

1988

## Incentives for faculty participation in professional service at selected public urban universities in Virginia

Barbara King Wallace

*College of William & Mary - School of Education*

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Wallace, Barbara King, Ed.D.

The College of William and Mary, 1988

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**INCENTIVES FOR FACULTY PARTICIPATION IN  
PROFESSIONAL SERVICE AT SELECTED PUBLIC  
URBAN UNIVERSITIES IN VIRGINIA**

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**A Dissertation  
Presented to  
Faculty of the School of Education  
The College of William and Mary in Virginia**

---

**In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education**

---

**by  
Barbara King Wallace**

**May 1988**



INCENTIVES FOR FACULTY PARTICIPATION  
IN PROFESSIONAL SERVICE AT  
SELECTED PUBLIC URBAN UNIVERSITIES  
IN VIRGINIA


by

Barbara King Wallace

---

Approved May 1988 by

  
Donald J. Herrmann, Ph.D.

  
John R. Thelin, Ph.D.

  
Roger G. Baldwin, Ph.D.  
Chairman of Doctoral Committee

### Dedication

"Continuing education divisions are typically subsystems of larger parent organizations which do not view the education of adults as their primary organizational mission" (Votruba, 1981). This research is dedicated to the continuing educators with vision and purpose, and even entrepreneurship, who have strengthened support for continuing education and professional service at their respective institutions.

## ACKNOWLEDGEMENTS

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## Chapter 1

### INTRODUCTION

This exploratory study focuses on the claims made by public, urban universities in their mission statements and faculty handbooks that service, along with teaching and research, is central to the life and purpose of the institution. The study examines and then evaluates the university's own claims about professional service and identifies incentives that encourage faculty participation. The specific issues examined concern whether universities truly carry out their self-stated commitment to professional service and if so, what institutional and individual incentives or rewards exist for participation in this type of activity.

#### Background of the Problem

Service is commonly listed among the three major missions and functions of higher education. However, most administrators and faculty would agree that service ranks third in priority, behind teaching and research. The category of service is more difficult to define than teaching and research but deserves the same kind of rigorous evaluation and positive credit. For purposes of evaluation, service is usually divided into three broad categories: college or university service, community service, and professional

service. College and university service usually refers to student advisement and counseling and service on committees and task forces within the institution. Community service is typically the application of a faculty member's professional skills for the service of the surrounding community. Community service includes such things as speaking activities, noncredit courses, and colloquia with groups external to the academic community (Crosson, 1983). Professional service, which is the focus of this research study, refers to significant professional activities outside the categories of teaching and scholarship that draw upon one's professional expertise in his or her academic discipline (Elman and Smock, 1985). Such faculty expertise may be used to improve the social, economic or cultural environment and would include such examples as industrial consulting, technical assistance to government, the development of products such as computer software and instructional media courseware, as well as clinical work and artistic performances. Professional service does not include university or community service in the form of civic, religious and other activity.

The problem with which the research study deals is thus: do urban universities truly support faculty in carrying out the institution's self-stated commitment to professional service? Alternatively, is there dereliction or neglect in which an official university purpose receives marginal or incidental attention?

More specifically, one can ask how professional service fares along with teaching and research in the life and work of the faculty. Moreover, how does professional service fare beside

teaching and research in the incentives and sanctions and rewards of faculty evaluation, promotion and tenure and hiring practices?

To find answers to these questions, one can examine institutional practices and policies including:

- Formal institutional mission statements
- Formal, official statements in faculty handbooks on criteria for evaluation, promotion and tenure
- Actual written criteria used in evaluating outreach activities
- Perceptions of faculty and administrators toward professional service as a function central to the institution
- Strategic planning documents and ten-year accreditation studies
- President's reports and addresses
- Faculty personnel policies and governance policies

In sum, the problem is to test and evaluate the university's own claims about professional service as a central activity in the overall mission of the institution. A secondary purpose of this study is to identify the incentives universities employ to encourage professional service, as perceived by full-time faculty and continuing education administrators. Documents on policies and practices related to faculty professional service will be analyzed to determine how institutions foster or inhibit professional service activity. Findings on current institutional incentive practices and the perceptions of full-time faculty and continuing education administrators could provide important information for planning and evaluation of faculty reward systems. This information can form the basis for determining institutional policy for faculty

participation in professional service. A lesser purpose is to determine if a faculty survey instrument can provide valuable empirical data for academic administrators responsible for professional service policy-making in higher education institutions.

### Need for the Study

On many campuses faculty and administrators are reexamining the institution's mission statement. The improvement of professional service and the strengthening of faculty support in the delivery of professional service have become important issues (Lynton and Elman, 1987). For institutions involved in strategic planning and academic reorganization, it is particularly significant. Universities are beginning to realize the existing, narrowly defined mold into which they have tried to cast themselves is not adequate to the expanding needs of our contemporary, knowledge-based society. Also, with the demographic decline of the 18-22 year old college cohort through the mid-1990's, many institutions are looking at the adult, nontraditional student as a "new" student population they can tap. Additionally, institutional professional service mandates may call for establishing partnerships with business and industry, state and local government, and local citizens' groups involved in solving public problems.

These trends are validated by Lynton and Elman (1987) who say many institutions are failing to realize their full potential because their internal system of values, priorities, and aspirations primarily emphasizes and rewards traditional modes of teaching for which the

clientele is shrinking and basic research for which most Post-World War II institutions cannot receive adequate support (p.13).

Internal discussions and plans to implement a broader, more inclusive mission would go far toward mobilizing the full capacity of the institution in meeting the new educational needs of individuals and society. Lynton and Elman (1987) suggest a new framework for addressing this entire process of knowledge manipulation. They suggest that even within a single university, different colleges and schools may vary in the emphasis they place on the various components of the knowledge process. It is appropriate to discuss "new roles for departments and a corresponding variation of tasks for faculty as long as the entire spectrum of scholarly and professional activities and the entire range of modes and audiences of instruction are seen as equally important" (Lynton and Elman, p. 14). If Lynton and Elman's views are widely accepted, professional service activity may become a more significant role of the individual faculty member.

Likewise, institutional policies for evaluating professional service for the most part are fragmented and vague. The fact that mere participation in professional service is considered adequate is part of the patronizing nature of the effort on the part of faculty. Lynton and Elman suggest "that which is not evaluated is not valued" (p. 135). This is not to say that we do an excellent job in evaluating either teaching or research, but at least the perception is that someone is out there doing so. According to Lynton and Elman (1987), basic changes in the existing system of values,

incentives, and rewards are necessary in order to bring about parity of esteem and equality of treatment for a faculty member's full range of professional activities (p. 135). In sum, there is no perception of value in professional service activity and this hurts the reputation of the endeavor which results in an absence of incentives.

### Theoretical Rationale

Votruba (1979), Hanna (1981), Harper and Davidson (1981), Centra (1979), Florestano and Hambrick (1984), Elman and Smock (1985) and Lynton and Elman (1987) all single out the lack of a sound faculty reward system as one of the serious problems in the development of professional service or outreach programs. These written documents have without doubt contributed to our understanding of the problem. Part of the difficulty lies in the operational definition and evaluation of professional service activity internally. In essence, there is increasing pressure for faculty to become involved in "service" but very few incentives within the system to reward these activities. Unlike other research which concentrates on the importance of the ill-defined "service" mission, this research will focus on university rewards for faculty engaged in professional service.

Florestano and Hambrick (1984) and Elman and Smock (1985) have identified criteria for evaluating faculty performance in the areas of teaching, scholarship, and professional service. They emphasize the fact that the rewards and elements of measurement

are the same for professional service as those for teaching and traditional research.

According to Maslow's seminal work in 1954, individuals are motivated by such basic human needs and concerns as security, affiliation, esteem, autonomy and self-actualization. Pride and satisfaction may be the incentives which motivate certain faculty to participate in professional service. Other motivation theorists like Herzburg (1966) suggest that we look at factors contributing to job satisfaction and dissatisfaction. In this regard, it may be more appropriate for the administrator to maximize intrinsic satisfiers (e.g. opportunities to work with mature, nontraditional students and opportunities to participate in innovative programs) related to professional service activity. This research seeks to explore all incentives, intrinsic and extrinsic, which may influence faculty participation in professional service.

#### Research Questions To Be Answered

This study explores the universities' own claims about professional service and identifies incentives that encourage faculty participation. The following questions address these specific issues.

#### Main Research Question

At institutions which claim professional service as central to their mission, are there incentives or rewards for faculty participation?



### Subsidiary Questions

1. Do institutions clearly define professional service?
  - a. Is professional service defined in the mission statement, faculty handbook and other legal documents?
  - b. Are the terms service and professional service used interchangeably in institutional documents?
2. Do institutions have clear cut incentives and rewards for professional service?
  - a. Are faculty motivated by financial rewards, nonfinancial rewards or both?
  - b. Is faculty participation exclusive to certain academic schools or departments?
3. Are there negative consequences for faculty who engage in professional service?
  - a. Does faculty participation diminish productivity in the "important" academic responsibilities?
  - b. Does professional service "fit" into traditional faculty roles and responsibilities as historically defined?
4. Do institutional policies exist for evaluating professional service?
  - a. Do evaluation criteria exist at the university level? college/school level? departmental level?
  - b. Is faculty performance in professional service evaluated separately or considered an extension of the teaching and research function?
  - c. What existing policies or alternative policies seem appropriate and inappropriate to professional service?
  - d. What are the criteria by which professional service activities are to be evaluated: originality? impact? replicability?

5. Do institutional leaders actively support professional service?
  - a. Who is most responsible for the success of professional service?
  - b. Does the administration establish policy and articulate support for professional service?
  - c. Does the administration refrain from comment on the subject and let others determine the significance of professional service?

#### Definition of Terms

For the purpose of consistency, operational definitions of the key terms used throughout this study have been developed.

- |                      |   |
|----------------------|---|
| Public service       | -commonly listed among the three major missions and functions (after teaching and research) of higher education; service is usually broken down into three spheres: <u>academic service</u> (committee or other governance activities internal to the department, college, or university); <u>professional service</u> (work external to the department or university; or other work within the discipline for national or regional professional associations; also includes consultative services to business, industry and government); <u>community service/citizenship</u> (nonprofessional contributions in civic and other non-profit organization activities). This study focuses on professional service. |
| Professional service | -refers to significant professional activities outside the categories of teaching and scholarship that draw upon one's professional expertise in his or her academic discipline. Such faculty expertise may be used to improve the social, economic or cultural environment and would include such examples as  |

Industrial consulting, technical assistance to government, the development of products such as computer software and instructional media courseware, as well as clinical work and artistic performances. Examples would be a professor of finance who is conducting a workshop on the fundamentals of finance and accounting for the nonfinancial manager/executive or a professor of nursing who is practicing one day a week in a student health center. This does not include academic service to one's department and governance activities within the university. It also does not include community service in the form of civic, religious, and other service activity.

- Continuing education -refers to the credit and non-credit instructional component of professional service; continuing education and public service are interrelated and often used in the same context. Hence, the traditional distinction of continuing education as lifelong learning beyond the baccalaureate degree is applicable here.
- Incentives -factors (financial/nonfinancial, intrinsic/extrinsic) which motivate a faculty member to participate in professional service. Intrinsic incentives derive from the work itself and include such things as the opportunity to work with nontraditional, mature students, the opportunity to participate in innovative programs, the prestige of staying current in their fields, and the opportunity to keep in contact with their professional association. Examples of extrinsic incentives are salary, tenure and promotion.
- Academic reward system -the common elements are promotion, retention, tenure and salary; the purpose is awards or recognition to the faculty member for achievements, valuable service, etc.

### Limitations of the Study

The subjects of the study were limited to Continuing Education administrators in Virginia's three public urban universities and selected full-time faculty members currently (within five years) engaged in professional service work.

Because the research population reflects a small group of participating full-time faculty at public, urban institutions, generalizations regarding the incentives and rewards that may encourage faculty to participate in professional service must be made cautiously. Non-participating faculty were not surveyed. Therefore, the research is illuminating but not fully representative.

Generalizations to the total population of faculty employed at public, urban universities or higher education as a whole (rural or urban, private or public) should be made with caution.

### Overview of the Study

The related literature is reviewed in Chapter 2. A definition for professional service is discussed along with the evolution of the service function in higher education. This is followed by a discussion of the literature relating specifically to incentives, rewards, leadership, and evaluation for professional service.

In Chapter 3 the methodology of the study is outlined. The limitations of the study are also discussed. This chapter includes a description of the sample population, the instrumentation, the research procedures, and methods of analysis.

The case study findings are presented in Chapter 4. The content analysis of documents and the analysis of survey data are explained in detail. The study's results in relation to the research questions are discussed in this chapter.

The research study summary is presented in Chapter 5. The conclusions of the study, the implications for policy and practice and for future research are discussed.

## Chapter 2

### REVIEW OF LITERATURE

#### Service: The Definition Problem

Public service is commonly listed among the three major missions and functions of higher education. It is clear from the literature that a great many people consider public service to be an important and appropriate mission - in fact, an obligation and a responsibility - for higher education. However, most administrators and faculty would agree that public service ranks third in priority, behind teaching and research. The word public service in an academic setting is rarely defined and has been known to take on many meanings. Also, the literature on public service in higher education "provides no simple definitions and answers regarding this mission, and in fact, entails enormous difficulties" (Crosson, 1983, p. 4).

The concept of service throughout the history of higher education has commonly been linked with the notion of utility, that is with the relationships of colleges and universities to the social, economic, and political problems of society. The public land grant colleges are one of the best models of public service in higher education. Public service has been used by colleges and

universities to justify claims for public support. Thus, public service is a broad term "which implies good citizenship and a form of philanthropic activity which a faculty member is involved in for the good of the institution and the betterment of his or her community" (Lynton and Elman, 1987, p. 148).

Research in the field of faculty incentives for professional service required that several key terms be defined. The term public service, continuing education and lifelong learning are interrelated and often improperly used in the same context. Public service is described in detail in the previous paragraphs. Continuing education refers primarily to the credit and non-credit instructional component of public service. The traditional distinction of continuing education as lifelong learning beyond the baccalaureate degree is applicable in this study. Finally, the term lifelong learning is perhaps the most difficult to define. According to Thelin (1980) lifelong learning is presented "as a panacea for virtually every social problem including illiteracy, obsolete occupational skills, and family disintegration" (p. 3). He says "the components of lifelong learning are as broad as post secondary education itself, but the logical approach is to analyze the way particular activities serve particular types of students" (Thelin, 1980, p. 4).

This study focuses on professional service which is a subcategory of public service and will be defined in the next section.

### What is Professional Service?

Service in higher education is usually divided into three broad categories: college or university service, professional service, and community service. This study focuses on professional service which refers to significant professional activities outside the categories of teaching and scholarship that draw upon one's professional expertise in his or her academic discipline. Such faculty expertise may be used to improve the social, economic or cultural environment and would include such examples as industrial consulting, technical assistance to government, product development, clinical work and artistic performances. It does not include academic service to the department and governance activities within the university or community service in the form of civic, religious, and other service activity.

### Evolution of Service in Higher Education

According to Rudolph (1962), the concept of service in higher education "was first used in a general sense to justify societal support of higher education and was closely related to the education mission" (p. 59). The education of students for particular roles was said to be a service to society. The colonial colleges served society by educating the religious leaders for the surrounding communities. As colonies and later states grew into more complex social organizations, colleges served their constituencies by educating political, social and professional elites – clergymen, lawyers, and doctors (Rudolph, 1962, p. 359). As American society became more complex and industrialized, colleges and



universities responded by providing professional and technical education and training. In the late 1800's and early 1900's universities with strong research missions were being developed. Veysey (1965) reported that "the new universities serve society - and deserve support in return - by producing the knowledge essential to industrial, technological, and even political social advances" (p. 76). This notion of service remains with us today and the image of universities as social service stations is still prevalent (Kerr, 1982, p. 129).

Throughout the history of higher education and especially before the Civil War "the concept of service represented a departure from the traditional curriculum to a more practical curriculum, one better suited to growth and expansion" (Rudolph, 1962, p. 365).

After the Civil War, the idea of service "became more clearly articulated as a mission for higher education and became associated with special programs and activities" (Crosson, 1983, p. 21). Veysey (1965) traced the emergence of the American University from 1865 through 1915 by tracing three specific concepts:

These concepts centered, respectively, in the aim of practical public service, in the goal of abstract research on what was believed to be the pure German model, and finally in the attempt to diffuse standards of cultivated taste. (p. 12)

The most obvious and successful example of the fulfillment of the service ideal is the land grant college. The Morrill Act of 1862 provided federal funds to state governments to set up special institutions to address the needs of an industrialized and agrarian

society. According to Alan Nevins (1962), the most important idea in "the genesis of the land grant colleges and state universities was that of democracy" (p. 16). He referred to service in an "open, mobile society in which opportunity exists and in which the political system remains free and responsive to the wishes of an educated citizenry" (Nevins, p. 16).

Two other pieces of legislation were associated with the land grant idea: the Hatch Act of 1887 provided funds for experimentation associated with agricultural problems and the Smith Lever Act of 1914 provided funds for establishing extension programs to disseminate the results of agricultural and home economics research throughout the state.

In 1918, Charles Van Hise, President of the University of Wisconsin came up with an idea related to service which affected state universities in the West and Midwest. The Wisconsin Idea, as this program of university service was called, equalled the land grant college idea as a powerful model of public service for American higher education. In essence, "the boundaries of the University would be coterminous with those of the state, and the primary purpose of the university would be to service the needs of the state and its citizens" (Crosson, 1983, pp. 24-25).

In sum, the two most important means of service beyond the agricultural bases provided by the land grant institutions, were university extension and a direct relationship with state government. It was somewhat later that we saw the emergence of institutions like Princeton which became concerned with national

service and the University of Chicago which was recognized for municipal service. The American municipal university was synonymous with the characteristics of an urban university today.

By the late 1900's, universities began to look like "multiversities" which is a term used by Clark Kerr (1982) to describe universities as social service stations. During the late seventies community colleges were established throughout the United States with the specific mission of providing service to their clients. There are many authors of higher education texts who feel that the community college concept has most fully captured the mission of public service. However, many other types of colleges and universities have embraced the idea. In fact, almost everyone agreed that universities ought to serve society. According to Bok (1982), they differed only in their "estimate of the burdens these institutions could carry and the ways in which they could make their most important contributions" (p. 66).

#### Faculty Incentives: An Introduction

Specifically, the subject of this study is incentives for urban faculty participation in professional service. By definition, an incentive is something that incites action or effort. Higher education must employ many types of incentives to enhance faculty vitality and productivity. The incentives that motivate faculty to become involved in service are varied. Intrinsic as well as extrinsic incentives explain the amount and intensity of faculty participation.

### Types of Incentives

Maslow (1954) suggests that human beings are motivated by a broad range of human needs and concerns including security, affiliation, esteem, autonomy, and self-actualization. Perhaps these basic motivations are influential in the decisions of faculty to become involved in nontraditional instruction.

Votruba (1979), Medsker et al (1975), and Feasley (1983) found that faculty are motivated to participate in continuing education because of the opportunity to work with nontraditional, mature students, the desire to participate in innovative programs, the prestige of staying current in their fields, and the opportunity to keep in contact with their professional association(s).<sup>1</sup> Votruba (1979) refers to these incentives as intrinsic motivators for college faculty. It has been argued however, that intrinsic motivators alone are not enough for faculty.

Hanna (1978) and Votruba (1979) assert that faculty member's decision to participate in continuing education is based on the institutional reward system recognizing this particular type of activity. These rewards are provided primarily through the salary, tenure and promotion systems of the institution. Without such

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<sup>1</sup>This position is maintained in James Votruba's, "Developing a Comprehensive Reward System." New Directions for Continuing Education: Attracting Able Instructors of Adults" (San Francisco: Jossey-Bass, 1979), p. 59; Leland Medsker, et. al., Extending Opportunities for a College Degree: Practices, Problems, and Potential (Berkeley: Center for Research and Development in Higher Education, ED 125), pp. 178-179; Charles Feasley, Serving Learners at a Distance ASHE-ERIC Research Report No. 5, 1983, p. 10.

extrinsic motivators, continuing education administrators find full-time faculty participation in professional service very difficult if not impossible to achieve.

#### Incentives for Professional Service

Florestano and Hambrick (1984) say there is a need for more attention to "developing a formal reward system for participation in public service, especially professional service" (p. 18). Rewards they offer which have not been previously mentioned are faculty release time and sabbaticals, support services such as secretarial and graduate student assistance, and awards for teaching excellence for outstanding instruction in professional service.

Florestano and Hambrick (1984) give three reasons why public service is not built into the formal reward system at four-year colleges and universities. These include: (1) A loose operational definition of public service; often no distinction is made between professional and nonprofessional based public service; (2) Good evaluative measures of professional service do not exist; it is hard to distinguish good service from mediocre or the mediocre from the poor; (3) Professional public service is undervalued by full-time faculty and administrators, and thus, is not well rewarded (Florestano and Hambrick, 1984, p. 18).

The term public service may have to be disregarded completely because it means different things to different people. It is not adequate to discuss professionally based service in higher education as merely public service. Professional service needs special

attention and focus in order to develop a finer distinction of service which can fit into the overall faculty evaluation criteria. In terms of qualitative assessment, measures for professional service rarely exist. One may argue that the measures for teaching and research are not particularly strong, but at least they exist if needed. Professional service must be valued and assessed if it is to be rewarded. It seems logical that if faculty could reach consensus on a definition of professional service and appropriate evaluative criteria were assigned, the value faculty placed on professional service would increase.

#### Job Satisfaction from Professional Service

Herzberg and others (1966) have suggested that the factors contributing to job satisfaction and the factors contributing to job dissatisfaction actually comprise two different sets of variables (p. 8). Herzberg goes further to suggest that satisfiers are directly related to intrinsic factors derived from the work itself. An example of intrinsic factors include personal satisfaction from working with the older, adult part-time student. These students can share real life experiences and are usually highly motivated. On the other hand, dissatisfiers are directly related to extrinsic factors associated with work. Extrinsic factors include such things as salary, personnel policies, and working conditions. The continuing education administrator might interpret Herzberg's theory to mean that he or she should "maximize the intrinsic satisfiers related to nontraditional teaching while minimizing the

extent to which extrinsic factors cause dissatisfaction" (Votruba, 1979, p. 61). Once continuing education administrators are sensitive to all of the extrinsic and intrinsic rewards that motivate faculty, they can respond systematically to as many motivators as possible.

Tuckman's study (1979) on the academic reward system revealed that faculty members are subject to a different relative set of incentives, depending on their discipline. For example, institutional policies which foster collaboration with business, industry and government may tap the creative talents of an economics professor but would stimulate a history professor very little (Tuckman, p. 54).

Tuckman (1979) also argues that faculty assign different values to incentives at various career stages. He argues that incentives for productivity and compensation are strongest early in the career of a faculty member, because they contribute to promotion and provide more career options. It is much more advantageous to try to "increase a professor's base salary at the time of his or her initial appointment, especially if they intend to spend their entire career in higher education" (Tuckman, p. 76).

