholarship, 3*(2), 20–30. Retrieved from http://jces.ua.edu/wp-content/uploads/2012/10/JCES_Vol3No2.pdf#page=22

Franz, N. (2009). A holistic model of engaged scholarship: Telling the story across higher education's missions. *Journal of Higher Education Outreach and Engagement, 13*(4), 31–50. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/view/7

Franz, N. K. (2011). Tips for constructing a promotion and tenure dossier that documents engaged scholarship endeavors. *Journal of Higher Education Outreach and Engagement, 15*(3), 15–29. Retrieved from http://lib.dr.iastate.edu/edu_pubs/1

Freeman, E., Gust, S., & Aloshen, D. (2009). Why faculty promotion and tenure matters to community partners. *Metropolitan Universities Journal, 20*(2), 87–103. Retrieved from https://ssl.uh.edu/class/hcpp/_docs/cbpr/32-MUJ_20-2_Freeman.pdf

Fretz, E., Cutforth, N., Nicotera, N., & Thompson, S. S. (2009). A case study of institutional visioning, public good, and the renewal of democracy: The theory and practice of public good work at the University of Denver. *Journal of Higher Education Outreach and Engagement, 13*(1), 87–109. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/viewFile/89/77

Furnham, A., Eracleous, A., & Chamorro-Premuzic, T. (2009). Personality, motivation and job satisfaction: Hertzberg (sic) meets the big five. *Journal of Managerial Psychology, 24*(8), 765–779. doi: 10.1108/02683940910996789

Garvey, D. (2009). Nonprofit sector: Workforce education needs and opportunities. *Continuing Higher Education Review, 73*, 114–124. Retrieved from http://www.upcea.edu/search.asp?type=basic D.C.

Gawel, J. (1997). Herzberg's theory of motivation and Maslow's hierarchy of needs. Washington DC: ERIC Clearinghouse on Assessment and Evaluation. Retrieved from www.eric.ed.gov.

Giroux, H. A. (2010). Lessons from Paulo Freire. *The Chronicle of Higher Education,* 57(9), B15–B16. Retrieved from http://chronicle.com/article/Lessons-From-Paulo-Freire/124910/

Glass, C. R., Doberneck, D. M., & Schweitzer, J. H. (2011). Unpacking faculty engagement: The types of activities faculty member report as publicly engaged scholarship during promotion and tenure. *Journal of Higher Education Outreach and Engagement, 15*(1), 7–30. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/viewFile/504/435

Gleddie, D. L. (2010). The devil is in the details: Development of police and procedure in the Battle River Project. *Health Education Journal, 71*(1), 30–38. doi: 10.1177/0017896910383557

Greenwald, R. (2010). Graduate education in the humanities faces a crisis: Let's not waste it. *Chronicle Review*, *56*(30), B19–B20. Retrieved from http://chronicle.com/article/A-Useful-Crisis/64886/

Guion, L. A., Diehl, D.C., & McDonald, D. (2011). *Triangulation: Establishing the validity of qualitative studies*. Department of Family, Youth and Community Sciences, Florida Cooperative Extension Service. Retrieved from https://www.edis.ifas.ufl.edu/department_family_youth_and_community_sciences

Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: Components, theories, and outcomes. *New Directions for Institutional Research*, *105*, 5–20. Retrieved from http://www.interscience.wiley.com.ezp.waldenulibrary.org/jpages/0271-0579/

Harkavy, I. & Hartley, M. (2012). Integrating a commitment to the public good into the institutional fabric: Further lessons from the field. *Journal of Higher Education Outreach and Engagement*, *16*(4). 17–36. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/view/899

Hawkins, A.G., Graham, R.D., & Hall, R.F. (2007). Tenure as a fact of academic life: a methodology for managing the performance of tenured professors. *Education and the Law, 19*(1), 41–57. doi:10.1080/09539960701231223

Heisler, K., Beckie, M., & Markey, S. (2012). Expectations and realities of engaged scholarship: Evaluating a social economy collaborative research partnership.

Journal of Community Engagement and Scholarship, 4(1), 25–36. Retrieved from http://jces.ua.edu/wp-content/uploads/2012/10/JCES_Vol4No1.pdf#page=26

Heneghan v. Northampton Community College et al., 801 F.Supp.2d 347 (2011). Retrieved from http://scholar.google.com/scholar_case?case=23929227859331175 28&q=Heneghan+v.+Northampton+Community+College+et+al.,+801+F.Supp.2d+347+%282011&hl=en&as_sdt=6,44

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work.* New York: Wiley.

Herzberg, F., Mausner, B. & Snyderman, B. B. (2010). *The motivation to work.* New Brunswick: Transaction Publishers.

I did not slow down once I got tenure. (2011). *Chronicle of Higher Education*, *57*(18), n.p. Retrieved from http://chronicle.com/article/I-Did-Not-Slow-Down-Once-I-Got/124382/

Jackson-Weaver, K., Baker, E. B., Gillespie, M. C., Ramos Bellido, C. G., & Watts, A. W. (2010). Recruiting the next generation of the professoriate. *Peer Review, 12*(3), 11–14. Retrieved from http://www.aacu.org/peerreview/index.cfm

Jacobs, J. (2011). You've got a friend… in industry. *Community College Journal, 82*(1), 22–27. Retrieved from http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx

Jenkins, D. (2011). *Redesigning community colleges for completion: Lessons from research on high-performance organizations*. CCRC Working Paper No. 24.

Community College Research Center, Columbia University. Retrieved from http://ccrc.tc.columbia.edu/publications/high-performance-organizations.html

Joch, A. (2011). Going lean: Impending money woes force tough choices, forecast fundamental shift in community college funding. *Community College Journal, 81*(6), 32–37. Retrieved from http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx

June, A. W. (2012a). Faculty-review proposal at Saint Louis U, would 'eviscerate tenure,' AAUP says. *Chronicle of Higher Education*, *59*(2), 8–8. Retrieved from http://chronicle.com

June, A. W. (2012b). Professors feel the weight of service work. *Chronicle of Higher Education, 58*(43), A47–A49. Retrieved from http://chronicle.com

Jurgens, J. C. (2010). The evolution of community colleges. *The College Student Affairs Journal, 28*(2), 251–261. Retrieved from http://www.sacsa.org/?18

Kallestad, B. (2010). Fla. candidate's education proposal would remove tenure. *Community College Week, 22*(26), 5–5. Retrieved from http://www.ccweek.com/

Kentucky colleges end tenure for new faculty. (2009). *Community College Week, 21*(16), 9–9. Retrieved from http://www.ccweek.com/

Kettlewell, J. S. & Henry, R. J. eds. (2009). Increasing the competitive edge in math and science. Rowman & Littlefield Education. Plymouth, U.K.

