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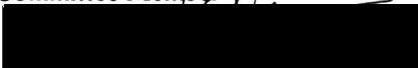



School of Education  
Virginia Commonwealth University

DISSERTATION APPROVAL CERTIFICATE

This is to certify that the dissertation prepared by Roger A. Nicholson entitled

*Practice and Fit in the Allocation of the Resource of Faculty Time: A Study of  
Current and Preferred Scholarly Practice of the Faculties of Ten Theological  
Schools Affiliated with the Presbyterian Church (USA)*

has been approved by his committee as satisfying completion of the dissertation  
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Date September 24, 1997

Practice and Fit in the Allocation of the Resource of Faculty Time: A Study of  
Current and Preferred Scholarly Practice of the Faculties of Ten Theological  
Schools Afililiated with the Presbyterian Church (USA)

A dissertation submitted in partial fulfillment of the  
requirements for the degree of Doctor of Philosophy  
at Virginia Commonwealth University

By

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## Abstract

Faculties, deans, and trustees of theological schools affiliated with the Presbyterian Church (USA) were surveyed to determine current faculty practice; the practice preferred by faculty, deans, and trustees; the fit between current and preferred practice; and faculty practice and faculty preference difference according to categorical variables such as gender, race, and rank.

Seven variables defined faculty practice: workweek in hours, instruction, scholarship, service, advising, governance, and other. Scholarship was subdivided into three categories adapting Ernest Boyer's multi-dimensional definition of scholarship: orginitive, applied, and teaching. Fit was defined in two ways: statistical fit and practical fit.

The reported workweek was comparable to that reported by faculties at other types of universities and colleges. The time theological faculties reported spending on teaching exceeded only that of research university faculty. The theological faculties reported spending more time on scholarship than liberal arts college and comprehensive university faculties, but less than doctoral and research faculties. Theological faculties reported spending significantly more time on service than faculty at other types of institutions.

While statistical differences were found between current practice and the preferences of deans and trustees, practical differences were negligible. A statistical and practical difference was found between the preferences of faculty and deans for governance activities and between faculty and trustee preferences for the categories of instruction and scholarship.

Considered by categorical variables, preferred practice of faculty varied most by faculty teaching discipline. Implications of the findings for planning and assessment in theological schools were discussed.

For Pamela, David, and Michael

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I also want to thank Robert G. Green who introduced me to the study of faculty work. His interest, insight, and suggestions made it possible for me to formulate my initial research question. His personal and professional standards as a researcher motivated my work and served as benchmarks I strove for in my own study.

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## List of Abbreviations

|              |  |
|--------------|--|
| ATS.....     | The Association of Theological Schools in the United States and Canada |
| APTS.....    | Austin Presbyterian Theological Seminary                               |
| CTS.....     | Columbia Theological Seminary  |
| DTS.....     | University of Dubuque Theological Seminary                             |
| FTE.....     | Full-Time Equivalent   |
| LPTS.....    | Louisville Presbyterian Theological Seminary                           |
| MTS.....     | McCormick Theological Seminary   |
| PC(USA)..... | Presbyterian Church (USA)  |
| PTI.....     | Presbyterian Theological Institutions                                  |
| PTS.....     | Pittsburgh Theological Seminary  |
| PSCE.....    | Presbyterian School of Christian Education                             |
| PRTS.....    | Princeton Theological Seminary   |
| SACS.....    | The Southern Association of Colleges and Schools                       |
| SFTS.....    | San Francisco Theological Seminary                                     |
| UTSV.....    | Union Theological Seminary in Virginia                                 |

## CHAPTER 1

### Introduction

Over 230 theological schools in North America and Canada are accredited by the Association of Theological Schools in the United States and Canada (ATS). In addition, a large number of these schools are accredited by regional or so-called “secular” accrediting associations. Among these schools are the eleven theological schools affiliated with the Presbyterian Church USA (PC(USA)). Five of these schools are accredited by the Southern Association of Colleges and Schools (SACS). As a result of this dual accreditation, the eleven theological schools of the Presbyterian Church have to comply with requirements of both SACS and ATS for rigorous evaluation of their programs, including the scholarly work of their faculties.

In the words of *The Criteria for Accreditation: Commission on Colleges of the Southern Association of Colleges and Schools (1992-94)*, “. . . institutions with research . . . missions **must** develop and implement appropriate procedures for evaluating their effectiveness in these areas (p. 16). The pertinent section from the *Standards for Accreditation of the Association of Theological Schools in North America and Canada* reads, “. . . each school . . . shall have explicit

*criteria and procedures for the evaluation of research that are congruent with the purposes of the school and with commonly accepted standards in higher education* [emphasis added] (pp. 38-39).

As theological schools move to comply with these standards they are faced with a significant problem. While other institutions have been required to evaluate and demonstrate their effectiveness using quantitative methods and measures, theological schools have not been required to do so. Only two studies of theological institutions and faculties, one published in part (Wheeler, 1993; Wheeler 1995), the other unpublished (Welch, 1990) have employed quantitative designs and methods. If theological institutions are going to meet the requirement that they use models and methods for research and evaluation that meet “commonly accepted standards in higher education,” they will need to develop quantitative methods and measures consistent with their institutional character and purpose. This will require theological institutions to learn new ways of thinking about, defining, and assessing the work of their faculties.

As an administrator working in a theological school affiliated with the PC(USA) this writer has been intimately involved in the development of institutional strategic plans. The institution this writer serves has recently established an office of institutional effectiveness to aid the school in establishing



plans and procedures for assessing effectiveness. The assumption guiding this institution is that a new strategic plan will be developed and means of assessing the effectiveness of the institution's movement toward meeting the objectives of the strategic plan will be established. In addition, it is assumed that both the strategic plan and the assessment plans and procedures will include issues related to faculty work and scholarship.

A concern of the current study is that the plans and assessment procedures not move too quickly to output studies. The nature, means, and ends of scholarship at a free-standing theological school such as this one are highly complex. The proposal is that assessment begin with a consideration of the nature of faculty work as currently practiced in the web of possibly competing faculty, institutional, and constituent expectations. Then, upon the foundation of this understanding, an expression of the strategic objectives of scholarship, the deployment of the resource of faculty time toward the accomplishment of those objectives, and the assessment of the effectiveness of the deployment of resources toward the accomplishment of desired ends can be articulated.

In this study a model for studying theological scholarship will be advanced that takes into account the complex nature of theological scholarship and the variation in priorities among the PC(USA) theological institutions. The model will describe the current scholarly practice of the faculties of the Presbyterian schools.

It will also measure the degree of fit between current practice and desired practice at the various schools. The study rests upon the assumption that a fundamental issue to be addressed in the assessment of faculty work is the alignment of scholarly practice with the values of their employing institutions and the primary constituents of those institutions.

This study of faculty scholarship at the eleven Presbyterian theological schools will address two hypotheses: measures of the distribution of faculty time across the various dimensions of theological scholarship can be used to accurately and meaningfully describe the current state of scholarly practice in the theological institutions of the PC(USA); and, measurement of the fit between current scholarly practice and the practice desired by the theological faculties, the theological institutions, and constituents of those institutions is an essential component in the evaluation of faculty work. In addition, a common set of definitions will be articulated, foundational information about practice and intention will be described, and a model that can be applied in other types of educational institutions will be advanced.

### The Context of the Study

One of the dominant issues facing higher education in the United States today is the issue of what it means to be a scholar (Rice, 1991; Boyer, 1991).

Those who fund higher education, those who rely upon its services, and those administrators and faculty members who provide programs of higher education are engaged in discussions about the nature and purposes of scholarship, the variety of expectations placed upon contemporary faculty members, and ways to evaluate the scholarly work of faculties. Although this concern has centered primarily on the faculties of public institutions (Cooper & Hensley, 1993; Quigley, 1979; Jacobson, 1992), it has expanded to include the faculties of private colleges and universities (Elmes-Crahall, 1992; Volkwein, Fredericks, & Carbone, 1994; Atnip, 1994), graduate schools (Hogan, 1981; Hellweg & Churchman, 1994), and professional schools (Copp, Felton, & Hawken, 1994; Hughes, 1973), including those that prepare persons for ministry (Kelsey, 1993; Gustafson, 1988; Shelton, 1993, the General Assembly of the PC(USA); Hough, 1987; Wheeler 1993; Welch, 1990).

The literature on the productivity of theological faculties includes a number of articles that set forth values intended to guide theological scholarship (Kelsey, 1993; Gustafson, 1988; Shelton, 1993). The literature also gives evidence of a concern about the nature and kind of outcomes produced by theological faculties and the policies that influence these outcomes (General Assembly of the PC(USA), 1993; Welsh, 1968; Hough, 1987; Lynn, 1987; Zikmund, 1990). These concerns are being driven by a number of issues: the decline in the membership of the

as religious leaders, and the increased costs of providing theological education and sustaining institutions devoted to this purpose. Taken together, these essays and policy-related studies form a body of literature that seeks to set direction for the scholarly work of theological faculties. In addition, because this literature included only two studies employing quantitative methods, reported in three papers (Wheeler, 1993; Wheeler 1995; and Welch, 1990), they also demonstrate how limited the use of quantitative methods is in the study and evaluation of theological scholarship.

At the same time, a large number of quantitative studies have been conducted on the scholarly productivity of the faculties of universities, colleges, and professional schools. These studies provide information about the amount of scholarly publications produced (Schwartz, 1991; Howard & Howard, 1992; Bonzi, 1992; Garland & Rike, E, 1987), the eminence of individual scholars (Gordon & Vicari, 1992), the rankings of various institutions relevant to measures of the scholarly productivity of their faculties (Mehdizadeh, 1993; Swanson, Butts, & Lewis, 1987; Muffo & others, 1987; Baird, 1994), and correlates of high productivity (Royalty & Magoon, 1985; Garland, 1990; Pettibone & others, 1987; Pfeffer & Langton, 1993). They also include studies of faculty workload using a number of different measures.

It is clear that theological institutions will have to begin using and developing quantitative methods for studying and evaluating the effectiveness of their programs, including faculty research and scholarly productivity. It is also clear that theological institutions do not have a foundation of quantitative research upon which to develop these methods. Therefore, theological institutions will need to build upon, and draw from, the quantitative studies of faculty scholarship conducted in other disciplines.

### Research on Scholarly Productivity

A variety of research designs and methods have been used to study faculty productivity. These studies can be grouped into two broad categories, output studies and workload studies (Jones, 1994). Each category may be further classified according to the units of measure they investigate, the samples from which they gather data, and the data gathering methods employed.

#### Output Studies

Output studies fall mainly into two categories: descriptive studies and correlational studies. Descriptive studies simply describe the current state of scholarly productivity for a given sample (Eash, 1983; Bonzi, 1992; Garland & Rike, 1987; Gordon & Vicari, 1992). Correlational studies seek to account for variation in productivity rates by correlating certain independent variables with the

dependent variable of rate of productivity, however defined (Jones & Preusz, 1993; Elmore & Blackburn, 1983; Pettibone, Roddy & Altman, 1987; Lawrence, Trautvetter, & Blackburn, 1989).

The descriptive studies indicate that a relatively small number of scholars is responsible for the majority of publications across a number of scholarly disciplines. The correlational studies have examined the relationship between a variety of personal and environmental factors and higher rates of productivity. Although these studies show relatively weak correlations between some independent variables and productivity, none of the designs has been strong enough to suggest causality.

#### Workload Studies

Workload studies investigate faculty work using equivalency measures and activity measures (Jones, 1994). Measures of equivalency quantify time spent on a particular function in terms of a standard unit, e.g., full-time equivalents (FTEs) or service months. Measures of workload are based upon a quantification of activity in standard units. For example workload might be expressed in terms of contact hours of classroom instruction, the number of thesis students directed, the number of research projects directed.

Studies of faculty effort and workload are similar in that they attempt to quantify the allocation of a resource, the faculty, to certain functions. They are among the most popular types of studies and are frequently invoked by critics and advocates of the current allocation of faculty resources

As a result of these work load studies departmental, institutional, and national norms can be described for various scholarly activities. Far from supporting the popular notion that faculty are an overpaid and under-worked elite, such studies provide evidence that faculty work extremely hard. Study after study demonstrates that, on average, faculty work 55 hours per week. The workload studies do suggest, however, that the areas to which time is allotted have changed. For example, studies show that teachers in college and university settings are teaching less and have fewer contacts with students (Wergin, 1994).

The distribution of faculty time, then, becomes a more central issue than the total number of hours a professor works. But again, the evidence shows that how faculty members spend their time may have less to do with their personal preferences than with the mission and kind of institution in which they are working (Jordan, 1994). The data generated by recent workloads point to several important conclusions. It is apparent that faculty in institutions of higher learning work long hours, between 50 and 55 hours per week. It is also apparent that the amount of time faculty spend on different activities varies widely (Jordan, 1994;

Glazer & Henry, 1994; Welch, 1990). Finally, it has been shown that the institutional mission and the type of institution have a significant influence on the way faculty spend their time. What this means is that the amount of time faculty spend on professional activities appears consistent across institutional types and disciplines and varies according to the mission and type of institution in which the faculty are employed. This suggests that research on the scholarly work of theological faculty needs to determine not only the amount of work being done (time spent) but also how the faculty are spending their time. In addition, it suggests that a key factor to be considered is the relationship between how a faculty distributes its time and the institution's self-understanding of its mission and purpose. These issues are the central issues addressed by the current study

#### Multi-Dimensional Definitions of Scholarship

The literature on scholarly productivity has raised questions about the nature of scholarship (Rice, 1991; Boyer, 1991; Ogden, 1987; Thiemann, 1990). This literature raises questions about both the nominal and operational definitions of scholarship employed in the research and the current state of our knowledge about scholarly productivity based upon this research. One author who influenced discussions about the nature of scholarly productivity was Ernest Boyer. It is his contention that scholarship includes four dimensions: discovery-oriented



scholarship, integration-oriented scholarship, application-oriented scholarship, and teaching-oriented scholarship (Boyer, 1991). Boyer argues that defining scholarship in terms of any single dimension fails to do justice to the complexity of scholarship.

It follows, then, that research should be based upon a multi-dimensional definition of scholarship. In this way a more meaningful description of scholarly work will be possible and false dichotomies, such as the dichotomy that is often made between research and teaching, can be avoided. Robert G. Green and his colleagues have recently conducted an investigation of the scholarly productivity of social work scholars using a research design that includes both discovery-oriented scholarship, operationalized as counts of articles in scholarly journals, and integration-oriented scholarship, operationalized as counts of extended book reviews (Green, Baskind, Best, & Boyd, 1996). Green's research argues that it is possible to operationalize Boyer's categories of discovery-oriented scholarship and integration-oriented scholarship. The effort of Green and his colleagues is instructive for this study which will employ a modified version of Boyer's dimensions of scholarship appropriate for the study of theological scholarship.

Other studies have incorporated Boyer's multidimensional understanding of the nature of scholarship into faculty workload studies. One such study was

conducted at Kent State University (Glazer & Henry, 1994). In this study faculty in participating units completed a productivity worksheet that provided a weekly accounting of time spent on professional responsibilities, including scholarship. The scholarship category broke time devoted to scholarly activities into four categories consistent with Boyer's definition of scholarship:

1. Discovery: What is to be known, what is yet to be found out?

Examples: reading research literature, refereeing articles and presenting papers, performing creative activity.

2. Integration: What do the research findings mean? Examples: making connections across disciplines; fitting research findings into larger intellectual patterns.

3. Application: How can knowledge be responsibly applied to consequential problems? Examples: using knowledge that arises out of the very act of application, whether in serving clients in psychotherapy, shaping public policy, creating architectural design, or working with the public schools.

4. Teaching: What is learned through the planning and examination of pedagogical procedures? Examples: Developing curriculum, faculty training and,

oversight of graduate assistants, activities involving how to teach, activities involving teaching effectiveness.

This study documented the wide range of scholarly activities in which Kent State faculty were engaged. It provided important information about the total number of hours faculty spent on professional activities and the distribution of faculty time across the range of professional activities. The study also supported the meaningfulness of the broader understanding of scholarship and its incorporation into strategic planning, the allocation of resources, and faculty evaluation. The current study will use a multi-dimensional definition of scholarship similar to the one proposed by Rice (1991) and Boyer (1991) with modifications appropriate to theological scholarship.

### Summary of Literature

The literature on faculty work and scholarly productivity reveals several significant things. First, interest in establishing criteria of assessing faculty work has increased and been institutionalized in the form of accreditation criteria. Second, theological schools are ill prepared to move easily into compliance with the accreditation standards of either ATS or the regional accrediting associations. The theological schools will have to draw from research and evaluation in other kinds of educational institutions while adapting the methods employed elsewhere

to theological settings. Third, in these initial stages of research into the work of theological faculties it is essential to investigate current practice and the alignment of that practice with the values and norms that operate within theological institutions and their primary constituents. For this study a workload study is the preferred research design. Further, this proposed workload study will help clarify definitions, values, and criteria that can be used in subsequent output studies.

## The Study

### The Research Questions

The current study is guided by the following research questions:

1. What is the current scholarly practice of the faculties of the eleven theological schools affiliated with the Presbyterian Church (USA) (PC(USA))?
2. What is the degree of fit between the faculties' current practices and the practices preferred by the faculties, their employing institutions, and the constituents of those institutions?
3. Do current faculty practice and practice preferred by faculty differ according to categorical variables such as gender, race, and rank?

This was a descriptive study. Data were gathered from three populations. These populations were the faculties, deans, and trustees of the theological schools affiliated with the PC(USA) accredited by ATS and regional accrediting agencies.

The data were gathered by means of a questionnaire sent to all faculty currently teaching at the eleven theological schools affiliated with the PC(USA). Included in this sample are all full-time faculty at the ranks of assistant professor, associate professor, and professor. The academic deans of each institution also were sent a questionnaire asking them how many hours per week faculty should work and how they should distribute their time over the several professional activities identified in order to meet standards for promotion and tenure in their respective institutions. The trustees of the eleven institutions also were sent questionnaires similar to the one sent to the deans, but with modifications appropriate to the role of trustee.

The survey instrument included questions about the number of hours faculty work, or should work and the way their time is allocated over the salient categories. Demographic information was included on the survey and has been used to describe the various populations studied.

All statistical tests assumed a 5% level of probability,  $p=.05$ . The mean values reported by various populations and sub-populations were calculated. These means were used to describe current faculty practice and practice preferred by faculty, deans, and trustees. They were also used to determine the degree of fit between current practice and preferred practice.

#### The Contributions of the Current Study

The findings of this study contribute to current discussions about the nature of theological scholarship and to knowledge of scholarship across disciplines. The study also provides definitions of constructs such as scholarship and scholarly work that may inform current discussions about theological scholarship. These definitions are both nominative and operational. The definitions used in the study and the methods of analysis may also provide useful information for theological institutions as they begin to meet new requirements for evaluation and assessment imposed by ATS, the primary accrediting body for mainline theological schools in North America.

The study contributes to knowledge about the current state of scholarship, more broadly defined, by providing research about theological scholarship that is commensurate with knowledge about other disciplines and fields of inquiry. The study also provides a research model for the investigation of congruence between current scholarly work practice and desired scholarly work practice that can be applied to faculty workload studies in other settings.

#### Chapter Summary and Overview of Succeeding Chapters

In this chapter it has been argued that a study of the workloads and workload distributions of the faculties of the eleven theological seminaries affiliated with the PC(USA) is important because theological institutions, like other institutions of higher education, are facing increasing pressure from accrediting

institutions of higher education, are facing increasing pressure from accrediting agencies and primary constituents to define and evaluate what faculty do; the theological literature reflects ambiguity about the nature of theological scholarship; and, there are a limited number of quantitative studies investigating the work of theological faculties.

The context for the proposed study locates this study of theological faculty within the broader context of studies of the work of faculties in other disciplines and institutional settings. Alternative methods for studying faculty work and alternative definitions of the construct of scholarship have been identified. The design and data analysis methods that will be used have also been described. The research questions also have been stated. Finally, key terms used in this study have been defined.

In Chapter 2 the literature related to this study is reviewed. The review includes information about the current state of knowledge about theological scholarship and faculty work including a report on two quantitative studies of theological faculties. It also includes information about faculty work and scholarship in other kinds of educational institutions. Included in this section are descriptions of the kinds of studies, designs, and methods used to investigate faculty work and scholarship in these other settings. The literature review also

considers proposals for multi-dimensional definitions of scholarship such as that proposed by Ernest Boyer (1991).

In Chapter 3 the design and methods to be employed in the study are described. In Chapter 4 the results of the study are presented. In Chapter 5 the results of the study and the implications of the findings are discussed.



## CHAPTER 2

### Literature Review

As a result of changes in regional accrediting criteria and the standards of the Association of Theological Schools in the United States and Canada (ATS), the scholarly work of the faculties of theological schools will come under increased scrutiny.

According to *The Criteria for Accreditation: Commission on Colleges of the Southern Association of Colleges and Schools (1992-94)* (1992):

To focus attention on the effectiveness of the educational program, the institution **must** establish adequate procedures for planning and evaluation. . . . Institutions with research or public service missions **must** develop and implement appropriate procedures for evaluating their effectiveness in these areas (p. 16).

Similarly, the accreditation standards adopted by the ATS in June of 1996 also require rigorous planning and evaluation of each institution's programs, allocation of resources, constituencies served, relationships with ecclesiastical bodies, global concerns and other comparable matters (Association of Theological Schools in the United States and Canada, 1996). In addition the standards state:

Faculty are expected to engage in research and each school shall articulate clearly its expectations and requirements for faculty research, and *shall have explicit criteria and procedures for the evaluation of research that are congruent with the*

*purposes of the school and with commonly accepted standards in higher education* [emphasis added] (pp. 38-39).

This emphasis on evaluation is new in theological education. Traditionally, accreditation has focused almost exclusively upon institutional resources and process (Southern Association of Colleges and Schools, 1992). Now, however, it is the policy of both the Southern Association of Colleges and Schools (SACS) and ATS that a comprehensive approach to accreditation must include the evaluation of results measured against stated criteria. All eleven Presbyterian (USA) related theological schools are accredited by ATS. Five are accredited by SACS. The remaining six theological schools are accountable to other regional accrediting agencies with similar requirements to those of SACS.

This new emphasis on evaluation raises three fundamental questions for theological educational institutions. First, what is the nature of theological scholarship? Second, how can theological scholarship be defined so that it can be evaluated? Third, what methods can be employed to evaluate the scholarly work of theological faculties that do justice to both the nature of theological scholarship and the missions of particular theological schools? This review of the literature on scholarship and the work of scholars in higher education will address these questions.

The literature review is organized in the following way. First, the current literature concerned with the nature of theological scholarship is reviewed (Chopp, 1995; Cobb, Jr. 1990; Farley, 1988; Farley, 1983; Gerrish, 1990; Gustafson, 1988; Harper, 1899; Kelsey, 1993). Included in this section will be the findings from two quantitative studies of

theological faculties. The results of these studies have been noted in three reports, two published (Wheeler, 1995; Wheeler, 1996) and the other unpublished (Welch, 1990). These are the only quantitative studies of theological faculties found. This section will end with a summary of the current state of knowledge concerning theological scholarship, questions concerning theological scholarship that need to be addressed, and the need for a model for studying the current practice of theological scholarship.

Next to be reviewed is the literature concerning scholarship in higher education including research universities (ASHE, 1995; Bailey, G. 1992; Bieber et al., 1993; Biglan, 1973b; Blackburn, Bieber, Lawrence & Trautvetter, 1991; Kroc, 1983; Lawrence & Blackburn, 1988), colleges (Elmes-Crahall, 1992; Hall & Blackburn, 1975; Merriam, 1986), graduate schools (Baird, 1980; de Meuse, 1987; Hellweg & Churchman, 1979; Hogan, 1981), and professional schools (Abbott, 1985; Garland & Rike, 1987; Green, Baskind, Conklin, 1995; Green & Secret, 1996; Jungnickel, 1993; Royalty & Magoon, 1985). The review of this literature will be guided by issues and questions identified in the review of the literature on theological scholarship. This section will conclude with a summary of how the literature from studies of scholarship in higher education in general inform the study of theological scholarship.

The literature review will conclude with a summary of the issues that will be addressed by the current study and the presentation of the research model by which these issues will be addressed. The research questions will be located in Chapter 3.

## Theological Scholarship

During the past fifteen years theologians and theological educators have been engaged in unprecedented debate over the nature of theological scholarship, the purposes of theological education, and the roles of theological scholars (Kelsey, 1993, Waits, 1995). In this discussion, two issues have emerged as central to the current discussions of theological scholarship: the nature of theological scholarship and the purposes of theological scholarship. A primary aspect of discussions about the purposes of theological scholarship is the audience to which theological scholarship is disseminated.

### The Nature of Theological Scholarship

Shubert Ogden (1987), writing from the perspective of a theological scholar, delineates two kinds of scholarship. The first is derivative learning achieved through a formal process of education. The second kind of scholarship is originaive. Originaive scholarship, according to Ogden, is the process of questioning or inquiry that results in new understanding and knowledge.

David Kelsey (1993) also sees two ways of understanding theological scholarship and has categorized recent conversation about the nature and purposes of theological scholarship according to these two perspectives. These two perspectives correspond to Ogden's classification of derivative and originaive scholarship, but they provide more complete descriptions of the two types.

According to Kelsey, the two perspectives represent two contrasting models of excellent theological education. The first perspective is symbolized by the city of *Athens*. *Paideia*, the formation of character and the culturing of the souls stands at the heart of the

Athenian model of education and scholarship. This educational model is the foundation of Western liberal learning. The second perspective is symbolized by *Berlin*. Berlin was the first of the so-called modern universities. *Wissenschaft*, or as it is frequently translated, “science” or “discipline,” is the central concern of the Berlin model of education and scholarship.

In his discussion of *Athens*, Kelsey identifies four marks of *paideia*. The four marks define what Kelsey means by the symbol of *Athens*. They are:

(1) The goal of *paideia*, which is the cultivation of the excellence (or *arete*) of the soul, consists not in acquiring a clutch of virtues but in knowledge of the Good itself.