Baldwin and Krottseng (1985) offer some suggestions for designing effective faculty incentives which may be helpful to those administering public service activities. They argue that colleges and universities must devise a wide range of incentives for their respective faculty members. They must "craft incentives that acknowledge the special nature of academic employment, that

capitalize on the rewards intrinsic to academic life, and that are sensitive to the special values and unique circumstances of professors from various disciplines and career stages" (Baldwin and Krottseng, p. 17).

All too often, institutions have failed to design incentives for faculty who wish to participate in professional service activity. To be successful, these incentives must be tailored to the individual faculty member and more specifically to the institution's special mission and goals for continuing education and professional service.

The range of incentives for professional service may be quite broad. It might include financial incentives such as additional travel funds, annual salary increases, and honoraria. It may include nonfinancial rewards such as special faculty recognition, support services (computing, media development, secretarial support), reduced teaching loads or sabbatical leaves.

#### Leadership for Professional Service

A national survey of university department heads (Centra, 1980) indicated that "only two percent considered public service and continuing education to be a critical factor in evaluating their faculty" (p. 133). One third of those sampled said public service was not a factor at all. Moreover, when asked how faculty members should be evaluated, "the response from department heads was the same as when asked if public service was a factor in practice" (p. 135).



While the number of public service programs on campus nationwide appears to be increasing, the evidence suggests that faculties will be slow to change. Udell (1987) reports that the "lack of academic recognition by the institution and the lack of respect by their colleagues will keep faculty, especially junior faculty members, from engaging in such activity" (p. 37). For the most part, public service programs are not well integrated with the main stream of campus activities and thus only occasionally do faculty members participate (Udell, p. 37).

The department chair is probably the single most important person evaluating the faculty member and should be cognizant of how to evaluate professional service activity, especially if it has been assigned as part of the workload of the faculty member. After all, the faculty member is evaluated on the quality of teaching and research, scholarly activities and productivity, the responsibilities related to the department's mission and interaction with students and colleagues outside the department. But, whatever the case, Bevan (1985) reports that the department chair's principal responsibilities are "to develop effective professors, to maintain and enhance effective professors, and to reward professors whose behavior is effective because it reinforces the goals and mission of the department and university as a whole" (pp. 48-49).

Deans and provosts also provide an important leadership role for professional service. According to Lynton and Elman (1987) deans

and provosts need to be strong advocates of broadening the definition of scholarship and adapting procedures to document, evaluate, and reward new forms of professional activity (p. 165). They are also the administrators who are most likely to take the lead in developing a "second stream of personnel review" (p. 165) and allocate the necessary resources to support cross-disciplinary projects and intercollegiate curricula.

Recently, several articles (Lynton and Elman, 1987; Riesman and McLaughlin, 1984; Udell, 1987), have indicated it is the leadership of the president or the chancellor of the university that is most important. The central administration establishes the priorities and sets the tone for the institution. Lynton and Elman (1987) state their position on this topic:

One of the key characteristics that distinguishes our conception of the university from the current prevailing model is that much of its scholarship, professional activity, and instruction requires active collaboration among several departments and schools. Thus, the university needs to have a strong collective, institutional identity and to be a whole considerably greater than the sum of its disciplinary components. (pp. 165-166)

Leadership at the national level is also important as recent studies have indicated (Lynton and Elman, 1987 and Udell, 1987). Faculty unions are important in interpreting faculty work loads if universities must respond to new agendas. Accreditation agencies and professional societies play a key role in reexamining basic curricula and accreditation requirements. Higher education associations are beginning to discuss these issues in workshop sessions at their annual meetings. Recently, over two hundred

Individuals attended a panel presentation "Faculty Incentives for the New University Agenda" at the annual meeting of the American Association of Higher Education held March, 1988 in Washington, D.C.

Udell (1987) sums up the present state of affairs in a letter to the editor of The Chronicle of Higher Education:

Talk about expanding the role of the universities and colleges can go on infinity, but it isn't likely to happen until there are some major shifts in the faculty reward structure and in the importance attached to such activities by academic accrediting associations. Governors can speak and university presidents can promise, but until these issues are dealt with, the faculty won't budge. (p. 37)

In sum, Donna Queeney (1984) says universities have both a responsibility and a right to exercise leadership in the areas of professional service. "Their primary mission is education whether it is preparatory professional education (undergraduate education) or lifelong professional education" (p. 14). Professional service is viewed as a very distinct part of the overall, encompassing term lifelong education or lifelong learning.

#### Evaluating Professional Service

Public service is a major professional mission for many universities and since some faculty members respond to this stated mission it seems logical that they should be rewarded accordingly. The criteria for reward and evaluation at a few public colleges and universities state that "teaching and public service will be given as much weight as teaching and research if it is a part of an individual's assigned responsibilities" (Centra, 1980, p. 135).

However, faculty and administrators at Ohio University-Chillicothe developed a faculty evaluation instrument based on a point system which allowed maximum freedom for diverse strengths and interests of faculty and which still supported the mission of the university. According to Salomone and Vorhies (1985), people whose weaknesses were professional service could publish; people whose strengths were not in research could earn points in other areas (p. 46). The University of Louisville is another example of an institution that institutes a yearly or biyearly review of individual workloads for each faculty member (Lynton and Elman, 1987, p. 149). Lovett (1986) discusses agreements which are made between faculty member and the dean or provost as to workload assignments and expectations "with the major purposes being fulfillment of faculty's external needs, internal priorities and personal situation." The mix of traditional scholarship and professional service involvement will vary from faculty to faculty and department to department.

In most colleges, deans and department heads find it difficult to evaluate and reward various forms of extension activity because the university has not established clear guidelines. It is imperative that those institutions which stress the importance of professional service in their mission and philosophy statements be willing to evaluate faculty for their participation in such activity.

Participation in professional service can take many forms and occur on many levels. It may include credit or noncredit instruction at a business or government site as well as courseware development of a non-traditional nature. Faculty may become

involved in a one-day seminar, extensive consultation, correspondence or independent study, a significant conference or week-long institute, clinical work, artistic performance, or a major research study in the community. Involvement in such activities can be evaluated based on objective and subjective data including student evaluations, peer evaluations, enrollment records, agency or firm reviews, and grant and contract procurement.

However, more often than not, faculty are not evaluated on any level for their professional service activity. Moreover in a recent Chronicle of Higher Education letter to the editor, a business professor reported that he was criticized by his peers and department chair for participating in public service activity which involved analyzing a piece of legislation for the governor's office and assisting the state legislature with analysis of the new tax structure for the state (Udell, 1987, p. 37). In the same letter, faculty were quoted as saying the major reason for not participating in professional service activity was "the lack of academic recognition and respect awarded to such activities by their colleagues" (p. 37).

Faculty who have produced courseware have also faced obstacles at evaluation time. According to Trollip (1988) the underlying basis of instructional computing is very different from the traditional research taken on by faculty but is largely being evaluated in a similar fashion. Those responsible for evaluating this type of work often do not understand how difficult it is to produce useful, quality material, and the length of time it takes to

develop it. Trollip reports two prevailing concerns for the courseware developer: "(1) Time is taken from other activities such as research that are ultimately more important to the faculty member; (2) University reward structures are heavily weighted against instructional development" (p. 28). The implementation of these materials appear to reap few professional rewards for the faculty although their development is very time consuming. Again, this is an example of how courseware development or professional service activity may enhance a faculty member's chances for promotion and tenure, but "only if traditional criteria have been met" (p. 28).

According to Florestano and Hambrick (1984), the following factors should be considered in the evaluation of faculty performance in professional service: "(1) impact; (2) intellectual and professional soundness; (3) administrative efficiency and effectiveness; (4) marketability and client appeal" (p. 19). They report that the greatest part of the difficulty in evaluating public service is "the general lack of attempts to distinguish between activities that are and are not profession based" (p. 18). This goes beyond the students' written evaluation on the organization, content, and administration of the program. Tangible criteria for evaluating the impact of professional service can be used including on-the-job assessments after training, letters from training recipients, interviews with trainers, and follow-up evaluations (3-6 months after the training). Qualitative as well as quantitative measures

may be advanced to the administration so that they can make informed decisions during the faculty evaluation process.

In a national survey of 230 deans and directors of university continuing education programs (Dillon, 1982), the respondents strongly agreed that their faculty should participate in instructional development programs (79 percent) and that traditional faculty should receive instructional recognition in salary and promotion reviews for service in continuing education (92 percent) (p. 76). It was also reported that if traditional faculty members are to be integrated into appropriate teaching, research and service roles, the reward system must be modified to acknowledge their participation and contribution to the institutional mission.

### Summary

Incentives for faculty participation in professional service have been identified in the literature. But, do they actually exist in our universities? And if so, are they being translated into the comprehensive reward system for full-time faculty?

Much can be found in the literature on expanding the role of the universities and colleges, re-examining the mission, and educating for competence in work and life, which may lead to steps being taken to raise the value of professional service but it is not likely to happen until there are "some major shifts in the faculty reward

structure and in the importance attached to such activities by college presidents, governors, and academic accrediting associations" (Udell, 1987, p. 37).



## Chapter 3

### METHODOLOGY

#### Introduction

In the United States many universities claim in their mission statements and faculty handbooks that service, along with teaching and research, is central to the life and purpose of the institution. In Virginia, this claim is made by the three public urban universities.

Each of these three institutions has stated this purpose a little differently but the message is essentially the same. Each indicates that it demonstrates its commitment to the citizens of the region it serves by providing some form of professional service.

It is the purpose of this exploratory study to determine if these universities truly carry out their self-stated commitment to professional service or if they pay marginal attention to or actually neglect professional service activity.

In each of the following case studies, the research (1) examines and evaluates the university's own claims about professional service and (2) identifies incentives that encourage faculty participation as perceived by continuing education deans and faculty members themselves. Findings on current institutional practices and

perceptions of these two groups are relevant to planning and evaluation of necessary reward systems. This information may form a basis for determining institutional policy for faculty participation in professional service.

This chapter includes a description of the sample population and a discussion of how the procedures and instrumentation used in this exploratory study address each of the five subsidiary research questions. A description of the case study approach, including content analysis of documents and survey analysis, the pilot study, questionnaire administration and the method of data analysis are included.

### Sample

Three urban four-year public universities in Virginia were chosen to participate in the study. They met the following criteria for urban institutions which have been identified in the literature (Mayville, 1980; Crosson, 1983):

1. They are typical of developing, ascending institutions whose university status is fairly new
2. They are committed to helping solve those urban problems surrounding them as part of their service mission
3. They offer a number of professional school programs--education, social work, law, health, engineering
4. They serve a large metropolitan, geographic region
5. They tend to conduct a variety of applied research activity, especially in areas specific to the geographic region

6. They are concerned with the special needs of urban students, which often means students from lower socioeconomic and educationally disadvantaged backgrounds and from minority groups

This exploratory study intended to examine each of the three Virginia institutions that met these criteria, however only two, Old Dominion University and George Mason University, finally participated.

The population for this study consisted of two groups at each of the two institutions: a selected sample of full-time faculty involved in professional service activity and the continuing education dean (or his or her designated representative). Fifteen full-time faculty members at each institution currently involved (within the last five years) in professional service were identified by the continuing education dean and asked to participate. Using this procedure a final sample of fifteen faculty (ODU) and twelve faculty (GMU) was obtained. Faculty currently involved in professional service were selected because it was not known what participating faculty think about incentives for professional service work. The literature suggests that there has been pressure on faculty to get involved in professional service, but very little has been written on how they are treated once they agree to participate. Also, many of these faculty had completed the formal evaluation process for tenure and promotion and had experienced positive or negative support regarding their professional service during the evaluation process. The dean of continuing education was also selected because his or her division usually serves as a clearinghouse for all major professional service activity on campus.

The faculty participants represented a variety of academic disciplines: education, arts and letters, sciences, health sciences, business, and public administration. Few faculty were identified in the basic sciences and none were identified in engineering.

Because the research population reflects a small group of faculty and deans, generalizations regarding the incentives and rewards that may encourage all faculty and institutions to participate in professional service must be made cautiously. Therefore, the research is illuminating but not fully representative.

#### Instrumentation

As previously stated, the purpose of this exploratory study is to examine and then evaluate the university's own claims about professional service and identify incentives that encourage faculty participation. The specific issues examined concern whether universities truly carry out their self-stated commitment to professional service and if so, what institutional and individual incentives or rewards exist for participation in this type of activity.

The case study was the primary form of research methodology employed. Two techniques were utilized in obtaining information. The first technique consisted of a content analysis of institutional documents referencing professional service. These included such documents as formal mission statements, faculty handbooks, actual written criteria used in evaluating faculty outreach activities, strategic planning documents and president's reports and

addresses. It was important to review the formal policies to determine what claims were being made by the institution regarding faculty participation in professional service. The second data collection technique included the use of an original structured mail survey instrument (Appendix B and D) designed by the researcher. Since two distinct audiences were being surveyed (faculty and continuing education deans), two different but related instruments were used. The survey was composed of six categories concerned with institutional incentives and practices regarding professional service.

In employing the survey instrument(s), "Incentives for Faculty Participation in Professional Service," a research packet was mailed to the Dean of Continuing Education at the three respective institutions. The packet consisted of an introductory letter, checklist prepared by the researcher of various institutional documents to review and analyze, a survey for him or her to complete, and copies of another survey for distribution to fifteen full-time faculty members who had been active in professional service. The deans identified these individuals and distributed the surveys to them.

Substantial modification of a research instrument utilized by Tarvin (1972) on another subject was used to develop the questionnaire. Components of the document analysis and survey focus on individual and institutional policies and practices for faculty participation in professional service. The study components are presented in relation to each of the five subsidiary research questions.

Research Question 1 Do institutions clearly define professional service?

This question is addressed by reviewing institutional documents such as the mission statement and policies and procedures for evaluating faculty service. Although the research provides a working definition for professional service in the introductory paragraph of the survey, some survey questions address the problem of terminology within the institution regarding this type of activity.

Votruba (1979), Hanna (1981), Harper and Davidson (1981), Centra (1979), Florestano and Hambrick (1984), Elman and Smock (1985) and Lynton and Elman (1987) all singled out the lack of a sound faculty reward system as one of the serious problems in the development of professional service or outreach programs. Their written documents have without doubt contributed to our understanding of the problem. However in practically all of the literature, part of the difficulty in developing a reward structure for professional service lies in the inadequate operational definition of professional service at the institutional level.

Research Question 2 Do institutions have clear cut incentives and rewards for professional service?

This question is addressed by items on the survey regarding incentives and rewards to individuals and institutional practices concerning faculty professional service. More specific questions are asked about financial versus nonfinancial rewards. Survey questions were formulated by using the framework of intrinsic and

extrinsic satisfiers for professional service as the theoretical base (Votruba, 1979). Institutional documents were also reviewed to identify policies for rewarding professional service in the formal reward system including promotion, tenure, and salary.

Research Question 3 Are there negative consequences for faculty who engage in professional service?

This question is addressed in part by at least two questions on the survey. These questions focus on Incentives which have encouraged faculty to participate and how incentives can be translated into rewards for faculty members. Institutional documents on policies and procedures for evaluating faculty were reviewed for levels of importance and relative weighting assigned to teaching, research and professional service.

The survey also includes questions on the faculty member's level of satisfaction with institutional professional service policy and support. The research seeks to determine if professional service "fits" into traditional faculty roles and responsibilities as historically defined.

Research Question 4 Do institutional policies exist for evaluating professional service?

One question on the survey addressed this fourth subsidiary research question. Also, documents were reviewed which describe the formal procedure for the evaluation of faculty in teaching, research and professional service. The researcher also looked at

any other policies, departmental or college-wide, which addressed evaluation criteria for professional service. Although the researcher did not intend to compare and contrast the incentives and sanctions for teaching and research, along with service, there was interest in learning whether service was considered an extension of the two primary functions (teaching and research) or dealt with separately.

Research Question 5 Do institutional leaders actively support professional service?

This question was addressed by reviewing institutional documents such as presidential addresses and reports, strategic plans and faculty senate reports. It is important to determine if the administration establishes policy and articulates support for professional service or if it refrains from comment and lets others determine its significance.

The survey also includes questions on the issue of leadership for professional service. It is important to ascertain who generally is responsible for any professional service function claimed in the mission statement as central to the purpose of the institution. Moreover, it is important to determine who faculty and administrators feel should assume primary responsibility for the success or failure of professional service provided by the institution. These questions are paramount to re-examining an institution's mission and restructuring its reward system to reflect the significance of professional service activity.



### Questionnaire

The four page questionnaire consists of six general topics and fifty-four items. The questions focus on the following areas:

- (a) institutional incentives for professional service (Section I)
- (b) individual faculty rewards and practices for professional service (Sections II A&B)
- (c) leadership for professional service (Section III)
- (d) satisfaction with professional service policy and support (Section IV)
- (e) evaluation of professional service (Sections II and V) and
- (f) administrative practices and planning for professional service (Section VI).

The questionnaire is semi-structured. For the most part, each question had a five choice Likert scale response. In some cases a simple yes or no response was appropriate. Each question also contained a column for comments in order that respondents could add specific observations or concerns.

One of the three institutions declined to participate in the study. Of the two remaining institutions, 16 completed surveys (for 100% response rate) were returned from Old Dominion University and 13 completed surveys (for 80% response rate) were returned from George Mason University. The overall response rate from the two institutions was 90%.

### Document Analysis

Content analysis of the institutional documents provided the background information for each case study. It was intended to support or refute claims made by the faculty regarding professional

service. The document analysis provided the formal position of the institution on various issues surrounding professional service. The faculty survey helped to determine faculty and administration perceptions of institutional policies and practices concerning professional service.

### The Pilot Study

The questionnaire was pilot tested prior to its use with full-time faculty and continuing education deans. The pilot study was conducted from July-September, 1987.

The pilot study population included faculty and continuing education administrators at five public universities in the East, Northeast and Midwest sections of the United States. The method of contacting these people involved a two-stage process. First, they were telephoned and introduced to the purpose of the study. Second, each continuing education dean was mailed the questionnaires with a cover letter asking them to complete the dean's survey and distribute the faculty survey to a full-time faculty member at their institution who had recently participated in professional service activity. After eight weeks and reminder calls, all of the questionnaires in the pilot study were returned. In two instances, minor changes were made in terminology in the final survey based on respondents' feedback.

### Questionnaire Administration and Document Collection

The "Incentives for Faculty Participation in Professional Service"

dean survey was mailed with a cover letter (Appendices A and B) to the continuing education deans at the three selected institutions on September 15, 1987. Enclosed in the packet were copies of the faculty survey (by the same title) and cover letter (Appendices C and D). The dean was asked to do three things: (1) complete the deans survey and return it to the researcher (2) distribute the faculty survey and cover letter to fifteen full-time faculty representing a variety of disciplines and who had recently participated (within the last five years) in professional service activity (3) retain a copy of the faculty distribution list and return it to the researcher in the event reminder letters or calls would be necessary, and (4) collect various institutional documents (a checklist was provided) which address professional service and return them to the researcher for analysis of content. In each case, telephone calls were made two weeks prior to the deans to explain the nature and purpose of the study and the information being requested. In other words, their cooperation was solicited by phone prior to receiving any materials.

The participating groups were asked to return the surveys separately within three weeks (by October 9). Follow up calls were made to the deans and in all three cases they requested extensions. The first completed faculty survey was returned October 16, 1987 and the last was returned January 28, 1988. One of the deans notified the researcher in early December that his institution would not be participating in the study. A reminder letter and questionnaire were mailed in late November to those faculty who had not responded.

### Analysis

The data analysis consisted first of content analysis of the institutional documents addressing professional service from two urban public universities. In addition, response frequencies and percentages were computed on the full-time faculty responses to the structured mail survey. The deans' responses were treated separately in the survey analysis.

The content analysis consisted of examining general statements concerning professional service in various institutional documents including mission statements, criteria for evaluation of faculty, president's addresses, faculty handbook statements, etc. The objective was to ascertain how each institution encourages and inhibits participation in professional service. The documents were used to elaborate upon and clarify the survey findings.

### Summary

The case study approach included the use of a questionnaire and document analysis. The general research question and the five subsidiary research questions focused on the university's own claims about professional service as a central activity in the overall mission of the institution and on current institutional practices and perceptions of full-time faculty and administrators. Frequencies and percentages were computed to identify perceptions concerning incentives and sanctions which encourage faculty participation in professional service.

## Chapter 4

### ANALYSIS AND FINDINGS

#### Introduction

As previously stated, the general purpose of this study was to determine if urban universities truly support faculty in carrying out the universities' self-stated commitment to professional service. A secondary purpose was to identify the incentives universities employ to encourage professional service. This chapter is divided into two parts (A and B) to present a case analysis of the two institutions studied. Each case analysis is divided into three sections to give clarity to this exploratory study focusing on practices and policies regarding professional service at two of Virginia's public urban universities.

The first section of each case study reviews institutional documents on policies and practices related to professional service. Some of the areas looked at include the manner in which professional service is defined, criteria used for evaluation of professional service, and how professional service is valued in relation to teaching and research in the mission of the institution. Findings are presented in tabular and narrative form.

The second section of each case study looks at the responses of full-time faculty and continuing education administrators to the structured mail survey which covered six general topics: (1) Institutional

incentives for professional service (2) Faculty rewards and practices for professional service (3) Institutional leadership for professional service (4) Faculty satisfaction toward professional service policy and support (5) Evaluation of professional service activity and (6) Administrative practices and planning concerning professional service. The researcher organized the findings according to these topical areas. First, the survey responses are analyzed in relation to each of the research questions. In the final section of each case study, the researcher provides an overall assessment of professional service at the institution being examined.

### Sample

Data on incentives were obtained via mail questionnaires from selected full-time faculty members engaged in professional service and from continuing education administrators at Old Dominion University and George Mason University. In addition, institutional documents related to faculty professional service were obtained from the continuing education administrator at each institution.

Fifteen full-time faculty members currently (within the past five years) involved in professional service at each institution received questionnaires. The fifteen names at each institution were provided by the top continuing education administrator. It was felt that this individual could best identify those faculty who had been most active in professional service activity. It was important to determine what participating faculty thought on these important issues. As discussed in Chapter 3, the research was not intended to be fully

representative, but rather illuminative. Twelve faculty surveys were returned from George Mason University for a response rate of 75 percent. Fifteen faculty surveys were returned from Old Dominion University for a response rate of 100 percent. Thus, of the thirty surveys distributed, 27 were returned for a combined response rate of 90 percent. All surveys were useable and included in the analysis of data.

Table 1 shows the respondent sample by institution and subject area. Efforts were made to achieve a sample representative of the various academic disciplines and the breakdown of respondents reflects this effort.

Table 1. Respondent Sample: Frequency by Institution and Discipline

<u>Faculty by Discipline</u>	<u>ODU</u>	<u>GMU</u>
Arts and Sciences	5	1
Education	0	6
Business	5	2
Health Sciences	5	1
Other (Public Affairs)	0	2
<u>Administrators</u>		
Cont. Ed. Dean	1	1
Total	16	13

CASE A: OLD DOMINION UNIVERSITY  
NORFOLK, VA.

Background

Old Dominion University, founded in 1930, is a state-supported urban university located in Norfolk, Virginia, a port city of 350,000 people. There are approximately 13,000 undergraduate and graduate students and at least 3,000 students who attend part time through continuing education classes. Seventy percent of the students are Virginia residents. Approximately twenty-five percent of the students live on campus. There are about 600 full-time faculty members.

