

A COMPARISON OF BLACK AND WHITE PROFESSORS' ENGAGEMENT IN  
THE SERVICE COMPONENT OF FACULTY WORK

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A Dissertation

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---

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by

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## ABSTRACT

Faculty diversity is critical for higher education excellence. Yet, faculty demographics are not proportionally representative of the race/ethnic and gender diversity seen in the general population. Two factors that may contribute to the limited diversity are distinctions in the time minority and "majority" faculty spend on professorial roles (particularly the service role) and the unequal weight awarded to different faculty roles in the promotion and tenure process.

The purpose of this study was to investigate the community/professional service time allocation by black and white faculty members in higher education institutions. The following research questions were explored:

1. Is there a difference in the percentage of time that black and white faculty members spend on the community/professional service component of the professoriate?
2. Is there a difference in the percentage of time that black and white faculty members prefer to spend on the community/professional service component of their work?
3. Is there a disparity between time spent and time preferred on community/professional service within groups and/or between groups?

The research questions were examined using data from the 1999 National Study of Postsecondary Faculty (NSOPF:99). The NSOPF:99 data represents "all public and private not-for-profit Title IV-participating, degree-granting, institutions in the 50 states

and the District of Columbia" (U.S. Department of Education, 2002, p. iii). The study had six independent variables (Carnegie Classification of institution, academic rank, tenure status, academic discipline, gender, and race) and one dependent variable (service). An analysis of variance was used to examine the possible relationships between the independent variables and dependent variables.


The results showed that, overall, black faculty members spend a greater percentage of time on service than their white counterparts. Additionally, black faculty members prefer to do more service than their white colleagues. Generally, white faculty members are performing a preferred amount of service while black faculty members are doing more service than preferred. The notable exception to the trends reported is among white health sciences faculty, who reported the highest percentages of time both spent on service and preferred on service of any disciplinary cohort in this study.

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APPROVAL OF THE DISSERTATION

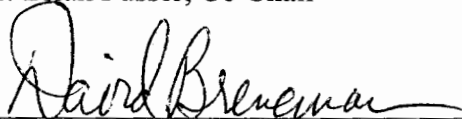
This dissertation, "A Comparison of Black and White Professors' Engagement in the Service Component of Faculty Work", has been approved by the Graduate Faculty of the Curry School of Education in partial fulfillment of the requirements for the degree Doctor of Philosophy.



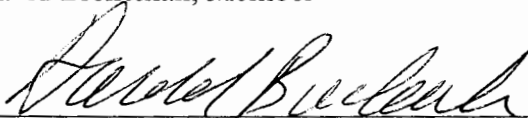
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## DEDICATION

This dissertation is dedicated to the women in my life who inspire, support, encourage, and persevere. In particular I honor my grandmother, Bernice Bradford Wallace Bass, who is my intellectual inspiration.

## ACKNOWLEDGEMENTS

I would like to take this opportunity to acknowledge the community that has supported and encouraged me throughout this process. I am thankful for each contribution that led to the success of this effort. I am grateful to my family, faculty, friends, and colleagues for their patience and generously.

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## CHAPTER 1

### INTRODUCTION

“The excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties” (Bowen & Shuster, 1986, p. 3). Scholars exalt the virtues of faculty diversity for the excellence it brings to the academy. According to Washington and Harvey (1989),

Faculty hirings at colleges and universities can influence the nation’s readiness to benefit from the multicultural nature of our society in many ways: by providing both minorities and nonminorities with role models; by preparing minority youth to assume leadership roles; and by supporting minority related scholarship. (p. 2)

Current faculty demographics are not proportionally representative of the diversity seen in the general population (Harvey & Anderson, 2005).

Negligible gender and ethnic diversity is an issue that remains at the forefront of American higher education in the twenty-first century. National discussion about limited diversity within higher education institutions was spurred by the Civil Rights Act of 1964 (Brubacher & Rudy, 1997) and the Equal Rights Amendment (Solomon, 1985). Little progress has been made since the initial awakening of the 1960s and 1970s, however.



Multiple factors undoubtedly contribute to the continuing underrepresentation of minority faculty. Two specific factors that may influence this phenomenon are the potential disparity in the amount of time that minority and "majority" professors spend on distinct faculty roles and the rewards structure for U.S. higher education.

The professoriate is governed by three overarching expectations: teaching, scholarship, and service (Nettles & Perna, 1995; Park, 1996). "Faculty productivity is typically defined by the number of publications, such as research reports, journal articles, and books written, by teaching and administrative workload and effectiveness, and by public service" (Nettles & Perna, 1995, p. 2). Colleges and universities structure their reward systems in order to focus faculty activities in those areas, as well as to attract, develop, and retain effective faculty (Nettles & Perna, 1995).

### Teaching

Teaching is the act of imparting knowledge by facilitating the learning of others. There are two ways that faculty fulfill the teaching role. First, faculty members actively design, implement, and evaluate curricula (Diamond, 1995). Second, faculty members advise students in their selection and navigation of a course of study (Diamond, 1995).

Professors design courses based on their prior educational experiences. Thus, a diverse professoriate would facilitate a variety of prior experiences and subsequent pedagogical styles (Turner, 2000). Milem (2000) conducted a study on the institutional benefits of diversity. The findings indicated that faculty from historically underrepresented populations tend to use methods that encourage peer interaction through presentation, discussion, and service-related activities. Additionally, these faculty

members tend to include readings that expose students to multicultural, multiethnic, and multigender perspectives. Faculty diversity creates expanded educational opportunities for teaching and learning.

Student advising is the second teaching function undertaken by faculty. This one-on-one contact can have tremendous impact on the development of individual students (Bok, 1992). According to Hayes (1990), "minority faculty de facto bear a larger share of the advising and counseling responsibility for minority students than nonminority counselors" (p. 9-10). Students seek out the faculty members with whom they can identify. "In most colleges and universities, the whiteness of the professoriate stands out conspicuously, particularly in comparison to the more racially and ethnically diverse composition of the student body" (Tierney & Bensimon, 1996, p. 103). The demand for faculty from historically underrepresented populations is currently greater than the supply.

### Scholarship

The second arena of faculty responsibility is scholarship. Scholarship is the act of expanding the global knowledge base by contributing new information validated by research and disseminated through publication (Fairweather, 1996). Faculty members conduct research to expand the bounds of knowledge. They share new discoveries by publishing books and articles in professional journals (Diamond, 1995). Faculty members work independently and across disciplines to accomplish individual, institutional, and national research objectives (Baldwin & Austin, 1995).

As people from historically underrepresented populations join the faculty ranks, they bring intellectual diversity to the pursuit of scholarship (Washington & Harvey, 1989; Turner, 2000). Faculty diversity adds new questions to the pool of inquiry. "The range of subjects considered worthy of study will expand in proportion to the diversity of the faculty pursuing research questions that interest them" (Turner, 2000, p. 37). The expansion of scholarship in all fields depends on the ability of institutions to recruit and retain a diverse cohort of scholars who have the ability to influence the direction of research (Washington & Harvey, 1989).

### Service

Service is the most vaguely defined area of faculty responsibility (Glassick, Huber & Maeroff, 1997; Tierney & Bensimon, 1996). Various definitions of service include but are not limited to institutional governance, membership in academic organizations related to the discipline, and community involvement (Boyer, 1990). Faculty members serve by becoming involved with their institutional community, scholarly community, and/or the broader local community through professional service (Lynton, 1995). In the 1999 National Study of Postsecondary Faculty service is defined as "including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations" (U.S. Department of Education, 1999, p. 10). For the purposes of this study, service as defined by the U.S. Department of Education is referred to as community/professional service.

There is tremendous flexibility in the ways in which faculty can fulfill the service component of the position. Population representation, committee work, and recruitment

are three ways that faculty members from historically underrepresented populations provide service (Banks, 1984). Often these faculty members also serve as institutional advisors in the area of minority affairs (Hayes, 1990). These unique service activities take time away from teaching and scholarship (Banks, 1984).

### Faculty Rewards

Candidates for tenure are evaluated on three criteria: teaching, scholarship, and service (Boyer, 1990). "However, these criteria are not equally weighed. Though all faculty are expected to do some service, few (if any) faculty members have ever been denied tenure on the basis of insufficient service" (Park, 1996, p. 1). Teaching and scholarship are more highly regarded than service during the tenure evaluation process (Boyer, 1990). In a study conducted by Tierney and Bensimon (1996), service was the least valued faculty activity among all institutions surveyed (p. 68).

Scholarship is the most highly valued aspect of the faculty workload (O'Meara, 2002; Tierney & Bensimon, 1996; Blackburn & Lawrence, 1995; Boyer, 1990; Menges & Exum, 1983). Many professors seeking tenure spend the bulk of their time and attention on research and publication. Research is not always the reason, however, that faculty members are attracted to the professoriate (Boyer, 1990). "Research and publication have become the primary means by which most professors achieve academic status, and yet many academics are, in fact, drawn to the profession precisely because of their love for teaching or for service" (Boyer, 1990, p. xii). Some faculty members have difficulty balancing service with other promotion and tenure criteria because of conflicting expectations (O'Meara, 2002; Baez, 2000).

"Today, on campuses across the nation, there is recognition that the faculty reward system does not match the full range of academic functions and that professors are often caught between competing obligations" (Boyer, 1990, p. 1). Many faculty members from historically underrepresented populations (women, blacks, Hispanic/Latinos) invest their professional time differently than their white male colleagues (O'Meara, 2002; Tierney & Bensimon, 1996). These faculty tend to be more committed to teaching, service, mentoring students, and community work, and, as a result, they have a harder time convincing tenure committees that they deserve tenure (Ruffins, 1997).

Faculty from historically underrepresented populations are less likely to be tenured than white faculty (Carter & Wilson, 1992). There are numerous rationales about "why minority faculty are less productive as researchers—more committee assignments in the name of 'representation,' heavier advising loads in the name of 'mentoring,' and more" (Blackburn, Wenzel, & Bieber, 1994, p. 272). At most higher education institutions, service is the least important criterion for tenure (Blackburn & Lawrence, 1995). Discrepancies in time investment across faculty roles may translate into tenure achievement differences in the academy (Ruffins, 1997).

The faculty of higher education institutions are not proportionally representative of the race/ethnic diversity of the nation (Harvey & Anderson, 2005). According to Robertson and Frier (1994),

Despite decades of hiring goals set by individual departments, colleges, and universities, despite the promises to do a better job diversifying the faculty, despite all memorandums of understanding or letters of agreement, minorities still account for only a slender sliver of college faculties nationwide. (p. 33)

It is unclear whether the minimal value of service during the tenure-evaluation process contributes significantly to the underrepresentation of minorities in the professoriate. It is clear that faculty members from historically underrepresented populations do more service than their white male colleagues (Allen, 1997).

### Purpose of the Study

The purpose of this study was to investigate the community/professional service time allocation by black and white faculty members in higher education institutions. More specifically, this research examined whether differences existed between the percentage of time that black and white faculty members spent engaged in community/professional service activities. This study further investigated whether such differences existed between black and white faculty members at different types of Carnegie Classified institutions and faculty of different rank, tenure status, academic discipline, and gender.

### Significance of the Study

This study adds to the body of knowledge about the service component of faculty work. It provides further insight into the experiences of black faculty. Black faculty members were chosen because they are an underrepresented racial/ethnic population with a well documented history in American higher education institutions.

The results of this study may promote understanding about the unique challenges and experiences of black faculty in academe. The results of this study likewise may assist college and university administrators in developing strategies to more effectively recruit and retain black and other underrepresented faculty. The results of this work should help faculty better understand the factors that impact their service involvement. In addition, findings of this study may be useful for institutions that are reexamining their tenure processes. Expanding the knowledge base about the service component of the black faculty experience may have generalizability to faculty members from other underrepresented populations.

### Research Questions

This study addressed the following questions:

1. Is there a difference in the percentage of time that black and white faculty members spend on the community/professional service component of the professoriate?
  - (a) at different types of Carnegie Classified institutions of higher education?
  - (b) by faculty rank?
  - (c) by tenure status?
  - (d) across academic disciplines?
  - (e) by gender?
2. Is there a difference in the percentage of time that black and white faculty members prefer to spend on the community/professional service component of their work?
  - (a) at different types of Carnegie Classified institutions of higher education?
  - (b) by faculty rank?
  - (c) by tenure status?
  - (d) across academic disciplines?
  - (e) by gender?

3. Is there a disparity between time spent and time preferred on community/professional service within groups and/or between groups?
  - (a) at different types of Carnegie Classified institutions of higher education?
  - (b) by faculty rank?
  - (c) by tenure status?
  - (d) across academic disciplines?
  - (e) by gender?

### Conceptual Framework

The researcher developed a conceptual framework to illustrate the relationship between personal and professional variables, faculty roles, and tenure attainment. The conceptual framework is illustrated in Figure 1. Column one of the conceptual framework—Personal and Professional Variables—highlights the independent variables examined in this study.

Personal variables include race/ethnicity, gender, and other variables. Professional variables include institution type (Carnegie Classification), discipline, academic rank/tenure status, opportunities to serve, full/part-time status, and other variables. Note that the personal and professional variable boxes are dashed to represent the fluid nature of the categories. The category of “other variables” is included in the personal and professional sections because the characteristics identified for study in these areas are not exhaustive. Both sets of variables—personal and professional—impact faculty roles.

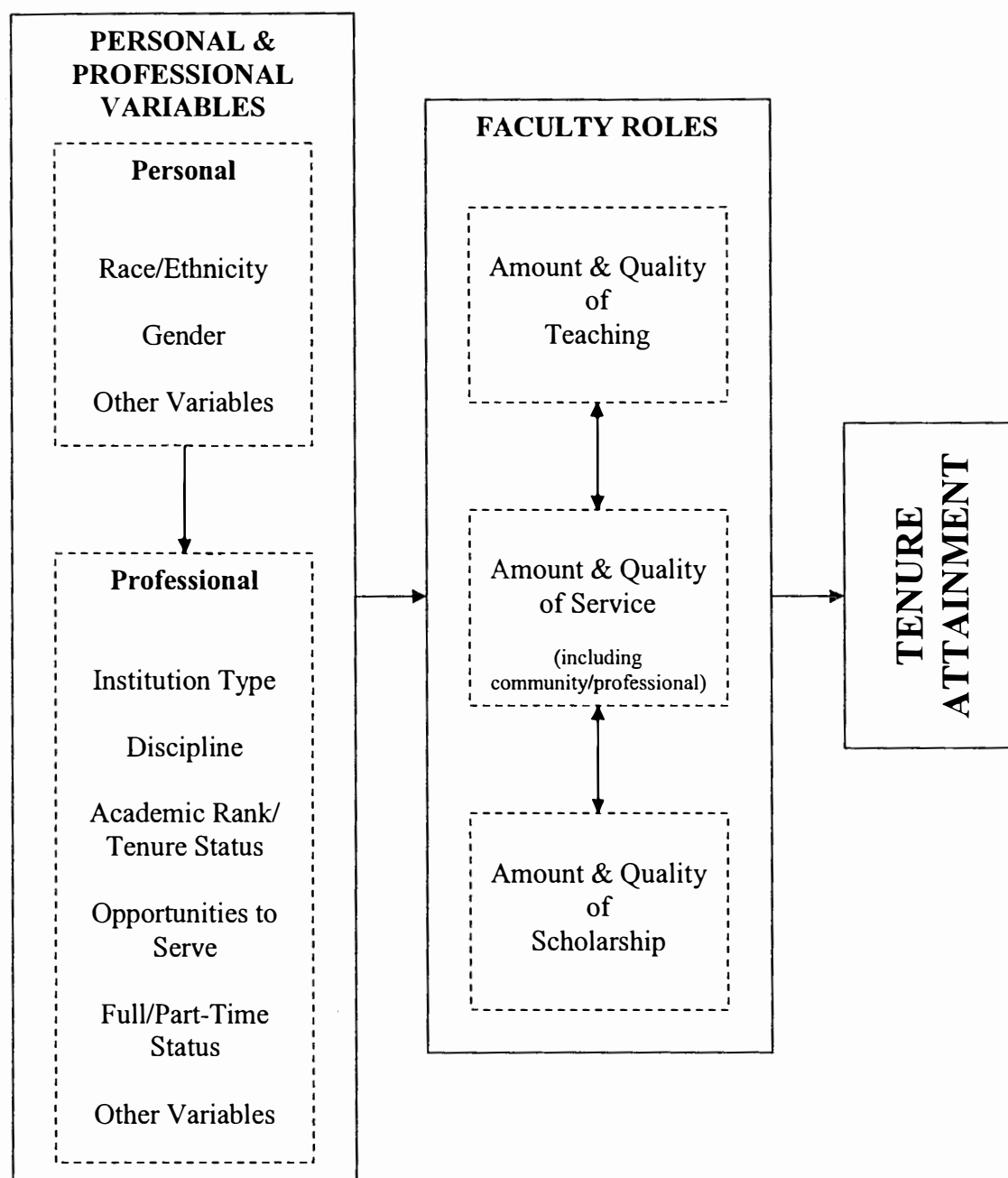
Faculty roles include the amount and quality of teaching, amount and quality of service (including community/professional service), and amount and quality of scholarship. Note that the faculty roles box is solid, to represent the finite nature of



recognized faculty roles. The boxes for teaching, service, and scholarship are dashed to represent the fluid nature of faculty work.

Performance of faculty roles can be rewarded with tenure attainment. Tenure attainment is shown in a solid box because tenure is a fixed status.

Figure 1

Conceptual Framework

## Overview of Methodology

The research questions were examined using data from the 1999 National Study of Postsecondary Faculty (NSOPF:99). The NSOPF:99 data represents "all public and private not-for-profit Title IV-participating, degree-granting, institutions in the 50 states and the District of Columbia" (U.S. Department of Education, 2002, p. iii). The NSOPF:99 survey was distributed to 28,576 full- and part-time faculty employed at 960 postsecondary institutions (U.S. Department of Education, 2002). The survey collected information about the community/professional service component of the faculty workload as well as the sociodemographic information needed to complete the study. The survey had an 83% response rate (U.S. Department of Education, 2002).

The study had six independent variables and one dependent variable. Community/professional service, the dependent variable, was measured using questions included in Section C of the NSOPF:99 survey. According to the NSOPF:99, service was defined by the respondent. The independent variables were measured using data collected by Sections A and F of NSOPF:99. Study-independent variables were Carnegie Classification of institution, academic rank, tenure status, academic discipline, gender, and race. The full NSOPF:99 survey is found in Appendix A.

## Data Analysis

The variables were analyzed using descriptive and inferential statistics. The means and standard deviations were calculated for all independent and dependent

variables. An analysis of variance was used to examine the possible relationships between the independent variables and dependent variables. Data calculations were conducted using SPSS.

### Summary

Faculty diversity is critical to higher education excellence. Minority faculty members, however remain underrepresented in academe. Two factors that may contribute to the dearth of faculty from historically underrepresented populations are distinctions in the time minority and "majority" faculty spend on professorial roles (particularly the service role) and unequal weight awarded to different faculty roles in the promotion and tenure process. The purpose of this study was to investigate the community/professional service time allocation by black and white faculty in higher education institutions by comparing within subcategories of data: Carnegie Classification, faculty rank, tenure status, academic discipline, and gender. This study used data from the NSOPF: 99 survey.

## CHAPTER 2

### LITERATURE REVIEW

This review of literature is divided into three sections. The first section highlights the importance of faculty diversity. The second area of literature focuses on service. The third section outlines the factors that impact the faculty experience. Within this area of the literature five subcategories were examined: Carnegie Classification, academic rank, tenure status, discipline, and gender.

#### Importance of Faculty Diversity

The Civil Rights Act of 1964 propelled diversity to the forefront of higher education discussions (Brubacher & Rudy, 1997). As a result, significant gains were made in the representation of black students in higher education (Bowen & Bok, 1998; Finkelstein, Seal, & Schuster, 1998; Drummond, 1995). The growth of black undergraduate enrollment was echoed by an increase in the number of black graduate students (Harvey & Anderson, 2005). Growth of that pool led to a rise in minority representation among the American professoriate.

The raw numbers of ethnic minority faculty have increased over the last four decades (Finkelstein et al., 1998). Table 1 shows the race/ethnic distribution of full-time instructional faculty and staff. Among the historically underrepresented race/ethnic groups, the Asian/Pacific Islander faculty population is the largest at 5.3% of the total faculty population (Allen, 1997). Black/Non-Hispanic faculty constitute 4.9% of all faculty followed by Hispanic faculty at 2.5% and American Indian/Alaskan Native faculty at 0.5% (Allen, 1997). Despite the increase in total numbers, representation proportional to the U.S. population has not been achieved within the faculty ranks (Harvey & Anderson, 2005).

Table 1

Percentage Distribution of Full-Time Instructional Faculty and Staff According to Race/Ethnicity

	Male	Female	Total
American Indian/Alaskan Native	0.3	0.2	0.5
Asian/Pacific Islander	4.0	1.3	5.3
Black, Non-Hispanic	2.6	2.3	4.9
Hispanic	1.7	0.8	2.5
White, Non-Hispanic	58.9	27.9	86.8
Total	67.5	32.5	100.0

Note: Figures represent percentages that have been rounded.

(Allen, 1997, p. 30)

In 1988, Adams reported that of the more than 600,000 professorial positions in U.S. institutions, about half were held by persons within 15 years of retirement. He also

projected that by the year 2000, the U.S. ethnic minority population would increase from 21% to 30%. According to Adams (1988), historically underrepresented groups should have increasing faculty representation. The current data, however, do not show a proportional representation of historically underrepresented populations among higher education faculty (Robertson & Frier, 1994).

Black, American Indian, and Hispanic populations are underrepresented among U.S. faculty ranks. According to U.S. Census Bureau Population Estimates (2000), the race/ethnicity breakdown of the general population between 1995 and 1997 averaged 12.05% black, 0.7% American Indian, 3.5% Asian, 10.6% Hispanic, and 73.15% white. Table 2 shows the 1997 race/ethnicity distribution of tenured faculty. The Integrated Postsecondary Education Data System (IPEDS, 1997) tenured faculty data showed the following race/ethnicity distribution: 4.8% black, 0.4% American Indian, 5.5% Asian, 3.6% Hispanic, and 83% white (Table 2). Table 3 shows the 1997 race/ethnicity distribution of newly hired faculty. IPEDS (1997) faculty new-hire data (Table 3) showed percentages similar to tenured faculty data (Table 2). Both tables show the black, American Indian, and Hispanic populations as underrepresented within the faculty ranks.

Table 2

Tenured Faculty: Summary of Carnegie Classification, Race/Ethnicity, and Gender

	Alien		Black		American Indian		Asian		Hispanic		White		Unknown		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Research	3.4	1.1	1.7	1.4	0.2	0.1	5.5	1.9	1.5	0.8	58.2	23.4	0.2	0.1	70.9	29.1
Doctoral	1.5	0.5	2.3	2.0	0.2	0.2	4.3	1.1	2.3	1.9	54.7	27.8	0.4	0.3	66.0	34.0
Master's	0.7	0.2	3.4	3.1	0.3	0.2	3.6	1.2	2.1	1.6	51.6	31.2	0.2	0.1	62.1	37.9
BA/BS	0.5	0.4	3.3	2.7	0.1	0.1	2.2	1.2	2.3	2.1	52.3	31.7	0.4	0.3	61.3	38.7
Associate's	0.3	0.2	2.4	3.4	0.3	0.2	1.5	1.3	2.1	1.8	46.0	39.6	0.3	0.2	53.1	46.9
Other	1.2	0.4	2.0	2.0	0.3	0.3	4.3	2.0	2.9	2.3	51.9	29.9	0.3	0.2	62.8	37.2
% of Total	1.7	0.6	2.4	2.4	0.2	0.2	3.9	1.6	2.0	1.6	53.3	29.7	0.3	0.2	63.8	36.2

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey, 1997



Table 3

New Hires: Summary of Carnegie Classification, Race/Ethnicity, and Gender

	Alien		Black		American Indian		Asian		Hispanic		White		Unknown		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Research	9.8	3.1	1.8	1.8	0.3	0.2	5.8	3.1	1.6	1.3	42.0	27.4	1.0	0.6	62.5	37.5
Doctoral	3.2	1.0	0.8	2.6	0.4	0.2	3.9	2.1	1.7	1.7	41.5	38.2	1.0	0.8	53.5	46.5
Master's	1.4	0.7	3.4	3.9	0.3	0.3	3.1	1.9	1.6	1.6	41.1	39.2	0.6	0.5	51.9	48.1
BA/BS	1.1	1.1	3.8	3.8	0.1	0.2	2.0	2.1	2.5	2.7	43.0	36.4	0.8	0.4	53.3	46.7
Associate's	0.2	0.1	2.5	2.6	0.3	0.2	1.4	1.4	2.1	2.6	42.8	41.5	1.1	1.2	50.5	49.5
Other	1.4	0.5	2.7	0.6	0.5	0.9	5.2	3.5	2.6	2.0	43.7	32.4	0.8	0.5	56.9	43.1
% of Total	3.8	1.4	2.6	2.9	0.3	0.3	3.9	2.4	2.0	1.9	42.2	34.8	0.9	0.7	55.7	44.3

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey, 1997

Data comparison singles out Asian faculty members as the only historically underrepresented race/ethnic group meeting or exceeding the Census estimates with their new-hire and tenured faculty representation (Tables 2 and 3). The other historically underrepresented race/ethnic populations were not proportionally represented. According to Census and IPEDS comparisons, black and Hispanic tenured faculty members and new hires were underrepresented by more than 7% and 6%, respectively. Tenured and newly-hired faculty representation from black, American-Indian, and Hispanic populations is not proportional to the general U.S. population.

Faculty diversity is important because of its impact on students. Continued residential, social, and educational segregation provides discontinuous opportunities for interracial interaction with people in positions of authority who are members of historically marginalized groups (Holland, 1986; Milem, 2000). A single faculty member of color is seen as an anomaly, whereas several faculty members of color normalize the concept of education as enhanced by diversity. Student interaction with a diverse faculty effectively serves to discredit the idea that academic excellence is the sole province of majority faculty (Washington & Harvey 1989).

Traditionally underrepresented faculty members are singled out to fulfill distinct service roles that include minority representation and recruitment (Banks, 1984). Diverse faculty members frequently carry a greater committee load than their majority counterparts (Banks, 1984). Therefore, demand for committee participation by minority faculty members generally exceeds the supply (Turner & Myers, 2000). According to Hayes (1990) another major responsibility of historically underrepresented faculty members is to advise the institution on minority affairs. Ultimately, faculty members

from underrepresented populations perform more service than their majority colleagues (O'Meara, 2002). Additional service responsibilities take time away from other activities, such as teaching and research (Banks, 1984).

### Service

The professoriate is governed by three overarching expectations: teaching, scholarship, and service (Nettles & Perna, 1995; Park, 1996). While service is one of three recognized components of the faculty role in higher education, it is not equally weighted by the academy in the promotion and tenure process (Boyer, 1990). This section will explore the issues associated with service: low reward, unclear definition, and prevalence of service activity.

### Reward

Tierney and Bensimon (1996) examined the promotion and tenure process at 12 colleges and universities that represented public and private institutions, research and liberal arts institutions, and institutions of a variety of sizes. The researchers conducted more than 300 interviews with faculty. The authors' goal was to portray the professional life of junior faculty as evidence of the problems with higher education promotion and tenure. Tierney and Bensimon (1996) found a consensus among respondents that "service does not count in any practical sense when a candidate is being considered for tenure" (p. 69).

Fairweather (1993) examined "whether administrative behavior is actually a countermeasure to the research-and-scholarship model espoused by the disciplines or whether administrative action reinforces disciplinary norms" (p. 46). The researcher used 1987-88 National Survey of Postsecondary Faculty data. The data were collected from 424 institutions and included 2,423 department chairs from across program areas and 8,383 full- and part-time faculty. These data were also used for the analysis of faculty compensation. Fairweather (1993) found that faculty who spent the most time on public service tended to make lower base salaries. Fairweather's (1993) findings coupled with those of Tierney and Bensimon (1996) illustrate a scenario in which a focus on service would yield a lower possibility of tenure and lower pay.

In the professoriate, professional success is not correlated with service. According to Bellas and Toutkoushian (1999) "because research and publishing tend to be more heavily rewarded than teaching and service, faculty who devote more time to research and less to other activities will have a greater likelihood of success" (p. 383). It is a challenge for some faculty members to balance a desire for professional recognition with a passion for service to others. Boyer (1990) found that "research and publication have become the primary means by which most professors achieve academic status, and yet many academics are, in fact, drawn to the profession precisely because of their love for teaching or for service" (p. xii). As the lowest of the three faculty priorities, faculty who choose to spend time on service may diminish the possibility of professional success.

### Service Defined

Service is the aspect of faculty work that is unique because it is comparably vague in terms of professional demands and assessment (Tierney & Bensimon, 1996; Boyer, 1990). While service is central to thinking about academic work and is very important it is not easily defined. As such, service functions as a catch-all category for those activities that cannot be defined as teaching or scholarship. According to Boyer (1990),

Service in the academy covers an almost endless number of campus activities—sitting on committees, advising student clubs, or performing departmental chores. The definition blurs still more as activities beyond the campus are included—participation in town councils, youth clubs, and the like. It is not unusual for almost any worthy project to be dumped into the amorphous category called “service.” (p. 22)

In *Scholarship Reconsidered*, Boyer (1990) recommends that service be redefined as the scholarship of application. “To be considered scholarship, service activities must be tied directly to one’s professional activity. Such service is serious demanding work, requiring the rigor—and the accountability—traditionally associated with research activities” (Boyer, 1990, p. 22).

Consistent with Boyer (1990), Glassick et al. (1997) articulate a definition of service that draws a distinction between citizenship activities and projects that relate to scholarship itself. Citizenship activities are considered meritorious social and civic functions. Projects related to scholarship are tied directly to and are a direct outgrowth of the faculty member’s field of specialty. Glassick et al. (1994) assert that scholarly service is tied directly to one’s academic area of expertise.

