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Published: A Grounded Theory of Successful Publication for Midcareer Scholars

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Published: A Grounded Theory of Successful Publication for Midcareer Scholars

Abstract

How do some scholars publish successfully while others perish from professional pressure? Literature has demonstrated the challenges of professional advancement through scholarship, yet has yet to explore how scholars manage these challenges successfully. The problem to be addressed in this grounded study was the lack of knowledge regarding the nature of success in peer-reviewed publication for midcareer scholars. Midcareer was defined as (a) employed professors with 5-15 years of doctoral level teaching experience, (b) having mentored at least one doctoral student to completion, and (c) successfully published in a peer-reviewed journal within the last academic year. A purposive sample of 16 midcareer scholars participated in one, 60-90 minute semi-structured interviews. 278 pages of transcript were coded open, axial and selective sequence using constant comparison. Analysis revealed that midcareer scholars who self-identify as lifelong learners with an intrinsic sense of responsibility to advancing scholarship engaged in problem solving strategies that facilitated successful peer-reviewed publication.

Keywords

Peer-Review Publication, Midcareer Faculty, Scholarly Advancement, Grounded Theory, Publish or Perish

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Published: A Grounded Theory of Successful Publication for Midcareer Scholars

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How do some scholars publish successfully while others perish from professional pressure? Literature has demonstrated the challenges of professional advancement through scholarship, yet has yet to explore how scholars manage these challenges successfully. The problem to be addressed in this grounded study was the lack of knowledge regarding the nature of success in peer-reviewed publication for midcareer scholars. Midcareer was defined as (a) employed professors with 5-15 years of doctoral level teaching experience, (b) having mentored at least one doctoral student to completion, and (c) successfully published in a peer-reviewed journal within the last academic year. A purposive sample of 16 midcareer scholars participated in one, 60-90 minute semi-structured interviews. 278 pages of transcript were coded open, axial and selective sequence using constant comparison. Analysis revealed that midcareer scholars who self-identify as lifelong learners with an intrinsic sense of responsibility to advancing scholarship engaged in problem solving strategies that facilitated successful peer-reviewed publication. Keywords: Peer-Review Publication, Midcareer Faculty, Scholarly Advancement, Grounded Theory, Publish or Perish

Universities have experienced unprecedented growth in higher education since the early 20th century (Gappa, Austin, & Trice 2007). Industry pressure to meet higher ranking drives universities to seek more research productivity (Bland, Center, Finstad, Risbey, & Staples, 2005). Research productivity serves as a powerful recruitment for students, funding and faculty (Hazelkorn, 2011; Ivancheva & Gourova 2011). Attracting high ranking, research active scholars is largely based in maintaining higher university ranking (Bland, et al., 2005; Levin, 2006; Mohrman, 2008). As the global market for higher education expands, the significance of ranking and reputation for universities has increased pressure on universities and wields social power (Amsler & Bolsmann, 2012; Portnoi, Bagley, & Rust, 2010).

Midcareer scholars constitute the largest component of the academic workforce (Baldwin, DeZure, Shaw, & Moretto, 2008). Traditionally viewed as the career point following tenure and before retirement, the midcareer of a scholar has been recognized by some as a time of productivity, leadership, service and career advancement within their universities and disciplines of study (Baldwin et al., 2008). Midcareer faculty face increasing pressure to publish in peer-reviewed publications in order to meet growing institutional requirements and remain professionally competitive as the numbers of faculty in higher education has risen. The result, as Schuster and Finkelstein (2006) described is that, "Not only are more faculty publishing, but more faculty are publishing more" (p. 103).

It has been well established that faculty face multiple challenges to successful peer-reviewed publication, including lack of time (Illing, 2004; Knowles, Cole & Sumison, 2000; Skolnik, 2000; Toews & Yazedjian, 2007; Vannini, 2005), family obligations (Seyed, Al-Haji Umar, & Al-Haji, 2004), confusion regarding publication rating systems (Lee, 2014), lack of institutional resources or support (Rosser, 2005; Seyed et al., 2004), and gender (Schneider, 1998; Stack, 2004; Skolnik, 2000). General concerns regarding management of teaching, service, research and personal life (Sorcinelli, 2007) are well understood.

What has yet to be examined, however, is how midcareer scholars successfully manage these challenges. To date, there are no studies, which inquire as to the nature of successful peer-reviewed publication for midcareer scholars. As the first inquiry into the nature of successful peer-reviewed publication, this grounded theory study describes and explains the processes of problem solving, revealing theoretical conceptualization regarding professional advancement through scholarship in peer-reviewed publication.

Statement of Problem

The problem to be addressed in this grounded theory study was the lack of knowledge regarding successful peer-reviewed publication for midcareer scholars. Literature regarding publishing in peer reviewed publications has demonstrated the challenges of professional advancement through scholarship, yet has yet to understand how some faculty manage these challenges successfully. The majority of literature has focused on midcareer faculty as tenured faculty, leaving a gap in the knowledge regarding publication and midcareer scholars outside of tenured track positions in traditional institutions.

Study Objective

The objective of this grounded theory study was to discover components of successful peer review publication for midcareer scholars thereby revealing the processes involved with addressing challenges and accomplishing scholarly advancement.

Study Rationale

The rationale for this grounded theory study was rooted the researchers' philosophical affinity with pragmatism and the assumption that all phenomena are known through multiple realities (Addams, 1916/2001; Dewey, 1929/1960; Seigfried, 2002). The goal for this pragmatically based research was not a resultant Truth; it was the possibility of action generated by the purposing of past experiences as yet another ontological consideration. American pragmatist John Dewey (1960) shared, "The concrete pathologies of belief, its failures and perversions, whether of defect or excess, spring from failure to observe and adhere to the principle that knowledge is completed resolution and of the inherently indeterminate or doubtful" (p. 227). Similarly, pathologies of belief regarding obstacles to successful peer-review publication have resulted in a perversion of the knowledge gleaned from the efforts. We have tremendous empirical data regarding faculty in higher education. Yet the fullest range of the phenomenon, including the successful achievement of peer-reviewed publication by faculty in the midst of professional responsibilities has not yet been quantified by scientific realism's measures, nor captured by its qualitative voice.

The conceivability of consequences at the core of pragmatism is driven by the heart of its epistemology and presented through the rationale for the study. Reality is an action, not an outcome. Tracing the conceivable consequences of a line of qualitative inductive inquiry speaks directly to core principles of grounded theory methodology (Cherryholmes, 1992; Mertens, 2005). Therefore, careful selection of the methods with which to trace the potential consequences of an inquiry into the nature of successful peer-reviewed publication for midcareer scholars was made. Rationale for this research, therefore, has been rooted in the lack of research and a pragmatic purpose toward solving the problem of lacking research through ontological examination of multiple perspectives, including those of midcareer faculty who successfully publish and do not perish.

Literature Review

The vast majority of extant literature regarding faculty research productivity has investigated extrinsic factors that impact, or impede, publication. Less voluminous, yet relevant, literature regarding intrinsic factors contributing to faculty achievement has been produced. This review will first address the literature regarding extrinsic factors followed by the intrinsically-based literature. Lastly, a review of the models of faculty research productivity is offered.