Kemper, S. (2010). Older professors: Fewer and better than you think. *Chronicle of Higher Education, 57*(13), A88–A88. Retrieved from http://chronicle.com

Kezar, A., & Maxey, D. (2012). The changing faculty and student success: National trends for faculty composition over time. *Pullias Center for Higher Education,* 1–8. Retrieved from http://www.uscrossier.org/pullias/wp-content/uploads/2012/05/Delphi-NTTF_National-Trends-for-Faculty-Composition_WebPDF.pdf

Kim, D., Twombly, S., & Wolf-Wendel, L. (2008). Factors predicting community college faculty satisfaction with instructional autonomy. *Community College Review, 35*(159), 159–180. doi: 10.1177/0091552107310111.

Lawrence, H., & Galle, W. P. (2011). Tenure, status, and workload: Fundamental issues among business communication faculty. *Journal of Business, 48*(319), 319–343. doi: 10.1177/0021943611406276.

Levin, J. S. (2012). Three faculty communities. *Academe, 98*(1). Retrieved from http://www.aaup.org/AAUP/pubsres/academe/2012/JF/Feat/levi.htm

Lodico, M., Spaulding, D., & Voegtle, K. (2010). *Methods in educational research: From theory to practice* (Laureate Education, Inc., custom ed.). San Francisco: John Wiley & Sons.

Madiani, E. A. (1991). Comparative study of Herzberg's Two-Factor Theory of job satisfaction among public and private sectors. *Public Personnel Management, 20*(4), 441–448. Retrieved from http://www.sagepub.com.ezp.waldenulibrary.org/journalsIndex.nav#P

Maisto, M., & Street, S. (2011). Confronting contingency: Faculty equity and the goals of academic democracy. *Liberal Education, 97*(1), 6–13. Retrieved from http://www.aacu.org/liberaleducation/le-wi11/LEWI11_index.cfm

McGill, M. M., & Settle, A. (2012). Identifying effects of institutional resources and support on computing faculty research productivity, tenure, and promotion. *International Journal of Doctoral Studies*, *7*, 167–198. Retrieved from http://ijds.org/Volume7/IJDSv7p167-198McGill348.pdf

McGowan, J. (2010). An immodest proposal. *Quarterly Journal of Speech, 96*(4), 413–420. doi: 10/1080/00335630.2010.521177

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Wiley, Jossey-Bass.

Miller, M. (2011). Minority rule: How administrators at EPCC meet the needs of a multicultural population. *Community College Journal, 81*(5), 50–54. Retrieved from http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx

Moore, T. L. & Ward, K. (2010). Institutionalizing faculty engagement through research, teaching, and service at research universities. *Michigan Journal of Community-Service Learning, 17*(1), 44–58. Retrieved from http://quod.lib.umich.edu/cgi/p/pod/dod-idx?c=mjcsl;idno=3239521.0017.104

Morrill Act, 7 U.S.C. § 301 (1862). Retrieved from http://www.ourdocuments.gov/doc.php?flash=true&doc=33

Neal, A. D. (2008). Reviewing post-tenure review. *Academe, 94*(5), 27-30. Retrieved from http://www.aaup.org/AAUP/pubsres/academe/2008/SO/default.htm

Nealy, M. J. (2009). Tenured faculty at two-year schools impact student transfers. *Diverse: Issues in Higher Education, 26*(11), 7–7. Retrieved from http://www.diverseeducation.com/

Neinhusser, H. K. (2013). Role of community colleges in the implementation of postsecondary education enrollment policies for undocumented students. *Community College Review*, *42*(1), 3–22. doi: 10.1177/0091552113509837

Nuñez, G. G. (2014). Engaging scholarship with communities. *Journal of Hispanic Higher Education, 13*(2), 92-115. doi: 10.1177/1538192713515911

Off the track. (2009). *Community College Week, 21*(20), 6–7. Retrieved from http://www.ccweek.com/

Pedró, F. (2009). Continuity and change in the academic profession in European countries. *Higher Education in Europe, 34*(3–4), 411-429. doi: 10.1080/03797720903356594

Porter, S. R. (2007). A closer look at faculty service: What affects participation on committees? *The Journal of Higher Education, 78*(5), 523–541. Retrieved from http://www.ohiostatepress.org/Journals/jhe/jhemain.htm

Post-tenure review plan causes controversy. (2012). *Dean & Provost, 14*(2), 2–2. doi:10.1002/dap

Professors threatened by proposed changes to tenure policy in Miss. (2010). *Community College Week, 22*(14), 10–10. Retrieved from http://www.ccweek.com/

Qu, S.Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative Research in Accounting & Management, 8*(3), 238–264. doi: 10.1108/11766091111162070

Risley, Ro. (2013). The personal touch. *Community College Journal, 83*(4), 27–28. Retrieved from http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx

Robertson, C., Robins, A., & Cox, R. (2009). Co-constructing an academic community ethos – challenging culture and managing change in higher education: A case study undertaken over two years. *Management in Education*, *23*(1), 32–40. doi: 10.1177/0892020608096062

Sabharwal, M., & Corley, E. A. (2009). Faculty job satisfaction across gender and discipline. *The Social Science Journal*, *46*, 539–556. doi: 10.1016/j.soscij.2009.04.015

Saltmarsh, J., Giles Jr., D. E., Ward, E., & Buglione, S. M. (2009). Rewarding community-engaged scholarship. *New Directions for Higher Education*, *147*, 25–35. doi:10.1002/he.355.

Schoorman, D., & Acker-Hocevar, M. (2010). Viewing faculty governance within a social justice framework: Struggles and possibilities for democratic decision-making in higher education. *Equity & Excellence in Education, 43*(3), 310–325. doi: 10.1080/10665684.2010.494493

Seifer, S. D., Blanchard, L. W., Jordan, C., Gelmon, S., & McGinley, P. (2012). Faculty for the engaged campus: Advancing community-engaged careers in the academy. *Journal of Higher Education Outreach and Engagement, 16*(1), 5–20. Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/issue/view/58

Servicemen's Readjustment Act, P.L. 78-346, 58 Stat. 284m (1944). Retrieved from http://www.ourdocuments.gov/doc.php?doc=76

Shephard, K., Harland, T., Stein, S., & Tidswell, T. (2011). Preparing an application for a higher-education teaching-excellence award: whose foot fits Cinderella's shoe? *Journal of Higher Education Policy and Management, 33*(1), 47–56. doi:10.1080/1360080X.2011.537011

Southern Association of Colleges and Schools. (2015). General information on the reaffirmation process. Retrieved from www.sacscoc.org/genaccproc.asp.

