SCHOLAR ACTIVISM IN HIGHER EDUCATION: A NARRATIVE STUDY OF FACULTY ROLES

By

ANDREA LARAYNE WESSEL

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To the Faculty of Washington State University:

The members of the Committee appointed to examine the thesis of ANDREA LARAYNE WESSEL find it satisfactory and recommend that it be accepted.

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Kelly A. Ward, Ph.D., Chair

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Pamela J. Bettis, Ph.D.

_____

Xyanthe N. Neider, Ph.D.

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SCHOLAR ACTIVISM IN HIGHER EDUCATION: A NARRATIVE

STUDY OF FACULTY ROLES

Abstract

by Andrea Larayne Wessel, M.A.
Washington State University
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Chair: Kelly A. Ward

In research university settings, faculty work is generally divided into three roles: teaching, research, and service. The divided categories of tenure-line faculty positions are dictated into percentages. Commonly, teaching and research make up 80 percent of the position while service is dedicated to the remaining 20 percent. Faculty have some autonomy in how the percentages of each category are fulfilled, yet promotion and tenure tends to be quantified through the number of publications and courses, taking time and energy away from service activities. The tenure and promotion process tends to overlook scholar activism as a component of the faculty role. The focus of this narrative study is how scholar activist identities are enacted by research university faculty. Tenure-line faculty members in colleges and departments from two Pacific Northwest land grant/research universities discussed their personal relationship with scholar activism and how it is represented in their work as faculty members, educators, and researchers. The findings from the study identify characteristics of enacting the scholar activist identity within the faculty position and a gendered difference in how men and women experience tenure and promotion. A critical theoretical perspective frames the findings, analysis, and recommendations for practice.

Keywords: Higher Education, Scholar Activism, Faculty, University, Women in Higher Education, Scholarship, Tenure, Promotion

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Dedication

My research is dedicated to my mother, father, and sisters who have provided me with endless support throughout my education. To Alex and Katie, thank you for being my social justice side-kicks and continuous sounding boards.

I could not do this without all of you.

For Kaia, my niece; you inspire me to make this world a better place every day. Tati loves you!

Chapter One

Introduction to Study

My undergraduate education at Washington State University was an uneventful experience. I bounced around from major to major because, unlike other students, I was unable to settle into a particular field or college that would lead to a career. This pattern continued until the last semester of my junior year. I took a comparative genocide course as an elective and was completely fascinated by the information presented and how my professor had the ability to inspire and encourage change within classroom dialogue. The course, as well as the teaching format, changed my life as I was suddenly able to see fulfilling a role as an educator in my future. I hope to develop and encourage similar responses from my future students.

I decided to continue my education and pursue a master's degree in an educational leadership program to learn the pedagogical tools and skills necessary to encourage the action of my future students. I continued to explore critical and challenging courses that questioned my foundational understandings of the world and how it works. It was within one of these courses when my professor asked all of the students to write a paper on what it means to be a scholar activist. I began to see a pattern in the voices of my other graduate school educators and the roles that they encouraged their students to fulfill while also fulfilling this scholar activist identity themselves.

I became curious about the scholar activist identity that is held by faculty in various disciplines and what it looks like. The more I continued to read about careers within the academy, the more I was astonished at the sheer number of requirements for faculty, specifically related to acquiring tenure. The narrative study looks at how tenure-line faculty within two Pacific Northwest land grant/research universities fulfill a scholar activist identity. The study

identifies features, components, and descriptions of the scholar activist identity and how it influences the faculty position within a research university context.

Research Problem

"The academy is not just an intellectual sphere; it's also an activist and political one" (Cornell & Krupat, 2004, p. 127). In the academy, roles of university faculty members do not occur in a vacuum. Conversations and events outside universities continually influence what faculty decides to investigate and teach. It is the juxtaposition of scholarship and activism with the intersection of mainstream and critical issues where faculty members have the opportunity to participate in scholar activism.

The scholar activist identity for collegiate faculty seems like an obvious course of action within the faculty role, but there is often a separation of activism and scholarship within the academy. Few, Piercy, and Stremmel (2007) write, "Activist service is considered by most tenure and promotion committees to be among those things that take [faculty] away from 'real' scholarly pursuits" (p. 56). Other authors write that scholarship and activism should be continually linked "…together composing a cyclical process of learning and social interventions for the betterment of the world" (Suzuki & Mayorga, 2014, p. 17). Yet, in a climate where faculty are pressured to produce and focus on research to the exclusion of other pursuits, scholar activist work, especially in research universities, can be diminished.

The context of contemporary higher education is one of corporate values, competition, and privatization (Aronowitz, 2000; Cohen & Kisker, 2010; Giroux, 2014). It is through the neoliberal influence (i.e. corporatization and privatization) of the university that scholarship and activism are continually separated and often dismissed as service by administrators and reward processes. Overlooking scholar activism as a productive form of scholarship occurs through the

lens of the neoliberal research institution. Boyer (1990) states that "One reason research and publication loom so large is that published articles are relatively easy to measure, at least quantitatively" (p.29). In addition to challenges associated with the productivity of faculty, scholar activism continues to carry a negative connotation within the academy as "scholar-activists must be ready to fend off the perception that their activism taints their scholarship, or that they're going to indoctrinate students" (June, 2015, July 20).

According to Speck (2003), professors within the academy teach, serve on committees, conduct research, and fulfill the role of collegiality. Community-based research and civic engagement can be enacted by faculty members as a form of scholar activism, in turn simultaneously benefiting the community and the university. It is critical to further research the scholar activist identity within faculty roles to understand how it functions and how the identity can work to fulfill land grant missions. The problem is that important work can take place when faculty link their scholarship with activism, yet current reward structures overlook faculty involvement in community-oriented work. The problem solidifies as higher education institutions are overlooking important work as there is no lack in research. With the multiple pressures and expectations that are endemic to the role of research university faculty, the scholar activist identity manifests in a variety of ways. Current research and literature (e.g. Collins, 2005; Schiller, 2011) on scholar activism provide theoretical definitions of the practice, but none offer personal accounts of how to perform the scholar activist identity within the context of the "productive" research university faculty member.

Research Purpose

The narrative study explores faculty's understanding of enacting a scholar activist identity within the constraints of tenure-line faculty positions at two Pacific Northwest land

grant/research universities. The study investigates how the scholar activist identity performs within faculty member's teaching, research, and service. The goal of the study is to understand key tenets of the scholar activist identity, and how it functions within the research university environment, specifically focusing on land grant/research institutions. The following questions guide the research study.

Research Questions

What does it mean to be a scholar activist at a land grant/research institution?

1) What is scholar activism?
2) How does the process of tenure and promotion shape scholar activism?
3) What role does scholar activism play in the faculty role?

Research Design and Approach

The research design and methodology utilized a qualitative approach to explore the, "…complex, detailed understanding of the issue" (Creswell, 2013, p.48). In particular, a narrative approach is a vehicle to explore the scholar activist identity enacted by faculty members at research universities. Narrative research allows for flexibility in the research process. A flexible practice guided the interview questions to be open ended. Interviews with faculty participants from two land grant/research universities located in the Pacific Northwest provided the data set for this study. Faculty shared their experiences of enacting a scholar activist identity in the various roles within their position. I, as the researcher, listened to each of the participants and continued to reshape and allow my interview questions to evolve as I spoke with the five faculty participants involved in the study. Following the example set by Creswell (2013) I worked to reject "… the role of the expert researcher with the 'best' questions." The interview

questions presented to all faculty members "…change[ed] and bec[a]me more refined during the process of research to reflect an increased understanding of the problem" (p.52).

The research design included multiple sources of data for collection and analysis. Interviews documented personal narratives from faculty members about their scholar activist identities as part of their faculty position. Document analysis of curricula vitae and tenure and promotion guidelines determined the parameters of each faculty position and offered insights on the dissemination of their research interests and scholar activism. The narrative study explored scholar activism within the confines of the tenure-line faculty position. In the nature of exploration, there were no guidelines set forth to determine what constitutes scholar activism within the various faculty positions. Characteristics of the identity emerged from the participants. The goal was to make sense of the scholar activist identity with all of the working parts that influence the faculty role.

The collected data was analyzed, "…inductively from particulars to more general perspectives" (Creswell, 2013, p. 52). Specifically, I utilized Saldaña's (2009) streamlined codes-to-theory model. A holistic coding method determined themes within the curricula vitae and tenure and promotion guidelines. Descriptive coding methods identified commonalities in the interview transcriptions of faculty participants. The data analysis process of extracting larger themes from small observations allowed for the detection and analysis of these comparisons.

Theory helps to shape an approach to a problem, its data collection, and analysis. Critical theory helped to establish the narrative study, conduct the research, and analyze the data. Critical theory is concerned with empowering individuals to transcend the constraints placed on them by race, class, and gender (Fay, 1987). A critical perspective seeks to study the social institutions and transformations that occur through interpreting meanings of social life, problems of

alienation, domination, and social struggles; while simultaneously critiquing society and envisioning new possibilities moving forward (Creswell, 2013; Fay, 1987; Morrow & Brown, 1994).

A critical theoretical perspective provides a frame for addressing power and privilege through race, gender, and other social constraints. Critical theory highlights two influences within the study. First, critical theory challenges the neoliberal context of higher education that is marked by privatization and responding to market forces. Corporatized practices help to shape the contemporary land grant/research institution. Critical theory serves as a lens to identify modes of production that are part of the faculty role and how the land grant/research universities utilize production to determine the value of faculty members. Critical theory helps to identify how research universities exploit production to practice domination of faculty members within the confines of the position and the research university (Horkheimer,1982). Second, the critical perspective highlights power and privilege through race, social class, and gender. Critical theory looks to understand how women and people of color experience the neoliberal research institutions that have historically been dominated by white men. The analytical lens examines the scholar activist identity in relation to the faculty position within the neoliberal university. Critical theory helps to highlight the practices of power and domination to determine how they shape faculty work. Furthermore, critical theory is a suitable lens as it is oriented in social justice, (Horkheimer, 1982) change, and the theory provides a way to think about the future.

Key Findings

Throughout the narrative study, faculty members discussed definitions, features, and issues regarding the scholar activist identity held or described by faculty participants. There are

two main findings of the study. First, characteristics of scholar activism classified through participant descriptions help create guidelines for the identity:

- Helping students, either privileged or marginalized, gain agency.
- Building and upholding local, national, and worldwide communities.
- Pushing back against the dominant culture of what 'counts'.
- Acknowledging education and its institutions as political entities.

Second, descriptions describe gendered experiences of men and women tenure-line faculty within the land grant/research universities in the study. Comparisons between faculty members delineate the following differences:

- The sacrifices universities demand from men and women
- Separate confinements versus holistic views of the faculty position
- General concern for fulfilling the land grant mission

Summary

The narrative study explored the scholar activist identity enacted or described by participants within faculty roles at two Pacific Northwest land grant/research institutions. The data collected utilizing a narrative methodological framework offered a variety of perspectives on the scholar activist identities by the faculty participants. Utilizing a critical theoretical perspective to analyze open-ended interviews, curricula vitae, and tenure and promotion guidelines helped to determine findings of the study. The remainder of the thesis includes a review of the literature, an overview of the research methodology, findings, discussion, implications, and suggestions for further study, and a conclusion of the narrative study.

Chapter Two

Review of Literature

The purpose of the literature review is to make sense of the definitions surrounding scholar activism and connect them to broader themes within higher education. The literature concentrates on faculty and the neoliberal context of land grant and research-based higher education institutions. Dividing the literature, subheadings delineate themes into four sections: scholarship, activism, the faculty role, and current contexts. The first section provides a framework about scholarship within the faculty position, paying attention to how scholarship has evolved over time and its relation and application to the tenure and promotion process. Next, the literature addresses the role of scholar activism within the academy, focusing on roadblocks that prevent the identity from taking a higher priority amongst faculty. The evolution of the role of the faculty member throughout advances in higher education provides context of the modern day faculty role. The historical perspective demonstrates how the five eras in the history of the American higher education system influence the faculty position and professorship into its current multifaceted role. The final section provides current context to institutions of higher education, paying particular attention to the neoliberal functions of the research university and its contribution to the corporatization and privatization of higher education. These key components within the current context of faculty life ultimately influence the ability of faculty to embrace the scholar activist role within the university.

Scholarship within the University

Scholarship, as a component of the faculty position, is a concept that has evolved with the professionalization of the professoriate within higher education institutions. Professionalization of the faculty role was in response to the academic revolution that encouraged the emergence of

professional norms (Finkelstein, 1984; Ward, 2003). Along with the professionalization of the faculty role, tenure was introduced as a form of job security within the academy to protect academic freedom. Tenure in higher education, "…was a right that could not be abrogated by an institution's governors merely because a professor expressed unpopular views" (Cohen & Kisker, 2010, p. 139). As tenure became an important function within the academy, a new system of characteristics determined if faculty met the standards outlined for the faculty position. The research university was responsible for creating, "…standards for the rest of higher education, chiefly by defining academic knowledge and the academic profession" (Geiger, 1999, p. 55). The standards that define tenure-line faculty roles were directly related to the "Wisconsin Idea." This "Idea" had two major components: (1) the entrance of experts (the faculty) into government to provide technical and practical expertise and (2) the cooperative extension role that extended university resources, including faculty expertise, throughout the state (Curti & Carstensen, 1949; Veysey, 1965; Schoenfeld, 1975; Sellery, 1960). The idea of extending university resources throughout the state to provide services was in direct relation to the establishment and purpose of the land grant institution. Bailey (1918), the President of Cornell University, one of the first established land grant institutions, embodied the purpose of the land grant in the following:

> The ultimate welfare of the community does not depend on the balance-sheets of a few industries, but on the character of the people, the moral issues, the nature of home life, the community pride, the public spirit, the readiness of responses to calls for aid, the opportunities of education and recreation and entertainment and cooperative activity as well as of increased daily work and better wages (pp. 151-152).

The establishment of the “Wisconsin Idea” and the professionalization of the faculty role with tenure standards of acceptable scholarship fulfill the land grant mission. As faculty positions

became increasingly professionalized, faculty became a resource to land grant institutions their work helped to improve the communities and states that they served.

With the professionalization of university faculty came the requirement for a specific definition of scholarship to determine the roles of a newer more specialized professorship, moving away from temporary teaching assistants and into careers with enhanced specialization in the position. Rice (1966) defines the tenets used to create the role of scholarship in the academy as follows:

1) Research is the central professional endeavor and focus of academic life.
2) Quality in the profession is maintained by peer review and professional autonomy.
3) Knowledge is pursued for its own sake.
4) The pursuit of knowledge is best organized by discipline (i.e. discipline based departments).
5) Reputations are established in national and international professional associations.
6) Professional rewards and mobility accrue to those who persistently accentuate the specializations.
7) The distinctive task of the academic professional is the pursuit of cognitive truth (pp. 8-9).

Rice's tenets of scholarship are narrow characteristics that focus the definition primarily on research. Diamond and Adam (2004) state that, "the reality of faculty scholarship and research…find[s] that faculty work is constrained by policies and practices based on a narrow definition of scholarship that excludes much of value and importance to those outside the Ivory Tower" (p. 30). The narrow definition of scholarship devalues the important work of many faculty members in and outside the academy who extend their scholarship to broader settings.

Specifically, "research universities are… the first to be criticized for losing sight of both teaching and service missions in the face of mounting demands related to research (Boyer, 1990; Boyte & Hollander, 1999; Kennedy, 1997; Lagemann, 1991). Ward (2003) states that, "the problem lies in a singularity of purpose that has emerged with regard to research activities (such as grant acquisition and publications) and how this focus affects other aspects of the research university mission" (p. 91). The narrow definition of scholarship, implemented at most universities, discourages the community-based work that faculty perform. University tenure and promotion procedures tend to dismiss community-based activism as service rather than scholarship.

Diamond and Adam (1995) provide the key tenets of a revised, comprehensive definition of scholarship, "…that most disciplines would consider 'scholarly' or 'professional':

- The activity requires a high level of discipline-related expertise
- The activity breaks new ground, is innovative
- The activity can be replicated or elaborated
- The work and its results can be documented
- The work and its results can be peer-reviewed
- The activity has significance or impact (p.45).

The above tenets of scholarship help to clarify Boyer's (1990) statement regarding scholarship and the university:

> The most important obligation now confronting the nation's colleges and universities is to break out of the tired old teaching versus research debate and define, in more creative ways, what it means to be a scholar. It's time to recognize the full range of faculty talent and the great diversity of functions higher education must perform (p.xii).

In both Boyer (1990) and Diamond and Adam's (1995) understanding of scholarship, it breaks past the traditional characteristics of scholarship that can often hinder important academic work by associating it with service. In the expansion of scholarship, faculty can continue to explore their roles within the communities the land grant universities serve.