There is little agreement about the naming convention that should be used in place of “service.” Votruba (1978) added the word “public” before “service” when describing decision-oriented scholarship. More recently, Boyer (1990) called “academically oriented

service” the scholarship of application. In the NSOPF:99 survey service is defined in question 31F as “including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations” (U.S. Department of Education, 1999, p. 10). For the purposes of this study service as defined in question 31F will be referred to as community/professional service. This category of community professional/service is distinct from questions 31E that accounts for time on administration. The full NSOPF:99 survey is found in the Appendix A.

There is an increasing prevalence of community service as access, recruitment, and retention gain prominence on the higher education agenda. There has been considerably more attention to service as administration (NSOPF:99 question 31E). One of the distinguishing qualities of this study is that it brings a large dataset, NSOPF:99, to bear on service related to clinical outreach, community, and professional associations.

### Prevalence of Service

However defined, service does not constitute a large portion of the faculty workload. Antonio, Astin, and Cress (2000) conducted research in an effort to understand the “intrinsic and extrinsic factors that may motivate faculty involvement in service-related activities” (p. 377). The data for this study were collected in conjunction with the national survey of college faculty conducted in 1995-96 by the Higher Education Research Institute. The results are based on 33,986 faculty responses, “a normative subset of the overall sample that includes full-time undergraduate teaching faculty from institutions with a representative number of respondents” (Antonio et al., 2000, p. 377).

Antonio et al. (2000) learned that nearly 80% of all faculty members engage in some sort of service or volunteer activity. However, "only about one faculty member in eight dedicates a minimum of five hours per week to community service activities" (Antonio et al., 2000, p. 380). Time committed to service varies by faculty member with the average faculty member spending less than five hours a week on community service activities.

Faculty perception and rewards impact the amount of time faculty dedicate to their service role. According to Checkoway (2001),

Faculty perceptions are shaped by an academic culture that runs contrary to the idea of playing public roles. Faculty members perceive that public engagement is not central to their role, that there are few rewards for this work, and that it may even jeopardize their careers in the university. (p. 135)

If service is not rewarded, it is logical for faculty members seeking tenure to focus on the activities that will be rewarded. "At most universities, relatively few faculty members show more than a passing interest in outreach involvement. Those who do become involved generally receive little recognition for their efforts during salary, promotion, and tenure consideration" (Votruba, 1978, p. 639).

Within the service component of faculty work, activities that faculty are likely to be engaged in are community oriented or on behalf of professional associations. It is useful to measure particular forms of service devoted in different parts of the academy. Examples include pro bono legal work, community outreach activities, medical work at local clinics, and, for faculty in the humanities, holding office in one's professional society/association. Leadership roles and annual conferences are significant aspects of building an academic career and national reputation, and would be included and considered in tenure evaluation. In the NSOPF:99 survey under workload, each category

is defined to guide survey responses. The response mechanism is self-report but guided. For example, service is defined in question 31F as "including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations" (U.S. Department of Education, 1999, p. 10). The full NSOPF:99 survey is found in the Appendix A.

It is unclear why faculty time allocation varies from person to person. Massey and Zemsky (1994) sought to "explain the interactions between teaching load and class size as well as the effects of curricular structure and disciplinary domain on the distribution of faculty effort" (p. 3-4). The researchers analyzed data collected at four private liberal arts colleges and two private research universities. The research protocol included an analysis of course loads and course enrollments, analysis of the transcripts of graduating seniors, detailed interviews with department chairs, and a follow-up survey to the department chairs that focused on the correlation of expected course enrollments with specific teaching methods and styles. The researchers uncovered a phenomenon that they call the "academic ratchet," "whereby individual faculty members increase their discretionary time (time for pursuing professional and personal goals) largely by loosening their institutional ties and responsibilities" (Massey and Zemsky, 1994, p. 2). Massey's and Zemsky's work shows that faculty time is limited, so when additional time is committed to one area, time is ultimately reduced in another area.

Tierney and Bensimon (1996) found that the expectations for service are varied throughout higher education. One hypothesis is that black faculty members succumb to pressure to commit more time to university service than their white colleagues. Smith (1992) conducted a comparative study of the occupational stress felt by black and white



faculty members. He learned that black faculty members felt a greater number of stressors than white faculty, 17 and eight stressors, respectively. Black faculty felt stress in each of the eight areas identified by white faculty members. More than a third of black faculty members surveyed cited the following additional stressors: receiving inadequate salary to meet personal needs; attending meetings that take too much time; insufficient reward for institutional and departmental service; receiving inadequate university recognition for community service; receiving insufficient recognition for teaching; frequent interruptions by telephone and by visitors; writing letters, memos, and other paperwork; conflict among institutional and personal goals; and level of stress in daily life. In this study, three of the stressors identified as unique to black faculty were service-related stressors. Allen (1997) asserts that black faculty members perform more service than white faculty members. Both Smith's (1992) and Allen's (1997) findings serve as basis for an argument that black faculty feel taxed by their service engagement.

Black faculty members dedicate a greater percentage of time to service than their white colleagues (Allen, 1997). Service is the least rewarded area of faculty work, however. These combined realities may help explain why black faculty members remain underrepresented in higher education institutions. Black faculty members are a diverse cadre of individuals who have varying disciplines, institutional homes, tenure status, academic rank, and genders. It is imperative that the nature of faculty service is explored according to these subcategories to provide a depth of understanding related to the service disparity between black and white faculty members as a precursor to understanding tenure disparity.

## Factors that Impact the Faculty Experience

This section outlines the factors that impact the faculty experience and therefore may have an impact on faculty service. The literature shows that faculty members from underrepresented populations perform more service than their colleagues (O'Meara, 2002). Specifically, black faculty members perform more service than white faculty members (Allen, 1997; Bellas & Toutkoushian, 1999). Black faculty members are unevenly distributed across institutional types, academic ranks, tenure status, and teaching fields (Turner, 2000). Women are another historically underrepresented population that performs a disproportionate amount of service (Antonio et al., 2000). Carnegie Classification, academic rank, tenure status, discipline, and gender are the factors that this study explores.

### Race: Black and White

This section examines the intersection of race (black and white) and service among faculty members. A review of the research is presented under the headings of history, motivation, service time allocation, and tenure.

#### *History*

The faculty ranks were integrated at a time of racial/cultural conflict. Banks (1984) explored the roles and conflicts experienced by black scholars recruited by historically white universities. He reports that there is a historic difference between the institutional service expected of black and white faculty. According to Banks (1984),

The authorities of predominantly white institutions had a variety of motives for hiring black scholars during the early 1970s. The threat to institutional calm posed by student militance prompted officials to recruit and appoint black scholars in the hope of demonstrating to the protestors that their schools were sensitive to, and concerned about, the historic absence of blacks from university faculties. Whether sincere or insincere, the rhetoric and rationales of the administrators lead rather directly to certain role expectations for black academicians. (p. 326)

Black scholars were integrated into predominately white institutions to help administrators manage the volatile political climate among college students. "Rather than being allowed—and indeed encouraged—to concentrate on their academic work, many black professors were sucked into a plethora of activities often unrelated to their competence and interests" (Banks, 1984, p. 327). The institutional service expectations created a differential role for black faculty. "Institutions that had traditionally discouraged younger faculty members from participating on administrative committees and in community affairs drafted young black scholars for these activities" (Banks, 1984, p. 327). University administrators expected black faculty members to perform institutional service earlier in their careers than their white counterparts.

### *Motivation*

It can be argued that the time of great racial/cultural conflict has passed. If that is true, what motivates black faculty to serve? In a study of the intrinsic and extrinsic factors that motivate faculty involvement in service-related activities, Antonio et al. (2000) learned that faculty members of color score higher than their white counterparts by substantial margins on all measures (p. 381). The largest differences between faculty of color and white faculty were in four areas: (1) involvement with student groups engaged in service; (2) belief that community service should be a graduation requirement;

(3) commitment to instilling an ethic of service in students; and (4) support of goals for providing service to the community (Antonio et al., 2000, p. 382). Those findings indicate that black faculty value service differently than their white peers, and that they value it more.

### *Service Time Allocation*

Black and white faculty members have different life experiences and motivations that may impact professional time allocation. Bellas and Toutkoushian (1999) asked "(a) whether faculty differ across gender, racial/ethnic, and family status groups in how they spend their time, and (b) the extent to which any differences help explain intergroup variation in faculty research productivity" (p. 368). The researchers analyzed data from the 1993 National Survey of Postsecondary Faculty. The study sample was restricted to "full-time faculty employed at two- and four-year institutions who had the rank of lecturer/instructor, assistant, associate, or full professor" (p.371). The sample included 14,614 faculty members. Bellas and Toutkoushian's (1999) analysis of faculty time allocation and research productivity showed that white faculty members spent more time on paid activities within the institution than faculty from underrepresented populations (ranging from 2.5 to 4.5 hours per week). Black faculty spent more time on service than their white counterparts, however. Additionally, black faculty members showed a somewhat lower research output than white faculty. This is important because Bellas and Toutkoushian (1999) found that "faculty who spend less time in paid activities (particularly research) and more time in nonpaid activities may produce fewer standard

research products, with negative consequences for career success" (p. 378). The assertion is that service is negatively correlated with career success.

The National Education Association 1997 Almanac of Higher Education (Allen, 1997) also reported faculty time allocation data. Table 4 shows faculty time allocation for professional tasks by race. The data show that black faculty reported performing more unpaid service (15% of time on average) and administrative work (13.5% of time on average) than their peers, whose average percentages were 11.4% and 10.3%, respectively (Allen, 1997). Overall, black faculty members spend a greater percentage of their professional time on service than their colleagues (Allen, 1997).

Table 4

Gender Distribution of Percentage of Faculty Time Allocated for Professional Tasks

	American Indian		Asian- American		African- American		Hispanic American		White American	
	M	F	M	F	M	F	M	F	M	F
Teaching	59	57	40	41	46	53	47	57	45	53
Research	8	5	33	23	12	8	21	13	21	12
Professional growth	4	6	5	5	6	5	6	5	5	7
Administration	12	6	8	10	13	14	8	8	13	11
Consulting	10	16	4	10	3	5	7	3	7	5
Service	7	11	10	11	19	11	10	13	10	12

*M = Male faculty*

*F = Female faculty*

Note: Figures represent percentages that have been rounded.

(Allen, 1997, p. 35)

O'Meara (2002) conducted a study that "explored how values and beliefs held by faculty and administrators influenced the promotion and tenure process" (p.59). Qualitative data were collected at four institutions, one each from the following Carnegie Classifications: research, doctoral, master, and baccalaureate. The researcher interviewed 12 to 15 individuals from each institution. Participants included faculty of each rank and both genders, the dean, department chairs, the provost, and personnel committee members. Additionally, the researcher supplemented the interviews with a review of various institutional documents including promotion and tenure guidelines, applicant portfolios and materials, institutional reports and memoranda, meeting minutes, and descriptions of service projects. During analysis of the applicant portfolio materials O'Meara (2002) learned that 90% of the faculty members who reported engaging in service were women and 25% were faculty of color.

### *Tenure*

Minority faculty are less likely to be tenured than white faculty (Carter & Wilson, 1992). Nettles and Perna (1995) studied the status and condition of college faculty salaries, tenure, rank attainment, and productivity by gender and race. The researchers used a subset of data from the 1992-93 National Study of Postsecondary Faculty. There were 8,114 faculty members in the sample. Nettles and Perna (1995) found that 74.7% of white faculty held tenured positions, compared with 62.1% of black faculty. In this study, career scholarly productivity was the second most important predictor of tenure (after experience).

Historically, the majority of faculty members have been white. At the time of integration, black faculty members entered the professoriate with the expectation that they would help address race/cultural issues. Since integration black faculty members have remained motivated to serve, and have dedicated a greater percentage of time to service than their colleagues. Unfortunately, black faculty members are less likely than their colleagues to earn tenure.

### Carnegie Classification

This section examines the intersection of Carnegie Classification, race, and service among faculty members. A review of the research is presented under the headings of distribution by race and service time allocation.

#### *Distribution by Race*

The general underrepresentation of black, American-Indian, and Hispanic faculty members becomes clearer when viewed by Carnegie Classification. U.S. Department of Education (1997) data showed Asian and Alien (non-U.S. citizen) tenured faculty were concentrated at research institutions while black, American-Indian, and Hispanic faculty members were represented in greater proportion at two-year degree-granting institutions (Tables 2 and 3). Two-year degree-granting institutions have teaching- and service-focused missions (Fairweather, 1996). Black, American-Indian, and Hispanic faculty members are concentrated in institutions that have teaching and service missions.

Minority faculty members are unevenly distributed across institutional types (Blackburn et al., 1994; Turner, 2000; Bradburn, et al., 2002). Bradburn, Sikora, and

Zimbler (2002) analyzed data from the 1998 administration of the National Study of Postsecondary Faculty in a statistical analysis report written on behalf of the national Center for Education Statistics. Table 5 shows the percentage distribution of full-time instructional faculty and staff according to institution type, by race. For example, public doctoral institutions house 34.8% of white, non-Hispanic faculty compared with 23.2% of black, non-Hispanic faculty. When disaggregated from the minority faculty category, black faculty members remain unevenly distributed.

Table 5

Percentage Distribution of Full-Time Instructional Faculty and Staff According to Institutional Type, by Race

	Public doctoral <sup>1</sup>	Private, not-for- profit doctoral <sup>1</sup>	Public compre- hensive	Private, not-for- profit compre- hensive	Private, not-for- profit liberal arts	Public 2-year	Other <sup>2</sup>
White, non-Hispanic	34.8	10.5	14.4	6.9	8.8	18.3	6.3
Black, non-Hispanic	23.2	8.2	21.8	6.0	10.7	21.5	8.7

<sup>1</sup>Includes research, doctoral, and medical institutions.

<sup>2</sup>Other institutions include private not-for-profit 2-year institutions, public liberal arts colleges, and other specialized institutions.

(Bradburn et al., 2002, p. 44)

### *Service Time Allocation*

Faculty members are differentially distributed by race across Carnegie Classifications. Does the differential distribution also exist for faculty time allocation? In a study of the intrinsic and extrinsic factors that motivate faculty involvement in



service-related activities, Antonio et al. (2000) learned that differences can be seen across different institutional types, particularly between universities and two- and four-year colleges. Non-university (two-year) faculty showed more involvement with service than their university (four-year) colleagues (Antonio et al., 2000). Similarly, Tierney and Bensimon (1996) learned through interviews that "smaller institutions expected more service than larger institutions do; and in larger institutions service generally remains within the department whereas in smaller colleges new faculty will serve on committees that address institution-wide issues as well as the concerns of their own department" (p. 68).

Institutional type is a factor that influences faculty time allocation (Fairweather, 1993; Milem, Berger, & Dey, 2000). Milem, Berger, and Dey (2000) examined "changes in amounts of time faculty spent engaged in teaching, advising, and research activities at the institutional level over a twenty-year period" (p. 455). Three sources of data were used for this study. The 1972 American Council on Education study included data from 53,034 respondents employed by 301 higher education institutions. The 1989 and 1992 surveys conducted by the Higher Education Research Institute included data from 51,574 respondents employed by 432 higher education institutions. Based on analysis, Milem et al. (2000) concluded that faculty members at research universities spent more time engaged in research than faculty in the other Carnegie Classifications. After research universities, service activity was most prominent at doctoral universities, followed by comprehensive universities, then liberal arts colleges, and finally two-year colleges. The study also showed that there was a statistically significant increase between 1971 and 1989/92 in the amount of time faculty members reported spending on teaching and

preparing to teach in all institution types except for the research universities. The increasing faculty engagement in teaching (or preparing to teach) coupled with the research focus indicates that the third area of faculty work—service—may be receiving a decreasing amount of faculty time. “It is possible that extra time that faculty devoted to research resulted from reduced involvement in service-related activities” (Milem et al., 2000, p.467).

In summary, the research related to Carnegie Classification was explored in this section under the headings of distribution by race and service time allocation. When viewed by Carnegie Classification, black and white faculty members are unevenly distributed. Similarly, faculty time allocation varies by institution type. These findings make a case for further exploration of the relationship between race, service, and institution type.

#### Academic Rank and Tenure Status

This section explores the intersection of academic rank/tenure status, race, and service among faculty members. Note that academic rank and tenure status are similar concepts that are both referenced in the literature. Due to the similar nature of academic rank and tenure status, they are presented as a single category/factor. A review of the associated research is presented under the headings of academic rank, tenure status, and motivation.

### *Academic Rank*

The literature indicates that there is a relationship between race and faculty rank. Bradburn et al. (2002) analyzed data from the 1998 administration of the National Study of Postsecondary Faculty. Table 6 shows the percentage distribution of full-time instructional faculty and staff according to academic rank, by race. The table shows that white faculty members were represented in greatest quantity at the rank of full professor at 32.2%. The largest percentage of black faculty (32.8%) held the rank of assistant professor. "Black faculty members were less likely than white faculty to be full professors but were more likely to be assistant professors" (Bradburn et al., 2002, p. 25). Similarly, Nettles and Perna (1995) found that black faculty members are less likely than faculty of other race groups to hold the rank of full professor. White faculty members are more likely to hold senior faculty rank than faculty of color (Bellas & Toutkoushian, 1999). Faculty members of color are unevenly distributed among the faculty ranks (Turner, 2000).

Table 6

Percentage Distribution of Full-Time Instructional Faculty and Staff According to Academic Rank, by Race

	Full professor	Associate professor	Assistant professor	Other*
White, non-Hispanic	32.2	23.5	21.0	23.3
Black, non-Hispanic	17.5	25.2	32.8	24.6

\*Includes instructors, lecturers, other ranks, and those without an academic rank.

(Bradburn et al., 2002, p. 47)

### *Tenure Status*

Black and white faculty members are unevenly distributed throughout the tenure ranks. Menges and Exum (1983) conducted an analysis of the slow growth of faculty from historically underrepresented populations and concluded that "minority faculty are concentrated at the lower academic ranks and have progressed more slowly than white males toward senior ranks" (p. 139). One explanation may be the low representation of people of color among tenured and tenure-track faculty (Turner, 2000). Table 7 shows the percentage distribution of faculty and staff according to tenure status, by race. Note that 54.3% of white faculty members have earned tenure compared with 43.9% of black faculty members. Black faculty members are distributed among the tenure ranks differently than their white colleagues.

Table 7

Percentage Distribution of Full-Time Instructional Faculty and Staff According to Tenure Status, by Race

	Tenured	Tenure track	Not on tenure track	No tenure
White, non-Hispanic	54.3	17.4	17.8	10.5
Black, non-Hispanic	43.9	26.1	20.6	9.3

(Bradburn et al., 2002, p. 48)

### *Motivation*

The literature shows that there is a relationship between faculty rank/tenure status and service engagement. In a study of the intrinsic and extrinsic factors that motivate faculty involvement in service-related activities, Antonio et al. (2000) learned that service

engagement is differentially distributed among faculty across academic ranks. They found that lower-ranking faculty members and faculty members who are not on the tenure track generally demonstrate the highest levels of commitment to community service activities and involvement in community service with their students. Full professors are less engaged, showing half the amount of support for a community service requirement shown by lower ranking faculty (Antonio et al., 2000, p. 382). Service engagement decreases as faculty rank increases.

Why do junior faculty members engage in service at a higher rate than their more senior colleagues? Baez (2000) conducted a qualitative study of 16 faculty members of color at a private research university to understand how they construed the promotion and tenure process. Service was a salient concern for 14 of the participants. The study revealed a distinction between tenured and untenured faculty members regarding feelings about service. Tenured faculty members believed that individuals had control over their time while untenured faculty members had difficulty pinpointing the source of their service burdens (p. 368). Junior and senior faculty members have different understandings of service expectations and their relationship to the tenure process.

There is disagreement in the literature about the relationship between faculty rank and service engagement. Fairweather (1996) also explored faculty roles in and outside academe. National Survey of Postsecondary Faculty (1987-88) data were used to examine "the nature of faculty work and the variation in work patterns by type of institution and academic discipline" (p. 14). Fairweather's findings revealed that service does not vary by academic rank. The studies conducted by Antonio et al. (2000) and Baez (2000) that were summarized above indicate that service engagement differs by

rank. Asymmetrical findings about the relationship between faculty rank/tenure status and service merits further investigation.

In summary, the research related to academic rank/tenure status was explored in this section under the headings of academic rank, tenure status, and motivation. When viewed by academic rank/tenure status, black and white faculty members are unevenly distributed. There are conflicting findings about the relationship between faculty time allocation and academic rank/tenure status. The lack of consistency among the research necessitates further exploration of the relationship between race, service, and academic rank/tenure status.

### Discipline

This section explores the intersection of discipline, race, and service among faculty members. A review of the research is presented under the headings of distribution by race and service time allocation.

#### *Distribution by Race*

Faculty members of color are unevenly distributed among the academic disciplines (Turner, 2000). According to Tack and Patitu (1992), minorities are underrepresented in a variety of disciplines. Bradburn et al. (2002) analyzed data from the 1998 administration of the National Study of Postsecondary Faculty. Table 8 shows the percentage distribution of full-time instructional faculty and staff according to teaching field, by race. Bradburn et al. (2000) learned that white faculty members are represented in greatest quantity in the natural sciences and engineering at 24.3%. The

largest percentage of black faculty, 26.3%, teach in the social sciences and education

(Bradburn et al., 2000; Blackburn et al., 1994).

Table 8

Percentage Distribution of Full-Time Instructional Faculty and Staff According to Teaching Field, by Race

	Business/ law/com- munication	Health sciences	Human- ities	Natural sciences/ engineering	Social sciences/ education	Occupational- ly specific	Other
White, non-Hispanic	10.5	15.2	14.4	24.3	17.5	2.9	15.1
Black, non-Hispanic	10.8	13.2	13.2	14.5	26.3	3.5	18.5

(Bradburn et al., 2002, p.46)

*Service Time Allocation*

Faculty commitment to service varies by discipline. Fairweather (1996) found that faculty service time allocation by discipline varies in four-year institutions. The study showed that education faculty spent 3.4% of their time, the largest amount, on service. Faculty members from business and social sciences spent more than 2% of their time on service. Economics, engineering, health sciences, humanities, and natural sciences faculty members committed less than 1.8% of their time on service, the least amount of time spent.

According to Antonio et al. (2000),

Faculty trained in the physical sciences and humanities are among the least involved in community service, while those trained in the life sciences and social sciences are among the most supportive and involved. Faculty trained in social work, ethnic studies, women's studies, education, and health sciences—fields that focus on improving people and

communities—exhibit the highest levels of personal commitment to service. (p. 384)

The disciplines in which faculty members are engaged are predictive of service involvement (Antonio et al., 2000).

In summary, the research related to discipline was explored in this section under the headings of distribution and service time allocation. When viewed by discipline, black and white faculty members are unevenly distributed. Similarly, faculty time allocation varies by discipline. These findings make a case for further exploration of the relationship between race, service, and discipline.

### Gender

This section explores the intersection of gender, race, and service among faculty members. A review the research is presented under the headings of distribution, service time allocation, and motivation.

### *Distribution by Race*

Women are underrepresented in the faculty ranks of higher education institutions. According to U.S. Census Bureau Population Estimates (2000), the gender distribution of the general population has held steady since 1997 with 48.8% males and 51.2% females. The Integrated Postsecondary Education Data Set (IPEDS) Fall Staff Survey from 1997 shows that faculty new hires were 55.7% male and 44.3% female (Table 3). The U.S. Department of Education (1997) gender distribution of faculty is not proportional to U.S. Census population figures.



The tenured faculty distribution by gender showed even greater disparity with 65.2% males and 34.8% females (Table 2). Tenured female faculty members have varying levels of representation depending on the Carnegie Classification of their institution of employment (Tables 1 and 2). Two-year institutions have the smallest gender divide, with females representing 46.9% of tenured faculty members. Two-year institutions generally have a mission that focuses most faculty time on teaching and service (Fairweather, 1996). Additionally, two-year institutions do not always require that faculty members hold the doctorate degree. Research institutions tend to have research-oriented missions and require faculty members to have earned the doctorate degree (Fairweather, 1996). Research institutions have the greatest disparity between male and female tenured faculty numbers. In 1997, female faculty members constituted 29.1% of tenured faculty at research institutions, less than half the percentage of men. Female faculty members are underrepresented within every level of the Carnegie Classification.

### *Service Time Allocation*

Gender was not considered in national studies of faculty time expenditures prior to the mid-1980s (Bellas and Toutkoushian, 1999). Currently, there is a dearth of information about gender as it relates to faculty service (Keim & Erickson, 1998). The studies consulted do not show consensus about the relationship between gender and service.

Antonio et al. (2000) conducted research in an effort to understand the "intrinsic and extrinsic factors that may motivate faculty involvement in service-related activities" (p. 377). The data for this study were collected in conjunction with the National Survey

of College Faculty conducted in 1995-96 by the Higher Education Research Institute. The results are based on 33,986 faculty responses, "a normative subset of the overall sample that includes full-time undergraduate teaching faculty from institutions with a representative number of respondents" (Antonio et al., 2000, p.377). The researchers found that:

Higher proportions of women perform service or volunteer work, and women are more likely than men to advise students doing service, feature community service in their coursework, maintain educational goals focused on service, and strongly favor institutional policies that support community service and involvement. (p.380)

Menges and Exum (1983) conducted an analysis of the slow growth of faculty from historically underrepresented populations. Their findings illustrated that service/governance activities consume a disproportionate share of the time of female faculty. According to Menges and Exum (1983), "because of their high visibility, women and minorities may be offered more such 'opportunities' than are white males" (p.131). Additional opportunities include but are not limited to public affirmation of institutional policies, committee service, or mentoring of similarly underrepresented students (Menges & Exum, 1983).

Research by Bellas and Toutkoushian (1999) revealed that female faculty spent more time teaching than male faculty and less time on research. The study also showed that women did not differ from men in the percentage of time devoted to service. Those findings contradict the results of studies by Menges and Exum (1983) and Antonio et al. (2000). It should also be noted that none of the previous studies addressed the intersection of race and gender as they relate to service engagement.

*Motivation*

The majority of studies report that female faculty members have a higher level of service engagement. Antonio et al. (2000) conducted research in an effort to understand the "intrinsic and extrinsic factors that may motivate faculty involvement in service-related activities" (p. 377). The data for this study were collected in conjunction with the National Survey of College Faculty conducted in 1995-96 by the Higher Education Research Institute. The results are based on 33,986 faculty responses, "a normative subset of the overall sample that includes full-time undergraduate teaching faculty from institutions with a representative number of respondents" (Antonio et al., 2000, p.377).

The researchers found that:

Women faculty score higher than their male counterparts by substantial margins on nearly all measures related to community service. Higher proportions of women perform service or volunteer work, and women are more likely than men to advise student groups doing service, feature community service in their coursework, maintain educational goals focused on service, strongly favor institutional policies that support service and involvement. (p. 380)

Based on this research, female faculty members appear more motivated to engage in service activities than their male colleagues.

The research related to gender was explored in this section under the headings of distribution, service time allocation, and motivation. When viewed by gender, black and white faculty members are unevenly distributed. There are conflicting findings about the relationship between faculty time allocation and gender. These research findings provide a rationale for further exploration of the relationship between race, service, and gender.

### Summary

This chapter presented a review of literature related to faculty service and explored the importance of faculty diversity. Additionally, the faculty service role was discussed. The final section of this chapter outlined factors that impact the faculty experience: race, Carnegie Classification, academic rank/tenure status, discipline, and gender. The literature cited provided a foundation for this study.

## CHAPTER 3

### METHODOLOGY

The purpose of this study was to investigate the community/professional service time allocation by black and white faculty members in colleges and universities. More specifically, this research examined whether differences exist between the percentage of time black and white faculty members spend engaged in community/professional service activities. This study further investigated whether such differences exist between black and white faculty members at different types of Carnegie Classification institutions, by faculty rank, tenure status, academic discipline, and by gender. Those relationships were studied using responses to the 1999 National Study of Postsecondary Faculty (NSOPF:99). Community/professional service was analyzed using six independent variables: Carnegie Classification of institution, academic rank, tenure status, academic discipline, gender, and race.

The NSOPF:99 survey was distributed to faculty members employed at 960 U.S. postsecondary education institutions (U.S. Department of Education, 2002). The survey obtained information about the service component of the faculty workload as well as the sociodemographic information needed to complete the study. Additionally, the sample was stratified by gender and race/ethnicity to allow for strategic oversampling to produce a representative dataset. NSOPF:99 provided more comprehensive information than

would a survey created and distributed by an individual with time and financial constraints.

### Population and Sample

The population for this study was extracted from the NSOPF:99 dataset. The NSOPF:99 survey was distributed to 28,576 full- and part-time faculty members employed at 960 postsecondary institutions (U.S. Department of Education, 2002). "The sampled institutions represented all public and private not-for-profit Title IV-participating, degree-granting institutions in the 50 states and the District of Columbia" (U.S. Department of Education, 2002, p. iii). For the purposes of this study, the NSOPF:99 sample was limited to all full-time faculty members who have the principal duty of instruction.

The NSOPF:99 sample was collected in three stages. The first stage developed an institutional frame. The second stage generated faculty member responses from the institutions selected during the first stage. The third stage was an effort to increase the response rate through follow-up with nonresponding faculty. The first and second stages included stratified, systemic samples (U.S. Department of Education, 2002).

In the first stage of sampling, an institution frame was developed. The 1997-98 Integrated Postsecondary Education Data System (IPEDS) Instructional Characteristics data files and the 1997 and 1998 IPEDS Fall Staffing files provided a base list of institutions (U.S. Department of Education, 2002). The base list was narrowed to 960 eligible institutions using target population criteria (U.S. Department of Education, 2002,

p. iii). The target population criteria had were: Title IV-participating institutions; two-year or four-year degree-granting institutions; public or private not-for-profit institutions; institutions offering programs designed for high school graduates; institutions open to persons other than employees of the institution; and institutions located in the 50 states or the District of Columbia (U.S. Department of Education, 2002, p. 26).