Street, S. (2009). Wouldn't a new progressive era require faculty equity? *Thought & Action, Fall,* 141–150. Retrieved from https://www.nea.org/assets/docs/HE/TA09ProgressiveStreet.pdf

Symbaluk, D. G. & Howell, A. J. (2010). Web-based student feedback: comparing teaching-award and research-award recipients. *Assessment & Evaluation in Higher Education, 35*(1), 75–86. doi: 10.1080/02602930802563094

Texas Higher Education Coordinating Board (2014). *Online institutional résumé for El Paso Community College.* Retrieved from http://www.thecb.state.tx.us/apps/resumes/

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837–851. doi: 10.1177/1077800410383121

Tsui, A. S. (2013). Making research engaged: Implications for HRD scholarship. *Human Resources Development Quarterly, 224*(2), 137–143.doi: 10.1002/hrdq.21161.

Ullman, E. (2012). Working with industry. *Community College Journal, 82*(6), 18–23. Retrieved from http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx

United States Census Bureau. (2012). *Demographic profiles: 2010. The 2012 statistical abstract of the United States*. Retrieved from http://www.census.gov/compendia/statab/2012edition.html

University of Texas at San Antonio. (2014). *Faculty awards: Minnie Stevens Piper award*. Retrieved from http://utsa.edu/facultyawards/awards/piper.html.

Wade, A. & Demb, A. (2009). A conceptual model to explore faculty community engagement. *Michigan Journal of Community Service Learning*, *15*(2), 5–16. Retrieved from http://quod.lib.umich.edu/cgi/t/text/text-idx?c=mjcsl;idno=3239521.0015.2*

Ward, M. E., & Sloane, P. J. (2000). Non-pecuniary advantages versus pecuniary disadvantages: Job satisfaction among male and female academics in Scottish universities. *Scottish Journal of Political Economy, 47*(3), 273–303. Retrieved from http://www.wiley.com.ezp.waldenulibrary.org/WileyCDA/

Wilson, D. M. (2010). The casualties of the twenty-first-century community college. *Academe, 96*(3), 12–18. Retrieved from http://www.aaup.org/AAUP/pubsres/academe/2010/MJ/feat/wils.htm

Womack, N. (2013). The friction between faculty evaluations and rewards: Reconsidering teaching's rhetoric and recognition. *Insight: A Journal of Scholarly Teaching, 8*, 69–72. Retrieved from http://www.insightjournal.net

Youn, T. I. K. & Price, T. M. (2009). Learning for the experience of others: The evolution of faculty tenure and promotion rules in comprehensive institutions. *The*

Journal of Higher Education, 80(2), 204–237. Retrieved from http://muse.jhu.edu/journals/jhe/summary/v080/80.2.youn.html

Appendix A: The Proposed Comprehensive Engaged Scholarship Implementation Project

This document provides a full description of the proposed engaged scholarship project that evolved as a result of the present project study. This document includes a brief discussion of the problem, main themes that resulted from the data analysis, and the project elements. Each project element will contain the following descriptive details:

1. Project Element Name
2. Purpose
3. Background
4. Goals
5. Rationale
6. Persons Responsible
7. Next Steps
8. Timeline

The Problem in Brief

Institutions of higher education are widely known to be places that help solve the problems of society; however, few college professors seem to practice engaged scholarship after receiving tenure. In a time of decreased funding for public higher education institutions and increased competition with private institutions for students, public higher education institutions would do well to maintain their image as community partners. In this regard, public institutions need to know if there has been a decrease in engaged scholarship among the professoriate, why this may be occurring, and how to inspire professors to create positive social change.

Main Themes to Include in the Project

An analysis of the data related to the research questions provided definitive results that have application for proposed project. Findings include evidence that the faculty members involved in the study participated in large quantities of engaged scholarship after earning tenure. Most faculty members believed that engaged scholarship work made them better at their jobs, and they had suggestions for how the college could better help to facilitate engaged scholarship practices. Both faculty members and administrators – students fared better when they took courses from instructors who participated in engaged scholarship activities. Improvement on the part of the faculty and administration was needed since the idea of a commitment to institutional and community service work was present but not part of the academic culture.

The analysis of the first- level factors of job satisfaction, such as the opportunity for personal growth and salary, revealed those factors that can make faculty members feel either positively or negatively about their jobs. Second-level factors provided an explanation of the emotions attached to their jobs by faculty members. The motivating factors, such as tenure, are those factors that cause faculty members to experience job satisfaction, whereas the hygiene factors, such as contractual obligation, causes them to feel neutral about their jobs.

Therefore, when developing a comprehensive program that promotes engaged scholarship, administrators should be conscious of the factors that motivate faculty. Motivating factors identified in this study include:

- Achievement
- The ability to be changed
- Commitment to the institution
- The desire to succeed
- The enjoyment of service work
- The willingness to expend the interests of students
- The development of interpersonal relationships
- Personal growth
- Recognition
- Rewards
- Advancement and job security through the tenure process

Rationale for the Project

In the last few years, EPCC has made a considerable commitment to participate in community engaged scholarship. While new college programs have reflected a major acknowledgement of the importance of community involvement, there are many engaged scholarship activities that can occur outside of the current efforts that require the current project to encompass a greater amount of service work to be fully beneficial. Therefore, a comprehensive plan to further immerse members of the EPCC community into a culture of engaged scholarship would increase these benefits.

This project begins with a focus on faculty members. Tenure-track faculty members are credited with their engaged scholarship work through the tenure process, but no such mechanism exists for the tenured. Coupled with this lack of structure is a formal basis of support for faculty engaged scholarship. For this reason, the proposed project includes methods that will inspire engaged scholarship, show faculty members how to get started, and provide recognition for such work.

Project Elements

The following elements are suggested for the administration to create a comprehensive, districtwide plan to increase participation in and recognition of engaged scholarship. The elements are listed in order by ease of implementation from easiest to hardest in terms of implementation.

