Colbeck

Kellogg Commission, 2000-- for definition of PES

Cohen, 2005

Maehr and Braskamp, 1986

Abes, Jackson, Jones, 2002

Antonio, Astin, Cress, 2000

O'Meara, 2002

"The core purposes of academic work are commonly labeled teaching, research, and service, and faculty are the professionals charged with fulfilling them." p. 17

"The professional model is more likely to motivate and support faculty engagement in public scholarship." p. 17-8

"Faculty who engage in public scholarship recognize that their academic work is a whole cloth, with threads of service, research, and teaching." p. 18

\*\*CONCEPTUAL FRAMEWORK\*\*

 for PES-- shaped by individual and inst. characteristics

Begin under the assumption that faculty are engaged. (Problematic\_SW)

Propose what motivate them.

Note model of motivation and engagement

FACULTY CHARACTERISTICS

Capability beliefs-- "whether one has the necessary skills to attain a goal." p. 20 --> Confidence (characteristic/quality) (SW)

Context beliefs-- "evaluations of whether one's environment will support goal attainment" (Maehr and Braskamp, 1986)

Faculty characteristics: race (black over white), rank (contingent faculty over tenure), gender (women over men), experience (prior work outside academia), and discipline (social/behavior science, business, ag, and health over physical sciences, humanities, arts, engineering, and math) (\*\* our data doesn't support this). Another characteristic-- Epistemology, "their understanding of the nature and development of knowledge." Solidarity approach to knowledge (comes through ind. experiences) over objective/absolute approach to knowledge (knowledge is obtained.) (\*\*SW-- leaves out intrinsic motivation by using definition of knowledge.)

ORGANIZATIONAL CHARACTERISTICS

"mission, resources, norms, and evaluation policies" p. 22

Where funds for projects come from - service-learning center vs. academic departments (first outside academia, second part of fabric)

"Faculty resistance to the scholarship of service is grounded in the assumption that traditional research requires additional intellectual ability and thus should be evaluated by higher standards than service scholarship" (O'Meara, 2002)

Norms closely tied to policies (i.e. P&T)

# Cury

Achievement motivation based on three things:

1. Implicit theories of ability (individual's understanding of competence and ability)

2. Achievement goals (whether individual strives for goals or not).

3. Perceived competence (individual's belief about whether they can obtain goals)

Weave three together for Social-Cognitive Model of Achievement (widely known) in 2x2 grid w/ implicit theories (entity and incremental theory) across top and achievement goals (performance goals and mastery) down the side.

Entity= ability as stable

Incremental= ability as malleable

Performance goals= demonstrate competence (what you know)

Mastery/learning goals= developing competence (what you can learn)

Entity + performance = neg. (maladaptive, low persistence, motivation, and intrinsic motivation)

Incremental + mastery = high persistence, performance, intrinsic motivation

STUDY DISCUSSION:

Entity positively predicted performance approach and performance avoidance

Incremental positively predicted mastery approach and mastery avoidance

"Entity theory, relative to incremental theory, had a negative effect on intrinsic motivation" p.676

"Perceived competence was shown to be a predictor of each of the Ach goals" p.676

# Ziegler

Two distinct motivational systems-- implicit and explicit

nAch= need for Achievement= Achievement theory

initially motivation was trait-like Murray, 1938

McClelland saw nAch as emotional and "related to competing with one's own performance norms".... hope for success (HS) vs fear of failure (FF) (HS and FF in emotional conflict) p. 15

Measuring motivation-

Implicit measured through picture-story tests

Explicit measured through questionnaires

Difference in Murray vs. McClelland lie in predictive power.

McClelland say implicit motivation allows for spontaneity, with the activity providing energy and excitement to pursue

Explicit achievement motivation is more reactive