It has been widely recognized that peer-reviewed publication is the essential element of academic advancement and professional status and prestige (Bland, Center, Finstad, Risbey, & Staples, 2005; Hazelkorn, 2011; Lee, 2014; Melguizo & Strober, 2007; Sullivan, 1996). Sullivan's early (1996) literature review and case study of 10 academics reported, "Scholarly publishing in all its manifestations remains both the bedrock and currency of academic life" (p. 40).

The sine qua non for academic achievement and professional advancement, faculty production of peer-reviewed publication has been the subject of extensive inquiry. Early studies investigated the variables, which predict research productivity for faculty (Bland & Berquist, 1997; Bland & Schmitz, 1986; Finkelstein, 1984; Teodorescu, 2000). This data demonstrated some of our earliest understanding as to the multiple intrinsic and extrinsic faculty motivations for research productivity. It has since been established that individual and institutional factors impact faculty productivity (Bland et al., 2005; Gappa, Austin, & Trice, 2007; Schuster & Finkelstein, 2006; Tie, 2012).

Common factors noted in the literature regarding extrinsic factors impacting faculty productivity and reviewed here include

- a) lack of time,
- b) distance from scholarship,
- c) institutional ambiguity regarding obligations to publish,
- d) gender, and
- e) job insecurity.

Lack of time has been well-established as an obstacle to publication for midcareer scholars (Carrol, 2003; Howard, 2002; Knowles et al. 2000; Skolnik, 2000; Sharobeam & Howard, 2002; Toews & Yazedjian, 2007). Schuster and Finkelstein (2006) reported that faculty today faces longer work hours, with the number of faculty working more than 55 hours a week nearly tripling since 2003. The longer hours and increased responsibilities have been noted to increase stress for faculty (Gappa et al., 2007), particularly while managing teaching schedules and service responsibilities (Toews & Yazedjian, 2007). In a study of (N = 205) university faculty perceptions of peer reviewed publication, Hemmings, Rushbrook, and Smith (2007) reported, "In order to find quality time, academics need to be able to manage their time effectively and establish a delicate balance of their workplace duties and responsibilities" (p. 311).

Distance from Scholarship

In addition to the lack of time, studies have demonstrated that midcareer faculty experience increasing sense of distance from the scholarship for which they were originally trained:

What was current if not daring in graduate days is, by now, often dated. If we responded to the challenge of integrating our writing with our teaching, we may

have ventured into areas of scholarship for which we never received formal academic training. (Baker-Fletcher, Carr, Menn, & Ramsay, 2005, p. 5)

Compounding the need to produce peer-reviewed publication, the growth of internet technology and telecommunication technologies has been reported to leave faculty feeling pressured to both learn the new technology and increase their availability (Baker-Fletcher et al., 2005). Gappa and Austin (2010) noted,

Faculty must take the time to learn how to use new technologies in their teaching and research, and to communicate with their students who are accustomed to the connectivity that technology allows and expect ready access to their professors at any time. (p. 6)

Institutional Ambiguity

The context of the university or institution within which the midcareer professional works has been demonstrated to impact research productivity significantly (Bland, Seaquist, Pascala, Center, & Finstad, 2002; Bland et al., 2005; Fogg, 2006; Gappa et al., 2007; van Balen, Arensbergen, van der Weijden, & van den Besselaar, 2012). It is noted that institutional ambiguity regarding compensation and workload for midcareer faculty creates challenges for faculty struggling to find time to publish research (Fogg, 2006). Lack of clarity in policies of career advancement conflicts with faculty research interests. van Balen et al. (2012) described that lack of flexibility in advancement policies in this way, “The system does not have enough flexibility to promote and keep those people who have demonstrated their quality. Consequently professors try to keep their talents with vague promises, which they are not able to uphold” (p. 324).

In a 2011 study of 500 communications educators Gould reflected “It could be argued (and has been argued) that the lack of a clear set of standards allows tenure committees to respond to each candidate’s own style of research” (p. 37). Gould (2011) continued that the standing or reputation of a journal is situated within the tenure of the editorial staff and publication entities rather than the professorate. The absence of explicit, quantified standards or rankings within academe contributes to ambiguity within individual institutions resulting in confusion among faculty with regards as to exactly what constitutes peer-review publication at their university (Gappa et al., 2007).

Gender

In a landmark study of gender differences and publication among 14,614 faculty members, Bellas and Toutkoushion (1999) reported that women published one-fifth less than men over a two year period, and that male faculty spent 6% more time on research; “Women spent significantly more time in teaching than men and less time in research, but women did not differ from men in the percentage of time devoted to service activities” (p. 376). A recent study reported that 1 in 4 college presidents in the United States are women and only 29% of full professors are women (Ward & Eddy, 2013). Literature has suggested that the general context of publishing within academia is one that favors men (Baker, 2008; 2010; Wolfinger, Mason & Goulden, 2008, 2009). It has been reported that male academics cite their publication 64% more frequently than female counterparts (Wilson & Elon, 2007). Research has also demonstrated increased obstacles to professional advancement through research productivity and publication for female faculty who are partnered (Baker, 2008), or become mothers (Baker-Fletcher, 2005; Castañeda & Isgro, 2013).

Job Insecurity

While earlier studies reported faculty placing higher value on work culture that valued researcher (Bland et al., 2002), more recent literature demonstrates growing job insecurity as a component of faculty life that impacts decision making regarding peer-reviewed publication. Confounding ambiguity regarding professional advancement and the role of peer-reviewed publication, non-tenured faculty struggle with lack of clarity regarding their position, security of their employment and frequently are asked to take more administrative positions and teaching loads (Vannini, 2008). Midcareer faculty struggle to manage the demands of publication with the service responsibilities that often accompany midcareer appointments (Toews & Yazedjian, 2007) resulting in less opportunity for leadership in academia (Kezar, 2009). Faculty struggle with lack of clarity regarding how universities define scholarship, and qualify their work within that assessment.

Literature regarding intrinsic factors impacting research productivity has examined the relationship between faculty motivation and the experience of pressure to publish from their institutions and departments. For example, a 2011 Australian study of faculty (N = 205) from a large regional university were surveyed using open ended questions regarding “factors that either encourage or discourage these academics from publishing” (Hemmings, Rushbrook & Smith, 2007). Factors contributing to publication included intrinsic and extrinsic motivations such as lack of financial and administrative support, lack of writing confidence, sense of limited academic qualifications and family responsibilities. Hemmings et al. (2007) noted:

Academics will probably engage in developing research submissions *if* they think: one, they can complete the task successfully; two, their submission is likely to be published; and three that refereed publications are worthwhile—the usefulness debate consuming the person’s decision. (p. 326)

While qualitative methods of analysis were not explicitly used, a generic thematic content analysis was employed and the authors reported finding several key categories regarding faculty research productivity. Of the reported 216 responses, 50% of the comments were categorized as incentive based motivators including promotion, financial compensation, and grant monies (Hemmings et al., 2007). 30% of comments were categorized as pressure based, describing peer and institutional motivators for engaging in research toward publication. A large percentage (60%) reported time as a major obstacle to publication.