Element one: Training

Purpose: Each semester, solicit faculty members by email to conduct Faculty Development Week workshops on topics related to engaged scholarship. Possible workshops include a session on what to expect when joining an organization as a volunteer, various sessions describing the community work done by faculty members, and sessions offering technical information on how interested faculty members can be involved in their communities.

Background: When a faculty member is going through the tenure process, there is little to no training to show faculty members how to begin working with the community. It is possible that this lack of understanding about the functioning of nonprofit organizations may cause faculty members to feel anxious about these required tenure-related activities.

Goals: To alleviate concerns faculty members may have about engaged scholarship; to provide faculty members with the training necessary to work within the community.

Rationale: The implementation of trainings about successful institutional-community partnerships as well as information on how to practice engaged scholarship will help to alleviate any apprehension about engaged scholarship and increase attention to these partnerships.

Persons Responsible: Faculty Development Office

Next Steps: Solicitation of trainings; scheduling of trainings

Timeline: May 2016

Element two: Outstanding service recognition newsletter and web recognition

Purpose: Develop a regular newsletter, perhaps with the name, "EPCC in the Community", that contains stories that describe what members of the EPCC community are doing in the community at large. A possible location for this newsletter can be within the Marketing Department of EPCC so that all instructional and non-instructional employees and students can have the opportunity to have their work highlighted in the newsletter. Within this letter, nonprofit agencies can solicit the EPCC community for assistance.

Background: The data analysis showed that faculty members do not think they are appreciate for their engaged scholarship work. Interestingly, faculty members are unaware of the community service work being done by administrators, so they feel that they are the only once with community responsibilities.

Goals: To create at least to forums to recognize the community service work of all members of the EPCC community.

Rationale: Exposure of community service work, to include engaged scholarship work, will recognize the efforts of EPCC employees and students, and will show the EPCC community the extent of community service work taking place.

Persons Responsible: EPCC Marketing Department

Next Steps: Electronic community newsletter; articles on the EPCC web page

Timeline: May 2016

Element three: Instructional Dean and EPCC Faculty Community Awards

Purpose: Any faculty member can be nominated for recognition for an outstanding community service award. The most outstanding candidate will be selected by way of an application process consisting of criteria created by instructional deans and other designated administrators.

Background: Engaged scholarship is form of professional development because faculty members take when they learn in the community to their classrooms to expand learning for themselves and their students. Although engaged scholarship activities are part of the criteria for many faculty awards, presently there is not an award that specifically recognizes the commitments made by faculty members within the community.

Goals: To recognize outstanding engaged scholarship efforts.

Rationale: Recognition of outstanding engaged scholarship may enhance the institutional mission to positively impact the community. The inclusion of this award has the potential to inspire others to work within the community.

Persons Responsible: Instructional deans; designated administrators.

Next Steps: Application criteria; award procedure; selection of winners

Timeline: December 2016

Element four: Expand the faculty mini-grant policy to include service work

Purpose: To modify the existing faculty mini-grant policy to include funding for engaged scholarship efforts that do not result in monetary gain for other individuals or agencies.

Background: Engaged scholarship has been shown to be a form of faculty development, because any form of engaged scholarship that is brought back into the classroom and improves instruction is the result of faculty development efforts produced during community service work.

Goals: To encourage faculty members to expand their involvement in engaged scholarship by providing monetary tools needed to complete an institutional-community project.

Rationale: The modification of the present Faculty Mini-grant policy will be align with the institutional mission and vision if the grant program can expand to include engaged scholarship work.

Persons Responsible: Faculty Professional Development Committee; EPCC Board

Next Steps: Policy modification

Timeline: December 2016

Element five: Create a policy to allow faculty members the opportunity to participate in institution-community combined efforts

Purpose: Create a policy that describes how faculty members can be excused from their courses, within reason, to allow them opportunities to take part in engaged scholarship. The policy would allow a faculty member who is participating in a community project to

request a substitute for not more than two classes to meet or conduct official EPCC business related to an engaged scholarship project. For example, if a faculty member has a class at the same time as the regularly monthly meeting of her community organization, she can request in advance to have a substitute in her class so that she can attend one of the monthly meetings.

Background: Release time and other forms of excused absences from regular college work are common among staff and administrators and found within EPCC policy. Other than sick leave, there is no formal policy that allows faculty members to miss class meetings or office hours when there is an unusual need to meet with members of the community.

Goals: To provide a policy that allows faculty members to participate in community meetings or for other community purposes under extenuating circumstances.

Rationale: The lack of opportunity to meet with the public can cause stress on faculty members who are serious about their roles within the community. Also, EPCC needs to show community organizations that their partnerships are appreciated and taken seriously.

Persons Responsible: College Improvement Committee; EPCC Board

Next Steps: Policy creation

Timeline: December 2016

Element six: Expand recognition of engaged scholarship to include faculty, staff, and administrators

Purpose: This project recommendation stems from the opinion of many faculty members that administrators should not mandate faculty members to do service work for the QEP if they are not doing such work themselves. A popular view among the faculty is that administrators do not do service work, but this is a misguided perception. Therefore, the issue seems to be less about getting administrators to do service work as it is to expose the faculty to the work the administrators are already doing in the community. To this end, the community engagement efforts of faculty, staff and administrators should all be recognized in the EPCC community newsletter and web site.

Background: There is a misconception that administrators ask faculty members to perform engaged scholarship but do not perform any community service work of their own. This has been shown through the local literature review to be false. The real issue is that members of a community college district do not know that others are doing, so they

often just assume that other people are doing less than they are. Further, faculty members who are doing a lot of engaged scholarship work do not think they are being recognized for their work, and they feel that people who do not perform engaged scholarship are just as highly regarded as they are.

Goals: The recognition of engaged scholarship and other forms of community service work by faculty members, administrators, and staff will reveal the quality and quantity of community-based projects to all members of the EPCC community. This will aid the Marketing Department in marketing the community aspects of the institution, enlighten others about the people who are working in different community areas, and dissuade member of the EPCC community from viewing others as lazy and uncaring.

Rationale: When everyone at EPCC has the opportunity to learn about the community-based experiences of others, those who are not participating may decide to perform engaged scholarship activities. Those who are working in the community will feel supported and recognized.

Persons Responsible: EPCC Marketing Department

Next Steps: College-wide recognition as advertise in the above elements (electronic newsletter and website spotlight recognition).