(2) The Good is not only the underlying essence of the moral and intellectual virtues; it is the highest principle of the universe. It is the divine. Paideia was understood to be an education whose goal was in some way religious as well as moral.

(3) The goal of *paideia* cannot be taught directly -- for example, by simply conveying information about various philosophers’ doctrines regarding virtue. Knowledge of the Good only comes through contemplation, the ultimate fruit of which is an intuitive insight, a *gnosis* of the Good. Accordingly, a teacher can only provide a student indirect assistance through the study of the intellectual and moral disciplines that will capacitate the student for the student’s own moment of insight. This can be accomplished by the study of texts.

(4) Insightful knowledge of the Good requires a conversion, a turning around of the soul from preoccupation with appearances to a focus on reality, on the Good. This conversion results from a long educational process . . . Education as *paideia* is inherently communal and not solitary (p. 9).

It is clear that this model of theology and theological education runs deep in the Western Christian tradition. Indeed, it has had a powerful influence over our understanding of theological scholarship and the work that theological scholars do. By the end of the first century of the Common Era, Christian theologians had appropriated and redefined *paideia* from a Christian perspective. Clement of Rome spoke of a *paideia* of God and the *paideia* of Christ. Clement of Alexandria and his student Origen argued that Christianity was not simply like *paideia*, it is *paideia*. By this they meant that Christianity is the knowledge of God (the Good) through Christ by the power of the holy Spirit (Kelsey, 1993, pp. 10-11).

Kelsey classifies Edward Farley and the Mudflower Collective (Farley, 1988; Farley, 1983; The Mud Flower Collective, 1985) as standing in the tradition of *paideia*. Also included in this group would be the T. V. Moore Lecture delivered April 20, 1990 at San Francisco Theological Seminary in San Anselmo, California (Gerrish, 1990). In this lecture it is argued that at its best theological education is more than “imparting information or skills, it is the inculcation of good habits . . . habits [of mind] that will dispose to acts suitable to the nature of a Reformed theologian, whether he or she is a university professor, a seminary professor, a pastor, or a lay-person.” The particular habits articulated are the habit of deference to the past, the habit of critical thinking, the habit of open mindedness, the habit of a practical orientation, and the habit of thinking in

relationship to the Word of the Gospel. But for the purposes of this study, the particular habits are not as important as the conceptualization of education and scholarship as the imparting of habits of mind rather than information or skills. The latter is more consistent with scholarship and education that take as their model of excellence, *Berlin*.

As stated earlier, *Wissenschaft* stands at the center of the modern university, the model of education and scholarship represented by *Berlin*. According to one nineteenth century writer, “by *Wissenschaft* is meant knowledge in the most exalted sense of that term, namely the ardent, methodical, independent search after truth in any and all of its forms, but wholly irrespective of utilitarian application”(Veysey, 1974). The University of Berlin was founded early in the nineteenth century. Throughout that century its influence spread to other German universities. It was not until much later in the century and into the twentieth century that the influence of Berlin would have any effect upon universities in the United States.

In 1876, Johns Hopkins University opened in Baltimore, Maryland. It was the first North American university founded upon the principles of *Berlin*. Through the remaining years of the century the influence of the model of the modern scientific university spread, finally touching theological education and scholarship in an article written by William Rainey Harper (1899), the first president of the University of Chicago. In this article Harper states that the purpose of his new theology school is to “meet the requirements of the modern times.” To do this, the curriculum of his theological school would have to do two things: “accord with the assured results of modern psychology and pedagogy, as well as with the demands which have been made apparent by our common experience” (p. 46);

as with the demands which have been made apparent by our common experience” (p. 46); and “meet the demands suggested by the character of the field in which the student is to work . . . in other words . . . the present state of society” (p. 48).

Harper’s article pointed the direction for theological education as modern professional education. It is a direction that resulted in an epistemology of professional knowledge that has been called “technical rationality” (Schön, 1983; Gowdy, 1994; Schön, 1995). According to this model of professional education, professional education consists of a thorough grounding in the knowledge base of a profession and then the application of that knowledge to the solution of problems.

Theological education and scholarship were pushed along in this direction by two significant influences. The first were studies on theological education that called for more rigorous academic standards appropriate to modern professional education (Brown et al., 1934; Kelly, 1924). In one of these studies, the author warns, “Many seminaries could scarcely qualify as educational institutions since they neither speak the language nor use the methods of modern education” (Brown & May., 1934; Bentler, 1992). The second influence was the formation in 1936 of the Association of Theological Schools in the United States. As with many other professional schools, it was through the process of accreditation that the more general standards of modern higher education began to have a continuing influence upon professional theological education. In fact, it is this very process that has brought about the issues addressed by the current study: the need for research on, and evaluation of, theological education and the theological scholarship of



the faculties of theological schools in ways commensurate with the study and evaluation of scholarship in other settings.

But already it is apparent that a number of critical issues must be addressed before such study can be conducted. These issues become clearer in the literature concerned with the purposes of theological scholarship and the audiences to which it is disseminated.

### The Purposes of Theological Scholarship

An important consideration in current discussions about the purposes of theological scholarship is the nature of the theological institution in which theological scholars work. This issue forms a bridge between the discussions about the nature of theological scholarship and the audiences to which it is disseminated.

Gustafson (1988) distinguishes between two types of theological schools, each with different responsibilities to different audiences. The two types of schools are university-based divinity schools, and independent seminaries usually related to particular religious denominations and usually charged with the responsibility of preparing men and women for ordained ministry. Of the eleven Presbyterian theological schools to be included in the current study, none is affiliated with a major research university. The one Presbyterian theological school affiliated with a university, the University of Dubuque Theological Seminary, functions as a free standing seminary which its name implies. Typically, university affiliated theological schools are known as divinity schools, for example, Yale Divinity School of Yale University, Duke Divinity School of Duke University, and Brite Divinity School of Texas Christian University. According to

According to Gustafson, university divinity schools have opportunities for both their faculties and students to engage in significant interaction with those intellectual and cultural forces that powerfully affect how persons live and the course of events in society. Because of this greater opportunity for interaction, the faculties of university-based schools must address their scholarship to the academy and to the society at-large in ways that do not hold for the free standing denominationally affiliated seminary. Gustafson argues that the identities of faculty members in university-based divinity schools are not the same as the identities of colleagues teaching in seminaries. The primary identity of faculty teaching in university-based divinity schools is that of professors in a university, which gives them a more immediate awareness of those theories and data that should be taken into account as research and teaching is undertaken. While rejecting the distinction that has been made between ecclesial theology and academic theology, Gustafson maintains that divinity school faculty have a responsibility either to do ecclesial theology with greater attention to wider academic contexts, or to do academic theology with consciousness that it is in the service of the churches.

A conclusion that may be drawn about studies of theological scholarship from Gustafson's argument is that theological scholarship must be studied in terms of its institutional location, and researchers must take into account the mission, values, and

nature of the institutions in which theological scholarship is conducted. In addition, researchers must take into account the professional self-understanding of faculty members. One way that institutional location and professional self-understanding find expression is through the audiences to which scholarship is directed.

### Audiences for Theological Scholarship

The second major issue to emerge in current literature on theological scholarship has to do with the audiences (or markets) to which theological scholarship is disseminated. The three audiences most frequently mentioned are the university, the church, and the society (Cobb, 1990). Although these audiences are described differently and named in different combinations by different writers, they serve to remind theological scholars that they have a responsibility to several widely varying audiences. The conflicting demands placed upon theological scholars by these various audiences is one of the more serious questions that faces scholars and the theological institutions that employ them. For scholars the fundamental issue is how to distribute one's efforts in the interest of these conflicting audiences. For the employing institutions the question is whom to reward and how to account for the allocation of the limited resource of faculty scholarship in the service of different constituencies.

Answering these questions is made all the more difficult by the shifting location of the church and theological scholarship in North American culture. According to Cobb (1990), theological scholarship has moved to the periphery of the university while the church has moved to the periphery as a force in Western society. This means that theological scholarship now stands on the periphery of academia and Western society. In

other words, theological scholars are being seen as having less to say to both the academy and society.

Cobb goes on to argue that at the same time, the church has grown more suspicious of the work of academic theology. It sees academic theology, its content and its methods, as shaped more by the standards of the academy than by the needs of the church. As a result efforts on the part of academic theologians to earn credibility in academia and in the society at-large move them further away from the third audience, the church. These shifts in the ecology of theological scholarship make it increasingly difficult for theological faculty to enter into the intellectual conversations taking place within the university, the church, or society.

As previously stated, the actual audiences and combinations of audiences to which theological scholarship should be disseminated vary from writer to writer. Mouw (1991) and Shelton (1993) name audiences similar to those named by Cobb, namely the church, the academy, and society. Shelton's discussion of the three audiences is helpful because it is more detailed than Mouw's.

In his consideration of the church, Shelton maintains that theological faculties have a responsibility to serve the church directly through their research, writing, and publications. This is for him a significant responsibility of theological inquiry at the professional level. By church, Shelton means both the clergy, who are professionally trained, and the laity, who more often than not lack professional theological education. He also argues that the church has a responsibility to appropriate and make use of the scholarly work of members of theological faculties. Here it is helpful to remember that

Shelton is writing from the perspective of a dean of a free standing denominational seminary, an institution in which the relationship between the institution, its faculty, and its church audience are more tightly drawn than in other educational institutions. His grouping together of clergy and laity under the single heading of the audience of the church blurs the differences in educational backgrounds and needs of the two groups.

The second audience Shelton addresses is the academy, which he calls the guild. By this, he means that theological scholars have a responsibility to serve their respective theological disciplines. According to Shelton, then, there are scholars who are members of the academic theology guilds and there are scholars who are members of other academic guilds. By defining the guild in this way, Shelton divides the guild audience in two and considerably narrows the academic audience served by theological scholars. Where Gustafson is clear that the faculties of university-based divinity schools may not make this distinction, Shelton is equally clear that they may. Again, this may simply express the point being made by Gustafson that the faculties of university-based theological schools have different responsibilities than the faculties of free-standing denominational seminaries such as the one Shelton serves.

The third audience discussed by Shelton is that of the wider society. Addressing this audience poses a problem for theological scholars. That problem is how to communicate to a non-theological audience without blurring the distinctiveness of theological scholarship. In raising this problem, Shelton emphasizes that theological scholars always must be clear about their own faith identity, but he warns that

theological scholars cannot claim special knowledge or authority for their ideas. Their scholarship and writings must compete on the same ground as other disciplines.

### Studies of Theological Faculties

Two quantitative studies have been conducted on theological faculties. The first study was conducted by the Auburn Center for the Study of Theological Education (1995; 1996). The second was conducted by Claude Welch (1990) on behalf of the General Assembly of the PC(USA) Special Committee to Study Theological Institutions. In Wheeler's study reported in two publications (1995; 1996) the audiences are identified as the "scholarly audience," the "church audience," and the "general audience." In the second study (Welch, 1990) the audiences are referred to as the "guild," the "church audience," and the "general informed reader." The final section of this review of literature about theological scholarship considers these two studies in greater detail.

The complete report of the Auburn study has not been published at this time. A newsletter article (Wheeler, 1995) and the first in a series of reports have been published (Wheeler, 1996). The study was described by the author as a wide-ranging project that explores in multiple sub-studies the current state and future prospects of faculty at theological schools. The study was funded by the Lilly Endowment, Inc. The newsletter summary of the study included observations about theological faculty and their

scholarship. According to the reports of the study, there were 3,450 full-time faculty teaching at theological schools accredited by the Association of Theological Schools in the United States and Canada in the fall of 1991. A database on these faculty members is maintained by ATS. In addition to names and employing institutions, the database contains demographic information including age, gender, race, ordination status, type of masters degree, and source of doctoral degree. Using this information, a stratified random sample was selected. The sample population was approximately half of the 3,450 faculty members. A survey instrument was sent to the sample. The researchers received 1,009 completed surveys for a response rate of just under 50%.

Based upon an analysis of the data collected, the researchers drew the following conclusions: Every surveyed institution views research as a necessary basis for teaching. In addition, most also viewed publications by faculty as an important means of fulfilling the institutions educational missions. The researchers stated that “many people who will never set foot in a theological school are ‘educated’ by the books and articles that faculty members publish for both scholarly and church audiences” (1995; 1991). Other conclusions include:

- 1) Faculty are satisfied with the facilities available for research but 50% feel that they do not have adequate time to do it.
- 2) Only one faculty member in ten felt pressured to do research at the expense of teaching.
- 3) About one-third of all faculty do little or no scholarly publishing; about one-quarter are highly productive research scholars. A somewhat smaller group is engaged in intensive publication for church audiences.

- 3) About one-third of all faculty do little or no scholarly publishing; about one-quarter are highly productive research scholars. A somewhat smaller group is engaged in intensive publication for church audiences.
- 4) Theological faculty publish about as many scholarly articles as undergraduate faculty.
- 5) There are no significant differences in publication rates between men and women, minorities and non-minorities and faculty in schools that grant an academic doctorate and faculty in schools that do not. One subgroup that was significantly less productive was non-tenured women.
- 6) Faculty in mainline Protestant institutions do more scholarly publishing than faculty in evangelical Protestant schools, but evangelicals do more publishing for church and general audiences. Faculty at Roman Catholic schools fell between mainline and evangelical schools in both categories of publications. The sub-set of tenured faculty at Roman Catholic institutions published more scholarly works than faculty in any other type of theological school (pp. 2-3).

The usefulness of this study is limited by the formats of the reports, a newsletter article and serialized reports. These formats do not allow a full disclosure of the research and analytical methods employed. For example, there are no clear nominal or operational definitions of the audiences for which theological scholars publish. They are simply identified as the scholarly audience, the church audience and the general audience. Likewise, no nominal or operational definition of scholarly research is provided. As a result of these shortcomings, the reports do not contribute as much to knowledge about



the current state of the theological professoriate as might have been the case if a complete analysis of the study and its findings were made available.

The second quantitative study (Welch, 1990) was conducted under the sponsorship of the General Assembly's Special Committee to Study Theological Institutions. The committee was established by action of the 200th General Assembly of the Presbyterian Church held in 1988. A study of faculty and scholarship issues was commissioned and Claude Welch was named director of the study.

Data for the study were collected between September 1, 1989 and June 1, 1990. Questionnaires were sent to deans (n=11) and all full-time faculty at the eleven Presbyterian theological institutions (PTI) (n=233). Data were also collected from printed materials made available by the schools.

The questionnaire had two parts. Part I requested biographical and other faculty information including the number and kinds of publications of each faculty member. It was collected and returned by the deans of the PTI. The return rate for Part I was 85%. Part II requested information about faculty judgments and opinions concerning a number of issues. These issues included perceptions of the quality or success of their institution's programs, current and needed directions in theological education and the most important theological and social issues. The return rate for this part of the survey was 73%. The information from Part I included the most salient information for the present study.

Included in Part I were questions about faculty research productivity and the allocation of faculty time over several categories. The data about faculty research productivity asked about the number of different publications of various kinds produced

during the past five years and the audiences to which the publications were intended, Table 1 and Table 2.

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Table 1 about here  
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Table 1 demonstrates that the 199 faculty members who returned Part I of the survey published 669 items in a five year period or 3.36 publications per responding faculty member. These publications in order of frequency were scholarly articles in refereed journals (184), books or monographs (153), articles in denominational or school journals, magazines or bulletins (123), chapters in books (94), articles in encyclopedias or reference works (49), books edited (27), book reviews (25), papers and addresses (14).

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Table 2 about here  
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Table 2 reports the numbers of publications intended for different audiences. These data are based upon each faculty member's self-reported intention. Of the 669 reported publications, 228 (34%) were intended for the guild of fellow scholars in a field; 162 (24%) were intended for the church at large or general lay readers; 152 (23%) were intended for pastors; 55 (8%) were intended for general informed readers; 37 (6%) for students. Another audience identified as "a particular denomination" was included in the study. It has been omitted here because it is poorly defined and may overlap one or more categories.

Table 1

Publications by Theological Schools Affiliated with the PC(USA)

|               | Book | Book editor | Refereed journal article | Reference article | Denom. or school journal | Book review | Book chapter | Papers and addresses |
|---------------|------|-------------|--------------------------|-------------------|--------------------------|-------------|--------------|----------------------|
| Austin        | 6    | 2           | 10                       | 2                 | 21                       | 1           | 1            | 0                    |
| Columbia      | 21   | 3           | 17                       | 2                 | 11                       | 3           | 2            | 1                    |
| Dubuque       | 8    | 0           | 11                       | 1                 | 4                        | 0           | 3            | 0                    |
| Louisville    | 1    | 0           | 9                        | 3                 | 8                        | 0           | 1            | 1                    |
| McCormick     | 10   | 2           | 14                       | 8                 | 9                        | 4           | 11           | 4                    |
| Pittsburgh    | 14   | 1           | 8                        | 3                 | 4                        | 2           | 6            | 0                    |
| PSCE          | 3    | 0           | 7                        | 0                 | 8                        | 2           | 7            | 2                    |
| Princeton     | 37   | 4           | 63                       | 9                 | 14                       | 9           | 40           | 1                    |
| San Francisco | 17   | 5           | 14                       | 5                 | 11                       | 2           | 9            | 1                    |
| Smith-ITC     | 13   | 4           | 12                       | 2                 | 21                       | 1           | 8            | 4                    |
| Union Va.     | 23   | 6           | 19                       | 14                | 12                       | 1           | 6            | 4                    |
| TOTAL         | 153  | 27          | 184                      | 49                | 123                      | 25          | 94           | 8                    |

Table 2

Audiences Addressed by Faculty at Theological Institutions Affiliated With the PC(USA)

|                  | Guild<br>scholars | General<br>informed<br>reader | General lay<br>reader | Pastors    | Students  |
|------------------|-------------------|-------------------------------|-----------------------|------------|-----------|
| Austin           | 7                 | 3                             | 17                    | 9          | 3         |
| Columbia         | 7                 | 3                             | 16                    | 29         | 2         |
| Dubuque          | 13                | 1                             | 7                     | 3          | 2         |
| Louisville       | 2                 | 2                             | 9                     | 8          | 0         |
| McCormick        | 20                | 10                            | 14                    | 14         | 1         |
| Pittsburgh       | 18                | 5                             | 9                     | 4          | 0         |
| PSCE             | 8                 | 0                             | 2                     | 13         | 2         |
| Princeton        | 86                | 17                            | 33                    | 30         | 6         |
| San<br>Francisco | 25                | 5                             | 15                    | 11         | 5         |
| Smith-ITC        | 13                | 4                             | 19                    | 14         | 15        |
| Union VA.        | 29                | 5                             | 21                    | 17         | 1         |
| <b>TOTAL</b>     | <b>228</b>        | <b>55</b>                     | <b>162</b>            | <b>152</b> | <b>37</b> |

The study also included data about time given to research, Tables 3. The average time spent on research by the faculties of PTI ranges from a low of 22 to a high of 34 hours per week. The mean number of hours per week spent on research is 27.46 and the median is 27. If the typical faculty member works approximately 50-55 hours, the median amount of time spent on research in hours per week is approximately 50% of the total time worked

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 Table 3 about here  
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According to the study, the deans of the theological schools indicated that the weight given to research and publications for tenure and promotion decisions ranged from a low of 15% to a high of 40%. The mean weight given was 26.44% and the median 25%. The researchers point to a possible inconsistency between the amount of time faculty are spending on research and publications (approximately 50%) and the weight placed on research and publications by the various institutions (approximately 25%).

A simple measure of the time faculty spend on various activities does not represent a complete picture of the value placed upon that activity by an organization or educational institution. But the comparison of time spent and value placed upon an activity does raise question's about the relationship between faculty and institutional values.

Similarly, the report raises another problem. It is stated that "It has frequently [sic] been alleged that theological school faculty scholarship is over determined by the 'guild' and thus oriented toward the specialists. *Our data indicate quite the opposite*" (p. 5). The data cited show that 34% of the publications by faculty in PTI were intended for scholarly audiences, 24% of the publications were intended for general church audiences,

Table 3

Numbers of Faculty Spending Percentages of Time in Research at Theological  
Institutions Affiliated with the PC(USA)

|                  | 10% | 30% | 50% | 70% | 90% |
|------------------|-----|-----|-----|-----|-----|
| Austin           | 6   | 5   | 1   | 1   | 0   |
| Columbia         | 10  | 7   | 3   | 0   | 0   |
| Dubuque          | 3   | 2   | 2   | 0   | 0   |
| Louisville       | 3   | 4   | 0   | 1   | 0   |
| McCormick        | 10  | 12  | 3   | 0   | 0   |
| Pittsburgh       | 6   | 8   | 3   | 2   | 0   |
| PSCE             | 5   | 4   | 1   | 0   | 0   |
| Princeton        | 8   | 16  | 6   | 0   | 0   |
| San<br>Francisco | 11  | 9   | 4   | 1   | 0   |
| Smith-ITC        | 3   | 8   | 5   | 0   | 0   |
| Union VA         | 5   | 6   | 7   | 1   | 0   |
| TOTAL            | 74  | 87  | 39  | 7   | 0   |

and another 23% were intended for ministers. Again, such a statement is problematic because qualitative assumptions rest upon unspecified quantitative data. The data show that 34% of the publications by faculty in PTI was intended for scholarly audiences, 24% was intended for lay audiences, and another 23% was intended for pastors. Based upon these findings it could be argued, as the researchers apparently do, that only 34% of the publications were intended for scholarly audiences, while 66% were intended for other than scholarly audiences. It could be argued, however, that academic audiences were the single largest audience to which, and for which, PTI faculty published. It is difficult to understand, then, how the researchers conclude that theological scholarship is overly weighted towards non-guild audiences. A more careful delineation of the standards by which such a judgment is to be made is necessary before such a judgment can be said to be meaningful.

It seems clear from these studies that even when good data are available, a vague and poorly defined set of definitions, standards, and values complicates interpretation of the data. Future studies must offer clearly delineated nominal definitions of what is meant by theological scholarship. These definitions must reflect the nature and purposes of the particular institutions in which it takes place. Following this nominal definition, clearly drawn operational definitions must be provided, definitions that can be broadly understood and applied. This has not been done in the literature of theological scholarship included in this review.

quantitative studies of the scholarly research of faculty in other disciplines. By doing so, it is possible to identify appropriate purposes for research on faculty scholarship, examine a variety of research methods, and articulate clear nominal and operational definitions that can be used broadly by researchers in the field.

### Scholarship Studies in Higher Education

Unlike the scholarship of faculties of theological schools, the scholarship of faculties in other institutions has received significant attention. Counts of publications concerning faculty scholarship show consistent and significant increases in the number of publications for each five year increment from 1970 through 1974 (6 publications), 1975 through 1979 (12 publications), 1980 through 1984 (23 publications), 1985 through 1989 (48 publications), and 1990 through 1994 (127 publications). The literature also indicates that research on faculty scholarship has extended to include an increasing number of academic disciplines and professional fields. Among the professional faculties whose scholarship has been studied are those in social work (Grinnell & Royer, 1983; Smith, Baker, Campbell & Cunningham, 1985; Green et al., 1995; Green & Secret, 1996b), nursing (McGurn, 1987; 1987; Holzemer & Chambers, 1987; Copp & Hawken, 1994; Gluck, 1981; Stoecker, 1991), accounting (King & Henderson, 1991; Jones & Preusz, 1993), library and information science (Garland & Rike, 1987; Blake & Tjoumas, 1990; Blake, 1994), dentistry (Jones & Preusz, 1993), pharmacy (Jungnickel, 1993), theology (Wheeler, 1994; Ogden, 1987; Wheeler, 1990; Shelton, 1993), and criminology (DeZee, 1980).



## Defining Scholarship

Scholarship is a theoretical construct, that is, it is a concept inferred from observed phenomena (Borg & Gall, 1989). As such, scholarship must be defined before it can be discussed or studied. Definitions of constructs may be either nominal or operational. A nominal definition of a construct defines the construct in terms of other known constructs. Once a nominal definition of a construct is established, the construct can then be operationally defined in terms of the activities or operations necessary to measure, categorize, or manipulate it (Borg & Gall, 1989; Schumacher & McMillan, 1993).

### Nominal Definition

How one defines scholarly work of faculty is related to how one understands the various roles that faculty are expected to play. The literature addressing faculty roles assumes the familiar tripartite division of faculty responsibility: teaching, service, and research (Boyer, 1991; DeYoung, 1985; Rider, A. 1987). Each of these functions grew out of particular understandings of the mission of higher education in the United States. Boyer (1991) traces each of these understandings and the faculty roles associated with them.

During the colonial period, when schools like Harvard College were being molded after English colleges such as Emmanuel College of Cambridge University, teaching was the primary role to be played by faculty members. The colonial colleges were expected to educate and morally uplift coming generations and specifically to provide religious leaders for the colonies. This model of scholarly work has been called the “clergy model” both

because of the missions of the colleges in which it was formed and the values inherent in it (Heydinger & Simsek, 1993).

The clergy model (so called because many faculty were theologically trained and because of the “vocational” character of teaching) persisted from colonial times to the latter part of the nineteenth century. During this period, an academic career was a long-term commitment to teaching. Tenure seldom existed. Faculty were mobile, going to colleges where they could find work. Faculty could expect to receive a minimum of personal wealth and social standing. Productivity was tied directly to institutional purposes and focused exclusively on socializing young people with proper (Christian) values.

The purpose of this kind of education is character formation, or *paideia* (Kelsey, 1993). From this perspective, teaching is the primary work of scholars. It follows, therefore, that from this perspective scholarly work would be measured in terms of teaching and the effectiveness of the faculty in contributing to the character formation of the student, that is, their effectiveness in fitting the student for citizenship.

The second role of faculty, service, developed during the technological revolution of the nineteenth century. During this period the forces of industrialization, the rise of the scientific method, and commercial and industrial expansion brought about a shift in the goals of higher education from simply socializing young people to providing solutions for social and economic problems. Faculty were expected to be professionals, i.e., both knowledgeable and capable of applying knowledge to concrete problems. Scholarly productivity, therefore, came to include the application of knowledge to the solution of problems (Heydinger & Simsek, 1993).