Revised definitions of scholarship highlight opportunities to validate activism as part of faculty work. However, "oftentimes, scholarly work addressing current problems is dismissed as 'service,' particularly at institutions that continue to conceptualize 'service' as community work" (Diamond & Adam, 2004, p. 32). While some universities have made attempts to move away from the constricting definitions of scholarship (e.g. Michigan State, Oregon State, and Portland State Universities) most universities adhere to Rice's (1966) traditional definition. Traditional definitions of scholarship held at universities can discourage faculty from pursuing community activist work. Although not always blatant, faculty can be discouraged by the amount of 'acceptable' scholarship that qualifies for tenure and promotion. At institutions that encourage traditional scholarship models, service is "…an aspect of faculty life devoid of or removed from scholarship" (Ward, 2003, p. 122).

Scholarship and Activism within the Academy

With Diamond and Adam's (1995) revised definition of scholarship, a promising acceptable role for faculty as scholar activists emerges. The scholar activist educator within the university setting is defined by Schiller (2011) as an:

> …intellectual creat[ing]… critical scholarship that directly challenges the dominant theoretical frameworks, solipsisms, mystifications, and silences. In challenging these frameworks, this kind of scholar/activist opposes and undermines the regimes of truth

> that normalize and obscure exploitation, domination, racialization, and inequalities of all kinds (p. 162).

The above definition is one that is wide-ranging and may apply to any faculty position within the university. Collins (2005) offers an additional definition of the scholar activist educator stating, "Activist teaching and scholarship involve reaching out to relate one's work as an academic--as teacher, intellectual, writer, or scholar--to the real world, to the lives of ordinary human beings" (p. 27). Collins' (2005) commentary highlights the current detachment between universities and the communities they serve. The latter definition speaks to the purpose of the land grant institution to work with the lives of ordinary people to address problems of significance and provide expertise to solve issues. The lack of available scholar activist definitions or examples of the scholar activist educator demonstrates the formal invisibility, despite the fact that faculty have continuously tried to incorporate the community issues in their faculty position.

Scholarship and activism have a long and significant history in the context of public higher education. The relationship between scholarship and activism encourages faculty to explore issues that face communities. The goal of acknowledging the relationship is to allow the continuous work faculty have been doing in communities to become an acceptable and productive form of scholarship. Encouraging scholar activism is a goal, but in a broader picture, it involves asking higher education institutions accept community-based research and service as productive forms of scholarship. Suzuki and Mayorga (2014) speak to this by acknowledging that, "…the true challenge [is] not really about getting scholars to embark on scholarly activism but humanizing academia" (p. 17). Humanizing the academy contributes to the idea that not all scholarly work should be within the institution itself, but also in the surrounding community. In an article about the relationship between scholarship and activism, Siplon (1999) critiques

traditional forms of research and states, “Conventional wisdom… argues that academic research should be conducted with the highest level of objectivity possible…[but] taking sides, even pursuing activist tactics, in support of… subjects’ goals may be not only desirable but also the most ethical option” (p. 483). Scholar activist work performed by faculty takes place in the university whether it is encouraged or not.

Unfortunately, activism within the faculty role tends to be stigmatized and devalued in reward structures as service because it takes away from ‘real’ scholarly work (Few, Piercy, & Stremmel 2007). Although downgraded for its ‘radical’ tendencies, scholar activism provides a place of comfort for faculty who refuse to rest with the social injustices that face community members. It is clear that “service is a genuine outlet for activism that defines our selfhood and altruism and supports life-giving connections. It is the glue that connects the university, community, and world” (Few, Piercy, & Stremmel, 2007, p. 56), yet higher education institutions tend to view scholar activism as an unacceptable form of productive scholarship.

There is a list of responsibilities and requirements for tenure-track faculty to earn promotion within the university. A court proceeding regarding tenure and promotion at Ohio State University during the 1990s revealed, "that research, publications, and extramural grants received still weighed heavily in promotion decisions" (Cohen & Kisker, 2010, p. 356). After the court proceeding, there was much discussion about the use of tenure and its purpose within the university. Tenure's purpose is to support due process and academic freedom. Unfortunately, after the establishment of tenure policies, universities began to find it highly difficult to remove incompetent tenured faculty due to the extensive and elaborate procedures and reviews it took to remove said instructors (Cohen & Kisker, 2010). The post-tenure review provides a new process in higher education institutions to prevent faculty from not performing their roles,

responsibilities, or tasks. "… A different procedure for helping faculty members maintain their currency and productivity was introduced. Called post-tenure review, this process involves a mandatory assessment of every professor's work and periodic intervals, even after tenure has been awarded" (Cohen & Kisker, 2010, p. 357). The consistent pressure to engage in certain types of scholarship, such as grant acquisition and extensive publication in scholarly journals, maintains throughout a faculty member's contract at a university. It is within this competitive environment that pushes research productivity that can exclude encouraging holistic scholarship from faculty that spans teaching, research, and service. Promotion and tenure processes, including post-tenure review, tend to focus on traditional research which may overlook the activism and outreach work completed by faculty. On the one hand, it is necessary for faculty members to demonstrate connections between their activism and their scholarship, but it is incumbent on institutions of higher education to fully assess the totality of faculty work, including faculty scholar activism. The cause of the universities inability to recognize work is reliant on the traditional definitions of scholarship used throughout tenure and review processes although definitions of scholarship are expanding (Boyer, 1990).

Traditional ideas of scholarship as established by Rice (1966) hinders the role of the faculty member and acceptable 'scholarly' work. Within the faculty role the stereotype of typical scholarship can be challenged through utilizing a scholar activist identity. By challenging notions of productive scholarship with scholar activism, faculty can begin to produce community conscious knowledge that can fulfill tenure and promotion guidelines. The combination of scholar activism and the multiple roles within the faculty position is how this identity collides with the traditional components of the faculty role. Scholar activist educators are challenging the traditional faculty role and its functions that are to contribute to the desired forms of knowledge

creation within the academy. It is through scholar activism that barriers between the community and the university are broken down, and collaboration between campus and community make society a more equitable place that redefines what it means to produce knowledge. A historical context of the faculty role helps explain how members became removed from the communities and forced to focus on knowledge for knowledge creation's sake (Kerr, 1963) instead of the direct service to communities. The service to communities is a driving component of the land grant mission and the reason behind their existence.

Historical Context of the Faculty Role

The faculty role within the American higher education system has changed drastically over the past four centuries. *Faculty Service Roles and the Scholarship of Engagement* by Ward (2003) presents the evolution of the faculty role throughout five historical eras. The five historical eras are the Colonial College Era from 1635-1770, the Denominational College Era from 1770-1860, the Research University Era from 1860-1945, the Mass Education Era from 1945-1975, and finally the Contemporary Era from 1975 to present. I look to historical contexts to establish a timeline that contributes to the many functions that make up the current faculty role.

As colleges began establishing within the United States, “the idea of college teaching as a profession developed gradually and at different times… [b]ut none of [the colleges] entertained the European idea that faculty constituted a corporate body possessing authority, privilege, and functional independence" (Cohen & Kisker, 2010, p. 31). Although universities established in America obtained some European ideals, the ideas surrounding their governance did not translate into the university system until a much later time. Ward (2003) details that, "Faculty were tutors, typically recent graduates, who were awaiting position as clergy, and so their tenures tended to

be short" (p. 19). Faculties within the university were small in number and usually consisting of the university president, who was also a teacher, and two or three additional tutors (Cohen, 1998). Faculty positions within the Colonial College Era from 1635-1770 were short-lived and carried a high turnover rate. Colleges at this point and time were a place of higher learning for the elite men in the surrounding colonies, not career preparation.

Until 1770, faculty in higher education institutions remained in short-term positions such as teaching assistants until a call for diversified education came during the Denominational Era from 1770-1860 when colleges began establishing at a rapid rate. "The rapid growth and expansion of the denominational colleges contributed to the professionalization of faculty" (Ward, 2003, p.22). The expansion of colleges and call for professional faculty members helped to establish the career path of becoming a professor quickly. Cohen and Kisker (2010) write that: "the trend toward faculty professionalization was apparent as the nineteenth century began. Although tutors were still in the majority, a core of full-time professorships had been established as the leading institutions" (p.77). The new full-time professor position was no longer a period in-between attending college and pursuing the pulpit but instead seen as a full-time position and a career.

Professional faculty roles at the university continued to shift as higher education moved away from classical education and began to diversify. Entering the Research University Era from 1870-1945, “[f]aculty professionalization was furthered by the academic disciplines as inquiry became more and more specialized” (Cohen & Kisker, 2010, p. 140). The increase in students attending college led to an increase in varying forms of education, thereby requiring more professional and specialized faculty to teach a growing number of subjects beyond the classics. In this period the modern university gained many of its characteristics, initiated by students

returning from Germany and bringing new perspectives. In the United States, "The tenets of the German university, including professorial notions of research, academic departments, specialization, and academic freedom, took time to establish themselves" (Ward, 2003, p.32). It was apparent that American universities would need to follow the example set forth by their German counterparts to build a student learning community and increase enrollment. As faculty positions rapidly increased, many faculty members struggled with situations similar to today, striking a balance between research and the education of students, but as the Era continued it became apparent that research was the main focus of faculty (Ward, 2003). As colleges and universities grew to become highly desirable institutions of knowledge creation, "research was clearly the endeavor that marked the rise of the professoriate" and "the professionalization of the faculty accelerated" (Cohen & Kisker, 2010, p. 138 & 219).

During the Mass Education Era from 1945-1975, hierarchies began to form amongst different institutional forms of higher education and even within the universities and their different colleges and departments. "The hierarchies would lead to increased tensions between teaching, research and service and the relative importance of each, depending on institutional type and discipline" (Ward, 2003, p. 39). Contributing to an understanding of the role of the faculty member and the role of the institution itself was Clark Kerr, President of the University of California – Berkeley from 1958-1967. Kerr published *The Uses of the University* in 1963 describing the influential and paramount role of faculty at research universities. Kerr (1963) as cited in Aronowitz (2000) describes the premise of knowledge creation and its role within the institution as being,

> …the most important factor in economic and social growth. We are just now perceiving that the university's invisible product, knowledge, may be the most powerful single

element in our culture affecting the rise and fall of professions and even of social classes, of regions and even nations (p.30).

Kerr also helped to confirm the hierarchies between higher education institutions and within the universities themselves by implying that those working in knowledge creation played a key role in research institutions (Aronowitz, 2000) which presented research institutions at the top of the hierarchy and community colleges and trade schools below. Aronowitz (2000) describes the attitude surrounding teaching and research from Kerr's point of view:

> [he] was not opposed to teaching, the main transmission belt of knowledge to students… However, while arguing for researchers to participate in all aspects of university life, including teaching, he emphasized the need to demarcate and privilege those who perform the most vital of these functions, knowledge production (p. 31).

The influential voice of Clark Kerr transformed the research institution in the Mass Education Era, further professionalizing the faculty position within the University system.

Faculty working in the current higher education context, also known as the Contemporary Era from 1975-present, are expected to fulfill a variety of services and roles within the institution as well as complete their tasks detailed in the faculty position that includes teaching, research, and service. Ward (2003) describes the role of service as "…ever present and often unrecognized as an important part of faculty work" (p.51). Today, the faculty role within the higher education system is a position that holds a large amount of responsibility. Requirements related to tenure, in addition to teaching and research, include mandatory service with committee meetings, advising student groups, email correspondence, reviewing articles and attending conferences (Ward, 2003). "When professors are evaluated for retention, promotion or tenure, the standards by which they are judged are often explicit regarding research productivity: presentations, a

certain number of publications in journals of a certain standing, a certain number… of grants procured, a book, and so forth" (Ward, 2003, p. 51). Yet, requirements related to service, including work in the community, are not easily quantified.

The pressure of multiple roles within the faculty position can leave little room to pursue social and politically charged issues that may require immediate attention. Andrews and Muzumdar (2009) discuss that the academy, "…has gone through broader changes over recent years that have contributed to the inability of academics to address social issues" (p. 144). The inability to address immediate or current social issues through the extension of faculty scholarship that spans teaching, research, and service is a disservice to the surrounding communities and the mission of the land grant/research institution. Neoliberal and corporatized functions of higher education institutions prioritize research productivity over other functions of the faculty role. "Chasing after grants, promotions, and conventional research outlets, [means] many academics have retreated from larger public debates and refused to address urgent social problems" (Giroux, 2014, p. 17). As Ward (2003) describes:

> Faculty today are required to do more with less: to prepare students for the workforce *and* for greater involvement in civic life, to make faculty work responsive to societal needs *and* to be accountable to public demands… a conscious and coordinated effort on behalf of faculty and administration is needed to reclaim the outreach mission that holds such a prominent place in the history of higher education in America (p.49).

The outreach mission that Ward mentions is that of public service. Corporate functions of universities can hinder the current faculty role that required service as part of the position requirement.

The corporate function of the land grant university is one that demands high research productivity that returns a benefit back to the university, either in prestige or through grant and funding acquisition. Diamond and Adam (2004) state that "funds from government agencies, corporations, and foundations play a key role in determining the purpose and focus of faculty research" (p. 32). Research with high funding acquisition is a greater priority within the university due to the prestige that grants bring and the perception that grants offset expenses in a time when public universities have diminished public support. More often, institutions push external funding and stress research within the faculty role due to the financial benefit and status that comes along with it. Bose (2012) describes the impact that corporatization has had on the American higher education system, "the greater imbrications of private industry and academia today, which profoundly impact the production of disciplinary knowledge, the working conditions of the professoriate, and the material transformation of campuses into 'commercial spaces' with an increasingly visible corporate presence" (p. 816). The corporatized process is apparent in not only the spaces surrounding knowledge factories, but directly influences the role of faculty members who work within these spaces as well. The neoliberal institution requires that the investment spent on the faculty member be returned in a monetary value or through prestige.

Contemporary Academic Contexts

Cultural, societal, and economic influences shape faculty work at today's higher education institutions. Neoliberalism is "…a theory of political, economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets, and free trade" (Harvey, 2005, p. 2). The 1970s neoliberal economic ideology began to expand at an ever-increasing speed across physical and political boundaries. The idea of the free

market ‘liberating' the individual within the economy is in the everyday spaces like stores, the restaurants where people eat, the institution's people attend, and the places of work that one spends a large majority of their time.

The neoliberal ideal led to higher education institutions becoming a corporatized and private venture in the public and government's eye. Corporatization, as Cohen and Kisker (2010) describe, is the idea that higher education is concerned,

> … more in terms of business than of student learning and new-knowledge generation… [it is] more obvious manifestation or performance indicators, which link academic judgments to budgetary constraints and in the extreme to objectives that are not necessarily academic (pp. 515-516).

With the rise of neoliberal ideology, specifically in higher education, the education of students and the pursuit of academic freedom have transitioned to the lowest of priorities (Cohen & Kisker, 2010). Neoliberalism influences institutions to prioritize their concerns where making a return investment in the students they present and the research produced by faculty at the university are of highest priority. Bose (2012) states that the corporate culture in higher education institutions ties to "‘the appropriation of intellectual labor for [private] profit,’ and the loss of research autonomy at the risk of compromising scholarly integrity” (p. 816). It is the neoliberal function within the university as a whole that continues to constrain faculty efforts through the rigorous requirements and time constraints added as faculty are expected to exponentially increase their productivity.

The role of privatization within higher education institutions is a long road that has been evolving and changing the functions within universities since their establishment in America during the seventeenth century. Privatization is an evolutionary system that not only affects one

portion of institutions but instead is responsible for the transformation of the university, in each department, and as a whole. Cohen and Kisker (2010) detail the role of privatization in higher education and the implications that have come with this new kind of institution:

> Privatization of higher education refers to the growing role of market ideology in academic life. In essence, public colleges and universities are encouraged to focus more on efficiency and outcomes and less on the process, ideas, and community value. As such, many institutions of higher learning have begun to function as economic contributors, with students as consumers and academic research as a product (p. 527).

Cohen and Kisker's (2010) description of the privatized higher education institution that shows how the neoliberal ideal has taken hold of the higher education system and shaped faculty work. As public support for higher education diminishes, institutions look to commodification and expansion of research and teaching. "…As state allocations diminish as a percentage of overall revenues, public institutions increasingly turn to private sources" (Cohen & Kisker, 2010, p. 526). The idea of a privatized higher education system increased throughout the twentieth century, specifically growing enthusiasm as unwavering faith in the market economy grew, "with little or no governmental oversight or regulation of capital, industrial, and knowledge makers" (Cohen & Kisker, 2010, p. 527). Traditional research universities that face lacking public support turn to faculty to help address the financial deficit. In such a climate, the work that faculty do that ties to income generation (e.g., getting grants, increasing student tuition revenue) is valued differently and more prominently than work that extends faculty expertise to community contexts and social needs (e.g., scholar activism).

Conclusion

The faculty role in higher education has changed over time due to shifting economic contexts in the United States. Productivity regarding faculty work bases itself on the narrow definition of scholarship, such as the definition articulated by Rice (1966), which deems research as central to scholarship. Although other definitions of scholarship and the role of the scholar have been encouraged and even adopted within the higher education system (e.g., Boyer, 1990; Diamond & Adam, 1995), the system has not embraced the new model that looks to a holistic faculty member, with scholarship spanning across teaching, research, and service.