The survey was created for the purposes of the study and not validated. Survey questions were not clearly designed to elicit specific types of responses to the research question. There was no explanation for a change in sample size from 205 to 216 for final analysis. There was not description of paper trail or coding. Moreover the intrinsic factors explored were contextualized by the authors as obstacles in the survey questions themselves. For example, question 3: “What practical support helps or would help the production of refereed publications” (Hemmings et al., 2007, p. 313). Faculty responses, therefore, were deficit-based, giving insight into the inter/intrapersonal weaknesses of faculty attempting to publish, but overlooking strength-based traits and skills that may have impacted or countermanded the publication experience.

In a more recent study, Lee (2014) attempted to define academic scholarliness and the construct of publish or perish through a small qualitative study involving 12 colleagues. Her findings revealed that motivation for publishing for half of the scholars was personal satisfaction (Lee, 2014). Within the context of exploring participant subjective experience, Lee (2014) was able to determine, “scholarliness should be defined by knowledge dissemination

and advancement in our field, rather than indexes or journal impact factors” (p. 250). Although smaller in sample and questionably biased due to sampling colleagues, Lee’s (2014) findings do shed light on the intrinsic motivation some faculty may have with regards to peer-reviewed publication.

The literature has presented an understanding of the nature of intrinsic motivators for midcareer faculty within a paradigm of professional pressure to advance in tenure. The gap, therefore, lies in the need for deeper understanding of internal and intrinsic processes, experiences, motivations, and values of individual faculty toward the research and publication process itself, rather than only capturing the data bound within a context of professional pressure.

Methods

Discovering new knowledge about the ways midcareer scholars manage professional responsibilities in order to successfully advance peer-reviewed publication motivated the research for this grounded theory study. Explanation of the rationale and central research question are identified, followed by a step by step description of the data collection, data analysis, methods of verification.

Rationale

Regarding suitability of the topic, Glaser (1978) posited the four criteria for a grounded theory study:

- (a) it fits,
- (b) it works,
- (c) it is relevant, and
- (d) it is modifiable.

Glaser (1978) described the *fit* of a GT in this way: “By fit we meant that the categories of the theory must fit the data. Data should not be forced or selected to fit pre-conceived or pre-existent categories or discarded in favor of keeping an extant theory intact” (p. 4). The data in this study were treated pragmatically with the purpose of discovering categories not previously conceptualized. In doing so, novel data was allowed to emerge quickly, and constantly refitted into emerging categories. From a pragmatic perspective, GT provided a mechanism to engage with extant theories and literature in order to purpose emerging categories.

Glaser (1978) explained that GT works if it explains, predicts, and interprets “what is happening in an area of substantive or formal inquiry” (p. 4). The systematic procedure outlined in this chapter will demonstrate GT as being able to both gather factual data and discover the “core” (Glaser, 1978, p. 5) of what is experienced in managing professional responsibilities a Basic Social Process (BSP). *Relevance*, according to Glaser (1978), is discovered in the absence of professional pretense and disciplined practice of the systematic protocol. The review of the theoretical literature demonstrated such relevance, and builds on the rationale for further GT research in the area of scholarly leadership. Finally Glaser (1978) described the last GT criteria, *modifiability*, as a style of generating accommodates an “ever modifying process” (p. 5) and that quickly adapts to continually changing and emerging categories. In this way, the modifiability of GT systematic analysis while interpreting a phenomenon about which little is known, i.e. successful peer-review publication for midcareer scholars, allowed for processes of success to be discovered as theoretical categories emerged. Design of a central research question was critical to this venture.

Research Question

Qualitative methodology supports the use of central research questions and associated subquestions in research design (Creswell, 2012; Guba & Lincoln, 1989; Krippendorff, 2004; Marshall & Goodman, 2006; Mertens, 2005). More specifically, grounded theory supports research design which has central research question and subquestion toward development of the theory (Corbin & Strauss, 2014; Glaser, 2014). Therefore, for this grounded theory study a central question and subquestions were designed to generate data collection that explains the nature of successful peer reviewed publication for midcareer scholars in order to reveal processes and pathways for professional development and advancement through scholarship for midcareer university scholars. The central research question driving this grounded theory study was: *What is the nature of success in peer reviewed publications for midcareer scholars?* Subquestions were,

- 1) *How do scholars describe experience of factors impacting successful publication?*
- 2) *How do scholars solve problems of factors obstructing successful publication?*

Data Collection and Analysis

This section is divided into two parts, data collection and data analysis. First, data collection protocol and procedures used in this study are described, including

- a) description of participants,
- b) recruitment procedures,
- c) inclusion and exclusion criteria,
- d) informed consent, and
- e) interview protocol.

In the second section, data analysis procedures detail the grounded theory analytical methods used to describe and explain the nature of successful peer-reviewed publication for midcareer scholars as presented by the participants.

Description of Participants

Theoretical sampling in the data collection phase is an integral prelude to data analysis in grounded theory, as it is “concept driven” (Corbin & Strauss, 2014, p. 145). Creswell (2012) noted that inherent to grounded theory design, “Participants in the study would all have experienced the process, and the development of the theory might help explain practice of provide a framework for further research” (p. 63). Therefore, a purposive homogeneous sample of midcareer scholars was recruited. Inclusion criteria included participants who were midcareer. Midcareer was defined as

- a) employed professors with 5-15 years of doctoral level teaching experience,
- b) having mentored at least one doctoral student to completion, and
- c) successfully published in a peer-reviewed journal within the last academic year.

Recruitment

Following university Institutional Review Board approval, recruitment flyers were distributed through professional affiliations at accredited universities, and/or professional academic associations and organizations. Initial recruitment response yielded 22 potential participants. Respondents who did not meet inclusion criteria stated previously were excluded. A final sample of 16 participants was confirmed for the study. Confidentiality and informed consent was secured, and interviews scheduled. All interviews were conducted between August 2014 and October, 2014. A private conference call line with audio recording capability was utilized and a professional transcriber was secured. Formal non-disclosure signature for transcriber was obtained and approved by the University of Phoenix IRB.

Interview Protocol

Marshall and Rossman (2006) offered four types of qualitative interview questions employed for phenomenon not widely understood, such as successful peer-reviewed publication for midcareer scholars. The *descriptive* question elicits the participant's description of the phenomenon. An *exploratory* question elicits the participant's experience of the phenomenon. *Explanatory* questions elicit the participant's explanation of the processes involved in the phenomenon. Finally, *evolving* or *emancipatory* questions elicit participant's experience of the phenomenon within social contexts (Marshall & Rossman, 2006). The following interview questions were employed:

- 1) Descriptive: A descriptive question was employed to elicit a description of the phenomenon: *How would you describe your process of successful peer-reviewed publication?*
- 2) Exploratory: An exploratory question was used to investigate the processes of the phenomenon: *How do you experience successful peer-reviewed publication?*
- 3) Explanatory: An explanatory question probed for patterns, processes, or categories related to the phenomenon: *What are the ways you see yourself managing professional responsibilities through your publication process?*
- 4) Emancipatory/Evolving: An emancipatory question explored the evolving nature and processes of the phenomenon: *How do you experience successful peer-reviewed publication in your current university or institute?*

Interview Transcripts

The interviews were audiotaped and professionally transcribed. A total of total of 872 minutes was recorded, with an average of 54.5 minutes per participant. Participants were asked to review transcripts for member-checking accuracy prior to data analysis. To protect participant privacy, transcripts or quotes from the interviews were assigned a numeric code, stored in locked box, and destroyed following analysis.