The institution sample was stratified to ensure proportional representation using the 1994 Carnegie Classification. The eight strata were:

Stratum 1: Large public master's. Public master's (comprehensive) universities and colleges with at least 800 faculty;

Stratum 2: Small public master's. Public master's universities and colleges with fewer than 800 faculty;

Stratum 3: Private-not-for-profit master's. Private master's (comprehensive) universities and colleges;

Stratum 4: Public baccalaureate. Public baccalaureate colleges, including liberal arts colleges, schools of engineering, law and health centers, and business, teacher's colleges, and other specialized schools;

Stratum 5: Private not-for-profit baccalaureate. Private baccalaureate colleges, including liberal arts colleges, schools of engineering, law and health centers, and business, teacher's colleges, Bible colleges and theological seminaries, and other specialized schools;

Stratum 6: Medical. Medical schools and medical centers;

Stratum 7: Associates. Associates of Arts colleges;

Stratum 8: Research and doctoral. Research universities and other doctoral institutions (U.S. Department of Education, 2002, p. 27).

In the second stage of the sampling process, 28,576 faculty members were selected from the 960 institutions identified in the first stage. Among this group, 1,532 faculty members were deemed ineligible and eliminated because they were not employed by the institution during the fall of 1998, resulting in a sample of 27,044 (U.S. Department of Education, 2002, p. iii). To ensure proportional representation, by targeted oversampling, the faculty members were grouped into demographic strata prior to carrying out sample selection. The five strata were: Hispanic faculty; Non-Hispanic black faculty; Asian and Pacific Islander faculty; Full-time faculty who were not Hispanic, black, Asian, or Pacific Islander; and All other faculty (U.S. Department of Education, 2002, p. 32).

The third stage of sampling was an effort to increase the response rate. "A subsample of the faculty who had not responded was selected for intensive follow-up efforts" (U.S. Department of Education, 2002, p. iii). Follow-up was in the form of mail, e-mail, and telephone contact. Ultimately, nonresponding faculty members were removed from the sample. The final sample of 19,213 included 17,600 complete NSOPF:99 questionnaires resulting in a weighted response rate of 83.2% (U.S. Department of Education, 2002, p. iv).



### Instrumentation

Survey data utilized in this study were from the 1999 National Study of Postsecondary Faculty (NSOPF:99). The U.S. Department of Education produced the third iteration of the NSOPF survey in 1999. The NSOPF survey was first conducted in 1988 and next administered in 1993 (U.S. Department of Education, 2002). The fourth administration of the NSOPF survey took place in 2004. However, that dataset was unavailable for use for this study.

The Gallup Organization had primary responsibility for development of the NSOPF:99 questionnaire. Input also was provided by representatives from the National Technical Review Panel, U.S. Department of Education, National Endowment for the Humanities, and the National Science Foundation (U.S. Department of Education, 2002, p. 7). The topics addressed through the questions were driven by the 1993 instrument. "For the purpose of trend analysis, one of the overriding objectives was to preserve as many of the 1993 items as were relevant and feasible" (U.S. Department of Education, 2002, p. 7). Irrelevant and outdated items were eliminated. New relevant policy issues, as determined by the previously mentioned group of contributors, were addressed through the addition of new questions (U.S. Department of Education, 2002).

Gallup produced both an institutional and a faculty survey. This study used the data collected using the faculty instrument. The NSOPF:99 questionnaire consists of seven sections: employment, academic and professional background, institutional responsibilities and workload, job satisfaction, compensation, sociodemographic characteristics, and opinions (U.S. Department of Education, 2002, p. 13). The instrument

was designed with a behavioral focus. The goal was to "collect data on who the faculty are, what they do, and whether, how and why the composition of the nation's faculty is changing" (National Center for Educational Statistics, 2002, p. 13).

The NSOPF:99 questionnaire was produced in a self-administered paper version and a self-administered Web version. Faculty members were surveyed in seven waves between February and December 1999 (U.S. Department of Education, 2002, p. iv). The instrument was mailed to faculty members who then had the option of completing it and returning it by mail, or completing the Web-based version. Each wave of faculty members was sent a coordinated series of mail, e-mail, and telephone communication. The telephone calls included computer-assisted telephone interviewing (CATI) for nonresponding faculty (U.S. Department of Education, 2002, p. iv). The item nonresponse rate for the faculty instrument was 6.2% (U.S. Department of Education, 2002, p. 107). The full copy of the NSOPF:99 survey instrument is found in the Appendix A.

### Variables in the Study

This study had six independent variables and one dependent variable. The independent variables were Carnegie Classification of institution, academic rank, tenure status, academic discipline, gender, and race. Selected questions from the NSOPF:99 survey were used to code the independent variables. Those questions, listed in Table 9, solicited information about academic rank, tenure status, academic discipline, gender, and race. The full NSOPF:99 survey is found in the Appendix A.

The dependent variable was community/professional service involvement. A question from the NSOPF:99 survey was used to code the dependent variable. This question, listed in Table 9, solicited information about the community/professional service component of faculty work. In the NSOPF:99 survey service is defined as "including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations" (U.S. Department of Education, 1999, p. 10). For the purposes of this study service as defined by the U.S. Department of Education is referred to as community/professional service. The full NSOPF:99 survey is found in the Appendix A.

Table 9

Variables

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Independent Variables

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Which of the following best describes your academic rank, title, or position at this institution during the 1998 Fall Term? (question A8)

NA Not applicable: no ranks designated at this institution

Professor

Associate Professor

Assistant Professor

Instructor

Lecturer

Other title (Please specify)

What was your tenure status at this institution during the 1998 Fall Term? (question A10)

Tenured (in what year did you achieve tenure at this institution?)

On tenure track but not tenured

Not on tenure track/although institution has a tenure system

No tenure system at this institution

What is your principal field or discipline of teaching? (question A14)

NA Not applicable

Name of principal field/discipline of teaching

Code for Field or Discipline

Are you male or female? (question F81)

Male

Female

What is your race? (question F84)

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

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Dependent Variable

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In column A, please allocate your total work time in the 1998 Fall Term into several categories. In column B, indicate what percentage of your time you would prefer to spend in each of the listed categories. Service is the category addressed in sub-item f. (question C31f)

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(U.S. Department of Education, 1999, p. 1, 2, & 23)

### Data Analysis

The variables were analyzed using descriptive and inferential statistics. The means and standard deviations were calculated for all independent and dependent variables. Analysis of variance (ANOVA) was used to examine possible relationships between the independent variables and the dependent variables. ANOVA "is a statistical procedure to determine whether two or more means differ significantly" (Hopkins, Hopkins & Glass, 1996, p. 387). Data calculations were conducted using SPSS.

## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

The purpose of this study was to investigate the community/professional service time allocation by black and white faculty members in higher education institutions. More specifically, this research examined whether differences exist between the percentage of time black and white faculty members spend engaged in community/professional service activities. The first chapter provides an introduction to the study and the research questions. The second chapter reviews the associated literature and research. The third chapter outlines the study methodology. This chapter summarizes the results of the data analysis. The fifth and final chapter will explore the implications of this research.

The following research questions were explored in this study:

1. Is there a difference in the percentage of time that black and white faculty members spend on the community/professional service component of the professoriate?
2. Is there a difference in the percentage of time that black and white faculty members prefer to spend on the community/professional service component of their work?
3. Is there a disparity between time spent and time preferred on community/professional service within groups and/or between groups?

The research questions were examined using data from the 1999 National Study of Postsecondary Faculty (NSOPF:99). Study variables were analyzed using descriptive and inferential statistics. The means and standard deviations were calculated for all independent and dependent variables. Analysis of variance was used to examine possible relationships between the independent and dependent variables. Data calculations were conducted using SPSS.

### Carnegie Classification

#### Time Spent on Community/Professional Service Activity

The results from analyzing time spent on service by Carnegie Classification are shown in Table 10. Results are based on the percentage of all faculty work time spent on community/professional service activities.

Table 10

#### Time Spent on Community/Professional Service by Carnegie Classification (aggregate): Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	825474.374 <sup>a</sup>	19	43446.020	736.667	.000	.037
Intercept	92618.032	1	92618.032	1570.423	.000	.004
Race	96.223	1	96.223	1.632	.201	.000
Carnegie Classification	239085.279	9	26565.031	450.434	.000	.011
Race * Carnegie Classification	40171.507	9	4463.501	75.683	.000	.002
Error	21399910.435	362855	58.976			
Total	28665948.000	362875				
Corrected Total	22225384.810	362874				

a. R Squared = .037 (Adjusted R Squared = .037)

A main effect for Carnegie Classification (aggregate) and an interaction effect for race and Carnegie Classification (aggregate) are shown. Carnegie Classification (aggregate) main effect  $F=450.43$ ,  $df=9$ , error  $df=362,855$ ,  $p<0.01$ . Race X Carnegie Classification (aggregate) interaction effect  $F=75.68$ ,  $df=9$ , error  $df=362,855$ ,  $p<0.01$ .

The results from analyzing time spent on community/professional service by Carnegie Classification and race are also illustrated in Figure 2 and Table 11. Figure 2 is the graphic depiction of the comparison of Carnegie Classification means. Table 11 shows the means in tabular form.

Figure 2

Carnegie Classification: Time Spent on Community/Professional Service Activity

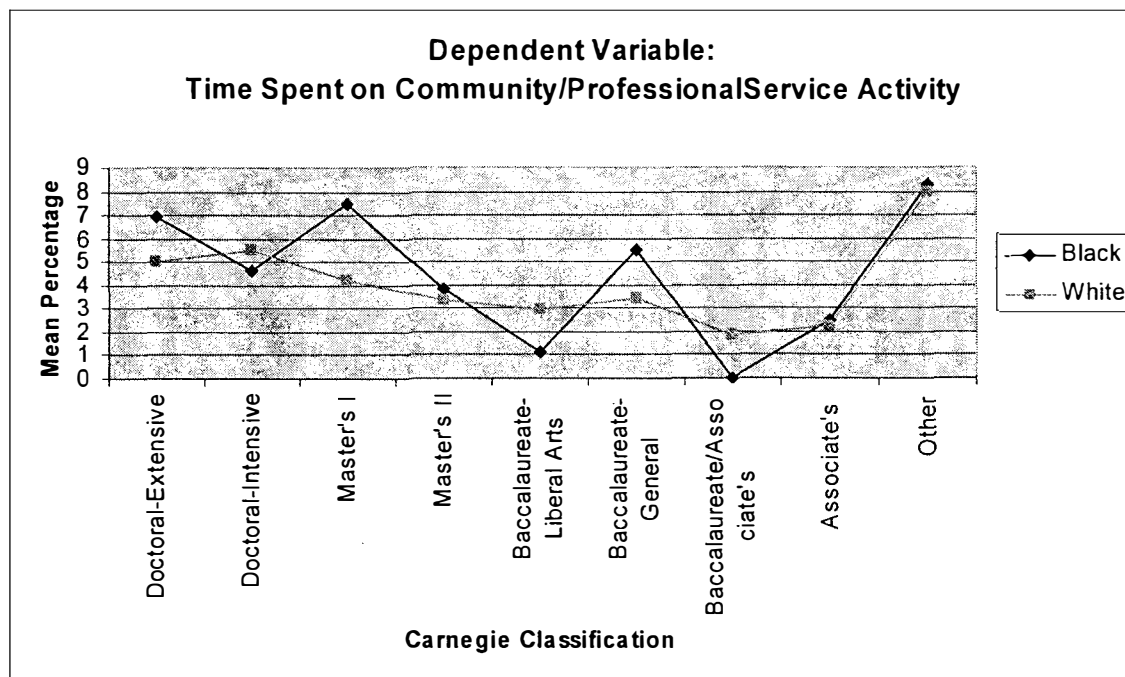




Table 11

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Carnegie Classification

	Black			White		
	Count	Mean	SD	Count	Mean	SD
Doctoral-Extensive	3956	6.92	9.29	88614	5.04	8.39
Doctoral-Intensive	2160	4.62	4.73	31277	5.47	8.34
Master's I	4551	7.45	9.70	76711	4.23	6.50
Master's II	1151	3.80	6.67	13487	3.35	4.75
Baccalaureate-Liberal Arts	465	1.15	2.63	13046	2.91	4.51
Baccalaureate-General	2211	5.51	7.34	16542	3.44	6.62
Baccalaureate/Associate's	17	0.00	0.00	1932	1.81	2.94
Associate's	5606	2.47	4.49	7728	2.24	5.15
Other	1286	8.30	7.98	16816	7.95	17.07
Total Count	21403			335713		

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service varied from 0% to 8.3%. Among white faculty the variance is 6.14%, from 1.81% at Baccalaureate/Associate's institutions to 7.95% at Other institutions. The category "Other" institutions is comprised of colleges and universities that do not fall into one of the other eight more prescribed Carnegie Classifications. The variance among mean time spent on community/professional service by black faculty is greater at 8.3% as both the high (8.3% at Other institutions) and the low (0% at Baccalaureate/Associate's institutions) were derived from this population.

The results show that overall as institutions increase in complexity the mean percentage of time spent on community/professional service tended to increase. Figure 2 shows this pattern is clearer for white faculty than for black faculty. For example, among white faculty at Doctoral-Intensive institutions the mean amount of time spent on community/professional service is 5.74%, at Master's I institutions the mean is 4.23%, at Master's II institutions the mean is 3.35%, and at Baccalaureate-Liberal Arts institutions the mean is 2.91%.

Overall the mean percentage of time that white faculty members spend on community/professional service decreases steadily as institutional complexity decreases, as shown in Table 11. Among black faculty the mean percentage of time spent on community/professional service experiences greater fluctuation as institutional complexity decreases, as shown in Table 11. For example, among black faculty at Doctoral-Intensive institutions the mean amount of time spent on community/professional service is 4.62%, at Master's I institutions the mean is 7.45%, at Master's II institutions the mean is 3.80%, and at Baccalaureate-Liberal Arts institutions the mean is 1.15%.

#### Time Preferred on Community/Professional Service Activity

The results from analyzing time preferred on community/professional service by Carnegie Classification (aggregate) are shown in Table 12.

Table 12

Time Preferred on Community/Professional Service by Carnegie Classification (aggregate):  
Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	697873.774 <sup>a</sup>	19	31467.041	612.042	.000	.031
Intercept	91076.988	1	91076.988	1771.472	.000	.005
Race	7.328	1	7.328	.143	.706	.000
Carnegie Classification	149528.035	9	16614.226	323.151	.000	.008
Race * Carnegie Classification	89593.926	9	9954.881	293.625	.000	.005
Error	18655529.992	362855	51.413			
Total	25823136.000	362875				
Corrected Total	19253403.766	362874				

a. R Squared = .037 (Adjusted R Squared = .037)

A main effect for Carnegie Classification (aggregate) and an interaction effect for race and Carnegie Classification (aggregate) are shown. Carnegie Classification (aggregate) main effect  $F=323.15$ ,  $df=9$ , error  $df=362,855$ ,  $p<0.01$ . Race X Carnegie Classification (aggregate) interaction effect  $F=193.63$ ,  $df=9$ , error  $df=362,855$ ,  $p<0.01$ .

The results from analyzing preferred time on community/professional service by Carnegie Classification and race are also illustrated in Figure 3 and Table 13. Figure 3 is the graphic depiction of the comparison of Carnegie Classification means. Table 13 shows the means in tabular form.

Figure 3

Carnegie Classification: Time Preferred on Community/Professional Service Activity

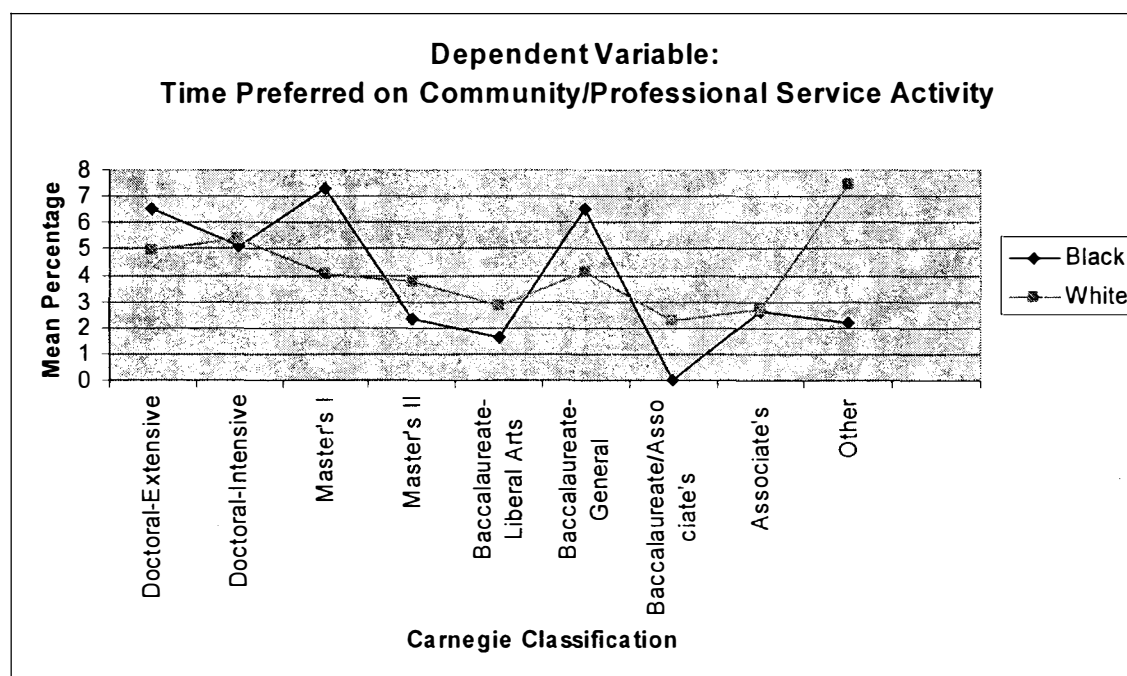


Table 13

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Carnegie Classification

	Black		White	
	Mean	SD	Mean	SD
Doctoral-Extensive	6.50	6.83	4.98	8.39
Doctoral-Intensive	5.08	5.41	5.38	8.55
Master's I	7.31	8.48	4.07	5.64
Master's II	2.34	3.92	3.72	5.11
Baccalaureate-Liberal Arts	1.64	3.50	2.80	4.25
Baccalaureate-General	6.49	7.01	4.14	6.83
Baccalaureate/Associate's	0.00	0.00	2.28	4.83
Associate's	2.61	4.64	2.67	5.38
Other	2.20	4.89	7.45	12.96

Source: NSOPF 99

In this analysis the mean percentage of time preferred on community/professional service varied from 0% to 7.45%. Among white faculty the variance is 5.17%, from 2.28% at Baccalaureate/Associate's institutions to 7.45% at other institutions. The variance among mean preferred time on community/professional service by black faculty is greater at 7.31% as both the high (7.31% at Master's I) and the low (0% at Baccalaureate/Associate's institutions) were derived from this population.

The results show that overall as institutions increase in complexity the mean percentage of preferred time on community/professional service tended to increase. Figure 3 shows this pattern is clearer for white faculty than for black faculty. For

example, among white faculty at Doctoral-Intensive institutions the mean percentage of time preferred on community/professional service is 5.38%, at Master's I institutions the mean is 4.07%, at Master's II institutions the mean is 3.72%, and at Baccalaureate-Liberal Arts institutions the mean is 2.80%. Overall the mean percentage of time that white faculty members prefer to spend on community/professional service decreases steadily as institutional complexity decreases as shown in Table 13. Among black faculty the mean percentage of preferred time on community/professional service experiences greater fluctuation as institutional complexity decreases as shown in Table 13. For example, among black faculty at Doctoral-Intensive institutions the mean percentage of preferred time on community/professional service is 5.08%, at Master's I institutions the mean is 7.31%, at Master's II institutions the mean is 2.34%, and at Baccalaureate-Liberal Arts institutions the mean is 1.64%.

White faculty members prefer to do more community/professional service than black faculty when stratified by Carnegie Classification. For example, at Doctoral-Intensive institutions white faculty members prefer to dedicate 5.38% of their time to community/professional service compared to black faculty members at 5.08%. At Master's II institutions white faculty prefer to spend 3.72% of their time on community/professional service while black faculty prefer to spend 2.34%. This pattern of white faculty preferring to do more community/professional service than black faculty is shown in 6 kinds of institutions including Doctoral-Intensive, Master's II, Baccalaureate-Liberal Arts, Baccalaureate/Associate's, Associate's, and other (see Table 13).

### Difference

The results from analyzing time spent minus preferred on community/professional service by Carnegie Classification (aggregate) are shown in Table 14.

Table 14

#### Carnegie Classification (aggregate): ANOVA of Time Spent Minus Time Preferred

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	87275.557 <sup>a</sup>	19	4593.450	183.919	.000	.010
Intercept	6.464	1	6.464	.259	.611	.000
Race	156.658	1	156.658	6.272	.012	.000
Carnegie Classification	62777.941	9	6975.327	279.288	.000	.007
Race * Carnegie Classification	39814.382	9	4423.820	177.127	.000	.004
Error	9062461.218	362855	24.975			
Total	9150378.000	362875				
Corrected Total	9149736.775	362874				

a. R Squared = .010 (Adjusted R Squared = .009)

A main effect for Carnegie Classification (aggregate) and an interaction effect for race and Carnegie Classification (aggregate) are shown. Carnegie Classification (aggregate) main effect  $F=279.29$ ,  $df=9$ , error  $df=362,855$ ,  $p<0.01$ . Race X Carnegie Classification (aggregate) interaction effect  $F=177.13$ ,  $df=9$ , error  $df=362,855$ ,  $p<0.01$ .

The results from analyzing the difference between percent of time spent on community/professional service and preferred percent of time by Carnegie Classification and race are also illustrated in Figure 4 and Table 15. Figure 4 is the graphic depiction of the comparison of Carnegie Classification mean differences. Table 15 shows the mean percentage differences in tabular form.

Figure 4

Carnegie Classification: Time Spent Minus Time Preferred

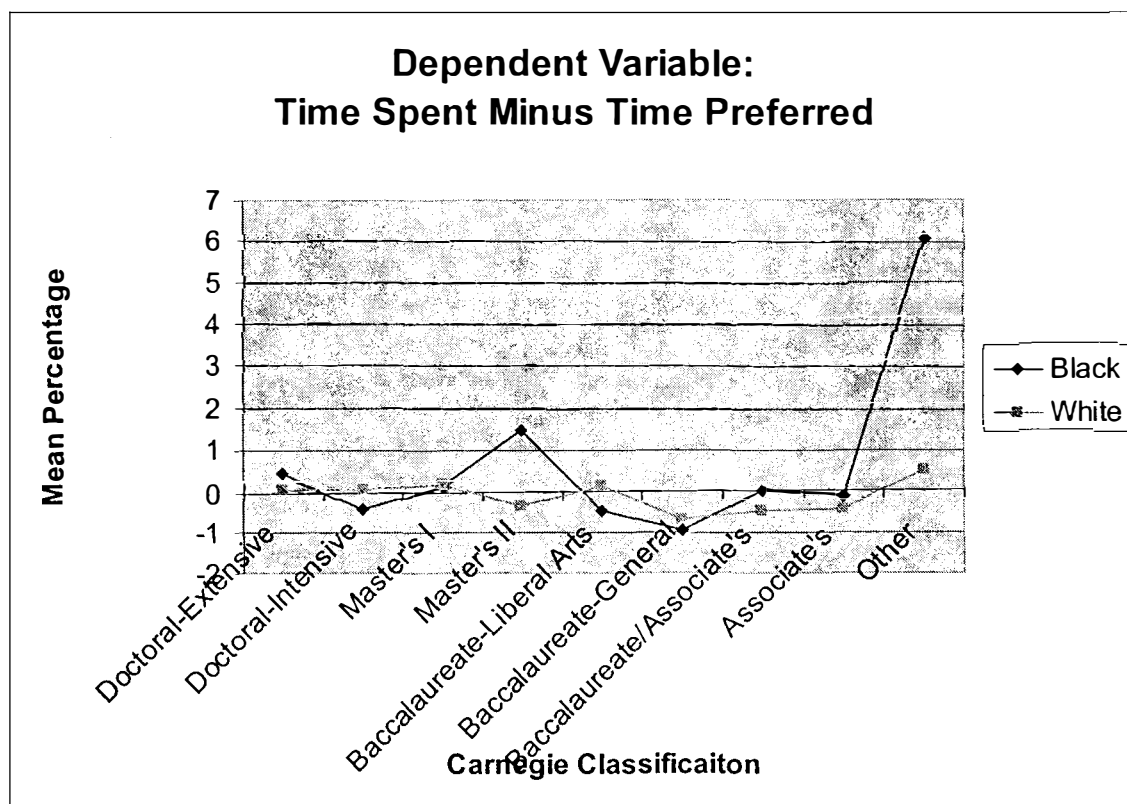




Table 15

Mean Percentage of Work Time Spent on Community/Professional Service Minus Time Preferred According to Race by Carnegie Classification

	Black		White	
	Mean	SD	Mean	SD
Doctoral-Extensive	0.42	5.26	0.06	5.54
Doctoral-Intensive	-0.46	3.71	0.09	5.75
Master's I	0.14	5.22	0.16	4.46
Master's II	1.46	3.99	-0.37	4.10
Baccalaureate-Liberal Arts	-0.49	1.20	0.11	3.88
Baccalaureate-General	-0.98	5.02	-0.70	3.45
Baccalaureate/Associate's	0.00	0.00	-0.47	4.23
Associate's	-0.14	2.93	-0.43	4.22
Other	6.10	7.93	0.50	8.47

Source: NSOPF 99

In this analysis the mean time spent on community/professional service minus the mean time preferred varied from -0.70% to 6.1%. Among white faculty the variance is 1.2%, from -0.7% at Baccalaureate General institutions to 0.5% at Other institutions. The variance among the mean amount of time spent on community/professional service minus preferred time on community/professional service by black faculty is greater at 7.08% as both the high (6.1% at Other institutions) and the low (-0.98% at Baccalaureate General institutions) were derived from this population. If the category of Other were excluded the variance among white faculty would be 0.86% and the variance among black faculty would be 2.44%.

In general white and black faculty members are doing a preferred amount of community/professional service. The outlier situation is at Master's II institutions where black faculty members are doing 1.46% more community/professional service than they would prefer. Master's II and the Other category of institutions are the only Carnegie Classification institutions where faculty (black or white) are doing one percent of community/professional service more or less than preferred (see Table 15).

### Academic Rank

#### Time Spent on Community/Professional Service Activity

The results from analyzing time spent on community/professional service by academic rank are shown in Table 16. Results are based on the percentage of all faculty work time spent on community/professional service activities.

Table 16

#### Time Spent on Community/Professional Service by Academic Rank: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	363176.930 <sup>a</sup>	11	33016.085	547.992	.000	.016
Intercept	388669.070	1	388669.070	6451.024	.000	.017
Race	1928.391	1	1928.391	32.007	.000	.000
Academic Rank	112542.990	5	22508.598	373.592	.000	.005
Race * Academic Rank	17717.345	5	3543.469	58.814	.000	.001
Error	21862207.880	362863	60.249			
Total	28665948.000	362875				
Corrected Total	22225384.810	362874				

a. R Squared = .016 (Adjusted R Squared = .016)

A main effect for race and a main effect for academic rank are shown. An interaction effect for race and academic rank is shown. Race main effect  $F=32.01$ ,  $df=1$ , error  $df=362,863$ ,  $p<0.01$ . Academic rank main effect  $F=373.59$ ,  $df=5$ , error  $df=362,863$ ,  $p<0.01$ . Race X academic rank interaction effect  $F=58.81$ ,  $df=5$ , error  $df=362,863$ ,  $p<0.01$ .

The results from analyzing time spent on community/professional service by academic rank and race are shown in Figure 5 and Table 17. Figure 5 is the graphic depiction of the comparison of academic rank means. Table 17 shows the means in tabular form.

Figure 5

Academic Rank: Time Spent on Community/Professional Service Activity

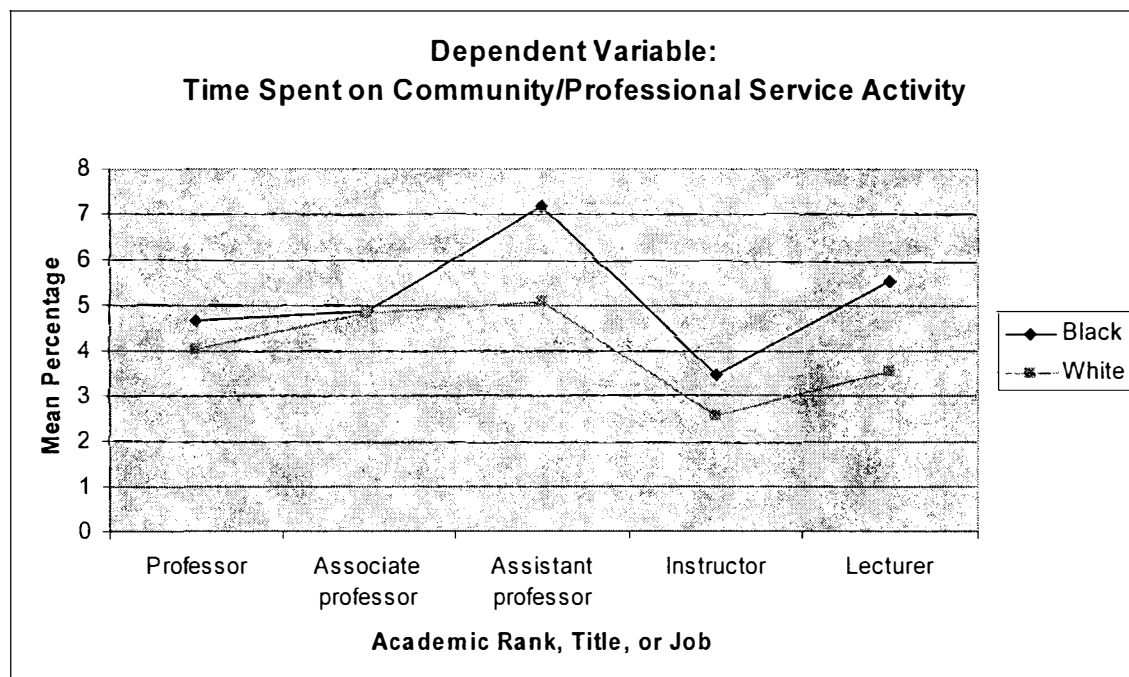


Table 17

Mean Percentage of Work Time Spent on Community Professional Service According to Race by Academic Rank

	Black			White		
	Count	Mean	SD	Count	Mean	SD
Professor	4201	4.64	4.99	107303	4.03	5.23
Associate Professor	5575	4.86	6.83	81903	4.84	7.94
Assistant Professor	7127	7.16	8.90	76773	5.06	9.50
Instructor	3755	3.45	8.85	55175	2.57	6.87
Lecturer	478	5.54	6.15	8927	3.56	8.61
Total Count	21136			330081		

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service varied from 2.57% to 7.16%. Among white faculty the variance is 2.49%, from 2.57% at the instructor rank to 5.06% at the assistant professor rank. The variance among mean time spent on community/professional service by black faculty is greater at 3.71%, from 3.45% at the instructor rank to 7.16% at the assistant professor rank.