Traditional definitions of scholarship can lead to feelings of constraint that prevent faculty from pursuing other activities, specifically when looking at scholar activist work that is often dismissed as service rather than considered as scholarship. The faculty member committed to community-based causes and perspectives that require community collaborations gets caught between narrow university expectations and service missions to meet community needs. Scholars who consider themselves activists are often asked to choose between personal convictions or academic research expectations.

Currently, there is limited research on scholar activism in land grant/research universities. The purpose of the narrative study that provides the basis for this thesis is to explore scholar activist identities held by faculty members and how enacting them looks in regard to the 'productive' faculty member. Addressing the traditional definition of scholarship offered by Rice (1966) and encouraging its replacement with a comprehensive view of scholarship within the faculty role can encourage universities to value scholar activist work instead of its dismissal as service. Through scholar activism, research universities can start to address a new set of priorities in higher education to fulfill the land grant mission. Faculty scholar activists can bridge institutions and communities through reflexive research. A revised definition and understanding

of scholarship does not prevent traditional research models but instead looks at knowledge production that can be beneficial to all involved parties: institutions, faculty, students, and communities. The goal of the research project is to help provide a practical look at scholar activist work within the confines of the ‘productive' faculty member. The following chapter details the research design and methodology that guide the narrative research study.

Chapter Three

Research Design and Methodology

Using narrative perspectives, the study explores the role of the scholar activist identity of faculty at two Pacific Northwest land grant/research institutions. The project sheds light on the experiences of faculty members and how they practice the application of a scholar activist identity while still being considered a 'productive' faculty member. An exploration of the scholar activist identity is critical to identify educational practices surrounding the faculty role, especially teaching, research, and service. The scholar activist identity influences the entire faculty role. The purpose of this study is to delve into how scholar activism functions in faculty day-to-day life, and spans further to look at tenure and promotion experiences. The following research question guides the study: What does it mean to be a scholar activist faculty member at a land grant/research institution? Supporting questions include: What is scholar activism? How does the process of tenure and promotion shape scholar activism? What role does scholar activism play in the faculty role?

Methodological Framework and Research Design

According to Denzin and Lincoln (2011), qualitative inquiry is the study of, "…things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p.3). The study explores the scholar activist identity by faculty members at two Pacific Northwest land grant research universities. The best-suited methodological framework for the research is a qualitative narrative study. A narrative approach helps to understand, describe, and explore the roles of scholar activist faculty educators from the faculty perspective.

Theoretical Framework

Theory is used to help interpret knowledge, "… to help us sort out our world, make sense of it, guide how we behave in it, and predict what might happen next" (LeCompte & Preissle, 2001, p. 42). The theoretical frame not only determines the purposes of a study but also helps researchers determine the questions that are sought out to answer, the methods in which to approach these questions, and the data collection that helps to answer them (LeCompte & Preissle, 2001). Critical theory serves to empower individuals by addressing power and oppression through social, racial, and gender constraints. Given the neoliberal context of the research institutions in the study, critical theory is the appropriate framework to address the corporate culture of higher education in the U.S and those affected by its social constraints. More specifically, a critical theoretical perspective can help to dismantle the neoliberal functions that continually influence the faculty role within the land grant research institution as the theory itself looks to the future to reimagine a future without limiting human agency through capital.

Given the neoliberal context, critical theory is an appropriate lens to frame and analyze the study data. Critical theory is a broad-based social theory that is a helpful tool to look at contexts as well as data from specific cases. Critical theory seeks to address power and oppression by looking at capitalist practices as being an authority within a society founded in neoliberalism. Critical theory as an analytical lens provides a tool to look more deeply at the faculty roles and responsibilities within contemporary contexts. The remainder of this section identifies key components within the critical theory framework and further addresses the assumptions underlying the theory employed in all aspects of the study.

The first of these concepts is commodity fetishism. Defined by Marx, commodity fetishism, "…refers to the way in which the labor process is mystified, appearing not to be a purposeful construction of willful human beings" where, "…people 'falsely' experience their

lives as products of a certain unchangeable social nature" (Agger, 1991, p.108). Given the context of the narrative study, commodity fetishism relates to research produced within the university. It is important to understand commodity fetishism as it is the current economic force in the United States, known as capitalism. In capitalist societies, research produced determines the worth of a faculty position because research is a commodity. The free-market ideology focuses value intrinsically on the result, instead of looking at the process that was required to make the final product. More specifically, it is the human labor that gives the product its value.

Domination is a component of commodity fetishism that helps to perpetuate the neoliberal ideology. Explained by Agger (1991):

> A deepening of commodity fetishism leads to… *domination.* Domination… is a combination of external exploitation (e.g. the extraction of workers' surplus value--explored exhaustively in Capital) and internal self disciplining that allows external exploitation to go unchecked…people internalize certain values and norms that induce them to participate effectively in the division of productive and reproductive labor (p. 108).

Domination, in the context of the research institution, looks to perpetuate commodity fetishism by defining the value of a faculty member based on their production of established commodities, such as research, publications, grants, and awards. The critical perspective demonstrates that the product of the faculty position (e.g. grants, publications) is of instrumental value, not the researcher. These practices within the higher education system are deeply rooted in capitalist values that the faculty themselves internalize if they want recognition through the tenure and promotion process. As faculty members internalize the pressures to produce, productivity within their position at the university becomes associated with volume of research publications.

Critical theory seeks to address the social, political, and economic oppression that faces society. More specifically, critical theory addresses the "…inadequacy of current social theory to improve the human condition, differential construction and distribution of knowledge" (LeCompte & Preissle, 2001, p. 46). This narrative study is framed to utilize assumptions that situate within the critical theoretical framework. Critical theory recognizes that power hides in language practices, communication methods, and how information is defined and dominated by an elite class. Specifically, this research recognizes the three listed critical theoretical assumptions to analyze the two land grant/research institutions in the study.

Critical theory guides all aspects of the narrative study. More specifically, critical theory helps to visualize and address the power structures within research institutions that privilege the commodification of faculty roles to see how they shape faculty work. In today's university, faculty feel more like employees instead of members of an intellectual community dedicated to common intellectual concerns (Aronowitz, 2000). In this study, critical theory is applied to notice the corporate practices that perpetuate domination within the neoliberal research institution and how these practices shape faculty work.

Sampling Process and Participant Selection

Creswell (2013) defines purposeful sampling as, "select[ing] individuals and sites for a study because they can purposefully inform an understanding of the research problem and central phenomenon in the study" (p.156). Purposeful sampling plays a role in choosing the selection of institutions and participants. This sampling approach allows the researcher to seek participants who are a part of a specific environment and who can provide insight on the specific problem. Two Pacific Northwest land grant universities are part of the study based on their proximity to each other and the common land grant mission institutions. Both institutions are large, public,

state universities with a primary focus on research. It is important when exploring the roles of faculty to have multiple sources to compare the environments and cultures situated within each place.

The purposeful sampling strategy helped determine a mindful selection of participants. The strategy serves to locate faculty who can help to address the expectations of the faculty role and the impact on their scholar activism. To address the pressures associated with the tenure and promotion process within the land grant/research university, faculty participants needed to meet the criteria. Participants met the following criteria for participation:

1) on contract with each institution as a tenured or tenure-track faculty member.

2) be identified as or self-identify as a scholar activist faculty member.

Five participants from various disciplines from both land grant institutions participated in the study. The two institutions utilized in this study are located in the Pacific Northwest. Both institutions are situated in close proximity to each other and categorize as land grant/research universities. Each institution offers a myriad of courses, departments, disciplines, and colleges. Both institutions use typical tenure and promotion guidelines to guide promotion of tenure-line faculty members.

Recruitment

The recruitment of study participants occurred through personal communication and email correspondence with faculty at both institutions. A recruitment letter (See Appendix A) was sent out to all possible faculty members to inform potential participants of the study and gauge their interest. I used personal relationships and peer referrals to recruit participants that met the sampling criteria. To access faculty at both universities and build trustful relationships, I worked to ensure the anonymity and confidentiality of all participants by removing all

identifying material from the data and by providing pseudonyms for all participants. The confidentiality and anonymity of the study is crucial to prevent faculty from receiving any possible backlash from their places of work.

Participants

Creswell (2013) describes the role of narrative researchers as "… collect[ing] *stories* from individuals… about individuals' lived and told experiences" (p. 71). Five faculty members volunteered to participate in the study from the two Pacific Northwest land grant/research institutions. William, an indigenous man of color and Jessica, a white woman participated from one institution. Laura, a woman of color, and Eric and Charles, both white men, participated from the other land grant institution. Participants signed the provided consent form (See Appendix B) before the beginning of each interview and offered verbal and written consent for the interview to be audio recorded. A more detailed description of participants is in Chapter Four as part of the findings.

Data Collection

Narrative research serves to "…tell of individual experiences, and…may shed light on *identities* and how [people] see themselves" (Creswell, 2013, p.71). A narrative approach helped to frame the research process as open-ended and evolving with no right answer so that participants were able focus on their identity as a scholar activist educator and how it influences the various roles they hold within their faculty position. The goal was to hear participants share their experiences, perspectives, and stories. Interview cover sheets help to keep track of important information of the faculty position of each participant (See Appendix C). To add validity and breadth to the data collection, triangulation was utilized through data collection to identify, "…sources that have different biases, different strengths, so they can complement one

another" (Huberman & Miles, 1994, p. 438). The sources used for triangulation are interviews, analysis of participant's curriculum vitae, and review of tenure and promotion guidelines.

In-depth interviews were conducted with faculty participants, in-person or over the telephone. Interviews were open-ended and semi-structured guided by the interview protocol (See Appendix D). The semi-structured interview model offered the ability to add new questions pertaining to the study as participants tell of experiences. The open-ended strategy is ideal for listening to the narratives of each participant to demonstrate their understanding of their scholar activist identity within their faculty role (Creswell, 2013). The interview protocol delineates three categories of questions. First, interview questions regarding basic information of the faculty position and the individual journey of participants work to establish a narrative. Second, questions asking specific questions on scholar activism and its function cultivate responses from participants about what the identity *does*. Finally, being mindful of the critical theoretical perspective, questions regarding tenure and promotion help to categorize the identity within the productive measures of the faculty role within the university.

Interviews. Interviews were recorded on a voice recorder and deleted after transcription. After each completed interview, the recorded interviews were downloaded onto a secure laptop and saved in a password-protected file. Interview transcription of each audio recording was entered into Microsoft Excel. The excel document had four columns to delineate interviewer, participant, analytic memo, and analysis. Analytic memos defined by Huberman and Miles (1994) are "…the researcher's reflections on the conceptual meaning of the data" (p. 431). Memos and observations within the interview help to keep the nature of interview true to the nature of how participants describe them. The interview transcription document was placed in the same password protected file to keep confidentiality of all participants. Recordings were

permanently deleted after transcription to abide by standards set through the Institutional Review Board.

Document Analysis. To provide triangulation, two other sources of data collection were part of the study, in addition to the semi-structured interviews with faculty members. The analysis of faculty participant's curriculum vitae (CV) highlight research interests and their dissemination. Tenure and promotion guidelines at the two Pacific Northwest land grant/research universities delineate the categories of the faculty position and expectations. All participants submitted an up-to-date CV for analysis. The CV document emphasizes the research and interests held by each faculty member, in addition to how they present their scholar activist work. The CV document provides information about the participants' preferred area of study and the successes they have found with their publications (i.e., journals, chapters, books, presentations, collaborations). The CVs were kept under lock and key with the recorded interviews and USB flash drive of the entire project. The participant's items were separated from each other to prevent confusion between interviews, documents, and observational memos.

In addition to the CVs, tenure and promotion guidelines identified through the faculty manual at each institution provided information on how each university values the work of their faculty members through the tenure and promotion process. As the researcher, I utilized tenure and promotion guidelines distributed at the university level because they describe the general policy of how much time faculty should spending on teaching, research, and service. General tenure and promotion guidelines help identify university culture, providing context for the environments that each participant work.

Data Analysis

The exploratory nature of the narrative study dictates that there are no criteria for a 'right' or 'wrong' scholar activist professor. Although Chapter Two provides general definitions of scholar activism, the point of the research was to gather data on the identity that is free of any other descriptions or definitions that are previously identified. The research addresses possible and varying ways that the scholar activist identity is part of the faculty role as it pertains to each participant. Critical theory as a theoretical framework is utilized largely in the analysis of the collected data. Specifically, using a critical theoretical framework helps to look at the nature of power and privilege and how they operate between the faculty and the universities where they are employed.

The transcription of each recorded interview occurred within one week of the initial interview. The transcription was typed into Microsoft Excel and categorized line by line for ease of analysis. Detailed transcription allowed for the ability to add field notes recorded during the interview next to the appropriate line or conversation piece in which they occurred. Observation notes taken during the interviews were added to the analytic memos category to help with analysis. Adding field notes to a separate category next to the interview verifies that the memo is a personal opinion or observation instead of being mistaken for part of the data set. This conceptual analysis is important when reflecting on an interview experience because often times there is more meaning in the pauses, sighs, or other non-verbal cues given by the participants.

As modeled by Saldaña (2009), I employed a codes-to-theory model for the data analysis. As I worked to code and categorize the collected data, Saldaña (2009) describes the process stating:

> some categories may contain clusters of coded data that merit further refinement into subcategories. And when the major categories are compared with each other and

consolidated in various ways, you begin to transcend the 'reality' of your data and progress toward thematic, conceptual, and theoretical (p. 11).

A series of coding methods utilized in the data analysis process for the interview transcriptions allow for snapshot of themes. First, initial coding applied to the interview transcripts provide an insight to distinctions of responses. Saldaña (2009) describes initial coding as reflecting, "…deeply on the contents and nuances of [the] data" (p.81). This coding method is flexible and allows for reworking of the analysis by providing an open-ended approach. Initial coding as a first cycle coding method helped to pull out the point or underlying message of their answers to specific questions. After the initial code of interview transcriptions focused coding was used to solidify the nuances and themes of the data. As mentioned in Saldaña (2009), the goal of the focused coding method is to, "… develop categories without distracted attention" (p. 155). When using focused coding as a first and second method Dey (1999) warns that categories, specifically in qualitative inquiry, do not always have essential components that share a set of common features, do not have specific boundaries, and that "there are different degrees of belonging" (pp. 69-70). This is something I was mindful of when working with specific details to larger themes throughout the data analysis. Using a critical theoretical perspective in identifying first and second cycle codes through a focused method helped to determine neoliberal influence, power, and privilege as faculty discussed their faculty within the university. The analytic lens offers a critical perspective in highlighting the experiences of participants.

With participants including their curriculum vitae as a form of support to their scholar activist identity, there is a range of possibilities of how to identify scholar activist work. A main function of this looked to the community-based work that is performed and reflected within the

scholarly research that is viewed as appropriate by collegiate administrators. Tenure and promotion guidelines offered a framework for examining the three categories of the faculty role. The three functions that make up the faculty role as a whole are typically split into specific percentages. Using the institutions general tenure and promotion guidelines helped to determine university-wide expectations for the faculty members and provide context into their roles at each institution.

Because the CVs and tenure and promotion guidelines are content driven and highly structured, the ideal coding method for this data was holistic coding. Dey (1993) describes holistic coding as having the ability to group data together, taking them in as a whole, instead of other coding methods that look to line-by-line techniques of analysis. This coding method was ideal for looking at faculty manuals from both institutions and CVs. Holistic coding in the first and second cycle coding helped to determine general themes of the findings while utilizing a critical theoretical perspective. Holistic coding provided a framework to identify gendered experiences in the tenure and promotion guidelines.

Validity

There is an ongoing discussion in the academic community to determine perspectives to ensure validation in qualitative research (Creswell, 2013). Validation within the study is implemented with multiple methods. The first validity measure used is triangulation. As explained by Creswell (2013) triangulation corroborates, "…evidence from different sources to shed light on a theme or perspective. When qualitative researchers locate evidence… in different sources of data, they are triangulating information and providing validity to their findings" (p.251). The validity method uses various sources of data collection. Detailed in the methodology section, the in-person interviews, tenure and promotion guidelines, and faculty CVs

served as the data used for triangulation. To validate the research, I used measures to deter the most obvious of biases. Tactics provided by Huberman and Miles (1994) detail, "…checking for representativeness, checking for researcher effects (reactivity), and triangulating and weighing the evidence…" (p. 438). An auditing process provides a comprehensive look at the data and analysis to ensure proper use of the theoretical frame and to reduce bias. Peer reviewing and auditing provide an "external check of the research process," (Creswell, 2013, p. 251). Expanding on Creswell, Huberman and Miles (1994) illustrate that peers can help to determine if, "...sampling, measurement, and analyses leading to the main conclusions and explanations stand up to the most common sources of bias and error" (p. 438). I used two graduate student peers to read through the collected data and codes to make sure that the themes identified were present in addition to making sure that throughout the coding methods nothing was overlooked, ignored, or bypassed.