Data Analysis

Grounded theory analysis of constant comparison was conducted in open, axial, and selective sequence (Corbin & Strauss, 2014; Glaser, 1978). Open coding lifted emerging

thematic categories from transcripts until saturation was achieved. Constant comparison of thematic material in axial coding continued until core categories emerged. Through selective coding a conditional matrix of the emerging theory was presented in written and schematic form.

Constant Comparison

Constant comparison reveals connections, relationships, and thematic content conditions that lie between categories. In accordance with GT methodology (Glaser, 1978), three types of constant comparison took place. First, incident to incident comparison took place in pursuit of concepts revealing uniformity. Significant units of meaning lifted from participant transcriptions were compared to other incidents until saturation and early categories emerged as concepts. Secondly, in axial coding, concept to incident comparison occurred. Concepts presented in early categories were iteratively compared to more incidents of significant meaning described in participant transcription texts in order to verify concepts, determine saturation, and establish premise for conceptual elaboration. Reduction of original list of early categories occurred and core variables and subcategories emerged. Third, concept to concept comparison took place through selective coding, whereby open coding stopped, and delimiting coding between core variables took place. This delimitation solidified theory, offering modification for non-relevant properties to be removed, and theoretical logic to develop.

Careful planning was applied to the organization of data. Peer review was used to validate the process of organizing and housing data. Furthermore, line-by-line constant coding was employed. The researchers agreed that use of computer programs removed reflexivity within categories in working collaboratively. In several trials, researchers reflected that constant comparison was automated to the point of interfering with theoretical sensitivity. Secondly, researchers determined that the quality of memos and analysis less generative. Therefore line-by-line constant comparison coding was implemented, beginning with open coding.

Open Coding

Once participants completed checking their interview transcripts and changes were made, each interview was analyzed using open coding as supported by grounded theory methods (Glaser, 1978; Strauss & Corbin, 1998). A total of 278 pages of transcript were analyzed in the following sequence: open, axial, reflective and selective coding. The average participant interview generated 17.3 pages of single-spaced transcript.

Emerging non-apparent meanings were noted in memoing. A hallmark of qualitative inquiry is the inclusion of researcher field observations in data (Creswell, 2012; Polkinghorne, 1989). Furthermore, in grounded theory, field observation is operationalized in memos (Bryant & Charmaz, 2007; Corbin & Strauss, 2014; Glaser, 1978). Two initial open coding passes were made of each transcript, lifting emerging units of meaning through constant comparison. As significant units of meaning emerged from multiple passes of each transcript, memos were generated and recorded electronically in spreadsheets. At this phase of analysis, each participant was given a separately labeled computer folder housing three files:

- a) the interview transcript,
- b) the first open coding labeled *Open Coding 1*, and
- c) the second open coding analysis labeled, *Open Coding 2*.

A total of 1037 significant units of meaning were lifted from the transcripts during open coding. Significant units of meaning were labeled with participant identifier and numbered. Early categories were recorded as managing time, life-long learner, process of publishing, compensation, professional affiliation, mentors, identity, collaboration and professional responsibility (Table 2).

Axial Coding

Axial coding was then employed to analyze thematic connections emerging from the data. All units of meaning in each temporary core category were then placed together for axial coding analysis. A spreadsheet main page was created where each participant was listed alphabetically and all of their data for the corresponding temporary category were displayed.

Selective Coding

According to Strauss and Corbin (1990) selective coding (interpretation) is the process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development. Defined as such it is not a coding process but an interpretive process. During this process of interpreting the data the story line of the theory grounded by the data begins to emerge. It was at this juncture that the data, the categories from open coding, the compressing of events or conditions into causal relationship in reflective coding, were broadened to paint a portrait of the ecology and an answer to the central research question. The core variable category and its domain serve as a reference point or as an aid for the development of the story line.

Selective coding is essentially a sorting process through which the analyst delimits the codes to core categories and their properties. As Glaser (1997) explained, "To selectively code for a core variable, then, means that the analyst delimits his coding to only those variables that relate to the core variable in sufficiently significant ways to be used in a parsimonious theory" (p. 61). This process generates multidimensional models that begin the explanation process of the area of interest. These models are then examined for possible relationships with each other and for ways in which they might interact. From this process emerges a grounded theory. This reflective-selective process is what grounds the data and provides structure for theory development. The synthesis of data through selective interpretation is the final analytic process in grounded theory research technique.

Role of Researcher

This section describes the role of the researcher in designing and implementing the study procedures. The role of the primary investigator, IRB approval and ethical considerations are discussed, followed by a description of the researcher's philosophical intention in developing the research explaining the nature of successful peer-reviewed publication for midcareer scholars. Finally, the researcher's interest in the topic and researcher bias are discussed.

Primary Role

Dr. Karraa served as the primary investigator in this study. Research design, interviews, and procedures were performed by Dr. Karraa. All ethical considerations, procedures and protocol were followed through the direction of the Institutional Review Board (IRB) at the

University of Phoenix, where Dr. Karraa serves as a Research Fellow for the Center for Leadership Studies and Educational Research. IRB approval for this study was obtained through the University of Phoenix IRB. Dr. McCaslin, University Research Chair for the Center for Leadership Studies and Educational Research, School of Advanced Studies, engaged in peer-review of all aspects of data collection and analysis, serving as co-researcher for selective coding and theoretical generation.

Rigor and Trustworthiness

Valid representation of the research participants concerning the phenomenon of interest is a primary purpose for this study. The measures taken for achieving validity or trustworthiness of qualitatively collected data have been largely constructed to maintain this representation using credible procedures. These procedures, including rich thick description, member checks, prolonged engagement, persistent observation, and peer debriefing, are all situated to promote and maintain that representation.

Held within the need for such procedures are two unrelated phenomena; (1) under-representation where the participant's experience with the phenomena is captured in an incomplete manner thus under-representing the nature of the phenomena under study and, (2) post-representation where the participant's experience or perspective is interwoven within the researcher's perspective of the experience. To the novice qualitative researcher it is the under-representation that appears more imperative: *Did I get "it" right?* In this regard researchers employ a variety of verification processes in order to avoid under-representation and to gain epistemologically credible products from the research. To the practiced qualitative researcher post-representation appears unavoidable and more critical in terms of producing meaningful research. *Did "I" tell it right?* captures the central post-representation dilemma. In the former "it" is the central concern in the latter it becomes the "I." Post-representation is a multifaceted ontological construct that presents definitional challenges. For our purposes it can be operationally defined it as the process of transforming subjectively collected data into an intersubjective narrative. This transformation is brought about through the researcher's lens of experience being used as a filter for subjectively collected data taken from the participants of the research.