Timeline: May 2016

Appendix B: El Paso Community College Tenure Criteria for Teaching Faculty

Criterion (Weight)	Specific Examples [a]
Evidence of Exemplary Job Performance (50%)	1. All Evaluations of Teaching Faculty Member for Each Academic Year a. *Student Survey of Instructors Performance b. *Classroom-Performance Evaluations c. *Faculty Self-Evaluation and Reflection Reports d. *Composite Evaluations for Full-Time Teaching Faculty e. *Third-Year Progress Report & Third Year Peer Review Evaluation 2. Course Materials for a Selected Course a. *Original classroom handouts (maximum 2 items) b. *Original course syllabus or Instructor's Course Requirements c. *Other original teaching/learning aids for the selected course (maximum 6 items), for example: 1) Original transparencies 2) Original study guides 3) Other original multimedia teaching materials (maximum 2 items) 3. New Course Development Identify new courses (credit or non-credit), properly verified by the Curriculum Office or your administrative supervisor, which you have developed during tenure-track employment. Submit only the outline, syllabus, one sample of a learning activity, and one sample of an exam per course developed. 4. Major Revisions of Established Courses Identify major revisions which you have made to established courses (credit or non-credit), accompanied by an explanation of the work and verification by your administrative supervisor or the Curriculum Office. Submit only one course outline of a major revision of an established course. The revisions may include responses to Program Review Reports and may include the creation, modification, and/or application of student learning outcomes for the courses. 5. Other Evidence of Exemplary Teaching Performance This evidence, which may include letters of appreciation/commendation, certificates, awards, and other special recognition for Teaching Performance, is to be

	presented in concise format.
Evidence of Exemplary Fulfillment of Professional Responsibilities (25%)	1. *Membership on College standing and other committees as evidenced by a letter of appointment or a letter from the Committee Chairperson or Administrative Supervisor (Indicate if you served as the chairperson.) 2. *Membership on division/department and discipline committees as evidenced by a letter from the Administrative Supervisor or Faculty Coordinator. 3. Non-instructional College assignments listed, indicating dates and the nature of the assignments. 4. Sponsorship of College-approved student organizations. (Indicate dates and names of organizations.)
Evidence of Continued and Quality Professional Growth (15%)	1. *List, obtained from the Faculty Development Office, of faculty development workshops you have attended. 2. *List of professional teaching institutes, seminars, workshops, and conferences you have attended subsequent to tenure-track employment (include name of sponsoring organization, location, and dates). 3. Documentation of other College-sponsored professional development activities attended such as Information Technology and Technology Resource Center Workshops. 4. List of degrees earned and courses completed subsequent to tenure-track employment (include documentation showing this course work). 5. *Documentation of current membership in professional/faculty organizations and documentation of licensure and/or certification in your professional field. 6. Other evidence of professional growth.
Evidence of Professional Service to the Community/State (10%)	1. *Documentation of membership in, or service to, community organizations, including dates. 2. *List of lectures, workshops, and projects for community organizations and agencies, including dates. 3. List of services provided to area schools (serving on accreditation committees, evaluation committees, judging contests, etc.). 4. List of services provided to the state (statewide curriculum or program evaluation committees).
Summary Self-Evaluation	Discuss your effectiveness both as an instructor and as a faculty member (non-instructional responsibilities).

Note. Published verbatim from El Paso Community College Policy 3.07.02.10: Tenure Review and Recommendations. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Documents/Policies%20Review/CompressedPolicy.pdf.
[a] Specific examples marked with an asterisk (*) are indicated in the policy as required and not optional.

Appendix C: El Paso Community College Tenure Criteria for Counseling Faculty

Criterion (Weight)	Specific Examples [a]
Evidence of Exemplary Job Performance (50%)	1. All Evaluations of Counseling Faculty Member for Each Academic Year a. *Student Evaluation of Counselor Performance b. *Classroom/New Student Orientation Performance Evaluation for Counselors c. *Faculty Self-Evaluation and Reflection Report d. *Composite Evaluation for Full-Time Counseling Faculty e. *Third Year Progress Report and Third Year Peer Review Evaluation 2. Counseling Faculty Performance Documents (for each academic year) a. *New Student Orientation documentation b. *Course Advisement Forms c. *Degree plans d. *Student Petitions e. *Add/Drop f. *Graduation application g. *Change of major h. Other programs related forms (i.e., challenge form, forgiveness policies, contact form, etc.). 3. Special Counseling Department Reports and/or Assignments a. Student development workshops b. Staff/faculty development workshops c. Other evidence of special assignments 4. Other Evidence of Exemplary Counseling Performance This evidence, which may include letters of appreciation/commendation, certificates, awards, and other special recognition, should be presented in concise format. 5. Teaching Performance 1. Student-Survey of Instructor's Performance 2. Classroom-Performance Evaluations 3. Faculty Self-Evaluation and Reflection Reports 4. Composite Evaluation for Part-Time Faculty 6. Other Evidence of Exemplary Performance
Evidence of Outstanding, and/or Superior Professional Responsibilities (25%)	1. *Membership on College standing and other committees as evidenced by a letter of appointment or a letter from the Committee Chairperson or Administrative Supervisor (Indicate if you served as the chairperson.)

	2. *Membership on division/department and discipline committees as evidenced by a letter from the Administrative Supervisor or Instructional Coordinator. 3. Non-instructional College assignments listed, indicating dates and the nature of assignments. 4. Sponsorship of College-approved student organizations. (Indicate dates and names of organizations.)
Evidence of On-Going Professional Growth (15%)	1. *List, obtained from the Faculty Development Office, of faculty development workshops you have attended. 2. *List of professional institutes, seminars, workshops, and conferences you have attended subsequent to tenure-track employment (include name of sponsoring organization, location, and dates). 3. Documentation of other College-sponsored professional development activities attended such as Information Technology and Faculty Resource Center workshops. 4. List of degrees earned and courses completed subsequent to tenure-track employment (include documentation showing this course work). 5. Documentation of current membership in professional organizations and documentation of licensure and/or certification in your professional field. 6. Other evidence of professional growth.
Evidence of On-Going Professional Service to the Community/State (10%)	1. *Documentation of membership in, or service to, community organizations, including dates. 2. *List of lectures, workshops, and projects for community organizations and agencies, including dates. 3. List of services provided to area schools (serving on accreditation committees, evaluation committees, judging contests, etc.). 4. List of services provided to the state (statewide curriculum or program evaluation committees).
Summary Self-Evaluation	Discuss your effectiveness both as a counselor and as a faculty member (non-counseling responsibilities).