Limitations

Despite the numerous contributions of the study, the research is not without limitations. Although data came from a diverse range of faculty members in the sample, participants all belong to the social science and humanities fields. In addition, the research occurred at two universities within a close range of each other. The limited number of the sample, faculty in various fields, and the proximity of the institutions studies lessen the generalizability of the study to other institutions or fields of research. Regardless of the limitations of the study, the findings presented in Chapter Four include important data regarding scholar activism as 'productive' scholarship and gendered experiences of tenure-line faculty members. Universities can utilize the findings from this research to look at their tenure and promotion processes in place and begin to think critically about the gendered experiences of faculty and more inclusive view of scholarship.

Ethical Concerns

When putting together a qualitative study, it is important to acknowledge the limitations and ethical dilemmas that can occur throughout the progress of the research. The first of these measures was to seek approval from the Institutional Review Board (IRB) for the data collection procedures that were involved in the study. I was able to apply for IRB exemption that allowed for a quick turnover of the application and approval. I studied and followed the ethical codes set forth by the IRB committee before beginning the study. In addition to following ethical codes of conduct and gaining IRB approval, I disclosed the purpose of the narrative study to all participants. I included informed consent forms and detailed the purpose of the study in the faculty recruitment letter in addition to providing a description prior to the start of each interview. To prevent any negative association drawn to faculty participants and the areas of research, both institutions in this study were given generic names. In addition, all faculty names of the participants are replaced with a pseudonym.

Reciprocity

The overt goal of the narrative study is to provide a deeper understanding of the scholar activist identities enacted by faculty in their research, service, and teaching roles. Given the orientation of change in a critical theory framework, the study is designed to provide knowledge and perspectives that can help theory and practice. Although the narrative study is intended to liberate educators from the confines of the neoliberal institution, the results may illicit concern about the true role of faculty and the professoriate. It is my hope that through determining key factors of the scholar activist identity implemented in a variety of different faculty in research institutions we can start to address power and privilege obtained through the neoliberal functions in research universities. I am sharing this information with faculty members and university

officials by inviting all participants to the defense of the thesis and by presenting the research at conferences pertaining to higher education.

Role of the Researcher

In qualitative research, the researcher is an *instrument* of data collection (Denzin & Lincoln, 2003). As the instrument in data collection it is critical to address biases, assumptions, expectations, and experiences to qualify my ability to conduct the research. I worked on addressing personal opinions and biases throughout the study by journaling and detailing personal reflections, and including insights to self (Greenbank, 2003). The goal of this study was to explore the narratives told by the faculty participants in regard to their scholar activist identity. In no way was the intention of this study to abuse or misconstrue words, stories, or any other personal narratives shared by faculty participants. I was able to develop relationships with faculty participants as I asked for their involvement within the research process.

Conclusion

The narrative study explores how faculty pursues their scholar activist identity within the context of the neoliberal research institution. It is through interviews, document analysis of participants' curricula vitae, and tenure and promotion guidelines that I obtained evidence of the practical work of faculty educators and how they enact their scholar activist identity within the confines of their contracted positions. I worked within a critical theoretical framework to make meaning of and analyze the collected data from faculty participants. The goal of this narrative study is to shed light on scholar activism as a form of scholarship, which tends to be ignored but beneficial to students, faculty, and the outside community. The following chapters include the findings of the study, the discussion, implication, suggestions of further study, and the conclusion of the study.

Chapter Four

Research Findings

The goal of this qualitative study is to identify how the scholar activist identity is fulfilled or enacted within the work of tenure-line faculty members at two Pacific Northwest land grant/research institutions. There are three sources of data throughout the study: semi-structured interviews with tenure-line faculty members, a review of the tenure and promotion guidelines from each institution, and an analysis of the up to date curriculum vitae provided by each faculty member in the study. The study uses the inside perspective of tenure-line faculty to identify complexities in fulfilling the required roles (teaching, research, and service) of the faculty position through scholar activism. More specifically, a critical theoretical frame highlights the connections between the collected data and the ties it has to neoliberal ideals carried about by the two institutions in which the faculty participants work.

The data collected helps provide context for the research questions on scholar activist identities and each of the participant's experiences with the tenure and promotion process. All participants are faculty members from varying departments and colleges across both campuses. Each faculty member held unique perspectives and experiences that helped identify what constitutes a scholar activist identity. Several overarching themes emerged during the analysis of the transcribed interviews with each faculty member. Themes included personal and varying definitions of scholar activism, shared their experiences of enacting a scholar activist identity within their faculty positions, and detailed what it meant to each of them to work within the confines of tenure and promotion at a research university. Furthermore, data obtained through tenure and promotion guidelines from each institution and the analysis of each participant's

curriculum vitae helps provide context of the institutional culture in which each participant works and studies.

The focus of this chapter is on the findings of the study. Specifically, the chapter includes a narrative description of participants followed by the themes that were present in the analysis of data. The chapter includes complexities and intertwined components of scholar activism as faculty participants describe their pursuit of scholar activism. The findings address the driving research question: What does it mean to be a scholar activist at a land grant/research institution?

Narrative Descriptions of Participants

The five faculty participants within the study each come from five colleges and departments within the two research institutions. Each participant is familiar with tenure and promotion as they are either currently involved in the promotion process or have been awarded tenure and can speak to the process in its entirety. The narrative descriptions of each faculty member provide context to help frame their positionality on the themes that emerged. Each faculty participant works within the confines of a land grant research institution. Interview participants represent the following academic disciplines within the humanities and social sciences; philosophy, education, literature, religion, art, music, history, and language.

In narrative research, it is important to offer thick, rich descriptions of participants that illuminate their story. “Narrative stories tell of individual *experiences,* and they may shed light on the *identities* of individuals and how they see themselves" (Creswell, 2013, p. 71, emphasis in original). Participants of narrative research drive the findings chapter through stories and responses to the study. During presentations of findings, the positionality of the faculty member is not always clear. Thick descriptions of faculty members provide context and present a holistic view of each participant and their views. In this study, a narrative approach allows the reader to

grasp the complexities of the participants, as well as the intersections of their identity in the study. Below are descriptions of the five faculty participants.

Jessica is a white woman who grew up in a working-class family in a middle-class neighborhood in the Midwestern United States. In her adolescence, Jessica witnessed the vast differences of those living in absolute poverty, and those living with exorbitant wealth. During this time, she began to process the constructions of race, criminalized identities, and language difference as well as the barriers that associate with those social constructions. Jessica describes seeing inequities and inequalities of people in her adolescence and early adulthood that were things she could not ignore. She describes developing an awareness as a white person and being able to recognize the differences that correlate with that positionality. After Jessica had graduated from college, she looked for spaces where she could address issues of inequality. Instead of entering the sector of non-profits and corporate agencies, she turned her energy to working with youth identified as having academic skills without the circumstances that allowed their potential to come to fruition. In connection with these youth, Jessica served as their primary caretaker for an extended period that allowed her to begin thinking about schools, educators, and the roles that both entities should be providing to students. After working with these youth, Jessica volunteered through the AmeriCorps and Peace Corps programs for a total of five years. When she returned to the United States, Jessica began working with scholars in Native American communities where she recognized the multiple commonalities between the populations in her international work with the Peace Corps and the indigenous communities in the United States. Able to recognize the detrimental effects of the schooling system, Jessica decided it would be best to go back to school to learn the language to describe the phenomena occurring within schooling systems and how to find solutions. Jessica's scholar activism is primarily through her

work in indigenous education and community work with Native American tribes throughout the region. Jessica is in the midst of her second year as a tenure-track faculty member.

Laura is a woman of color and a first generation college student who immersed herself in the full-range of course availability at her university. It was through the enthusiasm of many philosophy and humanities courses that she learned her love for the social sciences. As an undergraduate student, Laura was part of a program explicitly for first generation college students, a cohort program to help students through challenging STEM courses. Through this program, she learned that many first-generation students experience trouble with the difficult required courses that inevitably weed out disenfranchised students from the university system entirely. Within her cohort, Laura had the opportunity to work with a local school system by starting a ‘before and after' school program. The students identified for the programs at the local school were labeled as ‘at risk' and were believed to drop out by middle school age. After hosting a successful program that proved to develop each of her students far beyond what was expected by administrators, working in education as an area of interest began to expand for Laura. She describes education as a way to disrupt or prevent students from falling victim to the socioeconomic and racial stereotypes that follow students throughout their education. The work Laura does in communities is her pathway through higher education and continues to influence her role as a faculty member today. Laura's scholar activist work looks to assisting local school districts and working with Native American tribes throughout the region. Laura is a tenured faculty member and full professor.

William is an indigenous scholar who grew up on a Native American reservation in the Southwestern United States. As a young child, William discovered that he performed and excelled in the traditional forms of schooling. William did not interact with white people until

high school where he received a scholarship to attend private school off of his home reservation. It was at this time that William discovered some fundamental differences between white, dominant culture and the culture of his indigenous community. While most white people identify becoming an adult as ‘moving' away from your parents or family, William grew up with the understanding that being adult designates time, energy, and focus directed to family and community. William struggled through high school and college but succeeded in graduating. After completing his degree, William worked with an organization that helped ‘at risk' youth fulfill their potential by providing them a space to be successful. After working with this organization, William desired to give back to his home community and began teaching at his reservation's school. Reflecting on his previous experience with the school and the issues that occurred in that space, William decided to continue his education to pursue a Ph.D. Indigenous knowledge and the ability to recognize other forms of knowledge in comparison to what is accepted through dominant culture is a priority in his research. William was identified as a scholar activist through others who view his work with normalizing indigenous knowledge and perspectives and community work with Native American tribes as instrumental. His scholar activism is seen through his work with Indigenous and Native American communities in the region. William is a second-year tenure-track faculty member.

Eric is a white man from the western coast of the United States. Eric openly spoke of his distaste of schooling and was adamant that he was not a good student. As a young adult out of high school, Eric looked to local community colleges to introduce him to the higher education environment as his schooling record did not permit him the ability to attend a university. After his first introduction to higher education, Eric went off to a number of different universities. Through an interesting and untraditional route in higher education, Eric experienced a variety of

different cultures and places. More specifically, Eric was able to witness first hand racially influenced riots that help to frame his whiteness and develop a self-awareness that brought cognizance to his positionality. More specifically, Eric was pushed and influenced by his academic and personal mentors to explore his whiteness in the context of American society. As Eric continued through higher education to pursue his graduate career, he was able to witness wide-ranging examples of activism. Eric learned from activist coalitions and networks outside of the academy that helps to shape Eric's work. Eric's scholar activism shines through his public intellectual work on accessible community sites and discussions surrounding race and oppression. Eric is a tenured faculty member and full-professor.

Charles is a white men and self-identified Muslim from the Eastern United States who grew up in a working-class family and low-income neighborhood. Charles' adolescence occurred in the 1950s and 1960s and allowed him the ability to witness the Civil Rights Movement. As Charles grew up, his father's work allowed an inside perspective on these movements. Although segregation was an accepted practice, Charles' father employed and assisted white and black patrons. Due to his father's work, Charles hung around and worked with men of color where he was introduced to the work of Malcolm X, who became a motivating factor in his research and work. After graduating with his bachelor's degree on the East Coast, Charles moved overseas to attend graduate school. Being situated in a socialist country at the time, framed things differently for Charles than in the United States. His ability to witness socialism painted a sharp contrast between his European residence and his time as an adolescent spent in the United States. Charles religion and residence in Europe solidified his identity as a socialist. Charles has worked as an educator in numerous prisons across the United States that has shaped his work and ideals that he holds close. Charles identity as a scholar activist is part of his research on racialized identities

and his work with inmate education in the incarceration system. Charles is a tenured faculty member and associate professor.

There are two primary themes in the study. The first theme explores scholar activism as a concept and identity for the five faculty members in the study. Amongst the participant's, characteristics of what comprises scholar activism solidify a comprehensive understanding. The following characteristics constitute the scholar activist identity within the faculty role at land grant/research institutions:

1) Helping students, either privileged or marginalized, gain agency.

2) Building and upholding local, national, and worldwide communities.

3) Pushing back against the dominant culture of what 'counts'.

4) Acknowledging education and its institutions as political entities.

Feedback from two faculty members that strayed from the norm of responses encourages the understanding of scholar activism to be flexible and understand the identity is a form of privilege.

The second theme in the findings chapter is related to patriarchal influence throughout higher education in land grant/research institutions. More specifically, women faculty members have a gendered experience compared to their men counterparts in regards to what women faculty sacrifice to obtain tenure and promotion. Furthermore, the women faculty members describe their teaching, research, and service holistically, demonstrating an inability to separate them from each other. Women faculty members spoke to the importance of fulfilling the land grant mission of the institutions where they work. Inversely, men faculty participants describe a much different experience in fulfilling the required roles within the land grant/research

institution. Men faculty members illustrate factors of privilege while working in spaces of higher education as they are not required to show their worth as their women counterparts.

Unpacking Scholar Activism

Notions of what constitutes a scholar activist presented in Chapter Three provide grounding of the contemporary definitions of the concept. Collins (2005) describes the notion of scholar activism as a role that pertains to the efforts of the faculty educator, more specifically in their teaching, research, and service to the avail of the 'ordinary' person. Schiller (2011) expands on what the scholar activists may do within the confines of the faculty position, more specifically he illustrates important ideas of pushing against dominant narrative within the context of the academy. Although the research conducted in this study agreed with both authors in Chapter Two, conversations, and discussions with faculty participants offer a broader framework of scholar activism.

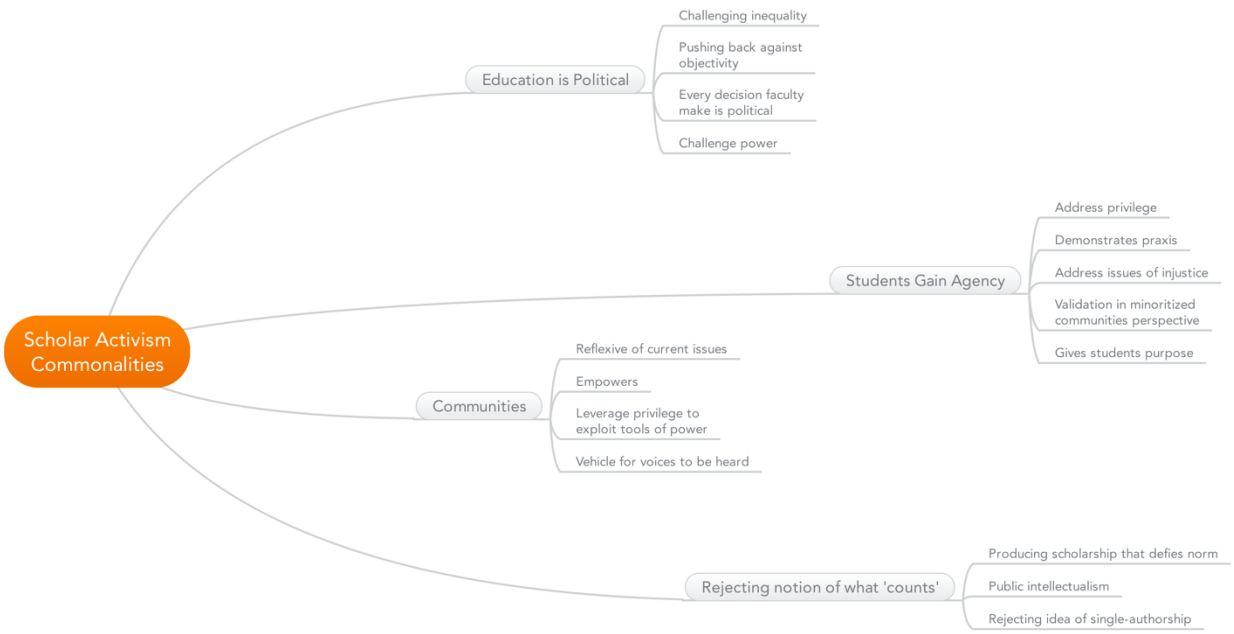
In an attempt to explore the concept of scholar activism within the context of the faculty role, various questions were asked regarding what scholar activism does, looks like, and how it manifests itself within the faculty position. All five faculty participants offer unique and ranging descriptions of its definition, the personal role it fulfills, and the ability it has to offer others: specifically focusing on students, higher education institutions, and the surrounding communities. Scholar activism, as previously defined (Collins, 2005 & Schiller, 2011), pertains to the specific roles within the faculty position instead of offering or looking for the identity in a broader context. Throughout the study, key themes and sub-themes associated with scholar activism are identified in addition to the differences that pertained to each faculty member and their experiences.