Methods of Verification

Three validation procedures were used to establish substantive validity of the study and insure verification:

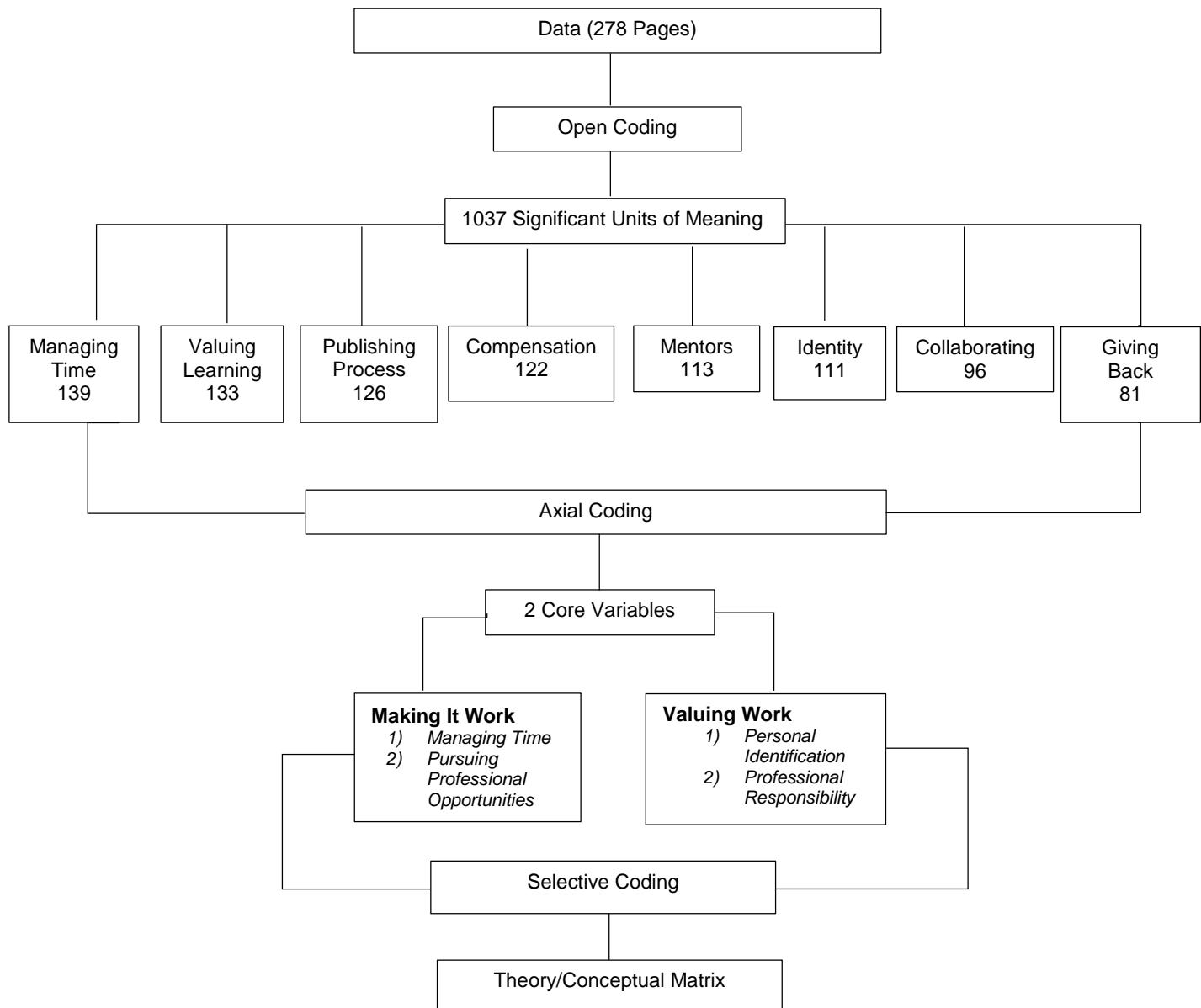
- a) member checking,
- b) peer-review, and
- c) researcher clarification.

Member checking was employed to measure validity of findings. This procedure established the credibility of the findings and the analysis of thematic content. The interview participants were given back the interview transcripts or data, the initial interpretation of codes. Corrections made by the participant were recorded and used as the data to be analyzed for the study. No data were analyzed prior to the participant member checking their interview transcription.

Peer review (Creswell, 2012; Lincoln & Guba, 1985) provided the professional debriefing needed to validate methodology trustworthiness and rigor. Peer-review included a peer debriefer familiar with grounded theory research provided an external check of methods.

A procedure of researcher clarification (Corbin & Strauss, 2014) was established. Reflexivity was directly addressed in iterative exercise of questioning, schematic abstractions, and personal notation. Reflection and analysis of personal experiences, biases, and theoretical orientations that influenced the study were noted through reflexive journaling and mind mapping.

Figure 1: Data Collection and Analysis



Results

The results of this study are presented in three sections. First, demographic information regarding participants is presented. Secondly, the two core variables and their respective sub-categories resulting from open and axial coding are described. Selected participant quotations illustrate variables and sub-categories. This is followed by a

description of the theoretical conception generated from selective coding. In alignment with grounded theory, schematic abstractions of coding, memos and theoretical conceptualization are integrated into the presentation of results.

Participants

Participants consisted of 8 men (50%) and 8 women (50%). The average age of 57 years old, and 2 participants were African American (5%) and 14 participants were White/Caucasian (95%). Half of the participants ($n = 8$) reported an annual income of over \$100,000 (Table 1). 7 participants (43.75%) reported having 5-10 years of publication experience, while 3 (18.75%) reported 10-20 years, and 6 (37.50%) over 20 years of experience in peer-reviewed publication. The majority ($n = 14$; 87.5%) reported no compensation for publications compared to 2 (12.5%) who did receive compensation for publishing peer-reviewed research. Half of the participants ($n = 8$; 50%) reported having published over 10 publications, while 2 (12.5%) reported 5-10 publications, and 6 (37.50%) reported between 1 and 5 publications. All participants reported having chaired doctoral students to completion, with 5 (31.25%) having chaired 1-5 dissertations; 3 (18.75%) chaired between 5-10 dissertations; 5 (31.25%) chaired 10-20 dissertations; and 3 participants (18.75%) reported chairing over 20 dissertations to completion (Table 2).

Core Category: *Making It Work*

The core category, *Making It Work*, described and explained how midcareer scholars actively pursued collaborative relationships and practiced time management strategies toward successful peer-reviewed publication. Subcategories of (a) managing time; and (b) pursuing professional opportunities emerged. Managing time consisted of descriptions of how discipline, prioritizing, setting boundaries, and making time, contributed to integrating successful publication in busy professional schedules. Pursuing professional opportunities described the importance of active engagement in scholarly community as facilitating ongoing publication.