It was not until late in the nineteenth century that research, the third faculty function, emerged as a role for faculty in the United States. Influenced by the research orientation of the German universities, educators began to emphasize research and graduate education as essential functions of higher education. Kelsey (1993) refers to these purposes and roles as the *Berlin* model, associating them with one of the first and most prominent of the modern universities. He goes on to argue that the pursuit of knowledge is the purpose of the university and, therefore, the primary task of the faculty is research.

The research model of scholarship began its rise to its current prominence as a result of the social, political, and economic shocks created by World War II and its aftermath (Heydinger & Simsek, 1993; Rice, 1991). The war and the post-war period brought with it a need for highly-trained scientific talent and knowledge production. The infusion of money for research by the federal government drove this change and the decision by the federal government to award research grants to individual faculty members has had far reaching consequences. By granting research awards directly to faculty, a powerful incentive to focus attention on research and away from other educational objectives was created. Naturally, in this context, scholarly productivity refers to research productivity. It is this understanding of scholarly productivity that has been, until recently, the primary meaning associated with scholarly productivity in the literature.

Presently, faculty can be expected to perform any or all of three roles of teaching, service, and research. Furthermore, the value assigned to any or all of these roles can vary from institution to institution or among the various constituencies of a particular

institution, for example, the faculty themselves, the administration, and the trustees. Now, under the pressure of declining resources and conflicting assumptions about the purposes and priorities of higher education in the United States, questions about what they should be doing and how their performance should be assessed have arisen with force. Efforts to understand the nature of scholarly work and ways it can be evaluated have led to numerous studies. Each of these studies rests upon particular definitions of scholarship.

### Operational Definition

For some time, researchers have quantified the scholarly work that faculty do in two primary ways: output studies and workload studies. Lotka's 1926 study (cited in Creswell 1985) on the frequency distribution of scientific productivity analyzed the publication rates of individual scholars. Also cited in Creswell was Logan Wilson's 1942 study entitled *The Academic Man*, that focused on how individual academics spent their time. Recent research on faculty scholarship has continued this interest in output studies (Matson, Ary & Gorman-Smith, 1986; Royalty & Magoon, 1985; Smith et al., 1985; Cronin, 1994; Bieber & Blackburn, 1989; Bailey, G. 1992; Rubin & Rice, 1986; Kallio & Ging, 1985) and scholarly work studies (Goeres, 1978; Wergin, 1994). Both kinds of studies contribute to knowledge about the nature and state of scholarly work.

### Output studies

Scholarly output is frequently operationalized in one of three ways: publication counts, citation counts, and reputational ratings. Each of these measures has both advantages and shortcomings. These measures can be used singly or in combination. Studies included in this review used all three of these measures of scholarly productivity.

Publication counts may include the enumeration of various types of publications including books, chapters in books, edited books, journal articles, and papers published in the proceedings of various academic and professional societies. Using the number and rate of publications as a measure of scholarly productivity is useful for a number of reasons. First, it provides a familiar and broadly accepted means of quantitatively measuring productivity. Since Lotka's (1926) study, one of the earliest on faculty productivity with a focus on the frequency distribution of scientific productivity, studies of faculty productivity have relied heavily upon counts of publications and the publication rates of particular scholars and groups of scholars.

Second, publication counts provide a measure of scholarly productivity that coheres with the nature of the scholarship itself. Scholarship, i.e., knowledge building, is a public process by which the ends and means of research are made publicly available. Publication is the primary means by which the results of knowledge building are made public. Institutions of higher education and their faculties are integrally related to the complex system through which knowledge is built and disseminated. In the words of Philip Altbach (1987):

The educational system is one of the most important consumers and creators of knowledge. At the most basic level, textbooks and curricular materials are an essential part of the dissemination apparatus. At the most advanced levels, knowledge is transmitted by scholarly journals, by research monographs . . . Educational institutions and the knowledge dissemination network are directly linked and mutually dependent.

It is reasonable, therefore, to assume that the publications of faculty are a satisfactory measure of their scholarly productivity. There are, however, a number of problems associated with the use of publication counts as a measure of scholarly productivity. One such problem, noted by Green and Secret (1996b), is that all too frequently the various output units are considered to be equivalent. For example, the publication of five books is considered equivalent to the publication of two books, a book chapter, and two journal articles. Research has shown that this is not the case. In a study of academics in three disciplines natural scientists were shown to publish more articles than either humanists or social scientists (Wanner Lewis & Gregorio, 1981). In publication of books, the social scientists published more than the humanists and the humanists more than the natural scientists. These findings are consistent with the findings of Anthony Biglan (1973b).

In an initial study (1991) Biglan classified academic disciplines along the three axes, hard and soft, pure and applied, life and non-life system. A hard discipline, according to Biglan, is one that is controlled by a dominant paradigm. A soft discipline is does not have such a paradigm. By paradigm, Biglan means as does Kuhn (1962),

"a body of theory which is subscribed to by all members of the field. The paradigm serves an important function; it provides a consistent account of most of the phenomena of interest in the area and . . . serves to define those problems which require additional research. Thus, fields that have a single paradigm will be characterized by greater consensus about content and method than will fields lacking a paradigm" (p. 201-202).

By a pure discipline Biglan meant those disciplines in which basic research is dominant. These disciplines would include mathematics, chemistry, and physics. Applied disciplines are ones in which a primary concern is the application of knowledge to the solution of problems. These disciplines would include engineering, medicine and forestry.

Life-system disciplines are primarily concerned with the interaction of human beings. These would include sociology and psychology. Non-life system disciplines, by contrast would include astronomy, philosophy, and literature.

In a subsequent study, Biglan (1973a) found that there was a correlation between the characteristics of academic subject matter and the structure and output of university departments (1973a). Based upon this research, Biglan was able to describe differences in the outputs of university departments according to which cell of the matrix they occupied. Subsequent research has confirmed Biglan's findings (Stoecker, 1991; Roskens, 1983). Table 4 indicates the differences among the scholarly outputs of academic disciplines according to their location in one of the eight cells identified by Biglan.

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Table 4 about here  
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Hard and soft area scholars differed significantly in their commitment to teaching and research. Compared with hard areas, scholars in soft areas indicate a greater preference for teaching and actually spend more time on it. For research, the situation is reversed. Hard area scholars show significantly greater preference for research than do those in soft areas and spend more time on it. The analysis also revealed three-way interactions among the three area characteristics, i.e., hard-soft, pure-applied, life system-

Table 4

Scholarly Preferences and Outputs for Theological Scholarship with Sub-specialties Clustered in Three Dimensions

|                | Hard   |  | Soft   |   |
|----------------|--|--|--|---|
|                | Non-life system  | Life system  | Non-life system  | Life system   |
| <b>Pure</b>    | Less preference for teaching than soft; Higher for research than soft; More time for research than soft; Lower for research and less time for research than applied life system. More journal articles than soft; less monographs than soft. | Less preferences for teaching than soft; Higher for research than soft; More time for research than soft; More journal articles than soft; less monographs than soft.  | Higher preference for teaching than hard; Lower for research than hard. Less time for research than hard; Lower preference for research and less time for research than applied life system. More monographs than hard; less journal articles than hard. | Higher preference for teaching than hard; Lower for research than hard; Less time for research than hard; More monographs than hard; less journal articles than hard.   |
| <b>Applied</b> | Less preference for teaching than soft; Higher preference for research than soft; More time devoted to research than soft; More journal articles than soft; less monographs than soft; More technical reports than pure areas.               | Less preference for teaching than soft; Higher preference for research than soft; More time devoted to research than soft; Higher preference for research and more time devoted to research than pure non-life system; More journal articles than soft; less monographs than soft; More technical reports than pure areas. | Higher preference for teaching than hard; Lower preference for research than hard; Less time devoted to research than hard; More monographs than hard; less journal articles than hard; More technical reports than pure areas.                          | Higher preference for teaching than hard; Lower for research than hard; Less time for research than hard; Higher preference for research & more time for research than pure non-life system. More monographs & less journals than hard; More technical reports than pure areas. |



non-life system. These interactions indicate that differences between hard and soft areas in preferences for, and time spent on, research, are greatest in applied life system areas and pure non-life system areas. Accordingly, the greatest differences on these variables are between agriculture and education and between physical sciences and humanities.

The rates of publication of monographs and journal articles are both related to the hard-soft dimension. Scholars in hard areas produce significantly fewer articles than soft area scholars. Biglan also noted that scholars in the hard areas published more jointly authored articles than did soft area scholars. This factor needs to be considered when contrasting total publications reported for the hard and soft areas because jointly authored articles might be counted for each author.

Scholars in pure and applied areas also differed in their commitments and scholarly output. Scholars in pure areas were more committed to research activities than those in applied areas. However, scholars in pure areas did not differ significantly in the amount of time they actually spent on research compared to scholars in applied areas. Scholars in applied areas published more technical reports than did their counterparts in pure areas. Life system and non-life system scholars differed in their commitment to teaching and the amount of time they devoted to teaching. Scholars in the life system reported liking teaching less than scholars in the non-life system areas. The time each spent teaching was consistent with their regard for the task. Biglan did not find, however, any significant difference in the scholarly output of life system and non-life system scholars.

Biglan's model is useful for several reasons. First, it indicates that academic disciplines differ from one another and that their differences can be meaningfully

described. Second, it demonstrates that there are different preferential modes for the dissemination of knowledge among the various disciplines. Third, it shows that it is necessary to take into account the differences between disciplines when attempting to study the scholarly work of the faculties in the various disciplines.

One means by which scholars working in the area of faculty research productivity have compensated for cross discipline variation in the value placed upon different kinds of publications is by the use of weighted counts. The use of weighted counts attempts to correct for the cross discipline variation in the value placed upon different kinds of publications by assigning a value to a particular kind of publication. In this way, the researcher would be able to compare publication rates across disciplines. In other words, publication rates could be seen as equivalent although the actual kinds of publications varied across disciplines.

Another issue stemming from the diverse values placed on publications across disciplines is the problem of how "quality" is defined. This problem is similar to the problem of seeing all publication events as equivalent, they are not the same, however. The first is a problem of treating as equivalent various forms of publication. The latter is the problem of taking into account inherent differences in the merit or worth of a publication. For example, the first error would treat a journal article as equivalent to a book, regardless of the field in which the scholar worked. The second problem arises when a book that makes no significant contribution to knowledge in a field or that incorporates theoretical or methodological problems is treated as if it were equivalent to a work that makes a significant contribution to knowledge and research in a given area of inquiry.

variation in the quality of a work in two primary ways: the use of citation counts and the use of reputational rankings. Each of these approaches has advantages and limitations.

Citation counts attempt to quantify the quality of publications in terms of the number of times a publication is cited in related literature. This enables researchers to make judgments about the relative usefulness or significance that a publication has had within a particular field of inquiry.

The use of citation counts in research on faculty productivity has become more popular as a result of the development in recent decades of a number of different citations indices including the *Science Citation Index* (SCI), the *Social Science Citation Index* (SSCI), and the *Arts and Humanities Citation Index* (AHCI). Using these indices enables researchers to determine the number of times a particular author or specific article by an author is referenced in the published works of other scholars. The primary assumption underlying the use of citation counts as a measure of quality is the assumption that the number of times an article or author are cited is an indication of an article's significance or an author's standing in and contribution to a field of inquiry. Often it is assumed that cited articles are influential articles and influential articles are a sound measure of the academic achievement of their authors. Eight of the studies included in this review used citation counts as the measure of scholarly productivity (DeZee, 1980; Perlman, 1980; Kroc, 1984; Gordon & Vicari, 1992; Everett & Pecotich, 1993; Bekavac, 1994; Cronin, 1994; Dykeman, 1994).

It should be noted that several problems have been identified concerning the use of citation counts in research on faculty productivity. First among these is the problem of securing accurate citation counts. This problem is the result of authors' names appearing in different forms in different publications. Some publications use full names, others use initials, and others use combinations of names and initials. Another problem related to the use of citation counts is that some indices use only the publication's first author. Different journals emphasize the role of an author in different ways: some by placing the author first and others by placing the author last. Some publications merely list authors of multi-authored research alphabetically. Blackburn and Lawrence (1994) identified three additional problems in using citations as a measure of quality: the number of citations one can receive is related to the size of one's academic field and the availability of publishing outlets; works by well known scholars in a field are often cited even when they are only marginally relevant to the current study; and, some weak studies are cited in defense of the current research. Suffice it to say, care must be taken when quality, value, and significance are ascribed to an author or article on the basis of citation counts.

The second way that researchers operationalize quality of scholarship is by reputational ranking. Only one of the studies included in this review used reputational ranking as a measure of the quality of scholarly productivity (King & Wolfe, 1987). Reputational ranking of research performance is based upon the assumption that the quality of research performance is best determined by one's peers. In reputational rankings groups of peers within a researcher's department, discipline, or institution are asked to evaluate the importance or quality of a researcher's work. Reputational ratings have the

advantage of relying on the judgment of those who are in the best position to evaluate the quality of a researcher's work. Peer rating is also an accepted standard of evaluation of the performance of scholars for reasons of promotion and tenure. Peer ratings, however, do present some problems for the researcher. One such problem is the "halo effect." The "halo effect" refers to the positive or negative contribution that a scholar's employing institution makes to his or her reputation. Another problem related to the use of peer ratings of quality is that they are "intersubjective" (Creswell, 1985), that is, different raters use different subjective criteria for determining the quality of an individual's work. These two problems and the fact that peer ratings tend to be positively correlated with more quantitative measures of quality have led researchers to employ other means of assessing quality of scholarly productivity.

### Scholarly Workload Studies

In addition to output studies, researchers have studied how scholars spend their time. These studies are generally referred to as workload studies. Of the literature included in this review, twelve include data on faculty workload (Blackburn et al., 1991; Wergin, 1994; Miller, 1994; Jordan, 1994; Lawrence, 1994; Glazer & Henry, 1994; Byrd, Jr. 1994; Mingle & Heydinger, 1994; Welch, 1990; Jones, 1994). Researchers investigating the work of faculty predominantly have used two methods for studying faculty work, activity reporting and equivalency reporting (Jordan, 1994; Matson et al., 1986).

Activity studies attempt to answer the questions: How much time do faculty work? and How do faculty allocate their time? (Jordan, 1994; Matson et al., 1986). Typically, researchers engaged in an activity study designate a period of time during which the

researchers engaged in an activity study designate a period of time during which the amount of time devoted to specific activities will be measured. The researchers also designate and define the specific activities under investigation. Faculty members are then asked to record the amount of time they spend on each activity during the period of time designated.

Some activity report studies divide faculty work into the familiar categories of teaching, service, and research (Blackburn et al., 1991). Other studies offer more discrete definitions of these three broad categories including more precise definitions of research, instruction, advising, and service (Glazer & Henry, 1994). Of importance to the current study is Glazer and Henry's (1994) operationalization of Boyer's four dimensions of scholarship in terms of hours per week devoted to each dimension.

Activity reports are heavily reliant upon self-reported data. Lawrence (1994) points out that faculty consistently estimate the number of hours they work higher than observers. But, others have argued that consistency of responses over long periods of time lends validity to the findings of self-reported data (Jordan, 1994; Rosenberg, 1979).

One of the quantitative studies of theological faculties (Welch, 1990) included questions that sought information about how much time faculty spent in three activities, special administrative assignments, student advising, and research/scholarship. Rather than asking faculty to estimate hours spent on a particular activity, they were asked to circle the percentage of time they spent on each activity. Ranges of percentages provided were: 0-10%, 30%, 50%, 75%, 90-100%. The data from this study regarding time spent in research activities is reported in Table 3.

Studies of faculty in other than theological settings have demonstrated that scholars work on average more than 50 hours per week (Jordan, 1994). Of course, central to the debate about what faculty do is the question of how faculty time is allocated. In other words, more important than how many hours faculty work is how those hours are spent. Jordan (1994) provides the following answers to this question based upon information gathered from the National Center for Education Statistics, 1991. Jordan's findings are presented in Table 5.

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Table 5 about here  
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Although such research does not resolve the debate over how faculty spend their time, it provides a necessary basis for discussion of how the resource of faculty time is being allocated. In addition, workload studies demonstrate that there is a relationship between the distribution of faculty resources and the mission of the institutions that employ them. Studies reported in Table 7 indicate that the faculties of public research institutions spend more time on research and less time on teaching than the faculties of the other institutional types. Conversely, the faculties of public comprehensive institutions spend more time on teaching and less time on research than faculties at other types of institutions. At the extremes, then, faculty at public research institutions spend an average of 24.5 hours per week teaching and 16.5 hours per week on research. The faculties of public comprehensive institutions spend 32.2 hours per week teaching and only 5.7 hours per week on research. These studies clearly demonstrate that there is a relationship between the mission of an institution and the allocation of the resource of faculty time.

Table 5

Percent of Faculty Effort Allocated to Activities

| Type of Institution                   | Teaching | Research | Administration | Other | Total Hours |
|---------------------------------------|----------|----------|----------------|-------|-------------|
| Public research                       | 43       | 29       | 14             | 16    | 57          |
| Public doctoral                       | 47       | 22       | 14             | 17    | 55          |
| Public comprehensive                  | 62       | 11       | 13             | 13    | 52          |
| All institutions (public and private) | 56       | 16       | 13             | 16    | 53          |

From Jordan, Stephen M. "What We Have Learned About Faculty Workload: The Best Evidence" in *Analyzing Faculty Workload*, Jon F. Wergin, Editor.



## Design and Data Collection

The quantitative studies of faculty productivity included in this review employed non-experimental research designs, that is, the studies do not manipulate either treatments or subjects. Specifically, the designs are either descriptive or correlational. Descriptive studies describe an existing phenomenon by operationalizing constructs in numerical terms (Schumacher & McMillan, 1993). Typically, descriptive studies report measures of frequency, central tendency, and variation. The second kind of design frequently used in scholarly productivity studies is correlational. Technically, correlational designs are a form of descriptive design that assess the relationship between two or more variables (Schumacher & McMillan, 1993).

Both the descriptive and correlational studies included in this review used a variety of research models and methods. Table 6 displays the units of analysis, samples, data collection methods, and methods of data analysis used in the descriptive studies. Table 7, in addition to these features, displays the dependent and independent variables used in selected correlational studies.

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 Table 6 about here  
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### Units of Analysis

The studies displayed in Tables 6 and 7 show a variety of units of analysis

Table 6

Samples, Units of Analysis, and Methods of Data Collection and Analysis for Selected Descriptive Studies

| Selected Study                            | Sample   | Unit of Analysis                                  | Data Collection   | Method of Data Analysis  |
|---|--|---|---|--|
| Eash, M (1983)                            | Contributors to AERA annual meetings and 14 educational research journals over 7 year period, and National Science Foundation's annual summary of research and development expenditures. | Institutional productivity                        | Participants' names and institutional affiliation were collected from meetings and publications. Financial Information was taken from published work. | Rank order analysis of institutions by number of participants, articles published, and productivity index (participants+publications/FTE)                  |
| Muffo, J., Mead, S., and Bayer, A. (1987) | 532 faculty members and 11 administrators at Ball State University (Indiana)   | Individual faculty workload                       | Survey instrument   | Simple descriptive statistics including total hours, total hours for particular activities, and means for various categories                               |
| Reis, L. and Stiller, J. (1992)           | Journal of Personality and Social Psychology published during 1968, 1978, and 1988   | Characteristics and content of articles           | Articles were collected from publication for each particular year indicated   | Changes in length and content of articles over time  |
| Gordon R. and Vicari, P. (1992)           | Eight social psychology text books (1987-90); PsycINFO (1987-89) database and Social Sciences Citation Index   | Individual eminence of social psychology scholars | The names of authors cited in the sample texts and databases  | Rank order of individual scholars by citations in each source. Correlation analysis was performed on the rankings derived from the three citation sources. |

Table 7

Samples, Units of Analysis, Methods of Data Collection, Dependent and Independent Variables, and Data Analysis, for Selected Correlational Studies

| Selected Study  | Sample   | Unit of Analysis           | Data Collection  | Dependent Variable(s)  | Independent Variable(s)   | Data Analysis  |
|---|--|----------------------------|--|--|---|--|
| Jones, J. and Preusz, G. (1993)                         | Stratified random sample of 1200 dental school faculty from 66 dental schools in U. S. and Canada. | Individual faculty member  | Survey instrument  | Individual faculty productivity  | Thirteen variables in four groups: research background, work environment, attitude and outcome of publishing, collegial cooperation | Analysis of variance   |
| Elmore, C. and Blackburn, R. (1983)                     | Stratified random sample of 81 black and 92 white professors teaching in Big Ten universities.     | Faculty by racial group    | Survey instrument  | Allocation of work time, scholarly productivity, racial climate, academic values | Race  | Chi-square and Two-way analysis of variance                                    |
| Pettibone, T., Roddy, M., and Altman, L. (1993)         | 63 college of education full-time faculty at land grant public university.                         | Individual faculty members | University publications  | Individual faculty productivity  | Employment status and gender  | Two-way analysis of variance, correlations, and regressions                    |
| Lawrence, J., Trautvetter, L., and Blackburn, R. (1989) | Stratified random sample of 3,972.   | Individual faculty members | <u>Faculty at Work</u> , national survey conducted by NCRIPAL. | Individual faculty publication output  | Discrete measures for 5 model constructs (e.g., sex, race, age, discipline, research effort, etc.)                                  | Varimax rotation factor analysis and hierarchical multiple regression analysis |
| Green, R. and Secret, M. (1994)                         |  | Individual faculty members | Selected groups of social work and non-social work journals    |  |   |  |

including individual faculty members (Elmore et al 1983; Jones & Preusz, 1983; Lawrence et al, 1989; Pettibone et al., 1987), institutions (Eash, 1983), and publications (Gordon & Vicari, 1992, Reiss, 1992). In the literature reviewed two units of analysis were used most often, the publications of individual faculty members, (see Jones & Preusz, 1993; Lawrence et al., 1989; Pettibone et al., 1987; Pfeffer & Langton, 1993), and the publications of various aggregations of faculty, (for example Baird, 1980; Baird, 1986; Muffo, Meand & Bayer et al., 1987; Richardson et al., 1973; Thyer & Bentley, 1986). The latter included the publications of faculties in various institutions, disciplines, and areas of practice.

A third set of studies investigates the distinctive characteristics of scholarly publications. Among these are studies that investigate publication trends in publication (Swanson Butts & Lewis, 1987, Swanson & Trahan, 1986). These studies add to knowledge about scholarly productivity by including in the research studies of particular products of scholarship. These studies make a contribution to the current study by focusing on the link between the scholar and the audiences to which scholarship is disseminated, i.e., the actual scholarly publication.

Studies of individual faculty productivity consistently demonstrate that the average rate of faculty publication tends to be low and the variation in performance levels of faculty tends to be very high. Numerous studies have been conducted to account for the variation that exists in rates of faculty productivity. Correlation studies have been the primary means by which variation in productivity has been studied.

### Samples

As Tables 6 and 7 demonstrate, sources include large national databases like Faculty at Work by the National Center for Research to Improve Post-secondary Teaching and Learning in 1987-88 (Lawrence et al., 1989) and small samples like the sample of 63 full-time faculty teaching in the school of education in a land grant university (Pettibone et al., 1987). Naturally, these studies differ as to the generalizability of their findings and the confidence levels of their conclusions.

### Data Collection

The studies displayed in Tables 6 and 7 used several data collection methods. Some used data collected directly from published articles (Gordon & Vicari, 1992; Green & Secret, 1996b; Pettibone et al., 1987; Reiss, 1992). Others used electronic data bases and printed citation indexes (Gordon & Vicari, 1992). Many used the results obtained through written surveys (Elmore & Blackburn, 1983; Jones & Preusz, 1993; Lawrence et al., 1989; Muffo et al., 1987). Each of these methods of data collection has some limitations. Green and Secret (1994) found that studies that rely only on articles published in social work journals portray a distorted picture of the productivity of individual social work scholars and the productivity rankings of their home institutions when compared to studies that include publications by social work scholars in non-social work journals.

The use of electronic data bases and printed citation indexes can be misleading because of the order in which scholars' names on multi-authored articles are listed and whether and how full names or initials are used. Self reports of scholarly productivity have

also come into question because of concerns that scholars distort their publication records. Evidence has been gathered to demonstrate, however, that such concerns are not founded. Allison and Stewart (1974) found that self reported publication of chemists correlated highly,  $r = .94$ , with publication rates determined from *Chemical Abstracts*. Other studies have found similar results and self reports of research productivity are considered reliable (Bailey, G. 1992).

### Data Analysis

The methods of data analysis vary widely across the research on scholarly productivity displayed in Tables 6 and 7. The less complex studies rely on simple calculations of publication rates using reports of actual numbers of publications or some form of indexed measure. For example, the mean rate of faculty publications for an institution might be used when larger and smaller institutions are compared. At the more complex end, the availability of large databases, increased sophistication of statistical tools to analyze the effects of multiple variables, and the availability of such programs has meant that much more sensitive and complex measures of the correlates of faculty scholarly productivity can be tested (Lawrence et al., 1989).

### Independent and Dependent Variables

Correlation studies are one means by which researchers have attempted to account for variation in faculty research productivity. Correlation studies seek to isolate those variables that correlate with higher rates of productivity. These studies tend to focus on

characteristics of the individual scholar and/or characteristics of the institution in which the scholar works, see Table 7.

Studies of the correlation between psychological-individual characteristics and productivity rest upon the assumption that productive researchers possess certain psychological and individual characteristics that are different in less productive researchers. Among the individual characteristics studied in relationship to faculty productivity have been age (Kallio & Ging, 1985; Lawrence & Blackburn, 1988), gender (Long, 1992; Garland, 1990; Bailey, 1992; Pettibone et al., 1987; Moses, 1989; Menges, 1984), race (Blair, 1983; Elmore & Blackburn, 1983; Moses, 1989; Menges, 1984), graduate training (Green, Hutchison & Sar, 1992; Dutton, 1980) and personality factors (Jones & Preusz, 1993; Taylor, Locke, Lee & Gist, 1984). The correlation between age and productivity is ambiguous. Some researchers have found age to be negatively correlated with productivity, while others have found it to be positively correlated. Current research suggests that age and productivity have a bi-modal relationship, with there being a productivity peak reached at an early age followed by a decline. The second peak occurs later. There is some evidence that the relationship between age and productivity varies across scholarly disciplines. When other factors are controlled for, age is a relatively weak correlate of productivity.