Complexities in commonalities. Within this narrative study, commonalities on the role of scholar activism from in and outside the academy rang true for each faculty member. The capacity of the faculty member's response to scholar activism is dependent on their personal relationship with the identity and their positionality in how they see fulfilling their role as a faculty member within the context of the land grant/research institution. For all participants in the study, it is unanimous that the role of scholar activist far exceeded the context of the faculty role within the university. Scholar activism works to develop students as citizens and highlights communities, specifically those that may be disenfranchised within the confines of the United States. In regards to the faculty role, the narrative surrounding the 'productive' faculty member is pushed and expanded as faculty explore fulfilling other means of dissemination for their research that is more accessible to the broader community. Faculty participants also describe the higher education environment, specifically identifying land grant institutions, as political in nature. One study participant describes the importance for faculty to acknowledge that "…education is a political act."

It is critical to acknowledge the complexities within the commonalities throughout the findings chapter along with the rebuttals and arguments regarding the scholar activist identity. Faculty member's base their attitudes on the context of their position within the university, the length of their tenure, and other personal and political factors that may influence perspectives. Figure 4.1 provides a summary of the themes identified during analysis that make up scholar activism as a concept and identity. The figure helped to identify the different ways faculty described scholar activism in the four overarching categories. The data presented by faculty participants highlights the commonalities described by faculty members, while also demonstrating that what is common can also be complex. For example, as participants describe

education as a political act, each faculty member describes the political nature in ways that make sense to their position as a researcher, educator, and community member. The figure shows the four characterizations of scholar activism and the components used to describe each concept and sub-theme from faculty participants. Amongst all participants, faculty describe scholar activism with more commonalities than differences.

Figure 4.1 Complexities in the Commonalities of Scholar Activism



Characterization #1 - Gaining agency: scholar activism's impact on students. The capacity that each faculty member works with their students is dependent on the relationships and culture within the classroom. The overarching sub-theme of the commonalities in scholar activism is the notion of students gaining agency. As faculty members participate in activist work, their students are introduced to activism as well. Students introduced to scholar activism have the ability to gain agency to address the marginalization of the communities they belong, or address and learn of their privileges within the broader context that they live. Questions ask

participants regarding scholar activism and all that it *does* for faculty members. As faculty members discussed scholar activism's influence on students, the ability for students to gain agency within that identity became a common theme surrounding scholar activism.

Charles describes what scholar activism *does* for students. He speaks directly to gaining agency for those that come from lower, working class conditions. Charles identifies that "…it gives [students] a chance to decide whether they actually believe in pluralism and democracy. To gain agency in a national cultural that by race, class, gender, and sexuality tries to rob them of agency. So it is an affirmation of agency." In Charles's assertion, gaining agency ties to the political and social climate in the present United States.

Gaining agency within the human condition associates an individual attaining a deep understanding of their social strata within the current contexts of the society or cultures they occupy and the ability to act on that agency. More so, it allows those that have gained agency to address the inequities and inequalities moving forward. Inden (1990) defines agency as:

> The realized capacity of people to act upon their world and not only to know about or give personal or intersubjective significance to it. That capacity is the power of people to act purposively and reflectively, in more or less complex interrelationship with one another, to reiterate and remake the world in which they live, in circumstances where they may consider different courses of action possible and desirable, though not necessarily from the same point of view (p. 23).

An important aspect of gaining agency relates to acknowledging positionality. Positionality relates to one's placement within society and the many contexts, power structures, levels, identities, and prejudices of a viewpoint (England, 1994). Inden (1990) and England's (1994)

definitions speak to each other. To gain agency, one must first understand their point of view and what shapes it.

Gaining agency, the act of becoming an agent, is instrumental in students recognizing their positionalities. Gaining agency occurs in those that belong to marginalized or privileged groups. William expands on Charles' earlier description by detailing:

> For minoritized students…it seems that it is a perspective they have had but they never were really able to see within university settings… I think minoritized folks would see there is validation in the perspective, intelligence, and knowledge of their home communities that might not be disseminated as what you see on TV.

William speaks to the direct impact of witnessing, hearing, or seeing dominant culture through popular narrative. Dominant culture identifies as the "…values, language, and ways of behaving…imposed on a subordinate culture or cultures through economic or political power. Dominant culture may be achieved through legal or political suppression of other sets of values and patterns of behaviour, or by monopolizing the media of communication" (Scott & Marshall, 2009). Although William directly mentions media, the implication illustrates dominant narratives as influential for marginalized populations. It is an absolute necessity to examine dominant culture because inequality and disadvantage originate through social contexts (Taylor, Rizvi, Lingard, & Henry, 1997).

Jessica reflects on her experience working with white students and introducing scholar activism to this group of students with privilege in today's society. An important component of the scholar activist identity looks to students acknowledging their positionality and gaining agency. She adds that a scholar activist identity:

> Wakes them up. It gets them inspired. I think [students] find purpose in it. I think it invites them into identities that they didn't otherwise have available to them… it pushes them in order to expand their own knowledge set in… ways that they would have previously been uncomfortable… Most of my students are white, and I am white, so it allows them someone that is potentially like them…to see possible selves. What they could be or what they could do with their lives…I think it creates a more colorful tapestry of possibilities for them.

Jessica speaks to her commonalities with her white students to demonstrate possible options of identities and passions for students to pursue in order to interrupt the current socio-political climate and ways for students to address their privilege. Contributing to the idea of influencing and affecting white students, William expands on his earlier comments. Students from white communities that experience scholar activism can see:

> …a perspective that they might not have had… it allows them to see that…there is other knowledge…other perspectives, and it allows them to see their actions in a different light, whereas before they might see it as…the normal way of doing things.

Charles contributes to this further by stating that, "…it makes [white students] less innocent of their privilege." As students are introduced to activism through faculty in the higher education setting, students can explore various identities and possibilities that can help to create alternative futures.

It is important to acknowledge the importance of gaining agency for students who are marginalized and privileged as acknowledging one's agency needs to be done from all social locations to reach a more equal and equitable society. Privilege speaks to the relations and practices of power that influence lives and are often invisible. Privilege can be unearned rights,

benefits, immunity, and favors that are bestowed on individuals and groups solely on the basis of their race, culture, religion, gender, sexual orientation, physical ability, or other key characteristic, that is, their social location (Raheim et al., 2004). As faculty members discuss the ability for students to gain agency through scholar activism, faculty members' view of what this may look like is dependent on the population of their students and context in which they work within the university. In understanding the commonalities of the descriptions, it is important to also acknowledge the complexities in which each participant has come to view scholar activism and its ability to impact students. Complexities are added when taking into account the capacity that each faculty member works with the student population.

Students from disenfranchised groups or marginalized communities are able to gain autonomy and confidence through the practices of scholar activism. Laura describes the scholar activist identity for students as, "…a really powerful identity." Laura continued by stating that she thinks it, "…really helps some students gain clarity in perhaps what might be their future life's work… some students adopting a scholar activist identity also gives them purpose…" Laura's address of opening doors for students speaks to the ability of all students to learn of possible futures for themselves, whether it be vocational, social, or political.

> Eric offers some insight on scholar activism that extends social boundaries. Eric states:
>
> I think it engages students where they are at… It demonstrates the fallacy in the binary between theory and practice. It challenges us to think about what we can do with this work… If we're learning, critically thinking, and engaging in these important conversations in our everyday lives, [students] are going to address the issues of injustice… the issues of violence, the issues of pain.

Eric posits that all students learn invaluable lessons when bearing witness to scholar activism. He adds that scholar activism bridges the gap between theory and practice, offering a feasible way to introduce students to activating change, specifically building on the connection between coursework and the ability to apply that knowledge in everyday life. It is through scholar activism that students are able to identify social inequities that are often represented in forms of violence and pain and make connections to current movements hoping to address those injustices.

The important connection with students is most evident in the professor/student relationships built through the classroom. The role of teaching can have an extremely profound impact on students. The teaching component of faculty positions generally dictates 40 percent of the position. Boyer (1990) describes teaching and research as prominent roles in faculty at research institutions due to the ability for both roles to be easily quantified. Analysis of the tenure and promotion guidelines in the study illustrate that "both quality and quantity of instructional activities are evaluated." One university details quantity of instruction as, "…includ[ing], but not limited to, consideration of class sizes, numbers of courses, course levels, whether courses require unusual levels of preparation, and development of new courses." And asserting value to the quality of teaching through, "multiple forms of assessment, such as peer review and student end-of-course evaluations, rather than on a single form. “Evaluation of teaching within the faculty role highlights both quantity and quality of instruction through traditional forms of assessment.

In relation to students gaining agency, this function of scholar activism as part of the faculty role may be unable to be quantified or qualified within the annual review process. Expanding the tenure and review process to identify other forms of instruction besides teaching

content, like introducing students to gaining agency, for example, can allow faculty to better identify expected student learning objectives. The current system of evaluating faculty looks to assign a value to each faculty member based on the number of students, courses taught, level of instruction, and course evaluation results instead of expanding the consciousness of students—a part of teaching more difficult to quantify. Quantifying teaching is difficult through the curriculum vitae provided by participants. Each faculty member has lists of courses on CVs that delineate between undergraduate and graduate levels.

Characterization #2 - Community building. Within the context of the study, faculty participants primarily concern themselves with influencing both students and local communities. The discussion of the scholar activist identity as pertaining to student and community populations shows the roles faculty members take on in varying capacities. As faculty members reflected on their experiences, participants collectively mentioned the importance of community through various examples: holding their work accountable, making sure it is reflexive, empowering communities, leveraging privilege to exploit tools of power, and being advocates for those that face marginalization. Depending on the context in which faculty work and the roles they take on as researchers, definitions of community can vary. Women faculty members in the study look to building and upholding local communities while their men counterparts discuss impacts further than the local regions surrounding the research universities.

Amongst the sample of participants, community is a major component of *being* a scholar activist. Jessica speaks to the role scholar activism fulfills outside the academy:

> I think that it builds communities, brings awareness, and creates potential opportunities in ways that they otherwise maybe wouldn't be created... It offers inspiration to struggling peoples mutually…Being a scholar activist I have the financial means and the ability to

move between groups, so I can share information and be able to support communities in their local efforts. I can appropriate and share tools of power that people can use and take up in different ways that they want to. I don't know how they will, and it really is not my choice…

Speaking of her identity, Jessica works to leverage her white privilege to assist local communities and community members in heightening the voices of those that face disenfranchisement. Jessica provides more information on what constitutes community work for her by stating that she feels:

> ... very uncomfortable being disconnected from communities... My research is constantly moving because [it] depends on who I am around and who I can spend significant time with because of those issues with voice… Who gets to study who, and who gets to tell whose stories, so those have all been processes that led me here.

Jessica looks to community as a way to build connections and do purposeful work that addresses inequities. Laura adds to Jessica's comments on community by adding that scholar activism makes feasible differences in the lives of communities and community members,

> …It gives people who are often not heard, either the ability to be heard themselves or vehicles for which their voices can be heard. Whether it is in your writing or your research… I think a lot of it is about voice. I think empowerment in some ways. It really helps folks in communities' work on their issues and feel that they have a little bit of power in making a difference and a change if change is what needs to happen.

Both Laura and Jessica assert that scholar activism plays a critical role in highlighting the voices of those in marginalized communities. Specifically pertaining faculty members work as educators and researchers, their knowledge production for higher education is dependent and

built on the connections with those outside of the academy within the local communities surrounding the institutions in which they work.

Speaking in a broader context than local communities, Charles identifies the importance of realizing the "...profound interconnection in local, regional, national, and international" adding the ability for scholar activism to reach individuals and communities that far exceed the confines of areas surrounding the academy. Eric draws the inspiration for his work by looking to communities. Specifically, Eric states that as scholars the, "…work we are doing has to be accountable to multiple constituencies and communities."

It is important to distinguish the different views on the impact of 'communities' through the work mentioned by the above scholars. Both women faculty members in the study identify their connection to communities as being profound and influential in their research. More specifically, they speak of a developing or developed reciprocity with communities where they are able to gain insight on the issues of marginalized communities, in addition building up those communities through leveraging their privilege and empowering individuals. As two of the men faculty members speak to addressing inequities of community, their world view seems to go beyond local areas being studied to also include regional, national, and international communities. In contributing with the data collected in this study, Antonio and others (2000) discovered that women, non-white faculty, and lower ranking faculty members tend to be more involved in their local communities and commit their time to service. Gendered differences in the approach to communities can offer a positive impact on addressing inequality because focusing on local issues and drawing attention to inequalities that span all types of spaces are necessary to make change. Although there is a small sample size of faculty participants, the

discussion of gender differences is only exploratory, but merits consideration for further exploration.

Land grant institutions have a mission and directive to serve the communities in which they situate themselves. Although looking outward in assisting the communities that support institutions should be a priority, research tends to often draw inwards towards producing knowledge for knowledge's sake (Kerr, 1963). Service, often recognized as outreach, is another area in which faculty can work with communities within the scope of their position and help to fulfill the mission of the land grant/research institution. As the faculty role can offer flexibility, one of the research institutions defines service as the ability to, "…engage in research, prepare for classes, advise students, participate in new-student orientation, or perform similar academic functions." This example of service focuses primarily on inreach to universities instead of faculty extending their expertise outwards to communities. The difficult part about service, specifically when talking about the faculty position is that there continues to be a lack of understanding or definition of what this category of the positions entails.

Characterization #3 - Pushing against the notion of what 'counts'. Taking into account the various commonalities in the scholar activist identity a sub-theme that has developed involves faculty pushing against the dominant culture in higher education of what 'counts' regarding knowledge production. For the context of this analysis, dominant culture is related to the Marxist idea of class power. Culture is conceptual or ideological. As identified in Barker (2012) "… the concept of ideology refers to maps of meaning which, while they purport to be universal truths, are historically specific understandings that obscure and maintain power… the ruling ideas are the ideas of the ruling class" (p. 57). Dominant culture throughout higher education sets the precedent of research being, "assessed for its ability to produce profits"

(Giroux, 2014, p. 30). Although research production is most often how land grant/research universities draw connections to fulfilling their mission, Park (1996) states that "… publishing in scholarly journal is not the only, nor even the best, method of disseminating knowledge" (p.68). A common response from participants agrees with Park (1996) as faculty see a major component of their scholar activism as rejecting the dominant culture of higher education. More specifically, rejecting the notion of producing research specifically for prestigious journals to the benefit of the university.

Each institution where the participants work state specific requirements regarding research that is necessary if faculty hope to gain promotion. Each member demonstrates their way of pushing back against their institution's dominant culture by challenging the notion of what constitutes a 'productive' faculty member. For some faculty, the idea of fulfilling the role of public intellectual is a strong component of their scholar activist identity. As an active public intellectual, Eric demonstrates the complexity of performing this role as higher education institutions have trouble accepting this form of scholarship. He states that he,

> … battles with different people who said that [public writing] shouldn't count at all, or people who say... oh well it is service, it is community service, it is not scholarship. I've always pushed back at that and disagreed and figured out ways like - alright, how do I do both? How do I build from public work into these 'accepted' research publications?

Contributing to this view on the role of public intellectualism is Laura. She states that,

> …the public intellectual piece is also a part of a scholar activist identity. I think, unfortunately, our tenure and promotion process does not adequately or doesn't have the mechanisms built in to really measure public intellectualism. Okay so if I do write this piece for Huffington Post… What does that count as?

Public intellectualism is defined by Pels, professor emeritus of Brunel University, UK, in Sassower (2014) as an academic having, "…to step out of his or her more restricted field… and appeal to/become visible to a wider audience and comment on the political issues of the day" (p. 112).

Both Laura and Eric offer key insights to challenging the notion of what is 'acceptable' scholarship in the ever-changing faculty role. As faculty embrace the scholar activist identity and the role of the public intellectual, institutions of higher learning can begin to acknowledge the function of producing accessible and accountable knowledge as part of the land grant mission.

Charles bridges Laura and Eric's statements by demonstrating how activism permeates the lives of those that work to actively make change:

> …activism involves an attempt in one's daily life, in one's work, in one's publications, in public intellectual work, as well as physically going to places… People need to make things together; we need to stop the insanity causing isolation... I have to overcome this shrine of selfishness. It is not about me it is about what we make together.

While others reject the notion of single authorship, and others perform scholarly pursuits that are requested through tenure but utilize that space to advance the non-dominant forms of knowledge of their home communities.

As mentioned in Chapter Three, the scholarship standards set by Rice (1966) still apply to a majority of higher education institutions in the United States. Jessica continues to describe how disrupting the academy's values of acceptable scholarship is part of scholar activist work. Jessica states that part of her scholar activist identity is, "…about pushing back against the narrative of what counts and constantly questioning how we define what counts and what implications that has for the kind of work that gets supported and doesn't."

William works within the context of the research institution knowing that scholarly writing does not hold the same knowledge value within the context of his indigenous home. William states,

> …I do not see the written word as a validation of the work I do. If anything I see the written work that I am going to be doing as another way of playing the game… ultimately, this is the thing that I keep in mind, who is the audience for who I am writing for? I am going to be writing in these journals that not too many indigenous folks are going to be reading. I want to create a voice within university settings that hasn't been heard too often.