Managing Time

As noted, the majority of significant units of meaning lifted in open coding involved components of time management. Further constant comparison analysis revealed thematic elements of time management regarding successful publication included:

- a) discipline,
- b) prioritizing,
- c) setting boundaries, and
- d) strategizing.

Table 1. Demographic Information ($N = 16$)

	Number	Percent
Age (in years)		
30 to 39	1	6.25%
40 to 49	1	6.25%
50 to 59	7	43.75%
60 or older	7	43.75%

Race/Ethnicity		
African American	2	5%
White/Caucasian	14	95%
Gender		
Male	8	50%
Female	8	50%
Annual Income		
\$30,000-\$39,999	1	6.25%
\$40,000-\$49,999	2	12.50%
\$50,000-\$59,999	1	6.25%
\$60,000-\$69,999	2	12.50%
\$70,000-\$79,999	1	6.25%
\$80,000-\$89,000	0	0.00%
\$90,000-\$99,999	1	6.25%
\$100,000 or more	8	50.00%

Table 2. Participant Publication Data (N = 16)

	Number	Percent
Number of Years Publishing		
5-10 years	7	43.75%
10-20 years	3	18.75%
More than 20 years	6	37.50%
Number of Peer-Reviewed Publications		
1-5	6	37.50%
5-10	2	12.50%
Over 10	8	50.00%
Financial Compensation for Publications		
Yes	2	12.50%
No	14	87.50%
Area of Research		
Administration	1	6.25%
Analyst	3	18.75%
Business Development	1	6.25%
Consulting	3	18.75%
Customer Service	1	6.25%
Health Care Provider (Nurse)	1	6.25%
Health Care Provider (other)	2	12.50%
Higher Education	8	50.00%
Education K-12	2	12.50%
Engineering	1	6.25%
General Business	2	12.50%
Human Resources	2	12.50%
Management	5	31.25%
Quality Assurance	1	6.25%
Research	8	50.00%
Science	1	6.25%
Strategy/Planning	2	12.50%
Training	4	25.00%
Number of Dissertations Chaired to Completion		
1-5	5	31.25%
5-10	3	18.75%
10-20	5	31.25%
Over 20	3	18.75%

Discipline. For many, time management was described as engaging in disciplined practice of in writing and researching, despite busy professional schedules. For example, this participant shared,

Everybody's very busy, and we all think we're very busy, and we are. If I were to just look at it objectively, I'd simply say, "I don't have enough time. I have a family, I have professional duties. I don't have the time; there's no way I can do

it." But if you look at it a little closer I can find a 15 minutes here, and a half hour there, and the next think you know, I manage to squeeze in an hour, an hour and a half of effective research. (Participant #8)

Moreover, strategies for time management included making an effort to create and use time wisely in making time every day to dedicate toward research and writing. The proactive engagement of disciplined time management was described by participants as an alignment between commitment, passion and action.

Prioritizing. In addition to the engagement of active disciplined practices of writing and making time, participants described the practice of prioritizing professional and personal projects in establishing success toward publishing. For example, participants described prioritizing teaching and professional responsibilities in order to secure financial stability while still pursuing research and publication.

You know there is a certain level of financial stability needed in one's life. Yet, I think most people would say that if you can keep up 30 minutes a day or even 15 some days, there's some hope there right. (Participant #9)

Setting boundaries. A component of the prioritizing of professional and research time management included actively setting boundaries regarding time commitments in order to secure research and publication time. "So I think for me it took sort of hitting up against limits and then being able to say okay I know what my limit is now." (Participant #4)

Strategizing. Several participants described strategizing time for publishing work during daily professional responsibilities such as working lunches and the use of technology to productivity. Using time wisely was a consistent theme in strategizing time management. Participants were actively engaged in different strategies for optimizing time toward research such as carrying journal articles with them at all times, making commitments to meet deadlines so that they would complete projects, using organizational technology applications on personal computer and devices, purposely working away from office and internet, and writing in longhand.

Pursuing Professional Opportunities

The second subcategory of the *Making it Work* core variable was *Pursuing Professional Opportunities* and represented the ways participants actively pursued working with others in order to create opportunities to publish. Participants reported active engagement with professional opportunities through

- a) collaboration and
- b) actively pursuing professional affiliation as contributing to their success in accomplishing peer-reviewed publication.

Collaboration. Participants reported valuing collaboration as personally enjoyable and professionally amenable to growth of knowledge in the field. Participant #4 stated,

The more I've advanced in my career the more I do collaborative work. And I think there are a couple of reasons for that. One is it's fun, it's more interesting and fun when you're working with other people because it's not just that the research is interesting but then you're also cultivating relationships with your

colleagues, you know professional relationships with your colleagues and that's very rewarding. (Participant #4)

Participants reported regularly pursuing collaborative opportunities with coworkers and students. Participant #11 shared,

I tell every student, "From your dissertation, we should be able to get right out the door, three articles out of your dissertation. One will be the whole overview of your findings. Another article will be your chapter two, which is your literature review. And another article will be on research methodology." (Participant #11)

Collaboration was described as a strategy of work-sharing and function of making professional circumstances work toward delivering publication. Avoiding isolation through maintaining professional membership in affiliated organizations and attending professional scholarly conferences were noted as common avenues for pursuing publication opportunities. As one participant noted,

If you have good ideas, and usually somebody has data that they have that they haven't done anything with. If you're resourceful and you reach out, and you network, you can usually find someone that has the data if you don't have the data that you can then work something together with, and publish. (Participant #13)

Core Category: Valuing Learning

The second core category, *Valuing Scholarship*, explained the impact of identification with scholarship on motivating research and publication. The subcategories identified included

- a) personal identification, and
- b) professional responsibility.

The first subcategory, *personal identification*, described how participants identified as having passion for learning that held intrinsic value and motivated scholarly advancement. The second subcategory, *professional responsibility*, described the processes for reflexive integration of the value of scholarship, lessons learned from mentors, and commitment toward advancing scholarship through publication despite lack of compensation.

Personal Identification

Participants identified personal qualities relative to self as a learner that contributed to successful publication and negotiating obstacles. As Participant 14 stated, "I am definitely a lifelong learner and I feel that anyone who isn't shouldn't be teaching." Descriptive terms including problem solver, curious, lifelong learner, and optimistic were reported. While facing traditional obstacles of time constraints, participants identified personal passion for research facilitating project completion. As Participant 4 said, "If it's something that I'm just intrinsically fascinated by it just somehow gets done. I find the time to do it."