The analysis shows that by rank black faculty members dedicate a greater percentage of their time to community/professional service than white faculty members. Figure 5 illustrates this pattern. For example, on average black assistant professors dedicate 7.16% of their time to community/professional service while white assistant professors dedicate 5.06%. Table 17 also shows that race difference is smallest at the

associate professor level where white faculty average 4.84% of their time to community/professional service and black faculty average 4.86%.

The analysis reveals that as faculty of both races rise through the professorial ranks (assistant professor, associate professor, professor) community/professional service becomes a smaller percentage of their workload. For example, among black faculty at the assistant professor rank the mean amount of time spent on community/professional service is 7.16%, at the associate professor rank the mean is 4.86%, and at the professor rank the mean is 4.64%. The pattern is not as clear if you include instructors and lecturers.

#### Time Preferred on Community/Professional Service Activity

The results from analyzing preferred time spent on community/professional service by academic rank are shown in Table 18.

Table 18

#### Time Preferred on Community/Professional Service by Academic Rank: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	254014.350 <sup>a</sup>	11	23092.214	441.030	.000	.013
Intercept	381733.617	1	381733.617	7290.603	.000	.020
Race	.703	1	.703	.013	.908	.000
Academic Rank	65631.552	5	13126.310	250.695	.000	.003
Race * Academic Rank	9429.651	5	1885.930	36.019	.000	.000
Error	18999389.416	362863	52.360			
Total	25823136.000	362875				
Corrected Total	19253403.766	362874				

a. R Squared = .013 (Adjusted R Squared = .013)

A main effect for academic rank and an interaction effect for academic rank and Carnegie Classification are also illustrated. Academic rank main effect  $F=250.70$ ,  $df=5$ , error  $df=362,863$ ,  $p<0.01$ . Race X Academic rank interaction effect  $F=36.02$ ,  $df=5$ , error  $df=362,863$ ,  $p<0.01$ .

The results from analyzing preferred time on service by academic rank and race are shown in Figure 6 and Table 19. Figure 6 is the graphic depiction of the comparison of academic rank means. Table 19 shows the means in tabular form.

Figure 6

Academic Rank: Time Preferred on Service Activity

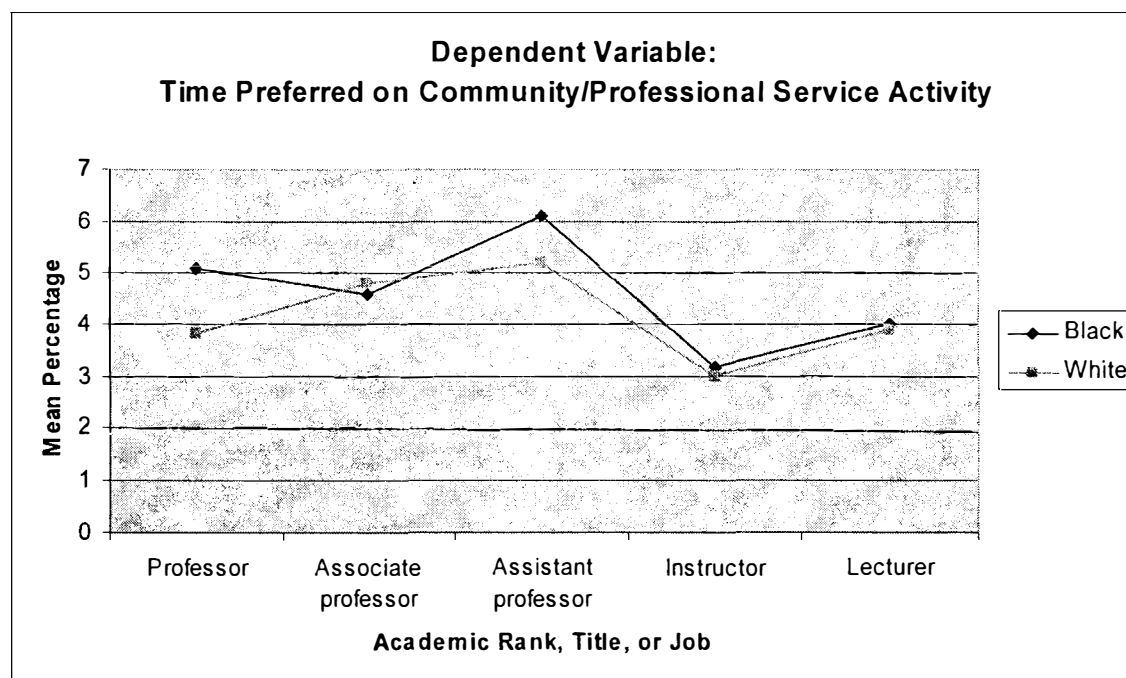


Table 19

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Academic Rank

	Black		White	
	Mean	SD	Mean	SD
Professor	5.08	5.22	3.84	6.38
Associate Professor	4.60	5.89	4.80	8.21
Assistant Professor	6.09	7.95	5.20	7.74
Instructor	3.16	6.75	2.98	6.69
Lecturer	4.00	4.34	3.91	7.68

Source: NSOPF 99

In this analysis the mean percentage of time spent on community/professional service varied from 2.98% to 6.09%. Among white faculty the variance is 2.22%, from 2.98% at the instructor rank to 5.20% at the assistant professor rank. The variance among mean preferred time on community/professional service by black faculty is greater at 2.93%, from 3.16% at the instructor rank to 6.09% at the assistant professor rank.

The results show that generally, by rank, black faculty prefer to dedicate a greater percentage of their time to community/professional service than their white counterparts. For example, at the assistant professor rank the mean amount of time preferred on community/professional service by black faculty members is 6.09% and by white faculty members is 5.20%. The exception to this trend occurs at the associate professor rank. The mean amount of time preferred on community/professional service by black faculty at the associate professor rank is 4.6% and by white faculty at the same rank 4.8%. Figure 6 provides a graphic presentation of the trend and exception described above.

Note that the difference between the preferred amounts of time on community/professional service expressed by black and white faculty at various academic ranks are less than half a percent at the lecturer rank, at the instructor rank, and at the associate professor rank. One example is that the mean amount of time spent on community/professional service by black faculty at the lecturer rank is 4.00% and 3.91% for white faculty of the same rank. Table 19 shows the exact numerical breakdown for each of the other previously mentioned categories.

### Difference

The results from analyzing time spent minus time preferred on community/professional service by academic rank are shown in Table 20.

Table 20

#### Academic Rank: ANOVA of Time Spent Minus Time Preferred

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	34069.012 <sup>a</sup>	11	3097.183	123.288	.000	.004
Intercept	31.218	1	31.218	1.243	.265	.000
Race	2002.714	1	2002.714	79.721	.000	.000
Academic Rank	7444.083	5	1488.817	59.265	.000	.001
Race * Academic Rank	9923.943	5	1984.789	79.008	.000	.001
Error	9115667.763	362863	25.122			
Total	9150378.000	362875				
Corrected Total	9149736.775	362874				

a. R Squared = .004 (Adjusted R Squared = .004)

A main effect for race and a main effect for academic rank are shown. An interaction effect for race and academic rank is shown. Race main effect  $F=79.72$ ,  $df=1$ , error  $df=362,863$ ,  $p<0.01$ . Academic rank main effect  $F=59.27$ ,  $df=5$ , error  $df=362,863$ ,



$p < 0.01$ . Race X academic rank interaction effect  $F = 79.01$ ,  $df = 5$ , error  $df = 362,863$ ,  $p < 0.01$ .

The results from analyzing the difference between time spent minus time preferred on community/professional service by academic rank and race are also illustrated in Figure 7 and Table 21. Figure 7 is the graphic depiction of the comparison of academic rank mean differences. Table 21 shows the mean differences in tabular form.

Figure 7

Academic Rank: Time Spent Minus Time Preferred

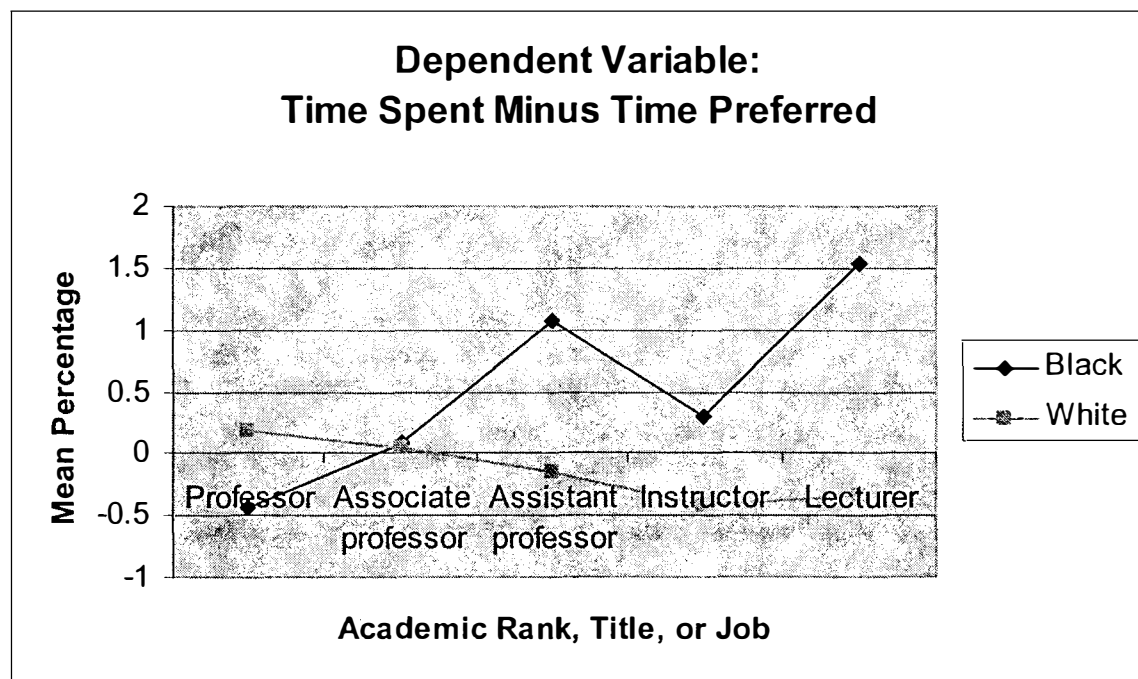


Table 21

Mean Percentage of Work Time Spent on Community/Professional Service Minus Time Preferred According to Race by Academic Rank

	Black		White	
	Mean	SD	Mean	SD
Professor	-0.44	4.25	0.19	4.59
Associate Professor	0.08	3.71	0.04	5.39
Assistant Professor	1.07	5.92	-0.14	5.74
Instructor	0.29	5.10	-0.41	3.91
Lecturer	1.54	5.43	-0.35	6.35

Source: NSOPF 99

- In this analysis the mean amount of time spent on community/professional service minus preferred time varied from -0.44% to 1.54%. Among white faculty the variance is 0.60%, from -0.41% at instructor rank to 0.19% at the professor rank. The variance among mean amount of time spent on community/professional service minus preferred time on community/professional service by black faculty is greater at 1.98%, from -0.44% at the professor rank to 1.54% at the lecturer rank.

In general white and black faculty members are doing a preferred amount of community/professional service when calculated by academic rank. At the lower faculty ranks black faculty members perform more community/professional service than preferred. Inversely, at the lower faculty ranks white faculty members perform less community/professional service than preferred (see Table 21).

## Tenure Status

### Time Spent on Community/Professional Service Activity

The results from analyzing time spent on community/professional service by tenure status are shown in Table 22. Results are based on the percentage of all faculty work time spent on community/professional service activities.

Table 22

### Time Spent on Service by Tenure Status: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	173920.519 <sup>a</sup>	7	24845.788	408.849	.000	.008
Intercept	1190265.736	1	1190265.736	19586.371	.000	.051
Race	24609.463	1	24609.463	404.960	.000	.001
Tenure Status	72020.582	3	24006.861	395.044	.000	.003
Race * Tenure Status	25914.231	3	8638.077	142.144	.000	.001
Error	22051464.291	362867	60.770			
Total	28665948.000	362875				
Corrected Total	22225384.810	362874				

a. R Squared = .008 (Adjusted R Squared = .008)

A main effect for race and a main effect for tenure status are shown. An interaction effect for race and tenure status is shown. Race main effect  $F=404.96$ ,  $df=1$ , error  $df=362,867$ ,  $p<0.01$ . Tenure status main effect  $F=395.04$ ,  $df=3$ , error  $df=362,867$ ,  $p<0.01$ . Race X Tenure status interaction effect  $F=142.14$ ,  $df=3$ , error  $df=362,867$ ,  $p<0.01$ .

The results from analyzing time spent on community/professional service by tenure status and race are also illustrated in Figure 8 and Table 23. Figure 8 is the

graphic depiction of the comparison of tenure status means. Table 23 shows the means in tabular form.

Figure 8

Tenure Status: Time Spent on Community/Professional Service Activity

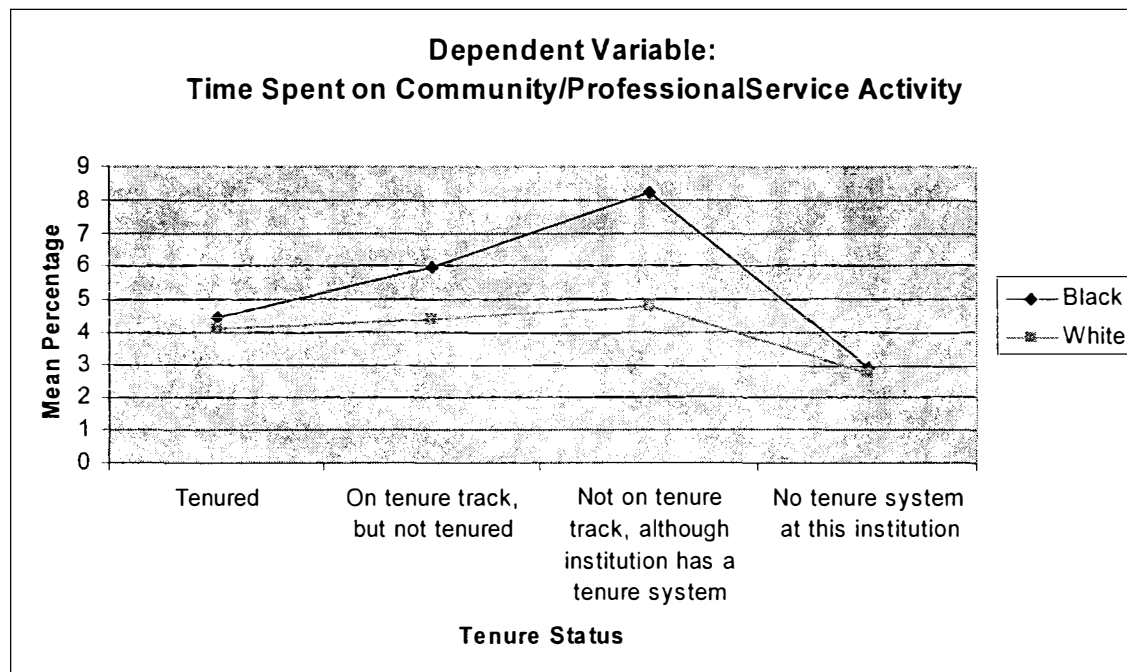


Table 23

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Tenure Status

	Black			White		
	Count	Mean	SD	Count	Mean	SD
Tenured	10547	4.44	5.99	192162	4.21	7.64
On tenure track, but not tenured	6036	5.96	6.76	64789	4.40	6.48
Not on tenure track, although institution has a tenure system	3045	8.21	13.06	44308	4.77	11.02
No tenure system at this institution	1868	2.93	6.10	40337	2.75	6.14
Total Count	21496			341596		

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service varied from 2.75% to 8.21%. Among white faculty the variance is 2.02%, from 2.75% among faculty at institutions where there is not a tenure system to 4.77% among faculty not on the tenure track at an institution with a tenure system. The variance among mean time spent on community/professional service by black faculty is greater at 5.28%, from 2.93% among faculty at institutions where there is not a tenure system to 8.21% among faculty not on the tenure track at an institution with a tenure system.

The results show that black faculty members spend a greater percentage of their time doing community/professional service than their white counterparts of the same tenure status. For example, black faculty members on the tenure track, but not tenured, spend a mean of 5.96% of their time on community/professional service activity. White faculty members on the tenure track, but not tenured, spend a mean of 4.4% of their time

on community/professional service activity. Figure 8 shows the consistency of this pattern.

As both black and white faculty members move through the tenure process, they spend a smaller percentage of their time on community/professional service. For example, white faculty members not on the tenure track, at institutions with tenure systems, spend a mean of 4.77% of their time on community/professional service. White faculty members on the tenure track, but not tenured, spend a mean of 4.40% of their time on community/professional service, while those tenured spent a mean of 4.21% of their time on community/professional service. The steady decline in the percentage of time on community/professional service by black and white faculty as they move toward tenure (excludes institutions without tenure) is shown in Figure 8.

The smallest distinctions between black and white faculty members are seen among tenured faculty and among faculty at institutions without tenure as shown in Table 23. For example, among faculty members at institutions without a tenure system black faculty members spent a mean of 2.93% of their time on community/professional service and white faculty members spent 2.75%, a difference of 0.18%.

#### Time Preferred on Community/Professional Service Activity

The results from analyzing time preferred on community/professional service by tenure status are shown in Table 24.

Table 24

Time Preferred on Service by Tenure Status: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	105998.680 <sup>a</sup>	7	15142.669	286.972	.000	.006
Intercept	1201203.379	1	1201203.379	22764.289	.000	.059
Race	10681.032	1	10681.032	202.419	.000	.001
Tenure Status	36295.991	3	12098.664	229.285	.000	.002
Race * Tenure Status	9929.411	3	3309.804	62.725	.000	.001
Error	19147405.086	362867	52.767			
Total	25823136.000	362875				
Corrected Total	19253403.766	362874				

a. R Squared = .006 (Adjusted R Squared = .005)

A main effect for race and a main effect for tenure status are shown. An interaction effect for race and tenure status is shown. Race main effect  $F=202.42$ ,  $df=1$ , error  $df=362,867$ ,  $p<0.01$ . Tenure status main effect  $F=229.29$ ,  $df=3$ , error  $df=362,867$ ,  $p<0.01$ . Race X Tenure status interaction effect  $F=62.73$ ,  $df=3$ , error  $df=362,867$ ,  $p<0.01$ .

The results from analyzing preferred time on community/professional service by tenure status and race are also illustrated in Figure 9 and Table 25. Figure 9 is the graphic depiction of the comparison of tenure status means. Table 25 shows the means in tabular form.

Figure 9

Tenure Status: Time Preferred on Community/Professional Service Activity

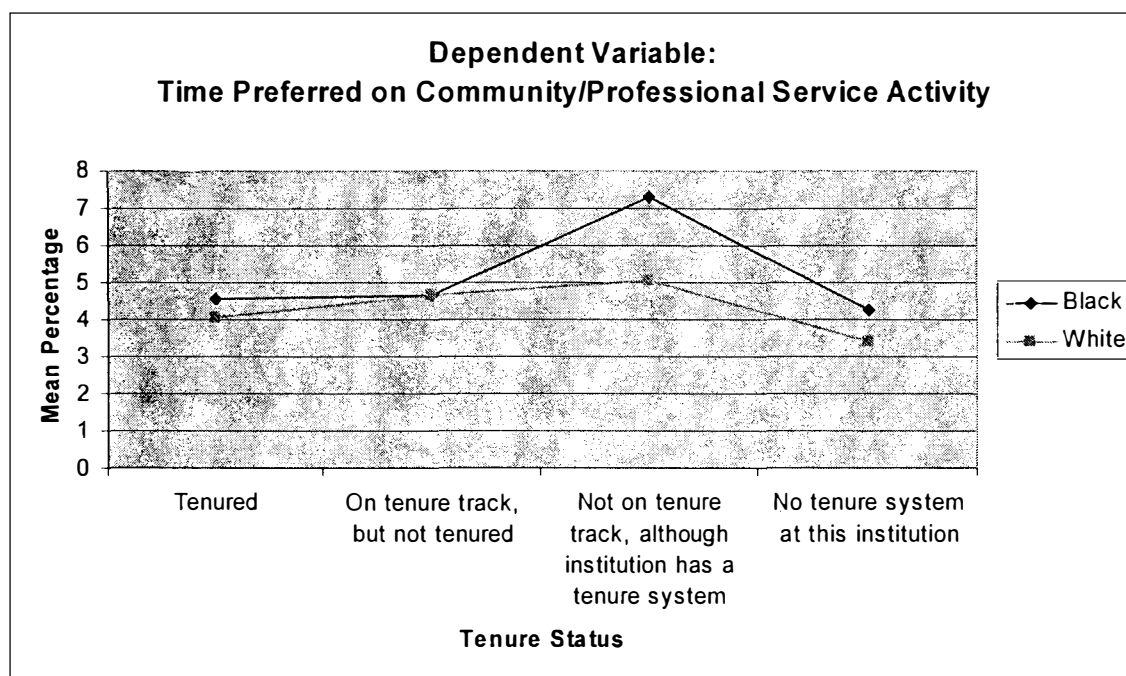


Table 25

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Tenure Status

	Black		White	
	Mean	SD	Mean	SD
Tenured	4.53	5.72	4.04	6.93
On tenure track, but not tenured	4.66	6.04	4.66	6.45
Not on tenure track, although institution has a tenure system	7.28	9.25	5.04	10.10
No tenure system at this institution	4.24	7.93	3.40	6.62

Source: NSOPF 99



In this analysis the mean amount of time spent on community/professional service varied from 3.40% to 7.28%. Among white faculty the variance is 1.64%, from 3.40% among faculty at institutions where there is not a tenure system to 5.04 % among faculty not on the tenure track at an institution with a tenure system. The variance among mean time spent on community/professional service by black faculty is greater at 3.04%, from 4.24% among faculty at institutions where there is not a tenure system to 7.28% among faculty not on the tenure track at an institution with a tenure system.

The results show that generally, by tenure status, black faculty members prefer to dedicate a greater percentage of their time to community/professional service than their white counterparts. For example, among tenured faculty the mean amount of time preferred on community/professional service by black faculty members is 4.53% and by white faculty members is 4.04%. The exception to this trend occurs among faculty on the tenure track without tenure. The mean amount of preferred time on community/professional service by both black and white faculty on the tenure track without tenure is 4.66%. Figure 9 provides a graphic presentation of the trend and exception described above. Note that the difference between the preferred amounts of time on community/professional service expressed by black and white faculty at various stages of the tenure process are less than half a percent: among both tenured faculty and non-tenured, tenure track faculty. One example is that the mean amount of time spent on community/professional service by tenured black faculty is 4.53% and 4.04% for white faculty of the same status. Table 25 shows the exact numerical breakdown for the other previously mentioned categories.

### Difference

The results from analyzing time spent minus time preferred on community/professional service by tenure status are shown in Table 26.

Table 26

#### Tenure Status: ANOVA of Time Spent Minus Time Preferred

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	45680.713 <sup>a</sup>	7	6525.816	260.104	.000	.005
Intercept	25.012	1	25.012	.997	.318	.000
Race	2864.921	1	2864.921	114.189	.000	.000
Tenure Status	12900.954	3	4300.318	171.401	.000	.001
Race * Tenure Status	15663.104	3	5221.035	208.099	.000	.002
Error	9104056.062	362867	25.089			
Total	9150378.000	362875				
Corrected Total	9149736.775	362874				

a. R Squared = .005 (Adjusted R Squared = .005)

A main effect for race and a main effect for tenure status are shown. An interaction effect for race and tenure status is shown. Race main effect  $F=114.19$ ,  $df=1$ , error  $df=362,867$ ,  $p<0.01$ . Tenure status main effect  $F=171.40$ ,  $df=3$ , error  $df=362,867$ ,  $p<0.01$ . Race X Tenure status interaction effect  $F=208.10$ ,  $df=3$ , error  $df=362,867$ ,  $p<0.01$ .

The results from analyzing the difference between time spent on community/professional service and preferred time by tenure status and race are also illustrated in Figure 10 and Table 27. Figure 10 is the graphic depiction of the comparison of tenure status mean differences. Table 27 shows the mean differences in tabular form.

Figure 10

Tenure Status: Time Spent Minus Time Preferred

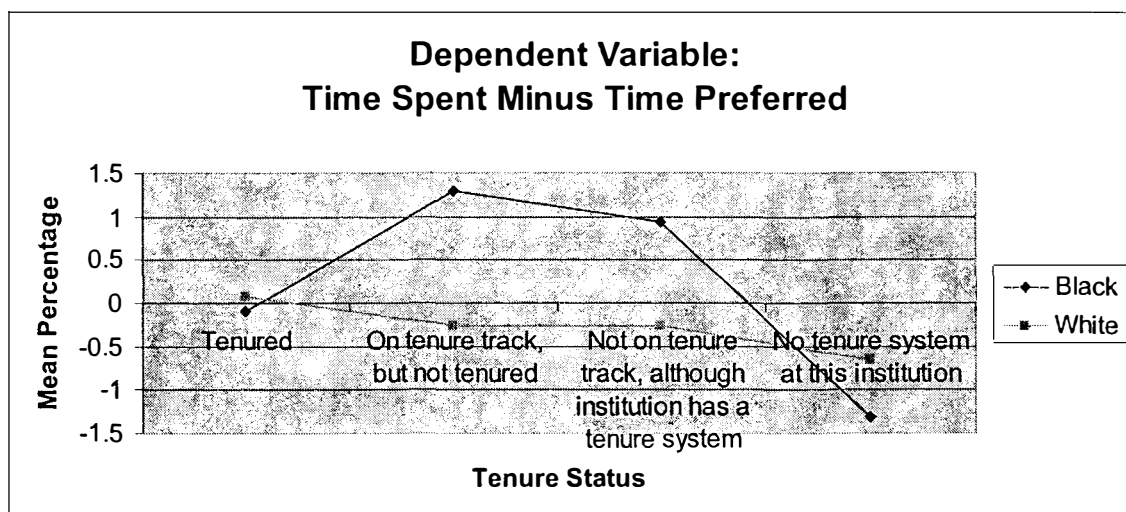


Table 27

Mean Percentage of Work Time Spent on Community/Professional Service Minus Time Preferred According to Race by Tenure Status

	Black		White	
	Mean	SD	Mean	SD
Tenured	-0.09	3.67	0.08	4.82
On tenure track, but not tenured	1.30	5.64	-0.26	5.45
Not on tenure track, although institution has a tenure system	0.93	6.62	-0.27	5.88
No tenure system as this institution	-1.31	4.70	-0.65	4.10

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service minus preferred time varied from -1.31% to 1.30%. Among white faculty the variance is 0.73%, from -0.65% among faculty at institutions where there is not a tenure system to

0.08% among tenured faculty. The variance among mean amount of time spent on community/professional service minus preferred time on community/professional service by black faculty is greater at 2.61%, from -1.31% among faculty at institutions where there is not a tenure system to 1.30% among faculty who are on the tenure track but not tenured.

In general white and black faculty members are doing a preferred amount of community/professional service (within +/- 1%) as shown in Figure 10. However, there are two exceptions. Black faculty at institutions without tenure systems are doing 1.31% more community/professional service than they would prefer. Black faculty on the tenure track, but not tenured, are doing 1.30% less community/professional service than they would prefer (see Table 27).

### Discipline

#### Time Spent on Community/Professional Service Activity

The results from analyzing time spent on community/professional service by academic discipline are shown in Table 28. Results are based on the percentage of all faculty work time spent on community/professional service activities.

Table 28

Time Spent on Community/Professional Service by Discipline: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	817160.881 <sup>a</sup>	13	62858.529	1065.427	.000	.037
Intercept	1295935.861	1	1295935.861	21965.605	.000	.057
Race	5364.411	1	5364.411	90.925	.000	.000
Discipline	91056.421	6	15176.070	257.228	.000	.004
Race * Discipline	89093.094	6	14848.849	251.682	.000	.004
Error	21408223.929	362861	58.998			
Total	28665948.000	362875				
Corrected Total	22225384.810	362874				

a. R Squared = .037 (Adjusted R Squared = .037)

A main effect for race and a main effect for discipline are shown. An interaction effect for race and discipline is shown. Race main effect  $F=90.91$ ,  $df=1$ , error  $df=362,861$ ,  $p<0.01$ . Discipline main effect  $F=257.23$ ,  $df=6$ , error  $df=362,861$ ,  $p<0.01$ . Race X Discipline interaction effect  $F=251.68$ ,  $df=6$ , error  $df=362,861$ ,  $p<0.01$ .