Although William speaks to contributing to academic channels of knowledge production, the 'type' of knowledge that is submitted for publication provides an alternative to the dominant or 'traditional' and expected narratives that are desired by institutions of higher learning. William is introducing forms of indigenous knowledge in spaces that request or publish traditional models of knowledge as a key tactic in interrupting the western and dominant ideologies.

All faculty members in this study speak to the importance of pushing against the dominant culture of higher education through their knowledge production. As most higher education institutions have changed their curriculum to pander to corporations and government agencies (Giroux, 2014), the faculty role itself has also evolved. The connection surrounding change in universities regarding corporations and increased production for faculty is monetary value. Faculty are expected to produce original research and submit it for publication in journals that identify as scholarly and prestigious. Publishing research from the Academy in journals often indicates that it is inaccessible to community members due to cost or means of access. Faculty members that identify as scholar activist reject the notion of producing knowledge for

knowledge's sake, a driving function of research universities (Kerr, 1963). Contributing to the idea of scholar activism, Park (1996) details that “given the typically small number of people who read most academic journals and treatises, publishing in the popular media may be a more effective method of disseminating knowledge” (p. 66). Scholar activists that reject corporatized research begin to illuminate alternative methods that address social inequities through public intellectual work. The dominant ideologies surrounding research production can be measures to increase wealth and prestige for the institution while the cost of that leaves the land grant mission unaddressed. As discussed in Cohen and Kisker (2012), faculty assessments of productivity at research universities often looked to counting, ‘…the number of pages in published articles and suggest that lengthier pieces indicated greater productivity for faculty members. More often, the journal in which an article appeared would be considered, with higher productivity suggested by articles appearing in higher-prestige publications" (p. 359). Park (1996) elaborates, “current tenure and promotion guidelines devalue – indeed may negatively value – research topics and styles that are interesting and accessible to a general audience, encouraging a form of scholarship that is both elitist and exclusionary” (p.66). Faculty within this study question typical methods of knowledge dissemination as they recognize that publishing research in terms of productivity within reward structures is inaccessible to those looking to address inequities through the assistance of expert faculty.

Although most institutions continue to utilize traditional research as part of their reward structures, one land grant university within the study has moved in a provocative direction by updating and revising their section on research in their tenure and promotion guidelines to include scholarship and creative activities into the evaluation of the productive faculty member. While the description of what constitutes research broadens within the context of this land

grant/research university, the primary purpose of assessing faculty research pertains to quantifying the knowledge production. Although expanding how research can be published or produced is beneficial for accessible knowledge, the focus remains on assigning a value to production of faculty members at the University. The other institution defines research through traditional forms written in the tenure and promotion guidelines as grant, contract, and cooperative agreement research. While it is important that faculty are held accountable for the work they do or must do within their position, identifying faculty's dissemination of research should be acknowledged through comprehensive measures, not only in regards to a sheer number of pages, total publications, or types of journals.

Pushing against the notion of what 'counts' regarding productive scholarship will look different for each faculty member due to their positionality and the culture at their land grant/research institution. As Eric discussed the importance of accountable research and public intellectual work, his CV reflects this by its format. Eric pushed back against the notion of quantifying research by including all public intellectual work through accessible online resources in the scholarship section of his CV. The ability to challenge the university on their stance of what counts as a productive form of scholarship is an important process that can push universities to evolve their evaluation and assessment of faculty members.

Characterization #4 - Higher education as a political space. Within this study, another sub-theme reveals the nature of higher education as being a political entity. As scholar activists, faculty participants look to emphasize the political nature of higher education. Laura speaks to the importance of recognizing that the sphere of higher education is a political space. She states that as a scholar activist it is important to own, "… the idea that education is a political act, taking to heart that every decision you make has a political consequence. Whether or not you

think of yourself as being political or not." Jessica adds to the idea of higher education engaging within a political context by stating that, "…scholar activism would be understanding that teaching is political, research is political, and that institutions of higher education are political and [require] a commitment to challenging power and addressing inequity." Eric, with similar views to Laura and Jessica, discusses how he continues to fulfill the scholar activist role within the context of the university. Eric considers his role of scholar activist as, "…pushing back of this idea about objectivity, that academia is an apolitical enterprise."

The idea of an apolitical enterprise comes from neoliberal ideals that situate within the university and its functions (Giroux, 2014; Aronowitz, 2004). As self-identified scholar activists; Laura, Jessica, and Eric speak to further reject the idea 'objectivity' and speak to what Giroux defines as political pedagogy. Giroux (2014) details this form of pedagogy as offering students the opportunity, "… to engage the world critically… to take risks, challenge those with power… and be reflexive about how power is used in the classroom" (pp. 43-44). Higher education as a public sphere looks to come across apolitical. As Hauser (1975) describes, "… the political role of trustees and university administrators who, in general, because they are subject to legalistic and informal constraints… do not assume political stances in the name of the university" (p. 265). This quote is not to say that the university is not political in its actions as it is common knowledge that everything *is* political, but stating that the university does not weigh in on political issues as an institution due to varying consequences of that decision. As the academy works to uphold the neoliberal functions of the university, dominant culture throughout the institution is protected. Scholar activists, like the faculty within this study, work through their faculty role to dismantle the neoliberal and dominant culture through their scholar activist identity and putting it to action within their positions.

Recognizing the political capital of the land grant/research institution is instrumental in making change from the university to broader society. Faculty discuss the importance of recognizing the political nature to use as a platform to bring about change. Acknowledging the political nature of universities has the possibility to be done by supporting students through issues of social justice, defending the protection of minorities on campus by removing hate speech, or discussing prominent decisions occurring in the government and world. As Hauser (1975) details above, universities do not establish political stances in the name of the universities. Both of the researched institutions provide statements warning faculty members about their public role of the university and asking for members to think of the university when making personal political decisions as citizens. In the tenure and promotion guidelines one university details:

> College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Although it is not inappropriate to ask faculty to be cognizant of the roles they play in influencing students and community members, it is worth noting that every decision is political. Instead of inching away from political issues, scholar activists and the universities that employ them should be active in the community. More specifically, if universities were brazen enough to

acknowledge the political nature of itself as an institution, activists and communities may not have to fight so hard to utilize resources to make positive change. By universities refusing to take a stance on issues or asking for faculty to hold restraint, they are refusing their land grant mission and their responsibility to the communities in which they are located and serve.

Throughout the narrative study, faculty members work to make sense of the scholar activist identity and how that identity interacts and intersects with their positionality. Participants identify characteristics of scholar activism that fit with their own positions in the academy while simultaneously describing the identity in a general sense. The four characteristics, indicated as the sub-themes of unpacking scholar activism, are identified throughout the analysis of the data to offer a holistic view of the identity. The following characteristics of scholar activism indicate the collective responses identified through the data:

1) Helping students, either privileged or marginalized, gain agency.

2) Building and upholding local, national, and worldwide communities.

3) Pushing back against the dominant culture of what 'counts'.

4) Acknowledging education and its institutions as political entities.

Although a consensus of the roles of the scholar activist identity is in the findings, key differences among two faculty participants stand out and help shape the reasoning for characteristics of instead of a definition. The ability of a definition for the scholar activist identity to be flexible and a critique of the identity being a choice for some faculty members due to privilege. Stronger through differences as a sub-theme of unpacking scholar activism presents differing opinions on obtaining and holding the scholar activist identity within the faculty role at land grant/research institutions. The two unique responses from faculty help shape the reasoning for identifying characteristics of scholar activism instead of utilizing a definition.

Stronger through differences. The positionality of each faculty member allows for a variety of responses regarding personal definitions and views of enacting a scholar activist identity. More specifically, each has built a specific relationship with various students and community members that help to influence and change the relationship each faculty has with the identity. The importance of acknowledging the positionality of each faculty member demonstrates the complexities of identifying themes and sub-themes. As faculty members discuss their personal relation to the identity, participants reveal unique perceptions and opinions regarding scholar activism. Below are the described unique differences that set scholar activism apart from other faculty participants.

Scholar activism: A choice? A dividing factor in responses from faculty members has to do with whether or not they identify as a scholar activist. While all five participants agreed that their role could be described as a scholar activist, William rejects the identity for himself entirely. When asked if William identifies as a scholar activist he responds:

> No. I don't… I think scholar activism to a certain extent can be thought of as somewhat of a choice… just me being [in higher education] creates this idea of being a scholar activist. Because there is an opportunity to teach people with the background that I have. Which is unfortunate… that as a default that I am [seen] as a scholar activist, where I don't see myself that way. I see myself very much continuing the fight that I have always done.

William's view and lack of identification with the label of scholar activist comes to terms with *doing* activist work instead of labeling that specifically as *being* activist. Looking to Gecas' (2000) terms of identity, it focuses on the construction of identity, "…as more than a social location…" and looking to identity that is, "…value based and culturally focused" (Bobel, 2007,

p. 150). More specifically, Gecas (2000) claims that identities are, "anchored in values and value systems [and] are important elements of self-conceptions, perhaps among the most important, since values give meaning, purpose and direction to our lives" (p. 94). Early in the interview with William, he spoke of the respect and importance of his home community. He continues to discuss the significance of introducing Indigenous knowledge into the academic system which favors and produces knowledge that matches that of the dominant culture. It is clear that while William may not identify as a scholar activist, the work that he does is characterized as being so. Expanding on Bobel's (2007) work, he claims that "…one can 'do activism' without 'being activist'" (p. 149).

Regarding the construction of identity-based value systems, William looks to disrupting dominant culture as a core value associated with his indigenous heritage. As dominant culture has looked to ignore the lives, traditions, and knowledge's of indigenous communities, the rejection of dominant culture for William is an act of survival. In this context of the identity, the ability to categorize work as scholar activist is a form of privilege for faculty members.

Flexibility. In terms of identifying key differences in scholar activism, flexibility within the identity was directly mentioned by a women faculty member. Laura identifies the importance of allowing flexibility within scholar activism. She details:

> People can do activism in a lot of different ways, and for some academics, their activism shines through in their teaching…and inspiring students to think more critically… I think it comes through in some of the scholarship, articles, and research. It also comes through in different service activities… There are some folks who feel that unless you are out there on the front lines, you have got to be doing that to be an activist or a scholar activist and I don't necessarily think that is the only way. I think there is a lot of work that

happens behind the scenes that a lot of people don't know about that sometimes has a bigger impact or just as much impact as being the real visible, out there, on the ground person.

Laura brings to light the importance of allowing for a variety of activities within the scholar activist identity as some faculty members are more blatant in their actions, while others grow into their scholar activist role within the three specified areas of the faculty position: teaching, research, and service.

The differences in how others define or describe scholar activism speaks to the vast experiences that contribute to the positionality of each participant. The important notion here is the ability of the faculty member to look at characteristics of scholar activism and shape that model into their position however they see fit. In addition, rejecting a traditional definition of scholar activism mitigates the idea of creating a possible binary. More often than not definitions provide a framework that looks to either meeting the ‘requirements' of the definition, or not.

Through the research conducted on scholar activism, the ability to identify similarities, complexities, and differences helps to offer a better understanding of the identity itself. Although initially, providing a definition was a priority and expected outcome of this narrative study. The ability to highlight and display the diversity of faculty and how they situate their scholar activist identities offers a better and more proactive outcome.

Patriarchy: Alive and Well in Higher Education

The narrative study conducted within both land grant/research institutions served to identify characteristics of a scholar activist identity. Participants in this study answered questions about their faculty experience and how they fulfill the scholar activist identities within the confines of tenure and promotion. As participants in the study shared their experiences at their

institutions, identification of a gendered difference became apparent. The gendered experiences of the women faculty members detail the tensions associated with fulfilling the responsibilities of tenure while simultaneously dealing with the continued separation of teaching, research, and service within their positions. Although the sample size of the study is small and exploratory in nature, and the findings are extremely pronounced which is the purpose of mentioning this crucial topic in light of covering scholar activism within the experience of the faculty position.

Women faculty participants within the study describe administration requesting both participants to step back from areas of service within local communities. In contrast, men faculty members in this study do not speak of any experienced tension within their positions at the university. Drawing further conclusions based on gender, women faculty participants continue to describe their deep and profound connection to communities being interrupted as administration has requested the women participants to step back from areas of service to further develop their research portfolios. While the men participants discuss the importance of community, the overarching focus of both white men participants spans local communities to include much broader contexts. The largest gendered difference amongst all faculty participants is the concern described only by women faculty members in fulfilling the land grant mission of their institutions. Below are the listed sub-themes, identified as gendered divisions, demonstrated throughout the rest of the findings chapter: gendered tenure and promotion guidelines, tensions in tenure, confinements of the professoriate, and fulfilling the mission of the land grant.

Gendered divisions. To acknowledge the gendered divide in higher education within the context of this study, it is imperative to understand what patriarchy is and how it operates through dominant culture. Barker (2012) describes patriarchy as the:

> ...subordination of women [that] occurs across a whole range of social institutions and practices; that is, the subjection of women is understood to be a structural condition. The structural subordination of women has been described by feminists as patriarchy, a concept that has connotations of the men-headed family, mastery and superiority (p. 290).

To address the social implications of patriarchy, Barker (2012) further identifies that feminists look to, "…influence cultural representations and norms in ways that are beneficial to women" (p. 291). The differences that women and men describe as their experiences in the academy and communities represents the premise of influencing cultural representations.

Gendered tenure and promotion guidelines. The faculty manual along with the tenure and promotion guidelines help to establish the culture within the university setting. This is important to recognize as both institutions provide information that creates a gendered divide amongst men and women faculty within both research institutions. Within the tenure and promotion guidelines from both institutions, there are considerations for faculty requesting time off when becoming a parent. One university details the ability for a one-year extension for parents for the birth of a child or adoption. While this is an example of a general extension for men and women faculty, the ability for only one extension puts contingencies on the bodies of faculty members within the institution. The second land grant/research university grossly associates leave for childbirth and tenure and promotion extension with only women. The guideline details:

> Any non-tenured faculty member who holds a tenure-track position at the time she gives birth may request, through her administrative unit head, that the provost grants a one-year extension of the time at which her tenure decision will be made…A maximum of two such extensions (a single one-year extension for each of two births) is permitted. The

> option to extend the tenure candidacy period will be available regardless of the number of weeks of sick leave taken by the faculty member at the time of childbirth, whether or not she has requested or was granted a reduction in her normal professional duties, or whether or not she took leave without pay for the purposes of child care.

This section in the tenure and promotion guidelines explicitly uses gendered pronouns indicating that women that give birth are the only acceptable recipients of an extension within the tenure-track positon. The description not only genders the roles of parenting, caretaking, and childrearing, but also places contingencies on women's bodies by explicitly stating that women are only allowed two extensions in their tenure and promotion process. Both universities put contingencies on the bodies of faculty members to limit the number of extensions allowed within the tenure-track position. The second university creates a disservice to women faculty as sexist notions of caretaking and parenting are included in documents that help to shape the culture of the university.

In relation to scholar activism, the importance of discovering gendered division in institutional policies will affect how women are able to fulfill their faculty role in relation to tenure and promotion. Scholar activism is an intensive identity that requires time and energy to discover how the characteristics of the identity can fit into one's faculty position; it further separates men and women faculty. This is solidified as women faculty members also tend to be asked to complete more emotional labor in their positions in comparison to the men counterparts, in turn further establishing a gendered reward structure (Bellas, 1999; Park, 1996). Although not blatantly related to the scholar activist identity, any institutional policy that draws a separation between men and women faculty needs to be appropriately critiqued, especially if institutional barriers prevent women and men faculty from equally pursuing the identity within their roles.

Further gendered notions within each of the studied research institutions are detailed throughout the remainder of the findings chapters with narratives of participants describing their experiences.

Tensions in tenure. When speaking of tenure and promotion Jessica describes the pressure she feels put on her by the university by stating, "…the more you get into that academic sphere because of the tension it demands of you, the harder it is to maintain connections with real people and real communities…" Jessica references the loss of connection to community due to the pressures demanded by the tenure and promotion within the land grant/research institution. Jessica expands on the requirements for tenure and details a specific project and the grueling process of working with non-native English speaking graduate students to write a piece of literature for publication:

> …we went through the whole process, and that was not only really hard, but also at the end of the day as I am struggling to get this manuscript done, I realized in tenure and promotion, not only will the academic world think I am only marginally involved because I am the last author, but that it doesn't even count. Here I am thinking, I just wrote 80 percent of this article… bringing together two fields of education that don't normally speak together, and that is not going to count for me? Jeez... I never thought about that before. I think now in the tenure and promotion timeline I have to be more careful about that.

Jessica illustrates the pressure to produce single-authored publications within the faculty role. As pressure to produce research for promotion is heightens for tenure-track faculty, the ability to connect with communities and delve into service becomes increasingly complex with the various tensions and time constraints on the faculty position (Neumann & Terosky, 2007).