The research on gender and productivity has also produced mixed results. Sixteen of the publications reviewed included gender as a factor to be studied. Some studies report a difference between publication rates of women and men, women publishing less (Schuttenberg, Patterson & Sutton, 1985; Landino & Owens, 1988; Long, 1992). Other

studies indicate that the slope of productivity is different for women and men (Garland, 1990; Behymer & Blackburn, 1975; Pettibone et al., 1987; Bailey, 1992). Women tend to be less productive in the early years and men more so (Long, 1992). These slopes reverse in later years. This research suggests that career stage and age are important covariants with gender and they need to be controlled in any studies of gender and productivity.

Race is another characteristic that has been studied in relationship to productivity (Blair, 1983; Elmore & Blackburn, 1983; Moses, 1989; Menges, 1984). Some research has shown that black scholars published less than non-black scholars (Moses, 1989). Additional studies, however, have demonstrated that when other factors such as gender, years since Ph.D., quality of graduate education, and position are controlled, race becomes less significantly correlated with productivity (Blair, 1983).

Another group of studies consider background factors and their correlation with high productivity. One such study is Hardy's study of the social origins of American scientists (Hardy, 1974). Green, Hutchison, and Sar (1992) studied the productivity of scholars who were graduates of social work doctoral programs and Dutton (1980) studied the effect of inbreeding (that is, staying to teach and do research at the institution at which one was trained) upon productivity. Green et al. (1992) found that the productivity of graduates of social work doctoral programs did not differ in any significant way from the productivity rates of other social work scholars. In a study of inbreeding in academic institutions, Dutton (1980) found that researchers who remain at the same institution over their careers show a significant decline in productivity when compared to their mobile cohorts.



Although a number of correlation studies have found a positive relationship between some variables and high levels of productivity, they fall short of cause and effect explanations. Too much variation exists in the background, individual characteristics, social locations, and institutional settings to allow for an adequate explanation of the variation in scholarly productivity rates in terms of individual characteristics. Other factors must be taken into account.

A number of studies have been conducted to study the relationship of scholarly productivity with various institutional factors. Among the factors that have been studied are the role of the dean (Volkwein Gredericks & Carbone, 1994; Copp & Hawken, 1994), the organization of the department, the system of rewards (Plucker, 1988; Gallagher, Hossler, Catania & Kolman et al , 1986; Faculty Advisory Committee, 1993; Baldwin, 1985; Kasten, 1984; Wilson, & Mandell, 1981), the productivity of the school or department, availability of internal external research funding, and support of research activity. These studies, like the studies investigating psychological and individual characteristics, are suggestive of factors that may enhance the scholarly productivity of individual scholars. But also like the studies of psychological and individual characteristics, these studies fall short of explaining the variation in scholarly productivity.

A significant departure from the studies of the productivity of individual scholars is found in the research on various aggregations of faculty members. These studies include research on the productivity of institutions, authors and institutions, departments, disciplines and professions. The distinguishing feature of these studies is that, although they are based upon the productivity of individual faculty members, the productivity of

individual scholars is combined so that the productivity of the group under investigation becomes the primary unit of analysis. The number of such studies has increased. Maurice Eash published the results of a study in which he sought to rank educational institutions according to the productivity of their faculties (Eash, 1983). According to Eash, faculty productivity is a significant indicator of the strength of an institution's involvement in research activity. Other studies, in which the units of study have been groups of faculty members in a particular institution or field, include research on institutional productivity in the fields of mental retardation (Matson et al., 1986), criminology and criminal justice (DeZee, 1980), counseling psychology (Delgado & Howard, 1994), and graduates of social work doctoral programs (Green et al., 1992).

A third type of research on faculty productivity investigates the characteristics of the products of faculty productivity, i.e., the publications themselves. Reiss (1992) reported on a comparison of the articles published in the *Journal of Personality and Social Psychology* during 1968, 1978, and 1988 (Reiss, 1992). West (1992) reported a content analysis of 30% of the articles published in *JPSJ* in 1968 and 1988. Northrup (1993) studied all articles published in the first 25 years of the *Journal of Applied Behavior Analysis*.

Swanson published two articles reporting research on characteristics of frequently cited articles in learning disabilities (Swanson & Trahan, 1986) and in children's emotional and behavior disorders (Swanson et al., 1987). In each case, Swanson was able to draw conclusions about how frequently cited articles differ from the population of articles published in a field.

Green and Secret (1994) conducted research on the two publication channels through which social work scholarship is disseminated, i.e., social work and non-social work publications. They found that social work scholarship published in social work journals was highly concentrated, most of it appearing in six journals. Publication in non-social work, however, was much more diffuse, appearing in more than 700 different journals.

### Scholarly Work in Professional Schools

As previously stated, there is an ever increasing and ever widening body of quantitative literature on faculty productivity. This literature has expanded to include the faculty of professional schools as well as colleges and universities.

Among the professional faculties whose scholarly productivity has been studied are those in social work (Grinnell & Royer, 1983; Smith et al., 1985; Green et al., 1995; Green & Secret, 1996b), nursing (McGurn, 1987; Holzemer & Chambers, 1987; Copp et al., 1994; Gluck, 1981; Stoecker, 1991), and accounting (King & Henderson, 1991; Jones & Preusz, 1993). In addition, they include library and information science (Garland & Rike, 1987; Blake & Tjoumas, 1990; Blake, 1994), dentistry (Jones & Preusz, 1993), pharmacy (Jungnickel, 1993), theology (Wheeler, 1994; Ogden, 1987; Wheeler, 1990; Shelton, 1993), and criminology (DeZee, 1980). These studies employ the same designs and data collection and analysis methods that are employed in studies of university and college faculties in general. The transferability of these designs and methods to the faculties of professional schools is made possible by the fact that the faculties of

professional schools have been socialized not only into their professions, but also into the culture of academia (Gustafson, 1988).

### Multi-Dimensional Definition of Scholarship

A higher education policy study for the state of Colorado (Heydinger, 1993) identified five reasons why change in the research model as the model for assessing scholarly productivity is imminent. Expressed as concerns the five reasons are: (1) a concern for the quality of teaching; (2) that emphasis on publication results in an increasing proportion of low quality and inconsequential material; (3) the primacy of the disciplinary affiliation of faculty has weakened the faculty's attachment to their institutions; (4) the application of research norms is not appropriate for all institutions of higher education; (5) the broad emphasis on research productivity and reward systems based upon it has created a climate of dissatisfaction among faculty who are good teachers but who have little interest in research. According to the Colorado report, all of these factors coupled with demands for accountability to stakeholders are forcing a rethinking of the meaning of scholarly work and its assessment. In this rethinking the missions of the various institutions and the needs of students and society are critical factors.

Ernest Boyer has proposed the most influential alternative to relying solely on the research model for defining the scholarly work of faculty (Boyer, 1991). He criticized the continuing use of the traditional and narrow definition of scholarship by suggesting that scholarship involved most, if not all, professional activities of contemporary college and university professors. He, therefore, argues that scholarship is multidimensional. The dimensions that define scholarship for Boyer are four: the scholarship of discovery, the

scholarship of integration, the scholarship of application, and the scholarship of teaching. Each type of scholarship is associated with particular outputs. Boyer's four kinds of scholarship with their defining characteristics and associated outputs are displayed in Table 8.

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Table 8 about here  
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By the scholarship of discovery Boyer means those activities that are most often referred to as "research." It is this dimension of scholarship that results in the new ideas, theories, and findings of successive investigations that is most frequently recognized and rewarded among university scholars. It is what Ogden, writing from the perspective of theological scholarship, refers to as originaive scholarship (Ogden, 1987). Typically, this form of scholarship is described as "research" or "research scholarship." Although the results of this kind of scholarship are disseminated in a variety of ways, they are most frequently found in peer reviewed, full length articles in professional journals. Biglan, (1971) however, has shown that there are differences in the way scholarship is disseminated across disciplines.

The second dimension of scholarship identified by Boyer is the scholarship of integration. Integration is concerned with the synthesis and meaning of existing theory and findings, rather than with the discovery of new information. As Boyer notes, the scholarship of integration strives to give "meaning to isolated facts by putting them in

Table 8

Boyer's Categories of Scholarship With Associated Outputs

| Category of Scholarship    | Characteristics  | Associated Outputs   |
|----------------------------|--|--|
| Scholarship of discovery   | Processes of inquiry that lead to new ideas, theories and findings   | Most often found in peer reviewed full-length articles in professional journals  |
| Scholarship of integration | Concerned with synthesis, meaning, and relationships of existing ideas, theories, and findings   | Found in full-length book reviews in professional journals, textbooks, books directed to professional and lay persons outside of a particular area of specialization, and interdisciplinary conferences and symposia |
| Scholarship of application | Concerned with two questions: How can knowledge be applied to consequential problems? and, Can social problems themselves define agenda for scholarly investigation? | Consulting, relevant task force participation, clinical practice   |
| Scholarship of teaching    | Through the scholarship of teaching, scholars become learners as knowledge is transformed and extended through the process of instruction.                           | Designing course, revising a course based upon experience  |

perspective" (Boyer, 1991) This type of scholarship would be directed at the synthesis of theories and findings both within and across disciplines and professions. Of course the boundary between discovery-oriented and integrative scholarship is not absolute. Discovery-oriented scholarship always involves a degree of synthesis and integration. It is true, however, that certain publications are often written and published with the goal of synthesizing knowledge for use by practitioners. Among these types of publications are book reviews in professional journals, textbooks, books directed to professional and lay people outside of a particular profession, and participation in interdisciplinary conferences and colloquia (Boyer, 1991).

A third dimension of scholarship described by Boyer is applied scholarship. This dimension of scholarship is closely related to the role of faculty service. Boyer expresses the concerns of this kind of scholarship in terms of two questions: How can knowledge be responsibly applied to consequential problems?, and, Can social problems themselves define an agenda for scholarly investigation? These questions underscore the fact that Boyer means more by applied scholarship than merely engagement in service activities. He means the disciplined application of one's special field of knowledge to particular issues and circumstances. Through this process service is not only rendered, but knowledge developed through the process of the application of knowledge.

The fourth, and final, dimension of scholarship identified by Boyer is the scholarship of teaching. For Boyer, teaching is not simply a routine function performed by scholars in addition to their scholarly work. It is, and he quotes Aristotle, the highest form

of understanding. Through teaching, scholars become learners as knowledge is transformed and extended through the process of instruction.

It should be understood that in distinguishing among the four dimensions of scholarship, Boyer was arguing for a more comprehensive understanding not merely of what scholars do, but of what scholarship is. It is Boyer's contention that the intellectual activities of discovery, integration, application, and teaching are inseparably tied to one another; they dynamically interact, forming an interdependent whole. Current literature on the scholarly work of faculty reflects the influence of Boyer's multi-dimensional definition. (Glazer & Henry, 1994; Schön, 1995; Rice, 1991; Hunt, 1993; Schliessman, 1994; Green, Baskind, Best, & Boyd, in press). The proposed study will add to this literature by employing a multi-dimensional definition of faculty scholarship appropriate to the discipline of theology.

### Summary

Significant quantitative research has been conducted to describe and explain faculty scholarship in non-theological disciplines. As a result of this research it has been possible to conclude that a relatively small number of scholars in the various disciplines are responsible for the majority of publications in their respective disciplines. It is also possible to conclude that while there are correlations between some individual and institutional variables in the rates of publications, no correlations have been sufficiently strong to claim explanatory power. In addition, workload studies have shown that faculty, in general, put a significant amount of hours per week, ranging from 50-55 hours, into professional activities. It has also been demonstrated that the percentages of time devoted



to particular professional activities varies among types of institutions. Finally, a variety of units of studies, samples, sampling methods, and methods of data analysis have been used to study scholarly work. Each of these research models is more or less appropriate given the particular purposes of the research being conducted.

The review of studies of non-theological scholarship also demonstrates that a range of definitions of scholarship have shaped research in the field. These definitions have included one dimensional definitions such as faculty publications and content analysis as opposed to the multi-dimensional definition proposed by Boyer.

The review of this literature also makes several things clear concerning the three previously stated questions facing theological institutions as they attempt to study the current state of theological scholarship. What is the nature of theological scholarship? How can theological scholarship be defined so that it can be evaluated? and, What methods can be employed to evaluate the scholarly work of theological faculties that do justice to both the nature of theological scholarship and the missions of particular theological schools?

It is clear from the review of the literature that theological scholarship has the same complex nature as that of other disciplines. Therefore, this study rejects a one dimensional definition of theological scholarship such as that implicit in publication output studies. Instead it uses a multi-dimensional definition adapted from Boyer's definition of scholarship. Instead of Boyer's discovery oriented scholarship and integration oriented scholarship, the current study will use Ogden's single term, originative scholarship. Ogden means by originative scholarship the process of questioning or inquiry that results

in new understanding and knowledge. This is a more apt definition of the nature of theological scholarship and how it works than Boyer's two distinct categories.

Theological scholarship, therefore, will be understood to include three dimensions: Originative scholarship, which will be understood to mean those processes of questioning and/or inquiry that result in new understanding and knowledge; applied scholarship, which will be understood to mean the application of theological understanding and knowledge to human problems and questions; and teaching oriented scholarship, which will be understood as planning for the instruction of others in theological knowledge and understanding.

The second question raised at the beginning of this review is how theological scholarship must be defined so that it can be evaluated. This question must be closely tied to the first and third questions, how theological scholarship can be understood in such a way as to do justice to both the nature of theological scholarship and the missions of particular theological schools. The operational definition of scholarship must allow the researcher to express the multi-dimensional character of scholarship and the multiple interests of faculty, institutions and institutional constituencies.

What is proposed, therefore, is a definition of faculty scholarship in which scholarship is quantified in terms of the primary resource of faculty time. Faculty time, like other resources available to educational institutions, is limited. The allocation of this limited resource to different activities is an expression of relative value placed upon the various activities by faculty, institutions, and institutional constituents. By evaluating the

way faculty time is allocated, and the ways faculty, institutions, and institutional constituents would prefer that the resource of time be allocated, is a measure of the congruence, or fit, between values and practice.

By applying this model to the study of theological faculty, an accurate description of current scholarly practice among theological faculties will be possible. This description will provide a useful foundation for constructing future research. The application of the model will also provide theological institutions with the means to evaluate the scholarly work of their faculties that is both multi-dimensional and sensitive to the missions and values of particular theological institutions. In addition, a model for the evaluation of faculty scholarship will be advanced that can be utilized in a variety of educational institutions.

## CHAPTER 3

### Methodology

This study explored three primary questions: What is the current practice of the faculties of the theological schools affiliated with the PC (USA)? What is the degree of fit between current practice and the practice preferred by the faculties, deans, and trustees of these schools? and, What is the degree of fit between practice as preferred by faculty, deans, and trustees? In addition, the study explored whether any variation exists within the faculty according to categorical variables.

This chapter will present the study's methodology including definitions, design, populations and sampling procedures, instrumentation, data analysis procedures, and the limitations of the study.

### Research Design

This is an empirical quantitative study. It is applied research in that it investigates practice in a particular field of practice, theological education. The study is descriptive and exploratory in purpose.

The study employs cross-sectional survey research procedures to answer the research questions (Borg & Gall, 1989, p. 418). Questionnaires are used to

obtain information about the demographics, behaviors, habits, and desires of three populations related to theological education in the Presbyterian Church (USA). This is an appropriate use of survey research procedures (Schumacher & McMillan, 1993, p. 279).

A survey requesting information about the current state of scholarly practice, the preferred state of scholarly practice, and demographic information was sent to three populations: faculties, deans, and trustees of the theological schools under investigation.

#### Populations and Sampling Procedures

The initial plan for the study was to send the survey instrument to all full-time faculty, the deans, and the trustees of the eleven Presbyterian (USA) related theological schools. This plan, however, had to be modified. One of the eleven schools is part of a consortium of theological schools and is not accredited by either ATS or a regional accrediting agency, criteria for inclusion in this study. It, therefore, was not included.

The presidents, or the equivalent in one case, were contacted and asked to cooperate with the study and to supply the mailing addresses of the trustees of the particular schools. Three presidents would not release the names and addresses of their trustees nor would they mail the survey instrument to the trustees, an option

chosen by a fourth school. The trustees from these three schools are not included in the study, but their deans and faculty are.

The ten schools affiliated with the PC(USA) included in this study are:

Austin Theological Seminary

Columbia Theological Seminary

Dubuque Theological Seminary<sup>1</sup>

Louisville Presbyterian Theological Seminary

McCormick Theological Seminary<sup>1</sup>

Pittsburgh Theological Seminary<sup>1</sup>

Presbyterian School of Christian Education

Princeton Theological Seminary

San Francisco Theological Seminary

Union Theological Seminary in Virginia

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<sup>1</sup> Trustees from these schools are not included in the study.

## Variables

### Dependents Variables

The following dependent variables and their definitions were stipulated for this study. The definitions are adaptations from Boyer (1991), Ogden (1987), and Glazer and Henry (1994).

#### I. Faculty Work

***Instruction*** -- actual instructional contact time, plus grading papers and course related student conferences related to a particular course taught by the particular faculty member. This would include activities such as lectures and seminar leadership. It would not include an informal presentation to a student group about a topic of popular interest.

***Service*** -- activities as member of, or on behalf of, the employing institution, the church, or the community at large. This would include activities such as serving on a task force to prepare a plan for care of candidates for ordination or serving as an interim minister. It would not include attendance at faculty meetings.

***Scholarship*** -- activities, processes, and procedures that contribute to knowledge and understanding in a faculty member's primary discipline. This would include activities such as preparation of scholarly papers, articles, books, and book reviews. It would include a theologian's service on a task force to write a new confession of faith or a director of placement's work on a new ministerial placement system. It would also include curriculum design and evaluation. It would not include making a presentation at a local church or community agency.

***Student advising*** -- time spent talking with students about other than specific course work. This would include activities such as conferring with students about vocational interests and plans. It would not include discussing questions about course assignments.

***Governance*** -- participation in policy-making and decision-making activities related to the employing institution. This would include activities such as participation at faculty meetings and service on faculty search committees. It would not include membership on a curriculum design committee.

***Other*** -- professional activities not included in any other defined category.

## 2. Scholarship

In this study, scholarship means the multidimensional activity by which knowledge and understanding in a faculty member's primary field of inquiry are obtained. The three dimensions are defined as:

***Originative scholarship*** -- those methods and practices of inquiry that result in new knowledge and understanding

***Applied scholarship*** -- those methods and practices by which the knowledge of one's primary field of inquiry is applied to particular problems, questions, or circumstances

***Teaching scholarship*** -- the consideration of pedagogical and instructional issues related to the organization and transmission of the knowledge and understanding of one's primary field of inquiry.

## Categorical Variables

***Gender***

***Race and ethnicity***

***Marital status***

***Number of dependent children living at home (faculty only)***

***Denomination***



*Ordination status*

*Year of ordination*

*Institution*

*Number of years in current role at current institution*

*Rank (faculty only)*

*Tenure status (faculty only)*

*Highest degree (faculty only)*

*Discipline of highest degree (faculty only)*

*Teaching discipline ((faculty only)*

*Year of highest degree (faculty only)*

*Institution granting highest degree (faculty only)*

#### Instrumentation

The survey instruments for this study were prepared by the researcher. The instruments are not intended for general use. The instrument is but a means to collect the data necessary for the current study.

A different survey instrument was prepared for each population in the study: the faculty, the deans, and the trustees. Each instrument had sections dealing with faculty practice and demographic information concerning the respondents, as noted in Appendices IV, VI, VIII.

An initial draft of the questionnaires was prepared. The faculty questionnaire was sent to a pilot group of eight faculty teaching at the Presbyterian School of Christian Education and Union Theological Seminary in Virginia. Included with the questionnaire was a form asking the recipients to evaluate the questionnaire as to the appropriateness of the questions, the clarity and meaningfulness of the constructs and definitions, and the format. In addition, the chair of the board of trustees at one of the theological schools was asked to fill out the questionnaire and comment on the same matters as the faculty. One dean was asked to do the same. The pilot group found the boxes provided for numerical data to small. They also recommended that the six categories of faculty work precede the three categories of scholarship in Parts I and II be retained.

The three instruments varied according to the population from whom information was sought. The faculty were asked to provide information about the current state of the practice and about the state of practice they would desire. They also were asked their opinions as to why there was a significant difference between their current practice and their preferred practice, if in fact they believed such a difference existed. The deans and trustees were asked only for the state of practice they desire. The demographic information sought also varied according to whether the respondent was a faculty member, a dean, or a trustee.

For each of the categories of faculty work respondents were allocated 100 points representing the total time (100%) given to faculty practice. The respondents were asked to divide the 100 points across the particular activities included under each category in a manner corresponding to the percentage of their total time given to that particular category. Additionally, the respondents were allocated 100 points representing the total time (100%) given to scholarship and asked to divide the 100 points across the three dimensions of scholarship, originaive, applied, and teaching.

#### Data Collection

An initial letter was sent to the presidents of the ten schools included in this study requesting their cooperation with the study. Included with the letter was a reponse card on which the presidents could indicate whether they would cooperate and whether they wanted an executive summary of the results. They were also asked to supply the names and addresses of their trustees.

Three presidents declined to provide the names and addresses of their trustees. A fourth president mailed from his office the first and second mailing to the trustees of that school but declined to send the third mailing.

The survey instrument with a letter of transmittal was mailed to all of the subjects in each of the three populations. At one week intervals two additional

follow up requests were made. The final request included another copy of the questionnaire.

Initially, it had been thought that if the response rate from the faculty or trustees from a particular school were less than 40%, data from that population would not be included in the statistical analyses. However, because no within-group comparisons of data were made, the response rates for particular schools was not a factor.

### Data Analysis

The data for this study is of two kinds. The first are the quantitative data collected from Part I of the survey instrument, the data about faculty practice. The second kind are categorical data collected from Part II of the survey instrument, the demographic information about the respondents. In addition, the faculty were provided an opportunity to state why they think there is a significant variation between their current and preferred practice, if in fact they think such a difference exists.

SPSS for Windows, release 6.1, was used to analyze the data in the study. Response rates were calculated for the total population, including faculty, deans, and trustees. They were also calculated for the populations of faculty, deans, and trustees. In addition, as part of the analysis four faculty from Union Theological

Seminary in Virginia were convened to review the research data. Their insights have been included in Chapter 5, Discussion.

The demographic features of faculty and trustee respondents were compared with known demographic information about the populations to determine whether there appeared to be a significant variation between the respondents and the true populations. This was done to address the question of the reliability of the data and how well the respondents data could be generalized to the true populations from which they came.

Mean responses for each of the dependent variables were calculated for the faculty, deans, and trustees. For the faculty this included current practice data and preferred practice data for each of the variables. For the deans and trustees it included only their preferences for faculty practice.

The current faculty practice data were compared with known data concerning the practice of faculty in other kinds of institutions. This was to determine whether there were any unique features to be found in the faculty practice of the faculties of the theological schools.

The mean data for the various populations were then compared to determine the degree of fit between current practice and practice preferred by deans and trustees; current practice and practice preferred by faculty; and practice preferred by faculty, deans, and trustees.

For the purpose of this study, fit is defined in two ways: statistical fit and practical fit. To determine statistical fit an analysis of variance was done to determine whether there was a statistically significant ( $p=.05$ ) difference between the mean data of the faculty, deans, and trustees. For the comparisons of the means for these three populations a one-way analysis of variance was conducted. For the comparison of current faculty practice and faculty practice preferred by faculty a paired sample T-test was used.

When the one-way analysis of variance found a between-group difference with a p-value equal to or less than .05, a Student-Newman-Keuls post hoc test of significance was performed to identify particular significant variations between pairs. This test defined statistical fit. If the Student-Newman-Keuls Test of significance did not identify a pair to be significantly different,  $p$  equal to or less than .05, the pairs are said to fit. If the test identifies a pair to be significantly different they are said not to fit statistically.

As part of the data analysis the percentages of time devoted to each category of faculty practice were converted into hours. This was done for each of the respondents. Mean hours were then calculated for each category of faculty practice. The times in hours were then inspected to determine how much variation existed between the mean hours for each population. If the difference in hours was less than 3 hours per week, the paired categories are said to fit practically. If the

difference, however, exceeded 3 hours they were said not to fit. The selection of 3 hours as the test of significance is arbitrary and is based upon a .5 hour or less difference per day over a six day workweek.

Finally, a within group analysis of current faculty practice and preferred faculty practice was made using ten categorical variables included in the demographic information supplied by the faculty. These variables, or factors, included gender, race and ethnicity, marital status, denomination, ordination status, institution, rank, tenure status, discipline of highest degree, and teaching discipline. These analyses were used to determine whether and to what extent there were significant variations within the faculty responses according to any of the ten factors.

#### Limitations of the Study

The proposed study is of the practices and preferences of particular populations. These populations include the faculties, deans, and trustees of theological schools affiliated with the Presbyterian Church(USA). A sufficient number of responses to the survey was received to calculate the means for the different populations and use them for descriptive purposes. In addition, they were sufficient to conduct the one-way analyses of variance and the paired sample T-tests. Comparison of key demographic features of the faculty and trustee

respondents with known features for each of the true populations suggests that there are no significant differences between respondents and the true populations. Therefore, the findings of this survey can be generalized to the total populations of faculties, deans, and trustees of the Presbyterian related theological schools. They cannot be generalized to divinity schools affiliated with universities or free-standing seminaries affiliated with other denominations or religious traditions.

The survey instrument used can be said to have construct validity for this study based upon the stipulated definitions used and the testing of the responses of the pilot studies. In addition, an analysis of the patterns of response supported this conclusion.

Only one faculty member who received the survey wrote to say that he or she could not use the practice and scholarship categories meaningfully. Two trustees did the same. Two (.017%) faculty left blank both the current practice and scholarship and preferred practice and scholarship questions indicating that they did not find the categories helpful. Twenty trustees (13%) left the preferred practice and scholarship questions blank. Trustees were not asked about current practice and scholarship.