The university confers the B.A., B.S., B.S.B.A., B.S.Ed., and B.S.Eng. degrees. Master's and doctoral degrees are also awarded. The university is organized into six colleges. These are the College of Arts and Letters, the College of Business and Public Administration, the Darden College of Education, the College of Engineering and Technology, the College of Health Sciences and the College of Sciences.

ANALYSIS OF DOCUMENTS

The primary focus of this qualitative study on faculty professional service is the content analysis of related institutional documents. Institutional documents collected from Old Dominion University include the mission statement, policy and procedures on evaluation of faculty, faculty senate meeting minutes, non-credit review committee report, and the College of Health Sciences proposed criteria for promotion and tenure.



### Mission Statement

Mission statements contained in university publications uniformly carry the message that universities are dedicated to meeting the educational and professional needs of their students through programs of excellence in teaching, research, and professional service. Such statements usually emphasize the institution's objectives which often reflect a leadership role and responsibility for social, economic and cultural development of a defined geographical region. University mission statements may place special emphasis on professional service to the community, institutional quality, faculty values and attitudes, student outcomes, improvement in the quality of life for all citizens and the promotion of the concept of life-long learning.

If in fact the mission statement is the legal document which states the purpose of the institution, then why, one may ask, do all mission statements read in much the same way? According to Lynton and Elman (1987), "the existing, narrowly-defined mold into which almost all universities have tried to cast themselves is not adequate to the expanding needs of our contemporary, knowledge-based society " (p.12). Many institutions are failing to achieve their full potential because the internal system of values they impose upon themselves emphasizes teaching and basic research. Furthermore, their teaching efforts are often targeted at a shrinking traditional student population and basic research support is becoming more and more difficult to obtain. Lynton (1983) says this situation has created a real crisis of purpose for

many higher education institutions. According to Jordan (1985), Lynton and Elman (1987) and others, institutions must clearly establish their mission and priorities, and stop being derelict to aspects of the mission which they assign importance to. They suggest that all universities should re-examine their mission and take steps to do the things they do best more effectively.

The message carried in the mission statement of Old Dominion University (Appendix E) is a fairly common one seen in similar documents across the United States. It states that the university is dedicated to excellence in teaching, scholarly research, and leadership in community service. It also contains the usual emphasis on assuming a leadership role and responsibility for social, economic and cultural development of the urban region it serves. Moreover, it explicitly states how this is to be done:

"It serves by offering undergraduate and graduate programs at off-campus sites and sponsoring continuing education and public service programs, and through specialists, provides educational and professional leadership. It meets its responsibilities for leadership through its consulting services and participation in the projects of local and regional agencies, through institutes and seminars, and through extensive experimental activities in key areas of regional concern. (1986-88 ODU Faculty Handbook, p. 2)

This statement was added to the Mission Statement in September 1987 and is a direct result of recommendations forwarded to the Faculty Senate and President from the Non-Credit Continuing Education Review Committee.

The mission statement also includes some key phrases characteristic of an urban institution, such as emphasis on

professional programs, graduate offerings (masters and doctoral level) in areas of special geographic advantage, off-campus credit offerings, continuing education and professional service programs, applied research, and cooperative programs with other higher education institutions. The mission statement includes a statement claiming continuing review of the quality of its teaching, research and service functions.

In analyzing the mission statement which is the university's formal legal document, one must note that the term service takes on several meanings. Reference is made to community service, public service, service, and professional leadership in the same context. This situation seems odd when one reviews the ODU Policy and Procedure on Evaluation of Faculty (Appendix F) and finds only the category of professional service described in detail along with teaching and research. This policy actually gives the university's overall definition of service, where responsibility lies for evaluating it, and the sub-categories included therein.

In sum, Old Dominion's mission statement carefully describes the importance of public service programs and professional activities in key areas of regional geographic concern. The definition of public service is rather broad, but none the less is there. The mission statement also gives the appearance of internal support for professional service activity.

### Policy and Procedures on Evaluation of Faculty

This policy is divided into three sections with specific criteria for teaching, research and service (Appendices G-I).

The policy for teaching states who (the department chair) is responsible for the evaluation of faculty and includes a list of eight items for consideration (Appendix G). The usual items such as student questionnaires, student interviews, peer evaluations, student test results, etc. are listed as well as two more items on non-credit teaching and interdisciplinary teaching activities. These last two items have significance to this research study and must be examined in detail:

- Section 1.g. Faculty members who teach non-credit courses, workshops, or colloquia may elect to have their performance in these activities included as part of the evaluation of teaching.
- h. If the faculty member is working within interdisciplinary courses or is on loan to another department for a portion of his/her teaching, it is the responsibility of the chair to seek out evaluations from other chairs with whom the faculty member is working and to incorporate these in the evaluation. (1986-88 ODU Faculty Handbook, p.31)

Section 1.g. is particularly significant because it indicates that faculty members who teach non-credit courses are not limited to evaluation solely on the basis of teaching that is part of their regular course load or overload. Also, if a faculty member is very confident of his teaching and consulting skills in the area of professional service, he or she may decide if they want their

evaluation in that area to be considered in their promotion and tenure decision. This position is progressive and gives the faculty member more options in their evaluation process. This section of the Policies and Procedures on the Evaluation of Faculty was under discussion for change by the University Non-credit Review Committee for almost the entire academic year 1986-87. The current language was recommended by this committee and approved by the Faculty Senate in April, 1987. It received the President's approval and Board of Visitors approval in October, 1987 and the change was inserted as an addendum to the 1986-88 ODU Faculty Handbook distributed to faculty and staff in November, 1987. It is interesting to note that the Senior Academic Deans in May, after receiving the Faculty Senate Report, recommended the language read differently:

Faculty members who teach non-credit courses, workshops, or colloquia in their area of specialization that are sponsored by the University should have their performance in these activities included as part of the evaluation of teaching. (SAD Council Meeting Minutes, April, 1987)

However, the stronger term "should" rather than "may" meant faculty could elect whether they wanted the service component included in the formal evaluation process. The change in language was overturned by the Vice President and President's office when the recommendation was forwarded to the Board of Visitors for approval.

In their description of the "new university" Lynton and Elman (1987) said "the extended university as a whole should define its scholarly and professional responsibility so as to give equivalent

weight, value and prestige to the entire range of professional work, from basic, nondirected research through applied work to technical assistance and public information" (p. 163). They strongly advocate that universities move toward this extended model in the evaluation of professional activities. No one university can be "all things to all people" without faculty suffering tremendously and universities ending up doing nothing very well (Keller, 1986).

In sum, it appears that the ODU Policy and Procedure on Evaluation of Faculty (Teaching) supports faculty in the instructional aspects of professional service activity.

The ODU policy on evaluation of faculty research (Appendix H) states that it is the responsibility of the department chair to evaluate the quantity and quality of the research activity of the faculty member. Each department, with the approval of the dean of the college and the vice-president for academic affairs, should establish a clear statement of the criteria for evaluating research productivity in that department. Among the listing of activities included in the definition of research are publications in scholarly journals, presentations at professional meetings, grants and contracts, instructional research, and productions in creative fields such as music, theatre, and art.

In the book New Priorities for the University, Lynton and Elman (1987) take the position that one can more successfully encourage a wider range of professional activities if they are recognized as valid components of scholarship. The following statement illustrates the rationale behind this new concept:

We take this position both because we think that the aggregation, interpretation, and application of knowledge are in fact scholarly exercises and because we do not believe that service will ever be taken as seriously as scholarship. (Lynton and Elman, 1987, p. 148)

This statement provides food for thought, but has not been widely accepted to date. It is common wisdom among faculty that basic research and publication in scholarly journals remains the primary criteria for tenure and promotion to full professor. Excellence in professional service may be rewarded in other ways, perhaps through salary increases.

The ODU Policy and Procedure on the Evaluation of Faculty (Research) (Appendix H) is written in a traditional manner and appears to be very explicit with regard to the definition of research: publications, presentations at professional meetings, grants and contracts, instructional research, and performances and exhibitions. Nevertheless, it appears to encourage some types of professional service activity such as instructional development and courseware development. This is a fairly progressive position because many universities view the production of courseware as an instructional effort, not a research one. This is not the case at Old Dominion. Hence, the Policy on the Evaluation of Faculty Research fosters some types of professional service.

Old Dominion University's Policy and Procedures on Evaluation of Faculty (Service) are very explicit (Appendix I). The category of professional service is broken down into three parts--departmental, college, and university service; community service; and service to the discipline.

In the policy, reference is made to professional service four times. The term is used to describe significant activities in which faculty members are exercising their professional expertise outside of the department and university. The first paragraph of the policy provides the faculty member with a definition of professional service, with a clear idea of who is responsible for leadership of the type of professional service and the type of faculty activities included therein:

The category of professional service is more difficult to define than teaching or research, but deserves the same kind of rigorous evaluation and positive credit. The chair has the responsibility to seek out methods of evaluating quality of professional service, not merely to list the activities. The task is sometimes especially complicated by the fact much professional service takes place outside the department. In essence the area of service includes activities in which the faculty members are exercising their professional expertness in the service of the university, the community, or their disciplines. (1986-88 ODU Faculty Handbook, p. 31)

According to this policy university service includes such activities as advising, counseling, sponsorship of student activities, student recruitment, etc. Community service is a rather broad term which may include the development of special outreach programs and centers, non-credit courses and workshops, Speaker's Bureau activities, consulting, etc. The third category, service to the discipline, includes service to scholarly or professional societies, service as editor to a scholarly journal, and any other form of service in which the faculty member is making a contribution to the discipline other than in the areas directly relevant to teaching and research. Professional service does not



include service to religious, political, or social organizations that (although meritorious in itself) is not relevant to the faculty member's professional area.

The definition of professional service provided in Old Dominion University's faculty documents is quite similar to the definition employed in the present research. In other words, the researcher's definition considers university service and service to the discipline as requirements with regard to faculty evaluation and the term professional service describes more creative professional endeavors. Non-professional activities or so-called community service activities of a religious, civic, political or social nature were not included in the survey analysis.

One final observation regarding the ODU policy on evaluation of faculty service is noteworthy. Throughout the document there is mention of service activity being evaluated on quality, not just quantity. This is particularly important when one observes certain faculty listing five speeches annually through the university's Speaker's Bureau as their individual professional service contribution. Another faculty member who has been instrumental in bringing a national conference with widely acclaimed speakers to the campus also lists this activity under professional service. Obviously, the two should not be given equal weight in the overall assessment at evaluation time. This is where the role of the department chair becomes very important in assigning specific faculty loads to meet the needs of the department. In other words, much like a publication in a scholarly journal receives heavy

weighting in the research category, the same kinds of decisions could be made regarding service. For example, a business faculty member responsible for coordinating and bringing in national speakers for an annual tax conference would receive more weight than a nursing faculty member teaching nursing management and administration to local hospital head nurses.

In sum, it is apparent that Old Dominion University's Policy and Procedures on the Evaluation of Faculty considers professional service as part of the functional criteria for evaluating faculty. There are provisions in the promotion and tenure code for the acceptability of nontraditional research, extension and noncredit teaching, and professional service activity. However, there is no indication how much weight the faculty member's peers and department chair assigns to these various forms of nontraditional work. If these activities are ever to be perceived as meaningful by faculty some form of relative weighting should be made explicit at the department and university level. For this reason, the evaluation criteria for professional service continue to be vague to many faculty.

#### College of Health Science Criteria for Promotion and Tenure

One final document provided by Old Dominion University was the newly written (1986) College of Health Sciences' proposed criteria for promotion and tenure (Appendix J). These criteria provide for weighting (Levels I, II, III--high to low) for the three areas of teaching, scholarly and creative activity and professional services. The document is mentioned because it represents an institutional

problem in the evaluation process for faculty in the health sciences. The policy reflects an effort to resolve the problem but it has not yet been adopted. The researcher chose to discuss the proposed policy in Appendix J because it is an example where a formal evaluation system is designed with relative weights and values for teaching, research, and service. It could be viewed as a progressive step towards fostering professional service activity for this particular college. No conclusions can be drawn since it is not an official document.

#### Presidential Addresses and Reports

This discussion has centered on four documents related to professional service which were offered by the institution. The researcher also requested any presidential addresses and reports related to the subject but none were forwarded. This suggests the newly appointed President did not at the outset espouse a philosophy which included professional service. However, the Interim Assistant to the Vice-President for Academic Affairs mentioned that the President had established the Non-credit Review Committee in December, 1986 which consisted of faculty and continuing education administrators who had a charge to advise the President on the non-credit programming recommendations made by the Academic Affairs Review Committee (AARC), a group previously organized by the new President. The AARC was established in Fall, 1986 and made six policy recommendations to the Non-credit Review Committee. Even though analysis of noncredit instruction

was the major thrust of this committee assignment, other forms of professional service were discussed. Overall, the researcher concludes that the work of this committee was directly related to having the university mission statement amended and establishing criteria for the evaluation of faculty service, particularly in noncredit instructional activity. This was evident by reading the committee meeting minutes and the Faculty Senate minutes over a one year period. The recommendations for amending the mission statement and the faculty evaluation policy were approved by the President and forwarded to the Board of Visitors for approval. The policy amendment was in spirit favorable to professional service and led to a renewed focus (on paper, at least) on the university's commitment to it. Essentially, the presidential leadership for professional service seems minimal.

### Summary

After reviewing the institutional documents, the researcher senses a relatively strong commitment to professional service. The responsibility for the success of professional service appears to lie at the individual college level where the dean establishes policy for his or her individual school. The professional continuing education effort is decentralized in the various academic colleges. Again, the mission statement is one of the few reviewed by the researcher that includes a definition of professional service. And, the faculty evaluation criteria are rather explicit on the definition of and evaluation for the service role. All in all, the document analysis

reflects some support for faculty who participate in professional service activities.

## Analysis of the Survey Data

### Introduction

The second section of the case analysis includes a summary of the survey data collected. This part includes faculty perceptions and those of continuing education deans on incentives and rewards for professional service. Both surveys (faculty and dean) may be found in Appendices B and D. The survey analysis is intended to support or qualify the institution's claims on professional service as contained in the institutional documents. The discussion is organized around the six general topics of the survey.

### Organization of Findings

The faculty survey findings have been grouped into six general categories:

1. Institutional incentives for professional service
2. Faculty rewards and practices for professional service
3. Institutional leadership for professional service
4. Faculty satisfaction with professional service policy and support
5. Evaluation of professional service activity
6. Administrative practices and planning concerning professional service

### Institutional Incentives for Professional Service

The faculty were asked if incentives for professional service were offered at their institution (Section I, 1-10). An overwhelming majority (fourteen of fifteen) reported "yes." They were also given a list of ten possible incentives which may or may not be present at their respective institutions. The incentives which received the highest rating were monetary payment and support services offered by continuing education. Faculty were evenly split on the subject of academic rewards which were defined as recognition in retention, promotion and tenure decisions. One half of the faculty said academic rewards were evident...regularly to occasionally and the other half reported they rarely or never exist. Two thirds of the faculty reported there is rarely to never any release time, reduction in teaching load or other awards for professional service activity. When asked about other financial rewards such as additional travel funds and annual salary increases, the majority of faculty reported some to none existed.

Several reasons may account for a split vote on the issue of academic rewards. It is quite possible that academic departments differ in their evaluation criteria for professional service. As mentioned before, the continuing education and professional service activity is decentralized at Old Dominion and the perception is that the responsibility for its success lies with the deans and department chairs. Also, some of the respondents are non-tenured faculty and we know from the experts (Lynton, 1988) that often non-tenured faculty are discouraged from participating in professional service

because they fear it would have no influence or negatively influence their tenure decision.

According to Lynton and Elman (1987), "the concerns of junior faculty, in particular, who participate in professional service activity are quite valid" (p. 147). Current literature states that most existing outreach activity is being conducted by tenured faculty or by special professional staff not on a tenure track (Lynton, 1988). There is actually limited involvement of non-tenured faculty in professional service activity because of the existing high proportion of tenured individuals. However, this may change dramatically over the next decade. Bowen and Schuster (1986) reported that a "substantial number of new faculty will be hired" (p. 147). Thus, the university's ability to expand the range of professional and scholarly activities may necessitate the use of younger, non-tenured faculty.

It appears that faculty responses were mixed on the issue of incentives. Actually few incentives, other than financial ones, were mentioned.

#### Faculty Rewards and Practices for Professional Service

In responding to the question (Section II-A) what incentives have encouraged you personally to participate in professional service, twelve of fifteen faculty indicated overload pay or honorarium was the primary incentive. Following close behind were intrinsic rewards such as working with mature, adult students established in their professions, the opportunity to keep in contact with

professional associations, and prestige gained by staying current in the field. The majority (nine of fifteen) of the faculty responded "no" when asked if recognition for professional service was built into the comprehensive reward system. However, one faculty member in the health sciences reported that her tenure was strongly based on the service component.

The second part to this question (Section II-B) evoked some interesting responses from the faculty. They were asked what new incentives did they believe would encourage other faculty (those not recently involved) to put more effort into professional service. The faculty overwhelmingly agreed (fourteen of fifteen) that the following incentives were noteworthy:

- °give release time
- °contribute to annual salary increases for participation
- °give summer stipends for development of innovative projects, equivalent to summer teaching salary
- °give grants in aid for direct project costs
- °give consideration for obtaining grants and sponsored programs in the promotion and tenure criteria for professional service evaluation
- °emphasis on service in tenure and promotion committee evaluation and decisions

Several faculty mentioned they liked the third idea--regarding the summer stipend--very much. Faculty commented throughout that they were not in this for money although financial rewards were listed as the primary incentive in the first survey question. They were more interested in true recognition and understanding of the essential need for contact with the professional arena.



The two rewards which were not viewed favorably were returning honorarium or percentage of net program income after expenses to the department and having the continuing education division provide faculty travel funds in lieu of an honorarium. Too often faculty complain of small travel budgets and it was felt that this might benefit them to a certain extent. The faculty member would actually have more expendable dollars at their disposal because no taxes or fringe benefits would have to be subtracted. However, this recommendation was not attractive to the faculty respondents.

An Arts and Letters faculty member made a very relevant statement:

I truly wish universities would recognize the positive spin-offs professional service provides for students (internships, publication opportunities, admiring faculty involvement, professional network), faculty (network, income, strong "real world" presence and abilities) and the institution (funding, public relations, program enrichment, adjunct involvement, etc.). (Associate Professor)

Again, the faculty responses towards specific rewards and practices for professional service were mixed. Those rewards of a financial nature received the most positive response from faculty members.

#### Institutional Leadership for Professional Service

The faculty were asked (Section III) where the responsibility or authority lay for the institution's success in professional service. The Dean or Director of Continuing Studies was overwhelmingly (fifteen of fifteen) cited by the faculty as the key individual.

Three faculty specified that the primary responsibility lay with the Dean of Continuing Studies. The second most frequently cited were the Department Chairs and Academic Deans. The literature concurs with the findings that Department Chairs and Academic Deans are responsible for professional service leadership. Lynton and Elman (1987) say that deans and provosts are part of the central leadership and "they need to be strong advocates for broadening the definition of scholarship and service and adapting procedures to document, evaluate, and reward new forms of professional activity" (p. 51). The majority of faculty agreed that the mandate in the mission statement and the faculty handbook statement on evaluation of professional or public service were also responsible in a broad way for their participation.

One faculty member commented, "I have trouble thinking past my department--may be an indication of lack of an institutional mission." Another commented, "It is too hard to pinpoint this, and therein lies the problem. No one can define who is responsible, and so no one becomes primarily responsible. Faculty at our institution are in a Catch 22 as there is an expectation of service (faculty handbook) but the message is clear--publish, write grants, do research or no tenure, no merit increase."

As mentioned before, Old Dominion is organized around six academic colleges. Each college has a director of continuing education who operates out of the academic dean's office. More than likely, this is why faculty perceive this individual as being primarily responsible for the success of professional service. One

faculty member commented that the word "success" in the main question complicated it. It should be noted that the Director of Continuing Education has no authority in the evaluation of individual faculty for promotion and tenure. This is done primarily through departmental and college-wide tenure and promotion committees. The Provost was not perceived by faculty (nine of fifteen) as a key leader for professional service. Thus, leadership for professional service appears to be fragmented among the ranks.

#### Faculty Satisfaction With Professional Service Policy and Support

Faculty members were asked (Section IV, 1-6) to comment on their satisfaction with six areas related to institutional professional service policy and support.

The majority (ranged from eight to eleven of fifteen) of faculty expressed dissatisfaction with the leadership for professional service assumed by the top administration, the support for professional service given by department chairs, the non-financial rewards extended to faculty for participation in professional service and the institutional policy which exists for faculty participation in professional service. Of particular note is the fact that almost twenty percent of the faculty expressed no opinion on these four items. On the other hand, the majority (thirteen of fifteen) of faculty expressed satisfaction with support services provided by the continuing education division or unit and the financial rewards (seven of thirteen) extended to faculty for participation in professional service.

The following comment illustrates the importance of professional service policy and support to one of the faculty in the survey:

I'm not sure of these (policies and practices). I don't feel that my department has a clear mission or goals for professional service. We are asked to come up with continuing education topics but I see no real incentives. Therefore, it (professional service) is extra work especially if suggested seminar topics are developed to the extent requested before evaluation for feasibility.  
(Associate Professor)

In sum, the faculty appear dissatisfied with institutional professional service policy and support in four of the areas questioned: (1) the nonfinancial rewards extended to faculty; (2) the institutional policy which exists; (3) the support for professional service given by department chairs; (4) the leadership for professional service assumed by the top administration. Again, they expressed some satisfaction with the financial rewards extended to faculty for participation in professional service. It appears that faculty are more motivated at Old Dominion by the financial rewards for professional service than nonfinancial rewards.

#### Evaluating Professional Service

The faculty were also asked to respond to a series of statements (Section V, 1-6) regarding evaluation for professional service to determine how or if incentives can be translated into rewards for full-time faculty members engaged in professional service activities. When asked if professional service was valued at their institution, the faculty were evenly divided. Half of the faculty agreed with the statement and half disagreed. The same split response

occurred when the participants were asked if criteria are used for the evaluation of faculty performance in professional service activity. Half of the faculty agreed that criteria existed and the other half disagreed. Apparently, the evaluation criteria for professional service work are vague, fragmented, and not widely known.

The faculty also responded to statements regarding evaluation of the three primary functions of higher education--teaching, research, service--in an effort to determine how professional service fared in the life and work of the faculty member. The great majority (fourteen of fifteen) of the faculty agreed that emphasis was placed on research and service activity was barely recognized. A smaller majority (eight of fifteen) of the faculty likewise agreed that emphasis was placed on teaching and service activity was barely recognized. Also, a small majority (eight of fifteen) of the faculty agreed that professional service was evaluated separately and not considered an extension of the teaching and research function.

The majority of the faculty (twelve of fifteen) also agreed that there was little to no pressure from department chairs and deans to participate in professional service. One faculty member commented that professional service activity "should be encouraged and voluntary, not pressured." The following comment illustrates the pressure that one faculty member is experiencing within her department:

My responses are affected by my growing awareness that far too much of my time is being spent on professional service of all types at the real expense of my career advancement. I should be doing more research, etc. but I don't have time left over. (Associate Professor)

Again, the faculty make it clear that research and scholarly activity comprise the primary element for reward in promotion and tenure decisions. Teaching ranks second in priority and most faculty and administrators agree that service ranks third.