The results from analyzing time spent on community/professional service by discipline and race are also illustrated in Figure 11 and Table 29. Figure 11 is the graphic depiction of the comparison of discipline means. Table 29 shows the means in tabular form.

Figure 11

Discipline: Time Spent on Community/Professional Service Activity

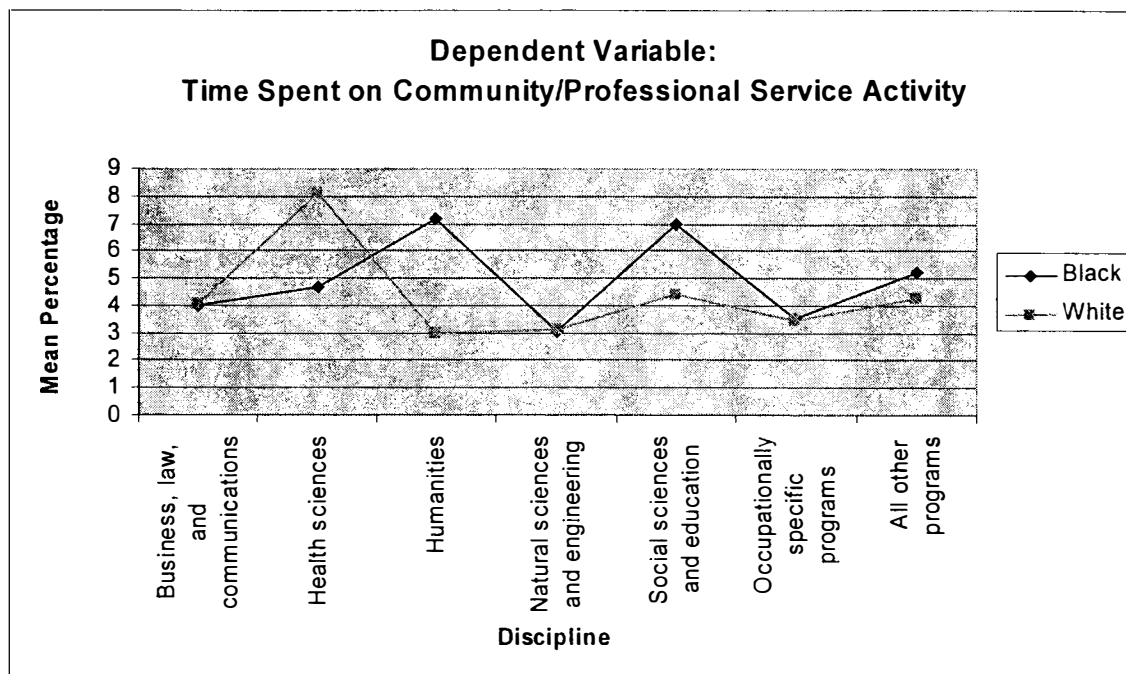


Table 29

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Discipline

	Black			White		
	Count	Mean	SD	Count	Mean	SD
Business, law, and communications	2544	3.96	5.09	40790	4.09	7.05
Health sciences	2096	4.69	5.90	35469	8.12	14.99
Humanities	3140	7.18	7.58	60837	2.97	5.38
Natural sciences and engineering	3867	3.05	4.71	79528	3.12	5.50
Social sciences and education	5134	6.98	11.06	60590	4.43	6.44
Occupationally specific programs	859	3.53	5.17	11947	3.45	7.81
All other programs	3856	5.22	6.87	52436	4.25	7.25
Total Count	21496			341597		

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service varied from 2.97% to 8.12%. Among white faculty the variance is 5.15%, from 2.97% among humanities faculty to 8.12% among health sciences faculty. The variance among mean time spent on community/professional service by black faculty is narrower at 4.13%, from 3.05% among natural sciences and engineering faculty to 7.18% among humanities faculty.

The results show that, in a majority of these disciplinary categories, black faculty members spend a greater percentage of their time on community/professional service than their white counterparts. Table 29 shows this pattern. For example, among humanities faculty the mean amount of time spent on community/professional service is

7.18% by black professors and 2.97% by white professors. There are three exceptions to this pattern. White faculty members in business/law/communications, natural sciences/engineering, and health sciences spend more time on community/professional service than their black colleagues as shown in Table 29. For example, among health sciences faculty the mean amount of time spent on community/professional service is 4.69% by black professors and 8.12% by white professors.

Note that in several categories (business/law/communications, natural sciences/engineering, and occupationally specific programs) the difference between time spent on community/professional service by black and white faculty is less than half a percent. For example, the mean amount of time spent on community/professional service by white natural sciences and engineering faculty is 3.12% and 3.05% by black faculty.

#### Time Preferred on Community/Professional Service Activity

The results from analyzing time preferred on community/professional service by discipline are shown in Table 30.

Table 30

#### Time Preferred on Community/Professional Service by Discipline: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	882764.896 <sup>a</sup>	13	67904.992	1341.275	.000	.046
Intercept	1229020.679	1	1229020.679	24275.893	.000	.063
Race	961.771	1	961.771	18.997	.000	.000
Discipline	91854.248	6	15309.041	302.388	.000	.005
Race * Discipline	38302.942	6	6383.824	126.095	.000	.002
Error	18370638.870	362861	50.627			
Total	25823136.000	362875				
Corrected Total	19253403.766	362874				

a. R Squared = .046 (Adjusted R Squared = .046)



A main effect for race and a main effect for discipline are shown. An interaction effect for race and discipline is shown. Race main effect  $F=19.00$ ,  $df=1$ , error  $df=362,861$ ,  $p<0.01$ . Discipline main effect  $F=302.39$ ,  $df=6$ , error  $df=362,861$ ,  $p<0.01$ . Race X Discipline interaction effect  $F=126.10$ ,  $df=6$ , error  $df=362,861$ ,  $p<0.01$ .

The results from analyzing preferred time on community/professional service by discipline and race are also illustrated in Figure 12 and Table 31. Figure 12 is the graphic depiction of the comparison of discipline means. Table 31 shows the means in tabular form.

Figure 12

Discipline: Time Preferred on Community/Professional Service Activity

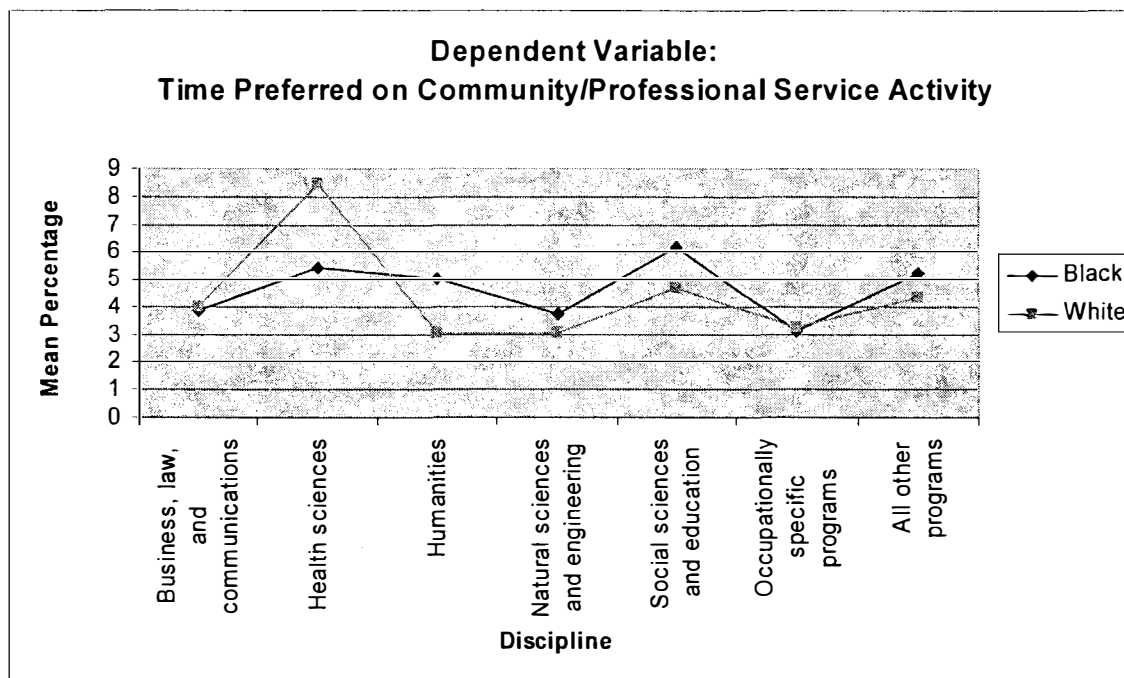


Table 31

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Discipline

	Black		White	
	Mean	SD	Mean	SD
Business, law, and communications	3.88	4.59	3.98	6.61
Health sciences	5.38	5.66	8.45	13.18
Humanities	5.03	7.67	3.02	4.16
Natural sciences and engineering	3.72	5.42	3.07	4.79
Social sciences and education	6.18	8.20	4.68	6.31
Occupationally specific programs	3.12	4.16	3.28	7.64
All other programs	5.24	6.52	4.31	7.68

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service varied from 3.02% to 8.45%. Among white faculty the variance is 5.43%, from 3.02% among humanities faculty to 8.45% among health sciences faculty. The variance among mean preferred time on community/professional service by black faculty is smaller at 3.06%, from 3.12% among faculty from occupationally specific programs to 6.18% among social sciences and education faculty.

The results show that, in a majority of these disciplinary categories, black faculty members prefer to spend a greater percentage of their time on community/professional service than their white counterparts. Figure 12 shows this pattern. For example, among social sciences/education faculty the mean amount of preferred time on community/professional service is 6.18% by black professors and 4.68% by white

professors. There are three exceptions to this pattern. White faculty members in Business/law/communications, health sciences, and occupationally specific programs prefer to spend more time on community/professional service than their black colleagues as shown in Table 31. For example, among health sciences faculty the mean amount of preferred time on community/professional service is 5.38% by black professors and 8.45% by white professors.

Note that in two categories (business/law/communications and occupationally specific programs) the difference between preferred time on community/professional service by black and white faculty is less than half a percent. For example, the mean amount of preferred time on community/professional service by white business/law/communications faculty is 3.98% and 3.88% by black faculty.

### Difference

The results from analyzing time spent on community/professional service by discipline are shown in Table 32.

Table 32

### Discipline: ANOVA of Time Spent Minus Time Preferred

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	29431.706 <sup>a</sup>	13	2263.97	90.075	.000	.003
Intercept	886.833	1	886.833	35.284	.000	.000
Race	1783.348	1	1783.348	70.952	.000	.000
Discipline	17137.147	6	2856.191	113.637	.000	.002
Race * Discipline	18524.055	6	3087.343	122.833	.000	.002
Error	9120305.069	362861	25.134			
Total	9150378.000	362875				
Corrected Total	9149736.775	362874				

a. R Squared = .003 (Adjusted R Squared = .003)

A main effect for race and a main effect for discipline are shown. An interaction effect for race and discipline is shown. Race main effect  $F=70.95$ ,  $df=1$ , error  $df=362,861$ ,  $p<0.01$ . Discipline main effect  $F=113.64$ ,  $df=6$ , error  $df=362,861$ ,  $p<0.01$ . Race X Discipline interaction effect  $F=122.83$ ,  $df=6$ , error  $df=362,861$ ,  $p<0.01$ .

The results from analyzing the difference between time spent on community/professional service and preferred time by discipline and race are also illustrated in Figure 13 and Table 33. Figure 13 is the graphic depiction of the comparison of discipline mean differences. Table 33 shows the mean differences in tabular form.

Figure 13

Discipline: Time Spent Minus Time Preferred

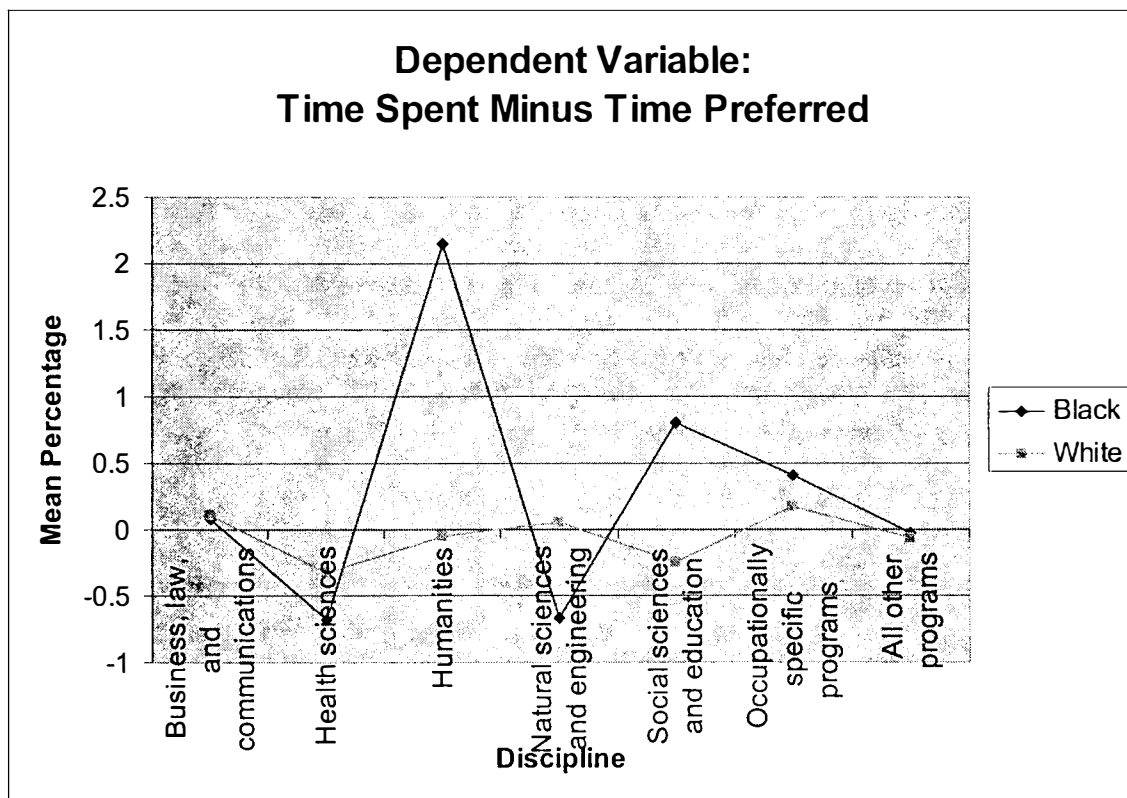


Table 33

Mean Percentage of Work Time Spent on Community/Professional Service Minus Time Preferred According to Race by Discipline

	Black		White	
	Mean	SD	Mean	SD
Business, law, and communications	0.08	4.26	0.11	4.42
Health sciences	-0.69	4.09	-0.33	7.44
Humanities	2.15	6.89	-0.05	3.85
Natural sciences and engineering	-0.67	3.78	0.05	4.15
Social sciences and education	0.80	5.33	-0.25	5.37
Occupationally specific programs	0.41	4.19	0.17	4.25
All other programs	-0.02	3.88	-0.06	5.58

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service minus preferred time varied from -0.69% to 2.15%. Among white faculty the variance is 0.50%, from -0.33% among health sciences faculty to 0.17% among faculty from occupationally specific programs. The variance among mean amount of time spent on community/professional service minus preferred time on community/professional service by black faculty is greater at 2.84%, from -0.69% among health sciences faculty to 2.15% among humanities faculty.

In general white and black faculty members are spending a preferred amount of time on community/professional service. The outlier situation is that of the humanities where black faculty members are doing 2.15% more community/professional service than they would prefer. This is the only instance where faculty (black or white) are doing

greater than 1.00% of community/professional service more or less than preferred (see Table 33).

### Gender

#### Time Spent on Community/Professional Service Activity

The results from analyzing time spent on community/professional service by gender are shown in Table 34. Results are based on the percentage of all faculty work time spent on community/professional service activities.

Table 34

#### Time Spent on Community/Professional Service by Gender: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	40966.035 <sup>a</sup>	3	13655.345	223.361	.000	.002
Intercept	1812142.323	1	1812142.323	29641.250	.000	.076
Race	27151.070	1	27151.070	444.111	.000	.001
Gender	14316.461	1	14316.461	234.175	.000	.001
Race * Gender	7936.931	1	7936.931	129.825	.000	.000
Error	22184418.775	362871	61.136			
Total	28665948.000	362875				
Corrected Total	22225384.810	362874				

a. R Squared = .002 (Adjusted R Squared = .002)

A main effect for race and a main effect for gender are shown. An interaction effect for race and gender is shown. Race main effect  $F=444.11$ ,  $df=1$ , error  $df=362,871$ ,  $p<0.01$ . Gender main effect  $F=234.18$ ,  $df=1$ , error  $df=362,871$ ,  $p<0.01$ . Race X Gender effect  $F=129.83$ ,  $df=1$ , error  $df=362,871$ ,  $p<0.01$ .

The results from analyzing time spent on community/professional service by gender and race are also illustrated in Figure 14 and Table 35. Figure 14 is the graphic depiction of the comparison of gender means. Table 35 shows the means in tabular form.

Figure 14

Gender: Time Spent on Community/Professional Service Activity

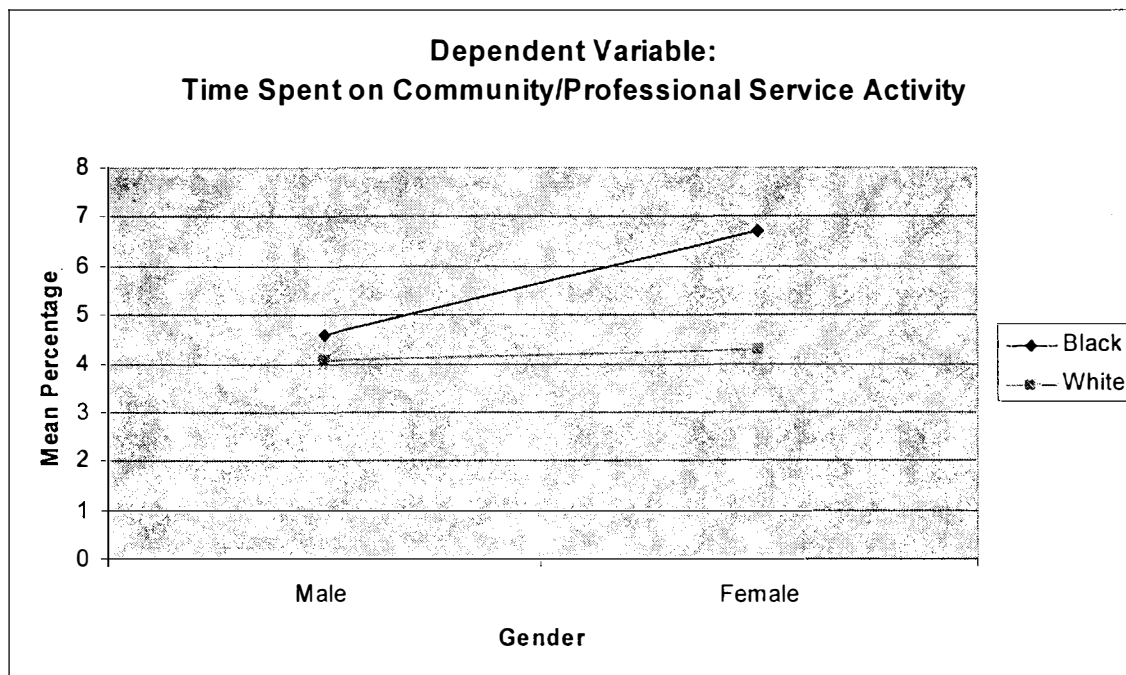


Table 35

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Gender

	Black			White		
	Count	Mean	SD	Count	Mean	SD
Male	11720	4.60	6.02	213252	4.07	7.33
Female	9776	6.07	9.35	128344	4.28	8.53
Total Count	21496			341596		

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service varied from 4.07% to 6.07%. Among white faculty the variance is 0.21%, from 4.07% among male faculty members to 4.28% among female faculty. The variance among mean time spent on community/professional service by black faculty is greater at 1.47%, from 4.60% among male faculty members to 6.07% among female faculty.

The results show that black faculty members spend a greater percentage of their time on community/professional service than their white counterparts of the same gender, as shown by Figure 14. For example, white male faculty members spend a mean of 4.07% of work time on community/professional service while black male faculty members spend a mean of 4.60%. Overall, female faculty members spend more time on community/professional service than their male colleagues of the same race as shown in Table 35. For example, among black faculty the mean amount of time spent on community/professional service by males is 4.60% and females is 6.7%.



### Time Preferred on Community/Professional Service Activity

The results from analyzing time preferred on community/professional service by gender are shown in Table 36.

Table 36

#### Time Preferred on Community/Professional Service by Gender: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	34370.055 <sup>a</sup>	3	11456.685	216.312	.000	.002
Intercept	1717109.404	1	1717109.404	32420.423	.000	.082
Race	10831.269	1	10831.269	204.503	.000	.001
Gender	17503.312	1	17503.312	330.477	.000	.001
Race * Gender	5906.539	1	5906.539	111.520	.000	.000
Error	19219033.711	362871	52.964			
Total	25823136.000	362875				
Corrected Total	19253403.766	362874				

a. R Squared = .002 (Adjusted R Squared = .002)

A main effect for race and a main effect for gender are shown. An interaction effect for race and gender is shown. Race main effect  $F=204.50$ ,  $df=1$ , error  $df=362,871$ ,  $p<0.01$ . Gender main effect  $F=330.48$ ,  $df=1$ , error  $df=362,871$ ,  $p<0.01$ . Race X Gender effect  $F=111.52$ ,  $df=1$ , error  $df=362,871$ ,  $p<0.01$ .

The results from analyzing preferred time on community/professional service by gender and race are also illustrated in Figure 15 and Table 37. Figure 15 is the graphic depiction of the comparison of gender means. Table 37 shows the means in tabular form.

Figure 15

Gender: Time Preferred on Community/Professional Service Activity

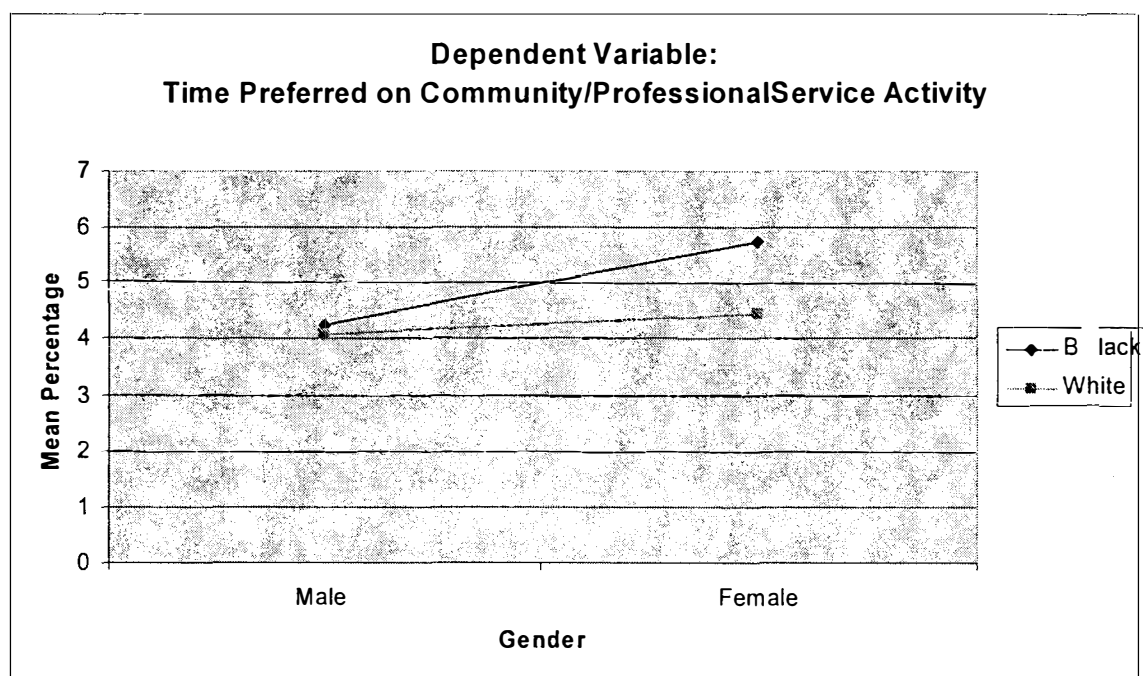


Table 37

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Gender

	Black		White	
	Mean	SD	Mean	SD
Male	4.26	6.02	4.07	7.36
Female	5.74	7.34	4.46	7.24

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service varied from 4.07% to 5.74%. Among white faculty the variance is 0.39%, from 4.07%

among male faculty to 4.46% among female faculty. The variance among mean preferred time on community/professional service by black faculty is greater at 1.48%, from 4.26% among male faculty to 5.74% among female faculty.

The results show that black faculty members prefer to spend more time on community/professional service than their white counterparts of the same gender, as shown by Figure 15. For example, white male faculty members prefer to spend a mean of 4.07% on community/professional service while black male faculty members prefer to spend a mean of 4.46%. Overall female faculty members prefer to spend more time on community/professional service than their male colleagues of the same race as shown in Table 37. Among black faculty the mean amount of time preferred on community/professional service by males is 4.26% and females is 5.74%.

### Difference

The results from analyzing time spent minus time preferred on community/professional service by gender are shown in Table 38.

Table 38

Gender: ANOVA of Time Spent Minus Time Preferred

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	5834.297 <sup>a</sup>	3	1944.766	223.361	.000	.001
Intercept	1279.718	1	1279.718	29641.250	.000	.000
Race	3684.786	1	3684.786	444.111	.000	.000
Gender	159.989	1	159.989	234.175	.012	.000
Race * Gender	149.706	1	6.349	129.825	.015	.000
Error	9143902.478	362871	5.941			
Total	9150378.000	362875				
Corrected Total	9149736.775	362874				

a. R Squared = .001 (Adjusted R Squared = .001)

A main effect for race is shown. Race main effect  $F=444.11$ ,  $df=1$ , error  $df=362,871$ ,  $p<0.01$ .

The results from analyzing the difference between time spent on community/professional service and preferred time by gender and race are also illustrated in Figure 16 and Table 39. Figure 16 is the graphic depiction of the comparison of gender mean differences. Table 39 shows the mean differences in tabular form.

Figure 16

Gender: Time Spent Minus Time Preferred

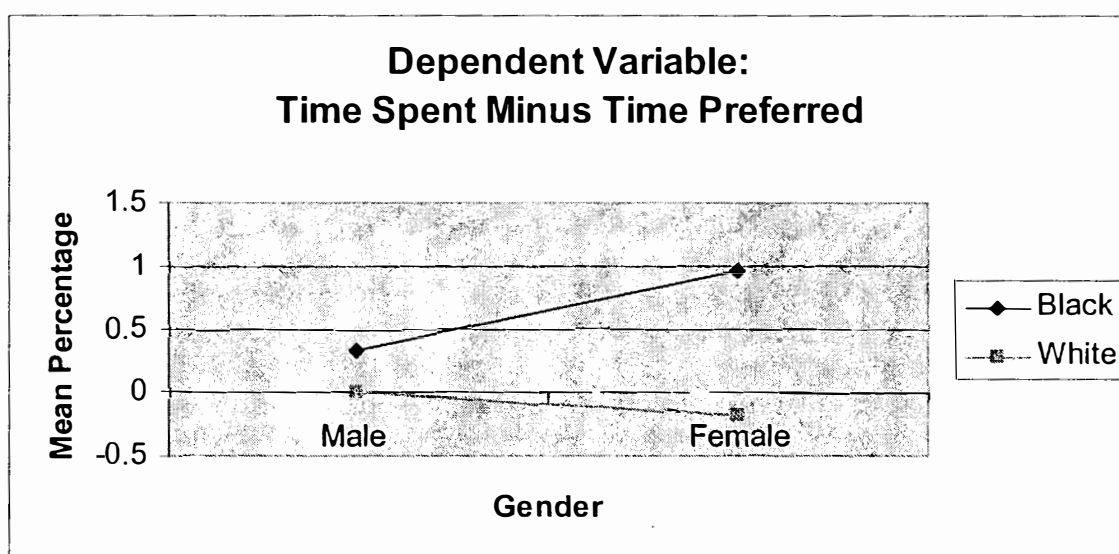


Table 39

Mean Percentage of Work Time Community/Professional Spent on Service Minus Time Preferred According to Race by Gender

	Black		White	
	Mean	SD	Mean	SD
Male	0.34	4.99	0.00	5.15
Female	0.96	4.86	-0.18	4.80

Source: NSOPF 99

In this analysis the mean amount of time spent on community/professional service minus preferred time varied from -0.18% to 0.96%. Among white faculty the variance is 0.18%, from -0.18% among female faculty to 0.00% among male faculty. The variance among mean amount of time spent on community/professional service minus preferred time on community/professional service by black faculty is greater at 0.62%, from 0.34% among male faculty to 0.96% among female faculty.

In general white and black faculty members are spending a preferred amount of time on community/professional service. Black faculty members are doing more community/professional service than preferred when compared to their white colleagues who are at or below their preferred level of community/professional service (see Figure 16). For example, black female faculty are doing a mean of 0.96% more community/professional service than preferred while white female faculty are doing a mean of 0.18% less community/professional service than preferred (see Table 39).

## Summary

The data were presented in this chapter in an order that mirrored the research questions. Study variables were analyzed using descriptive and inferential statistics. The means and standard deviations were calculated for all independent and dependent variables and an analysis of variance was used to examine possible relationships between the independent and dependent variables. The findings are summarized below.

### Carnegie Classification

The data analysis of time spent on community/professional service showed that, when viewed by Carnegie Classification, as institutions increase in complexity the mean percentage of faculty time spent on community/professional service tended to increase. When viewed by race, the mean percentage of time white faculty members spend on community/professional service decreases relatively consistently as institutional complexity decreases.

