

MEASURING SCHOLARSHIP IDENTITY CONGRUENCE IN HIGHER EDUCATION INSTITUTIONS: A MULTICRITERIA APPROACH

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ABSTRACT

Faculty scholarship preferences, such as scholarship of discovery, application, integration, teaching and engagement constitute a set of values, rather a source of scholarship identity for academics. However, Higher-Ed Institutions have their own expectations in terms of what type of scholarship should be given priority. Finally, environmental circumstances (e.g. accreditation efforts, faculty turnover, institutional consulting contracts) lead faculty to focus their work in areas (e.g. teaching) that may not be congruent either with faculty or institutions' priorities. Research suggests that when there is congruence in the priority given to the different types of scholarship as well as in the actual work focus, there will be higher faculty productivity and job satisfaction. Therefore, it is important to measure the priority that faculty and institutions give to the different types of scholarship. This paper proposes a multi-criteria approach, based on the Analytic Hierarchy Process, and reports on a pilot conducted for this purpose.

Keywords: scholarship identity, scholarship types, scholarship preferences.

1. Introduction

Recent studies suggest that the scholar's identification with specific Boyer's scholarship dimensions, as well as how congruent it is with institutional expectations and the scholar's actual academic work focus, contribute to academic productivity and faculty job satisfaction (Pereyra-Rojas, 2014).

2. Literature Review

The encompassing theory for this study has been developed by Pereyra-Rojas (2014) and a paper based on this is currently under first round of review in *Higher Education* journal. The original idea for this study came up from the findings of a qualitative investigation (Mu and Pereyra-Rojas, 2015). Also, this study builds up on the academic stream of research related to Boyer (1990) and Van de Ven (2007)'s scholarship types.

3. Hypotheses/Objectives

This pilot study proposes a way to apply the theoretical concept of congruence of scholarship identity, institutional expectations and academic work focus. It uses AHP to elicit faculty and institutional scholarship expectations and suggests ways in which these results could be used.

4. Research Design/Methodology

Using Pereyra-Rojas (2014)'s theory of academic alignment as the contextual theoretical framework, this study will use AHP questionnaires to survey academic faculty and officers to prioritize their respective scholarship identity and expectations and measure the presence of academic alignment gaps.

5. Data/Model Analysis

The proposed AHP model to prioritize faculty scholarship identity, institutional expectations and academic work focus is constituted by a two-level hierarchy. The Goal is Prioritization of Scholarship Dimensions and the second level is constituted by the five scholarship dimensions: Discovery, Application, Integration, Teaching and Integration.

6. Limitations

This study constitutes a pilot to explore how a full-blown scholarship identity analysis could take place and has the limitations inherent to any pilot study.

7. Conclusions

Measuring the extent of academic congruence among faculty scholarship identity, institutional expectations and academic work focus is important to increase faculty productivity and job satisfaction. This study operationalizes theoretical findings into a multi-criteria based approach to use it effectively in higher-education settings. you have the opportunity to share with the world your contributions. What can you conclude from this study? What are your theoretical and/or practical contributions? How can you be certain of your achievements (e.g. is the model being used?) What are the next studies you would propose in this line of scholarship? How does your contribution fit or differs

into (or from) the current stream of scholarship. Make sure that your conclusions are based on the current study and that clearly show an important contribution to the theory and/or practice of AHP/ANP.

8. Key References

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9. Appendix

It is also possible to apply our analysis to individual faculty as shown below for self-reflecting purposes. In this example, the faculty member would prioritize the degree of identification and the extent of academic work with each dimension, using AHP pairwise comparison. The prioritization of institutional expectations could be obtained from academic officers or it could be also provided by the individual faculty using pairwise comparison and perceived institutional expectations. Figure 1 below shows that this particular faculty member identifies with different forms of scholarship. Interestingly, scholarship of discovery is the dimension with which this scholar identifies the least; however it is the dimension which the institution values by far the most.

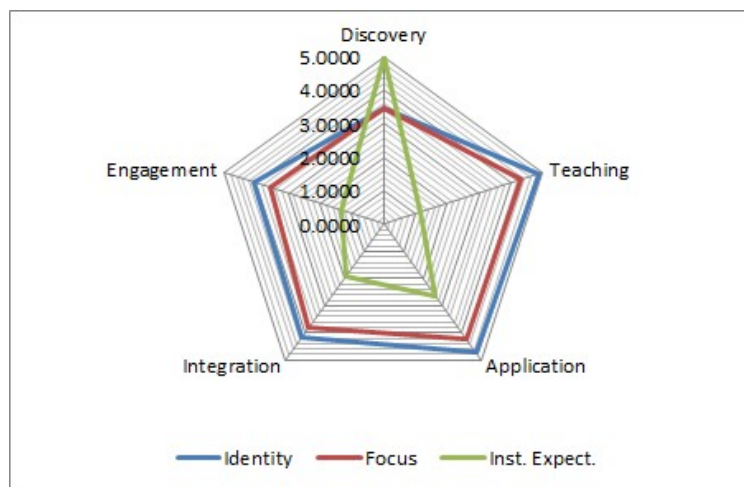


Figure 1 – Faculty Individual Analysis