## CHAPTER 4

### Data Analysis

This chapter reports the findings of the current study. The chapter is divided into five major sections. The first section addresses matters related to the survey responses. The second section reports the data analysis related to current faculty practice. This section includes a description of current faculty practice, an analysis of current faculty practice by categorical variables; and, a comparison of current faculty practice with the practice preferred by deans and trustees. The third section describes the results of the data analysis of practice preferred by the faculty. This section includes a description of practice preferred by the faculty; an analysis of the practice preferred by faculty by categorical variables; comparisons of the faculty's preferences compared with current practice; and, the practices preferred by deans and trustees. The fourth section analyzes the narrative information provided by the respondents concerning the differences between current and preferred practice. Each of these sections ends with a summary of the key findings of the data analyzed in that section. The final section is a summary of the chapter.

#### Survey Responses

##### Return Rates

A total of 517 surveys were mailed. A total of 274 (53.4%) were returned. By their respective roles, 90% (n=9) of the deans, 57.3% (n=118) of the Faculty, and 49.5% (n=149) of the trustees returned the surveys.

Only one of the ten deans did not return a survey. Faculty response rates by school range from a low of 44.4% to a high of 89.5% (the school where this writer is employed) with a mean of 61.76%. Trustee response rates by school range from a low of 43.5% (the school that chose not to send the third mailing that included a second copy of the survey with a cover letter urging response) to a high of 80% (the school where this writer is employed). The mean response rate for trustees by school is 64.51%, slightly higher than the mean response rate for faculty.

#### Comparison of Survey Respondents with the Populations From Which They Came

Neither the response rates nor the actual number of responses are significant in and of themselves. Because the entire populations of deans, faculty, and trustees were surveyed, the more important question for this study is how representative the respondents are of the total populations of deans, faculties, and trustees at the ten Presbyterian related theological schools. If the respondents do not vary significantly from the total populations of deans, faculty, and trustees, it is possible to infer that their responses are representative of the particular populations. If, however, there are significant variations in the demographic features of the respondents from the features of the total populations of which they are part, far greater caution would need to be exercised in generalizing from the sample populations to the universes.

Faculty. Appendices IX-XIII compare the demographic features of the faculty respondents to the populations of faculty reported by Welch in 1990. Welch's study included the total population of the faculty teaching at the Presbyterian related theological schools, as does this study. Because he achieved a response rate of 85% on Part I of his

survey, which included the demographic features of the faculties of the Presbyterian related schools, it can be inferred that Welch's respondents are representative of the true demographic features of the total population of faculty. To the extent that the features of the current respondents correspond with the features reported by Welch, the current respondents can be said to be representative of the total population of faculty.

There appear to be no significant differences between the two samples as to gender, race and ethnicity, ordination status, mean years of institutional service, and tenure status. For only one feature is a significant difference found: faculty rank. Table 9 displays the distribution of faculty by faculty rank for the two studies.

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Table 9 about here

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It is not surprising that the distribution of the faculty among the ranks of professor, associate professor, and assistant professor has changed in the seven years since the Welch study was reported. More important is the degree to which a difference between the respondents and the true population of faculty by rank would affect the outcome of the current study. Within-group analysis of faculty responses found that there are no significant differences between responses given by faculty according to their rank: assistant professors, associate professors, and professors. Therefore, it can be assumed that even if there were a significant difference between the distribution of faculty respondents by rank and the true population of the faculty, it would be of no consequence.

Table 9

Comparison of the Faculty Respondents to Faculty Population Reported by Welch (1990) by Rank

|                     | Faculty Respondents | Welch Study |
|---------------------|---------------------|-------------|
| Professor           | 46%                 | 56%         |
| Associate Professor | 29.8%               | 19%         |
| Assistant Professor | 14.0%               | 21%         |

For this reason, it is inferred that the responses of the faculty to the current study strongly approximate the responses of the total faculty population

Trustees. The question of how representative of the total population of trustees the trustee respondents are is more problematic. There are no studies of the trustees of the Presbyterian related theological schools comparable to the current one. However, demographic information supplied by the PC(USA) General Assembly's Office of Theological Education made it possible to compare four demographic features of these two populations.

The four demographic features for which comparisons could be made are: gender, race and ethnicity, denomination, and ordination status. Appendices XIV-XVII display these comparisons. Comparisons of the two populations for each of these four demographic features indicates that there are no significant differences between the two populations as to gender, race and ethnicity, denomination, or ordination status.

Therefore, it is inferred that the responses of the trustees to the current study strongly approximate the responses of the total trustee population.

Deans. Nine out of ten deans surveyed returned completed questionnaires. Based upon this 90% response rate it is inferred that the dean respondents are representative of the total population of deans.

### Summary

The fundamental question concerning the usefulness of the data included in this study is how well the respondent populations represent the true populations from which they came. Based upon the 90% return rate for deans, the comparisons of faculty

respondents with faculty respondents in a different study, and trustee respondents with known features of the trustee population, it is concluded that the respondents are representative of the populations from which they came. This makes it possible to generalize from the findings of the current study to the true populations of faculties, trustees, and deans of the theological schools related to the PC(USA).

#### Current Faculty Practice

Faculty work and scholarship are two dimensions of the more comprehensive term, faculty practice. Faculty work is operationalized in terms of seven variables: Workweek, Instruction, Scholarship, Service, Advising, Governance, and Other. Faculty Scholarship is operationalized by subdividing the category of faculty work, *Scholarship*, into three categories: originaive, applied, and teaching scholarship.

#### Current Faculty Work

The mean number of hours per week that faculty reported they work is 55. This number is comparable to hours worked per week reported by faculty in other kinds of academic institutions, Appendix XVIII. It is also comparable to data reported in over 100 previous studies on faculty workload (Fairweather, 1996, p. 25).

The categories of faculty work, Instruction, Scholarship, Service, Advising, and Other, are reported as percentages of hours per week worked. The mean percentages of time devoted to each of the variables that comprise faculty work and scholarship with the hours corresponding to the mean percentages of time are shown in Table 10.

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Table 10 about here

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Table 10

## Mean Percentages of Time and Equivalent Hours per Week Constituting Faculty Practice

|                    | Mean Percentages of Time | Mean Hours per Week |
|--------------------|--------------------------|---------------------|
| Work Week in Hours |                          | 55                  |
| Instruction        | 39%                      | 21.72               |
| Scholarship        | 22%                      | 11.78               |
| Originative        | (36%)                    | (4.75)              |
| Applied            | (29%)                    | (3.31)              |
| Teaching           | (35%)                    | (3.60)              |
| Service            | 12%                      | 6.61                |
| Advising           | 9%                       | 4.95                |
| Governance         | 14%                      | 7.75                |
| Other              | 4%                       | 1.95                |

The hours for each variable were calculated by multiplying the reported percentages by the hours per week reported for each faculty member. The hours for the three categories of scholarship were obtained by first calculating the hours spent on the broader category of scholarship and then multiplying that number by the percentages of time allotted to originative, applied, and teaching scholarship.

Table 11 compares the percentages of time faculty at the Presbyterian related theological schools devote to the several categories of activity constituting faculty work with the percentages of time faculty in other types of institutions devote to the same categories. The categories used in these tables are somewhat different from the ones employed in the current study in that the category of *Teaching* combines what this study means by instruction and advising. The category *Administration* is comparable to what this study means by governance. Comparing the distribution of time among these various types of schools clarifies whether and how the work of the faculties of the ten Presbyterian related theological schools differs from the work of faculties in other kinds of institutions.

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Table 11 about here

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From the table it is clear that there is a reciprocal relationship between the categories of teaching and scholarship. In those institutions where faculty spend a good deal of time teaching, liberal arts (68%), and comprehensive (64%), they spend



Table 11

Comparison of Faculty Work As Percentages of Time of PC(USA) Faculty Presbyterian with Work of Faculty in Other Types of Institutions

| Type of Institution                      | Teaching <sup>1</sup> | Scholarship | Administration <sup>2</sup> | Service |
|--|-----------------------|-------------|-----------------------------|---------|
| Presbyterian Related Theological Schools | 48%                   | 22%         | 14%                         | 12%     |
| Research                                 | 43%                   | 31. %       | 15%                         | 1.6%    |
| Doctoral                                 | 54%                   | 24%         | 13%                         | 2%      |
| Comprehensive                            | 64%                   | 13%         | 13%                         | 2%      |
| Liberal Arts                             | 68%                   | 11%         | 14%                         | 2%      |

James S. Fairweather (1996)

<sup>1</sup> The category of teaching combines the categories of instruction and advising in the current study.

<sup>2</sup> The category of administration is essentially the same as the category of governance in the current study.

correspondingly less time on research, 11% and 12% respectively. This reciprocity is true for doctoral institutions, where faculty spend slightly more than 50% of their time on teaching and a little over 20% of their time on scholarship. It also holds for Research institutions where the least amount of time is given to teaching (43%) and the greatest amount of time to Research (31%). This reciprocity is not as pronounced for the faculties at the Presbyterian theological schools.

### Summary

The mean number of hours the faculty at the PC(USA) theological schools reported working is 55 hours per week. They report approximately 48% of this time teaching. In the table there are only two types of institutions in which faculty spend less than 50% of their time teaching: research universities and Presbyterian theological schools. The amount of time faculty at the Presbyterian theological schools spend on scholarship (22%), however, is not nearly as high as it is at research universities (31%). The percentage of time theological faculties spend on research is closer to the mean percentage of time spent by faculty at doctoral institutions. The faculty at these institutions, however, spend more time teaching (54%) than do theological faculties (48%). Again, this is a departure from the pattern of reciprocity between teaching and scholarship noted in other kinds of institutions.

Another distinctive feature of the work of faculties at the Presbyterian related theological schools is the significantly larger percentage of time they spend on service related activities, 12%. The faculties of all other kinds of institutions report spending 2% or less on service related activities. If the amount of time that theological school faculties spent on service were reduced to the typical 2%, and the remaining 10% of time were

spent on service were reduced to the typical 2%, and the remaining 10% of time were spent on scholarship, the resulting distribution would be much more similar to the distribution of the faculties of Research institutions.

#### Current Faculty Practice by Categorical Variables

Within-group analyses were performed to determine whether there were statistically significant differences in the responses given by faculty according to ten factors: gender, race and ethnicity, marital status, denomination, ordination status, employing theological school, faculty rank, tenure status, discipline of highest earned degree, teaching discipline. Where the p-value of the between group comparisons of means is equal to or less than .05 the Student-Newman-Keuls post hoc test of means was performed. Only those paired means identified by this test are said to be significant, except in the case of factors with only two values. In these cases the determination of significant difference by the between group test is sufficient.

Statistically significant differences were found for five of the factors: gender, denomination, ordination status, employing institution, and tenure status. There is a significant difference in the percentage of time male and female faculty spend on instruction. Males report spending 38% of their time on instruction while females report spending 47%. Faculty who are members of Protestant denominations, other than the PC(USA) or other reformed bodies, report spending significantly more time (40%) on applied scholarship than members of the PC(USA). Ordained ministers and church officers reported spending significantly higher percentages of time on Teaching scholarship, 38% and 33% respectively, than did those who are not ordained ministers or

officers. Faculty at the Presbyterian School of Christian Education reported spending the highest percentage of time on Instruction than the faculties of any of the other schools (57%). In comparison with the faculty at Pittsburgh (29%), the difference was significant. The difference in the percentage of time spent on service was significantly different for tenured faculty (11%) and non-tenured faculty (15%). Both of these percentages, however, are much greater than for faculty in other kinds of institutions.

### Summary

These data are inconclusive. The analysis of the within group data show a significant difference in only 5 out of 100 possible combinations (5%). This barely exceeds chance occurrence. In addition, because no categorical variable was associated with more than one significant difference it is impossible to identify a pattern of interrelationship among the categorical and dependent variables.

It can be concluded, however, that there is consistency across categorical variables in the practice of the faculties of the Presbyterian related theological schools. This consistency is found in both the number of hours worked per week and the allocation of time over the various categories of faculty practice. Although there are some differences in sub-populations of faculty, faculty practice is remarkably homogeneous and stable across all ten factors.

Comparison of Current Faculty Practice with Practice Preferred by Deans and Trustees of the Presbyterian Related Theological Schools

For this study, the compared means of current faculty practice and practice preferred by deans and trustees are said to “fit” if they do not differ significantly.

“Significant difference” is defined both statistically and practically.

Statistically significant variation was determined by a one-way analysis of variance. Practical significance, for the purpose of this study, was defined as a difference of three or more hours per week (.5 hours per day for six days per week). This means that a pair of means might be statistically but not practically different.

Table 12 displays the mean measures of current faculty practice and practice preferred by deans and trustees. The measures are shown as percentages of time devoted to a particular category of activities, except for Workweek which is expressed in terms of hours per week. Statistically significant differences are indicated by superscripts. Table 13 displays the same means, but converts them to hours per week. Practical difference is also shown by superscripts.

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Table 12 about here

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Table 13 about here

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Table 12

Comparison of Mean Measures of Current Faculty Practice and Faculty Practice Preferred by Deans and Trustees

|                   | Current Faculty Practice    | Faculty Practice Preferred by Deans | Faculty Practice Preferred by Trustees |
|-------------------|-----------------------------|-------------------------------------|--|
| Workweek in hours | 55 <sup>a, &lt;b</sup>      | 48 <sup>a</sup>                     | 48 <sup>h</sup>                        |
| Instruction       | 39% <sup>&lt;b</sup>        | 42%                                 | 46% <sup>h</sup>                       |
| Scholarship       | 22%                         | 26%                                 | 22%                                    |
| Originative       | (36%)                       | (33%)                               | (30%)                                  |
| Applied           | (29%)                       | (29%)                               | (32%)                                  |
| Teaching          | (35%)                       | (38%)                               | (37%)                                  |
| Service           | 12% <sup>&gt;a, &lt;b</sup> | 7% <sup>a</sup>                     | 10% <sup>h</sup>                       |
| Advising          | 9% <sup>&lt;b</sup>         | 7%                                  | 11% <sup>h</sup>                       |
| Governance        | 14% <sup>&gt;b</sup>        | 17% <sup>&lt;h</sup>                | 8% <sup>h</sup>                        |
| Other             | 4%                          | 2%                                  | 3%                                     |

Superscript *a* = Deans' mean response

Superscript *b* = Trustees' mean response

> Statistically greater than

< Statistically less than

Table 13

Comparison of Mean Measures of Current Faculty Practice and Faculty Practice Preferred by Deans and Trustees in Hours Per Week

|                   | Current Faculty Practice  | Faculty Practice Preferred by Deans | Faculty Practice Preferred by Trustees |
|-------------------|---------------------------|-------------------------------------|--|
| Workweek in hours | 55 <sup>&gt;a.&gt;b</sup> | 48 <sup>a</sup>                     | 48 <sup>b</sup>                        |
| Instruction       | 22                        | 20                                  | 22                                     |
| Scholarship       | 12                        | 12                                  | 11                                     |
| Originative       | (5)                       | (4) <sup>1</sup>                    | (3) <sup>1</sup>                       |
| Applied           | (3)                       | (3) <sup>1</sup>                    | (3) <sup>1</sup>                       |
| Teaching          | (4)                       | (4) <sup>1</sup>                    | (4) <sup>1</sup>                       |
| Service           | 7 <sup>&gt;a</sup>        | 4 <sup>a</sup>                      | 5                                      |
| Advising          | 5                         | 3 <sup>&lt;b</sup>                  | 6 <sup>b</sup>                         |
| Governance        | 8 <sup>&gt;b</sup>        | 8 <sup>&gt;b</sup>                  | 4 <sup>b</sup>                         |
| Other             | 2                         | 1                                   | 1                                      |

Superscript *a* = Deans' mean response

Superscript *b* = Trustees' mean response

> Practically greater than

< Practically less than

The one-way analysis of variance identified the comparisons of the following categories of current faculty work and faculty work preferred by deans and trustees as

<sup>1</sup> Totals of sub-categories do not equal category because of rounding error.

The one-way analysis of variance identified the comparisons of the following categories of current faculty work and faculty work preferred by deans and trustees as fitting, that is, neither statistical or practical differences were found: Scholarship, Originative Scholarship, Applied Scholarship, Teaching Scholarship, and Other. The test also identified the comparisons of the following categories as not fitting: Workweek, Instruction, Service, Advising, and Governance.

The Student-Newman-Keuls test identified the following pairs of means as not fitting: Current Work Week (Faculty > Deans; Faculty > Trustees); Instructional Time (Faculty < Trustees); Current Service Time (Faculty > Deans; Faculty > Trustees); Advising Time (Faculty < Trustees); Governance (Faculty > Trustees; Deans > Trustees). Appendices XIX-XXI show the possible combinations of pairs, the mean reported values, and whether a statistically significant variance was found.

There is the least degree of fit between current faculty and the practice preferred by trustees, a lack of fit on 5 out of 10 categories. Trustees prefer faculty to work fewer hours, spend less time on service and governance, and spend more time on instruction and advising.

The comparison of current faculty practice with that preferred by deans identified only two areas where there was a lack of fit: workweek and service. The deans, as did the trustees, prefer faculty to work fewer hours per week and to spend less time on service.

There was only one area where the preferences of the deans and trustees did not fit: Governance. The deans prefer that faculty spend a greater percentage of time on governance than do trustees.



Appendices XXII-XXIV display the same comparison of means and fit as Appendices XIX-XXI, but in terms of hours per week. These tables show the degree of practical fit between compared means. Tables 14, 15, 16 combine the data concerning both statistical and practical fit.

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Table 14 about here

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Table 15 about here

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Table 16 about here

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There is far greater fit between current practice and practice preferred by trustees from the perspective of practical fit than from the perspective of statistical fit. Statistically there is not a fit between current practice and trustee preferences concerning Workweek, Instruction, Service, Advising, and Governance. When these differences are considered in terms of hours they are found to be less significant, amounting to less than three hours of difference per six day workweek. The difference between the hours per week worked remains significant at the practical level, 55 hours for current practice compared to 48

Table 14

Statistical and Practical Fit Between Current Faculty Practice and Practice Preferred by Deans

|                   | Statistical Fit | Practical Fit |
|-------------------|-----------------|---------------|
| Workweek in Hours | No              | No            |
| Instruction       | Yes             | Yes           |
| Scholarship       | Yes             | Yes           |
| Originative       | Yes             | Yes           |
| Applied           | Yes             | Yes           |
| Teaching          | Yes             | Yes           |
| Service           | No              | No            |
| Advising          | Yes             | Yes           |
| Governance        | Yes             | Yes           |
| Other             | Yes             | Yes           |

Table 15  
 Statistical and Practical Fit Between Current Faculty Practice and Practice Preferred by Trustees

|                   | Statistical Fit | Practical Fit |
|-------------------|-----------------|---------------|
| Workweek in Hours | No              | No            |
| Instruction       | No              | Yes           |
| Scholarship       | Yes             | Yes           |
| Originative       | Yes             | Yes           |
| Applied           | Yes             | Yes           |
| Teaching          | Yes             | Yes           |
| Service           | No              | Yes           |
| Advising          | No              | Yes           |
| Governance        | No              | No            |
| Other             | Yes             | Yes           |

Table 16

## Statistical and Practical Fit Between Practice Preferred by Deans and Trustees

|                   | Statistical Fit | Practical Fit |
|-------------------|-----------------|---------------|
| Workweek in Hours | Yes             | Yes           |
| Instruction       | Yes             | Yes           |
| Scholarship       | Yes             | Yes           |
| Originative       | Yes             | Yes           |
| Applied           | Yes             | Yes           |
| Teaching          | Yes             | Yes           |
| Service           | Yes             | Yes           |
| Advising          | No              | No            |
| Governance        | No              | No            |
| Other             | Yes             | Yes           |

hours preferred by the trustees. The difference between time currently spent on governance, 8 hours, is significantly more than the 4 hours trustees prefer faculty to spend on governance. The differences between practice and trustee preference for instruction, service, and advising become less significant (less than three hours per six day workweek) when considered from the perspective of the actual time the differences represent, no difference in instruction, -2 hours difference per week in service, and 1 hour per week in advising.

For comparisons between current practice and practice preferred by deans there is no difference in the degree of statistical and practical fit. Likewise, there is no difference between the degree of statistical and practical fit for any comparison of practice preferred by deans and practice preferred by trustees.

The reason for the disparity between statistical fit and practical fit between current practice and practice preferred by trustees is the result of the significantly lower workweek in hours that the trustees prefer. The trustees prefer faculty to spend 46% of their time on instruction and the faculty currently spend 42% of their time on instruction. To convert current practice into equivalent hours, 42% is multiplied by 55 hours, the mean number of hours faculty report working. To convert the practice preferred by trustees to the equivalent number of hours, 46% is multiplied by 48 hours per week, the mean number of hours the trustees say they prefer faculty work. The product of both of these operations is 22 hours per week.

## Summary

There is less fit between trustee preferences and current faculty practice than between dean preferences and current faculty practice. A pattern of the differences between current faculty practice and practice preferred by trustees is apparent. Trustees want faculty to spend a larger percentage of their time on activities involving student contact, instruction and advising, than faculty currently do. In order to find time for this increased student contact time, trustees would have faculty spend less time on service and governance related activities.

What this means is that the percentages assigned to each category by the trustees represents a relative value weight. The statistical fit is a measure of the fit between the relative value placed on various categories of faculty practice with actual faculty practice. Interestingly, when considered in terms of hours, there is no category for which the trustees prefer faculty to work more hours per week. In fact, for the categories of workweek and governance the trustee means are significantly less than what the faculty report they are working.

### Practice Preferred by Faculty

#### Comparison of Current Practice with Practice Preferred by Faculty

In addition to current faculty practice, faculty were also asked to state how they would prefer to allocate their time to the categories of faculty work and scholarship. The reported current and preferred mean percentages of time for each category were compared using the paired sample T-test. This test revealed statistically significant

Workweek, Scholarship, Originative Scholarship, Teaching Scholarship, Service, Advising, and Governance. Significance is defined here as a 2-tailed significance equal to or less than .05. The statistically significant differences are displayed in Table 17.

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Table 17 about here

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Table 18 shows the comparison of the preferred practice of theological faculties with the current practices of faculties of other types of institutions.

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Table 18 about here

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Clearly, the preferences of the faculties at the Presbyterian related theological schools move them more in line with the faculties at Research institutions. They also demonstrate the reciprocity between the percentage of time spent on teaching and the percentage of time spent on scholarship: as one goes up the other goes down. It is significant, however, that the theological faculties would reduce the percentage of time spent on service by only 1%, this in spite of the fact that the percentage of time they would still be devoting to service would be 9% higher than the faculty of any other type of institution. Where the theological faculties would take the time for increasing the percentage of time they could devote to scholarship is from administration. They would apparently assume that this commitment of time is an imposition. That the faculty make a similarly high commitment to service as a preference is a remarkable statement of a shared

Table 17

Comparison of Statistically Significant Differences Between Current Practice and Practice Preferred by Faculty <sup>1</sup>

|                    | Current Faculty Work and Scholarship | Preferred Faculty Work and Scholarship |
|--------------------|--------------------------------------|--|
| Work Week in Hours | 55                                   | 48                                     |
| Scholarship        | 22%                                  | 33%                                    |
| Originative        | (36%)                                | (43%)                                  |
| Teaching           | (35%)                                | (28%)                                  |
| Service            | 12%                                  | 11%                                    |
| Advising           | 9%                                   | 8%                                     |
| Governance         | 14%                                  | 7%                                     |

<sup>1</sup> Only the categories of faculty practice where significant differences were found are shown. For this reason column total do not equal 100%.



Table 18

Comparison of Current and Preferred Faculty Practice of PC(USA) Faculty as Percentages of Time with Work of Faculty in Other Types of Institutions

| Type of Institution   | Teaching <sup>3</sup> | Scholarship | Administration <sup>4</sup> | Service |
|---|-----------------------|-------------|-----------------------------|---------|
| Practice preferred by Faculty at Presbyterian Related Theological Schools | 45%                   | 33%         | 7%                          | 11%     |
| Current Practice of Faculty at Presbyterian Related Theological Schools   | 48%                   | 22%         | 14%                         | 12%     |
| Current Practice at Research Universities                                 | 43%                   | 31. %       | 15%                         | 1.6%    |
| Current Practice at Doctoral Institutions                                 | 54%                   | 24%         | 13%                         | 2%      |
| Current Practice at Comprehensive Universities                            | 64%                   | 13%         | 13%                         | 2%      |
| Current Practice at Liberal Arts Institutions                             | 68%                   | 11%         | 14%                         | 2%      |

<sup>3</sup> The category of teaching combines the categories of instruction and advising in the current study.

<sup>4</sup> The category of administration is essentially the same as the category of governance in the current study.

commitment to service. A second thing that is learned from these comparisons is that faculty would prefer spending a lot less time on administrative activities. Where they would reduce teaching by 3 percentage points and service by 1 percentage point, they would reduce administrative activities by 7 points, a 50% reduction. A comparison of current practice with preferred practice in terms of hours per week makes this even more apparent. Table 19 shows this comparison.

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 Table 19 about here  
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These comparisons make several things clear. First, faculties at the Presbyterian related schools are committed to service. This is clear because current practice and preferred practice differ by only one percentage point. If the relative high percentage of time faculty spent on service related activities only appeared in current practice, it could be concluded that service related activities were being imposed upon the faculty. But because faculty preferences only reduce service related activities by 1%, it may be assumed that faculty, for whatever reason, are committed to service. Of the seven categories where there is a statistically significant difference between current and preferred practice, only four are significantly different at the practical level (defined as a difference of 3 hours per week): Workweek, a difference of 4 hours, Scholarship, a difference of 4 hours, Originative scholarship, a difference of 3 hours, and governance, a difference of 4 hours. What this means is that in order to spend more time on scholarship, faculty would take the time primarily from governance related activities and from comparatively minor

Table 19

Comparison of Statistically Significant Differences Between Current and Preferred Faculty Practice Reported by Faculty in Hours <sup>1</sup>

|                    | Current Faculty Work and Scholarship | Preferred Faculty Work and Scholarship |
|--------------------|--------------------------------------|--|
| Work Week in Hours | 55                                   | 48                                     |
| Scholarship        | 12                                   | 16                                     |
| Originative        | (5)                                  | (8)                                    |
| Teaching           | (4)                                  | (4)                                    |
| Service            | 7                                    | 5                                      |
| Advising           | 5                                    | 4                                      |
| Governance         | 8                                    | 4                                      |

<sup>1</sup> Only the categories of faculty practice where significant differences were found are displayed. For this reason column totals do not equal 100%.

reductions in other categories of work.