Laura speaks to the pressures caused by the requirements of tenure and promotion and the impact it had on her as an educator and researcher. Laura, as a tenured faculty member, demonstrates the differences of before and after promotion from tenure-track:

> Post-tenure I was more focused on the things that I really, really cared about, and the things I was really, really passionate about. There were less of them but the [publications] that were out were really near and dear to my heart. Whereas pre-tenure, it was really [about] getting a lot of [knowledge] out …some of which was connected to other faculty members research projects, not necessarily my life's passion, but I had the data, I did the work so I needed to publish it…

As Laura identifies with Jessica's struggle and the pressure to produce publications, she also details the institutions role in discouraging her valuable work in communities and to shift her focus towards knowledge production. She reflects on her reviews by stating that, "I always, always, always got the feedback on progress towards tenure reviews that I do too much service [in communities] and that I need to cut back and focus more on research and writing and cranking those things out."

Both women look to their relationships with communities as being at risk when tenure and promotion guidelines are used to navigate women from focusing on service activities to knowledge production. The men involved in the study illustrate a different experience within their tenure and promotion process.

William identifies his knowledge production as writing but speaks to the role of letting him into the spaces of higher education. He states:

> …the writing is only there for me to get my foot in the door and maintain my position that will be beneficial for me and the communities … in which I work. But I do not see

> the written word as a validation of the work I do. If anything I see the written word… as another way of playing the game.

As an indigenous scholar, William speaks to the specific requirements that dominant culture within the land grant/research university requires from faculty. The requirements act as gatekeeper to those looking to participate in the privileged environment of higher education while holding the rank of a tenured faculty member. William demonstrates his practice of 'playing the game' in order to get into the space, but does not speak much of tensions that may be associated with that strategy. This example begins to separate the men experience apart from the women faculty participants within the institutions.

Increasing the gap in the gendered experiences of the faculty participants, Eric illustrates that the work throughout his career has maintained the same throughout his time within the academy:

> In many ways I have tried to do the same work throughout my career and not before tenure - be silent, and after tenure - not be silent... and after tenure be like okay now I can do my work... I don't remember thinking - oh maybe I shouldn't be talking about this, or maybe I shouldn't go give a speech on campus and talk about these issues or be present at this meeting or this... I think it reflected on some level of naivety and also a level of privilege. The fact I didn't think about them or didn't feel like I needed to think about them speaks to privilege in itself.

As he discusses the ability to work within the higher education environment pre and post-tenure, Eric hints at the idea privilege allowing him to be in the higher education arena without sacrificing the work he does in other areas of his faculty position. Charles expands on the notion of privilege as he reflects on his experience in thinking about the tenure and promotion process.

He states, "I've actually ignored it, except when… my marriage partner of many years, said you're coming up for tenure, you need a book out! And I said 'sh*t, you're right'. Except for that I've ignored it." The ability for Charles to ignore tenure speaks another example of privilege.

As defined earlier in the chapter, Raheim et al. (2004) defines privilege as unearned rights or benefits that an individual obtains through their social location. Factors that influence who has privilege or not is determined by the dominant culture (Barker, 2012; Moody, 2004). Privilege plays out in the above examples when men faculty participants demonstrate the ability to ignore tenure and feel free to explore their scholar activist identity in their own terns within the faculty role. In comparison with the women faculty members in the study, who are pressured to produce through traditional research models, their scholar activist identity is attacked as their desire to focus on community work is dismissed as service. The casual dismissal of women faculty's work and the administrations request for women faculty members to re-focus on producing research can be seen as a neoliberal function of the land grant/research university instead of fulfilling the mission of each institution. The findings in regards to how men and women faculty participants experience the tenure and promotion process lines up with research conducted on the emotional labor in the academy. Bellas (1999) asserts that, "…professors' work activities are gendered, as so, too, is the academic reward structure" (p. 97).

Confinements of the professoriate. As women continued to talk about their role in the tenure and promotion process, both women faculty participants make clear statements about the critical role that community has within their position. Laura identifies that, "Teaching, research, and service are… interconnected and I could not separate [them] because of my identity. Because it is who I am, it is what I am. And… that [is] difficult for some people to understand." Jessica contributes to the notion of inseparable research and service. She describes, "do[ing] 50

percent outreach and service. But that is also my research, part of my stance is that... [research] has to be action and interaction based. My service and research has to be combined."

The descriptions of how women portray the intersectionalities of teaching, research, and service speak to a gendered correlation of women working and researching in the local communities surrounding the institutions in which they work. Although the sample of participants is small, the gendered experiences of men and women faculty can be representative of experiences across other land grant/research institutions. In addition, taking the time to build close connections with those in local communities, listen to their challenges, and working to assist in righting those injustices can be perceived as emotional labor (Bellas, 1999; Hochschild, 1983). Men faculty participant's responses about fulfilling their service varied per participant but none of the men spoke to the inability to separate teaching, research, and service that the women faculty members described.

William describes his service as a significant portion of where he spends his time and energy, but he also shows his disdain for the tenure and promotion guidelines as he states that, "… my identity… doesn't fit inside [the] parameters… doing the work that I am doing, especially working with the… [local] communities, I spend a lot of time doing what would be considered as outreach."

Offering a different perspective, Eric acknowledges that his scholar activism does fit inside the constraints provided by the institution in which he works. He describes that he:

> …always thought about ways that the approach can be seen in every aspect of teaching, research, and service… it was never like… alright, 10 percent of what I do is activism… Something has to give... I never felt like my activism and… the approach is disconnected with the 40/40/20 confines [of tenure and promotion].

To further separate the gendered experience, Charles discusses his thoughts on the divisions of the faculty position by adding, "I never thought about [the confinements], and I don't care. I care about the work I do, but I don't want to hurtfully compress myself through capitalist models of self-promotion."

The confinements of the professoriate in regards to tenure and promotion are commonly categorized into teaching, research, and service. Within the land grant/research university, the percentages of each category tend to be generally identified as 40 percent of the faculty position as teaching, 40 percent as research, and 20 percent as service. As demonstrated by the women faculty participants in the study, the necessity of a faculty role that looks at productivity through a holistic lens is integral to fulfilling the requirements of their position. As described in their commentary, their connections to community through research and service is a part of their identities. Although the connection to community is recognized and discussed in the men faculty interviews, community outreach and service in connection with research were not described as integral to their identities like their women counterparts. As described by Park (2000):

> Women (and minority) faculty are more likely to devote time to service activities insofar as they are more likely than white men to perceive the need for change in the policies, procedures, and institutional structure of the university. Women (and minority) faculty are also more likely to perceive themselves as having a special responsibility to other women (and minority) faculty and, indeed, to other women (and minorities) outside the academy (p. 293).

The quote bolsters the connections of service work between Jessica, Laura, and William. Although the women faculty participants describe having to give up more to be taken seriously about their tenure appointment, William connects to both of them through the amount of service

work all three complete within their positions. Park (2000) describes women and minorities expelling more energy within the community, which is represented within the study. This notion continues to support that white men faculty participants in the study have a much different tenure and promotion experience than those of minorities or women.

In acknowledging differences in connection to community, the commonalities across all faculty describe their disdain and disobedience of the confinements of the professoriate. All participants describe performing their position without forcing their work into the neoliberal measures of productivity. Although faculty reject the neoliberal measures, each are still subjected to them through the tenure and promotion reward processes. The gendered experiences differ in how women and men faculty participants are required to show their productivity within their position. More specifically, women call for a holistic view of the faculty position, while the men participants ignore the requirements and perform their positions best as they see fit. As described in the interviews, women draw deep connections between their teaching, research, and service but are often asked to stop focusing on their community work as it dismissed as service instead of scholarship that they produce. Scholar activism spans teaching, research, and service but requires more work to measure its productivity as the identity's main goal is connected to Diamond and Adam's (1995) revised definition of scholarship. This revised definition identifies a variety of characteristics that include making an impact. Although the newer understanding of scholarship can be associated with scholar activism and the mission of the land grant, the neoliberal practice of measuring the productivity of faculty members through traditional forms of scholarship (Rice, 1966) is still predominant in research universities. In terms of the gendered experiences of men and women faculty who enact a scholar activist identity, women view their work as interconnected and have difficulty trying to distinguish it though the confinements

within the faculty position. Men faculty either ignore their confinements and continue their work or acknowledge their work in its specified sections. This example shows the disadvantage women faculty experience due to neoliberal practices and institutionalized sexism as they are required to do and produce more, while men faculty participants describe fulfilling their position how they see fit.

Fulfilling the mission of the land grant. As referenced in earlier literature the function of the land grant/research institution is to "serve the interests of the larger community" (Boyer, 1990, pp. 21-22). As communities change and social issues and problems reveal themselves, it is within the means of the land grant research institution to respond. As described in the Kellogg Commission on the Future of State Land Grant Universities (1999), "The land grant movement was motivated, in part, by a recognition that public higher education needed to attend to the problems of the community supporting it and direct its teaching, research, and service toward the issues of the day" (p.11). Within the context of this study, the only participants that brought up the land grant mission in connection their work through the teaching, research, and service categories within their faculty role are the women.

Laura specifies that scholar activism makes faculty and the institution itself, "…more active in living out and doing the land grant mission instead of just saying we are one." A rhetorical question is posed to universities that utilize the land grant framework within their mission and institution by Laura stating, "what are you doing in communities with real, regular people?" As Laura connects the land grant mission to the theme of community, Jessica brings up the land grant mission as a moral responsibility, "…for those of us that are funded by public money." She continues by stating through fulfilling her scholar activist identity she feels as though she is, "…doing what I am supposed to do as a land grant researching professor."

As both women speak to different connections to the land grant mission, one factor is clear: Within the context of this study, the women faculty members are the only participants to identify 'fulfilling' the land grant mission as connecting to communities as a major priority of their scholar activist identity. Although the sample size of the research study is small, the importance of this information demonstrates that women seem to take on the fulfilling the responsibility and purpose of the research institution without the assistance of their men counterparts. As Park (2000) describes:

> …men and women faculty exhibit significantly different patterns of research, teaching, and service. Men, as a group, devote a higher portion of their time to research activities, whereas women, as a group, devote a much higher percentage of their time to teaching and service activities than do men (p. 290).

Women describing the desire to fulfill the land grant mission can be connected to their desire to address issues apparent within communities and their access to them. Men faculty participants may not feel the responsibility to uphold the land grant mission because the gendered expectation of women as caretakers. Park (2000) expands, "inside the university… we find a gendered division of labor wherein women assume primary responsibility for nurturing… but receive little credit for doing so" (p. 291). Women fulfilling the land grant mission speak to the gendered role of women within the university to nurture. Women participants within the study speak to supporting and fulfilling that mission as a primary function of their position. Scholar activism as an identity looks to upholding communities as one of the primary characteristics. The women faculty in the study describe fulfilling the land grant mission as a primary concern when thinking about their role in the university, and more specifically in the context of their scholar activist identity. It is fair to conclude that the two women faculty in this

study who fulfill the role of scholar activist through their teaching, research, and service are being discouraged from pursuing the identity through neoliberal practices because their scholarship is not taking the typical shape of research production.

Faculty Curricula Vitae

The review of **c**urricula vitae (CV) is utilized to determine features of scholar activist identities through the areas of work that faculty identify on their professional resume at both land grant universities. The CVs serve to identify cohesive and yielding connections of faculty with their scholar activism. Throughout faculty members' professional and academic careers, productivity as tenure-line faculty is determined through structures of dominant culture and desired forms of knowledge production. CVs help to identify the inclusion of the scholar activism faculty describe on their professional resumes.

In all of the participants' CVs, it is clear that the strong connections to communities they described throughout the interviews became muddied through the required format requested by each of the studied institutions. Four of the five CVs are formatted with teaching and research at the start of the listed qualifications with service listed last or close to last. Charles, who has spent over 20 years doing outreach with those in within the prison system, does not have any of the service listed on his curriculum vitae. In addition, the focus of all CVs looks to be on the scholarship and publications published by each of the faculty members. The required formatting by each of the studied institution looks to hierarchize the roles and knowledge production of faculty participants. Both studied research institutions provide explicit details of how faculty need to categorize their skills in their curricula vitae and professional resumes required for tenure and promotion. Although the reasoning behind specific formatting looks to compare and contrast faculty members in a cohesive and equal process, a hierarchy of what is most important within

the position is solidified. It is important to distinguish that scholar activism includes service to both the institutions and communities. The purpose of identifying scholar activism on CVs of tenure-line faculty show that holistic practices of the faculty position, service to communities, political or critical pedagogy to students goes unrecognized because of the universities inability to define service. In addition, the siloing of the faculty position also creates a challenging scenario for faculty that practice their teaching in a holistic manner spanning teaching, research, and service. Scholar activism that includes each of the previous examples often goes unrecognized for faculty in this study due to productivity measures used in creating CVs.

Summary

The findings chapter looks to the key findings identified in the analysis of the three sources of data: curricula vitae, interviews with faculty, and the tenure and promotion guidelines. The first theme looks to unpack scholar activism and what it looks like for the participants in the study. Four characteristics of scholar activism detail descriptions offered by faculty members. Each characteristic is identified and described with narrative data that is provided by participants throughout the conducted interviews. To show the institutional culture of each studied university, details of the tenure and promotion reward process accompany some sub-themes of unpacking scholar activism. Two critiques of scholar activism presented by faculty participants are addressed at the end of the first theme that helps to shape the four characteristics of the identity. The second key finding within the collected data demonstrates the gendered experiences of women and men faculty within the research university and how patriarchy operates within higher education. First, the gendered tenure and promotion documents are addressed for their blatant sexism in childbearing and childrearing assumptions pertaining to *only* women tenure-track faculty. This example of institutional sexism can prevent women faculty from fulfilling their

faculty role or even the autonomy and freedom to explore a scholar activist identity within that position. The remaining sub-themes used narrative experiences of the two women faculty participants in contrast to men faculty participants to discuss the tensions in tenure, confinements of the professoriate, and fulfilling the land grant mission. The last portion of the findings chapter is dedicated to the faculty CVs that illustrated that the deep connections to community faculty participants describe as the most important is either missing from their CVs entirely or listed in the last section, which was requested by the institutions in which they work. Adding to the complicated nature of the faculty position an ongoing struggle for universities has been to provide a definition for service activities. As detailed in Ward (2003) service is "… typically less clearly defined than the other two aspects of faculty work" (p.69). The nature of the CVs demonstrates the knowledge that land grant/research universities find the most scholarly and productive, contributing to the establishment of a hierarchy of knowledge. Because service is often undefined, faculty that have an active service component within their faculty position are often leaving this off their CVs as there may not be a place for the work done for the university or communities. The next chapter delves deeper into a discussion of the findings, implications of the research, recommendations for practice, and conclusion.

Chapter Five

Discussion, Implications, Suggestions for Further Study, and Conclusion

The purpose of the narrative study is to gain an understanding of scholar activism and what it means to fulfill the identity within the context of tenure-line faculty roles at land grant/research institutions. Looking at the experiences of the faculty members in tenure or tenure-line positions, the study looks to provide insight on the tenure and promotion process. The data revealed two key findings within the study. First, throughout conversations with faculty, characteristics of scholar activism began to take shape. Exploration of the identity acknowledged the tenure and promotion process and its ability to shape faculty member's implementation of a scholar activist identity within their positions. Second, gendered experiences of the tenured and tenure-line participants detail differences within the faculty position. All of the questions asked of faculty participants serve to address the driving research question: What does it mean to be a scholar activist at a land grant/research institution?

The original goal of the study was to identify a comprehensive definition of scholar activism. Through this research study, a multitude of commonalities surface as faculty discuss personal relationships with their scholar activist identities and the role it plays within the faculty position. As the possibility of providing a new definition of scholar activism emerges, complexities arise with assigning specific constraints on the identity itself. Defining scholar activism can provide narrow constraints on how faculty work to perform accountable scholarship through the tenure and promotion process. On the other end of the spectrum, there is danger in not defining the identity as it allows dominant culture and ideologies within higher education to control what scholar activism looks like, what can and cannot be included, and who can use it. The goal of this narrative study has shifted to reject reductionist ideas and to utilize the data to

create characteristics of scholar activism. The characteristics of a scholar activist identity allow for faculty to self-select practices of the identity and discover how it may be incorporated into their faculty positions within the university. The definition of scholar activism is formatted in a way to provide flexibility and movement for faculty that want to use it within their position at a university.