#### Administrative Practices and Planning

When asked about administrative practices and planning specifically for professional service (Section VI, 1-7), the majority (eleven of fifteen) of the faculty indicated that two relevant policies existed--a mission statement for continuing education and professional service and a strategic plan which includes continuing education and professional service. A majority (nine of fifteen) of the faculty participants said there was no ongoing, institutionwide process for evaluating professional service. However, all of the faculty sampled were aware that there were budgeted positions for continuing education administration. A majority (eleven of fifteen) of the faculty said there was no plan or analysis of the relationship of professional service to fund raising and development activities. Only two faculty indicated that grants, sabbatical leaves or release time were given for professional service.

The following comment illustrates the importance of institutional planning to some of the faculty in the survey:

With the new emphasis on FTE for credit, with plummeting enrollments, we need to track how continuing education feeds into credit enrollments, especially with people returning for additional degrees as a result of exposure to the university through continuing education.

Obviously, Old Dominion faculty are aware that a mission statement and various planning documents exist for continuing education and professional service. However, it appears that in some cases, especially with regard to evaluation criteria, the policies are vague and not widely used.

#### Analysis of the Dean's Survey

The Dean's survey at Old Dominion University was completed by a recently appointed Interim Assistant to the Vice-President for Academic Affairs (V.P.A.A.). This individual also served as the Dean of the School of Continuing Studies for several years in the late seventies. The School of Continuing Studies was merged with the School of General Studies in 1981 and subsequently abolished. Presently, there is no dean or director of the overall continuing education and professional service effort. Thus, this individual was the most logical to query because he was firmly grounded in the administration of continuing education and professional service. Additionally, he holds a Ph.D. in adult and continuing education.

The Interim Assistant to the V.P.A.A.'s immediate posture was one of cooperation and interest in the research study. However, he prefaced his comments by stating that Old Dominion University's Continuing Education and Public Service programs have been in transition especially with the arrival of a new president in Summer, 1986. He made it clear that from his perspective some very positive things have occurred in policy at the institution. Moreover, he was very cooperative in advancing the institutional documents related to professional service discussed herein.

He responded positively to the fact that incentives for faculty participation in professional service are present. He also felt that monetary rewards are the primary incentives for faculty. He agreed with the faculty that few non-financial rewards existed (e.g. faculty development support, recognition by peers, release time, support services). He indicated that occasionally academic rewards such as recognition in retention, promotion and tenure decisions were given. He also believed that moderate consideration was given for participation in the service area when annual salary increases were distributed.

Once again, when asked what incentives he believed had encouraged faculty to participate in professional service, he responded positively to the financial incentives and the opportunity to work with mature, professionally employed students. When asked the second part of the question, what incentives he believed would encourage other faculty who have not been involved to put more effort into professional service, his responses were consistent with



those of the faculty. Among the more popular incentives in his opinion would be to give release time, summer stipends for development of innovative projects, and consideration for obtaining grants and sponsored programs in promotion and tenure criteria. Unlike the faculty, he liked the idea of returning the honorarium or percentage of net program income after expenses derived from to the respective department. He indicated the latter was "currently happening" in some continuing education units of the university.

The question of leadership presented a different situation altogether. When asked who was responsible for the institution's success in professional service, the Interim Assistant to the V.P.A.A. responded "no" to the Dean of Continuing Studies because of the decentralized administrative system at Old Dominion University. He felt the Department Chairs and Academic Deans were most responsible. Ironically, the majority of the faculty indicated that the Dean or Director of Continuing Studies was most responsible. The differing viewpoints are probably due to the fact that there is a director or assistant dean of continuing education in each of the academic colleges. There is no central dean with overall responsibility for the respective college directors of continuing education. Thus, the administrative organization appears to be a hybrid of decentralized and centralized arrangements creating some confusion on the part of faculty and administrators, as well.

Lynton and Elman (1987) agree with the Assistant V.P.A.A.'s response. They say that "deans and provosts need to be strong

advocates of broadening the definition of scholarship and adapting procedures to document, evaluate, and reward new forms of professional activity" (p. 165). Furthermore, the deans and provosts are in the best positions to allocate budgetary resources for the purposes of multidisciplinary and outreach projects. Therefore, the literature supports the Assistant V.P.A.A.'s response that Department Chairs and Deans were most responsible for the success of professional service.

When asked to comment as an administrator on his satisfaction with the institution's professional service policy and support, the Assistant to the V.P.A.A. responded that he was somewhat satisfied with leadership assumed by the top administration and the department chairs. However, he was very satisfied with the institutional policy for professional service. He stated that Old Dominion University's continuing education and professional service effort has been "in transition and some very positive things have occurred in policy." Although he stated that he was satisfied with the financial rewards extended to faculty for participation in professional service, he was somewhat dissatisfied with the non-financial rewards present. He was also somewhat dissatisfied with the support services provided by the individual Continuing Education divisions and units. In contrast, the majority of the faculty responded that they were satisfied with the support service provided by the continuing education office in their respective schools.

When asked about administrative practices and planning specifically for professional service at Old Dominion University, the Assistant to the V.P.A.A. acknowledged three policies which existed: a mission or philosophy statement for continuing education and professional service; an ongoing long range plan or strategic plan which included continuing education and professional service; and an ongoing formal process for evaluating professional service. He indicated there was a budgeted position devoted to continuing education administration in almost every college at Old Dominion University but no position for a continuing education instructional development person. When asked if an analysis of the relationship of fund raising and development existed, he responded no, but indicated it was beginning to be discussed.

Lynton and Elman (1987) describe the importance of the leadership and expertise of the continuing education administrator. In fact, they say that a senior individual with staff responsibility for continuing education and professional service should be placed in the central academic office of the university. For this reason apparently, the President felt it was necessary to appoint such a person even if the appointment was on a temporary basis.

In sum, the continuing education administrators' survey findings are consistent with the faculty responses except on the subject of leadership for professional service. The administrator agrees that the policies for and definition of professional service are vague and not widely known.

### Relationship to Research Questions

Next, the survey responses and document analysis are discussed in relation to each of the research questions. The analysis of the documents and survey data evolved from the five subsidiary research questions:

1. Do institutions clearly define professional service?
2. Do institutions have clear cut incentives and rewards for professional service?
3. Are there negative consequences for faculty who engage in professional service?
4. Do institutional policies exist for evaluating professional service?
5. Do institutional leaders actively support professional service?

Because this is an exploratory study the analysis is descriptive in nature. Although definitive conclusions cannot be drawn, it is possible to identify patterns and trends that characterize professional service at an urban, public university.

### Research Question 1

In reference to the first question, the document analysis and the survey data reveal that the definition of professional service contained in official institutional documents is often vague and fragmented. Oftentimes, the terms public service, professional service, and community service are used interchangeably. This lack of a clear, concise definition creates confusion when establishing criteria for the evaluation of professional service. Also, the lack of distinction between professional and internal,

institutional service helps to clarify why professional service is not being built into the institution's formal reward system.

Apparently faculty participation in professional service is often treated as philanthropic activity and merely listed on the dossier at evaluation time. Because of the importance of this activity to knowledge transfer and the well-being of the institution, professional service should be documented and evaluated. If the activity is not evaluated properly it is probably not valued sufficiently. Moreover, if it is not highly valued as a professional activity it may lead to an absence of incentives to participate on the part of the faculty member.

In sum, the relevant data indicate a definition problem exists concerning professional service (Florestano and Hambrick, 1984). Like many institutions, ODU does not provide a clear definition and purpose for this urban university priority. A negative response to the first subsidiary research question is appropriate.

### Research Question 2

Data relating to the second research question present insight into the individual and institutional incentives and rewards for professional service.

With regard to individual and institutional incentives, the primary reasons the faculty in this study are motivated to participate are financial ones. Oftentimes, successful participation provides additional income for the faculty and the institution. The availability of so-called discretionary funds may encourage more

faculty to participate in professional service by providing travel funds, additional equipment, and support services (clerical, computing, etc.)

Nonfinancial rewards such as recognition by peers, department chairs, and university administration, working with mature, professionally employed students interested in lifelong learning, opportunities to keep in contact with professional associations, and prestige gained by staying current in one's field were cited only as secondary reasons for participation in professional service by faculty survey participants.

An overwhelming majority of the faculty responded negatively when asked if recognition of professional service was built into the reward system.

In sum, the data suggest that individual incentives for professional service exist and financial rewards described are most prevalent. Few institutional incentives were cited by faculty with the exception of image enhancement which unfortunately was not examined in the survey. A negative response to the second subsidiary research question is appropriate. In other words, few incentives, other than those of a financial nature, are present at Old Dominion.

### Research Question 3

In reference to the third subsidiary research question, the data reveal that the faculty were evenly split on the subject of academic rewards or recognition in retention, promotion and tenure decisions.

Half of the faculty respondents said academic rewards were evident regularly to occasionally and the other half reported they rarely or never exist. This may indicate that departments differ in their evaluation criteria for professional service activity. Two-thirds of the faculty respondents reported there is rarely to never any release time, reduction in teaching load or other awards for professional service activity.

A couple of faculty members mentioned that nontenured faculty are discouraged from participating in professional service because they fear it would have no influence or negatively influence their tenure decision. Another faculty member indicated "service was given the least tenure weight." This is consistent with findings in the literature (Lynton and Elman, 1987 and Udell, 1987). For the most part, professional service programs are not well integrated into the main stream of campus activities and thus only occasionally do faculty members participate.

Since respondents covered a range of academic disciplines, it was not obvious that certain disciplines participated in professional service more than others. However, more specific comments were made by faculty in arts and letters and the health professions than by business faculty regarding professional service activity. One faculty member in the health professions commented that "professional service activity provided an opportunity to stay alert to what's happening in my field, specifically, and the health field in general; it helps my teaching and my direct patient care."

The data, although inconclusive, reveal some negative consequences for participation in professional service. Again, the faculty data appear vague and inadequate. The data seem to support an inconclusive response to the third subsidiary research question.

#### Research Question 4

In reference to the fourth subsidiary research question which deals with evaluating professional service, the data reveal that few institutional policies exist. These findings are consistent with the literature on faculty rewards and professional service. Votruba (1979), Hanna (1981), Harper and Davidson (1981), Centra (1979), Florestano and Hambrick (1984), Elman and Smock (1985) and Lynton and Elman (1987) all single out the lack of a sound faculty reward system as one of the serious problems in the development of professional service or outreach programs.

In many colleges, deans and department heads find it difficult to evaluate and reward this type of extension activity because the university has not established clear guidelines. It is imperative that those institutions which stress the importance of professional service in their mission and philosophy statements be willing to evaluate faculty for their participation in such activity. Old Dominion University has not yet done this for professional service. The data seem to support a negative response for the most part to the fourth subsidiary research question.



### Research Question 5

In reference to the fifth subsidiary research question, the data present insight into the role institutional leaders play in supporting faculty professional service. Faculty look toward the administration to establish policy and articulate support for this activity. Faculty respondents cited the Dean or Director of Continuing Studies as the administrator primarily responsible for the success of the institution's professional service efforts. However, this individual has little to no influence in the evaluation and tenure decision for faculty. The Academic Deans and Department Chairs were the other administrators cited most often as key leaders in professional service. The Provost or Vice President for Academic Affairs, however, was not cited by the faculty as a key leader for professional service. One faculty respondent summed up nicely the issue of leadership . . . "it is too hard to pinpoint this, and therein lies the problem . . . no one can define who is responsible, and so no one becomes primarily responsible."

Apparently, the leadership for professional service from the central administration is minimal. The leadership and support provided by the continuing education division is strong. Also, the department chair is viewed as a very influential individual in the leadership for professional service.

In sum, the leadership for professional service is fragmented among the ranks. An inconclusive response to the fifth subsidiary research question is appropriate.

**CASE B: GEORGE MASON UNIVERSITY  
FAIRFAX, VIRGINIA**

**Background**

George Mason University, founded in 1972, is a state-supported urban university located in suburban northern Virginia about 16 miles from Washington, D.C. There are approximately 15,000 undergraduate and graduate students and at least 3,000 students who attend part time through continuing education classes. About seventy percent of the students live off-campus. There are about 450 full-time faculty members.

The university confers the B.A., B.F.A., B.S., B.S.N, B.I.S., B.M., and B.S.Ed. degrees. Masters and doctoral degrees are also awarded. The university offers bachelor's degrees in the following subjects: American and area studies (American, European, Latin American, Russian); Business; Education; English; Fine and Performing Arts; Health Sciences; Languages; Math and Sciences; Philosophy; Pre-professional; and Social Sciences.

**ANALYSIS OF DOCUMENTS**

Institutional documents collected from George Mason University include the mission statement, standards for evaluation of academic administrators and faculty, policy on faculty outside employment and business interests, policy on faculty compensation and benefits, the Division of Continuing Education's Policy and Procedures Manual and an address by the President published as an occasional paper.

### Mission Statement

As mentioned before, mission statements contained in university publications uniformly carry the message that universities are dedicated to meeting the educational and professional needs of their students through programs of excellence in teaching, research, and professional service. The first paragraph of the mission statement at George Mason University (Appendix K) reflects a more traditional, established institutional image than one might expect at an ascending, developing urban institution. It explicitly states:

"George Mason University will provide superior traditional education enabling students to develop critical and analytical modes of thought and to make rigorous, honorable decisions."

(George Mason University 1987-88 Undergraduate Catalog, p. 11)

In a later paragraph, the mission statement describes the institution's commitment to outreach activities:

The University will support a faculty which is excellent in teaching, active in pure and applied research and responsive to the needs of the community. The University will strive to be a resource of the Commonwealth serving government and private enterprise, and to be the intellectual and cultural focus of Northern Virginia.

(George Mason University 1987-88 Undergraduate Catalog, p. 11)

In analyzing George Mason University's mission statement, the researcher is quick to note there is no explicit mention of service or professional service. Although the mission statement refers to G.M.U.'s commitment as a resource to the state and private enterprise, the faculty member may not know what acceptable service is.

The mission of George Mason University is similar to many of the public colleges which attained university status after World War II. Lynton and Elman (1987) make an interesting statement on traditional education which can be applied to George Mason's situation and others like it:

Clearly, there exists for American universities a well-established tradition for a broad, inclusive definition for their scholarly as well as their teaching functions, one that places as much value on the interpretation and dissemination of knowledge as on its creation and that pays as much attention to providing opportunities for lifelong and recurrent education as to the instruction of the young. Today, the accelerating pace and complexity of change make these extended responsibilities more important than ever before. Yet, the development of the American universities after the Second World War triggered a movement toward a different conception of the university that downgraded the earlier tradition and established too narrow a definition of scholarship and too limited a range of instruction. (p. 7)

Dunham (1969) described the new universities (those created after World War II) as those which had been transformed from former teachers colleges and other four-year institutions. He argued that the new universities saw themselves in the shadow of the older, better established institutions and as a result felt that they had to imitate these institutions to gain academic respectability. George Mason University appears to have followed this common pattern. It began as an outgrowth of the University of Virginia in Charlottesville, which enjoys a long history, dating back to its founder, Thomas Jefferson, and a national reputation as a prestigious, research institution.

The current President of George Mason University, who arrived in 1978, has made great strides in focusing the mission of the institution and taking it in a slightly different direction. For example, in 1985, he made a presentation at a national professional association meeting and stated that upon his arrival, George Mason University lacked focus with its business, social and cultural networks. He saw a golden opportunity for a young institution to develop based upon a service mission which he stated as follows:

With reference to higher education and the business community, GMU should (1) provide one of the focal points for community organization and (2) set out quite consciously to organize the vast pool of talent which constitutes a metropolitan area. (An Address Delivered by G. W. Johnson, Feb. 1985, p. 4)

Johnson's view of service appears to be defined in how applied research impacts the region. The institution has advanced in the past decade with regard to increased student enrollments and national visibility. Recently, faculty at George Mason University have been recognized in the national press, especially an economics faculty member who was recently recognized a Nobel Laureate. It appears the institution has received national recognition as a regional university that focuses on service, especially applied research which has an impact on regional economy.

In sum, the mission statement marginally supports professional service.

### Standards for Evaluating Academic Administrators and Faculty

In reviewing George Mason University's Standards for Evaluating Academic Administrators and Faculty (Appendix L) one finds that each faculty member for reappointment, promotion or tenure will be evaluated in the light of the missions of the university, primary among which are teaching and research or scholarship. The policy goes on to state that decisions will be influenced by signs of genuine excellence in one or two areas. Professional service is not part of the primary criteria for promotion and tenure. The term service is mentioned only once in the last sentence of the general policy and implies institutional service:

24.1 The primary criteria for promotion and tenure are teaching effectiveness and scholarly and/or creative accomplishments. Department and/or University service is also required of all faculty. Peer review at the departmental level plays a central role in evaluating achievement in each of these areas. (GMU 1985 Faculty Handbook, p. 12)

The policy goes on to list specific activities applicable in evaluating each of the three areas: teaching, research or scholarship and service. A discussion of the criteria for evaluation of teaching and research will be deleted because it does not relate to this study, however the researcher will provide a detailed description of the policy on service to the university.

The policy on service to the university (Appendix O) is broken down primarily into intramural and extramural service. According to this policy, intramural service includes but is not limited to:

- advising of students (expected of all full-time faculty)

- service on department, collegiate, or university committees; attendance at departmental, collegiate, and university meetings
- participation in the decision-making process of these bodies and in the development of programs
- fulfillment of special assignments (e.g. student and faculty recruitment, faculty handbook preparation, etc.) (GMU 1985 Faculty Handbook, p.13)

Extramural service is more or less professional service as defined in this study. The policy states:

Professionally related extramural service in professional organizations and in public bodies is an important means of bringing prestige to the University. Such service is to be encouraged and recognized. It adds to the professional competence of the individual, provides contact with a larger circle of peers and makes possible greater visibility for the University.  
(GMU 1985 Faculty Handbook, p.13)

As far as who is responsible for the evaluation of university and professional service, the policy merely states that consideration will be given to the contribution a faculty member's service makes to the university in the performance of its mission. Furthermore, the policy states that ratings of committee chairs and self-reporting activities are used in the evaluation.

The last paragraph of the policy statement on service to the University is perhaps the most interesting and least defined. It is referred to as optional criteria and includes two significant items: community service and consulting. The two are not defined, even though candidates have the option of presenting consultation and community service as criteria for renewal, promotion and tenure decisions, subject always to satisfactory performance in teaching effectiveness and scholarship.

Essentially, there is no attempt in the document to define professional service or community service. It appears to be left up to the faculty member to define and, if appropriate, provide documentation for this type of activity. Because there is no definition of what professional service is, there also exists no statement on what it does not include.

As mentioned earlier, in this study professional service is defined as significant professional activities outside the categories of teaching and scholarship that draw upon one's professional expertise in his or her academic discipline. Such faculty expertise may be used to improve the social, economic or cultural environment and would include such examples as industrial consulting, technical assistance to government, products such as computer software and instructional media courseware, as well as clinical work and artistic performances. The researcher specifically stated that professional service does not include paper presentations at professional meetings, university service or community service in the form of civic, religious and other activity. In other words, this definition considers university service and service to the discipline as a requirement with regard to traditional faculty evaluation. The term professional service is broader in scope. From analyzing the documents, it appears that professional service is at best a vague concept at George Mason University and carries little to no weight in the university's formal reward system.



### Faculty Duties and Responsibilities

In another policy in the Faculty Handbook under the category Faculty Duties and Responsibilities, the researcher found a section which mentioned professional service and continuing education activities. The paragraph reads:

Section 2.B.6

Full-time faculty who are consulting or who are teaching part-time at another institution may not at the same time teach overload courses through the Division of Continuing Education. Although faculty members are State employees, they consult as private individuals, and the University is not responsible for their work outside the University. (GMU 1985 Faculty Handbook, p. 35)

It appears that this policy has more to do with paid consulting than professional service. The policy establishes some arbitrary controls on the quantity of outside remuneration a faculty member may earn over and above his or her base salary. Moreover, it is an effort to control outside faculty employment so as not to interfere with faculty members' primary duties and responsibilities to George Mason University. It is interesting that some forms of professional service, i.e. consulting and noncredit instruction, are lumped together in a policy describing outside employment and business interests. Thus, it appears that professional service is viewed as a separate, perhaps entrepreneurial function, and is not considered part of the mainstream of faculty activities.

### Faculty Compensation and Benefits

Under the category on Faculty Compensation and Benefits (Appendix P) in the George Mason University Faculty Handbook there is a section titled Teaching for the Division of Continuing Education. While this policy speaks more to the amount of overload work and supplemental remuneration faculty may assume, it addresses, indirectly, some incentives for faculty participation in professional service.

First, it speaks to the role of the Division of Continuing Education which makes evening and day courses available both on and off campus on a contract or fee basis in cooperation with the undergraduate colleges and the graduate school. The Continuing Education Division provides all support services for continuing education instructional activities including ordering texts, duplication, typing, obtaining George Mason University authorization and other payments such as rent and leases.

Second, it addresses the fact that department chairs, with the authorization of the Vice-President for Academic Affairs, select staff for these courses. Full-time faculty who volunteer to teach these courses are given first priority to do so. However, there are stipulations. Faculty members are limited to one overload course (beyond the regular twelve hour teaching load for additional remuneration) per academic year for the tuition-based courses. Faculty members assigned less than a full load may not teach a tuition-based course for additional remuneration without approval from the top administration.

Many faculty are able to circumvent this policy by teaching additional continuing education courses as part of their authorized consulting activity which is no more than 25% of their load or one day per week equivalent.

The policy specifically states that no more than 25% of the full-time faculty from any department may assume overload teaching during any one semester. This policy appears to address the off-campus credit and non-credit instructional aspects only of professional service activity. In sum, the compensation and benefits policy deals mostly with the process and constraints of continuing education teaching and does little to encourage professional service.

#### Division of Continuing Education Policy and Procedures Manual

The Dean of the Division of Continuing Education forwarded a copy of a recently published manual entitled: G.M.U. Division of Continuing Education: Departmental Functions, Rationales, Tasks and Activities. This document is used as an informational piece for new faculty and the university community at large. It provides an excellent description of the division and the nine departments included therein: community services, extended service, individualized degree programs, in service education, metro-campus professional center, nursing continuing education, summer session and undergraduate evening session. Moreover, it provides mission statement for continuing education:

In consonance with the mission of the University, the Division of Continuing Education provides quality intellectual and cultural educational opportunities primarily for nontraditional students, and most specifically, to adults in Northern Virginia. Working jointly with and utilizing the resources of the colleges and schools of the University, the division provides programming and delivery systems which meet the identified educational needs of individuals and groups in a manner which will enhance their professional and personal growth. The division has a commitment to encourage research which will benefit its program areas as well as the community and to seek continually to improve its service to its various constituencies (GMU Division of Continuing Education Handbook, 1987, p. 1).

The organizational model for continuing education at George Mason University is centralized with a Dean of a Division of Continuing Education. However, for the most part all of the professional programs such as nursing continuing education and business continuing education are faculty generated within their respective academic schools. In other words, the professional programs (conferences, seminars, short courses) are decentralized with the Division of Continuing Education providing the necessary support services. The majority of the work of the division is of a credit nature, either on or off campus.