### Summary

The comparison of current faculty practice with the practice the faculty would prefer makes five things clear. Faculty would like to work fewer hours per week than they are currently working. The faculty of the Presbyterian-related theological schools prefer to structure their time similar to the way the faculty at research institutions do. The faculty would maintain a level of commitment to service far in excess of that of faculty at any other type of institution. The commitment of time to service related activities is self-directed by the faculty, not imposed by deans or trustees. The faculty would significantly reduce the amount of time spent on governance-related activities.

### Analysis of Practice Preferred by Faculty by Categorical Variables

When analyzed by the factors of gender, race and ethnicity, marital status, denomination, ordination status, employing institution, faculty rank, tenure status, discipline of highest earned degree, and teaching discipline, statistically significant differences were found in 6 factors: gender, race and ethnicity, ordination status, tenure status, degree discipline, and teaching discipline.

By gender, female faculty preferred to spend a smaller percentage of their time advising (6%) than do male faculty (9%). By ordination status, faculty who are ordained ministers prefer to spend significantly more time on teaching scholarship (30%) than do faculty who are neither ordained ministers nor church officers (16%). When considered in terms of the discipline of their highest degree, faculty who hold degrees in history prefer to

spend the least time in service related activities (7%) and significantly less than faculty whose degrees are in fields of practical ministerial studies.

Four significant differences were found when analyzed in terms of teaching disciplines: Originative Scholarship, Teaching Scholarship, Service, and Advising. Again, those faculty who teach in the field of history prefer to spend significantly more time on Originative Scholarship (68%) than do faculty teaching in the disciplines of Bible (42%), Theology (47%), Pastoral Care (36%), Education (25%), and Other (30%). The history faculty prefer to spend the less time on teaching scholarship (13%) than faculty in any of the other disciplines, and the differences are significant when compared with the disciplines of pastoral care (35%) and Education (46%).

The faculty who teach in the areas of Professional Ministry studies prefer to commit a significantly higher percentage of their time (40%) to service related activities than do faculty teaching in any other discipline. This raises the question of whether the high level of commitment to service expressed by the faculties at the Presbyterian theological schools is the result of the preference of faculty teaching professional ministry courses. This does not seem to be the case. Faculty teaching in the disciplines of Bible (10%), Theology (12%), Ethics (13%), Preaching (15%), Pastoral Care (10%), Communications (10%), and Other (10%), are all within several percentage points of the mean, (11%). Only Education (9%) and History (7%) are below 10%. None is as low as the 2% average for faculty teaching in other types of institutions.

Significant differences were found in the categories of Advising time when considered by the factor of teaching discipline. Faculty teaching in the field of

communications preferred to spend the most time in advising (20%). This amount was significantly different from faculty teaching in History (6%), and Bible (7%). The next highest preferred amount of time for advising (13%) was by faculty teaching in pastoral care. The amount of time they preferred spending advising is significantly higher than the percentages preferred by faculty teaching in history (6%), Bible (7%), and Theology (8%).

### Summary

The analysis of practice preferred by faculty by ten categorical variables such as gender, race and ethnicity, and faculty rank reveals within group variation for six factors: gender, race and ethnicity, ordination status, tenure status, degree discipline, and teaching discipline. This is one more than was found in the analysis of current practice by the same variables. Three of the six variables where a significant difference appears are the same for current practice and preferred practice: gender, ordination status, and tenure status. Variables for which differences were found in the within group analysis of current practice that did not appear in the analysis of preferred practice are denomination and employing institution. Variables for which differences were found in the analysis of preferred practice that were not found in the analysis of current practice include: race and ethnicity, degree discipline, and teaching discipline.

Based upon a comparison of the analysis of preferred practice and current practice by categorical variables it can be concluded that denomination and employing institutions are related to current practice. This conclusion is based upon the assumption that if a factor is not related to preferred practice, but is related to current practice, the variable must be influencing current practice.

In addition, several conclusions can be drawn as a result of the analysis of the within group variation of preferred practice. More variation is associated with a faculty member's teaching discipline (4 differences) than any other variable. Differences were found in the categories of originaive scholarship, teaching scholarship, service, and advising. In this analysis it was found that faculty teaching in history prefer to spend the greatest amount of time on originaive scholarship and the least amount of time on service related activities of all the teaching disciplines. Not surprisingly, the faculty teaching in professional ministry courses show the greatest preference for service related activities. Still significant, however, is the fact that across all the categorical variables, faculty teaching in PC(USA) theological schools show a strong commitment and willingness to engage in service related activities.

#### Comparison of Practice Preferred by Faculty

#### With Practices Preferred by Deans and Trustees of the Presbyterian Related Theological Schools

In this section the practice preferred by faculty are compared with the practice preferred by deans and trustees. The purpose for making these comparisons is to determine the degree of fit between these preferences. More specifically, it is to determine whether faculty preferences move faculty closer to the practice preferred by deans and trustees. Fit will be determined in the same way as it was determined in the comparison of current practice with the practice preferred by deans and trustees, by determination of statistical fit and practical fit.

Table 20 displays the mean measures of practice preferred by faculty, deans, and trustees. Statistically significant differences are indicated in superscript. Table 21 displays the same information with percentages of time converted to hours. Appendix XXV displays the mean measures of practice preferred by faculty and deans with fit. Appendix XVI displays the mean measures of practice preferred by faculty and trustees. Appendices XXVII and XXVIII show the same data in hours per week.

The Student-Newman-Keuls test for significance found that practice preferred by faculty and practice preferred by deans fit on all but two activities: scholarship (faculty > deans) and governance (faculty < deans). These differences are significant at the practical level as well as the statistical level. Tables 22 and 23 show statistical and practical fit for the comparisons of faculty preferences and the preferences of deans and trustees.

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 Table 20 about here

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 Table 21 about here

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 Table 22 about here

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 Table 23 about here

There are two significant differences between the preferences of faculty and the preferences of deans. This is the same number of significant differences as in the



Table 20

Comparison of Mean Measures of Practice Preferred by Faculty, Deans, and Trustees

|                      | Practice Preferred<br>by Faculty | Faculty Practice<br>Preferred by<br>Deans | Faculty Practice<br>Preferred by<br>Trustees |
|----------------------|----------------------------------|---|--|
| Workweek in<br>hours | 48                               | 48  | 48   |
| Instruction          | 37% <sup>a, b</sup>              | 42%                                       | 46% <sup>b</sup>                             |
| Scholarship          | 33% <sup>&gt; a, b</sup>         | 26% <sup>a</sup>                          | 22% <sup>b</sup>                             |
| Originative          | (43%) <sup>b</sup>               | (33%)                                     | (30%) <sup>b</sup>                           |
| Applied              | (27%)                            | (29%)                                     | (32%)  |
| Teaching             | (28%) <sup>&lt; b</sup>          | (38%)                                     | (37%) <sup>b</sup>                           |
| Service              | 11%                              | 7%  | 10%  |
| Advising             | 8% <sup>&lt; b</sup>             | 7%  | 11% <sup>b</sup>                             |
| Governance           | 7% <sup>&lt; a</sup>             | 17% <sup>a, b</sup>                       | 8% <sup>b</sup>                              |
| Other                | 4%                               | 2%  | 3%   |

Superscript *a* = Deans' mean responseSuperscript *b* = Trustees' mean response

&gt; Statistically greater than

&lt; Statistically less than

Table 21

Comparison of Mean Measures of Practice Preferred by Faculty, Deans, and Trustees in Hours

|                   | Practice Preferred by Faculty | Faculty Practice Preferred by Deans | Faculty Practice Preferred by Trustees |
|-------------------|-------------------------------|-------------------------------------|--|
| Workweek in hours | 48                            | 48                                  | 48                                     |
| Instruction       | 18                            | 20                                  | 22                                     |
| Scholarship       | 16 <sup>a, b</sup>            | 12 <sup>a</sup>                     | 11 <sup>b</sup>                        |
| Originalive       | (8) <sup>a, b</sup>           | (4) <sup>1 a</sup>                  | (3) <sup>1 b</sup>                     |
| Applied           | (4)                           | (3) <sup>1</sup>                    | (3) <sup>1</sup>                       |
| Teaching          | (4)                           | (4) <sup>1</sup>                    | (4) <sup>1</sup>                       |
| Service           | 5                             | 4                                   | 5                                      |
| Advising          | 4                             | 3 <sup>b</sup>                      | 6 <sup>b</sup>                         |
| Governance        | 4 <sup>a</sup>                | 8 <sup>a</sup>                      | 4 <sup>a</sup>                         |
| Other             | 2                             | 1                                   | 1                                      |

Superscript **a** = Deans' mean response

Superscript **b** = Trustees' mean response

> Practically greater than

< Practically less than

<sup>1</sup> Totals of sub-categories do not equal category because of rounding error.

Table 22

## Statistical and Practical Fit Between Practice Preferences of Faculty and Deans

|                   | Statistical Fit | Practical Fit |
|-------------------|-----------------|---------------|
| Workweek in Hours | Yes             | Yes           |
| Instruction       | Yes             | Yes           |
| Scholarship       | No              | No            |
| Originative       | Yes             | No            |
| Applied           | Yes             | Yes           |
| Teaching          | Yes             | Yes           |
| Service           | Yes             | Yes           |
| Advising          | Yes             | Yes           |
| Governance        | No              | No            |
| Other             | Yes             | Yes           |

Table 23  
 Statistical and Practical Fit Between Practice Preferred by Faculty and Trustees

|                   | Statistical Fit | Practical Fit |
|-------------------|-----------------|---------------|
| Workweek in Hours | Yes             | Yes           |
| Instruction       | No              | No            |
| Scholarship       | No              | No            |
| Originative       | No              | No            |
| Applied           | Yes             | Yes           |
| Teaching          | No              | Yes           |
| Service           | Yes             | Yes           |
| Advising          | No              | Yes           |
| Governance        | Yes             | Yes           |
| Other             | Yes             | Yes           |

comparison of current practice and practice preferred by deans. The workweek difference that appears in the comparison of current practice and practice preferred by deans disappears. The difference remains in the category of service. A new significant differences, however, appear in the categories of scholarship and governance. Faculty prefer to spend 33% of their time engaged in scholarship while deans prefer that they spend 26% of their time in scholarship related activities. Faculty would also like to spend 7% of their time in governance while deans would prefer 17%. The net effect, therefore, is that the degree of fit remains the same while the categories of fit change.

The one-way analysis of variance of practice preferred by faculty and practice preferred by trustees shows that there is a lack of fit on five out of ten categories of categories of faculty practice. This is the same number of differences found in the comparison of current faculty practice and practice preferred by trustees. Again, however, there are changes in the categories that fit and do not fit. The differences in workweek, service, and governance disappear. The differences in advising and instruction remain. While the differences in these categories disappear or remain the same, three new differences appear: scholarship (faculty > trustees), originative scholarship (faculty > trustees), and teaching scholarship (faculty < trustees). What this means is that when faculty preferences are compared with the preferences of trustees, the concern of the faculty for time for scholarship and the trustees' commitment to faculty teaching come into greater conflict.

## Summary

Significant conflict is shown to exist between the faculty's preference for time for scholarship and the trustees preference for student oriented activities, instruction, teaching scholarship, and advising. Again, the fit between faculty and deans is better than the fit between faculty and trustees. Deans, however, prefer faculty to spend more time on governance related activities than either faculty or trustees prefer.

Compared to the percentage of time given by faculty to service related activities, faculty, deans, and trustees prefer that faculty spend a remarkably large percentage of their time on service related activities: faculty, 11%, deans 7%, and trustees 10%. This commitment to service is a distinguishing feature of the practice of faculties at the ten PC(USA) related theological schools.

### Analysis of Narrative Information About Differences

#### Between Current and Preferred Faculty Practice

Of the 89 full-time tenure track faculty at the rank of Assistant Professor and Above, 32 completed the narrative section of the questionnaire. This section gave faculty a chance explain the difference they perceived between their current practice and the practice they would prefer. Appendix XXIX contains a verbatim report of these comments.

Of the narrative responses given, 16 expressed concern that governance related activities consume too much time. In the words of one faculty respondent, "Committee work engulfs my work week so that scholarship is severely limited." In the words of another, "Our seminary, especially because it is small, demands a great deal from us in

terms of governance. I would prefer spending less time in this area and more on scholarship.” A third wrote, “We are supposed to have only 1 committee. In reality, however, we do a lot more. I was on 4 committees last year - 1 appointed, 1 elected, 1 ad hoc, 1 search! . . . I would prefer a lot more time for research.”

These narrative comments support the statistical data reported: faculty would prefer spending significantly less time on governance related activities than they currently do. They believe that what suffers as a result of what they perceive as spending too much time on governance is scholarship. Faculty also expressed the concern that scholarship was not sufficiently valued at their institutions. “My institution does not understand [the] importance of originative scholarship in a theological seminary.”

Nine respondents expressed a deep concern for their role as teachers. “I would like to see more consistent person-to-person mentoring with students to facilitate their spiritual and academic development for ministry,” wrote one. Another wrote, “I would prefer to use less time in class preparation and oversight, but the needs of students in our day . . . demand otherwise.” In addition, faculty indicated that their commitment to developing new courses occupied a great deal of time. Another faculty member simply pleaded for “more balance between teaching and research in order to serve student/curricular needs with more depth ultimately, and, since we are an academy of the church, to serve more fully the church’s need for scholarly output.”

Institutional issues that impinge upon faculty time were mentioned by several. “Our institution is administratively heavy, largely due, I think, to relatively poor organization to over use of ‘common consent’ as a rule for decision making, and to

making issues over-large.” Another wrote, “There is not nearly enough time for scholarship here. The primary reason for this is faculty salaries. The school does not pay enough (at least at the assistant faculty level) to afford to live even quite modestly . . . . Hence it requires one to take on far too much ‘optional’ teaching (summer courses, teaching in churches, and the like) to pay one’s bills.”

### Summary

The narrative responses to the question of why there was a significant difference between current practice and the practice preferred by faculty support the statistical data. Faculty feel that too much of their time is spent on governance related activities. This they believe compromises scholarship first and foremost. Interestingly, not a single response indicated a concern about expectations or commitments related to service activities.

The narrative responses also indicate that faculty do not wish to gain greater time for scholarship at the cost of teaching or their students. In fact, there is an indication that they prefer to work extra hours to allow time for scholarship than to compromise their teaching. As one faculty member put it, “If I taught less, I’d be able to continue research (not so much for teaching) and service and not have to work 50 hours or more with few holidays, if any, in order to do all three.”

### Chapter Summary

The analysis of the data gathered by means of the survey of faculty, deans, and trustees points to several conclusions. First, the mean number of hours faculty report work (55 hours per week) is consistent with the amount of time reported by faculty in



other types of educational institutions. Fairweather (1996) points out that his figure is consistent over some 100 studies of faculty time.

Another conclusion that can be reached is that there are a couple of features to distinguish the way the faculties at the PC(USA) schools allocate their time. First, the reciprocity between time given to scholarship and time given to teaching does not seem to hold true for the theological faculties surveyed. In other institutions an increase in teaching is consistently followed by a decrease in the amount of time spent on research or scholarship. The reverse is also true. The theological faculties report spending less time teaching than all but faculty at research universities. They do not, however, spend a correspondingly large amount of time on research and scholarship. Instead, they seem to spend the time gained from a smaller percentage of time being given to teaching and scholarship on service-related activities.

This combination of features, a smaller percentage of time given to teaching without a correspondingly higher percentage of time given to scholarship coupled with a comparatively large percentage of time given to service, is the distinctive feature of the practice of the faculties of the PC(USA) theological schools.

When current faculty practice is compared with the practices preferred by deans and trustees of the PC(USA) theological schools, a number of things become clear. First, there is less fit between faculty practice and the preferences of trustees (significant difference on 5 out of 10 categories) than between faculty practice and deans (significant difference on 2 out of 10 categories). The remarkable thing about this lack of fit, however, is that although the percentage of times were significantly different, the actual

hours devoted to each category did not vary widely, and where they did, faculty were working more hours than the preferences stated by deans or trustees.

The reason for this apparent contradiction is that faculty work far more hours per week than the preferences stated by deans and trustees. This means that when a percentage of the larger number of hours that faculty report working is converted to hours the apparent difference disappears. A clear example of this can be seen in the comparison of current practice and trustee preferences regarding instruction. The faculty report spending 39% of their time on instruction. The trustees prefer that faculty spend 46% of their time on instruction. This appears to be a significant difference. But when 39% of 55 hours is computed it comes to 22 hours per week. Also, when 46% of the 48 hours trustees say they prefer faculty work the product is the same, 22 hours per week. What this means is that faculty and trustees are in agreement about how much time needs to be given to the various categories of faculty work. But trustees are either not willing or do not understand the total effect of these conflicting demands upon the total hours faculty work. In short, faculty are getting the job done by working much longer hours than either the deans or trustees prefer they work.

The true differences between faculty work and the preferences of deans and trustees can be seen when faculty preferences are considered. When this is done, the same degree of difference is found (5 categories out of 10), but the categories and the direction of the differences change.

In the matter of current practice, deans and trustees wanted faculty to work fewer hours and to give smaller percentages of time to a number of categories. Consideration of faculty preferences alters this relationship dramatically. First, faculty prefer to work fewer

faculty preferences alters this relationship dramatically. First, faculty prefer to work fewer hours, 48 hours per week instead of 55. The effect of this is that the comparisons of percentages become constant: that is, there is a one to one relationship between a percentage point change in faculty, dean, and trustee preferences.

As a result, the comparisons of difference reveal actual differences. What is found, then, is that there is a conflict between the values of faculty and trustees over the value of scholarship and teaching. Thus, the reciprocal relationship between these two become apparent, as it is for faculties at other institutions. Faculty want more time for scholarship, particularly originaive scholarship. Trustees want faculty to devote more time to student focused activities such as instruction, teaching scholarship, and advising. Also, when faculty preference is compared to the preferences of deans, the stark disparity between what the deans want in terms of faculty involvement in governance and what the faculty want to give becomes apparent.

What this means is that there are very real differences in the values placed on the categories of faculty work by faculty, deans, and trustees. These differences are not obvious when current practice is considered because faculty are working long hours to meet the various and conflicting expectations. The conflicts become apparent, however, when faculty preferences are taken into account.

Finally, there are several findings shown by the within group analysis of current faculty practice and practice preferred by the faculty across categorical variables such as gender, race and ethnicity, and rank. First, the employing school and the denomination of the faculty member do have a relationship to current practice, that is what faculty do as opposed to what they would prefer to do. Second, more significant differences are

opposed to what they would prefer to do. Second, more significant differences are associated with a faculty member's teaching discipline than any other variable. Finally, the commitment and willingness of faculty teaching at PC(USA) theological schools to be engaged in service-related activities is demonstrated across categorical variables. This indicates that such commitment is not limited to any particular sub-set of faculty members, but is characteristic of the total population of faculty.

## CHAPTER 5

### Discussion and Recommendation

This chapter incorporates the insights of a panel that included the dean and members of the faculty at Union Theological Seminary in Virginia. This group reviewed and discussed the data analysis presented in Chapter 4 and its implications for planning and assessment in theological schools. In addition, this chapter will identify several areas for further research.

Three questions guided this research project: What is the current state of faculty practice in the ten theological schools affiliated with the PC(USA)? What is the degree of fit between the faculties' current practice and the practices preferred by the faculties, deans, and trustees of the PC(USA) related schools? and, Are there any significant within group differences in current faculty practice or practice preferred by faculty when considered by categorical variables such as gender, race and ethnicity, and rank? Underlying these three questions is a prior question: what issues do theological schools face in the area of faculty work as they move to comply with ATS and regional accrediting agency requirements for strategic planning and institutional assessment?

#### Current Faculty Practice

From the data and there analysis it is possible to draw several conclusions

about current faculty practice. First, the categories of faculty work employed in this study (workweek, instruction, scholarship, service, advising, governance and other) have meaning across the populations surveyed, faculties, deans, and trustees. Furthermore, the division of the scholarship category into three sub-division, originative, applied, and teaching, also was meaningful and provided additional information about the nature of the scholarly work of theological faculties.

The mean amount of time the faculties of the PC(USA) theological schools devote to their work is comparable with faculties in other types of institutions of higher learning and it is substantial (an average of 55 hours per week). The way time is allocated, on average, to various aspects of faculty work is distinctive in a number of ways. When compared to faculty teaching in other types of institutions, the amount of time the PC(USA) faculties spend on instruction is relatively small, second only to the amount of time the faculties in research universities spend on instruction. The reason for this is not clear. It, however, could be related to the size and nature of theological schools. The theological schools of the PC(USA) are relatively small. The theological disciplines, however, are highly specialized and include such sub-specialties as Old Testament, New Testament, American Church History, Early Church and European Church History, Ethics, Theology, Preaching, Education, and Pastoral Care. The core program of each of the

PC(USA) seminaries is the Master of Divinity program, a three year program that requires study in each of the above mentioned areas. This means that a relatively large number of faculty teach few courses in numerous areas in a relatively small period of time. This necessarily reduces the number of course that can be taught by any one faculty member. This, of itself, may be a significant factor in the relatively small percentage of time devoted to instruction by the PC(USA) faculty.

Another distinctive feature of current faculty practice is that the reciprocal relationship that exists between instructional time and research time for the faculties of other types of institutions does not appear to be true for the theological faculties. For faculty in other types of institutions, large percentages of time given to teaching correspond to proportionally smaller percentages of time being given to scholarship. The obverse is also true. This is not the case for the faculties of the theological schools. Although they devote the second smallest percentage of time to instruction, the percentage of time given to scholarship is smaller than that given by research universities and doctoral institutions. It is the exceeds only year only liberal arts colleges and comprehensive universities. Where does the time gained from the relatively small percentage of time given to instruction? It goes to service.

The most significant feature of the way the PC(USA) faculty allocate their time is the high percentage of time they give to service (12%). Of the faculties of

the other types of institutions for which figures were available, the next largest percentage of time given to service was 2%.

Caution, however, should be exercised in interpreting exactly what this difference means. It is not clear from the research exactly what the faculties of these theological schools mean when they speak of service. Welch (1990) reports that “faculty activities outside their institutions are almost entirely concentrated in the ecclesiastical word” (p. 7). This provides some insight into the nature of the service that theological faculties perform and may lead us to conclude that a significant feature of the practice of PC(USA) faculty is service to the church. This conclusion, however, is not supported by the data.

The faculty panel discussed what this finding might mean. In their discussion several salient features were noted. The theological schools of the Presbyterian church belong to the church. They were created by the church. Their reason for being is to produce professional leaders for the church. They are heavily dependent upon the church (and its members) for funding. This situation of mutual necessity creates the environment in which service demands are high and the responsibility to deliver the services great. This situation also creates a sense of closeness on the part of the constituents to *their* faculty and a sense of obligation on the part of faculty. All of these seem to influence the large



percentage of time given to service by the faculties of the theological schools of the PC(USA).

What emerges from this analysis of the current state of faculty practice is what may prove to be a distinctive profile of faculty work in denominationally based theological schools. This profile is marked by a relatively low percentage of time given to instruction, a moderate percentage of time given to scholarship, and a high percentage of time given to service when compared with the time given to these categories of work by faculty in other types of institutions.

Future research should be conducted to determine what the faculties of these theological schools mean by service and the factors that cause them to be willing to devote so much time to these activities. The research should also investigate what effect freezing the percentage of time given to governance would have on the commitment to service. That is, if faculty could not take 7% of their time and reallocate it from governance to scholarship, how would their preferred distributions of time be affected.

#### Comparing Current Faculty Practice With the Practice Preferred by Deans and Trustees

The comparison of current practice and practice preferred by deans and trustees revealed significant differences, or lack of fit, in several areas. In the comparison of faculty practice and deans' preferences, lack of statistical and

practical fit was found in the areas of the mean number of hours worked per week and the percentage of time devoted to service. The workweek preferred by the deans was smaller (48 hours per week) than the workweek reported by the faculty (55 hours per week). Although the deans' expectations concerning the percentage of time given to service (7%) was still substantially higher than the mean percentage of time given to service by faculties of other types of schools (2%), it was substantially lower than the percentage of time devoted to service by the faculties (12%).

In the comparison of faculty practice and trustees' preferences, lack of statistical fit was found in the areas of hours per week worked and the percentages of time devoted to instruction, service, advising, and governance. Trustees, like the deans, preferred a shorter workweek (48 hours per week) and smaller percentages of time devoted to service (10%) and governance (8% vs. 14%). Again, the trustees' preference concerning the percentage of time devoted to service is significantly more than that spent by faculty in other kinds of institutions and the deans and only slightly less than that currently invested by faculty. The trustees prefer faculty to spend a larger percentage of time on instruction and advising.

When considered in terms of practical fit, there were only two significant differences found between current practice and the practice preferred by trustees:

hours worked per week and the percentage of time spent on governance. In both of these areas, trustees preferred that the faculty invest less time.

These findings suggest that faculty are currently investing at least as much time as preferred by deans and trustees prefer them to spend in the various categories of faculty work. Put another way, there is no category of faculty work where deans and trustees believe faculty should be investing more time.

This means that although deans, and trustees may differ on the relative value they place on different categories of work represented as percentages of time they would prefer faculty to devote to various activities, faculty are devoting enough time to each activity to meet the deans' and trustees' expectations.

As a result, an equilibrium between current practice and the preferences of deans and trustees has been achieved. It has been achieved at the cost of faculty working significantly longer hours than they, the deans, and the trustees prefer. It should be noted, this equilibrium is potentially unstable. It could be disturbed in a number of ways.