To understand the reasoning for identifying characteristics of scholar activism instead of a steadfast definition, it is important to acknowledge the desire to define itself is a construct of modernity and positivist thinking. Modernity and its influence of modernism as a philosophical assumption contributes to the desire of seeking 'absolute' truth. The desire of identifying 'absolute' truth in higher education can be seen as gaining momentum in the Research University Era where knowledge production was being produced for knowledge's sake (Kerr, 1963). Barker (2012) describes modernity, "…as a historical period marked by the rise of industrialism, capitalism, the nature-state and forms of surveillance" (p. 505). Implications of modernity lead to the philosophical assumption that, "…certain knowledge is sought after, even though it is recognized as subject to continual and constant revision" (Barker, 2012, p. 505). Modernity and the knowledge it seeks is perpetuated through forms of dominant culture. As described by Friedman (2001), Modernity and modernism involves the "… belief 'in linear progress, absolute truths, and rational planning of ideal social orders' under standardized conditions of knowledge and production" (p. 497). In terms of higher education institutions, modernity's influence on dominant culture determines what is seen as productive knowledge for faculty in regard to the reward structures used to determine tenure and promotion. As mentioned in Chapter Three, traditional notions of scholarship (e.g. Rice, 1966) that are focused on seeking knowledge production for knowledge production's sake are still utilized today as the ideal form of

scholarship within the faculty role at most research universities. Scholarly work for tenure-line faculty needs some form of measurement for productivity to meet the requirements and desires of the research institution. The desire to quantify the work of faculty members contributes to the dominant narrative of neoliberal research institutions that view tenure and promotion as a way to measure the worth of each faculty member (Aronowitz, 2000; Boyer, 1990; Giroux, 2014).

The intent of this study is to reveal the characteristics of scholar activism that span institutions, colleges, and departments. This narrative study provides data to accurately define scholar activism in order to make it accessible to the faculty position that already has multiple roles and required commitments. The complexities in defining scholar activism or not is dependent on how land grant institutions utilize the identity within the tenure and promotion process. If scholar activism goes without a thoughtful and conscious definition, who is to say that research institutions can claim the identity as a part of the tenure and promotion process without first gathering input from the faculty it will be affecting. It is important for scholar activism to be identified as productive scholarship that cuts across the confinements of the faculty role in addition to spanning departments and disciplines. In order for the scholar activist identity to be accepted and encouraged it needs to be seen as productive for the faculty and beneficial to their university.

A function of critical theory looks to critique modernity and the power structures within institutions (Kellner, 1989). As a component of this study, it is important to critique the dominant culture that influences the American higher education system to address how power and privilege is perpetuated through the reward structures. In relating this to land grant/research universities, the administration that oversee tenure and promotion often are the gatekeepers who determine what is appropriate scholarship production for faculty. Administration within the

higher education system typically use the traditional definitions of scholarship for identifying productive faculty. As institutions move forward, it is important for their definitions of scholarship to reflect progress. Universities that utilize the Diamond and Adam (1995) revised definition of scholarship allows for the scholar activist identity be seen as scholarly work the encompasses the whole faculty position. Critiquing modernity and the methods used to classify productivity within the faculty position while providing an alternative route for scholarship may introduce faculty to mindful work that is accountable to the university and the communities they serve. In turn, creating characteristics of scholar activism allows for the necessary flexibility while also providing a frame of reference to appease the administration at land grant/research institutions. As a frame of reference the characteristics of scholar activism found in this study include:

1) Helping students, either privileged or marginalized, gain agency.

2) Building and upholding local, national, and world-wide communities.

3) Pushing back against the dominant culture of what 'counts'.

4) Acknowledging education and its institutions as political entities.

Faculty can use the above characterizations as a guide to discover what constitutes the scholar activist identity within their positionality and role at the university.

Personal narrative and specific examples of scholar activism from faculty are not discussed to protect the anonymity of participants, but it is important to provide practical examples of what a scholar activist identity can look like for faculty members. Using the characteristics of scholar activism identified in this study, there are examples of various scholar activist work that can be done while working within the contexts of a land grant/research university. Referencing Diamond and Adam's (1995) revised definition of scholarship, the

examples of activism within the faculty role can be identified as scholarly as it requires a high level of expertise, is innovative, can be replicated, documented, peer-reviewed, and most importantly the work has significance or impact. Pulling from the thick descriptions offered by participants and the identified characteristics, it can be assumed that the following three examples are appropriate forms of scholar activism.

The first example of scholar activism involves working with marginalized communities in the surrounding area outside an institution of higher learning. Faculty have a privilege in terms of access to knowledge. Faculty members can utilize their tools of power that may be associated with their positionalities to provide resources to local communities that are facing forms of oppression. In terms of the faculty position, working to include culturally responsive or critical pedagogy in the classroom can offer ways for students to gain agency. Faculty can focus their research on highlighting the issues that face the local communities. In a more direct correlation with the land grant mission, faculty that work with marginalized communities can use their expertise within their field to educate, learn from, or collaborate to help uphold the community.

The second example of scholar activism can involve a faculty member working with the local schools or school districts to develop culturally reflexive pedagogy for classrooms. This specific example can span all of the characteristics of scholar activism. Working with young students and school systems can help college students and younger children gain agency. In addition, increasing the resources to schools through university research, student engagement, and other methods help recognize the political power of universities and their role in local communities.

The third example of scholar activism focuses on public intellectualism. This form of scholar activism can easily span any discipline as it is concentrated on presenting academic

research through channels where it can be accessed both physically and intellectually by local, national, or worldwide communities. Presenting knowledge through non-traditional routes also pushes back against the dominant culture in higher education of what 'counts' in addition to acknowledging the political capital that university faculty obtain. Disseminating through channels that reach and assist the public can directly fulfill the mission of land grant universities by serving the communities they are situated in. Public intellectualism as a form of scholar activism can also uphold communities by publishing reflexive research and by doing so, encouraging others to gain agency throughout the process of reading accessible research about the communities themselves.

Through the above examples of scholar activism, faculty can break out of the teaching versus research debate (Boyer, 1990). The scholar activist identity allows for faculty members to more creatively define and decide what kind of scholarship will take form within their position without having to pander to reward structures through typical research methods. In terms of forming creative scholarship methods, it is critical to provide a flexible scholar activist identity so that all faculty members using the characteristics as a guide may utilize the identity as it fits within their position. More specifically, the flexible characteristics of scholar activism are important so that the gendered differences between men and women faculty work are both seen as valid, scholarly, and equal.

As demonstrated in Chapter Four, there was a clear delineation of how men and women faculty experience the tenure and promotion process. In addressing power and privilege through a critical theoretical lens, scholar activism needs to be flexible as some faculty may be unable to fulfill each of the characteristics due to the gendered expectations of men and women faculty members and the power structures put into place that institutionalize gendered experiences.

Specifically, scholar activism as an accepted form of scholarship can open doors for women faculty as women's work within the university is often gendered (Park, 1996) and dismissed as service (Bellas, 1999). Utilizing scholar activism may create a path for women's work and the emotional labor they are often asked to complete within their position be seen and identified as scholarship that it deserves.

The gendered experience of men and women further separates the ability for women to explore the scholar activist identity in their university positions. Women in the academy are expected to prove themselves as tenure-line faculty members by producing research at the same rate as men faculty while also carrying the burden of emotional labor from students and communities, contribute to the university service mission, and teach courses (Park, 1996). This often looks like women working endlessly to keep up with research quotas that are based on what leading, productive faculty members publish. When women are being asked to complete additional tasks that are exclusive to those identified as female, and asked to publish research through typical methods it further separates the faculty gender gap in the university. Scholar activism as an identity allows for faculty to vary the identity to fit within their position and be appropriate mode of productive scholarship within the academy.

Through creating characteristics of scholar activism, the definition of the identity itself is a broad and flexible one for all that desire to use the characteristics as a guide for their scholarship. The scholar activist examples offered demonstrate a small number of ways that scholar activism can be used in a variety of faculty positions. The advantage of general characteristics of scholar activism demonstrates that the individual using the identity does not have to use all the characteristics. Faculty can utilize the variety of examples and characteristics to shape the identity to best fit their needs and availability within their faculty role. As faculty

utilize the scholar activist identity, people can continuously shape the identity and use it in a way that makes sense in terms of their positionality, their role at the institution, and research interests. In reality, no two scholar activists should be doing the same work or perform it in the same way.

Implications

Understanding the scholar activist identity enacted by tenure-track or tenured faculty within the context of the land grant/research higher education institution has implications for research universities across the United States. Based on the findings within the study, there are implications for policy and practice. First, institutions of higher learning should continue the movement toward Diamond and Adam's (1995) revised definition of scholarship. The updated version works closely with scholar activism so faculty do not have to reframe their identity and work to appease the productivity measures often found in reward structures for tenure and promotion. In turn, faculty should continue to add their true service load to their CVs. This will help faculty communicate the importance of their work in the communities in combination with their teaching and research. Scholar activism is often seen as cutting across all aspects of the faculty position. For administrators and gatekeepers to fully understand the work of faculty, this needs to be accurately represented in professional documentation. Second, higher education institutions should provide faculty members the ability to explore identities that are focused on driving social change. Encouraging faculty to fulfill the role of a scholar activist can allow faculty to feel like they have more autonomy within the confinements of the tenure-line position while simultaneously serving the community and university by fulfilling the land-grant mission. Third, collegiate administrators can look to this research study to address a possible gendered system that is in place within institutions of higher learning by inquiring about the experiences of men and women faculty. More specifically, administrators can look to the tenure and promotion

guidelines to identify gender biases that may be imbedded in institution policies that contribute to the notions of a different experience for men and women. Fourth, universities that look to fulfilling the land grant mission should utilize findings from this research as a way to encourage community building that can assist in addressing inequalities and inequities. Scholar activism is an important identity for faculty members to encourage reflexive knowledge production within local communities where faculty work has the ability to increase accountability within the academy and to influence social change.

Suggestions for Further Study

The findings in this study help to provide suggestions for further research. A study that can be beneficial to faculty members looks at scholar activism in a broader context to gain a basic understanding of how tenure-track and tenured faculty members see themselves fulfilling the identity across various kinds of institutions (e.g. liberal arts, community colleges, private institutions). The possible study mentioned above serves to gain an understanding of various identities and the capacity they are fulfilled by faculty in different university contexts. Another study that could spring from this research looks to interview women with a scholar activist identity to see if a similar community orientation is prevalent surrounding institutions in different cultures around the United States. Finally, a study on the impact of race on the perception of scholar activist identities would offer more insight on the biases created when coming across various scholars of color.

Conclusion

The narrative study focuses on the scholar activist identity that is held by tenure-track and tenured faculty members at two Pacific Northwest land grant/research institutions. Following is a

summary of how the findings inform the research questions using current literature and data from this thesis. The research questions that drove the study are as follows:

What does it mean to be a scholar activist at a land grant/research institution?

1) What is scholar activism?

2) How does the process of tenure and promotion shape scholar activism?

3) What role does scholar activism play in the faculty role?

The participants within the narrative study all acknowledge the benefits of enacting a scholar activist identity, either holding that role themselves or looking to others who use that identity within the higher education system. Faculty participants all identify characterizations of what a scholar activist *does*. Although answers varied, there are four commonalities established amongst all faculty members. Characteristics of scholar activism within the faculty role at a land grant/research institutions are:

1) Helping students, either privileged or marginalized, gain agency.

2) Building and upholding local, national, and world-wide communities.

3) Pushing back against the dominant culture of what 'counts'.

4) Acknowledging education and its institutions as political entities.

Avoiding a reductionist framework with modernist ideals, I, as the researcher opted to create characteristics of scholar activism instead of a definition. The list of characteristics shows flexibility and fluidity within the identity itself so faculty are able to choose what works best within their faculty role.

Conversations about tenure and promotion with study participants revealed a gendered difference between men and women faculty. Women within this study describe the intense pressure brought on by tenure and promotion. More so, the comparison is made even greater

when contrasting the tenure and promotion experience with the responses from the men participants. In terms of gender and scholar activism, women faculty who utilize their scholar activist identity are being asked to give up their work in the community. This work in the community is being identified as too much service. Women are pressured to produce through typical research models and silo their position instead of being encouraged to engage in scholarship that spans teaching, research, and service. While men faculty participants describe ignoring tenure, disregarding the requirements, or its inability to affect their work. This sharp contrast men and women faculty helps identify to the severe gendered experiences faculty have within research universities and the fulfillment of their scholar activist identities.

The tenure and promotion guidelines from each of the research institutions demonstrates the universities attempt at trying to quantify the roles within the faculty position to determine the values of faculty. This is done through quantifying teaching, research, and service by establishing required formatting of resumes and CVs through the tenure and promotion guidelines at each of the studied research universities. As institutions utilize the faculty manual and tenure and promotion guidelines to determine the productivity and values of professors, the dominant culture of productivity in terms of research publications is being created in the university. In looking at the CVs provided by faculty participants, a discrepancy in the service described by faculty participants and the absence of it within their professional documents are apparent. Faculty within this study describe the importance of communities in their work, but its absence from their CVs speaks to the theme that their community work is commonly discouraged or dismissed as service.

Looking forward, the findings within this narrative study has implications on the higher education environments. Tenure and promotion guidelines should be looked through to show an

increased understanding of the gendered experience of men and women faculty members. In addition, increasing autonomy for tenured faculty members to explore identities within their faculty role can be a beneficial way to increase social awareness on local, regional, national, and international scales. Finally, encouraging faculty members to use a scholar activist identity within their faculty position can further fulfill the land grant mission of public research universities.

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Appendix A: FACULTY RECRUITMENT LETTER

Dear Faculty Member:

My name is Andrea Wessel and I am a graduate student in the College of Education at Washington State University. I am conducting a research study on how tenured or tenure-track faculties enact a scholar activist identity within their faculty role at a land grant research institution.

With your consent, I would like to interview you as a participant in this research study. I have identified a couple of key forms of scholar activist work that you have published/presented/performed on your Curriculum Vitae. More specifically, I would love to hear about your experiences as a tenured or tenure-track faculty member and the demands that are often required of this type of faculty position. I am interested in your ideas of what constitutes scholar activism specifically in relation to your position and area of research.

Your participation in this research study is completely voluntary. There is no consequence if you choose not to participate. Faculty may opt out of specific interview questions or areas of inquiry and stop participating at any given time.

If you would like to participate in this research study, please contact me so we can move forward in scheduling a one-on-one interview.

Let me know if you have any questions, comments, or concerns.

Thank you for your time,

Andrea Wessel
College of Education
Washington State University
andrea.wessel@wsu.edu
(253) 508-4223

APPENDIX B: CONSENT FORM

Consent Form

I have read the information outlining the research project on scholar activism in higher education that is being conducted by Andrea Wessel. I understand that my participation in this study is completely voluntary and I may withdraw from the study at any time. I understand the research purpose; process, safeguards, and that information about my interview will be kept confidential and presented anonymously. This interview will be audio recorded. I agree to participate.

Name: _____

Signature: _____ Date: _____

I appreciate your willingness to be part of the study. If you have any questions or concerns about this research project, do not hesitate to contact Andrea Wessel or Kelly Ward at the following address.

Andrea Wessel
Graduate Student
College of Education
Washington State University
(253) 508-4223
andrea.wessel@wsu.edu

Kelly Ward
Professor & Chair
College of Education
Washington State University
(509) 335-9117
kaward@wsu.edu

For more information about your rights as participant in this study, you can contact the IRB at Washington State University at (509) 335-9661.

APPENDIX C: INTERVIEW COVERSHEET

COVER SHEET
SCHOLAR ACTIVISM IN HIGHER ED STUDY

Date of Interview: _____

Name: _____

Campus: _____

Department: _____

Where on tenure-track: _____

General reaction to interview:

Points to remember:

Quotable quotes:

APPENDIX D: INTERVIEW PROTOCOL

WASHINGTON STATE UNIVERSITY
(Educational Leadership, College of Education)

Study Title: Scholar Activism in Higher Education: A Narrative Study on the Role of Faculty

Researchers:

Kelly Ward, Department Chair
Educational Leadership, College of Education
(509) 335-9117

Andrea Wessel, Graduate Student
Educational Leadership, College of Education
(253) 508-4223; andrea.wessel@wsu.edu

Basic Information:

1) Tell me about your journey in becoming a professor
2) How did you choose your area of study?
3) How did graduate school influence your journey to the faculty role you have today?
4) How long have you worked as a tenure-track or tenured faculty member at this university?

Scholar Activism

5) Do you consider yourself a scholar activist? Why?
6) How would you describe or define the scholar activism?
7) Does who you are (i.e. race/gender/sexual orientation/etc.…) shape how you perceive your activism?
    a. How?

b. Do you think it shapes other people's perceptions?

8) How did you discover that you aligned with the scholar activist identity?

9) Who in your career or in your life have you seen as a scholar activist?

10) How does scholar activism manifest itself within your work?

a. How has that evolved for you?

11) What does scholar activism *do*?

a. For students?

b. For your department?

c. For you?

Tenure & Promotion

12) How has the tenure and promotion process influenced your scholar activist identity?

13) How has your scholar activism shaped your tenure and promotion experience?

14) Tenure and promotion guidelines dictate that your position should be divided as follows (e.g. 40 percent research, 40 percent teaching, and 20 percent service): Do you feel that you are able to perform your scholar activist identity fully with the assigned percentages?

a. How?

15) Is there anything else that comes to mind that you would like to share about your faculty experience?