This arrangement does not encourage a wide range of professional service activities. Rather, it places the continuing education division in a support services role with regard to coordinating all nontraditional instructional activities dictated by departments and sponsored by the university.

The manual does not address incentives for participation in continuing education or professional service. It does not mention any policy and procedures for faculty remuneration, travel funds,

curricular development, etc. It is more or less a descriptive manual on the functions and rationale for the Division of Continuing Education. It is used as an informational piece and would certainly not be considered a controversial document.

#### President's Addresses

"Forging New Relationships Between the Academy and the Community" was the title of an address delivered at the February 1985, National University Continuing Education Association (N.U.C.E.A.) Washington Symposium by George W. Johnson, President of George Mason University. This speech was later published as an occasional paper by the N.U.C.E.A. for distribution to its membership.

It is worth mentioning because this president has played a significant role in the development of the institution since his arrival on campus one decade ago. In 1978, he said he felt that G.M.U. lacked focus with its business, social and cultural community and he set out to do something about it. According to the Chronicle of Higher Education, over a period of time, he has recruited top flight faculty with very high salaries to address the specific needs of business and industry within the large metropolitan area which G.M.U. serves. He said that academe must be more introspective and not so narrow about what it is doing (Johnson, 1985, p. 4).

President Johnson appears to have focused the institutional mission in a slightly different direction. His view of service concerns

how applied research can benefit the region. However, his overall message with regard to professional service is vague.

### Summary

This discussion has centered on six documents related to professional service which were offered by George Mason University.

The documents reveal that teaching and research or scholarship play a primary role at the institution. Service ranks third. There appears to be a relatively minor commitment to professional service as defined by the researcher.

The institution is not interested in being referred to as an urban campus, but rather the university of Northern Virginia with a national reputation. It has gained a reputation over the past decade as an aggressive public four year university with an emphasis on graduate programs at the masters and doctoral levels. Also, it has been cited in the Chronicle of Higher Education as being a premier institution in forging new relationships with business and industry. It has done so by bringing in nationally recognized faculty in high demand and highly visible areas such as physics, economics, and computer science. Such experienced faculty are frequently interviewed on the daily nationally syndicated television news program The MacNeil-Lehrer Report. Thus, efforts have been made to enhance the image of the institution not so much

as an urban institution, but as a highly selective undergraduate and graduate public institution in an affluent suburb near metropolitan Washington, D.C.

It appears that support for professional service is present at George Mason. However, there are few incentives for the regular full-time faculty who choose to participate. There are no visible signs in the institutional documents that professional service receives any significant weighting in the formal evaluation and reward system of the university for faculty currently under review for tenure. Most of the professional service activity as defined by this researcher appears to be done by special faculty who were hired to perform primarily this function.

#### Analysis of the Survey Data

The second section of the case analysis includes a review of the survey data collected. This part includes faculty perceptions and those of continuing education deans on incentives for professional service. The information included herein is intended to support or qualify the institutions' claims about professional service as contained in institutional documents. The discussion is organized around the six general topics of the survey.

#### Organization of Findings

The survey findings have been grouped into six general categories:

1. Institutional incentives for professional service

2. Faculty rewards for professional service
3. Institutional leadership for professional service
4. Faculty satisfaction with professional service policy and support
5. Evaluating professional service activity
6. Administrative practices and planning for professional service

#### Institutional Incentives for Professional Service

The faculty were asked if incentives for professional service were offered at their institution (Survey Section I, 1-10). Of the twelve faculty who responded, seven responded "yes" and five said "no". Of those who responded yes, one half reported incentives were present regularly or occasionally in terms of academic rewards (recognition in retention, promotion and tenure decisions). Also, one half of the faculty who responded that institutional incentives were present reported that monetary payment, support services offered by continuing education, faculty development support, recognition by peers for working with nontraditional students, and reduction or release time from official faculty or teaching load varied from rarely available to never available.

Of the five individuals who said "no" to the existence of any institutional incentives, their comments included:

- "no direct incentives exist"
- "incentives were only oblique and indirect ones"
- "incentives exist only with restrictions"
- "incentives were minimal"



- "professional service is weighted low to nil at this university"
- "the mission statement is there but little peer recognition or encouragement for service exists at the university"

In sum, there was an obvious split opinion on the overall issue of incentives for professional service. However, when asked to describe specific incentives faculty provided no examples. The faculty largely responded negatively to the incentives described by the researcher on the questionnaire. Thus, it actually appears that few incentives exist at George Mason University for faculty participation in professional service.

#### Faculty Rewards for Professional Service

The faculty were asked what rewards they believed had encouraged them to participate in professional service (Section II-A). The researcher listed twelve financial and nonfinancial rewards and asked the faculty to indicate whether each had fostered their involvement in professional service activity. With regard to financial incentives, the faculty were split (six to five) on their response to overload pay and honoraria. However, an overwhelming majority (eight of ten) of the faculty responded no to salary increases and additional travel funds in terms of rewards present. Apparently faculty are not involved in professional service for the money. One person commented that the honorarium received "did not amount to much (money)."

In referring to nonfinancial rewards the majority of the faculty respondents agreed that the following incentives were present: some recognition by the university; opportunity to keep in contact with professional associations; prestige gained in field; working with mature, adult students. On the other hand, at least eight of twelve faculty in each instance responded no when asked about recognition built into the reward system, recognition by peers and department chairs, and reduction in workload or release time.

Some of the comments which faculty made were very interesting and provide additional evidence that few individual rewards exist for professional service effort:

- "I do not believe it (professional service) is an institutional responsibility".
- "salary increase (for professional service work) doesn't amount to much"
- "(salary increase) to a degree, but (academic) dean does not do his part; only if individual arranges it (salary increase)"
- "professional service (participation) penalizes"

In sum, apparently few individual or institutional rewards for professional service exist at George Mason University.

In a second question (Section II-B), faculty were asked what incentives they believed would encourage other faculty to put more effort into professional service. They overwhelmingly (nine of eleven) agreed that to give release time, to contribute to annual salary increases, and to give summer stipends for development of innovative projects would increase participation. The majority (seven of eleven) also responded positively to four other types of

incentives listed: give grants in aid for direct project costs; give consideration for obtaining grants and sponsored programs in the promotion and tenure criteria for professional service evaluation; continuing education division provide faculty travel funds in lieu of honorarium; and return honorarium or percentage of net program income after expenses to department for use by faculty.

Additional comments made by the faculty reveal specific positions on the matter of rewards for professional service:

- "they need no other incentives; they need self-motivation and something to sell to others"
- "never enough money increase to matter"
- "it does not usually work out like this [give release time] . . . it is an add on responsibility"
- "obviously #1,2,3 (release time, salary increases, summer stipends) would help in some small (or large) way"

In sum, those incentives which involved some form of release time or financial reward received the most positive responses from faculty. Specifically, the incentive to give summer stipends for development of innovative projects received the highest rating. It appears that full-time faculty might be encouraged to participate in professional service activity if the institution were willing to offer some of the incentives described.

#### Institutional Leadership for Professional Service

The faculty were also asked where the responsibility or authority lay for their institution's success in professional service (Section III). The majority of the faculty (seven of eleven) cited

the department chair and academic dean as the key individuals. In contrast, the majority of the faculty (six of twelve) indicated that the Vice-President of Academic Affairs or Provost and the Dean of Continuing Studies were not primarily responsible. Finally, the majority of the faculty who responded indicated that professional service was not mandated in the mission statement of the institution.

The faculty response concerning the leadership of the department chair and dean in professional service activity at George Mason University is consistent with the literature. Centra (1980), Udell (1987) and Lynton and Elman (1987) agree the department chair though the Dean is probably the single most important person evaluating the faculty member and should be cognizant of how to evaluate professional service activity, especially if it has been assigned as part of the workload of the faculty member.

Thus, leadership for professional service at George Mason University appears to be fragmented among the ranks of the administration.

#### Faculty Satisfaction With Professional Service Policy and Support

Faculty members were asked (Section IV, 1-6) to comment on their satisfaction with six areas related to institutional professional service policy and support. The majority of the faculty (seven or eight out of eleven) were somewhat dissatisfied, very dissatisfied, or had no opinion regarding the following areas:

- leadership for professional service assumed by the President and Vice Presidents
- financial rewards for participation in professional service
- nonfinancial rewards for participation in professional service
- institutional policy which exists for faculty participation in professional service

Of the eleven faculty who responded to the statement regarding support services by the continuing education division, five were very satisfied or somewhat satisfied and six had no opinion or were somewhat dissatisfied.

The only area which received an overwhelmingly favorable response (ten of eleven) of very satisfied or somewhat satisfied was the support for professional service given by department chairs. This response was consistent with the previous question on leadership for professional service. The trend at George Mason is that full-time faculty look to their respective department chair with respect to evaluation of professional service work. This individual determines faculty workload and employs university criteria for evaluating faculty. It appears that the support stops at this level and very little is being done by the central administration and university wide evaluation committees to foster professional service. Thus, faculty respondents appear to be satisfied with the support assigned to professional service by their chairs, but not by the central administration.

### Evaluating Professional Service

The faculty were asked to respond to a series of statements (Section V, 1-6) regarding evaluation of professional service activities. When asked if professional service was valued at their institution, the faculty were evenly divided. They were also divided on the question asking if criteria were used for the evaluation of faculty performance in professional service activity and the statement that emphasis is placed on teaching at this institution and service is barely recognized. However, when the comparison to research came up, ten of eleven respondents strongly or mildly agreed that emphasis is placed on research at this institution and service activity is barely recognized. Moreover, the majority of faculty agreed that there was no pressure from department chairs and deans to participate in professional service.

Again, faculty comments support the evidence that research is the primary consideration in the faculty evaluation system:

- "This has been a publish or perish institution which does not value professional service."
- "Continuing education is not related to professional service."
- "Professional service is not considered at all."

Hence, George Mason University does not systematically employ evaluation criteria for professional service activity and faculty respondents feel that little value is assigned to it.

### Administrative Practices and Planning

When asked about administrative practices and planning specifically for professional service (Section VI, 1-7), the majority of the faculty responded affirmatively that a mission or philosophy statement for professional service did exist. Seven of nine faculty said there was no ongoing, formal process for evaluating professional service. However, a majority of the faculty were aware that there were budgeted positions for continuing education administration. The faculty appeared to be unsure or split (five yes and four no) as to whether the ongoing long range plan for the university included professional service. An overwhelming majority of faculty responded negatively when asked if their institution had grants, sabbatical leaves or release time for professional service. They also did not agree that an analysis of the relationship of professional service to fund raising and development activities had been done. Several faculty commented they were unsure as to the administrative practices concerning professional service in place at their institution.

It appears that the George Mason faculty respondents were aware that a mission statement for continuing education and professional service existed. However, they were unsure of the existence of other planning documents which addressed professional service. If in fact the policies are in place, e.g. strategic plans, development analyses, they were not available for the researcher to review or known to many faculty members.

### Analysis of the Dean's Survey

The Dean's survey at George Mason University was completed by the Dean of the Division of Continuing Education. He indicated that incentives for faculty participation in professional service were present at George Mason. He also noted that monetary rewards were the primary incentives for faculty. He felt that the support services and additional travel funds offered by the continuing education division were moderate. He responded that occasionally faculty were given awards for professional service and support in terms of release time. However, he agreed with the faculty that rarely did they receive academic rewards (retention, promotion, tenure), recognition by peers for working with mature, non-traditional students, release time from official faculty teaching load, or annual salary increases for participation.

Again, when asked what incentives he believed had actually encouraged faculty to participate in professional service, he responded positively only to the financial rewards such as overload pay and honorarium and additional travel funds for faculty. The other ten incentives listed appeared to be absent or have no influence on faculty participation in his opinion. When asked the second part of the question, what incentives he believed would encourage other faculty who have not been involved to participate in professional service, his responses were consistent with those of the faculty. Among the more popular incentives he suggested would be to give release time, contribute to annual salary increases for participation, give summer stipends for development of



innovative projects, give grants in aid for direct project costs, give consideration for obtaining grants and sponsored programs in the promotion and tenure criteria for professional service evaluation, and return honoraria or percentage of net program income after expenses to the faculty member's department for use by faculty. The dean was not in favor of the continuing education division providing faculty travel funds in lieu of honoraria.

When the question of leadership for professional service came up, the Dean responded yes to all five choices. He felt the Dean of Continuing Education, Department Chairs and Academic Deans, Vice-President of Academic Affairs or Provost, institutional mission statement, and evaluation criteria in faculty handbook symbolized authority or responsibility with respect to success in professional service. He felt that the Dean of Continuing Studies played a primary role with respect to institutional success in professional service. This differed with the faculty responses which revealed that the Department Chairs and Academic Deans were primarily responsible for professional service.

When asked to comment as an administrator on his satisfaction with the institution's professional service policy and support, the Dean of Continuing Education reported that the leadership for professional service assumed by the top administration and department chairs was minimal and the institutional policy for faculty participation in professional service was vague. He also reported that he was

somewhat satisfied with the support service and financial rewards offered by the Continuing Education division.

On the question of evaluation, the Dean strongly disagreed that professional service was valued at this institution and that criteria were being used for the evaluation of faculty performance in professional service. He strongly agreed with the faculty that emphasis is placed on research and professional activity is barely recognized. Likewise, he strongly agreed that there was little encouragement from department chairs and deans to participate in professional service.

When asked about administrative practices and planning specifically for professional service at G.M.U., the Dean acknowledged the existence of three policies: a mission or philosophy statement for continuing education and professional service; an ongoing long range plan which included professional service; and a budgeted position(s) devoted to continuing education administration. He indicated that four other administrative practices did not exist at George Mason: an ongoing formal process for evaluating faculty professional service; a budgeted position devoted to university continuing education instructional improvement; grants, sabbatical leaves or release time for professional service; and an analysis of the relationship of professional service on fund raising and development activities.

In sum, the faculty and dean of continuing education agreed on the limited incentives for participation in professional service. They also agreed that rarely do faculty receive peer recognition,

departmental recognition, or reduction or release time for involvement in professional service activity. The faculty and dean disagreed on the issue of faculty rewards. The dean felt that overload pay was the primary reward for participation and, while faculty felt that was important, they rated (1) duty of an educator regardless of rewards, (2) working with mature, profession-based students interested in lifelong learning, and (3) opportunity to keep in contact with professional associations as the most significant rewards for their participation. Both the dean and faculty agreed on the incentives which would encourage other faculty (those not recently involved) to put more effort into professional service with one exception--the idea that continuing education provide faculty travel funds in lieu of honoraria. The dean of continuing education was opposed to this idea. Furthermore, the dean of continuing education felt that he was primarily responsible for the institution's success in professional service but the faculty indicated the department chairs and academic deans were most responsible. With regard to satisfaction with institutional support for professional service, both the dean and faculty as a whole reported that the leadership for professional service assumed by the top administration was minimal.

The issue of evaluation was raised by the researcher to determine how or if incentives can be translated into rewards for full-time faculty members. The majority of the faculty and the dean of continuing education agreed that professional service received minimal attention at their institution and criteria were not available

for the evaluation of faculty performance in professional service activity. All but one faculty respondent agreed that emphasis is placed on research at George Mason and service activity is barely recognized. With regard to administrative practices and planning at the institution, the responses of the faculty and dean of continuing education were consistent. Both groups were aware that a mission statement for continuing education exists and that budgeted positions were devoted to continuing education administration. Both groups were negative on other administrative practices cited by the researcher--formal evaluation criteria for evaluating professional service, faculty sabbatical leaves or release time for professional service, and an analysis of the relationship of professional service on fund raising and development activities.

Overall, the views of the continuing education dean and the faculty are quite consistent. One faculty member expressed his views on the continuing education program at George Mason University:

"My feeling as a very active participant in professional activities is that most professors fixate on the problems and will bias your sample toward 'strongly disagree'. The Dean (of Continuing Studies) has a fine program at G.M.U."  
(Professor)

#### Relationship to Research Questions

Next, the survey responses and documents are analyzed in relation to each of the research questions. This analysis of the survey data evolved from the five subsidiary research questions:

1. Do institutions clearly define professional service?

2. Do institutions have clear cut incentives and rewards for professional service?
3. Are there negative consequences for faculty who engage in professional service?
4. Do institutional policies exist for evaluating professional service?
5. Do institutional leaders actively support professional service?

Because this is an exploratory study, the data analysis is descriptive in nature. Although definitive conclusions cannot be drawn, it is possible to identify patterns and trends for professional service at an urban, public university.

#### Research Question 1

In reference to the first question, the document analysis and survey data reveal that a definition for professional service is absent in the official mission statement of the institution. The standards for evaluating faculty include a section on service, however it is quite vague and no distinction is made between professional and internal institutional service.

Faculty participation in professional service at G.M.U. is almost perceived as good citizenship with little to no recognition involved. The institution likes professional service involvement but is not willing to highly reward faculty for it.

In sum, the relevant data indicate that professional service is not well defined at George Mason University. Few higher education institutions including George Mason provide a clear definition and

purpose for this urban university priority. A negative response to the first subsidiary research question is appropriate.

### Research Question 2

Data relating to the second research question come from the faculty survey responses. There appear to be few clear cut incentives for professional service and those which exist are of a financial nature. With regard to individual and institutional incentives, the primary reasons faculty are motivated to participate are financial ones. In nearly all cases, faculty were paid for professional service on an overload basis based on a fixed scale. The revenue generating programs also brought income back into the university which would be used to seed new projects.

The nonfinancial rewards such as working with mature students, opportunity to keep in contact with professional associations, and prestige gained by staying current in the field were cited by faculty as secondary reasons for participating in professional service. There was no evidence that recognition was given for professional service in the formal evaluation system for promotion and tenure.

A negative response to the second subsidiary question is appropriate because few clear cut incentives and rewards for professional service are being articulated by the institution.

### Research Question 3

In reference to the third subsidiary research question, the faculty responded mostly negatively on the subject of academic rewards or recognition for professional service. The data reveal that little weight, if any, is given for professional service. Moreover, what little credit is given is received after tenure is attained.

There are claims throughout the literature (Hanna, 1978; and Votruba, 1979) that a faculty member's decision to participate in continuing education is based on the institutional reward system recognizing this particular type of activity. These rewards are realized primarily through the salary, tenure and promotion systems of the institution.

From the perspective of the faculty respondents, the mission of continuing education and public service as well as other non-research roles at George Mason are not attractive areas in which to devote much professional time, as the time spent on such activities competes with research time and more traditional university service which represent greater potential for personal reward (Centra, 1977; and McCarthy, 1980).

Hence a negative response to the third subsidiary research question is appropriate.

#### Research Question 4

In reference to the fourth subsidiary research question which deals with evaluating professional service, the data reveal that no institutional policies exist. These findings are consistent with the literature on faculty rewards and professional service. Votruba (1979), Hanna (1981), Harper and Davidson (1981), Centra (1979), Florestano and Hambrick (1984), Elman and Smock (1985) and Lynton and Elman (1987) all single out the lack of a sound faculty reward system as one of the serious problems in the development of professional service or outreach programs.

In most colleges, deans and department heads follow specific criteria for evaluating research and teaching. However, they find it difficult to evaluate and reward service activity because the university has not established clear guidelines. It is imperative that those institutions which stress the importance of professional service in their mission and philosophy statements be willing to evaluate faculty for their participation in this activity. George Mason University has not yet done this for professional service.

The data seem to support a negative response for the most part to the fourth subsidiary research question.

#### Research Question 5

Data in reference to the fifth subsidiary research question present insight into the role institutional leaders play in supporting faculty professional service. At George Mason University the



faculty and continuing education dean felt the leadership for professional service assumed by the President and Vice President was minimal. The majority of the faculty felt that the Academic Deans and Department Chairs were most responsible for the institution's success in professional service and felt that the Department Chairs provided more support for service than any other administrator. This pattern is consistent with the higher education literature (Centra, 1980; Udell, 1987; and Lynton and Elman, 1987).

There is some evidence through speeches and position papers that the President values professional service. However, other than the dean of continuing education, the department chairs were the only other group of administrators cited by the faculty as supportive of service. There appears to be no policy or criteria for evaluating faculty for service activity, so the overall perception is that it is not greatly valued by institutional leaders. Research and scholarly activity are clearly the primary functions of the university.

The combined evidence suggests a negative response to the fifth subsidiary research question is appropriate.

## Chapter 5

### SUMMARY

#### Summary

Many urban universities claim professional service as a central activity in the overall mission of the institution. Often, however, their policies and practices do not reflect encouragement of this activity on the part of the faculty member. This qualitative study focuses on incentives for faculty who participate in professional service at two public, urban universities in Virginia.

Theories of motivation advanced by Maslow (1954) and Herzberg (1966) identify basic human needs and concerns such as affiliation, pride, satisfaction and autonomy as factors which contribute to self-motivation. More recent works by Votruba (1979) and Hanna (1981) discuss intrinsic as well as extrinsic rewards which may influence faculty behavior. These intrinsic rewards (satisfaction, status, enjoyment, prestige) or extrinsic rewards (money, academic rank) may exist at the individual, group, or organization level (Votruba, 1979). Other recent studies by Harper and Davidson (1981), Centra (1979), Florestano and Hambrick (1984), Elman and Smock (1985) and Lynton and Elman (1987), have identified the problem of university rewards for faculty engaged in professional service. They all single out the lack of a sound faculty reward system as one of the serious problems in the development of professional service or outreach programs. Evolving from this

framework is the assumption that few institutional or individual incentives are present for faculty who choose to participate in professional service activity.

institutional documents such as mission statements, policy and procedures on evaluation of faculty, planning studies, committee reports, presidential addresses, and faculty senate meeting minutes were analyzed to determine any institutional incentives for professional service which might exist to encourage and support faculty. Also, the continuing education deans and selected full-time faculty at two public institutions in Virginia described institutional and individual incentives for professional service by completing a semi-structured mailed questionnaire. Participants were asked what individual incentives had encouraged them to participate in professional service and what institutional rewards were present to encourage faculty participation in professional service (e.g. evaluation criteria). They were also questioned about who was responsible for leadership of professional service at their institution, and what administrative practices and planning were being done for professional service work. Finally, they were asked to make general comments and give opinions about any aspect of professional service work at their respective institutions. The information from the survey data was intended to supplement the information obtained in the policy analysis.

The main objective of the case study analysis was to evaluate the universities' own claims about professional service as a central activity in their overall missions. A secondary purpose of the

study was to identify the incentives universities employ to encourage professional service, as perceived by full-time faculty and continuing education administrators.

### Conclusions

Based upon the content analysis of the documents and faculty and deans survey findings, the following conclusions can be drawn:

1. The definition of professional service contained in official institutional documents is often vague and fragmented. Frequently, the terms public service, professional service, and community service are used interchangeably. This lack of a clear, concise definition creates confusion when establishing criteria for the evaluation of professional service. Also, the lack of distinction between professional and nonprofessional based public service gives reason for professional service not to be built into the institution's formal reward system.
2. The institutions have few clear cut incentives and rewards for professional service. The financial rewards (overload pay, honorarium) are the primary reasons the faculty in this study were motivated to participate in professional service activity. Also, the availability of supplemental funds generated by program revenue may provide faculty who are active in professional service with additional travel funds, more equipment, and support services (clerical, computing, etc.)