Overall, black faculty members spend more time on community/professional service than their white colleagues, at the same type of Carnegie Classified institutions. Generally white faculty members prefer to do more community/professional service than black faculty when stratified by Carnegie Classification. The percentage of time that white faculty members prefer to spend on community/professional service also tends to decrease as institutional complexity decreases. Overall, white and black faculty members are doing a preferred amount of community/professional service ( $\pm 1\%$ ) when examined by Carnegie Classification.

### Academic Rank

The data analysis of time spent on community/professional service showed that, when viewed by rank, black faculty members dedicate a greater percentage of their time to community/professional service than white faculty members. Additionally, as faculty of both races progress above the assistant professor rank, community/professional service becomes a smaller percentage of their workload. Black faculty members in 4 of 5 academic ranks examined prefer to dedicate a greater percentage of their time to community/professional service than their white counterparts. However, overall, faculty members (white and black) are doing a preferred amount of community/professional service when calculated by academic rank.

### Tenure Status

The data analysis of time spent on community/professional service showed that, when viewed by tenure status, black faculty members spend a greater percentage of their time doing community/professional service than their white counterparts. However, as both black and white faculty members move through the tenure process, they spend a smaller percentage of their time on community/professional service. Black faculty members prefer to dedicate a greater percentage of their time to community/professional service than their white counterparts. Overall, white and black faculty members are doing a preferred amount of community/professional service.

### Discipline

The data analysis of time spent on community/professional service showed that black faculty members spend a greater percentage of their time on community/professional service than their white counterparts of the same discipline in a majority of the categories examined. Similarly, in a majority of disciplinary categories black faculty members prefer to spend a greater percentage of their time on community/professional service than white faculty members. In general white and black faculty members are spending a preferred amount of time on community/professional service.

### Gender

The data analysis of time spent on community/professional service showed that, when viewed by gender, black faculty members spend a greater percentage of their time on community/professional service than their white colleagues. Similarly, black faculty members prefer to spend more time on community/professional service than white faculty. Overall, white and black faculty members are spending a preferred amount of time on community/professional service.

This chapter reviewed findings for each of the three research questions posed.

1. Is there a difference in the percentage of time that black and white faculty members spend on the community/professional service component of the professoriate?

The data analysis for academic rank, tenure status, and gender revealed that black faculty members dedicate a greater percentage of their professional time to



community/professional service than their white colleagues, in all the subcategories examined. Findings were more complex when analyzed based on Carnegie Classification and academic discipline. Still, in a majority of subcategories in these areas, black faculty spent a greater percentage of time on community/professional service than their white colleagues.

2. Is there a difference in the percentage of time that black and white faculty members prefer to spend on the community/professional service component of their work?

The gender and tenure status data analysis showed that black faculty members prefer to spend a greater percentage of time on community/professional service than their white colleagues. The analysis by Carnegie Classification (aggregate), academic rank, and discipline was not as definitive. Overall, black faculty preferred to spend a greater percentage of time on community/professional service than their white counterparts, in a majority of subcategories.

3. Is there a disparity between time spent and time preferred on community/professional service within groups and/or between groups?

The analysis of each category (Carnegie Classification, academic rank, tenure status, and discipline) revealed statistical significance related to the time spent on community/professional service minus preferred, with the exception of gender. Race was significant in the analysis of all categories except Carnegie Classification. The graphic representation of the data reveals that most faculty are doing within +/- 1% of their preferred amount of community/professional service.

The next chapter provides discussion and recommendations related to the results of this research.

## CHAPTER 5

### DISCUSSION, IMPLICATIONS, AND FUTURE RESEARCH

#### Study Summary

The purpose of this study was to investigate the community/professional service time allocation by black and white faculty members in higher education. More specifically, this research examined whether differences exist between the percentage of time black and white faculty members spend engaged in community/professional service activities. This study further investigated whether such differences exist between black and white faculty members at different types of Carnegie Classification institutions and between black and white faculty of different rank, tenure status, discipline, and gender.

From this point forward, the study *A comparison of black and white professors' engagement in the service component of faculty work* will be referenced by the short title *Faculty service in black and white*.

#### Research Questions

1. *Is there a difference in the percentage of time that black and white faculty members spend on the community/professional service component of the professoriate?*

### *Comparison of Results with Previous Research*

#### *1(a): Time spent on community/professional service by Carnegie Classification.*

Research question one (a) included a comparison of the percentage of time black faculty spent on community/professional service with the percentage of time white faculty spent on community/professional service at different types of Carnegie Classified institutions of higher education. There was a main effect on community/professional service for Carnegie Classification (aggregate). There was also an interaction effect on community/professional service between Carnegie Classification (aggregate) and race. In this analysis, as institutions increased in complexity, according to Carnegie Classification, the mean percentage of time spent on community/professional service tended to increase.

The results of this study show that, overall, black faculty across all Carnegie Classifications spend a greater percentage of time on community/professional service than white faculty. This pattern, however, is not consistent when analyzed by individual institution type. For example, white faculty at Doctoral-Intensive, Baccalaureate-Liberal Arts, and Baccalaureate/Associate's institutions dedicate a greater percentage of time to community/professional service than black faculty. While this finding was informative, there was no main effect for race.

Antonio et al. (2000) conducted research in an effort to understand the "intrinsic and extrinsic factors that may motivate faculty involvement in service-related activities" (p. 377). The data for the Antonio et al. (2000) study were collected in conjunction with the national survey of college faculty conducted in 1995-96 by the Higher Education

Research Institute. The results are based on 33,986 faculty responses, "a normative subset of the overall sample that includes full-time undergraduate teaching faculty from institutions with a representative number of respondents" (Antonio et al., 2000, p.377). The results from question one (a) in *Faculty service in black and white* are contrary to the results produced by Antonio et al. (2000), who concluded that nonuniversity (college) faculty demonstrated greater involvement in service than their university colleagues.

Bellas and Toutkoushian (1999) researched "whether faculty differ across gender, racial, ethnic, and family status groups in how they spend their time, and the extent to which any differences help explain intergroup variation in faculty research productivity" (p. 368). Data from the 1993 National Survey of Postsecondary Faculty were used to derive a sample of 14,614 "full-time faculty employed at two- and four-year institutions who had the rank of lecturer/instructor, assistant, associate, of full professor" (p. 371). The study population included Asian, black, Hispanic, white, and other faculty. The results demonstrated that black faculty spent more time on service than their white counterparts. The results from question one (a) in *Faculty service in black and white* are contrary to the results produced by Bellas and Toutkousian (1999).

While there was no main effect for race in response to question one (a) in *Faculty service in black and white*, the results did show a trend of black faculty tending to do more unpaid community/professional service than their peers. The National Education Association 1997 Almanac of Higher Education showed that black faculty reported performing more unpaid service than their peers of the same institutional type (Carnegie Classification). The results from question one (a) in *Faculty service in black and white*

are consistent with the data reported in the National Education Association 1997 Almanac of Higher Education.

*1(b): Time spent on community/professional service by academic rank.*

Research question one (b) included a comparison of the percentage of time that black faculty spent on community/professional service with the percentage of time white faculty spent on community/professional service by academic rank. For both academic rank and race, there was a main effect ( $p < 0.01$ ) on community/professional service. There was also an interaction effect on community/professional service between academic rank and race ( $p < 0.01$ ). Study findings revealed that as faculty move through the professorial stages (assistant professor, associate professor, and professor) of the academic ranks—increasing in seniority—the mean percentage of time spent on community/professional service decreases. Black faculty across all academic ranks spend a greater percentage of time on community/professional service than their white counterparts. At the associate professor level, however, the difference between black and white faculty community/professional service is negligible.

Antonio et al.'s (2000) research on faculty service motivation revealed that lower-ranking faculty members generally demonstrate the highest levels of commitment to community service activities and involvement in community service with their students. The results from question one (b) in *Faculty service in black and white* are consistent with the Antonio et al.'s (2000) findings.

Fairweather (1996) explored faculty roles in and outside academe. National Survey of Postsecondary Faculty (1987-88) data were used to examine "the nature of

faculty work and the variation in work patterns by type of institution and academic discipline" (p. 14). Fairweather's study revealed that amount of service does not vary by academic rank. Fairweather's (1996) findings are inconsistent with the results of *Faculty service in black and white*.

Bellas and Toutkoushian's (1999) research on how faculty spent their time utilized 1993 National Survey of Postsecondary Faculty data. Results demonstrated that black faculty spent more time on service than their white counterparts of the same rank. The results from question one (b) in *Faculty service in black and white* are consistent with the results produced by Bellas and Toutkousian (1999). Similarly, the results from *Faculty service in black and white* are consistent with data reported in the National Education Association 1997 Almanac of Higher Education. Those data showed that black faculty reported performing more unpaid service than their same-rank academic peers.

*1(c): Time spent on community/professional service by tenure status.*

Research question one (c) included a comparison of the percentage of time that black versus white faculty spent on community/professional service by tenure status. For both tenure status and race, there was a main effect. There was also an interaction effect between tenure status and race. Based on this analysis, as faculty members move through the tenure process, the mean percentage of time spent on community/professional service decreases. Non-tenure-track faculty (both black and white) employed at institutions with tenure systems dedicated the largest percentage of their time to community/professional

service. Black faculty spent a greater percentage of time on community/professional service than their white colleagues with the same tenure status.

Findings from this study are consistent with the prior research. Antonio et al.'s (2000) research revealed that faculty members who are not on the tenure track generally demonstrate the highest levels of commitment to community service activities and involvement in community service with their students. Bellas and Toutkoushian's (1999) study likewise revealed that black faculty spent a greater percentage of time on service than their white faculty colleagues of the same tenure status. Similarly, the results from *Faculty service in black and white* are consistent with National Education Association 1997 Almanac of Higher Education data. These data showed that black faculty reported doing more unpaid service than their peers with the same tenure status.

*1(d): Time spent on community/professional service by academic disciplines.*

Research question one (d) included a comparison of the percentage of time black faculty spent on community/professional service with the percentage of time white faculty spent on community/professional service by academic discipline. For both academic discipline and race, there was a main effect on community/professional service. There was also an interaction effect on community/professional service between academic discipline and race. In this study, health sciences faculty spent the greatest percentage of their time on community/professional service, followed by social sciences/education faculty. Natural sciences/engineering faculty and occupationally specific faculty spent the smallest percentage of time on community/professional service. In a narrow majority of categories examined, black faculty spent a greater percentage of

time on community/professional service than their white colleagues of the same academic discipline. The exceptions were business/law/communication, natural sciences/engineering, and health sciences faculty.

Study results in this area are consistent with Bellas and Toutkoushian's (1999) research. Their findings revealed that black faculty spent a greater percentage of time on service than white colleagues with the same academic discipline. Findings from *Faculty service in black and white* are inconsistent with Fairweather's findings. Fairweather's study (1996) revealed that education faculty spent the largest amount of time on service followed by business and social science faculty.

Finally, the results from *Faculty service in black and white* are consistent with National Education Association 1997 Almanac of Higher Education data. These data showed that black faculty reported performing more unpaid service than their white peers of the same academic discipline.

*1(e): Time spent on community/professional service by gender.*

Research question one (e) included a comparison of the percentage of time black faculty spent on community/professional service with the percentage of time white faculty spent on community/professional service by gender. For both gender and race, there was a main effect on community/professional service. There was also an interaction effect on community/professional service between gender and race. In this analysis, female faculty dedicated a greater percentage of their time to community/professional service than male faculty. Black faculty also spent a greater



percentage of time on community/professional service than their white colleagues of the same gender.

Menges and Exum (1983) conducted an analysis of the slow growth of faculty from historically underrepresented populations and concluded that "minority faculty are concentrated at the lower academic ranks and have progressed more slowly than white males toward senior ranks" (p. 139). The researchers concluded that service/governance activities consume a disproportionate share of women's time. The findings from question one (e) in *Faculty service in black and white* are consistent with those of Menges and Exum (1983).

Bellas and Toutkoushian's (1999) study of faculty time revealed that women did not differ from men in the percentage of time devoted to service. Bellas and Toutkoushian's (1999) findings are inconsistent with the results of *Faculty service in black and white*.

Finally, the results from *Faculty service in black and white* are consistent with data reported in the National Education Association 1997 Almanac of Higher Education. These data showed that female faculty reported performing more unpaid service than their male peers.

2. *Is there a difference in the percentage of time that black and white faculty members prefer to spend on the community/professional service component of their work?*

#### *Comparison of Results with Previous Research*

2(a): *Time preferred on community/professional service by Carnegie Classification.*

Research question two (a) included a comparison of the percentage of time black faculty preferred to spend on community/professional service with the percentage of time white faculty preferred to spend on community/professional service at different types of Carnegie Classified institutions of higher education. There was a main effect on community/professional service for Carnegie Classification (aggregate). There was also an interaction effect on community/professional service from Carnegie Classification (aggregate) and race. In this analysis, as institutions increased in complexity, according to Carnegie Classification, the mean percentage of time preferred to be spent on community/professional service tended to increase.

The results of this analysis illustrate that white faculty tended to prefer to spend a larger percent of time on community/professional service than black faculty. This pattern is not consistent, however, when analyzed by individual institution type. For example, black faculty at Doctoral-Extensive, Master's I, and Baccalaureate-General institutions preferred to spend a greater percentage of time on community/professional service than white faculty. While this finding was informative, there was no main effect for race. There are no existing studies that address the time preferred on community/professional service by race and Carnegie Classification.

*2(b): Time preferred on community/professional service by academic rank.*

Research question two (b) included a comparison of the percentage of time black faculty preferred to spend on community/professional service with the percentage of time white faculty preferred to spend on community/professional service by academic rank. There was a main effect on community/professional service for academic rank. There

was also an interaction effect on community/professional service by academic rank and race. Based on this analysis, as faculty move through the professorial ranks—increasing in seniority—the mean percentage of time preferred to be spent on community/professional service decreases.

The results of this study show that black faculty tended to prefer to spend a greater percentage of time on community/professional service than their white counterparts of the same academic rank with one exception. At the associate professor level, black faculty preferred to spend a smaller percentage of time on community/professional service than their white colleagues. Additionally, at the instructor and lecturer levels, the differences between black and white faculty members were negligible. While this finding was informative, there was no main effect for race. No prior studies exist that address the time preferred to be spent on community/professional service by race and academic rank.

*2(c): Time preferred on community/professional service by tenure status*

Research question two (c) included a comparison of the percentage of time black faculty preferred to spend on community/professional service with the percentage of time white faculty preferred to spend on community/professional service by tenure status. For both tenure status and race, there was a main effect on community/professional service. There was also an interaction effect on community/professional service from tenure status and race. In this analysis, as faculty members moved through the tenure process (not on the tenure track, on the tenure track, and tenured) the mean percentage of time preferred to be spent on community/professional service decreased.

Faculty not on the tenure track at institutions with tenure systems preferred to spend the largest percentage of time on community/professional service. Among this group, black faculty tended to prefer to spend a greater percentage of time on community/professional service than their white colleagues. Among non-tenured, tenure-track faculty there was no difference by race in the preferred percentage of time spent on community/professional service. There are no existing studies in the area of time preferred to be spent on community/professional service by race and tenure status.

*2(d): Time preferred on community/professional service by academic discipline.*

Research question two (d) included a comparison of the percentage of time black faculty preferred to spend on community/professional service with the percentage of time white faculty preferred to spend on community/professional service by academic discipline. For both academic discipline and race, there was a main effect on community/professional service. There was also an interaction effect on community/professional service by academic discipline and race.

According to this study, health sciences faculty prefer to spend the greatest percentage of time on community/professional service followed by social sciences/education faculty. Natural sciences/engineering faculty and occupationally specific faculty prefer to spend the smallest percentage of time on community/professional service. Black faculty members tended to prefer to spend a greater percentage of time on community/professional service than their white colleagues in the same discipline. The exceptions were business/law/communications, occupationally specific programs, and the health sciences. There are no existing studies

that address the time preferred to be spent on community/professional service by race and discipline.

*2(e): Time preferred on community/professional service by gender.*

Research question two (e) included a comparison of the percentage of time black faculty preferred to spend on community/professional service compared with the percentage of time white faculty preferred to spend on community/professional service by gender. For both gender and race, there was a main effect on community/professional service. There was also an interaction effect on community/professional service between gender and race. In this analysis, female faculty preferred to spend a greater percentage of their time on community/professional service than male faculty. Similarly, black faculty preferred to spend a greater percentage of time on community/professional service than their white colleagues of the same gender, although the difference between males was negligible. There are no existing studies that address the time preferred to be spent on community/professional service by race and gender.

*3. Is there a disparity between time spent and time preferred on community/professional service within groups and/or between groups?*

This research question aimed to discover whether both black and white faculty were spending their desired amount of time on community/professional service work. In this section, time spent on community/professional service minus the percentage of time preferred on community/professional service will be referred to as community/professional service difference.

*Results and Comparison with Previous Research*

*3(a): Time spent minus time preferred on community/professional service by Carnegie Classification.*

Research question three (a) included a comparison of black and white faculty based on community/professional service difference at different types of Carnegie Classified institutions of higher education. There was a main effect on community/professional service difference for Carnegie Classification (aggregate). There was also an interaction effect on community/professional service difference between Carnegie Classification (aggregate) and race. In this instance Carnegie Classification (aggregate) has an individual impact on whether faculty members are performing a preferred amount of community/professional service. Similarly, when combined, Carnegie Classification (aggregate) and race also impact whether faculty members are performing a preferred amount of community/professional service.

Though there is statistical significance, there is little practical significance. Black and white faculty tend to spend a preferred amount of time (within +/- 1%) on community/professional service when observed by Carnegie Classification. The exceptions are among black faculty at Master's II and Other institutions. The category "Other" institutions is composed of colleges and universities that do not fall into one of the other eight more prescribed Carnegie Classifications. The largest community/professional service difference was demonstrated by black faculty at Other institutions. These faculty members spent 6.10% more time on community/professional service than preferred. Black faculty at Master's II institutions spent 1.46% more time on

community/professional service than preferred. No existing studies address the percentage time faculty spent on community/professional service minus the percentage of time preferred to be spent on community/professional service at different types of Carnegie Classified institutions of higher education.

*3(b): Time spent minus time preferred on community/professional service by academic rank.*

Research question three (b) included a comparison of black and white faculty community/professional service difference by academic rank. There was a main effect on community/professional service for both race and academic rank. There was also an interaction effect on community/professional service between academic rank and race. In this instance race and academic rank have both an individual and combined impact on whether faculty members are performing a preferred amount of community/professional service.

Though there is statistical significance, there is no practical significance. Black and white faculty tend to spend a preferred amount of time (within +/- 1%) on community/professional service when observed by academic rank. The largest distinctions were among black and white faculty at the assistant professor and lecturer ranks. Black faculty at the rank of lecturer spent 1.54% more time on community/professional service than preferred. Similarly, black faculty at the assistant professor rank spent 1.07% more time on community/professional service than preferred. No existing studies address the percentage of time faculty spent on

community/professional service minus the percentage of time preferred on community/professional service by academic rank.

*3(c): Time spent minus time preferred on community/professional service by tenure status.*

Research question three (c) included a comparison of black and white faculty community/professional service difference by tenure status. There was a main effect on community/professional service for both race and tenure status. There was also an interaction effect on community/professional service between tenure status and race. In this instance, race and tenure status have both an individual and combined impact on whether faculty members are performing a preferred amount of community/professional service.

Though there is statistical significance, there is little practical significance. Black and white faculty tend to spend a preferred amount of time (within +/- 1%) on community/professional service when observed by tenure status. The exceptions are among non-tenured, tenure-track black faculty and black faculty at institutions with no tenure system. Non-tenured, tenure-track black faculty spent 1.30% more time on community/professional service than preferred. Black faculty at institutions with no tenure system spent 1.31% less time on community/professional service than preferred. No existing studies address the percentage of time faculty spent on community/professional service minus the percentage of time preferred to be spent on community/professional service by tenure status.



*3(d): Time spent minus time preferred on community/professional service by academic discipline.*

Research question three (d) included a comparison of black and white faculty based on community/professional service difference by academic discipline. There was a main effect on community/professional service for both race and academic discipline. There was also an interaction effect on community/professional service between academic discipline and race. In this instance, race and academic discipline have both an individual and combined impact on whether faculty members are performing a preferred amount of community/professional service.

Though there is statistical significance there is little practical significance. Black and white faculty tend to spend a preferred amount of time (within +/- 1%) on community/professional service when observed by discipline. The exception is among black faculty in the humanities. These faculty members spent 2.15% more time on community/professional service than preferred. No existing studies address the percentage of time faculty spent on community/professional service minus the percentage of time preferred to be spent on community/professional service by academic discipline.

*3(e): Time spent minus time preferred on community/professional service by gender.*

Research question three (e) included a comparison of black and white faculty community/professional service difference by gender. There was a main effect on community/professional service for race. In this instance, race has an impact on whether faculty members, categorized by gender, are performing a preferred amount of

community/professional service. Though there is statistical significance, there is no practical significance. Black and white faculty tend to spend a preferred amount of time (within +/- 1%) on community/professional service when observed by gender. No existing studies address the percentage of time faculty spent on community/professional service minus the percentage of time preferred to be spent on community/professional service by gender.

### Discussion of Findings

*1. Is there a difference in the percentage of time that black and white faculty members spend on the community/professional service component of the professoriate?*

The researcher hypothesized that black faculty members spend a greater percentage of time on community/professional service than their white colleagues, overall as well as when considered by Carnegie Classification (aggregate), academic rank, tenure status, discipline, and gender. Study results revealed that black faculty do spend a greater percentage of time on community/professional service overall as well as in all categories except for Carnegie Classification (aggregate). It is not evident why Carnegie Classification (aggregate) is the exception to this trend. In a review of the results, black faculty produced the two highest (Other and Masters II) and lowest (Baccalaureate-Associates and Baccalaureate-Liberal Arts) percentages of community/professional service performed. The drastic swings in percentage of time spent on community/professional service may in part be explained by uneven distribution

of the races among the various Carnegie Classification institutions (Blackburn et al., 1994; Turner, 2000; Bradburn, et al., 2002).

When analysis was conducted by discipline, white faculty members spent a larger percentage of time on community/professional service than their black counterparts in the health sciences. The NSOPF:99 question 31F defines service as "including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations" (U.S. Department of Education, 1999, p. 10). The higher percentage of time on community/professional service may be explained by the inclusion of both medical services and patients in the operational definition of service used in the NSOPF:99 survey instrument.

The health sciences are a segment of the higher education community where the faculty population is composed of both researchers and practitioners that regularly serve individuals. Not all practicing researchers are in the health sciences, however. It is not clear how multiple responsibilities intersect with race and subsequently with amount of service. It is difficult to extrapolate meaning from this finding without interjecting conjecture.

Based on prior research, it was anticipated that black faculty members would commit a larger percentage of time to community/professional service than their white counterparts. Often the lack of tenure attainment by black faculty is attributed to service overload (Ruffins, 1997; Allen, 1998). *Faculty service in black and white* showed that there is a relationship between race and the percentage of time spent on community/professional service when considered by academic rank, tenure status,

academic discipline, and gender. It should be noted, however, that community/professional service never averaged more than 10.0% of faculty workload, regardless of race.

Black faculty members are not attaining tenure at the same rate as their white colleagues. Perhaps the disparity between black and white faculty members related to tenure attainment is related to black faculty members spending a larger percentage of time on community/professional service as indicated by this study and others. Because this study examined the percentage of time spent on community/professional service, it is not evident how the time was spent. Further study is needed in this area, as well as to understand what motivates faculty members to spend time on the community/professional service role.

*2. Is there a difference in the percentage of time that black and white faculty members prefer to spend on the community/professional service component of their work?*

The researcher hypothesized that black faculty members would prefer to spend a greater percentage of time on community/professional service than their white counterparts when considered by Carnegie Classification (aggregate), academic rank, tenure status, discipline, and gender. Race was statistically significant in determining the percentage of time that faculty prefer to spend on community/professional service. It was likewise significant in all study categories except for Carnegie Classification (aggregate) and academic rank. Perhaps preferred amount of community/professional service is more closely linked to Carnegie Classification (aggregate) and academic rank because both categories have strong characteristics and cultures that supersede race.

When analysis was conducted by discipline, white faculty members preferred to spend a larger percentage of time on community/professional service than their black counterparts in the health sciences. The NSOPF:99 survey instrument defines service as "including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations" (U.S. Department of Education, 1999, p. 10). The higher percentage of preferred community/professional service may be explained by the inclusion of both medical services and patients in the operational definition of service used in the NSOPF:99 survey instrument. The health sciences faculty population is expected to both practice and pursue research. It is not clear how diversity of responsibility intersects with race and subsequently with preferred amount of community/professional service. Additionally, the community/professional service-oriented nature of the discipline may somehow impact the priorities of health sciences faculty.

Black faculty members are not attaining tenure at the same rate as their white colleagues. Perhaps the disparity in tenure attainment between black and white faculty is related to black faculty members' preference to spend a larger percentage of time on community/professional service, as indicated by this study. Because this study examined the percentage of time preferred on community/professional service, it is not evident why faculty have the preferences reported.

*3. Is there a disparity between time spent and time preferred on the community/professional service within groups and/or between groups?*

The researcher hypothesized that all faculty members (black and white) would be performing a preferred amount of community/professional service overall, as well as when considered by Carnegie Classification (aggregate), academic rank, tenure status, discipline, and gender. Race was statistically significant in all categories except for Carnegie Classification (aggregate). The findings have little practical significance, however. Most faculty—black and white—are doing within one percent of their preferred amount of community/professional service. When analysis was conducted by category (Carnegie Classification (aggregate), academic rank, tenure status, discipline, and gender) there was no statistical significance for gender. The statistical significance of the other categories is immaterial, as the findings have little practical significance. Again, the majority of faculty members are doing within one percent of their preferred amount of community/professional service.

There was an interaction effect between each category (Carnegie Classification (aggregate), academic rank, tenure status, and discipline) and race except for gender. Many of the interaction effects lacked practical significance. The one area worth further study is the interaction between race and discipline. Black faculty in the humanities emerged as an interesting case as they spend 2.15 percent more time on community/professional service than preferred. Black humanities faculty members lead all disciplines and both races in spending more time on community/professional service than preferred.

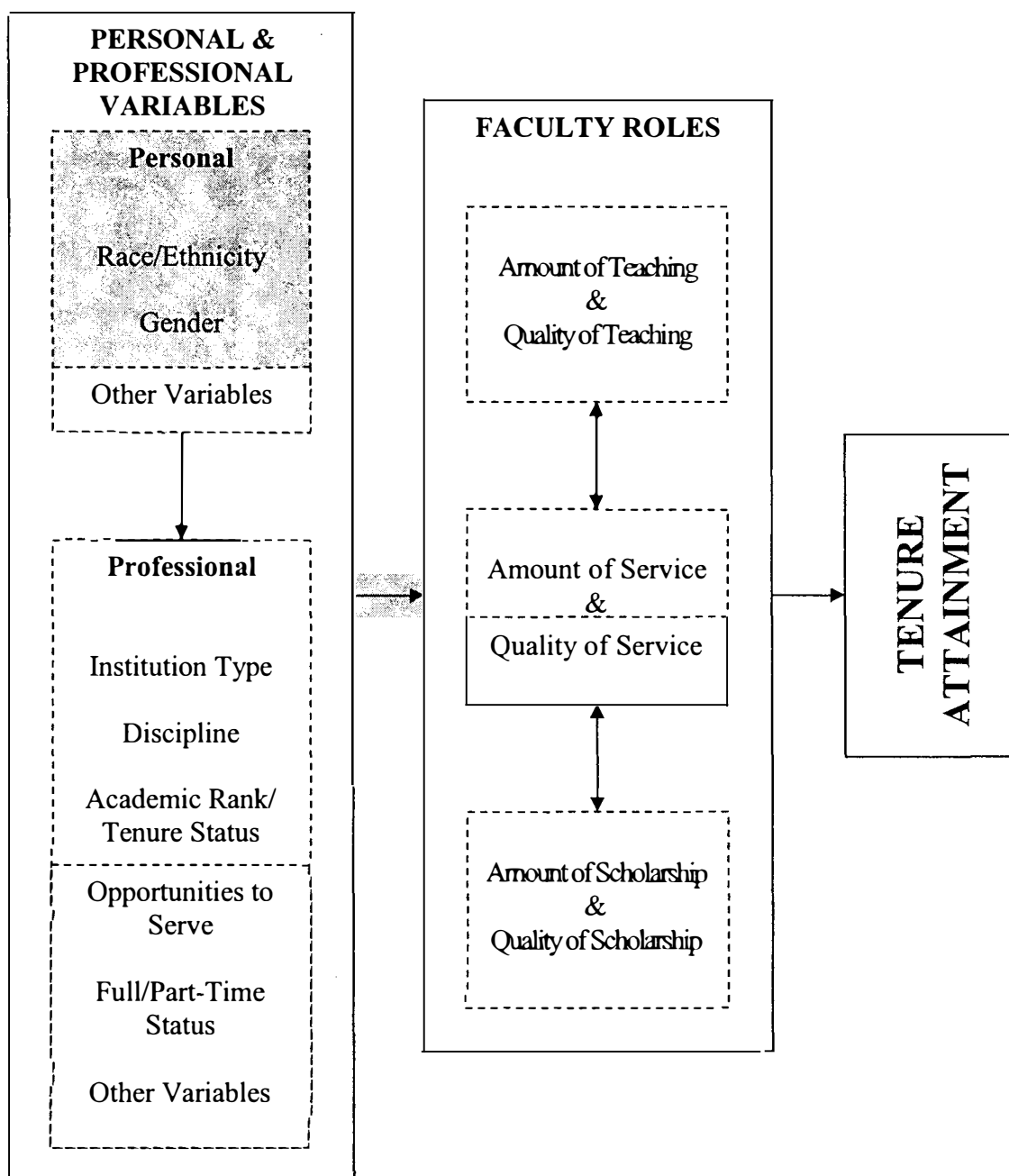
### Implications: Conceptual Framework Revisited

The researcher developed the conceptual framework (Figure 1 on p. 10) to illustrate the hypothesized relationship between factors, faculty roles, and tenure attainment. After completing the study the conceptual framework was modified (through highlighting) to show relationships that were verified by the study. Figure 17 is a pictorial representation of what was explored. Personal factors studied included race/ethnicity (black and white only) and gender. Professional factors studied included institution type (Carnegie Classification (aggregate)), discipline, academic rank, and tenure status. The faculty role studied was amount of community/professional service.