Let me pull out something here, passion, that's the word. So while you still have a passion to do it and before something else comes along like the next semester

of classes or something, you want to get it done feel the sense of accomplishment submitting it. (Participant #4)

Others identified personal enjoyment associated with learning, teaching and scholarship. As Participant 3 described, “Well for me thinking up ideas of how to study something is like being in a candy store.” Participant #1 shared,

The more I get into the interface of teaching and researching I see it all as opportunities for transformation. I see that knowledge is a part of that but so much of the attraction and fascination with it is because it's transformed me. (Participant #1)

And another participant described,

There's a joy in and sharing and the enthusiasm and the mutual inspiration that comes. It's not all that. There's also a lot of struggle of things not going well or not having the time to even meet because we're so busy. So there is that but on balance it's largely a very inspiring process. (Participant #13)

Mentors. Participants reported the contribution of mentors in developing their sense of self as a learner and facilitated success in publishing:

My early thoughts about publishing in addition to teaching came from the encouragement of professors, my colleagues and mentors. Then through their encouragement I think kind of helped shift the anxiety around do I have something to share. (Participant #8)

Participants also reported engaging with mentors from doctoral or masters programs as a means to continue scholarly dialogue toward publishing:

So he was already aware of the journals, the A list journals that we wanted to try to get published in, and so he had already kind of prioritized. So he was familiar with the journals. He used to serve on some of the editorial staffs and those kinds of things. So he was aware of the journals that we would try to shoot for. (Participant #7)

Professional Responsibility

In addition to reporting identify self as a life learner supported by mentors participants described the role of professional responsibility as a factor contributing to publication success. The participation in peer-reviewed publication was also reported as a component of scholarly identity through

- a) recognition of the professional standard,
- b) a sense of responsibility to contribute to advancing scholarship in their field,
and
- c) compensation not necessary to publish.

Participants reported understanding peer-reviewed publication as a professional standard. One participant reflected, “To teach at the PhD level you have to continuously show levels of scholarly work. You can't just get a degree and rest on all your laurels for the next 40

years (Participant #10).” Moreover participants described a sense of responsibility to advance publications as a means of paving the way for future generations:

I'm sort of mentoring those who are coming into the field and so I'm kind of helping them, I'm inviting them higher on the ladder. With publishing I'm sort of looking forward up the ladder and trying to move ideas up into the field of the discipline. (Participant #8)

Participant 16 explained, “Now my students are publishing so my need to publish as much now is tailored by what they need to do. Now I support them through the publication process.” Participant 12 echoed,

I'm trying to have relationships with my students that help them move along and realize that research is a wonderful thing because you're creating new knowledge that nobody else has done before because you're slant on it is different, and your experiences are different, and the way that you're putting it together is different. (Participant #12)

Contributing to the scholarship through research and publication was noted by many. Specifically, one participant stated,

That's how I want to contribute to the field. Beyond that the publishing piece is necessary in order to impact the field and in order to share that with the field. It's not necessarily that I feel like I need my voice heard or anything like that. It's more that I want to contribute what I'm able to gain and grain from my research. And hopefully it'll be useful to those researchers coming behind me. (Participant #3)

Still another described,

You know it's all kind of a scaffolding. It's all building upon itself; research from year to year and decade to decade built upon it the prior research. I would just hope that I would be able to contribute to the building process so we can learn more and understand more about our reality and how we function, and to my field-- to be able to help alleviate suffering in the world, so to speak. (Participant #4)

Compensation. Participants reported that compensation for research was not a motivator to publish, explaining a responsibility to scholarship inherent in their professional identity as scholars.

If you asked me if I think you deserve to be compensated for research and publication? I would probably curiously fall in the side of no-- it's probably what you need to be doing anyhow to do your profession. (Participant #2)

Participants who were not compensated for peer-reviewed publication reported alternative views of the construct of compensation. One participant shared,

You have to look at compensation in different ways. Compensation in life work is invaluable, and has no, there's no monetary value that you can put on it for me, none. None, absolutely none. (Participant #16)

Moreover, participants reported that a lack of compensation afforded them a freedom to choose projects that had value.

I have worked on a lot of projects that are driven by funders. I'm very aware of how that works and the lack of freedom that can be a part of that. I think a lot of cutting edge research is probably driven more by people who have the freedom to respond and don't have someone looking over their shoulder with a specific outcome in mind, or a deadline since I'm not getting formally paid for that it's fine anyway. The real reward is in the doing. (Participant #1)

Lack of compensation was not an obstacle to publication. Rather, participants reported that doing research itself was intrinsically valuable despite the lack of extrinsic motivation in compensation. Participant 15 stated "I don't need compensation to do research; it's just something I want to do." Participant 14 shared, "If I had the money, it wouldn't be what would make me excited about it, but it would make it possible. I'm excited about it because I want to do it."

Theoretical Conceptualization

The objective of this study was to explain and discovery components of successful publication for midcareer scholars. As demonstrated, open and axial coding revealed common core variables, *Making it Work*, and *Valuing Scholarship* were processes that addressed obstacles to success. (See Fig. 2)

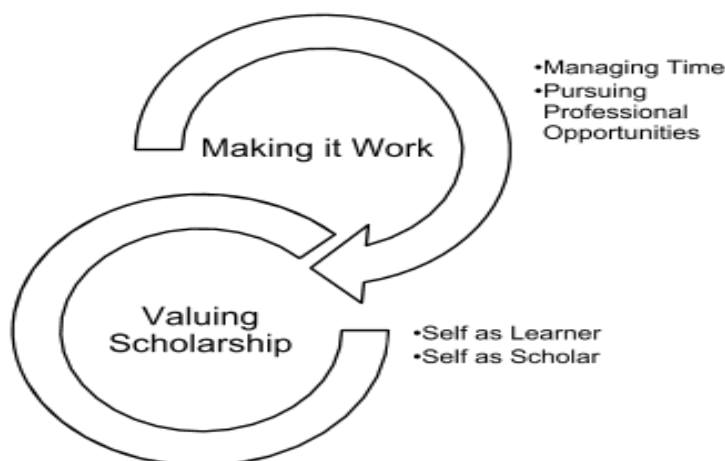


Figure 2. Core Variables of Successful Peer-Reviewed Publication for Midcareer Scholars

The properties of these categories and subcategories were further analyzed through selective coding in order to solidify concepts of successful publication, revealing theoretical premise that publication is a byproduct of professional engagement stemming from identification of intrinsic value of advanced scholarship. Scholars successfully produced peer-reviewed publication in the process of fulfilling interests in learning, and advancing scholarship. Peer-reviewed publication is a consequence of scholarship by faculty who identify self as learners, desire to contribute to the field, and engage in practical strategies to make it

work despite obstacles. The mechanisms of time management were secondary, or subsidiary, to the pre-existing of self as learner and self as scholar. Intrinsic motivators facilitated practical engagement of personal and professional resources toward the end goal of successful publication.

Behaviors of disciplined strategies, prioritizing, and setting boundaries toward time management stem from identification of self as learner, passionate and curious about research. While finding time among professional and personal commitments required attention, time in and of itself was not seen as a prohibition from successful research or publication. As Participant #4 described, "If it's something that I'm just intrinsically fascinated by it just somehow gets done. I find the time to do it."