3. Nonfinancial rewards (such as recognition [by peers, department chairs, and university administration], working with mature and highly motivated adult students, opportunities to keep in contact with professional associations, and prestige gained by staying current in one's field) were cited as secondary reasons for participation in professional service by faculty survey participants.
4. When asked what "new" rewards (not currently present) might encourage greater participation in professional service, both faculty groups responded positively to the incentive to give release time and to give summer stipends (for the development of innovative projects). It appears that full-time faculty would be encouraged to participate in professional service activity if the institution were willing to offer some of the incentives described in the survey.
5. The majority of faculty in both groups responded negatively when asked if recognition of professional service was built into the reward system. The faculty expressed that sometimes there are negative consequences for participation in professional service, particularly if traditional criteria, such as excellent teaching and research, have not been met. The data reveal that little weight, if any, is given for professional service. Moreover, what little credit is given is received after tenure is attained.

6. From the perspective of the faculty respondents, the mission of continuing education and public service as well as other non-research roles are not attractive areas to devote much professional time to, as the time spent on such activities competes with research time and more traditional university activity which represent greater potential for personal reward.
7. Research and scholarly activity were stated as the primary functions of both universities. Teaching ranked second in priority. Service ranked third in importance. Faculty responded that service was evaluated separately (rather than as an extension of teaching and research) but no written criteria or policy for evaluating service were present at either institution.
8. Faculty look toward the administration to establish policy and articulate support for professional service. The Continuing Education Dean, the Academic Dean and Department Chairs, the Provost, and the President were cited as key leaders in setting policy and priorities for institutional professional service.

#### Implications of the Study

This research has addressed issues and trends surrounding professional service activity of faculty in urban universities. While the study's conclusions are based upon data from only two public, urban institutions, they are worthy of consideration by higher education in general.

### Implications for Policy and Practice

While the number of professional service programs on campuses appears to be increasing (Udell, 1988), the data from this survey suggests that faculties will be slow to participate. Institutions will need to evaluate their programs and policies in an effort to strengthen their support for professional service. The findings of this study have implications for the way universities should treat faculty who in the future choose to participate in professional service activity. Seven implications for policy and practice emerge.

#### 1. Faculty Rewards

Professional service activity seems to elude traditional faculty reward systems. Faculty seeking promotion and tenure often find their efforts in professional service do not "count" in terms of academic distinction.

In the absence of adequate reward systems, we still find many faculty participating in continuing education and professional service programs. Clearly, the opportunity to work with mature, highly motivated students is personally rewarding, but it does not eliminate the need to fairly measure and value this important activity.

#### 2. Restructuring the Faculty Evaluation System

Some recent articles in the literature give insight into how an institution should adapt its formal evaluation system to accommodate professional service activity. Institutional leaders should ask

similar questions of the professional service function that are considered for teaching and research, namely: Is it original, innovative, routine, responsive, replicable? (Lynton and Elman, 1987; Elman and Smock, 1985) Means are needed of "documenting and evaluating the professional activity" (Elman and Smock, 1985). Also, a higher percentage of young and untenured faculty should be able to participate in professional service without penalty at evaluation time.

### 3. Institutional Rewards

The survey data revealed the institutional rewards for involvement in professional service activity may be in the form of monetary rewards, greater impact on teaching in the classroom and institutional image enhancement. Successful professional service programs may provide additional income for the faculty member and the institution. It may also mean availability of more discretionary funds for travel, equipment and clerical support for faculty who choose to participate.

The majority of survey respondents agreed that institutions should have their divisions of institutional studies assess the impact of continuing education programs in terms of student recruitment for degree programs, fund raising, and other development activities.



#### 4. Support for Professional Service Programs

The issue of funding was not included in the mail survey, however compensation and benefits and funding for professional service was discussed in the document analysis of one case study. The implications for policy and practice are significant and for this reason a brief discussion is included in this section.

State policies and practices for funding higher education have a significant impact on institutional incentives for addressing the university mission. Some states appropriate funds to public universities based solely on the number of instructional student credit hours generated. Usually, non-credit programs and even professional continuing education programs must generate revenues commensurate with expenditures. Thus faculty involved in professional service such as non-credit teaching, consulting services for local business and government and applied research are often not part of the funded mission of the state but their services can usually be arranged for a fee within, or outside, formal university structures (Wallace, 1987). Also, state funding formulas often place greater dollar value on traditional on-campus credit courses than off-campus nontraditional instructional activities. Thus, the university's states mission and the funded mission are often incongruent (Wallace, 1987).

Although enrollment driven formula funding may not directly support research and professional service programming, it is possible for an administrator to be flexible within his or her own departmental budget. The policy should exist whereby deans and

department chairs have the authority within their budget allocation to reallocate monies for a more balanced program which addresses the mission and needs of the institution. Deans and department chairs can build departmental and college budgets to support personnel, equipment, supplies, travel and other expenses related to faculty research from state appropriated funds. The same could be done to support professional service activity.

##### 5. Service or Scholarship

The majority of the faculty and administrators surveyed reported that professional service was evaluated separately and not considered an extension of teaching or research as recent studies indicate. However, some examples in the literature refer to professional service as an extension of scholarship (Hanna, 1981; and Elman and Smock, 1987). Hanna (1981) calls for treating off-campus teaching and public service as "an applied form of scholarship, thereby relating each more closely to widely understood and accepted values" (p. 43). The intent of this philosophy is to integrate professional service into the "primary faculty reward structure" (p. 45). Lynton and Elman (1987) believe that one can more successfully encourage a wider range of professional activities if these activities are recognized as valued components of scholarship. They take this position for two reasons: "(1) They think that the aggregation, interpretation, and application of knowledge are in fact scholarly exercises and (2) They do not believe service will ever be taken as seriously as scholarship" (p. 148).

The implication for practice may be that administrators should stress the importance of new external professional service activities to the university and work with faculty to design ways to attract them to this activity. The administration and faculty would work together to determine ways to appropriately reward faculty for their involvement. It may be determined by both groups that successful accomplishment in professional service may contribute to the consideration for promotion and tenure.

In presenting commentary on the merits of service or scholarship, Lynton and Elman (1987) feel that the institutionalization of a reward structure for faculty professional service does not imply a reduction in the importance of traditional scholarship and cite the following reasons:

We believe that the quality of the academic environment will be enhanced through close reciprocal relationships between strong teaching, traditional scholarship, and externally oriented professional activities, with the whole being greater than the sum of the parts. At any given time, some faculty members may concentrate on traditional scholarship, others on professional outreach. On the whole most should engage in a mix that is likely to vary with time, as interests, opportunities, and needs change. (p. 149)

#### 6. Documentation and Evaluation

Both institutions studied lacked adequate assessment for professional service. The implication is that if professional service is ever to be equitably rewarded within the formal reward structure, it is essential that it be subject to conventional assessment: documentation and evaluation.

This study revealed through the document analysis that a mere listing of these professional service activities is inadequate. One policy statement reviewed on the evaluation of faculty stated that it is the department chair who should seek out methods of evaluating quality of professional service. Routinely, every example of substantial professional activity should be backed up by some form of written documentation by the faculty member, the recipients of the new knowledge, and the sponsoring unit such as the academic department or continuing education division. According to Elman and Smock (1985) the maxim that should guide university leaders and personnel committees is: "if the work cannot be documented, it cannot be evaluated; if it cannot be evaluated, it does not merit reward" (p. 15).

The research implies that the procedures for evaluating professional service activity should be institutionalized. These procedures may be established at the individual department and college level. At the very least, they should be explained in detail in the university faculty handbook. Evaluation should take place upon completion of the activity and should involve several evaluators: clients, peers, and administrators. Too often it is frantically gathered (over a short period) at promotion and tenure time.

## 7. Leadership for Professional Service

Adapting the university reward structure for professional service requires leadership on the part of the faculty and

administration. In this study, faculty and administrators cited several key individuals who should be involved: continuing education deans; department chairs and deans; provosts or chief academic officers; and presidents or chancellors. Leadership at the national level with regard to higher education associations and accrediting associations is also of great importance to faculty and administrators.

It is important that universities which claim professional service is central to their mission find ways to support faculty who choose to participate in this activity. Those institutions which establish new agendas for the future are likely to include an emphasis on professional service and it is imperative that they provide incentives and rewards to accommodate participating faculty. Those individuals in the central administration of colleges and universities play a major role in setting policy for incentives. They can use their position to enhance the status of professional service by speaking about it and setting policy which provides faculty incentives. Recently a college president of a Big 10 school was quoted as saying that professional service programs complement and build upon our distinguished traditional curricular offerings and this provides a means to create the "smart work force" which is essential if the state is to be economically competitive now and in the future (Cohen, 1988). In a 1987 speech, Indiana University President Thomas Ehrlich expressed his philosophy:

Furthermore, they (professional service programs) need to be understood and supported for what they are: programs that bring us the best of both worlds, the traditional and the innovative, the classical and experimental. After all, the educational partnership which characterizes such programs ensures us an ever-growing base of public and private support.

Hence, it is important that individual states recognize the benefits of faculty professional service and develop policies and practices to support institutions, especially those of an urban nature, in this endeavor.

#### Implications for Future Research

This report describes an exploratory study of institutional policies and practices related to faculty professional service. The case study findings illustrate trends and patterns associated with institutions which make claims about professional service as a central activity and the incentives they offer for faculty who choose to participate in professional service. The findings also raise issues that should be investigated in future research.

The generalizability of the findings are limited because the faculty participants in this study hold appointments at public, urban universities. Similar studies including a larger number of faculty participants employed at different kinds of institutions would help to determine which incentives for faculty participation in professional service are representative of the general faculty population.

The data suggest that the primary reasons faculty participate in professional service are financial ones. This may occur because professional service programs are not well integrated into the mainstream of campus activities and faculty are not recognized or rewarded for their efforts. Additional research is needed in the area of faculty incentives related to professional service. Longitudinal studies of the attitudes of faculty completing the tenure and promotion process would identify the effect professional service policy has had on the evaluation decision. Full-time faculty participation is extremely important to the success of institutional professional service programs.

More focused research on the role that presidents and provosts play regarding leadership for professional service is needed. Also the specific criteria for evaluation of faculty service should be addressed. Case studies should be conducted at institutions that are good at rewarding professional service. Key leaders at these institutions should be interviewed to determine reasons for their effectiveness.

This study revealed that professional service is given marginal attention, if any, within the regular faculty reward system. This same theme is common throughout the literature (Hanna, 1978; McCarthy, 1980; Votruba, 1981). It is assumed that unless professional service activities are fully integrated into the primary faculty reward system and included in the criteria for promotion, tenure, and salary decisions, professional service stands little chance of achieving more than peripheral status in the institution.

A survey of faculty, department chairs and deans on specific criteria for evaluating faculty professional service would be useful. Their remarks would not only indicate what criteria are necessary to achieve a more systematic evaluation of faculty service efforts but would provide an opportunity to compare and contrast perceptions of faculty and their respective chairs on these important matters. Also, the chief academic officer might be asked to give his or her perceptions on the topic by completing a survey and he or she could be asked to collect the various institutional documents for content analysis.

In sum, the dimensions of this problem are clearly important to all university administrators (in public or private and urban or rural institutions) who have the responsibility of applying the full resources of the faculty to the broad range of educational needs of individuals, communities, and society in general.



## APPENDICES

**APPENDIX A**  
**COVER LETTER TO CONTINUING**  
**EDUCATION DEANS**

September 16, 1987

Dear \_\_\_\_\_,

As part of my dissertation requirements at the College of William and Mary I am conducting a survey in which I wish to investigate incentives for urban university faculty participation in professional service. This survey addresses the incentives and rewards offered by institutions of higher education for faculty work in professional service, relative to those offered for teaching and research.

As a continuing education administrator, you no doubt are interested in how incentives for faculty participation in professional service can be incorporated into the faculty evaluation and reward system. I am seeking perceptions of continuing education deans at urban institutions of higher education in Virginia and full-time faculty involved in professional service. As you know, professional service is commonly listed among the three major categories of institutional mission and of faculty performance along with teaching and research. I am defining the three faculty functions considered in the faculty evaluation process as the quality of teaching, the quantity and quality of scholarship or research and the quality and quantity of professional service. Professional service is defined as significant professional activities outside the categories of teaching and scholarship that draw upon one's professional expertise in his or her academic discipline. Such faculty expertise may be used to improve the social, economic or cultural environment and would include such examples as industrial consulting, technical assistance to government, products such as computer software and instructional media courseware, as well as clinical work and artistic performances. Examples would be a professor of finance who is conducting a workshop on the fundamentals of finance and accounting for the nonfinancial manager/executive or a professor of nursing who is practicing one day a week in the Student Health Center. I am not referring to academic service to the department and governance activities within the university or community service in the form of civic, religious and other activity. I am not suggesting that professional service replace traditional scholarship or reduce its importance. I am mostly interested in the encouragement of professional service and the institutionalization of a reward structure for faculty who participate.

September 16, 1987  
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I am very interested in obtaining your responses, as a dean of continuing education, and those of full-time faculty who are most involved in this work. I have selected only three institutions to survey and thus your response is very important to me and the success of the project. I ask you to do three things:

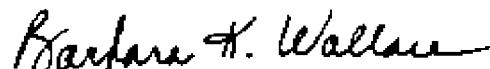
- (1) Complete the enclosed dean's survey.
- (2) Mail the faculty letter and survey to fifteen full-time faculty members at your institution who have participated in professional service during the last five years and ask them to return it to me. I have enclosed 20 copies for this purpose. (I would appreciate a copy of the distribution list with names and campus addresses.)
- (3) Provide written documents of your institution which address public service, e.g., institutional mission statements, official statements of criteria for evaluation, promotion and tenure, actual written criteria used in evaluating outreach activities, strategic planning documents, ten-year accreditation studies, presidents' reports and addresses, and faculty personnel policies and governance policies, etc. I will review and analyze these documents from each institution in an effort to find similarities and differences which exist relating to the service mission, policy and support.

Altogether the questionnaire should take about fifteen minutes to complete. It may take longer to gather documents requested, but perhaps a staff member could assist here. I am requesting that you return the materials by October 9, 1987.

I am attempting to find out what administrators like yourself think on these important issues. If the colleges' administrators are ever to understand what motivates faculty to participate, empirical data must be obtained. I appreciate your cooperation and will be happy to send you a copy of the results.

If you have any questions, do not hesitate to contact me at (219) 744-6670.

Cordially,



Barbara K. Wallace  
Researcher

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BKW/mjc

Enclosures

**APPENDIX B**  
**DEAN'S SURVEY**

**Incentives for Faculty Participation in Professional  
Service at Virginia's Urban Institutions  
of Higher Education**

The major purpose of this survey is to determine incentives which encourage urban university faculty participation in professional service. Professional service is defined as significant professional activities outside the categories of teaching and scholarship that draw upon one's professional expertise in his or her academic discipline. Such faculty expertise may be used to improve the social, economic or cultural environment and would include such examples as industrial consulting, technical assistance to government, products such as computer software and instructional media courseware, as well as clinical work and artistic performances. Professional service does not include paper presentation at professional association meetings, university service or community service in the form of civic, religious and other activity.

A secondary purpose is to evaluate the university's own claims about service as a central activity in the overall mission of the institution, as perceived by continuing education administrators and faculty members who engage in professional service activities. Findings on current practices and perceptions of these two groups and institutional commitments could serve as important information for planning and evaluation of necessary reward systems.

You will note this questionnaire asks six general questions and seeks your opinions about policies and practices at your institution. Feel free to make any general comments you would like to make in the margin. Confidentiality will be maintained; your responses will be used in aggregate form only.

**I. INSTITUTIONAL INCENTIVES**

Are incentives for faculty participation in professional service offered at your institution?

YES                      NO                      Comments

—                              —

If "yes", do they include: (check the appropriate category)

1. Monetary payment

(1) _____ generous	(2) _____ moderate	(3) _____ slight	(4) _____ none
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2. Support Services offered by continuing education division (e.g. secretarial support, graduate student assistance, computing)

(1) _____ generous	(2) _____ moderate	(3) _____ slight	(4) _____ none
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3. Academic rewards: recognition in retention, promotion and tenure decisions (of the three, specify in the margin which ones apply)

(1) _____ regularly	(2) _____ occasionally	(3) _____ rarely	(4) _____ never
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4. Faculty development support (e.g. release time, sabbatical leave)

(1) _____ regularly	(2) _____ occasionally	(3) _____ rarely	(4) _____ never
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5. Recognition by peers for working with mature, non-traditional students

(1) _____ regularly	(2) _____ occasionally	(3) _____ rarely	(4) _____ never
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6. Reduction or release time from official faculty or teaching load

(1) _____ regularly	(2) _____ occasionally	(3) _____ rarely	(4) _____ never
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7. Awards (with or without compensation) for professional service (by peers, administration, or outside organizations)

(1) _____ regularly	(2) _____ occasionally	(3) _____ rarely	(4) _____ never
------------------------	---------------------------	---------------------	--------------------

8. Additional travel funds	(1) generous	(2) moderate	(3) slight	(4) none
9. Annual salary increases for participation	(1) generous	(2) moderate	(3) slight	(4) none
10. Other (please specify) _____				

II. FACULTY REWARDS AND PRACTICES

A. What incentives do you believe have actually encouraged faculty at your institution to participate in professional service?

	<u>YES</u>	<u>NO</u>	<u>Comments</u>
1. Overload pay/honorarium	___	___	
2. Release time; lighter teaching load	___	___	
3. Recognition of professional service built into comprehensive reward system: retention, promotion and tenure (of the three, specify in the margin which ones apply)	___	___	
4. Duty of an educator regardless of rewards	___	___	
5. Salary increases for participation	___	___	
6. Additional travel funds for faculty who participate in professional service	___	___	
7. Recognition by peers and department chair	___	___	
8. Recognition by university administration	___	___	
9. Working with mature, profession-based students interested in lifelong learning	___	___	
10. Opportunity to keep in contact with professional associations	___	___	
11. Prestige gained by staying current in the field	___	___	
12. Other (please specify) _____			

B. What incentives do you believe would encourage other faculty (those not recently involved) to put more effort into professional service?

	<u>YES</u>	<u>NO</u>	<u>Comments</u>
1. Give release time	___	___	
2. Contribute to annual salary increases for participation	___	___	
3. Give summer stipends for development of innovative projects, equivalent to summer teaching salary	___	___	

	<u>YES</u>	<u>NO</u>	<u>Comments</u>
4. Give grants in aid for direct project costs - curricular development, etc.	___	___	
5. Give consideration for obtaining grants and sponsored programs in the promotion and tenure criteria for professional service evaluation	___	___	
6. Return honorarium or percentage of net program income after expenses to department for use by faculty	___	___	
7. Continuing Education division provide faculty travel funds in lieu of honorarium	___	___	
8. Other (please specify) _____			

III. LEADERSHIP

Where does the responsibility or authority lie for your institution's success in professional service?

	<u>YES</u>	<u>NO</u>	<u>Comments</u>
1. Dean or Director of Continuing Studies	___	___	
2. Department Chairs and Academic Deans	___	___	
3. Vice-President of Academic Affairs or Provost	___	___	
4. Statement in faculty handbook on evaluation of professional/public service	___	___	
5. Mandated in mission statement of the institution	___	___	

Note: If you answer yes to more than one category, specify in the margin where the primary responsibility or authority for the institution's success in professional service lies.

IV. SATISFACTION

In general, as a continuing education administrator managing your institution's public service component comment on your satisfaction with institutional professional service policy and support.

	Very Satisfied	Somewhat Satisfied	No Opinion	Somewhat Dissatisfied	Very Dissatisfied
	(1)	(2)	(3)	(4)	(5)
1. The leadership for professional service assumed by the top administration (President and Vice Presidents)	___	___	___	___	___
2. The support for professional service given by department chairs	___	___	___	___	___
3. The support service provided by the Continuing Education division/unit	___	___	___	___	___
4. The financial rewards (pay for service and salary increment) extended to faculty for participation in professional service	___	___	___	___	___
5. The non-financial rewards extended to faculty for participation in professional service	___	___	___	___	___
6. The institutional policy which exists for faculty participation in professional service	___	___	___	___	___



V. EVALUATION

In an effort to determine how or if incentives can be translated into rewards for full-time faculty members, give your opinion on the following statements.

	Strongly Agree	Mildly Agree	No Opinion	Mildly Disagree	Strongly Disagree
	(1)	(2)	(3)	(4)	(5)
1. Professional service is valued at my institution	___	___	___	___	___
2. Criteria are used for the evaluation of faculty performance in professional service activity	___	___	___	___	___
3. Emphasis is placed on teaching at this institution and professional service activity is barely recognized	___	___	___	___	___
4. Emphasis is placed on research at this institution and professional service activity is barely recognized	___	___	___	___	___
5. There is no pressure from department chairs and deans to participate in professional service	___	___	___	___	___
6. Professional service is not evaluated separately but is considered an extension of the teaching and research function	___	___	___	___	___

VI. ADMINISTRATIVE PRACTICES AND PLANNING

Does your institution have:

YES      NO      Comments

1. A mission or philosophy statement for continuing education/professional service	___	___	
2. An ongoing long range planning activity or strategic plan which includes continuing education/professional service	___	___	
3. An ongoing formal process for evaluating professional service (relative weighting)	___	___	
4. A budgeted position(s) devoted to continuing education administration	___	___	
5. A budgeted position(s) devoted to university continuing education instructional improvement	___	___	
6. Grants, sabbatical leaves or release time for professional service (underline all that are appropriate)	___	___	
7. An analysis of the relationship of professional service on fund raising and development activities	___	___	

Thank you for your cooperation.

Please return this survey by October 9, 1987, to:

Barbara Wallace

Name of Respondent \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

Telephone \_\_\_\_\_

**APPENDIX C**  
**COVER LETTER TO FACULTY**

September 16, 1987

Dear Faculty Member:

As part of my dissertation requirements at the College of William and Mary I am conducting a survey in which I wish to investigate incentives for urban university faculty participation in professional service. The continuing education dean supplied your name and campus address. I have requested responses from certain faculty at your institution who have participated in continuing education/professional service during the last five years.

As a full-time faculty member, you no doubt are interested in how incentives for faculty participation in professional service can be incorporated into the faculty evaluation and reward system. I am seeking perceptions of continuing education deans at urban institutions of higher education in Virginia and full-time faculty involved in professional service. As you know, professional service is commonly listed among the three major categories of institutional mission and of faculty performance along with teaching and research. I am defining the three faculty functions considered in the faculty evaluation process as the quality of teaching, the quantity and quality of scholarship or research and the quality and quantity of professional service. Professional service is defined as significant professional activities outside the categories of teaching and scholarship that draw upon one's professional expertise in his or her academic discipline. Such faculty expertise may be used to improve the social, economic or cultural environment and would include such examples as industrial consulting, technical assistance to government, products such as computer software and instructional media courseware, as well as clinical work and artistic performances. Examples would be a professor of finance who is conducting a workshop on the fundamentals of finance and accounting for the nonfinancial manager/executive or a professor of nursing who is practicing one day a week in the Student Health Center. I am not referring to academic service to the department and governance activities within the university or community service in the form of civic, religious and other activity. I am not suggesting that professional service replace traditional scholarship or reduce its importance. I am mostly interested in the encouragement of professional service and the institutionalization of a reward structure for faculty who participate.