It could be disturbed if faculty reduced the number of hours they work. This is unlikely to happen over the entire population of faculty teaching in PC(USA) related theological schools, but it could happen at a particular school at a particular time. It could be disturbed if faculty decided to act on their desire to reduce the amount of time they devote to governance related activities. Again,

reduce the amount of time they devote to governance related activities. Again, although this is unlikely across the faculties, it could happen at a particular school.

The equilibrium could be disturbed if there were a reduction in the number of faculty. Such a reduction across the faculties is not likely. Budgetary constraints, however, could lead a number of individual schools to contemplate or take such action. It could happen if institutional structures changed, support staff were terminated, or a capital campaign were undertaken necessitating that faculty shift more of their time in the directions of governance and service.

Finally, the equilibrium could be disturbed if the strategic planning or assessment process shifted the values and reward system of a school in a way that is contrary to current faculty practice. For this reason, faculty, deans, and trustees must take care to see that the planning and assessment process, particularly the articulation of criteria for assessment, should be open and collaborative.

If any of these situations were to take place at a PC(USA) theological school the equilibrium that currently exists could be altered. As a result faculty, deans, and trustees would find themselves in conflict over the allocation of faculty time to key areas of faculty practice.

The data indicate that the greatest degree of conflict would be between faculty and trustees because there is least fit between these two groups on both

current practice and preferred practice. The contours of this conflict also can be seen in the research findings.

Were such a conflict to occur, faculty and trustees would experience the greatest degree of conflict. This conflict would be experienced in the areas of scholarship, particularly originative scholarship, on which the faculty place a much higher value; and the areas of instruction and teaching scholarship, on which the faculty place a much a lower value.

Faculty and deans would also be in conflict. Faculty assign significantly higher value to scholarship than do deans. At the same time they assign significantly less value to instruction and governance than do deans. In a conflict over the assignment of value to various categories of faculty work, faculty and deans would be at significant cross purposes on the matter of governance and to a lesser extent on teaching.

The combined effect of this disequilibrium would be conflict around three areas of institutional life: governance, teaching, and scholarship.

#### Comparing Faculty Practice Preferred by Faculty, Deans, and Trustees

The extent of the potential conflict that could take place if the current equilibrium were disturbed can be seen when the practice preferred by faculty is compared with the practice preferred by deans and trustees. When this is done the workweek becomes standardized at 48 hours per week, the workweek preferred

by faculty, deans, and trustees. The effect of this normalization of the work week is that the relative value placed on the categories of faculty practice by the three populations, faculty, deans, become more obvious.

The practice preferred by faculty and deans was statistically different in two areas: service and governance. Faculty would prefer spending only 1% less time on service than they currently do. This does not move them significantly closer to the 7% preferred by deans. When considered from the perspective of practical fit, however, the difference appears greater. Faculty would spend 4 hours more on scholarship (16) than deans would prefer (12 hours). They would also spend 8 hours per week on originative scholarship where the deans would prefer 4 hours per week.

The area of governance finds the greatest conflict between faculty preferences and dean preferences. Faculty would cut the percentage of time given to governance in half, from 14% to 7%. This would be a difference of 4 hours less per week preferred by faculty. In view of the fact that the amount of time faculty in other institutions spend on governance related activities, between 13-15%, it is not likely that faculty could accomplish this reduction. This could potentially become a point of significant conflict and tension within theological schools related to the PC(USA).

The greatest difference, however, is found when the preferences of faculty and the preferences of trustees are compared. Statistically significant differences between faculty preferences and trustee preferences were found. These differences were in the areas of instruction (faculty 37%/trustees 46%), scholarship (faculty 33%/trustees 22%), Originative scholarship (faculty 43%/trustees 30%), and teaching scholarship (faculty 28%/trustees 37%). When considered from the perspective of practical fit, differences are found in scholarship (faculty 16 hours per week/ trustees 12 hours per week), Originative scholarship (faculty 8 hours per week/ trustees 4 hours per week, and governance (faculty 4 hours per week/ trustees 8 hours per week).

As a result of these comparisons a number of potential conflicts can be identified. These conflicts would include the faculty's struggle to gain additional time for research, particularly originative research and to resist encroachments on their time for governance related activities; the dean's struggle to administer and govern the program of the school in the face of faculty resistance to involvement; and the trustees arguing for greater faculty involvement in teaching, advising, and other student related activities. This potential for conflict should be considered as the schools move toward conducting strategic planning and assessment.

Within Group Analysis of Current Faculty Practice and Practice Preferred by  
Faculty According to Categorical Variables

The within group analysis of variance was done in order to determine whether there were any significant differences in the way certain faculty do and would prefer to allocate their time. The analysis of current faculty practice by categorical variables showed no more difference than would be expected by chance. Of course, an implication of this is that there is stability across the ten categorical variables (gender, race and ethnicity, marital status, denomination, ordination status, employing institution, rank, tenure status, discipline of highest degree, and teaching degree) in the way faculty allocate their time.

The within group analysis of faculty preferences was more telling. Here the variable of teaching discipline was related to significant differences in the allocation of time for originaive scholarship, teaching scholarship, service, and advising. The data also show that faculty teaching history have the highest preference for originaive scholarship and the lowest preference for service related activities.

The comparison of the within group analyses for current and preferred faculty practice show that denomination and employing institution are related to significant differences in current practice but not preferred practice. This indicates that these two variables do have an effect on how faculty actually spend their time.



A final question needs to be addressed as part of the discussion of the research findings. Is there evidence of what drives the current practice of the faculties of the theological schools affiliated with the PC(USA) in the findings?

The research findings are descriptive data and thus do not reveal causation. Therefore, it is not possible to say with any degree of certainty that this or that factor causes current faculty practice to be what it is.

It is possible, however, to make some generalized observations about current faculty practice. It is clear from the data that current faculty practice is not simply the result of the faculties of the theological schools asserting their own preferences. There is too much variation between current practice and the practice preferred by faculty for this to be true. In addition, it is clear that current practice is not the result of the imposition of the will of trustees on the faculty. There is too great a difference between the preferences of trustees and current practice for this to be the case. Interestingly, there is greater similarity between the preferences of deans and current faculty practice.

The deans were asked to estimate the allocation of faculty time given to the various categories of faculty work in light of their understanding of “the values, rules and procedures related to promotion and tenure of faculty at your

institution.” If this is in fact what the deans did, then it could be inferred that the values, rules, and procedures related to promotion and tenure at a particular school are related to current faculty practice in a way that faculty and trustee preferences are not. How, then, do faculty compensate for the conflict between their preferences and the values, rules, and procedures of their schools? They compensate by working longer hours than they prefer or the deans and trustees expect.

The actual interaction of these factors in shaping current practice should be part of future research into the practice of the faculties of the theological schools of the PC(USA). This research should include an investigation of the values, rules, and procedures of the theological schools and how they influence faculty decisions.

#### Issues to be Faced by PC(USA) Theological Schools as

##### They Conduct Strategic Planning and Assessment

The theological schools of the PC(USA) will face a significant challenge as they move toward strategic planning and assessment. This challenge is the conceptualization of faculty work. Based upon the research findings, this writer believes that theological schools must conceptualize faculty work in terms of both

its constitutive elements and the value assigned to the various elements by the faculty, deans, and trustees.

Traditionally, faculty work has been understood to include teaching, scholarship, and service. The research findings indicate that faculty practice is more complex and multi-faceted than the traditional tripartite definition of faculty work implies. The research demonstrated that faculty, deans, and trustees can and do view faculty work as a more complex phenomenon. Each of the surveyed populations (faculty, deans, and trustees) was able to use meaningfully the six stipulated categories of faculty work: workweek, instruction, scholarship, service, advising, governance, and other. Furthermore, the research findings indicate that sub-dividing scholarship into the categories of originative, applied, and teaching adds clarity and allows useful distinctions to be made between the various kinds of scholarship performed by the faculties of the Presbyterian related theological schools.

The research findings suggest that the matter of assigning value to the various dimensions of faculty work is a much more complex and potentially difficult task. In this study, faculty, deans, and trustees were asked to assign percentages of time to the various activities that constitute faculty work. It is not exactly clear how this request was heard. Did the respondents indicate how important an activity was by assigning it a certain percentage of time? Did the

respondents actually try to estimate how much time it takes for the various activities assuming that the categories of work are equally valuable and important? Did the respondents try to assign percentages according to what they thought would be necessary for the institutions to fulfill their missions? Did the respondents attempt to register some dissatisfaction with current practice by the percentages they assigned for preferred practice? The answer is not clear.

It is clear, however, that faculty time is a precious resource and there are differences between faculty, deans, and trustees as to how this resource should be allocated. For this reason, the faculties, deans, and trustees of the various theological schools should engage in conversations about the “cost” associated with allocating one way as opposed to another. For example, faculty and trustees should be engaged in conversations about the cost to teaching if a reduction in research time is made. Deans and faculties should be engaged in conversations about the “cost” of spending so much time on governance-related matters and what faculty would lose if they were not involved in governance of the schools. Through these conversations faculty, deans, and trustees could arrive at a common measure of value and the costs and benefits of allocating that measure of value in alternative ways.

### Recommendations

**Recommendation 1:** As part of their strategic planning and assessment efforts, the theological schools of the PC(USA) should adopt multi-dimensional definitions of faculty work that make distinctions in the types of scholarship theological faculties conduct. The process by which these definitions are adopted should be collaborative, involving faculty, deans, and trustees.

**Rationale:** As indicated, the multi-dimensional definition of practice has been shown to be meaningful to and useful for studying the work of faculty in theological schools. Further, it has been shown that a multi-dimensional definition of work and scholarship provide greater clarity in analyzing faculty work than would the traditional tripartite definition of faculty work. Therefore, theological schools can achieve a more accurate understanding of the work that their faculty members do if they employ multi-dimensional definitions.

It is likely that some institutions may prefer to identify the categories of faculty work and scholarship in ways different from the definitions employed in this study. The critical issue for each school is defining faculty work in such a way that all dimensions of faculty work are included and understood by faculty, deans, and trustees. This can be accomplished through collaborative means.

Faculty assign significantly higher value to scholarship than do deans. At the same time they assign significantly less value to instruction and governance

than do deans. In a conflict over the assignment of value to various categories of faculty work, faculty and deans would be at significant cross purposes on the matter of governance and to a less extent on teaching.

**Recommendation 2:** As part of the work of defining faculty practice, the faculty, deans, and trustees need to consider how much faculty time it takes for the institution to accomplish its mission. Further, they need to consider how the total amount of faculty time needs to be allocated across the various activities that constitute faculty practice.

**Rationale:** Unless faculty, deans, and trustees have a clear understanding of the amount of faculty time available to the institution, conversations about faculty work are pointless. When, however, the finite character of faculty time is recognized and the scope of the activities that constitute faculty practice are appreciated it is possible to assess the cost and benefit of allocating faculty time in certain ways. Furthermore, when the finite resource of time is allocated across practice areas, the relative value of those practice areas becomes apparent and conflicting values appear.

**Recommendation 3:** As faculties, deans, and trustees define faculty practice and allocate the resources of faculty time across activities, it must be understood that these definitions and values apply to total faculty time, not the time of an individual faculty member.

**Rationale:** The mission statements of the theological schools should provide the foundation for *all* categories of faculty work. The assignment of faculty time across the categories of work express the way faculty time needs to be allocated to accomplish the institution's mission. It should not be inferred, however, that each faculty member must spend the same amount of time on each category of work. The research findings indicate that there is variability across the faculty in how they do and would spend their time. The research was concerned with the mean allocation of time for each category. Similarly, the strategic planning process and assessment process should be concerned with means, not individual values.

**Recommendation 4:** Output measures, or productivity measures, should follow and accurately reflect the articulated multi-dimensional definition of faculty work and should be applied to the faculty as a whole as well as to individual faculty members.

**Rationale:** A number of measures of faculty productivity have been employed: publications of various kinds, student contact hours, funded research. None of these measures is a meaningful measure of the productivity of the faculty in a particular school unless it accurately reflects that institution's and that faculty's understanding of the nature of faculty work. In addition, multiple

measures of productivity need to be articulated and applied according to the individual professional plans developed by faculty members.



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## Appendix I

## Presidents' Letter

Dear President \_\_\_\_\_ :

I am writing to ask your assistance with dissertation research I am conducting concerning the eleven theological schools affiliated with the Presbyterian Church (USA). Specifically I am studying how the faculties of these schools view their scholarly practice and how faculty, deans, and trustees view the fit between "current" and "desired" scholarly practice.

I need your help in communicating with your school's trustees. I would appreciate it if you would send me the names and mailing addresses of your trustees so that I can include their views in this study. The questionnaire that I will be sending them (draft enclosed for your review) should take no more than 15 minutes to complete and will provide information that I believe will be of use to those of us working in the field of theological education. Of course, neither the names of the respondents nor their home institutions will be published as part of the research results.

For your assistance with this research, I will provide you with a confidential executive summary of the results of this study specific to your institution. You, of course, may then use it in any appropriate manner.

Please complete the enclosed, self-addressed post card indicating that you are willing for your institution to be included in this study and that you will send the requested information to me as soon as possible.

Thank you for your attention to this matter. Your cooperation is essential to the success of this research and I am grateful for it.

Sincerely,

Roger A. Nicholson

## Appendix II

## Presidents' Response Card Text

Date \_\_\_\_\_

I am pleased to cooperate with your research project on the scholarly practice of the faculties of the theological schools affiliated with the Presbyterian Church (USA). I have directed that the names and addresses you requested be sent to you immediately.

I would like to receive the executive summary of your findings \_\_\_\_\_

I would not like to receive the executive summary of your findings \_\_\_\_\_

Signature

\_\_\_\_\_

## Appendix III

## First Letter to Faculty

(Date)

Members of the Faculties  
Theological Schools of the  
Presbyterian Church (USA)

Dear Colleague:

I am writing to ask your assistance with dissertation research I am conducting concerning the eleven theological schools affiliated with the Presbyterian Church (USA). Specifically I am studying how the faculties of these schools view their scholarly practice and how deans, faculty, and trustees view the fit between “current” and “desired” scholarly practice.

I need your help. Please take the approximately 15 minutes it will take to complete the enclosed questionnaire and return it to me in the enclosed envelope. Neither your name nor the name of your institution will be published in relation to the information you provide.

It is very important that I have this information from your school. I will be providing the president of your school a summary of my findings.

Thank you for your attention to this matter. Your cooperation is essential to the success of this research and I am grateful for it. If you have already mailed your questionnaire, please disregard this request.

Sincerely,

Roger A. Nicholson



Appendix IV  
Faculty Questionnaire

SCHOLARLY PRACTICE QUESTIONNAIRE  
FOR  
FACULTY TEACHING AT THEOLOGICAL INSTITUTIONS  
RELATED TO  
THE PRESBYTERIAN CHURCH (USA)

Identification Code: \_\_\_\_\_

The above identification code is used for tracking purposes only. Your name will not be used in connection with this study or any information provided.

It is estimated that you can fill out this questionnaire in 15 minutes.

## Part I: Current Scholarly Practice

### A. Current Faculty Work

The work of members of theological faculties includes numerous activities. Among them are:

***Instruction*** -- actual instructional contact time, plus grading papers and student conferences related to a particular course taught by the particular faculty member. This would include activities such as preparing for and conducting lectures and seminars. It would not include an informal presentation to a student group about a topic of popular interest.

***Service*** -- activities as member of or on behalf of the employing institution, the church, or the community at large. This would include activities such as serving on a task force to prepare a plan for care of candidates for ordination or serving as an interim minister. It would not include attendance at faculty meetings.

***Scholarship*** -- activities, processes, and procedures that contribute to knowledge and understanding in a faculty member's primary discipline. This would include activities such as preparation of scholarly papers, articles, books, and book reviews. It would include a theologian's service on a task force to write a new confession of faith or a director of placement's work on a new ministerial placement system. It would also include curriculum design and evaluation. It would not include making a presentation at a local church or community agency.

***Student advising*** -- time spent talking with students about other than specific course work. This would include activities such as conferring with students about vocational interests and plans. It would not include discussing questions about course assignments.

**Governance** -- participation in policy-making and decision-making activities related to the employing institution. It would include activities such as participation in faculty meetings and service on faculty search committees. It would not include membership on a curriculum design committee.

**Other** -- professional activities not included in any other defined category.

The amount of time you spend engaged in these six categories is equal to 100% of the time of you devote to faculty work. Estimate the percentage of time you devote to each of the six categories during a typical year. The total of the six estimates should be 100.

1.    \_\_\_ \_\_\_ %        Instruction  
       \_\_\_ \_\_\_ %        Service  
       \_\_\_ \_\_\_ %        Scholarship  
       \_\_\_ \_\_\_ %        Student Advising  
       \_\_\_ \_\_\_ %        Governance  
       \_\_\_ \_\_\_ %        Other \_\_\_\_\_

#### B. Current Scholarship

In this study, scholarship means the multidimensional activity by which knowledge and understanding in a faculty member's primary field of inquiry are obtained. The three dimensions are defined as:

**Originative scholarship** -- those methods and practices of inquiry that result in new knowledge and understanding

**Applied scholarship** -- those methods and practices by which the knowledge of one's primary field of inquiry is applied to particular problems, questions, or circumstances

**Teaching scholarship** -- the consideration of pedagogical and instructional issues related to the organization and transmission of the knowledge and understanding of one's primary field of inquiry.

The amount of time you spend engaged in these three dimensions is equal to 100 percent of the time you spend on scholarship. Please estimate the percentage of time you devote to each of the three categories during a typical year. The total of the three estimates should be 100.

2.     \_\_\_ \_\_\_ %   Originalive scholarship  
        \_\_\_ \_\_\_ %   Applied scholarship  
        \_\_\_ \_\_\_ %   Teaching scholarship

C. Current Workload Information

3.     \_\_\_ \_\_\_ the number of courses considered a full teaching load at your employing institutions during an academic year
4.     \_\_\_ \_\_\_ the number of hours in a typical week you spend engaged in the six categories of activities included in faculty work. (See question 1 above.)

Part II: Preferred Scholarly Practice

A. Preferred Faculty Work

The amount of time you spend engaged in these six categories is equal to 100 percent of the time of you devote to faculty work. Indicate the percentage of time **you would prefer to devote** to each of the categories of faculty work during a typical year. The total of the six percentages should be 100.

1.     \_\_\_ \_\_\_ %     Instruction  
        \_\_\_ \_\_\_ %     Service  
        \_\_\_ \_\_\_ %     Scholarship  
        \_\_\_ \_\_\_ %     Student Advising  
        \_\_\_ \_\_\_ %     Governance  
        \_\_\_ \_\_\_ %     Other \_\_\_\_\_

#### B. Preferred Scholarship

The amount of time you spend engaged in the three dimensions defined is equal to 100 percent of the time you spend on scholarship. Please indicate the percentage of time ***you would prefer to devote*** to each of the three categories during the course of a typical year. The total of the three estimates should be 100.

2.     \_\_\_ \_\_\_ %     Originative scholarship  
        \_\_\_ \_\_\_ %     Applied scholarship  
        \_\_\_ \_\_\_ %     Teaching scholarship

#### C. Preferred Workload Information

3.     \_\_\_ \_\_\_ the number of courses ***you would prefer*** to be a full teaching load at your employing institution during an academic year
4.     \_\_\_ \_\_\_ the number of hours in a typical week ***you would prefer*** spending engaged in the six categories of activities included in scholarly practice. (See question 1 above.)

**Part III. Narrative Information**

If you perceive a significant difference between your current faculty work and/or scholarship and what you would prefer, please explain the difference.

Part IV: Demographic Information (Please check the box or enter the information on the line(s) provided)

1. Gender

- male  
 female

2. Marital status

- single  
 married  
 divorced  
 widowed  
 separated  
 other

4. Number of dependent children \_\_\_\_\_

5. Racial and ethnic background

- White, not Hispanic  
 Black, not Hispanic  
 Hispanic/Latino  
 Asian/Pacific Islander  
 Native American  
 Bi-racial/Multi-racial  
 Other \_\_\_\_\_

6. Ordination status

- ordained minister  
 ordained church officer  
 other \_\_\_\_\_

7. Number of years since ordination \_\_\_\_\_

**8. Denomination of which you are a member**

- Presbyterian Church (USA)
- Other Presbyterian or Reformed
- Other Protestant
- Roman Catholic
- Other

**9. Institution of which you are a faculty member**

- Austin Theological Seminary
- Columbia Theological Seminary
- University of Dubuque Theological Seminary
- Johnson C. Smith Theological Seminary
- Louisville Presbyterian Theological Seminary
- McCormick Theological Seminary
- Pittsburgh Theological Seminary
- Presbyterian School of Christian Education
- Princeton Theological Seminary
- San Francisco Theological Seminary
- Union Theological Seminary in Virginia

**10. Number of years in faculty position at current institution \_\_\_\_\_****11. Academic rank**

- Professor
- Associate Professor
- Assistant Professor
- Other \_\_\_\_\_

**12. Tenure status**

- Tenured
- Non-tenured, tenure track
- Non-tenured, non-tenure track
- Denied tenure at this institution



Other \_\_\_\_\_

13. Highest earned degree

- Research Doctorate (Ph.D., Ed.D., etc.)  
 D.Min.  
 M.Div.  
 Other Master's degree

14. Discipline of highest degree

- Biblical studies  
 History  
 Theology  
 Ethics  
 Preaching  
 Pastoral care  
 Education  
 Communications  
 Professional ministerial studies  
 Other \_\_\_\_\_

15. Discipline in which you are teaching

- Biblical studies  
 History  
 Theology  
 Ethics  
 Preaching  
 Pastoral care  
 Education  
 Communications  
 Professional ministerial studies  
 Other \_\_\_\_\_

16. Number of years since you received your highest degree \_\_\_\_\_

17. Name of institution granting highest degree (please print)  
 \_\_\_\_\_

## Appendix V

## First Letter to Deans

(Date)

Academic Deans  
Theological Schools of the  
Presbyterian Church (USA)

Dear Dean:

I am writing to ask your assistance with dissertation research I am conducting concerning the eleven theological schools affiliated with the Presbyterian Church (USA). Specifically I am studying how the faculties of these schools view their scholarly practice and how deans, faculty, and trustees view the fit between “current” and “desired” scholarly practice.

I need your help. Please take the approximately 15 minutes it will take to complete the enclosed questionnaire and return it to me in the enclosed envelope. Neither your name nor the name of your institution will be published in relation to the information you supply.

It is very important that I have this information from your school. I will be providing the president of your school a summary of my findings.

Thank you for your attention to this matter. Your cooperation is essential to the success of this research and I am grateful for it. If you have already returned your questionnaire, please disregard this request.

Sincerely,

Roger A. Nicholson

Appendix VI  
Deans' Questionnaire

SCHOLARLY PRACTICE QUESTIONNAIRE  
FOR  
ACADEMIC DEANS AT THEOLOGICAL INSTITUTIONS  
RELATED TO  
THE PRESBYTERIAN CHURCH (USA)

Identification Code: \_\_\_\_\_

The above identification code is used for tracking purposes only. Your name will not be used in connection with this study or any information provided.

It is estimated that you can fill out this questionnaire in 15 minutes.

## Part I: Expected Scholarly Practice

### A. Expected Faculty Work

The work of members of theological faculties includes numerous activities. Among these are:

**Instruction** -- actual instructional contact time, plus grading papers and course related student conferences related to a particular course taught by the particular faculty member. This would include activities such as lectures and seminar leadership. It would not include an informal presentation to a student group about a topic of popular interest.

**Service** -- activities as member of or on behalf of the employing institution, the church, or the community at large. This would include activities such as serving on a task force to prepare a plan for care of candidates for ordination or serving as an interim minister. It would not include attendance at faculty meetings.

**Scholarship** -- activities, processes, and procedures that contribute to knowledge and understanding in a faculty member's primary discipline. This would include activities such as preparation of scholarly papers, articles, books, and book reviews. It would include a theologian's service on a task force to write a new confession of faith or a director of placement's work on a new ministerial placement system. It would also include curriculum design and evaluation. It would not include making a presentation at a local church or community agency.

**Student advising** -- time spent talking with students about other than specific course work. This would include activities such as conferring with students about vocational interests and plans. It would not include discussing questions about course assignments.

**Governance** -- participation in policy-making and decision-making activities related to the employing institution. This would include activities such as participation at faculty meetings and service on faculty search committees. It would not include membership on a curriculum design committee.

**Other** -- professional activities not included in any other defined category.

The amount of time faculty spend engaged in these six categories is equal to 100 percent of the time they devote to faculty work. Based upon your understanding and application of the values, rules and procedures related to promotion and tenure of faculty at your institution estimate the percentage of time faculty are expected to devote to each of the six categories during a typical year. The total of the six estimates should be 100.

1.     \_\_\_ \_\_\_ \_\_\_           Instruction  
        \_\_\_ \_\_\_ \_\_\_           Service  
        \_\_\_ \_\_\_ \_\_\_           Scholarship  
        \_\_\_ \_\_\_ \_\_\_           Student Advising  
        \_\_\_ \_\_\_ \_\_\_           Governance  
        \_\_\_ \_\_\_ \_\_\_           Other \_\_\_\_\_

#### B. Expected Scholarship

In this study, scholarship means the multidimensional activity by which knowledge and understanding in a faculty member's primary field of inquiry are obtained. The three dimensions are defined as:

**Originative scholarship** -- those methods and practices of inquiry that result in new knowledge and understanding

**Applied scholarship** -- those methods and practices by which the knowledge of one's primary field of inquiry is applied to particular problems, questions, or circumstances

**Teaching scholarship** -- the consideration of pedagogical and instructional issues related to the organization and transmission of the knowledge and understanding of one's primary field of inquiry.

The amount of time faculty spend engaged in the three dimensions defined is equal to 100 percent of the time they devote to scholarship. Using the same criteria as in question 1 above, please estimate the percentage of time your institution expects faculty to devote to each of the three categories during the course of a typical year. The total of the three estimates should be 100.