Note. Published verbatim from El Paso Community College Policy 3.07.02.10: Tenure Review and Recommendations. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Documents/Policies%20Review/CompressedPolicy.pdf.
[a] Specific examples marked with an asterisk (*) are indicated in the policy as required and not optional.

Appendix D: El Paso Community College Tenure Criteria for Library Faculty

Criterion (Weight)	Specific Examples [a]
Evidence of Exemplary Job Performance (50%)	1. Evaluations of Library Faculty Member for Each Academic Year a. Student Surveys of Library Instruction Summary Forms (no more than two per year) b. Classroom-Performance Evaluations c. Faculty Self-Evaluation and Reflection Reports d. Composite Evaluations FOR Full-Time Library Faculty e. Third-Year Progress Report & Third Year Peer Review Evaluation 2. Library Support to Students and Patrons a. Library skills instruction classes (supporting documents, e.g., PowerPoint presentation, etc.) b. Original research and/or teaching aids (maximum two items) c. Student/patron tours (supporting documentation) 3. *Development and Organization of Library Collection Submit documentation regarding the application of bibliographic techniques to the selection, acquisition, development, and organization of the library collection. For example: • Selection (selection tools used, such as pages of catalogs, reviews, contact with vendors, exhibitions, list serves, websites, faculty/student/staff recommendations, forms created to order books, etc.) • Acquisitions (lists provided by Technical Services of books ordered or processed; liaison requests ordered or processed, any documentation proving that materials have been ordered or processed, etc.) • Development (library policies that you have created or helped create, collection development policies, web directories, weeding and collection evaluation activities, statistics you have compiled, etc.) • Organization (documentation of books/materials you had sent to re-catalog, creation of separate collections, such as a separate area for ESL, Browsing, Opposing Viewpoints, moving of shelves, creation of signage, creating library web pages, site maps, etc.)

	4. Liaison Responsibilities Submit documentation of liaison responsibilities with assigned division(s), faculty, and other College units as appropriate (maximum two items). 5. Other Evidence of Exemplary Job Performance This evidence, which may include letters of appreciation/commendation, certificates, awards, and other special recognition, should be presented in concise format.
Evidence Exemplary Fulfillment of Professional Responsibilities (25%)	1. Membership on College District committees as evidenced by a letter of appointment or a letter from the Committee Chairperson or Administrative Supervisor. (Indicate if you served as the chairperson.) 2. Membership on division/department and discipline committees as evidenced by a letter from the Administrative Supervisor or Head Librarian. 3. List of non-librarian College assignments, indicating dates and the nature of assignments. 4. Sponsorship of College-approved student organizations. (Indicate dates and names of organizations.)
Evidence of Continued and Quality Professional Growth (15%)	1. *List, obtained from the Faculty Development Office, of faculty development workshops you have attended. 2. *List of professional institutes, seminars, workshops, and conferences you have attended subsequent to tenure-track employment (include name of sponsoring organization, location, and dates). 3. Documentation of other College-sponsored professional development activities attended such as Information Technology and Faculty Resource Center workshops. 4. List of degrees earned and courses completed subsequent to tenure-track employment (include documentation showing this course work). 5. Documentation of current membership in professional organizations and documentation of licensure and/or certification in your professional field. 6. Other evidence of professional growth.
Evidence of Quality Professional Service to the Community/State (10%)	1. Documentation of membership in, or service to, community organizations, including dates. 2. List of lectures, workshops, and projects for community organizations and agencies, including dates. 3. List of services provided to area schools (serving on accreditation committees, evaluation committees, judging contests, etc.) 4. List of services provided to the state (statewide curriculum

	or program evaluation committees).
Summary Self-Evaluation	Discuss your effectiveness both as an instructor and as a faculty member (non-instructional responsibilities).

Note. Published verbatim from El Paso Community College Policy 3.07.02.10: Tenure Review and Recommendations. Retrieved from http://www.epcc.edu/InstitutionalEffectiveness/Documents/Policies%20Review/CompressedPolicy.pdf.
[a] Specific examples marked with an asterisk (*) are indicated in the policy as required and not optional.

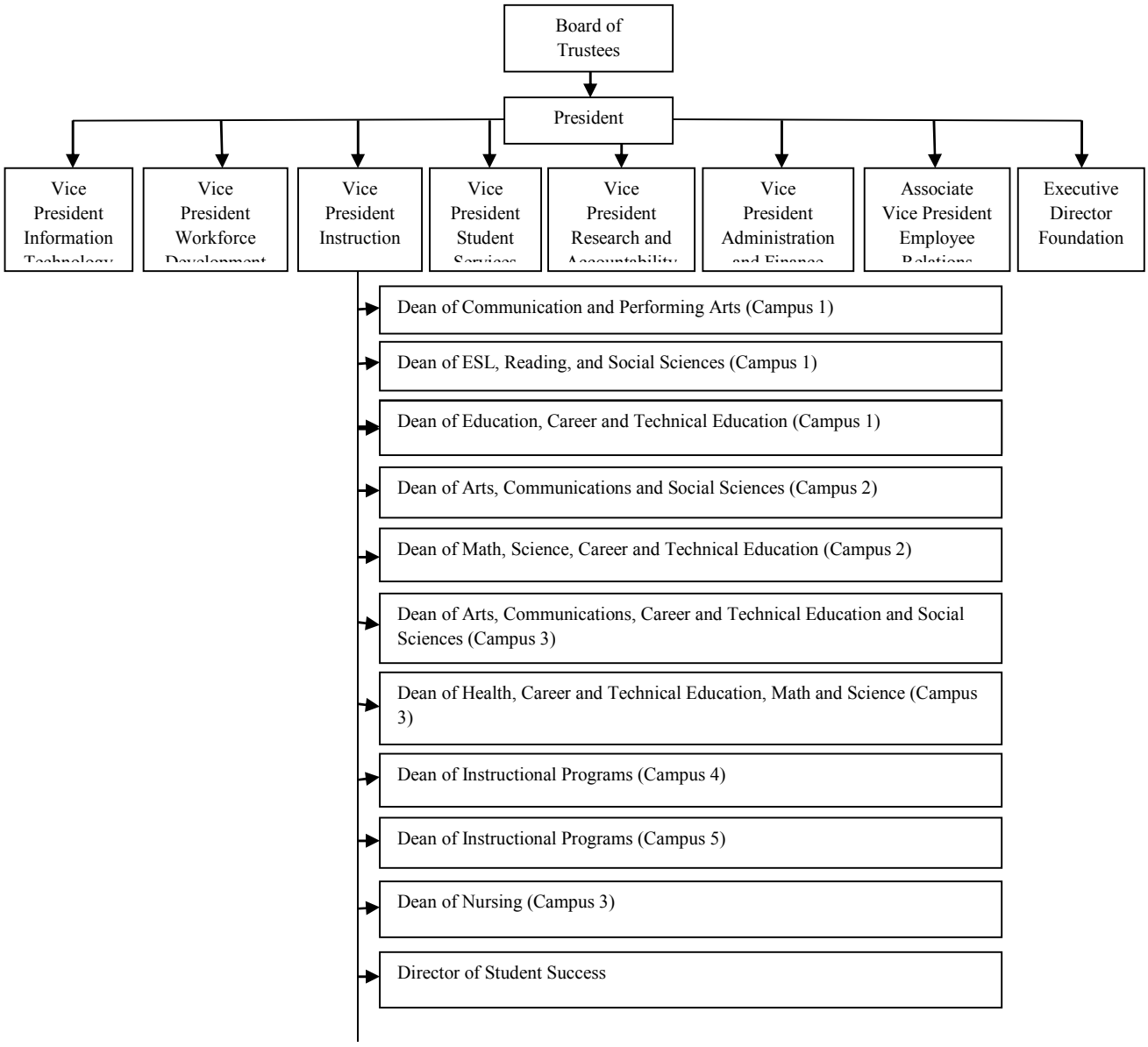
Appendix E: Tenured Faculty Member Interview Protocol