I am very interested in obtaining your responses, as a full-time faculty member, and those of continuing education administrators who are most involved in this work. I have selected only three institutions in Virginia to survey and thus your response is very important to me and the success of the project.

Faculty Member  
September 16, 1987  
Page 2

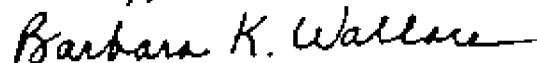
Additionally, I have requested from the continuing education dean any written documents and institutional policy statements on professional service. I will review and analyze these documents from each institution in an effort to find similarities and differences which exist relating to the service mission, policy and support.

Altogether the questionnaire should take about fifteen minutes to complete. Please make any general comments you would like to make in the margin or on an additional sheet. I am requesting that you return the survey by October 9, 1987.

I am attempting to find out what faculty like yourself think on these important issues. If the colleges' administrators are ever to understand what motivates faculty to participate, empirical data must be obtained. I appreciate your cooperation and will be happy to send you a copy of the results.

If you have any questions, do not hesitate to contact me at (219) 744-6670.

Cordially,



Barbara K. Wallace  
Researcher

BKW/mjc

Enclosures (2)

**APPENDIX D**  
**FACULTY SURVEY**

**Incentives for Faculty Participation In Professional  
Service at Virginia's Urban Institutions  
of Higher Education**

The major purpose of this survey is to determine incentives which encourage urban university faculty participation in professional service. Professional service is defined as significant professional activities outside the categories of teaching and scholarship that draw upon one's professional expertise in his or her academic discipline. Such faculty expertise may be used to improve the social, economic or cultural environment and would include such examples as industrial consulting, technical assistance to government, products such as computer software and instructional media courseware, as well as clinical work and artistic performances. Professional service does not include paper presentation at professional association meetings, university service or community service in the form of civic, religious and other activity.

A secondary purpose is to evaluate the university's own claims about service as a central activity in the overall mission of the institution, as perceived by continuing education administrators and faculty members who engage in professional service activities. Findings on current practices and perceptions of these two groups and institutional commitments could serve as important information for planning and evaluation of necessary reward systems.

You will note this questionnaire asks six general questions and seeks your opinions about policies and practices at your institution. Feel free to make any general comments you would like to make in the margin. Confidentiality will be maintained; your responses will be used in aggregate form only.

**I. INSTITUTIONAL INCENTIVES**

Are incentives for faculty participation in professional service offered at your institution?

YES                      NO                      Comments

—                              —

If "yes", do they include: (check the appropriate category)

1. Monetary payment

(1)                      (2)                      (3)                      (4)  
generous              moderate              slight              none

2. Support Services offered by continuing education division (e.g. secretarial support, graduate student assistance, computing)

(1)                      (2)                      (3)                      (4)  
generous              moderate              slight              none

3. Academic rewards: recognition in retention, promotion and tenure decisions (of the three, specify in the margin which ones apply)

(1)                      (2)                      (3)                      (4)  
regularly              occasionally              rarely              never

4. Faculty development support (e.g. release time, sabbatical leave)

(1)                      (2)                      (3)                      (4)  
regularly              occasionally              rarely              never

5. Recognition by peers for working with mature, non-traditional students

(1)                      (2)                      (3)                      (4)  
regularly              occasionally              rarely              never

6. Reduction or release time from official faculty or teaching load

(1)                      (2)                      (3)                      (4)  
regularly              occasionally              rarely              never

7. Awards (with or without compensation) for professional service (by peers, administration or outside organizations)

(1)                      (2)                      (3)                      (4)  
regularly              occasionally              rarely              never

- |  |                 |                 |               |             |
|--|-----------------|-----------------|---------------|-------------|
| 8. Additional travel funds                   | (1)<br>generous | (2)<br>moderate | (3)<br>slight | (4)<br>none |
| 9. Annual salary increases for participation | (1)<br>generous | (2)<br>moderate | (3)<br>slight | (4)<br>none |
| 10. Other (please specify) _____             |                 |                 |               |             |

II. FACULTY REWARDS AND PRACTICES

A. What incentives do you believe have encouraged you personally to participate in professional service?

	<u>YES</u>	<u>NO</u>	<u>Comments</u>
1. Overload pay/honorarium	___	___	
2. Release time; lighter teaching load	___	___	
3. Recognition of professional service built into comprehensive reward system: retention, promotion and tenure (of the three, specify in the margin which ones apply)	___	___	
4. Duty of an educator regardless of rewards	___	___	
5. Salary increases for participation	___	___	
6. Additional travel funds for faculty who participate in professional service	___	___	
7. Recognition by peers and department chair	___	___	
8. Recognition by university administration	___	___	
9. Working with mature, profession-based students interested in lifelong learning	___	___	
10. Opportunity to keep in contact with professional associations	___	___	
11. Prestige gained by staying current in the field	___	___	
12. Other (please specify) _____			

B. What incentives do you believe would encourage other faculty (those not recently involved) to put more effort into professional service?

	<u>YES</u>	<u>NO</u>	<u>Comments</u>
1. Give release time	___	___	
2. Contribute to annual salary increases for participation	___	___	
3. Give summer stipends for development of innovative projects, equivalent to summer teaching salary	___	___	

	<u>YES</u>	<u>NO</u>	<u>Comments</u>
4. Give grants in aid for direct project costs - curricular development, etc.	___	___	
5. Give consideration for obtaining grants and sponsored programs in the promotion and tenure criteria for professional service evaluation	___	___	
6. Return honorarium or percentage of net program income after expenses to department for use by faculty	___	___	
7. Continuing Education division provide faculty travel funds in lieu of honorarium	___	___	
8. Other (please specify) _____			

III. LEADERSHIP

Where does the responsibility or authority lie for your institution's success in professional service?

	<u>YES</u>	<u>NO</u>	<u>Comments</u>
1. Dean or Director of Continuing Studies	___	___	
2. Department Chairs and Academic Deans	___	___	
3. Vice-President of Academic Affairs or Provost	___	___	
4. Statement in faculty handbook on evaluation of professional/public service	___	___	
5. Mandated in mission statement of the institution	___	___	

Note: If you answer yes to more than one category, specify in the margin where the primary responsibility or authority for the institution's success in professional service lies.

IV. SATISFACTION

In general, as a faculty member participating in professional service comment on your satisfaction with institutional professional service policy and support.

	<u>Very Satisfied</u>	<u>Somewhat Satisfied</u>	<u>No Opinion</u>	<u>Somewhat Dissatisfied</u>	<u>Very Dissatisfied</u>
	(1)	(2)	(3)	(4)	(5)
1. The leadership for professional service assumed by the top administration (President and Vice Presidents)	___	___	___	___	___
2. The support for professional service given by department chairs	___	___	___	___	___
3. The support service provided by the Continuing Education division/unit	___	___	___	___	___
4. The financial rewards (pay for service and salary increment) extended to faculty for participation in professional service	___	___	___	___	___
5. The non-financial rewards extended to faculty for participation in professional service	___	___	___	___	___
6. The institutional policy which exists for faculty participation in professional service	___	___	___	___	___



V. EVALUATION

In an effort to determine how or if incentives can be translated into rewards for full-time faculty members, give your opinion on the following statements.

	Strongly Agree	Mildly Agree	No Opinion	Mildly Disagree	Strongly Disagree
	(1)	(2)	(3)	(4)	(5)
1. Professional service is valued at my institution	_____	_____	_____	_____	_____
2. Criteria are used for the evaluation of faculty performance in professional service activity	_____	_____	_____	_____	_____
3. Emphasis is placed on teaching at this institution and service activity is barely recognized	_____	_____	_____	_____	_____
4. Emphasis is placed on research at this institution and service activity is barely recognized	_____	_____	_____	_____	_____
5. There is no pressure from department chairs and deans to participate in professional service	_____	_____	_____	_____	_____
6. Professional service is not evaluated separately but is considered an extension of the teaching and research function	_____	_____	_____	_____	_____

VI. ADMINISTRATIVE PRACTICES AND PLANNING

Does your institution have:

	<u>YES</u>	<u>NO</u>	<u>Comments</u>
1. A mission or philosophy statement for continuing education/professional service	_____	_____	
2. An ongoing long range planning activity or strategic plan which includes continuing education/professional service	_____	_____	
3. An ongoing formal process for evaluating professional service (relative weighting)	_____	_____	
4. A budgeted position(s) devoted to continuing education administration	_____	_____	
5. A budgeted position(s) devoted to university continuing education instructional improvement	_____	_____	
6. Grants, sabbatical leaves or release time for professional service (underline all that are appropriate)	_____	_____	
7. An analysis of the relationship of professional service on fund raising and development activities	_____	_____	

Thank you for your cooperation.

Please return this survey by October 9, 1987, to:

Barbara Wallace

Name of Respondent \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

Telephone \_\_\_\_\_

**APPENDIX E**  
**MISSION STATEMENT**  
**OLD DOMINION UNIVERSITY**

## MISSION STATEMENT

### ODU

A university is a place of learning. If it is truly great, it has men and women of wisdom and courage, with a vision of the future, who have mastered the path leading to the attainment of that vision. It has an exciting, imaginative, and creative faculty. It is dedicated to excellence. It lives on the frontiers of discovery, serves with distinction, and teaches with relevance and purpose. It is especially concerned with its students. It offers them the opportunity and encouragement to acquire to their fullest capability the knowledge and understanding to meet the problems and secure the advantages of life.

Old Dominion University, committed to this ideal, is an urban university with the primary mission of meeting the educational and professional needs of its students and the region through excellence in teaching, scholarly research, and leadership in community service.

The university emphasizes, at the undergraduate level, a comprehensive program of liberal arts and sciences and selected professional programs. Graduate offerings are focused on the region's need for advanced professional education and for certain specialized programs at the master's and doctoral levels for which the institution is prepared through unusual strength of faculty or special geographic advantages.

The commitment of the university influences the nature of the research and related forms of scholarly endeavor undertaken by its faculty. While basic or pure research is encouraged, emphasis is given to applied research because of the professional nature of the university's graduate programs and because of the university's special responsibilities to the region which it serves.

The university has a commitment to extend its services throughout the region. It serves by offering undergraduate and graduate programs at off-campus sites and sponsoring continuing education and public service programs, and through specialists, provides educational and professional leadership. It meets its responsibilities for leadership through its consulting agencies, through institutes and seminars, and through extensive experimental activities in key areas of regional concern. The university recognizes that it serves best by cooperating with other institutions of higher learning, both to expand educational opportunities and to avoid unnecessary duplication of specialized programs and services.

The university maintains a continuing review of the effectiveness of its teaching, research and service. Through self-analysis, the university seeks to determine its appropriate size and rate of development, the quality of its teaching and its impact on students, and the value of its research, services and programs.

1986: Old Dominion University Faculty Handbook, p. 2

- Amended Sept., 1987

**APPENDIX F**  
**POLICY AND PROCEDURES ON**  
**EVALUATION OF FACULTY**  
**(General Statement)**  
**OLD DOMINION UNIVERSITY**

OLD DOMINION UNIVERSITY  
POLICY AND PROCEDURES ON EVALUATION OF FACULTY  
(General Statement)

- I. Board of Visitors Policy
  - A. A regular review of the performance of all faculty members will be conducted in order that they may receive full credit and reward for their contributions to the university and to their disciplines. The three criteria in which this evaluation will be based are teaching, research, and service.
  - B. The initial responsibility for evaluation of faculty performance rests with the chair, on the basis of evidence supplied by the faculty member or collected elsewhere. The faculty member shall be given a copy of the chair's evaluation and may submit comments. Both the chair's evaluation and the faculty member's comments are submitted to the dean, who has the final responsibility for evaluation of faculty.
- II. Procedures of Evaluation of Faculty
  - A. These procedures are designed to implement the policy established by the Board of Visitors for evaluation of faculty. In all cases, the board policy is governing.
  - B. In order to insure that all relevant information is included in the evaluation, all faculty members are required to submit once a year a faculty information sheet in which they detail the evidence in support of their performance in teaching, research, and service, together with whatever other information they wish to be taken into consideration by the chair and dean in the evaluation.
  - C. The chair, using the faculty information sheet and whatever other information is obtainable, evaluates the performance of the faculty member during the previous year and writes up the evaluation into a formal statement of the contributions of the faculty member to the department, school, and university. In the case of chairs, these evaluations are written by the dean. Since evaluation performance is one of the essential factors in determinations concerning tenure, promotion, reappointment and salary increments, the chair and dean should make every effort to insure that the evaluations are clear, honest, and genuinely evaluative. A listing of facts without interpretation is helpful neither to the faculty member nor to the committees considering personnel decisions.
- D. In the case of tenured faculty members, a department chair, on the recommendation of the faculty of the department and with the approval of the dean, may choose to conduct evaluations in depth only once every three years. In no case, however, will a faculty member be considered for promotion or other major personnel decision (such as designation as eminent professor) unless a full evaluation has been conducted within the previous twelve months. Either the faculty member or the chair may choose to have a full evaluation conducted in any year. In years in which an evaluation in depth is not conducted, the faculty member will, at a minimum, receive notice from the chair and dean (with copies to the vice president for academic affairs) that the previous in-depth evaluation will be used as the basis for all personnel decisions.
- E. All faculty members will be evaluated on the basis of teaching, research, and service. The weighting of these three areas will vary from one faculty member to another depending upon the needs of the department and the particular accountability of the individual faculty member in contributing toward the fulfillment of these needs.

**APPENDIX G**  
**POLICY AND PROCEDURES ON**  
**EVALUATION OF FACULTY**  
**(Teaching)**  
**OLD DOMINION UNIVERSITY**

OLD DOMINION UNIVERSITY  
POLICY AND PROCEDURES ON EVALUATION OF FACULTY  
(TEACHING)

1. Teaching--It is the responsibility of the chair to evaluate the information that is available concerning teaching. (For a detailed discussion of evaluation of teaching, see the section "University Policy on Evaluation of Teaching.") Among items for consideration are the following:
  - a. Student questionnaires--Results of current student questionnaires must be used in the evaluation. Such results, however, constitute important raw data concerning teaching performance and cannot be meaningful in themselves unless interpreted in relationship to other factors. It is the responsibility of the chair to provide such interpretive evaluation.
  - b. Student interviews.
  - c. Results of student achievement tests, if feasible and appropriate.
  - d. Peer evaluations of course portfolios or their equivalent.
  - e. Other relevant information.
  - f. If the principal contribution of the faculty member to the department is in the area of instruction, the number of student credit hours produced by the faculty member should also be taken into consideration since the best teachers should be showing a decided impact on the largest number of students.

- g. Faculty members who are assigned to teach noncredit courses, workshops, or colloquia as part of their loads may have their performance in these activities evaluated as part of the evaluation of teaching.
- h. If the faculty member is working within interdisciplinary courses or is on loan to another department for a portion of his/her teaching, it is the responsibility of the chair to seek out evaluations from other chairs with whom the faculty member is working and to incorporate these in the evaluation.

\*Note: It should be noted that the Faculty Senate, the Noncredit Review Committee and the Senior Academic Deans have made the following recommendations with regard to section III.E, paragraph 1.g. to read:

Faculty members who teach noncredit courses, workshops, or colloquia may elect to have their performance in these activities included as part of the evaluation of teaching.

Recommended by University-wide Noncredit Review Committee and  
Approved by the Faculty Senate  
April 14, 1987

or

Faculty members who teach noncredit courses, workshops or colloquia in their area of specialization that are sponsored by the University should have their performance in these activities included as part of the evaluation of teaching.

Approved by the Senior Academic Deans  
May 5, 1987

\*\* As of October, 1987 the recommendation cited had received the President's approval and had been included in the new Executive Orders and Guidelines for the Board of Visitors approval

**APPENDIX H**  
**POLICY AND PROCEDURES ON**  
**EVALUATION OF FACULTY**  
**(Research)**  
**OLD DOMINION UNIVERSITY**



OLD DOMINION UNIVERSITY  
POLICY AND PROCEDURES ON EVALUATION OF FACULTY  
(RESEARCH)

2. Research--It is the responsibility of the chair to evaluate the quality of the research activity of the faculty member (a mere listing of publications or grants does not constitute evaluation). Each department should establish, with the approval of the dean and the vice president for academic affairs, a clear statement of the criteria for evaluating research productivity in that department. These criteria should take into consideration both the mission of the department and the nature of the scholarly and creative activity within the discipline. Within the definitions noted below, the evaluation of research productivity in a department should be based on these criteria. In evaluation, emphasis should be placed on quality, not just quantity. The following, where appropriate, are included in the definition of research at Old Dominion University:
- a. Publications--In evaluation, the chair should take into consideration and comment upon the reputation and editorship of journals in which the faculty member has published and the nature of the reviews received for published books. Evaluation of the quality of the publication is essential. For major personnel decisions (e.g., tenure and promotion) external evaluations of the publication are encouraged and may be required.
  - b. Presentations at professional meetings--The chair will be expected to evaluate such presentations on a similar basis to publications in learned journals--that is, taking into consideration the extent of external peer review before acceptance of the paper and prestige associated with having a paper accepted for presentation at that meeting.
- c. Grants and contracts--In evaluation of faculty members' funded research activity, the chair should take into consideration the aggressiveness with which the faculty members have sought out research opportunities (considering the availability of opportunities in their fields), the effectiveness with which faculty members have met the requirements established by the funding agency, the effectiveness with which the faculty members have worked with graduate assistants and colleagues, and the leadership which faculty members have provided on particular grants (as principal investigator, co-principal investigator, co-investigator, or major participant).
  - d. Instructional research--The chair should give credit to effective instructional research by faculty members, with emphasis on well-designed and controlled research in teaching, particularly in their own disciplines and the recognition that the instructional research has received through publication or adoption at other institutions.
  - e. In the creative fields, such as music, theater, and art, performance and exhibition are counted as research activity. The chair should evaluate the quality of the artistic production, using evidence such as published reviews of performance or awards in juried exhibitions.
  - f. If the faculty member has received released time for research, the chair should evaluate the effectiveness with which this released time has been used.

APPENDIX I  
POLICY AND PROCEDURES ON  
EVALUATION OF FACULTY  
(Service)  
OLD DOMINION UNIVERSITY

OLD DOMINION UNIVERSITY  
POLICY AND PROCEDURES ON EVALUATION OF FACULTY  
(SERVICE)

1. Service--The category of professional service is more difficult to define than teaching or research, but deserves the same kind of rigorous evaluation and positive credit. The chair has the responsibility to seek out methods of evaluating quality of professional service, not merely to list the activities. The task is sometimes especially complicated by the fact that much professional service takes place outside the department. In essence, the area of service includes activities in which faculty members are exercising their professional expertise in the service of the university, the community, or their disciplines. Ideally, each faculty member should be participating in all three of the areas listed below, but individual faculty members may be expected by the chair to play different roles. If so, specific roles should be defined and understood. In all cases, service should be judged on the basis of quality, not just quantity. (In the following listing, items are not necessarily listed in priority order.)

- a. Departmental, college, and university service
  1. Advancement and counseling--This is one of the most important areas of faculty service, and each department should develop methods of evaluating, encouraging, and rewarding excellence in student advancement.
  2. Specific service assignments--If faculty members have been assigned to specific service roles (for example, as graduate program director or assistant chair) and are receiving released time for administration in order to accomplish these roles, the chair in evaluation should judge the effectiveness with which the roles are being accomplished.
  3. Sponsorship of student activities, particularly those relating to the discipline--The chair should evaluate the degree to which the faculty member's sponsorship has been successful in increasing the intellectual atmosphere and esprit de corps among students.
  4. Cooperation with the Office of Development in securing external funding for the university.
  5. Service on departmental, college, and university committees and task forces--Quality rather than mere quantity of service should be evaluated. The chair should evaluate service on departmental committees and seek the evaluation of the dean of college committees, the president or the vice president for academic affairs for university committees, and the chair of the Faculty Senate for Faculty Senate committees.

6. Cooperation with the Office of Admissions in recruiting of students to the university. The evaluation of the dean of enrollment services should be sought by the chair for faculty members engaged in recruitment activities.

7. Other departmental, college, and university service. Specific roles in working with other university departments (for example, the Center for Instructional Development, the Office of Residence Life, or the University Library) may be given to individual faculty members. The chair should seek the evaluation of the director of the unit involved.

b. Community service, i.e. the application of a faculty member's professional skills for the service of the community in a manner that assists in the fulfillment of the mission of the university--Professional service does not include service to religious, political, or social organizations that (although meritorious in itself) is not relevant to the faculty member's professional area.

1. Service to university outreach programs--From time to time the university will develop specific noninstructional outreach programs and centers in such areas as improvement of the urban environment or marine studies. Service in these areas should be evaluated by the chair after consultation with the director of the program or center.
2. Noncredit courses, workshops, projects, and colloquia in areas of the faculty member's expertise--The chair should seek the evaluation of the director of the appropriate noncredit program in determining the quality of work being done by the faculty member in relating to the community. In some cases, of course, such programs would be considered part of departmental teaching or service and would be evaluated under the categories.)
3. Speaking activities, particularly through the University Speakers Bureau--Attempts to evaluate quality rather than quantity must be made.

4. Consulting, either reimbursed or unreimbursed--The chair should seek to learn and evaluate the degree to which consulting activities have been considered successful by the agency employing the faculty member. Consulting activities, if they are to be credited positively, in the evaluation, must have the prior approval of the chair, the dean, and the vice president for academic affairs and must be clearly related to the university's mission and the faculty member's responsibilities in teaching, research, and service.

5. Any other ways in which the faculty member is using professional knowledge or the service of constituents in the Eastern Virginia region

- c. Service to the discipline
  1. Service to scholarly or professional societies--This category may include holding of office, editing proceedings, reading nonresearch papers, being instrumental in forming a group to campus and serving on the local arrangements committee, and any other ways in which the faculty member is active within such a society. It is the responsibility of the chair to evaluate the quality of the member's contribution to the advancement of the discipline other than in areas relevant to teaching and research.
  2. Service as editor or reader for a scholarly journal in the field--The chair should be familiar with and comment on the prestige and quality of the journal involved.
  3. Any other way in which the faculty member is making a contribution to the advancement of the discipline other than in areas relevant to teaching and research.

\*NOTE: References to professional service are printed in bold face type.

**APPENDIX J**  
**COLLEGE OF HEALTH SCIENCES**  
**PROPOSED EVALUATION CRITERIA - SERVICE**  
**(Policy and Discussion)**  
**OLD DOMINION UNIVERSITY**

COLLEGE OF HEALTH SCIENCES

CRITERIA FOR PROMOTION AND TENURE

LEVEL I (high)

LEVEL II

LEVEL III

Professional Services

- A. Service to the University,  
(College and School)
- 1. Advisee, counseling and recruitment

Due to the close and continual contact of students with faculty in the health professions the advisee and counseling functions is highly significant. Quality academic, personal, professional and career counseling and recruitment of significant numbers of students as documented by the department.

- 2. Specific Service Assignments

Chairperson of Program

Chief Departmental Advisor, Graduate Program Director, Assistant Chairman, Clinical Supervisor.