2.     \_\_\_ \_\_\_     Originalive scholarship  
        \_\_\_ \_\_\_     Applied scholarship  
        \_\_\_ \_\_\_     Teaching scholarship

C. Expected Workload Information

3.     \_\_\_ \_\_\_ the number of courses considered a full teaching load at your employing institution during an academic year
4.     \_\_\_ \_\_\_ the number of hours in a typical week your faculty are expected to spend engaged in the six categories of activities included in faculty work. (See question 1 above.)

Part II: Demographic Information (Please check the box or enter the information on the line(s) provided)

1. Gender

- male  
 female

**2. Marital status**

- single
- married
- divorced
- widowed
- separated
- other

**4. Racial and ethnic background**

- White, not Hispanic
- Black, not Hispanic
- Hispanic/Latino
- Asian/Pacific Islander
- Native American
- Bi-racial/Multi-racial
- Other \_\_\_\_\_

**5. Ordination status**

- ordained minister
- ordained church officer
- other \_\_\_\_\_

**6. Years since ordination \_\_\_\_\_****7. Denomination of which you are a member**

- Presbyterian Church (USA)
- Other Presbyterian or Reformed
- Other Protestant
- Roman Catholic
- Other

**8. Institution of which you are academic dean**

- Austin Theological Seminary
- Columbia Theological Seminary

- University of Dubuque Theological Seminary
- Johnson C. Smith Theological Seminary
- Louisville Presbyterian Theological Seminary
- McCormick Theological Seminary
- Pittsburgh Theological Seminary
- Presbyterian School of Christian Education
- Princeton Theological Seminary
- San Francisco Theological Seminary
- Union Theological Seminary in Virginia

10. Number of years in faculty position at current institution \_\_\_\_\_

11. Number of years as dean at current institution \_\_\_\_\_

12. Academic rank

- Professor
- Associate Professor
- Assistant Professor
- Other \_\_\_\_\_

13. Tenure status

- Tenured
- Non-tenured, tenure track
- Non-tenured, non-tenure track
- Denied tenure at this institution
- Other \_\_\_\_\_

14. Highest earned degree

- Research Doctorate (Ph.D., Ed.D., etc.)
- D.Min.
- M.Div.
- Other Master's degree



15. Discipline of highest degree

- Biblical studies
- History
- Theology
- Ethics
- Preaching
- Pastoral care
- Education
- Communications
- Professional ministerial studies
- Other \_\_\_\_\_

16. Discipline in which you are teaching

- Biblical studies
- History
- Theology
- Ethics
- Preaching
- Pastoral care
- Education
- Communications
- Professional ministerial studies
- Other \_\_\_\_\_

17. Years since you received your highest degree \_\_\_\_\_

18. Name of institution granting highest degree (please print)

\_\_\_\_\_

## Appendix VII

## First Letter to Trustees

(Date)

The Trustees  
Theological Schools of the  
Presbyterian Church (USA)

Dear Trustee:

I am writing to ask your assistance with dissertation research I am conducting concerning the eleven theological schools affiliated with the Presbyterian Church (USA). Specifically I am studying how the faculties of these schools view their scholarly practice and how deans, faculty, and trustees view the fit between “current” and “desired” scholarly practice..

I need your help. Please take the approximately 15 minutes it will take to complete the enclosed questionnaire and return it to me in the enclosed envelope. Neither your name nor the name of your institution will be published in relation to the information you provide.

It is very important that I have this information from your school. I will be providing the president of your school a summary of my findings.

Thank you for your attention to this matter. Your cooperation is essential to the success of this research and I am grateful for it. If you have already mailed your questionnaire, please disregard this request.

Sincerely,

Roger A. Nicholson

Appendix VIII  
Trustees' Questionnaire

SCHOLARLY PRACTICE QUESTIONNAIRE  
FOR  
TRUSTEES OF THEOLOGICAL INSTITUTIONS  
RELATED TO  
THE PRESBYTERIAN CHURCH (USA)

Identification Code: \_\_\_\_\_

The above identification code is used for tracking purposes only. Your name will not be used in connection with this study or any information provided.

It is estimated that you can fill out this questionnaire in 15 minutes.

## Part I: Expected Scholarly Practice

### A. Expected Faculty Work

The work of members of theological faculties includes numerous activities. Among them are:

**Instruction** -- actual instructional contact time, plus grading papers and student conferences related to particular courses taught by the instructor. This would include activities such as lectures and seminar leadership. It would not include an informal presentation to a student group about a topic of popular interest.

**Service** -- activities as member of or on behalf of the employing institution, the church, or the community at large. This would include serving on a task force, preparing a plan for care of candidates for ordination or serving as an interim minister. It would not include attendance at faculty meetings.

**Scholarship** -- activities, processes, and procedures that contribute to knowledge and understanding in a faculty member's primary discipline. This would include activities such as preparation of scholarly papers, articles, books, and book reviews. It would include a theologian's service on a task force to write a new confession of faith or a director of placement's work on a new ministerial placement system. It would also include curriculum design and evaluation. It would not include making a presentation at a local church or community agency.

**Student advising** -- time spent talking with students about other than specific course work. This would include activities such as conferring with students about vocational interests and plans. It would not include discussing questions about course assignments.

**Governance** -- participation in policy-making and decision-making activities related to the employing institution. These would include activities such as participation in faculty meetings and service on faculty search committees. It would not include membership on a curriculum design committee.

**Other** -- professional activities not included in any other defined category.

The amount of time faculty spend engaged in these six categories is equal to 100 percent of the time they devote to faculty work. Based upon your understanding of the mission, program, and values of the institution of which you are a trustee, estimate the percentage of time faculty are expected to devote to each of the six categories during a typical year. The total of the six estimates should be 100.

- |    |           |                  |
|----|-----------|------------------|
| 1. | ___ ___ % | Instruction      |
|    | ___ ___ % | Service          |
|    | ___ ___ % | Scholarship      |
|    | ___ ___ % | Student Advising |
|    | ___ ___ % | Governance       |
|    | ___ ___ % | Other _____      |

#### B. Expected Scholarship

In this study, scholarship means the multidimensional activity by which knowledge and understanding in a faculty member's primary field of inquiry are obtained. The three dimensions are defined as:

**Originative scholarship** -- those methods and practices of inquiry that result in new knowledge and understanding;

**Applied scholarship** -- those methods and practices by which the knowledge of one's primary field of inquiry is applied to particular problems, questions, or circumstances

**Teaching scholarship** -- the consideration of pedagogical and instructional issues related to the organization and transmission of the knowledge and understanding of one's primary field of inquiry.

The amount of time faculty spend engaged in the three dimensions defined is equal to 100 percent of the time faculty devote to scholarship. Using the same criteria as in question 1 above, please estimate the percentage of time you expect faculty to devote to each of the three categories during a typical year. The total of the three estimates should be 100.

2.     \_\_\_ \_\_\_ %   Originalive scholarship  
        \_\_\_ \_\_\_ %   Applied scholarship  
        \_\_\_ \_\_\_ %   Teaching scholarship

C. Expected Workload Information

3.     \_\_\_ \_\_\_ the number of courses considered to be a full teaching load during an academic year at the institution you serve
4.     \_\_\_ \_\_\_ the number of hours in a typical week you expect faculty to spend engaged in the six categories of activities included in faculty work. (See question 1 above.)

---

Part II: Demographic Information (Please check the box or enter the information on the line(s) provided)

1. Gender

- male  
    female

**2. Marital status**

- single
- married
- divorced
- widowed
- separated
- other

**3. Racial and ethnic background**

- White, not Hispanic
- Black, not Hispanic
- Hispanic/Latino
- Asian/Pacific Islander
- Native American
- Bi-racial/Multi-racial
- Other \_\_\_\_\_

**4. Ordination status**

- ordained minister
- ordained church officer
- other \_\_\_\_\_

**5. Number of years since ordination \_\_\_\_\_****6. Denomination of which you are a member**

- Presbyterian Church (USA)
- Other Presbyterian or Reformed
- Other Protestant
- Roman Catholic
- Other

**7. Institution of which you are a trustee**

- Austin Theological Seminary
- Columbia Theological Seminary
- University of Dubuque Theological Seminary
- Johnson C. Smith Theological Seminary
- Louisville Presbyterian Theological Seminary
- McCormick Theological Seminary
- Pittsburgh Theological Seminary
- Presbyterian School of Christian Education
- Princeton Theological Seminary
- San Francisco Theological Seminary
- Union Theological Seminary in Virginia

**8. Number of years as trustee at current institution** \_\_\_\_\_

**9. Highest earned degree**

- Research Doctorate (Ph.D., Ed.D., etc.)
- D.Min.
- M.Div.
- Other Master's degree

**10. Number of years since you received your highest degree** \_\_\_\_\_



## Appendix IX

Comparison of the Gender Distribution of Faculty Respondents to  
Faculty Population Reported by Welch (1990)

|             | Faculty Respondents | Welch Study |
|-------------|---------------------|-------------|
| Male        | 74.6%               | 77.8%       |
| Female      | 22.0%               | 22.2%       |
| No response | 3.4%                |             |

## Appendix X

Comparison of the Race and Ethnicity Distribution of Faculty Respondents to  
The Faculty Population Reported by Welch (1990)

|                        | Faculty Respondents | Welch Study      |
|------------------------|---------------------|------------------|
| White                  | 88.6%               | 89.4%            |
| Black/African American | 4.4%                | 4.1%             |
| Hispanic               | 0.7%                | 2.9%             |
| Asian                  | 2.8%                | 3.5%             |
| Bi-racial/Multi-racial | 0.9%                | n/a <sup>1</sup> |
| Native American        | n/a <sup>2</sup>    | 0%               |
| Other                  | 0%                  | 0%               |

<sup>1</sup> Category did not appear in Welch study.

<sup>2</sup> Category did not appear in current study.

## Appendix XI

Comparison of the Ordination Status Distribution of Faculty Respondents to  
The Faculty Population Reported by Welch (1990)

|                               | Faculty Respondents | Welch Study  |
|-------------------------------|---------------------|--------------|
| Ordained Minister             | 77.1%               | 73.4%        |
| Ordained Elders<br>(Officers) | 6.8%                | <sup>3</sup> |
| Not Ordained                  | 11.9%               | 25.7%        |
| No Response                   | 4.2%                |              |

<sup>3</sup> The Welch study did not distinguish between ordained church officers (Elders) and not ordained church members.

## Appendix XII

Comparison of the Mean Years of Faculty Service at Current Institution of Faculty Respondents to The Faculty Population Reported by Welch (1990)

|                  | Faculty Respondents | Welch Study |
|------------------|---------------------|-------------|
| Years of Service | 11.09               | 9           |

## Appendix XIII

Comparison of the Tenure Status of Faculty Respondents to  
The Faculty Population Reported by Welch (1990)

|                             | Faculty Respondents | Welch Study      |
|-----------------------------|---------------------|------------------|
| Tenured                     | 58.8%               | 63%              |
| Non-Tenured Tenure<br>Track | 20.2%               | 36% <sup>1</sup> |
| Non-Tenured Tenure<br>Track | 17.5%               |                  |

<sup>1</sup> The Welch study did not distinguish between tenure and non-tenure track faculty. The percentage of non-tenured and non-tenure track respondents in the current study is 37.7% as compared with 36% in the broader non-tenured category in the Welch study.

Failure of some to answer question accounts for missing 3.5%.

## Appendix XIV

Comparison of Trustee Respondents with Presbyterian Church (USA)  
Trustee Data by Gender

|        | Trustee Respondents | General Assembly Data |
|--------|---------------------|-----------------------|
| Male   | 28%                 | 28%                   |
| Female | 72%                 | 72%                   |

## Appendix XV

Comparison of Trustee Respondents with Presbyterian Church (USA)  
Trustee Data by Race and Ethnicity

|                        | Trustee Respondents | General Assembly Data |
|------------------------|---------------------|-----------------------|
| White, not Hispanic    | 86.7%               | 86%                   |
| Black, not Hispanic    | 9.1%                | 9%                    |
| Hispanic               | .7%                 | 0.01%                 |
| Asian/Pacific Islander | 2.8%                | 0.02%                 |
| Other                  | .7%                 |                       |

## Appendix XVI

Comparison of Trustee Respondents with Presbyterian Church (USA)  
Trustee Data by Denomination

|                                | Trustee Respondents | General Assembly Data |
|--------------------------------|---------------------|-----------------------|
| Presbyterian (USA)             | 99.3%               | 96%                   |
| Other Presbyterian or Reformed |                     |                       |
| Other Protestant               | .07%                |                       |
| Other                          |                     | 4%                    |



## Appendix XVII

Comparison of Trustee Respondents with Presbyterian Church (USA)  
Trustee Data by Ordination Status

|           | Trustee Respondents <sup>1</sup> | General Assembly Data |
|-----------|----------------------------------|-----------------------|
| Ministers | 39%                              | 34%                   |
| Officers  | 51%                              |                       |
| Other     | 9%                               | 65%                   |

<sup>1</sup> Does not equal 100% because of respondents who did not supply data.

## Appendix XVIII

Comparison of Mean Hours Per Week Reported by Faculty at the Presbyterian  
Related Theological Schools with Faculty at Other Types of Institutions

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|  | Mean Hours Worked per Week |
|--|----------------------------|
| Faculty in Presbyterian Related<br>Theological Schools | 55.25                      |
| Faculty in Research Institutions                       | 57.32                      |
| Faculty in Doctoral Institutions                       | 54.33                      |
| Faculty in Comprehensive Institutions                  | 52.48                      |
| Faculty in Liberal Arts Institutions                   | 52.95                      |

---

## Appendix XIX

Comparison of Current Faculty Practice with Work and Scholarship  
Preferred by Deans Showing Statistical Fit

|                   | Current Faculty Practice | Faculty Practice Preferred by Deans | Statistical Fit |
|-------------------|--------------------------|-------------------------------------|-----------------|
| Workweek in hours | 55                       | 48                                  | No              |
| Instruction       | 39%                      | 42%                                 | Yes             |
| Scholarship       | 22%                      | 26%                                 | Yes             |
| Originative       | (36%)                    | (33%)                               | Yes             |
| Applied           | (29%)                    | (29%)                               | Yes             |
| Teaching          | (35%)                    | (38%)                               | Yes             |
| Service           | 12%                      | 7%                                  | No              |
| Advising          | 9%                       | 7%                                  | Yes             |
| Governance        | 14%                      | 17%                                 | Yes             |
| Other             | 4%                       | 2%                                  | Yes             |

## Appendix XX

## Comparison of Current Faculty Work and Scholarship with Work and Scholarship Preferred by Trustees Showing Statistical Fit

|                   | Current Faculty Practice | Faculty Practice Preferred by Trustees | Practical Fit |
|-------------------|--------------------------|--|---------------|
| Workweek in Hours | 55                       | 48                                     | No            |
| Instruction       | 39%                      | 46%                                    | No            |
| Scholarship       | 22%                      | 22%                                    | Yes           |
| Originative       | (36%)                    | (30%)                                  | Yes           |
| Applied           | (29%)                    | (32%)                                  | Yes           |
| Teaching          | (35%)                    | (37%)                                  | Yes           |
| Service           | 12%                      | 10%                                    | No            |
| Advising          | 9%                       | 11%                                    | No            |
| Governance        | 14%                      | 8%                                     | No            |
| Other             | 4%                       | 3%                                     | Yes           |

## Appendix XXI

Comparison of Faculty Practice Preferred by Deans and Trustees  
Showing Statistical Fit

|                   | Faculty Practice Preferred by Deans | Faculty Practice Preferred by Trustees | Practical Fit |
|-------------------|-------------------------------------|--|---------------|
| Workweek in Hours | 48                                  | 48                                     | Yes           |
| Instruction       | 42%                                 | 46%                                    | Yes           |
| Scholarship       | 26%                                 | 22%                                    | Yes           |
| Originative       | (33%)                               | (30%)                                  | Yes           |
| Applied           | (29%)                               | (32%)                                  | Yes           |
| Teaching          | (38%)                               | (37%)                                  | Yes           |
| Service           | 7%                                  | 10%                                    | Yes           |
| Advising          | 7%                                  | 11%                                    | No            |
| Governance        | 17%                                 | 8%                                     | No            |
| Other             | 2%                                  | 3%                                     | Yes           |

## Appendix XXII

Comparison of Current Faculty Practice with Practice Preferred by Deans in Hours  
Showing Practical Fit

|                   | Current Faculty Practice | Faculty Practice Preferred by Deans | Practical Fit |
|-------------------|--------------------------|-------------------------------------|---------------|
| Workweek in hours | 55                       | 48                                  | No            |
| Instruction       | 22                       | 20                                  | Yes           |
| Scholarship       | 12                       | 12                                  | Yes           |
| Originative       | (5)                      | (4)                                 | Yes           |
| Applied           | (3)                      | (3)                                 | Yes           |
| Teaching          | (4)                      | (4)                                 | Yes           |
| Service           | 7                        | 4                                   | No            |
| Advising          | 5                        | 3                                   | Yes           |
| Governance        | 8                        | 8                                   | Yes           |
| Other             | 2                        | 1                                   | Yes           |

## Appendix XXIII

Comparison of Current Faculty Practice with Practice Preferred by Trustees  
Showing Practical Fit

|                   | Current Faculty Practice | Faculty Practice Preferred by Trustees | Practical Fit |
|-------------------|--------------------------|--|---------------|
| Workweek in Hours | 55                       | 48                                     | No            |
| Instruction       | 22                       | 22                                     | Yes           |
| Scholarship       | 12                       | 11                                     | Yes           |
| Originative       | (5)                      | (3)                                    | Yes           |
| Applied           | (3)                      | (3)                                    | Yes           |
| Teaching          | (4)                      | (4)                                    | Yes           |
| Service           | 7                        | 5                                      | Yes           |
| Advising          | 5                        | 6                                      | Yes           |
| Governance        | 8                        | 4                                      | No            |
| Other             | 2                        | 2                                      | Yes           |

## Appendix XXIV

Comparison of Faculty Practice Preferred by Deans and Trustees  
Showing Practical Fit

|                   | Faculty Practice Preferred by Deans | Faculty Practice Preferred by Trustees | Practical Fit |
|-------------------|-------------------------------------|--|---------------|
| Workweek in Hours | 48                                  | 48                                     | Yes           |
| Instruction       | 20                                  | 22                                     | Yes           |
| Scholarship       | 12                                  | 11                                     | Yes           |
| Originative       | (4)                                 | (3)                                    | Yes           |
| Applied           | (3)                                 | (3)                                    | Yes           |
| Teaching          | (4)                                 | (4)                                    | Yes           |
| Service           | 4                                   | 5                                      | Yes           |
| Advising          | 3                                   | 6                                      | No            |
| Governance        | 8                                   | 4                                      | No            |
| Other             | 1                                   | 2                                      | Yes           |



## Appendix XXV

Comparison of Faculty Practice Preferred by Faculty and Deans  
Showing Statistical Fit

|                   | Faculty Practice Preferred by Faculty | Faculty Practice Preferred by Deans | Statistical Fit |
|-------------------|---------------------------------------|-------------------------------------|-----------------|
| Workweek in hours | 48                                    | 48                                  | Yes             |
| Instruction       | 37%                                   | 42%                                 | Yes             |
| Scholarship       | 33%                                   | 26%                                 | Yes             |
| Originative       | (43%)                                 | (33%)                               | Yes             |
| Applied           | (27%)                                 | (29%)                               | Yes             |
| Teaching          | (28%)                                 | (38%)                               | Yes             |
| Service           | 11%                                   | 7%                                  | No              |
| Advising          | 8%                                    | 7%                                  | Yes             |
| Governance        | 7%                                    | 17%                                 | No              |
| Other             | 4%                                    | 2%                                  | Yes             |

## Appendix XXVI

Comparison of Faculty Practice Preferred by Faculty and Trustees  
Showing Statistical Fit

|                   | Faculty Practice Preferred by Faculty | Faculty Practice Preferred by Trustees | Statistical Fit |
|-------------------|---------------------------------------|--|-----------------|
| Workweek in Hours | 48                                    | 48                                     | Yes             |
| Instruction       | 37%                                   | 46%                                    | No              |
| Scholarship       | 33%                                   | 22%                                    | No              |
| Originative       | (43%)                                 | (30%)                                  | No              |
| Applied           | (27%)                                 | (32%)                                  | Yes             |
| Teaching          | (28%)                                 | (37%)                                  | No              |
| Service           | 11%                                   | 10%                                    | Yes             |
| Advising          | 8%                                    | 11%                                    | Yes             |
| Governance        | 7%                                    | 8%                                     | Yes             |
| Other             | 4%                                    | 3%                                     | Yes             |

## Appendix XXVII

Comparison of Practice Preferred by Faculty and Deans in Hours  
Showing Practical Fit

|                      | Faculty Practice<br>Preferred by<br>Faculty | Faculty Practice<br>Preferred by<br>Deans | Practical Fit |
|----------------------|---|---|---------------|
| Workweek in<br>hours | 48  | 48  | Yes           |
| Instruction          | 18  | 20  | Yes           |
| Scholarship          | 16  | 12  | No            |
| Originative          | (8)   | (4)                                       | No            |
| Applied              | (4)   | (3)                                       | Yes           |
| Teaching             | (4)   | (4)                                       | Yes           |
| Service              | 5   | 4   | Yes           |
| Advising             | 4   | 3   | Yes           |
| Governance           | 4   | 8   | No            |
| Other                | 2   | 1   | Yes           |

## Appendix XXVIII

Comparison of Practice Preferred by Faculty and Trustees in Hours  
Showing Practical Fit

|                      | Faculty Practice<br>Preferred by<br>Faculty | Faculty Practice<br>Preferred by<br>Trustees | Practical Fit |
|----------------------|---|--|---------------|
| Workweek in<br>Hours | 48  | 48   | Yes           |
| Instruction          | 18  | 22   | No            |
| Scholarship          | 16  | 11   | No            |
| Originative          | (8)   | (3)  | No            |
| Applied              | (4)   | (3)  | Yes           |
| Teaching             | (4)   | (4)  | Yes           |
| Service              | 5   | 5  | Yes           |
| Advising             | 4   | 6  | Yes           |
| Governance           | 4   | 4  | Yes           |
| Other                | 2   | 1  | Yes           |

## Appendix XXIX

Verbatim Comments from Faculty Concerning Differences  
Between Current and Preferred Practice

Too many degree programs

Too many committees

Committee work engulfs my work week so that scholarship is severely limited.  
Would like to do less committee work so as to have more time for scholarship.  
Committee work and governance consume too much faculty time  
Administrative load saps time and energy from productive scholarship

Because I am new to this position I am preparing courses for the first time and this requires much work.

I am currently overwhelmed with teaching and administrative responsibilities. I need more time to write.

Our seminary, especially because it is small, demands a great deal from us in terms of governance. I would prefer spending less time in this area and more on scholarship.

I am rather content. I would like to spend less time in governance meetings.

I would like to see more consistent person-to-person mentoring with students to facilitate their spiritual and academic development for ministry. The current system of students moving through various professors' courses allows too little time and contact for relationships to deepen, trust to develop, and person to person challenges of each other's beliefs and practices.

Too many responsibilities as institutional citizen; not enough time for scholarship.

Too much time in committees.

I would prefer to use less time in class preparation and oversight, but the needs of students in our day, especially keen at our multi-verse seminary, demands otherwise. The need exists also to participate in cross-disciplinary courses which take one outside of one's field --often valuable, sometimes just a chore.

Our institution is administrative heavy, largely due, I think, to relatively poor organization, to over use of “common consent” as a rule for decision making, and to making issues over-large. If we had a better sense of the careful use of interim resolutions to be connected over time, and of letting small task groups or individuals work between meetings, it would help a lot. This is true for “ordinary time.” There are occasions for much more governance concern, e.g. faculty searches, constitutional issues, crises in the institution and student body. But....

Governance at our school takes up a lot of time.

There is not nearly enough time allowed for scholarship here. The primary reason for this is faculty salaries. The school does not pay enough (at least at the assistant faculty level) to afford to live, even quite modestly in this city, (city name omitted). Hence it requires one to take on far too much “optional” teaching (summer courses, teaching in churches, and the like) to pay one’s bills. The second reason is that the school administration is not realistic about appropriate levels of governance work, nor does it use its “faculty-power” efficiently. Much is required to be done by faculty that more appropriately could be performed by students or administrators. We could also use two deans, not just the single position we have now.

The start-up time for constructing courses and developing them is an inevitable burden of being a new faculty member.

I carry a half-time teaching load to allow time to administer the field education program.

Days are packed full--paper work taken home--little time left for much else Mon-Fri.

The realities of developing new classes and staying on top of the new work in areas I already teach [contributes to the difference between current and preferred practice]. Also, as we go through a transition, more time is needed for the institution.

I am too tied up with committee responsibilities and correspondence to do the reading and writing I would like to do.

I like research, teaching, and service. If I taught less, I'd be able to continue research (not so much for teaching) and service and not have to work 50 hours or more with few holidays, if any, in order to do all three.

It would be helpful to get more balance between teaching and research in order to serve student/curricular needs with more depth ultimately, and, since we are an academy of the church, to serve more fully the church's need for scholarly output.

Learning is more fun than teaching, which is more interesting than governance, etc. That is probably selfish, but more time for real research and writing would be splendid. But it is impossible, given responsibility to students and program (not to mention church and family).

Far more time is spent on administrative responsibilities and governance than I would prefer.

1) our "full teaching" load is two courses per semester, but I regularly teach an overload (1-3 units) because we have too many colleagues occupied with administration. 2) I would prefer to do a lot less committee work. We are supposed to have only 1 committee. In reality, however, we do a lot more. I was on 4 committees last year - 1 appointed, 1 elected, 1 ad hoc, 1 search! 3) I would prefer a lot more time for research.

A great deal of time is spent on administrative committees by faculty at our institution.

I generally do not teach courses in the area of my research specialization. I would also like more time for my research.

Need more time for theological reflection and scholarship.

Changing teaching fields has required more time than desired on course preparation.

Time spent on governance activities infringes on academic work. Faculty can only do originative scholarship if they are willing to work very long hours.

My institution does not understand importance of orginative scholarship in a theological seminary



## Vita