The researcher learned that both sets of factors—personal and professional—impact the amount of community/professional service. All factors were verified by way of main effect or interaction effect. Other important factors that warrant study include opportunities to serve and the impact of full/part-time status. Additionally, quality of community/professional service was not addressed in this study. Now that the foundation has been laid for this work, more can be done to explore how the identified factors impact faculty roles and how the performance of faculty roles (specifically community/professional service) impact tenure attainment.

The conceptual framework does not account for the exploration of preferred amount of community/professional service nor does it depict preferred versus actual community/professional service. There was such limited research in the previously mentioned areas that the investigation occurred without including the new concepts in the conceptual framework.

Figure 17

Conceptual Framework Revisited

Shaded areas indicate factors/faculty roles analyzed in this study.



### Future Research

Studies on the service component of faculty work remain limited, particularly studies that give special attention to race. Further exploration in this area is warranted. This study is limited by the data used (NSOPF:99 question 31F) as it includes the percentage of time spent on community/professional service defined as "including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations" (U.S. Department of Education, 1999, p. 10). NSOPF:99 questions 31E asked about time spent and time preferred to be spent related to administration defined as "including departmental or institution-wide meetings or committee work" (U.S. Department of Education, 1999, p. 10). The data collected by question 31E offers researchers the opportunity to explore the administration segment of the faculty service workload.

Service as the most vaguely defined area of faculty work is in need of definition clarification. Supplemental research is needed to understand how faculty members define service. A researcher with interest in this area might consider asking a spectrum of faculty to define faculty service. Analyzing the variety of responses would yield a greater understanding of the ways that individuals conceptualize their service work.

Additionally, it would be useful to learn through qualitative research the motivations for faculty to engage in service activities. Longitudinal interviews with faculty through each stage of the tenure process would likewise produce details that could illuminate individual motivations, and constraints, for service engagement. Such

research could clarify, for example, the inspiration of white health sciences faculty, who demonstrated the highest percentage of community/professional service of any disciplinary cohort in this study.

Supplementary research is likewise needed to help faculty and administrators understand the nature of faculty service. Future research should include asking a cross-section of faculty to record in a journal the amount of time spent on service, an explanation of the service activity, and the feelings associated with the service engagement. This type of exploration would shed light on the intricacies of, motivations for, and rewards of service activity.

One area of tremendous potential for future research is preferred amount of service. After reviewing the available literature, no studies were found that addressed preferred amount of service. Researchers interested in this line of inquiry could do longitudinal interviews and/or analysis of journal entries (described above). Such research could explain, for example, why humanities faculty members are spending a greater percentage of time on community/professional service than preferred. A better understanding of faculty time allocation preferences could also inform decisions regarding promotion and tenure criteria and systems.

A logical extension of the work done in *Faculty service in black and white* would be to revisit NSOPF data longitudinally. A comparison of the incremental data for time spent on community/professional service, preferred time spent on community/professional service, and preferred versus time spent on community/professional service would show if changes have occurred over time. This study could be replicated using previous and future data. The results would be

particularly interesting by race as the raw number of historically underrepresented faculty has steadily increased since the inception of American higher education.

Further research is also necessary to determine what promotion and tenure committees are rewarding. If black and white faculty members are performing a preferred amount of community/professional service and both spend less than 10.0% of time on community/professional service, then how important is service in the promotion and tenure process? Studies on the factors that impact tenure attainment remain limited: particularly studies that give special attention to race and service. Additional research is needed to help faculty and administrators understand the tenure process and specifically the disparity in tenure attainment between white and black faculty members.

#### Concluding Statement

*Faculty service in black and white* fulfilled its purpose of investigating the service time allocation by black and white faculty members in higher education institutions. More specifically, this research examined whether differences exist between the percentages of time black and white faculty members spend engaged in service, prefer to spend doing service, and time spent versus preferred to be spent on service activities. It adds to the limited body of literature that examines the service component of faculty work. Specifically, this study investigated whether service distinctions exist between black and white faculty members at different types of Carnegie Classification institutions and black and white faculty of different rank, tenure status, discipline, and gender. Study findings may help higher education researchers, administrators, and faculty members

better understand the service component of the faculty experience as it relates to promotion and tenure.

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## APPENDICES

Appendix A

THE 1999 NATIONAL STUDY OF  
POSTSECONDARY FACULTY SURVEY

**U.S. Department of Education  
Office of Educational Research and Improvement**

**National Center for Education Statistics**

***1999 NATIONAL STUDY OF  
POSTSECONDARY FACULTY***

***FACULTY QUESTIONNAIRE***



*All information that would permit  
identification of individuals will be kept confidential.*

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Toll-Free Number: 1-800-633-0209

## INSTRUCTIONS

**General Instructions.** Many of our questions ask about your activities during the *1998 Fall Term*. By this, we mean whatever academic term that was in progress on November 1, 1998.

All questions that ask about your position at "this institution" refer to your position during the 1998 Fall Term at the institution listed on the label on the back cover of the questionnaire.

This questionnaire was designed to be completed by both full-time and part-time faculty and instructional staff, in 2- and 4-year (and above) higher education institutions of all types and sizes. If you are a research assistant or a teaching assistant, please note this on the cover of the questionnaire and return it without completing the questionnaire.

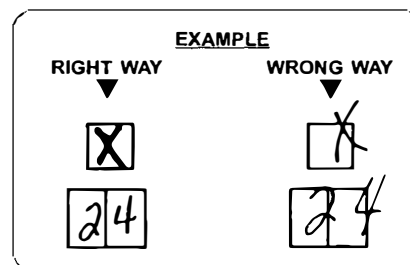
**Electronic questionnaire.** This questionnaire is available on the World Wide Web (WWW). We strongly urge you to use the electronic version because it is user friendly and takes less time to complete than the paper version. To access the WWW version of the questionnaire, go to <http://www.faculty.gallup.com>. Your individual Personal Identification Number (PIN) is on the label on the back of the questionnaire.

**Returning the questionnaire.** Mailing instructions for returning the completed questionnaire appear on the last page of the questionnaire.

**Questions.** If you have any questions about the study, please contact Brian Kuhr of The Gallup Organization toll-free at 1-800-633-0209 or via e-mail at [NSOPF99@gallup.com](mailto:NSOPF99@gallup.com).

**Survey Instructions.** This is a scannable questionnaire. Please follow the steps below carefully when completing this questionnaire. It will make it easier to read your results.

- Use a blue or black ink pen only.
- Do not use ink that soaks through the paper.
- Make solid marks that fit in the response boxes.
- To answer the survey questions, please mark the appropriate answer in each box.



### ASSURANCE OF CONFIDENTIALITY

All information that permits the identification of individuals will be kept strictly confidential. Individual responses, and all responses that permit the identification of individuals, will be protected by the National Education Statistics Act, Public Law 103-382 [20 U.S.C. 9001 *et seq.*], the Carl D. Perkins Vocational Education Act, and the Privacy Act of 1974 [5 U.S.C. 552a].

**SECTION A:**  
**NATURE OF EMPLOYMENT**

1. During the 1998 Fall Term, did you have any instructional duties at this institution (e.g., teaching one or more courses, or advising or supervising students' academic activities)? (Mark [x] one box.)
- ☐ Yes
- ☐ No (SKIP TO QUESTION 3)
2. During the 1998 Fall Term, were ... (Mark [x] one box.)
- ☐ all of your instructional duties related to credit courses, or advising or supervising academic activities for which students received credit
- ☐ some of your instructional duties related to credit courses or advising or supervising academic activities for which students received credit
- OR
- ☐ all of your instructional duties related to noncredit courses or advising or supervising noncredit academic activities
3. What was your *principal* activity at this institution during the 1998 Fall Term? If you had equal responsibilities, please select one. (Mark [x] one box.)
- ☐ Teaching
- ☐ Research
- ☐ Clinical service
- ☐ Administration (Write in title or position.)
- 
- ☐ On sabbatical from this institution
- ☐ Other activity (e.g., technical activity such as programmer or technician; other institutional activities such as library services, community/public service; subsidized performer, artist-in-residence, etc.)
4. During the 1998 Fall Term, did you have faculty status at this institution? (Mark [x] one box.)
- ☐ Yes
- ☐ No

5. During the 1998 Fall Term, did this institution consider you to be employed part-time or full-time? (Mark [x] one box.)
- ☐ Part-time
- ☐ Full-time (SKIP TO QUESTION 7)
6. Did you hold a part-time position at this institution during the 1998 Fall Term because... (Mark [x] "Yes" or "No" for each item)
- |  | Yes<br>▼                 | No<br>▼                  |
|--|--------------------------|--------------------------|
| a. You preferred working on a part-time basis? ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A full-time position was not available?           | <input type="checkbox"/> | <input type="checkbox"/> |
7. In what year did you begin the job you held at this institution during the 1998 Fall Term? Consider promotions in rank as part of the same job. (Write in year.)
- 19
8. Which of the following best describes your academic rank, title, or position at this institution during the 1998 Fall Term? (Mark [x] one box. If no ranks are designated at your institution, mark the "NA," Not Applicable box.)
- ☐ NA. Not applicable: no ranks designated at this institution (SKIP TO QUESTION 10, PAGE 2)
- ☐ Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☐ Instructor
- ☐ Lecturer
- ☐ Other title (Please specify below.)
- 
9. In what year did you first achieve this rank/title? (Write in year.)
- 19

**10. What was your tenure status at this institution during the 1998 Fall Term? (Mark [x] one box.)**

☐ Tenured —————> In what year did you achieve tenure at this institution?  
(Write in year.)

19

☐ On tenure track but not tenured

☐ Not on tenure track/although institution has a tenure system

☐ No tenure system at this institution

**11. During the 1998 Fall Term, what was the duration of your contract or appointment at this institution? (Mark [x] one box.)**

☐ Unspecified duration, or tenured

☐ One academic term

☐ One academic year or one calendar year

☐ Two or more academic/calendar years

☐ Other

**12. During the 1998 Fall Term, did you hold any of the following kinds of appointments at this institution? (Mark [x] "Yes" or "No" for each item.)**

	Yes ▼	No ▼
a. Acting .....	<input type="checkbox"/>	<input type="checkbox"/>
b. Affiliate or adjunct .....	<input type="checkbox"/>	<input type="checkbox"/>
c. Visiting .....	<input type="checkbox"/>	<input type="checkbox"/>
d. Assigned by religious order .....	<input type="checkbox"/>	<input type="checkbox"/>
e. Clinical (Write in title or position.) ....	<input type="checkbox"/>	<input type="checkbox"/>
<div style="border: 1px solid black; height: 15px; width: 200px; margin-top: 5px;"></div>		
f. Research (Write in title or position.) ..	<input type="checkbox"/>	<input type="checkbox"/>
<div style="border: 1px solid black; height: 15px; width: 200px; margin-top: 5px;"></div>		
g. Postdoctoral .....	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (Please specify below.) .....	<input type="checkbox"/>	<input type="checkbox"/>
<div style="border: 1px solid black; height: 15px; width: 200px; margin-top: 5px;"></div>		

**13. Were you chairperson of a department or division at this institution during the 1998 Fall Term? (Mark [x] one box.)**

☐ Yes

☐ No

**14. What is your principal field or discipline of teaching? If equal areas, select one. (Write in the name of your principal field or discipline and enter the code number of the discipline, on pages 3-4, that best matches your field of teaching. If you have no field of teaching, mark [x] the "NA" box.)**

☐ NA. Not Applicable (SKIP TO QUESTION 15)

Name of principal field/discipline of teaching

Code for Field or Discipline

**15. What is your principal area of research? If equal areas, select one. (Write in the name of your principal area of research and enter the code number of the discipline, on pages 3-4, that best matches your field of research. If you have no research area, mark [x] the "NA" box.)**

☐ NA. Not Applicable (SKIP TO QUESTION 16, PAGE 5)

Name of principal field/discipline of research

Code for Field or Discipline



# **CODES FOR MAJOR FIELDS OF STUDY AND ACADEMIC DISCIPLINES**

## **AGRICULTURE**

- 101 Agribusiness & Agricultural Production
- 102 Agricultural, Animal, Food, & Plant Sciences
- 103 Renewable Natural Resources, including Conservation, Fishing, & Forestry
- 110 Other Agriculture

## **ARCHITECTURE & ENVIRONMENTAL DESIGN**

- 121 Architecture & Environmental Design
- 122 City, Community, & Regional Planning
- 123 Interior Design
- 124 Land Use Management & Reclamation
- 130 Other Arch. & Environmental Design

## **ART**

- 141 Art History & Appreciation
- 142 Crafts
- 143 Dance
- 144 Design (other than Architecture or Interior)
- 145 Dramatic Arts
- 146 Film Arts
- 147 Fine Arts
- 148 Music
- 149 Music History & Appreciation
- 150 Other Visual & Performing Arts

## **BUSINESS**

- 161 Accounting
- 162 Banking & Finance
- 163 Business Administration & Management
- 164 Business Administrative Support (e.g., Bookkeeping, Office Management, Secretarial)
- 165 Human Resources Development
- 166 Organizational Behavior
- 167 Marketing & Distribution
- 170 Other Business

## **COMMUNICATIONS**

- 181 Advertising
- 182 Broadcasting & Journalism
- 183 Communications Research
- 184 Communication Technologies
- 190 Other Communications

## **COMPUTER SCIENCE**

- 201 Computer & Information Sciences
- 202 Computer Programming
- 203 Data Processing
- 204 Systems Analysis
- 210 Other Computer Science

## **EDUCATION**

- 221 Education, General
- 222 Basic Skills
- 223 Bilingual/Cross-cultural Education
- 224 Curriculum & Instruction
- 225 Education Administration
- 226 Education Evaluation & Research
- 227 Educational Psychology
- 228 Higher Education
- 229 Special Education
- 230 Student Counseling & Personnel Services
- 231 Other Education

## **TEACHER EDUCATION**

- 241 Pre-Elementary
- 242 Elementary
- 243 Secondary
- 244 Adult & Continuing
- 245 Other General Teacher Education Programs
- 250 Teacher Education in Specific Subjects

## **ENGINEERING**

- 261 Engineering, General
- 262 Civil Engineering
- 263 Electrical, Electronics, & Communication Engineering
- 264 Mechanical Engineering
- 265 Chemical Engineering
- 270 Other Engineering
- 280 Engineering-Related Technologies

## **ENGLISH & LITERATURE**

- 291 English, General
- 292 Composition & Creative Writing
- 293 American Literature
- 294 English Literature
- 295 Linguistics
- 296 Speech, Debate, & Forensics
- 297 English as a Second Language
- 300 English, Other

## **FOREIGN LANGUAGES**

- 311 Chinese (Mandarin, Cantonese, or Other Chinese)
- 312 French
- 313 German
- 314 Italian
- 315 Latin
- 316 Japanese
- 317 Other Asian
- 318 Russian or Other Slavic
- 319 Spanish
- 320 Other Foreign Languages

## **HEALTH SCIENCES**

- 331 Allied Health Technologies & Services
- 332 Dentistry
- 333 Health Services Administration
- 334 Medicine, including Psychiatry
- 335 Nursing
- 336 Pharmacy
- 337 Public Health
- 338 Veterinary Medicine
- 340 Other Health Sciences

## **350 HOME ECONOMICS**

## **360 INDUSTRIAL ARTS**

## **370 LAW**

## **380 LIBRARY & ARCHIVAL SCIENCES**

(CONTINUED)

	VOCATIONAL TRAINING
390 <b>MATHEMATICS/STATISTICS</b>	<b>CONSTRUCTION TRADES</b>
<b>NATURAL SCIENCES: BIOLOGICAL SCIENCES</b>	601 Carpentry
391 Biochemistry	602 Electrician
392 Biology	603 Plumbing
393 Botany	610 Other Construction Trades
394 Genetics	<b>CONSUMER, PERSONAL, &amp; MISCELLANEOUS SERVICES</b>
395 Immunology	621 Personal Services (e.g., Barbering, Cosmetology)
396 Microbiology	630 Other Consumer Services
397 Physiology	<b>MECHANICS &amp; REPAIRERS</b>
398 Zoology	641 Electrical & Electronics Equipment Repair
400 Biological Sciences, Other	642 Heating, Air Conditioning, & Refrigeration Mechanics & Repairers
<b>NATURAL SCIENCES: PHYSICAL SCIENCES</b>	643 Vehicle & Mobile Equipment Mechanics & Repairers
411 Astronomy	644 Other Mechanics & Repairers
412 Chemistry	<b>PRECISION PRODUCTION</b>
413 Physics	661 Drafting
414 Earth, Atmosphere, and Oceanographic (Geological Sciences)	662 Graphic & Print Communications
420 Physical Sciences, Other	663 Leatherworking & Upholstering
430 <b>PARKS &amp; RECREATION</b>	664 Precision Metal Work
<b>PHILOSOPHY, RELIGION &amp; THEOLOGY</b>	665 Woodworking
440 Philosophy	670 Other Precision Production Work
441 Religion	<b>TRANSPORTATION &amp; MATERIAL MOVING</b>
442 Theology	681 Air Transportation (e.g., Piloting, Traffic Control, Flight Attendance, Aviation Management)
470 <b>PHYSICAL EDUCATION</b>	682 Land Vehicle & Equipment Operation
500 <b>PROTECTIVE SERVICES</b> (e.g., Criminal Justice, Fire Protection)	683 Water Transportation (e.g., Boat & Fishing Operations, Deep Water Diving, Marina Operations, Sailors & Deckhands)
510 <b>PSYCHOLOGY</b>	690 Other Transportation & Material Moving
520 <b>PUBLIC AFFAIRS</b> (e.g., Community Services, Public Administration, Public Works, Social Work)	900 <b>OTHER</b>
530 <b>SCIENCE TECHNOLOGIES</b>	
<b>SOCIAL SCIENCES &amp; HISTORY</b>	
541 Social Sciences, General	
542 Anthropology	
543 Archeology	
544 Area & Ethnic Studies	
545 Demography	
546 Economics	
547 Geography	
548 History	
549 International Relations	
550 Political Science & Government	
551 Sociology	
560 Other Social Sciences	

**SECTION B:**  
**ACADEMIC/PROFESSIONAL BACKGROUND**

- 16. Please list below information about the degrees you have received. Do not list honorary degrees. If you have more than one degree at the same level, please list the most recent degree first. (Complete all columns for each degree. If you have none of the degrees or awards listed below, mark [x] the "NA" box.)**

**CODES FOR TYPE OF DEGREE**

- |   |   |
|---|---|
| 1) First professional degree (M.D., D.O., D.D.S. or D.M.D., LL.B., J.D., D.C. or D.C.M., D.Par., Pod.D. or D.P., D.V.M., O.D., M.Div. or H.H.L. or B.D.)<br>2) Doctoral degree (Ph.D., Ed.D., etc.)<br>3) Masters of Fine Arts, Masters of Social Work (M.F.A., M.S.W.) | 4) Other Master's degree (M.A., M.S., M.B.A., M.Ed., etc.)<br>5) Bachelor's degree (B.A., A.B., B.S., etc.)<br>6) Associate's degree or equivalent (A.A., A.S., etc.)<br>7) Certificate or diploma for completion of undergraduate program (other than Associate's or Bachelor's) |
|---|---|

☐

NA. Not Applicable; do not hold a degree or award listed above (SKIP TO QUESTION 17)

	A. Degree Code (see box above)	B. Year Received	C. Name of Field	D. Field Code (from pages 3-4)	E. a. Name of Institution, and b. City and State/Country of Institution
1. Highest	<input type="checkbox"/>	19		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	a. <div style="border: 1px solid black; width: 150px; height: 20px;"></div> b. <div style="border: 1px solid black; width: 150px; height: 20px;"></div>
2. Next Highest	<input type="checkbox"/>	19		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	a. <div style="border: 1px solid black; width: 150px; height: 20px;"></div> b. <div style="border: 1px solid black; width: 150px; height: 20px;"></div>
3. Next Highest	<input type="checkbox"/>	19		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	a. <div style="border: 1px solid black; width: 150px; height: 20px;"></div> b. <div style="border: 1px solid black; width: 150px; height: 20px;"></div>
4. Next Highest	<input type="checkbox"/>	19		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	a. <div style="border: 1px solid black; width: 150px; height: 20px;"></div> b. <div style="border: 1px solid black; width: 150px; height: 20px;"></div>

- 17. Are you currently working toward a degree? (Mark [x] one box.)**

☐

Yes

☐

No (SKIP TO QUESTION 19, PAGE 6)

- 18. Please indicate below (A) the type of degree you are currently working toward, (B) the year you anticipate receiving it, (C) name of the field, (D) the field code that applies (from pages 3-4), and (E) the name and location of the institution from which you anticipate receiving this degree. (Complete all columns.)**

	A. Degree Code (see box above)	B. Year Anticipated	C. Name of Field	D. Field Code (from pages 3-4)	E. a. Name of Institution, and b. City and State/Country of Institution
Degree Working Toward	<input type="checkbox"/>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	a. <div style="border: 1px solid black; width: 150px; height: 20px;"></div> b. <div style="border: 1px solid black; width: 150px; height: 20px;"></div>

19. Do you consider your position at this institution to be your primary employment? (Mark [x] one box.)
- ☐ Yes
- ☐ No
20. During the 1998 Fall Term, did you do outside consulting in addition to your employment at this institution? (Mark [x] one box.)
- ☐ Yes
- ☐ No
21. During the 1998 Fall Term, did you have professional employment other than consulting in addition to your employment at this institution? (Mark [x] one box.)
- ☐ Yes
- ☐ No (SKIP TO QUESTION 23)
22. How many different professional jobs/positions, other than your employment at this institution or consulting jobs, did you have during the 1998 Fall Term? (Write in number.)
- Number of other jobs
23. In total, how many professional positions in higher education institutions have you held? Consider promotions in rank at the same institution as part of the same position. If your occupational classification changed within the same institution, please consider this a separate position. (Include your position at this institution and all other full-time and part-time positions. Do not include teaching or research assistant positions.)
- Number of positions

Continue on next page →

**24. The next questions ask about your first professional position in a higher education institution, and your most recent professional position at a higher education institution (other than the one you currently hold at this institution. (If your current position is your first position, complete column 1. If you have no other additional professional positions, mark [x] the "NA" box at the top of the second column.)**

- Do *not* list promotions in rank at one place of employment as different positions.
- Do *not* include work as a graduate student.

	First Professional Position in a Higher Education Institution	Most Recent Professional Position at a Higher Ed. Institution (other than the one you currently hold at this institution) <input type="checkbox"/> NA: No other positions
<b>1. YEARS JOB HELD</b>  FROM:  TO: (If a current position, mark [x] "Present".)	(Write in year.) <div>19</div> <div></div> <div></div> <div></div> <div>19</div> <div></div> <div></div> <div></div> <input type="checkbox"/> Present	(Write in year.) <div>19</div> <div></div> <div></div> <div></div> <div>19</div> <div></div> <div></div> <div></div> <input type="checkbox"/> Present
<b>2. TYPE OF INSTITUTION</b> 4-year doctoral granting college or university, graduate or professional school  4-year non-doctoral granting college or university  2-year degree granting college  Other postsecondary institution	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<b>3. EMPLOYMENT STATUS</b>  Full-time  Part-time	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<b>4. PRIMARY RESPONSIBILITY</b>  Administration, Management  Instruction/Research/Public Service  Other Professional (Support/Service/Clinical)	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<b>5. ACADEMIC RANK/TITLE</b> (What were your academic ranks when you began and left this academic position? If current job, do not indicate rank at exit.)	(Mark [x] one box in each column.) At Hire      At Exit ▼                  ▼ <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> NA. Not applicable, no rank	(Mark [x] one box in each column.) At Hire      At Exit ▼                  ▼ <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<b>6. TENURE STATUS</b> (What was your tenure status when you began and left this academic position? If current job, do not indicate tenure at exit.)	(Mark [x] one box in each column.) At Hire      At Exit ▼                  ▼ <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> Tenured  On tenure track but not tenured Not on tenure track although institution has a tenure system  No tenure system at this institution	(Mark [x] one box in each column.) At Hire      At Exit ▼                  ▼ <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>

**25. How many years have you been teaching in higher education institutions?**

(Write in number. If none, write in "0". If less than 1 year, write in "1".)

Number of years

**26. How many professional positions, outside of higher education institutions, have you held? Do not include consulting jobs** (Write in number. If none, mark the box indicating "None".)

☐

None (SKIP TO QUESTION 29, PAGE 9)

Number of professional positions outside higher education institutions

**27. How many of these positions were...** (Write in number of full-time and part-time professional positions outside of higher education institutions. If none, write in "0".)

Full-time

Part-time

**28. The next questions ask about professional positions outside of higher education institutions you have held. List information on your first and your most recent professional positions outside of higher education institutions. Do not include positions you began in 1999.**

	First Professional Position Outside of a Higher Education Institution	Most Recent Professional Position Outside of a Higher Ed. Institution
<b>1. YEARS JOB HELD</b>  FROM:  TO: (If a current position, mark [x] "Present".)	(Write in year.) <div>19 <input type="text"/> <input type="text"/></div> <div>19 <input type="text"/> <input type="text"/></div> <input type="checkbox"/> Present	(Write in year.) <div>19 <input type="text"/> <input type="text"/></div> <div>19 <input type="text"/> <input type="text"/></div> <input type="checkbox"/> Present
<b>2. TYPE OF EMPLOYER</b>  Elementary or secondary school  Hospital or other health care organization or clinical setting  Foundation or other non-profit organization other than health care organization  For-profit business or industry in the private sector  Government (federal, state, or local) or military  Other	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<b>3. EMPLOYMENT STATUS</b>  Full-time  Part-time	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<b>4. PRIMARY RESPONSIBILITY</b>  Administration, Management  Instruction, Research, or Public Service  Other Professional (Support/Service/Clinical)  Technical  Other	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	(Mark [x] one box.) <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>

29. How many of each of the following have you presented/published/etc. during your entire career and during the last two years? For publications, please include *only* works that have been accepted for publication. Count multiple presentations/publications of the same work *only* once. Include electronic publications that are not published elsewhere in the appropriate categories. (Mark the "NA" box if you have not published or presented.)

☐

NA. Not applicable. No presentations/publications/etc. (SKIP TO QUESTION 30, PAGE 10)

Type of Presentation/Publication/etc. (Write a number in each box. If none, write in "0".)	Total during career	Total during past two years	
		Sole responsibility	Joint responsibility
1. Articles published in refereed professional or trade journals; creative works published in juried media	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
2. Articles published in nonrefereed professional or trade journals; creative works published in nonjuried media or in-house newsletters	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
3. Published reviews of books, articles, or creative works; chapters in edited volumes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
4. Textbooks, other books; monographs; research or technical reports disseminated internally or to clients	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
5. Presentations at conferences, workshops, etc.; exhibitions or performances in the fine or applied arts	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
6. Other, such as patents or computer software products	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

Continue on next page →

## SECTION C:

## INSTITUTIONAL RESPONSIBILITIES AND WORKLOAD

30. On average, how many hours per week did you spend at each of the following kinds of activities during the 1998 Fall Term? (Write in average number of hours. If not sure, give your best estimates. If none, write in "0".)

Average number of  
hours per week  
▼

- a. All paid activities at this institution (e.g. teaching, clinical service, class preparation, research, administration) .....
- b. All unpaid activities at this institution  
(Please specify type of activities below.) .....
- c. Any other paid activities outside this institution  
(e.g., consulting, working on other jobs) .....
- d. Unpaid (pro bono) professional service activities  
outside this institution .....

31. In column A, please allocate your total work time in the 1998 Fall Term (as reported in Question 30a-d) into several categories. We realize the categories are not mutually exclusive (e.g., research may include teaching; preparing a course may be part of professional growth). We ask, however, that you allocate as best you can the percentage of your time spent in activities whose primary focus falls within the indicated categories. In column B, indicate what percentage of your time you would prefer to spend in each of the listed categories. Time spent with colleagues should be allocated to a specific activity.

(Write in a percentage on each line. If not sure, give your best estimate; if none, write in "0".)	A % of Work Time Spent	B. % of Work Time Preferred
a. <u>Teaching Undergraduate Students</u> (including teaching; grading papers; preparing courses; developing new curricula; advising or supervising students; supervising student teachers and interns; working with student organizations or intramural athletics)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
b. <u>Teaching Graduate or First Professional Students</u> (including teaching; grading papers; preparing courses; developing new curricula; advising or supervising students; supervising student teachers and interns; supervising clinical students; working with student organizations or intramural athletics)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
c. <u>Research/Scholarship</u> (including research; reviewing or preparing articles or books; attending or preparing for professional meetings or conferences; reviewing proposals; seeking outside funding; giving performances or exhibitions in the fine or applied arts; or giving speeches)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
d. <u>Professional Growth</u> (including taking courses; pursuing an advanced degree; other professional development activities; such as practice or activities to remain current in your field)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
e. <u>Administration</u> (including departmental or institution-wide meetings or committee work)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
f. <u>Service</u> (including providing legal or medical services or psychological counseling to clients or patients; paid or unpaid community or public service; service to professional societies/associations)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
g. <u>Outside Consulting, Freelance Work, Other Outside Work/Other Non-Teaching Professional Activities</u> (other activities or work not listed in a-f)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
<b>Please be sure that the percentages you provide add up to 100%.</b>	<b>100%</b>	<b>100%</b>



32. During the 1998 Fall Term, how many undergraduate or graduate thesis or dissertation committees, comprehensive exams or orals committees, or examination or certification committees did you serve on at this institution; how many did you chair, and what was the average number of hours spent in these activities per week? (Write in a number on each line. If none, write in "0". Mark the "NA" box if you did not serve on any committees.)