Intradepartmental assignment (i.e. admissions, recruitment.)

- 3. Sponsorship of Student activities

Faculty advisor to student organizations

- 4. Fund raising (dependent upon results)

COLLEGE OF HEALTH SCIENCES

CRITERIA FOR PROMOTION AND TENURE

	<u>LEVEL I (high)</u>	<u>LEVEL II</u>	<u>LEVEL III</u>
5. Committee and Task Force assignments	Chair of a university committee or college	Membership on a university committee	Membership on a College committee or Task Force Chair of a School committee. Membership on an active School committee.

D. Community Service-Serves as a consultant, lecturer or leader in special area of expertise upon request.

Dependent upon frequency

1. Out-reach Programs (screenings, health education, etc.)

Coordinator of major event or on-going service activity

Significant participation in major event or on-going service.  
Participation in occasional event

2. Consulting

Membership on boards of directors of national, state or regional organizations.

Membership on boards of directors of local organizations.

Major consulting effort for a local institution or agency.

Consultant to local agencies.

COLLEGE OF HEALTH SCIENCES

CRITERIA FOR PROMOTION AND TENURE

LEVEL I (High)

LEVEL II

LEVEL III

3. Noncredit courses, Workshops, projects and speaking activities in the area of the faculty members expertise

Planning, and implementing (presenting) courses or projects.

(presenting) Implementing only a course or project or speaking activity.

160 C. Service to the Profession

1. Officers or positions of leadership

In international, national, or regional professional organizations

In state or local professional organizations, chair of committee of local organizations.

Committee membership of local professional organization.

2. Significant committee memberships

On international, national or regional committee

Membership on state committee of professional organizations.

Membership in local committees of professional organizations.

Chair of state committee.

Chair of local committee.

Membership in honorary society.

3. Editorships, reviews, etc. Editor of professional journal

Reviewer or member of editorial board of international or national journal.

Editor of local, state or regional newsletter.

4. Consulting

Consultant to, or site visitor for, major institution, agency or organization.

Consultant to state, regional or local agency

5. Reading non-research papers

Presentation at an international or national meeting

Presentation at a state meeting

Presentation at a local meeting.

## Discussion of Proposed Policy

The proposed policy lists specific items in order of priority under each category. The service category includes the same breakdown as the general university policy which includes service to the university, community service, and service to the profession.

In an effort to provide some history, the College of Health Sciences and the College of Business are the only colleges which do not offer a doctoral program. Also, a limited number of the faculty in the College of Health Sciences have doctoral degrees. The division includes the departments of medical technology, nursing, community health, physical therapy, ophthalmic technology, environmental health, dental hygiene and dental assisting. At least three of the disciplines do not offer doctoral degrees so the masters degree is the terminal degree for the majority of the allied health faculty. These factors bring to light the importance of a strong definition for professional service. Therefore, the colleges' promotion and tenure committee acted very wisely in establishing a point system for the various departmental promotion and tenure committees to use. For example, high value (Level I) in community service might be coordinating a major event or on-going activity whereas participation only in an occasional event would be of low value.

According to the Dean of the College of Health Sciences, these revised criteria have not been unanimously accepted by the faculty and there has been quite a bit of concern regarding the specificity of criteria. The dean said, in particular, faculty have questioned the value of these criteria when the faculty handbook clearly states that teaching, research and service will be evaluated for promotion and tenure with teaching being the common denominator for all faculty. The Dean goes further to say that the concern within the College is that what might be suitable for one discipline might not be applicable to another, and therefore, the criteria have been viewed as quite ominous to some. The promotion and tenure committee had as its goal to develop college-wide criteria by the end of the academic year 1987-88.

This separate document was relevant to the study and for this reason the researcher wished to include it. Furthermore this policy was consistent with another one found in the literature which stated that "criteria for reward and evaluation at a few public colleges and universities state that teaching and public service will be given as much weight as research if it is part of an individual's assigned responsibilities" (Salomone and Vorhies, 1985, p. 46). There are other examples in the literature where formal evaluation systems are being designed with relative weights and values for teaching, research, and professional service (Salomone and Vorhies, 1985 and



Lynton and Elman, 1987). Later, it was acknowledged in conversation by the Health Sciences dean and her colleagues that some faculty had been asked to discuss at national meetings of their respective professional associations this particular model for establishing a set of guidelines equilibrating different types of curriculum development and clinical practice endeavors with traditional publications and research. Thus, it appears an issue of great concern, especially in the health professions.

**APPENDIX K**  
**MISSION STATEMENT**  
**GEORGE MASON UNIVERSITY**

## MISSION STATEMENT

### GMU

"George Mason University will provide superior, traditional education enabling students to develop critical and analytical modes of thought and to make rigorous, honorable decisions," said the 1980 Board of Visitors mission statement. "The University seeks to prepare students to interpret the complex questions facing them and society. It further seeks to meet the needs of students by providing the opportunity for innovative educational methods and programs, and it will enhance these programs with undergraduate, graduate and professional courses of study that are cross-disciplinary. "The University will support a faculty which is excellent in teaching, active in pure and applied research and responsive to the needs of the community. The university will strive to be a resource of the Commonwealth serving government and private enterprise, and to be the intellectual and cultural focus of Northern Va."

\*Note: References to professional service are printed in bold-face type

1980-81 George Mason University Undergraduate Catalog, p. 11

APPENDIX L  
STANDARDS FOR EVALUATING ACADEMIC  
ADMINISTRATORS AND FACULTY  
(General Statement)  
GEORGE MASON UNIVERSITY

GEORGE MASON UNIVERSITY  
STANDARDS FOR EVALUATING ACADEMIC ADMINISTRATORS AND FACULTY  
(General Statement)

Faculty. Recommendations on faculty status and related matters are in large measure a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The faculty's responsibility in such matters is based upon the essentiality of its judgment to sound educational policy. Furthermore, scholars in a particular field of activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise there is the general competence of experienced faculty personnel committees having a broader charge, e.g., teaching and service. Recommendations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the final approval of the Board.

The administration and the Board should, therefore, only overturn faculty personnel recommendations in those cases when it is clear that departmental faculty have not exercised high standards or in those situations when programmatic needs may be an overriding factor. This judgment would presumably be reached only in rare instances. In such cases both the candidate and the faculty bodies participating in the decision-making process are entitled to know the reasons administrators give to the President in recommending that faculty judgment be overturned. Only in extraordinary circumstances and for clear and compelling reasons should administrators substitute their own judgment of the value of scholarly accomplishments for that of judgments made by professionals in the discipline.

Each candidate for reappointment, promotion, or tenure will be evaluated in the light of the missions of the University, primary among which are teaching and research or scholarship. Although not all candidates are expected to have equal levels of commitment or equal responsibilities in each of these missions, a high level of general competence is expected in both in recognition of the need for flexibility in the future establishment of priorities in academic programs. Beyond that foundation of competence, decisions will be influenced by signs of genuine excellence in one or two areas. The primary consideration in evaluation of the candidate's achievements shall be the extent to which this achievement continues to improve the academic quality of the university.

Levels of expectation will vary with the type of decision. While probationary reappointments will recognize, in part, perceived potential instead of achievement, appointment without term or promotion in rank should be based on achievement rather than potential. Appointment without term should leave very few doubts, if any, as to the relative value of the candidate to the University over an extended period. As stated above, candidates need to have established competence in both teaching and scholarship.

However, should a candidate's strength be sharply concentrated in only one area, the candidate's achievements should have some significant impact beyond the borders of the University. If the primary strength is teaching, there should be evidence that the candidate's contributions have influence beyond the immediate classroom; if in research or scholarship, there should be evidence that the candidate's contributions have significant influence on colleagues nationally.

In addition to consideration of specific academic criteria, evaluation for promotion or tenure should consider the candidate's concern for professional ethics and responsibilities.

For purposes of promotion and tenure, the total period of service to the university will be evaluated.

**APPENDIX M**  
**STANDARDS FOR EVALUATING ACADEMIC**  
**ADMINISTRATORS AND FACULTY**  
**(Teaching)**  
**GEORGE MASON UNIVERSITY**

GEORGE MASON UNIVERSITY  
STANDARDS FOR EVALUATING ACADEMIC ADMINISTRATORS AND FACULTY  
(TEACHING)

The primary criteria for promotion and tenure are teaching effectiveness and scholarly and/or creative accomplishments. Department and/or University service is also required of all faculty. Peer review at the departmental level plays a central role in evaluating achievement in each of these areas.

2.4.1.1 Effective Teaching is demonstrated by the clarity, appropriateness, and effectiveness of course materials, methods and presentations, and must be measured by some form of student assessment. Contributions to teaching also include the development and implementation of new courses and programs and student advising.

APPENDIX N  
STANDARDS FOR EVALUATING ACADEMIC  
ADMINISTRATORS AND FACULTY  
(Research)  
GEORGE MASON UNIVERSITY



GEORGE MASON UNIVERSITY  
STANDARDS FOR EVALUATING ACADEMIC ADMINISTRATORS AND FACULTY  
(RESEARCH)

2.4.1.2 Evidence of Productive Scholarship (validated by recognized experts in the discipline) includes, as applicable:

- a. Original research or scholarship.
- b. Artistic accomplishments such as fiction, drama, poetry, painting, musical composition, exhibitions, performance.
- c. Significant technical, procedural, or practical innovations, made clinically or professionally.
- d. Professional activities
  - i. providing leadership in recognized professional organizations, presenting research papers at professional meetings, serving as discussant.
  - ii. Giving invited lectures at other universities and scholarly forums.

APPENDIX O  
STANDARDS FOR EVALUATING ACADEMIC  
ADMINISTRATORS AND FACULTY  
(Service)  
GEORGE MASON UNIVERSITY

GEORGE MASON UNIVERSITY  
STANDARDS FOR EVALUATING ACADEMIC ADMINISTRATORS AND FACULTY  
(SERVICE)

2.4.1.3. Service to the University

The University depends upon its faculty for quality service rendered outside the classroom. Faculty are therefore expected to participate in the operational activities of the University. Service is of several kinds. Intramural service, such as advising, is expected of all full-time faculty members as part of their professional responsibilities in the academic community. Other intramural service includes, but is not limited to:

- a. service on department, collegiate, or University committees; attendance at departmental, collegiate, and University meetings;
- b. participation in the decision-making process of these bodies and in the development of programs;
- c. fulfillment of special assignments, (e.g. student and faculty recruitment, faculty handbook preparation, etc.).

Professionally related extramural service in professional organizations and in public bodies is an important means of bringing prestige to the University. Such service is to be encouraged and recognized. It adds to the professional competence of the individual, provides contact with a larger circle of peers, and makes possible a greater visibility for the University.

Consideration will be given to the contribution a faculty member's service makes to the University in the performance of its mission. To this end, self-reporting activities and the ratings of committee chairs are used.

2.4.2. Optional Criteria (as applicable to the discipline and departmental goals, and insofar as they contribute to professional growth and reflect favorably on the professional competence of the individual and the department) may include:

- a. community service
- b. consulting

Candidates have the option of presenting a consultation and community service as a criterion for renewal, promotion and tenure decisions, subject always to satisfactory performance in teaching effectiveness and scholarship.

**APPENDIX P**  
**FACULTY COMPENSATION AND**  
**BENEFITS POLICY**  
**GEORGE MASON UNIVERSITY**

GEORGE MASON UNIVERSITY  
FACULTY COMPENSATION AND BENEFITS POLICY

4.6 Teaching for the Division of Continuing Education

The Division of Continuing Education makes evening and day courses available both on/off campus on a contract basis or tuition basis in cooperation with the undergraduate colleges and the graduate school. The Division of Continuing Education provides all support, including ordering texts, duplication, typing, obtaining necessary George Mason University authorization and other payments such as rent and leases, as appropriate. Department chairs, with the authorization of the Vice President for Academic Affairs, staff these courses. Full-time George Mason University faculty who are qualified to teach specific courses and who volunteer to do so are given preference in these assignments. However, such individuals are limited to one overload course (beyond the regular twelve hours and for supplemental remuneration) per academic year for the tuition-based courses. Faculty members assigned less than the twelve didactic hours may not teach a tuition based course for supplemental remuneration without approval from the chair, collegiate dean, and Academic Vice President. Faculty may teach additional Division of Continuing Education contract courses as part of their authorized consulting. No more than 25% of the full-time faculty from any department may assume overload teaching during any one semester. Faculty with reduced teaching loads for research or administrative work and full-time faculty who teach a course at another institution or engage in private consulting may not simultaneously teach an overload contract course through the Division of Continuing Education.

Salaries paid by the Division of Continuing Education for consultants are based on the competitive market for non-credit instruction, and salaries for credit instruction are based on the salary matrix.

Salary earned in overload courses taught for the Division of Continuing Education is not part of the base used in computing retirement or fringe benefits nor is money for this purpose deducted from faculty earnings. Taxes are deducted

**APPENDIX Q**  
**PRESIDENT'S ADDRESS**  
**GEORGE MASON UNIVERSITY**

## TRANSITION

In some extent, we already see learning in the process of leaving the halls of my, with eight million post secondary students, new sprawling technical training institutes prepared to peak in a decade in ways far more advanced, efficient, and economical than our own. So too, the applied research engineering and consulting firms which comprise the soft component of high technology. They are organized to do this more effectively, and economically what universities have not done in applied research, yet they are constituted almost exactly like universities, their staffing ratios of 70 percent professionals almost exactly that of major universities.

Then, while it seems to me that most of us are aware that the Humphrey Company of our sector would have taken a great fall and that all the king's men, horses, and calls for reforming to basics have not re-established the establishment, such knowledge has had little effect within our institutions of higher learning. To most outsiders, it seems quite clear that we are in the midst of one of those epochal changes in cultural and intellectual history in which the driving metaphors and traditional analogies through which our imaginations work are in the process of change, change which will affect fundamentally our own lives and works. But that realization moves slowly among the learned. It is fundamentally the realization that all curricula and curricular formats are in some basic sense "political" — political, that is, in Chomsky's sense of the term), as instruments of society's attempt to organize itself.

But that realization is more apt to be outside the walls, as I found in my own extracurricular workings. Six and a half years ago, as a one-time English professor, some-time department chairman, and long-time dean of arts and sciences, I stumbled into Northern Virginia and the presidency of George Mason University, the state regional university. I was to preside over an inside regional outpost, chronically underfunded by the state, almost invisible to its community, and somewhat involuntary to its academic development. It was located in a rapidly changing regional community, one of experimentally increasing wealth and economic activity, but one which lacked for us with its business, social, and cultural networks almost wholly unformed, and its political brokenness erratic and unstable. It was a golden opportunity for a young institution to grow up with its community by providing one of the focal points for community organization, and by setting out quite consciously to organize the vast pool of talent which constitutes a metropolitan area. That is, the institution could center

itself in the perimeter of a huge unaggregated university — that, as most of you know, Northern Virginia was then emerging as a world-wide center of high technology, business, and global communication.

To begin providing some kind of focus, we created the George Mason Institute, a business-university liaison group which grew from an initial half-dozen members to some 40 participants of leading Northern Virginia business executives. It was not an advisory body, but rather a group of active participants who met monthly and played key roles in developing our programs and helping us recruit the programs' faculty. It took almost two years of continuing conversation to establish that focus of points out of which many of these new programs emerged, to realize that we collectively envisioned a new engineering curricula.

But of those discussions, I began to sense that what was generating so much intellectual energy within these emerging disciplines of systems engineering, electrical engineering, and information science, was that possession of a truly driving set of metaphors, their ability to describe any physical state — and a growing world of social states — in terms of systems theory. That, it seemed to me, was why that energy was spilling out of what was now a clearly engineering into areas of learning hitherto isolated off as business or public administration or other substantive professions. And I began to see that the established disciplines within the insider academic lacked precisely that kind of imaginative force.

I began, in short, to understand the hostility of the humanities toward the computer intellect, over time here, day, I have truly remained to a colleague in the English department what I could not quite bring myself to say in an official setting. At my description of these systems engineers set up a computer freely and have had into a computer as the result of such jiggery snake-dance and I have had into a computer as the result of such jiggery snake-dance. What he did not consider, of course, is that engineers know full well that simply programming a computer to follow knowledge supplies links, but that teaching the computer to recognize when it has written a better story so that it can itself improve through experimentation may say something something not only about artificial intelligence, but even about literary criticism.

## THE BUSINESS-UNIVERSITY PARTNERSHIP

Walking the margin between new born and old grown, I began to understand better than I had before how badly my university needed a new

It's more important it was for it to have behind us whatever nation of its own place in the world, and have either freely an interrelationship with business could help academics get out of themselves, and gain a little more an advantage.

Universities simply cannot continue to think of themselves as central repositories of learning to which external society must periodically refer. The state of the art does not reside within the halls of ivy, but moves out a community between the community and the academy. As a practical matter, many of us have learned that the business/university partnership so much in vogue today can succeed only when it is industry centered, guided not by what the university wants to do, but by what industry wants to happen.

But if the center of the relationship is not in the university, business nevertheless relies on the university for tone, value, and ambience. High tech industries are enormously demanding. Because their real resources are people, they are preoccupied with employee satisfaction. But they are also excited, impatient of dealing with less than the best. As a consequence, they want educational programs tailored to their needs and to their employees' concerns. At the same time, they want these programs to have rewarding ambience of excellence, and they insist that their employees learn within the ambience of a major university, that they work in a climate of serious inquiry.

Business wants education that is convenient, accessible, and oriented toward business, but it wants that education to have all of the abjured status and all of the seriousness of learning identified with the heart of major research centers. Now we all know that status and continuing education are mutually contradictory terms within the academic vocabulary. If and when, however, we can line these centers up, the center of the university and the center of industry, we will have reconstituted higher education. And it seems clear that from continuing higher education that that organization must emerge.

It's needless to say I don't know how to do that. It was more or less learned to analyze, and to imagine a few courage my responsibility to forget everything they think they know, but I don't think's not concerned very helpful. For example, for education, it was brought to my attention that one of the advanced technology firms in our region very much wanted engineering coursework followed on its own site and exclusively for its own employees. What the university was about to propose instead was the creation of a standard neighborhood satellite center to provide coursework for all the firms in the area. A time tested, workable, conventional, and predictable model, taking

One could predict that it would be perceived as second rate by both business employers, and industry faculty, that it would prove almost impossible to staff except at the convenience of the university departments, and that it would detract from rather than enhance the image of the institution.

"Why do that?" I wanted to know. The companies were willing to pay well for what they wanted. "Why not?" I asked, "give them the courses they wanted?" So what if only two employees took a course? Change them as though there were 40 or 400, change enough so that a first rate faculty could be assigned, but do so on the understanding that the arrangement was for only one year, to be followed by a two year contract. Place upon the firm the responsibility for creating a serious atmosphere of learning on site. If you start if any time within such companies, you realize that that is not as difficult to do as it might be in a classroom.

"Well, but," was the rejoinder, "what if 20 firms want to do the same thing?" "Do it," I exclaimed delightedly, and went on to spin out a scenario in which a first-rate faculty on two-year contracts took as their primary responsibility the excellence of these two-site programs. Galliarde scholars of another day.

Having gotten properly worked up, I went on to suggest that the personnel directors of area industry, now known as "human resource managers," be wooed along the lines of those Department of the Army relic attaché officers who, when assigned to army units, worked as registrars for The University of Maryland (Dover's officers, indeed, I suggested that these managers could be linked directly to the university registration apparatus, be given freedom within clear-cut parameters, and serve as deputy registrars of the university.

I don't know whether that's a good idea or not. I'm not very inventive it's not my job, but we have to get inventive people to work. We have to re-engage reality. How long can we continue to put the major effort of higher education into formats invented a hundred years ago for another reality? One is upon a time the center of collegiate education was the 18 year old, drawn from a dominant social class, supported by a cultural consensus, and humbled together with others until some of them (perhaps) and most of their rough edges were worn off. That case said that if he were to re-establish Harvard from the ground up, he would begin with only a dormitory, that being the only essential ingredient of education. As for their classroom learning, these rushed 18 year olds were to do their work within the format of a dominant organizational model, the factory



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## Vita

**Barbara King Wallace**

**Birthdate:** April 18, 1950

**Birthplace:** Roanoke Rapids, North Carolina

**Education:**

- 1980-88 The College of William and Mary in Virginia  
Williamsburg, Virginia  
Certificate of Advanced Graduate Study in  
Education  
Doctor of Education
- 1975-78 Virginia Polytechnic Institute and  
State University  
Blacksburg, Virginia  
Master of Science
- 1968-72 Madison College  
Harrisonburg, Virginia  
Bachelor of Science

## Abstract

### INCENTIVES FOR FACULTY PARTICIPATION IN PROFESSIONAL SERVICE AT SELECTED PUBLIC URBAN UNIVERSITIES IN VIRGINIA

Barbara K. Wallace, Ed.D.

The College of William and Mary in Virginia, May, 1988

Chairman: Dr. Roger G. Baldwin

The purpose of this exploratory study was to determine if urban universities truly support faculty in carrying out the universities' self-stated commitment to professional service. Professional service refers to significant professional activities outside the categories of teaching and scholarship that draw upon one's professional expertise in his or her academic discipline. A secondary purpose was to identify the incentives universities employ to encourage professional service.

Two public, urban universities in Virginia - Old Dominion University and George Mason University - were studied for this project. Urban institutions were chosen for the following reasons: they are typical of developing, ascending institutions whose university status is fairly new; they are committed to helping solve those urban problems surrounding them as part of their service mission; they tend to conduct a variety of applied research activity, especially in the areas specific to the geographic region; and they serve a large, metropolitan, geographic region.

The population for this study consisted of two groups at each of the two institutions: full-time faculty currently involved (within the past five years) in professional service activity and the continuing education administrator. Faculty currently involved in professional service were selected because it was not known what participating faculty think about incentives for professional service work. The pressure has been on faculty to get involved in professional service but very little has been written on how they are treated once they agree to participate. The dean of continuing education was also selected because his or her division usually serves as a clearing house for all major professional service activity on campus. Non-participating faculty were not surveyed. Therefore, the research was illuminating but not fully representative.

The case study approach was used and included content analysis of institutional documents related to professional service and survey analysis.

The main research question addressed was: At institutions which claim professional service as central to their mission, are there incentives or rewards for faculty participation? Five subsidiary research questions were also addressed: 1) Do institutions clearly define professional service? 2) Do institutions have clear cut incentives and rewards for professional service? 3) Are there negative consequences for faculty who engage in professional service? 4) Do institutional policies exist for evaluating professional service? 5) Do institutional leaders actively support professional service?

It was concluded that few incentives exist for faculty who choose to participate in professional service activity. From the perspective of the faculty respondents, this mission of continuing education and professional service as well as other non-research roles are not attractive areas to devote much professional time to, as the time spent on such activities competes with research time and instructional activity which represent greater potential for personal reward. Also, it was concluded that the definition and policy for professional service are often fragmented and vague.

The generalizability of the findings are limited because the faculty participants in this study hold appointments at public, urban universities. Similar studies including a larger number of faculty participants employed at different kinds of institutions would help to determine which incentives for faculty participation in professional service are representative of the general faculty population. Also, further study is needed on specific criteria for evaluating faculty professional service and the leadership role for professional service within the institution.