1. Remember back to a time, while you were an assistant professor seeking tenure, when you engaged in community service activities and institutional service activities, whether or not you did them for the express purpose of including in your tenure packet. Please explain what activities you engaged in. For what length of time did you participate/have you been participating in these activities?
2. What role did you have in each of the activities?
3. What specific things did you do when participating in these forms of service, if not yet mentioned above?
4. How did you feel about your work in each of the activities? How did you feel when you started, as you progressed through your experience, and how did you feel when you stopped or until now?
5. Why do you think you felt/feel the way that you did/do?
6. How has participation in this service work affected you in your academic career within the community college district?
7. How has work in these areas impacted you on a personal level? Did/does it affect how you relate to others outside of your work? Does it affect your health?
8. How does your service work make you feel about the community college district where you are employed?
9. How does this service work affect how you feel about your profession as a college professor?

10. Is there anything else that you would like to add about your tenure-track-related community and institutional service activities?
11. Please think now about the community service activities and institutional service activities that you are now engaged in or have engaged in since you have earned tenure. Please explain these activities. For what length of time did you participate/have you been participating in these activities?
12. What role did you have in each of the activities?
13. What specific things did you do when participating in these forms of service, if not yet mentioned above?
14. How did you feel about your work in each of the activities? How did you feel when you started, as you progressed through your experience, and how did you feel when you stopped or until now?
15. Why do you think you felt/feel the way that you did/do?
16. How has participation in this service work affected you in your academic career within the community college district?
17. How has work in these areas impacted you on a personal level? Did/does it affect how you relate to others outside of your work? Does it affect your health?
18. How does your service work make you feel about the community college district where you are employed?
19. How does this service work affect how you feel about your profession as a college professor?

20. Please explain how you, in any way, changed the level of community and institutional activities that you participate in since earning tenure.
21. (If not answered in question 20) Did your overall level of involvement increase, or decrease?
22. What plans do you have to engage in community or institutional service projects in the future?
23. Is there anything else that you would like to add about your posttenure-related community and institutional service activities?

Appendix F: El Paso Community College District Organizational Chart (Instructional Emphasis)



Appendix G: Instructional Vice President and Dean Interview Protocol

1. In general, does the administration at the community college district support faculty involvement in engaged scholarship activities?
2. How does the college actively encourage faculty members to seek engaged scholarship opportunities?
3. Why do you think that faculty members work in engaged scholarship activities? In other words, what factors do you think are most likely to inspire faculty members to participate in engaged scholarship activities?
4. What information does the college collect with respect to engaged scholarship activities?
5. Based upon your position, do you think there is a difference in the quality and quantity of engaged scholarship activities between tenure-track and tenured faculty members at the community college district?
6. Do you think that tenure plays a role in a faculty member's decision to work in an engaged scholarship activity?
7. In general, do you think that tenure motivates faculty members to do their best work for the college?
8. If so, do you think that their motivation continues once faculty members have earned tenure?
9. Who do you think works harder: a tenure-track faculty member or a tenured faculty member. Why?

10. The literature on this subject shows that administrators who want to improve the level of engaged scholarship at their respective institutions will need to understand how the rigors of the work impact the faculty and will need to provide professional development activities to support engaged scholarship among new faculty (Glass, Doberneck & Schweitzer, 2011). Is the community college district conducting any training to new faculty that would assist them in this endeavor? If not, what you do think will assist new faculty to pursue engaged scholarship work?

Appendix H: Full-Time Professor Award Winner Interview Protocol

1. Remember back to a time, while you were an assistant professor seeking tenure, when you engaged in community service activities and institutional service activities, whether or not you did them for the express purpose of including in your tenure packet. Please explain what activities you engaged in. For what length of time did you participate/have you been participating in these activities?
2. What role did you have in each of the activities?
3. What specific things did you do when participating in these forms of service, if not yet mentioned above?
4. How did you feel about your work in each of the activities? How did you feel when you started, as you progressed through your experience, and how did you feel when you stopped or until now?
5. Why do you think you felt/feel the way that you did/do?
6. How has participation in this service work affected you in your academic career within the community college district?
7. How has work in these areas impacted you on a personal level? Did/does it affect how you relate to others outside of your work? Does it affect your health?
8. How does your service work make you feel about the community college district where you are employed?
9. How does this service work affect how you feel about your profession as a college professor?

10. Is there anything else that you would like to add about your tenure-track-related community and institutional service activities?
11. Please think now about the community service activities and institutional service activities that you now engaged in or have engaged in since you have earned tenure. Please explain these activities. For what length of time did you participate/have you been participating in these activities?
12. What role did you have in each of the activities?
13. What specific things did you do when participating in these forms of service, if not yet mentioned above?
14. How did you feel about your work in each of the activities? How did you feel when you started, as you progressed through your experience, and how did you feel when you stopped or until now?
15. Why do you think you felt/feel the way that you did/do?
16. How has participation in this service work affected you in your academic career within the community college district?
17. How has work in these areas impacted you on a personal level? Did/does it affect how you relate to others outside of your work? Does it affect your health?
18. How does your service work make you feel about the community college district where you are employed?
19. How does this service work affect how you feel about your profession as a college professor?