Professional engagement, such as collaboration and attending professional conferences, served the interest of learning while advancing professional scholarly advancement. These activities of time management and collegial interaction were means to an end, fueled by intrinsic interest in learning. Participating in peer-reviewed publication serves as a component of interaction with larger community of scholars, and offers opportunity for personal development as learners, while simultaneously benefitting professional advancement. Participant #10 reflected,

So peer review is one type of community, it's a frame of community. That community of peers is going to review you. So what is the state of the community, what is the quality of the community, how do you touch the community, how do you relish that community, find ways to build shared local realities, which are generative? (Participant #10)

Within a community of scholarship, which becomes the less understood aspect related to highly effective scholars, the elements of scholarship; discovery, integration, application, and teaching, are not seen as discreet subsets but as interdependent and interrelated aspects of advancing knowledge and wisdom. This is of great value. It would be appropriate to ask, given this declaration; to what purpose? In the current context, highly effective scholars begin to serve in leaders roles towards the advancement of the human condition and possibilities. Research and scholarship within such a meta-purpose would hold a social responsibility therefore becoming a social activity (Booth, Colomb, & Williams, 2008). The community of scholarship, like leadership itself, is dynamic and it is through that dynamism that real discovery, real change, reflective of our mutual purposes, will be revealed to the world (Rost, 1993). Scholarly leadership, therefore, is held to be *potentiating relationship*, among experienced and aspiring researchers, that imbues the critical importance of planning, preparing and producing publishable and presentable research findings towards the advancement of the professional life and the community of scholarship.

Discussion

The objective of this study was to discover components of successful peer review publication for midcareer scholars thereby revealing the processes involved with addressing challenges and accomplishing scholarly advancement. It is important to reiterate that this study was mounted on a pragmatic paradigm to purpose describe and explain multiple possibilities and consequences of human interaction. There is no rigid conceptualization of problems as problematic, rather as keys to understanding multiple ontologies that result in processes of problem solving. To date, extant literature regarding publication for midcareer scholars has been, for the most part, empirically designed and epistemologically derived. Conversely, a pragmatic research paradigm rejects the notion of universal pathologies of belief regarding

human experience. Therefore, a discussion of our findings in comparison to current literature must be first contextualized as purposefully positioned to discover processes of problem solving versus the subjective experience of problems.

As noted, current literature has reported lack of time as an extrinsic challenge to successful publication as including (Carrol, 2003; Hemmings et al., 2007; Howard, 2002; Knowles et al., 2000; Skolnik, 2000; Sharobeam & Howard, 2002; Toews & Yazedjian, 2007). The findings in our study confirm that lack of time is a challenge facing mid-career scholars. However participants did not report lack of time as an obstacle keeping them from publishing, but rather a challenge that necessitated management. Time management was essential to assisting faculty with pursuit of research interests and publication. As Participant #4 stated, "If it's something that I'm just intrinsically fascinated by it just somehow gets done. I find the time to do it."

While lack of time was confirmed be a challenge to the publishing process, other obstacles commonly noted in the literature were not reported. Contrary to the literature regarding citing distance from scholarship (Baker-Fletcher, 2005) as an impediment to successful publication, the participants in this study reported actively engaging in professional opportunities and collaboration in order to maintain, sustain and build upon their scholarship. Participants did not experience sense of isolation from scholarship due to their choice to engage in research through multiple avenues stemming from an intrinsic interest in the research process itself. As Participant #6 shared,

What I value in working with colleagues is that I discover a whole another perspective. And if we really work closely together, I learn to appreciate the perspective, and I think they learn from me at the same time I'm learning from them. And we wind up with a much better view, and better research than what we would get by just doing it on our own.

Furthermore, the literature regarding institutional ambiguity (Bland et al., 2002; 2005; Fogg, 2006; Gappa et al., 2007; van Balen et al., 2012), gender (Baker, 2010, 2012; Baker-Fletcher et al., 2005; Bellas & Toutkoushion, 1999; Isgro & Castañeda, 2015), and job insecurity (Bland, et al., 2002; Kezar, 2009; Toews & Yazedjian, 2007; Vannini, 2008) was not confirmed in our study. Participants did not report any indication that institutional ambiguity, gender, or job insecurity were components of challenge with regards to successful publication.

Limitations of the study possibly impacting these findings include the sample representing a homogenous population of mid-career faculty who identified with successful publication. Further research into the processes of publication for scholars identifying with unsuccessful publication is indicated.

Generalizability

Establishing credibility, dependability and transferability are essential facets in a qualitative research study. Activities that increased the probability that credible findings were produced included sustained engagement and persistent questioning as well as triangulation of the findings through an engaged peer-review process. Every attempt was made to ensure the transferability of this study. It was not necessarily our task to provide an index of transferability; however considerable attention was given to provide the reporting that makes transferability possible on the part of potential appliers. In other words, while we cannot generalize beyond this study's population, we have made efforts that would allow others to do so. Dependability was addressed via multiple elements. Clear, detailed, and sequential

descriptions of all procedures are given to allow other researchers to follow the design and conclusions of this study (Chiovitti & Piran, 2003).

Implications

Significance of this study is the contribution of a deeper understanding of the elements of successful scholarship for midcareer academic faculty. The field of higher education gains insight as to how faculty achieves success in peer-reviewed publication while managing the challenges of teaching, service, and administrative responsibilities. Findings reveal processes of success which will be purposed as published research in the field, future research in higher education, leadership studies regarding success and the midcareer scholar, and professional advancement training.

This study will advance the appreciation for grounded theory research methods in the study of midcareer scholars in higher education. A widely recognized research method, the use of grounded theory in the proposed study will advance the knowledge regarding grounded theory methods, application, and presentation. Several papers could emerge from this study addressing the use of co-researchers in grounded theory methodology. Additionally, the use of co-researchers in open, axial, and selective analysis, will demonstrate the generative potential of grounded theory when approached from multiple ontological perspectives, thereby advancing the scholarship on qualitative and grounded theory methodology in social sciences, leadership studies and higher education. The use of co-researchers during all phases of data analysis will also generate knowledge regarding the nature of collaboration and leadership in social science research.

In as such, this study will also contribute to the growing understanding of the intersection of leadership studies and higher education. Findings regarding the successful processes of peer-reviewed publication by midcareer faculty will establish precedence for expanding professional advancement to include effective motivational modalities and principles of leadership within faculty development programs and requirements. The pragmatic paradigm driving this study advances knowledge regarding the usefulness of ontologically driven research when applied to challenges facing higher education.

Summary

In terms of dissemination; the sharing of knowledge across disciplines, the sharing of best practices, or the sharing of conversations about teaching and learning, remain localized and unconnected within discreet communities of practice.

Faculty are losing out, too. Research and publications have become the primary means by which most professors achieve academic status, and yet many academics are, in fact, drawn to the profession precisely because of their love for teaching or service—even for making the world a better place. (Boyer, 1990, p. xii)

The various dimensions of scholarship stemming from Boyer's (1990) report remain, for the most part, unbalanced, passive, and disconnected. Terms like transdisciplinarity (Nicolescu, 2002; & McGregor & Volckmann, 2011, generativity (Erikson 1950/1963; & Volckmann, 2014), and communities of scholarship (McCaslin & Flora, 2013) become integral to the development of the scholar practitioner. The ground for this paper was in understanding the nature of successful scholarly pathways of highly effective midcareer professors. The intent is to reinvigorate the conversation concerning scholarship towards producing a balanced, active,

and generative system that seeks to discover, integrate, apply, and teach from an interconnected transdisciplinary perspective. A system that seeks to put knowledge and wisdom to work in the world.

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