20. Please explain how you, in any way, changed the level of community and institutional activities that you participate in since earning tenure.
21. (If not answered in question 20) Did your overall level of involvement increase, or decrease?
22. What plans do you have to engage in community or institutional service projects in the future?
23. Is there anything else that you would like to add about your posttenure-related community and institutional service activities?
24. You were nominated for a faculty award through the Faculty Development Office for your work at El Paso Community College. Please describe what portions of your application included engaged scholarship work.
25. Do you believe that your engaged scholarship work was the most defining part of your application packet? If so, why?
26. As a recognized outstanding faculty member, please describe the extent to which service work influences your teaching and your students.
27. Do you encourage other professors at El Paso Community College to participate in engaged scholarship? If so, how?
28. What do you think the administration could provide in order to influence more faculty members to participate in engaged scholarship?

Appendix I: EPCC Institutional Review Board Approval Letter

El Paso Community College
P. O. Box 20500
El Paso, Texas 79998

Institutional Review Board (IRB)

April 29, 2015

Michelle Watkins
Walden University
Higher Education Leadership
100 Washington Avenue South
Minneapolis, MN 55401

Dear Ms. Watkins:

Thank you for submitting your study entitled, A Case Study of Engaged Scholarship Among Tenure-track and Tenured Faculty; the IRB has determined that your study is approved.

Please keep in mind that the IRB must be contacted if there are any changes to your research protocol. The number assigned to your protocol is 1323. Do not hesitate to contact the IRB at (915) 831-2184 if you have any questions.

If your study requires gathering information from El Paso Community College, you must contact the Office of Institutional Research at (915) 831-2184 to request an Internal/External Request for Information Form.

Best wishes for your research work.

Sincerely,

Keith Pannell
Chair, IRB

Appendix J: El Paso Community College Self-evaluation and Reflection

FACULTY SELF-EVALUATION AND REFLECTION
(for all teaching and non-teaching faculty)
(for 2014–2015 implementation)

NAME: _____ PT ____ FT ____ CAMPUS: _____

DIVISION: _____ DISCIPLINE: _____

Covering period: from _____ to _____

Explanation: *You will ordinarily perform this evaluation and reflection at the end of your evaluation cycle. Responses to items should begin where the last self-evaluation left off and continue up to the present. N/A is considered an acceptable neutral response if any item does not directly relate to either your specific job description or the tenure process or if no comment is needed. Examples provided are intended to be representative and not exhaustive in nature.*

Note: *All comments related to your efforts to improve your instructional services are considered to show strength and dedication, rather than weakness for not being perfect. Likewise, any comments about areas of the college needing improvement are considered to be constructive, not complaining.*

A. YOUR INSTRUCTIONAL DEVELOPMENT

Assess any new or ongoing efforts on your part to provide instruction or other services more effectively. *EXAMPLES: methodologies/technologies used; techniques, materials, or approaches implemented; new courses taught; old courses revitalized.*

B. YOUR PROFESSIONAL INVOLVEMENT IN COLLEGE-NON-INSTRUCTIONAL AND IN COMMUNITY-BASED ACTIVITIES

1. Explain your contributions to non-instructional activities at the college. Include any special awards, recognitions, or achievements. *EXAMPLES: committees, task forces or other groups, special assignments, compensated time projects, liaison responsibilities, divisional or presidential commendations.*

2. Comment on your relevant community service activities, community presence, professional involvements or publications, research, or creative undertakings. Include any special awards, achievements, or recognitions. *EXAMPLES: boards of directors, presentations, articles or books, software development, professional organizations and agencies, in-services conducted, consulting work, projects with other educational institutions, volunteer work with special populations.*

C. YOUR OVERALL PROFESSIONAL GROWTH

1. Discuss the significance of your professional development efforts. Include your efforts to stay current in your field. *EXAMPLES: course work, degrees completed or under way, workshops, in-service training, professional conferences, private study, work in your field (internships, externships), special projects to remain technically current, relevant leaves of absence and travel.*

2. Discuss the significance, from your perspective, of any evaluative data you have received. *EXAMPLES: student surveys, syllabus reviews, classroom-performance or composite evaluations, peer collaboration, any other written feedback or comments (indicate whether the latter is solicited or unsolicited).*

3. Provide objectives for areas you want to explore, skills you want to develop, or any other projects you wish to undertake as ways of enhancing your teaching or your other involvements at the college. Include any specific plans for achieving such objectives and note any financial or other resources the college might need to provide (presuming availability). Attach additional sheets as necessary. *EXAMPLES: graduate study, service on college committees, compensated time projects, serving as instructional coordinator, participation in community organizations, course development work, media development projects, implementation of innovative teaching techniques, research or publications, service with accrediting or professional organizations.*
4. Assess your efforts to complete any objectives you may have set for yourself on your last self-evaluation that you have not already discussed elsewhere on this form.

D. YOUR RECOMMENDATIONS FOR IMPROVING COLLEGE SERVICES

1. Discuss any significant challenges or frustrations you encountered as a faculty member and how you addressed them. If possible, provide practical ways to cope with such situations in the future, whether personally and/or institutionally. *EXAMPLES: instructional situations involving textbooks, facilities, class size, placement of students, national trends, community characteristics; non-instructional situations involving library holdings, scheduling, resources and opportunities, lack of communication, committee assignments.*

2. List any faculty development activities you think would help you become a more effective college employee (perhaps as related to your comments in D.1). Are there any such activities you feel qualified to present or assist in presenting? *EXAMPLES: special workshops, retreats, guest speakers, hands-on activities, teleconferences, wellness projects.*

E. **CLOSURE (signatures of those other than faculty member do not imply agreement with content of this evaluation)**

_____ _____

FACULTY MEMBER SIGNATURE DATE

_____ FACULTY MEMBER: Initial here to indicate you have discussed this evaluation with the evaluator.

RESPONSE OF EVALUATOR (optional except for indicating any plans you have to forward or act upon any ideas/suggestions from the evaluation or follow-up discussion):

_____

EVALUATOR SIGNATURE DATE

_____

TITLE

OPTIONAL COMMENTS OF DIVISION DEAN/SUPERVISOR (if not the same as evaluator):

_____

DIVISION DEAN/SUPERVISOR SIGNATURE (required) DATE