☐

NA. Not applicable. Did not serve on any undergraduate or graduate committees (SKIP TO QUESTION 33)

Type of Committee	Number served on	Of that number, how many did you chair?	Average number of hours per week
	(Write in number in each box. If none, write in "0".)		
1. Undergraduate thesis honors committees; comprehensive exams or orals committees; examination/certification committees	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Graduate thesis or dissertation committees; comprehensive exams or orals committees (other than as part of thesis/dissertation committees); examination/certification committees	<input type="text"/>	<input type="text"/>	<input type="text"/>

33. During the 1998 Fall Term, what was the total number of classes or sections you taught at this institution? (Mark the "NA" box if you did not teach any classes.)

- Do not include individualized instruction, such as independent study, individual performance classes, or working with individual students in a clinical or research setting.
- Count multiple sections of the same course as a separate class (e.g., if you taught Sociology 101 to two different groups of students during the term, count this as two separate classes).
- Count lab or discussion sections of a class as the same class (e.g., if you taught Biology 202 to a group of students during the term and the class consisted of a lecture two times a week, a lab one day a week, and a discussion section one day a week, count this work as one class).

☐

NA. Not applicable; no classes taught (SKIP TO QUESTION 48, PAGE 14)

Number of classes/sections (i.e., credit and non-credit)

34. How many different courses (preparations) do these classes/sections represent? (Write in number. If none, write in "0".)

Number of courses these classes/sections represent

35. How many of the classes/sections that you taught during the 1998 Fall Term were remedial? (Write in number. If none, write in "0".)

Number of classes/sections that were remedial, i.e., credit and non-credit. (IF NONE, SKIP TO QUESTION 37)

36. How many of these remedial classes/sections were not creditable toward a degree (non-credit classes)? (Write in number. If none, write in "0".)

Number of remedial classes/sections that were not creditable toward a degree (non-credit)

Continue to next page →

37. How many of the classes/sections that you taught during the 1998 Fall Term were continuing education classes? (Write in number. If none, write in "0")

Number of classes/sections that were continuing education (IF NONE, SKIP TO QUESTION 39)

38. How many of these continuing education classes/sections were not creditable toward a degree (non-credit classes)? (Write in number. If none, write in "0".)

Number of continuing education classes/sections that were not creditable toward a degree (non-credit)

39. What is the total number of students enrolled in all your non-credit classes/sections combined? (Write in number. If none, write in "0".)

Total number of students enrolled in non-credit classes/sections

40. How many of the classes/sections that you taught during the 1998 Fall Term were for credit? (Write in number. If none, write in "0".)

Number of classes/sections for credit (IF NONE, SKIP TO QUESTION 43, PAGE 14)

Continue to next page →

**41. For each credit class or section that you taught at this institution during the 1998 Fall Term, please answer the following questions. For each class, enter the code for the academic discipline of the class. (Refer to pages 3-4 for the codes. Please enter the code rather than the course name.)**

- Do not include individualized instruction, such as independent study or individual one-on-one performance classes.
- If you taught multiple sections of the same course, count them as separate classes, but do not include the lab section of the course as a separate class.

1. <b>CODE FOR ACADEMIC DISCIPLINE OF CLASS</b> (from pages 3-4)	A. For-credit Class A (enter code)	B. For-credit Class B (enter code)	C. For-credit Class C (enter code)	D. For-credit Class D (enter code)	E. For-credit Class E (enter code)
	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
2. <b>DURING 1998 FALL TERM (Complete each box.)</b>					
a. Number of weeks the class met	a. <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
b. Number of credit hours	b. <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
c. Number of hours the class met per week	c. <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
d. Number of teaching assistants, readers	d. <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
e. Number of students enrolled	e. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
f. Was this class team taught?	f. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. Average # hours per week you taught the class	g. <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
h. Was this class considered a remedial class?	h. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
i. Was this class taught through a distance education program?	i. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. <b>PRIMARY LEVEL OF STUDENTS (Mark [x] one box.)</b>					
Undergraduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First professional students (e.g., dental, medical, law, theology, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>PRIMARY INSTRUCTIONAL METHOD USED (Mark [x] one box.)</b>					
Lecture/Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab, clinic, or problem session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship, internship, field work, or field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>PRIMARY MEDIUM USED (Mark [x] one box.)</b>					
Face-to-face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV-based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 42. In how many of the undergraduate courses that you taught for credit during the 1998 Fall Term did you use...** (Mark [x] one box for each item.)

☐ NA. Did not teach any undergraduate classes for credit (SKIP TO QUESTION 43)

	None ▼	Some ▼	All ▼
a. Student evaluations of each other's work? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Multiple-choice midterm and/or final exam? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Essay midterm and/or final exams? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Short-answer midterm and/or final exams? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Term/research papers? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Multiple drafts of written work? ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Grading on a curve? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Competency-based grading? ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 43. During the 1998 Fall Term, did you have websites for any of the classes you taught?** (Mark [x] one box.)

☐ Yes

☐ No (SKIP TO QUESTION 45)

- 44. What did you use the websites for?** (Mark [x] "Yes" or "No" for each item.)

	Yes ▼	No ▼
a. To post general class information (e.g., syllabus and office hours) .....	<input type="checkbox"/>	<input type="checkbox"/>
b. To post information on homework assignments or readings .....	<input type="checkbox"/>	<input type="checkbox"/>
c. To post practice exams/exercises that provide immediate scoring .....	<input type="checkbox"/>	<input type="checkbox"/>
d. To post exams or exam results .....	<input type="checkbox"/>	<input type="checkbox"/>
e. To provide links to other information .....	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (Please specify below.) .....	<input type="checkbox"/>	<input type="checkbox"/>

- 45. During the 1998 Fall Term, did you use electronic mail (e-mail) to communicate with students in your classes?** (Mark [x] one box.)

☐ Yes

☐ No (SKIP TO QUESTION 48)

- 46. Approximately what percent of the students in your classes communicated with you via e-mail during the 1998 Fall Term?** (Write in percent. If none, write in "0".)

.0% Percent of students in your classes who communicated with you via e-mail

- 47. Approximately how many hours per week did you spend responding to student e-mail during the 1998 Fall Term?** (Write in number of hours. If none, write in "0".)

Hours per week spent responding to student e-mail

- 48. During the 1998 Fall Term, did you have access to the internet...** (Mark [x] one box.)

☐ Both at home and at work

☐ At work only

☐ At home only

☐ No access to the internet

- 49. For each type of student listed below, please indicate how many students received individual instruction from you during the 1998 Fall Term (e.g., independent study; supervising student teachers or interns; or one-on-one instruction, including working with individual students in a clinical or research setting), and the total number of contact hours with these students per week. Do not count regularly scheduled office hours.** (Write in a number. If none, write in "0".)

Type of students receiving formal individualized instruction	Number of students ▼	Total contact hours per week ▼
a. Undergraduate students .....	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
b. Graduate students .....	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
c. First professional students (e.g., dental, medical, optometry, osteopathic, pharmacy, veterinary, chiropractic, law, and theology) ...	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

50. On average, how many contact hours per week did you spend with students you were assigned to advise? (Write in a number. If none, write in "0".)

Number of contact hours spent with students per week (Do not include hours spent working with students on their thesis, dissertation, or independent study.)

51. During the 1998 Fall Term, how many regularly scheduled office hours did you have per week? (Write in a number. If none, write in "0".)

Number of regularly scheduled office hours per week

52. During the 1998 Fall Term, were you engaged in any professional research, proposal writing, creative writing, or creative works (either funded or non-funded) at this institution? (Mark [x] one box.)

☐

Yes

☐

No (SKIP TO QUESTION 60, PAGE 16)

53. How would you describe your primary professional research, writing, or creative work during the 1998 Fall Term? (Mark [x] one box.)

☐

Basic research

☐

Applied or policy-oriented research or analysis

☐

Literary, performance, or exhibitions

☐

Program/Curriculum design and development

☐

Other (Please specify below.)

54. During the 1998 Fall Term were you engaged in any funded research or funded creative work? Include any grants, contracts, or institutional awards. Do not include consulting services. (Mark [x] one box.)

☐

Yes

☐

No (SKIP TO QUESTION 60, PAGE 16)

55. During the 1998 Fall Term, were you a principal investigator (PI) or co-principal investigator (Co-PI) for any grants or contracts? (Mark [x] one box.)

☐

Yes → How many?

☐

No (SKIP TO QUESTION 57)

56. During the 1998 Fall Term, how many individuals at this institution other than yourself were supported, either in part or in full, by all the grants and contracts for which you were PI or Co-PI? (Write in a number. If none, write in "0".)

Number of individuals supported by grants or contracts

57. From which of the following sources did you receive funding during the 1998 Fall Term? (Mark [x] all that apply.)

☐

This institution

☐

Foundation or other nonprofit organization

☐

For profit business or industry in the private sector

☐

State or local government

☐

Federal Government

☐

Other (Please specify)

58. What were the total number of grants/contracts from all sources in the 1998 Fall Term? (Write in a number)

Total number of grants/contracts

- 59a. What were the total funds received from all sources for the 1998-99 academic year? Do not include funding that was awarded in 1999. (Write in a number; if not sure, mark [x] the "DK, Don't Know" box.)

\$           .00

☐

DK, Don't Know

**59b. How were these funds used? (Mark [x] all that apply.)**

- ☐ Research
- ☐ Program/curriculum development
- ☐ Other

**60. How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1998 Fall Term? (Mark [x] one box for each item.)**

	Poor ▼	Fair ▼	Good ▼	Excellent ▼	Not Available/ Not Applicable/ Don't Know ▼
a. Basic research equipment/instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Laboratory/research space and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Availability of teaching assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Availability of research assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Personal computers and local networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Centralized (main frame) computer facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Internet connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Technical support for computer-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Audio-visual equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Classroom space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Office space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Studio/performance space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Secretarial support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Library holdings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue to next page →

61. During the past two years, did you use institutional funds for any of the purposes specified below?  
(Mark [x] one item for each category.)

	Yes ▼	No, although funds were available ▼	No, no funds were available, or not eligible ▼	No, don't know if funds were available ▼
a. Tuition remission at this or other institution .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Professional association memberships and/or registration fees .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional travel .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Training to improve research or teaching skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Release time from teaching .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Sabbatical leave .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

62. During the 1998 Fall Term, how many of the following types of administrative committees did you serve on at this institution? How many of these committees did you chair? Include committees at the department or division level, the school or college level, and institution- and system-wide committees.  
(Write a number in each box. If you did not serve on or chair a committee, write "0" for each item. If you did not serve on or chair any administrative committees mark [x] the NA box.)

☐ NA. Not applicable; did not serve on or chair any administrative committees. (SKIP TO QUESTION 64)

	Number of Committees Served On ▼	Number of Committees Chaired ▼
a. Curriculum Committees .....	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
b. Personnel Committees (e.g., search or recruitment committees) .....	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
c. Governance Committees (e.g., faculty senate, student retention, budget, or admissions) .....	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
d. Other .....	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

63. On average, approximately how many hours per week did you spend on administrative committee work?  
(Write in number. If none, write in "0".)

Hours per week spent on committee work

64. Are you a member of a union (or other bargaining association) that is the legally recognized representative of the faculty at this institution? (Mark [x] one box.)

- ☐ Union/bargaining association is not available
- ☐ Union/bargaining association is available, but I am not eligible
- ☐ I am eligible, but not a member
- ☐ I am eligible, and a member

**SECTION D:**  
**JOB SATISFACTION ISSUES**

**65. How satisfied or dissatisfied are you with each of the following aspects of your instructional duties at this institution?** (Mark [x] one box for each item. Mark [x] "NA" if you had no instructional duties.)

☐ NA. Not applicable; no instructional duties (SKIP TO QUESTION 66)

	Very Dissatisfied ▼	Somewhat Dissatisfied ▼	Somewhat Satisfied ▼	Very Satisfied ▼	Not Applicable ▼
a. The authority I have to make decisions about content and methods in the courses I teach.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. The authority I have to make decisions about what courses I teach .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. The authority I have to make decisions about other (non-instructional) aspects of my job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Time available for working with students as an advisor, mentor, etc.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Time available for class preparation .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Quality of undergraduate students whom I have taught here .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Quality of graduate students whom I have taught here .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**66. How satisfied or dissatisfied are you with the following aspects of your job at this institution?** (Mark [x] one box for each item.)

	Very Dissatisfied ▼	Somewhat Dissatisfied ▼	Somewhat Satisfied ▼	Very Satisfied ▼	Not Applicable ▼
a. My work load .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. My job security .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Opportunity for advancement in rank at this institution.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Time available for keeping current in my field.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. The effectiveness of faculty leadership at this institution (e.g. academic senate, faculty councils, etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Freedom to do outside consulting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. My salary .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. My benefits, generally .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. Spouse or partner employment opportunities in this geographic area .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My job here, overall .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



67. During the next three years, how likely is it that you will leave this job to: (Mark [x] one box for each item.)

	Not at All Likely ▼	Somewhat Likely ▼	Very Likely ▼
a. Accept a <i>part-time</i> job at a <i>different</i> postsecondary institution? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Accept a <i>full-time</i> job at a <i>different</i> postsecondary institution? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Accept a <i>part-time</i> job <i>not at a</i> postsecondary institution? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accept a <i>full-time</i> job <i>not at a</i> postsecondary institution? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Retire from the labor force? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

68. At what age do you think you are most likely to stop working at a postsecondary institution? (Write in age or mark "DK. Don't Know".)

Years of age

☐ DK. Don't Know

69. If you were to leave your current position at this institution to accept another position inside or outside of academia, how important would each of the following be in your decision? (Mark [x] one box for each item.)

	Not Important ▼	Somewhat Important ▼	Very Important ▼	Not Applicable ▼
a. Salary level . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Tenure-track/tenured position . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Job security . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Opportunities for advancement . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Benefits . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. No pressure to publish . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Good research facilities and equipment . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Good instructional facilities and equipment . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. Good job or job opportunities for my spouse or partner . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Good geographic location . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
k. Good environment/schools for my children . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Greater opportunity to teach . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
m. Greater opportunity to do research . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

70. Of the factors listed in Question 69, write in the letter of the item (a-m) that would be most important in your decision to leave. (Write in a letter, a-m, from Question 69.)

71. If you could elect to draw on your retirement and still continue working at this institution on a part-time basis, would you do so? (Mark [x] one box.)

☐

Yes

☐

No

☐

DK. Don't Know

72. Have you retired from another position? (Mark [x] one box.)

☐

Yes

☐

No

73. If an early retirement option were offered to you at this institution, would you take it? (Mark [x] one box.)

☐

Yes

☐

No

☐

DK. Don't Know

74. At which age do you think you are most likely to retire from all paid employment? (Write in age or mark "DK. Don't Know".)

Years of age

☐

DK. Don't Know

Continue to next page →



I. Non-monetary compensation, such as food, housing, car (*do not include other employee benefits such as medical, dental, or life insurance*) ..... \$ \_\_\_\_\_ .00

m.	<div style="border: 1px solid black; width: 200px; height: 20px;"></div>	\$	<div style="border: 1px solid black; width: 60px; height: 20px;"></div>	,	<div style="border: 1px solid black; width: 60px; height: 20px;"></div>	.	<div style="border: 1px solid black; width: 60px; height: 20px;"></div>	.00
----	--	----	---	---	---	---	---	-----

n.  \$  .00

\$ 

--	--	--	--	--	--

 .00 Gross income of spouse/significant other for 1998


☐ NA. No spouse or significant other☐ DK. Don't know

Total number in household

\$ 

--	--	--	--	--	--	--

 .00 Total household income before taxes

 Number of dependents

**SECTION F:**  
**SOCIODEMOGRAPHIC CHARACTERISTICS**

**81. Are you ...**

- ☐ Male
- ☐ Female

**82. In what month and year were you born?** *(Write in month and year.)*

		1	9		
Month		Year			

**83. What is your ethnicity?** *(Mark [x] one box.)*

- ☐ Hispanic or Latino
- ☐ Not Hispanic or Latino

**84. What is your race?** *(Mark [x] one or more.)*

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

**85. Are you a person with a disability?** *(Mark [x] one box.)*

- ☐ Yes
- ☐ No *(SKIP TO QUESTION 87)*

**86. What type of disability do you have?** *(Mark [x] all that apply.)*

- ☐ Hearing impairment (i.e., deaf or hard of hearing)
- ☐ Blind or visual impairment that cannot be corrected by wearing glasses, or legally blind
- ☐ Speech or language impairment
- ☐ Mobility/orthopedic impairment
- ☐ Other (e.g., specific learning disability, attention deficit, mental illness, or emotional disturbance)

**87. What was your marital status in the 1998 Fall Term?** *(Mark [x] one box.)*

- ☐ Single, never married
- ☐ Married
- ☐ Living with someone in a marriage-like relationship
- ☐ Separated, divorced, widowed

**88. During the 1998 Fall Term, was your spouse or significant other employed in a professional position at a higher education institution?** *(Mark [x] one box.)*

- ☐ Yes, at this institution
- ☐ Yes, at another higher education institution
- ☐ No
- ☐ Not Applicable

**89. In what country were you born?** *(Mark [x] one box.)*

- ☐ USA
- ☐ Other *(Please specify below.)*

**90. What is your citizenship status?** (Mark [x] one box.)

☐

United States citizen, native

☐

United States citizen, naturalized

☐

Permanent resident of the United States (immigrant visa)

COUNTRY OF PRESENT CITIZENSHIP

☐

Temporary resident of United States (non-immigrant visa)

COUNTRY OF PRESENT CITIZENSHIP

**91. What is the highest level of formal education completed by your mother and your father? What is the highest level of formal education completed by your spouse or significant other?** (Mark [x] one box for each person.)

	Mother ▼	Father ▼	Spouse/ Significant Other ▼
a. Doctorate degree or first professional degree (e.g., Ph.D., Ed.D., dental, medical, law, theology, etc.) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Master's degree (e.g., M.A., M.S., M.B.A., M.Ed., etc.) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Bachelor's degree (e.g., B.A., A.B., B.S., etc.) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Associate's degree (e.g., A.A., A.S., etc.) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Some college . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. High school diploma . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Less than high school diploma . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Don't know or not applicable . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SECTION G: OPINIONS

**92. Please indicate the extent to which you agree or disagree with each of the following statements. (Mark [x] one box for each item.)**

	Strongly Disagree ▼	Disagree ▼	Agree ▼	Strongly Agree ▼
a. Teaching effectiveness should be the primary criterion for promotion of faculty/instructional staff at this institution . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Research/publications should be the primary criterion for promotion of faculty/instructional staff at this institution . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. At this institution, research is rewarded more than teaching . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Post-tenure review of faculty will improve the quality of higher education . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. This institution should have a tenure system . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Female faculty members are treated fairly at this institution . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Faculty who are members of racial or ethnic minorities are treated fairly at this institution . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. If I had it to do over again, I would still choose an academic career . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**93. Please indicate the extent to which you agree or disagree with each of the following statements. Over recent years at this institution... (Mark [x] one box for each item.)**

	Strongly Disagree ▼	Disagree ▼	Agree ▼	Strongly Agree ▼
a. It has become more difficult for faculty to obtain external funding . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Faculty work load has increased . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The quality of undergraduate education has declined . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The atmosphere is less conducive to free expression of ideas . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The quality of research has declined . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Too many full-time faculty have been replaced by part-time faculty . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please indicate approximately how long it took you to complete this questionnaire.**

--	--	--

## Minutes

**Comments:**[illegible]

***Thank you very much for your participation.***

Return your completed questionnaire in the enclosed pre-paid envelope or mail directly to:

The Gallup Organization  
Survey Processing Center  
P.O. Box 5700  
Lincoln, Nebraska 68505-9926



**Endorsed by:**

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- College and University Personnel Association
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- The College Fund/UNCF
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- National Association of State Universities and Land-Grant Colleges
- National Education Association



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Government & Education Division

**Mailing Address:** The Gallup Organization  
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P.O. Box 5700  
Lincoln, Nebraska 68505-9926

**Survey Contact:** Brian Kuhr  
E-mail: NSOPF99@gallup.com  
Toll-Free Number: 1-800-633-0209

Appendix B

ASIAN AND/OR PACIFIC ISLANDER COMPARED WITH WHITE, NON-HISPANIC

## ASIAN AND/OR PACIFIC ISLANDER COMPARED WITH WHITE, NON-HISPANIC

## Carnegie Classification

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Carnegie Classification: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	751895.753 <sup>a</sup>	18	41771.986	704.720	.000	.035
Intercept	270542.496	1	270542.496	4564.226	.000	.013
Race	38.034	1	38.034	.642	.423	.000
Carnegie Classification	130756.035	9	14528.448	245.104	.000	.006
Race * Carnegie Classification	81294.255	8	10161.782	171.436	.000	.004
Error	20743607.058	349958	59.275			
Total	27540054.000	349977				
Corrected Total	214955002.811	349976				

a. R Squared = .035 (Adjusted R Squared = .035)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Carnegie Classification

	Asian and/or Pacific Islander			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Doctoral-Extensive	7282	4.15	6.41	85836	5.08	8.36
Doctoral-Intensive	1964	5.56	5.11	29858	5.45	8.36
Master's I	4703	7.16	13.24	74432	4.21	6.51
Master's II	764	1.25	2.32	13231	3.26	4.66
Baccalaureate-Liberal Arts	597	5.34	8.45	12683	2.93	4.56
Baccalaureate-General	671	2.70	8.90	16326	3.46	6.65
Baccalaureate/Associate's	0	0.00	0.00	1932	1.81	2.94
Associate's	2973	2.03	3.48	73929	2.20	5.02
Other	719	1.46	3.21	16495	7.82	16.98
Total Count	19673			324722		

Source: NSOPF 99

## Time Preferred on Community/Professional Service Activity

Time Preferred on Community/Professional Service by Carnegie Classification: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	485336.794 <sup>a</sup>	18	26963.155	524.447	.000	.026
Intercept	231219.088	1	231219.088	4497.331	.000	.013
Race	2837.294	1	2837.294	55.187	.000	.000
Carnegie Classification	35335.230	9	3926.137	76.365	.000	.002
Race * Carnegie Classification	42524.081	8	5315.510	103.389	.000	.002
Error	17992218.570	349958	51.413			
Total	24668025.000	349977				
Corrected Total	18477555.364	349976				

a. R Squared = .026 (Adjusted R Squared = .026)

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Carnegie Classification

	Asian and/or Pacific Islander		White, non-Hispanic	
	Mean	SD	Mean	SD
Doctoral-Extensive	3.74	5.80	5.02	8.35
Doctoral-Intensive	4.13	3.85	5.46	8.66
Master's I	5.08	7.81	4.04	5.63
Master's II	2.75	4.55	3.71	5.07
Baccalaureate-Liberal Arts	4.32	6.52	2.82	4.28
Baccalaureate-General	3.13	7.71	4.15	6.86
Baccalaureate/Associate's	0.00	0.00	2.28	4.83
Associate's	3.29	6.05	2.69	5.46
Other	1.36	2.91	7.32	12.85

Source: NSOPF 99

## Academic Rank

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Academic Rank: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	294487.759 <sup>a</sup>	11	26771.614	441.919	.000	.014
Intercept	242105.806	1	242105.806	3996.439	.000	.011
Race	279.529	1	279.529	4.614	.032	.000
Academic Rank	59128.503	5	11825.701	195.207	.000	.003
Race * Academic Rank	12263.742	5	2452.748	40.488	.000	.001
Error	21201015.052	349965	60.580			
Total	27540054.000	349977				
Corrected Total	21495502.811	349976				

a. R Squared = .015 (Adjusted R Squared = .015)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Academic Rank

	Asian and/or Pacific Islander			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Professor	5582	4.77	6.93	104064	4.08	6.86
Associate Professor	5188	4.2	6.62	79778	4.80	7.96
Assistant Professor	5671	5.80	11.60	74284	4.97	9.37
Instructor	2313	2.77	6.68	52797	2.52	6.75
Lecturer	813	1.72	2.67	8108	3.89	8.96
Total Count	19567			319031		

Source: NSOPF 99

## Time Preferred on Community/Professional Service Activity

Time Preferred on Community/Professional Service by Academic Rank: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	218019.718 <sup>a</sup>	11	19819.974	379.873	.000	.012
Intercept	301640.595	1	301640.595	5781.289	.000	.016
Race	71.169	1	71.169	1.364	.243	.000
Academic Rank	14224.242	5	2844.848	54.525	.000	.001
Race * Academic Rank	22017.866	5	4403.573	84.400	.000	.001
Error	18259535.646	349965	52.175			
Total	24668025.000	349977				
Corrected Total	18477555.364	349976				

a. R Squared = .012 (Adjusted R Squared = .012)

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Academic Rank

	Asian and/or Pacific Islander		White, non-Hispanic	
	Mean	SD	Mean	SD
Professor	4.50	7.64	3.89	6.43
Associate Professor	3.47	5.27	4.82	8.27
Assistant Professor	3.97	5.11	5.16	7.73
Instructor	3.74	6.14	2.94	6.67
Lecturer	1.89	2.71	4.05	6.76

Source: NSOPF 99

## Tenure Status

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Tenure Status: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	127106.012 <sup>a</sup>	7	18158.002	297.390	.000	.006
Intercept	550225.487	1	550225.487	9011.526	.000	.025
Race	266.042	1	266.042	4.357	.037	.000
Tenure Status	40406.480	3	13468.827	220.591	.000	.002
Race * Tenure Status	11410.567	3	3803.522	62.294	.000	.001
Error	21368396.799	349969	61.058			
Total	27540054.000	349977				
Corrected Total	21495502.811	349976				

a. R Squared = .006 (Adjusted R Squared = .006)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Tenure Status

	Asian and/or Pacific Islander			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Tenured	10780	4.25	6.41	186564	4.22	7.68
On tenure track, but not tenured	6045	4.55	6.58	61963	4.35	6.37
Not on tenure track, although institution has a tenure system	2056	6.99	17.96	42558	4.77	10.98
No tenure system at this institution	873	0.99	1.79	39439	2.72	5.91
Total Count	19754			330524		

Source: NSOPF 99

## Time Preferred on Community/Professional Service Activity

Time Preferred on Community/Professional Service by Tenure Status: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	81351.861 <sup>a</sup>	7	11621.694	221.091	.000	.004
Intercept	452452.160	1	452452.160	8607.441	.000	.024
Race	10683.434	1	10683.434	203.241	.000	.001
Tenure Status	12047.147	3	4015.716	76.395	.000	.001
Race * Tenure Status	11483.146	3	3827.715	72.818	.000	.001
Error	18396203.503	349969	52.565			
Total	24668025.000	349977				
Corrected Total	18477555	349976				

a. R Squared = .004 (Adjusted R Squared = .004)

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Tenure Status

	Asian and/or Pacific Islander		White, non-Hispanic	
	Mean	SD	Mean	SD
Tenured	4.14	6.70	4.07	6.98
On tenure track, but not tenured	4.23	5.58	4.65	6.41
Not on tenure track, although institution has a tenure system	2.73	6.34	5.05	10.01
No tenure system at this institution	1.50	3.27	3.42	6.65

Source: NSOPF 99



## Discipline

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Discipline: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	884348.732 <sup>a</sup>	13	68026.826	1153.529	.000	.041
Intercept	1155497.854	1	1155497.854	19593.751	.000	.053
Race	52963.147	1	52963.147	898.095	.000	.003
Discipline	350167.397	6	58361.233	989.630	.000	.017
Race * Discipline	93206.967	6	15534.494	263.418	.000	.005
Error	20603671.466	349376	58.973			
Total	27530178.000	349390				
Corrected Total	21488020.198	349389				

a. R Squared = .041 (Adjusted R Squared = .041)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Discipline

	Asian and/or Pacific Islander			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Business, law, and communications	1795	3.84	5.55	39963	4.10	7.18
Health sciences	1300	14.56	21.44	34595	7.98	14.88
Humanities	3458	3.42	4.61	56290	2.93	5.41
Natural sciences and engineering	8232	2.88	4.36	77224	3.12	5.47
Social sciences and education	3255	3.69	5.73	58639	4.41	6.26
Occupationally specific programs	506	8.49	8.49	11587	3.53	7.91
All other programs	1093	9.98	12.30	51754	4.27	7.27
Total Count	19639			330052		

Source: NSOPF 99

## Time Preferred on Community/Professional Service Activity

Time Preferred on Community/Professional Service by Discipline: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	857233.854	13	65941.066	1308.238	.000	.046
Intercept	895541.700	1	895541.700	17767.102	.000	.048
Race	7517.909	1	7517.909	149.152	.000	.000
Discipline	134853.038	6	22475.506	445.903	.000	.008
Race * Discipline	36337.102	6	6056.184	120.152	.000	.002
Error	17610118.608	349376	50.404			
Total	24662865.000	349390				
Corrected Total	18467352.462	349389				

a. R Squared = .046 (Adjusted R Squared = .046)

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Discipline

	Asian and/or Pacific Islander		White, non-Hispanic	
	Mean	SD	Mean	SD
Business, law, and communications	4.02	5.23	3.95	6.37
Health sciences	6.28	8.99	8.38	13.17
Humanities	3.74	3.91	3.05	4.96
Natural sciences and engineering	2.55	4.62	3.07	4.79
Social sciences and education	4.44	6.05	4.70	6.35
Occupationally specific programs	7.54	8.93	3.38	7.74
All other programs	8.52	12.66	4.33	7.71

Source: NSOPF 99

## Gender

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Gender: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	12703.641 <sup>a</sup>	3	4234.547	68.984	.000	.001
Intercept	1124320.363	1	1124320.363	18316.131	.000	.050
Race	96.834	1	96.834	1.578	.209	.000
Gender	4352.296	1	4352.296	70.903	.000	.000
Race * Gender	8766.653	1	8766.653	142.816	.000	.000
Error	21482799.169	349973	61.384			
Total	27540054.000	349977				
Corrected Total	21495502.811	349976				

a. R Squared = .001 (Adjusted R Squared = .001)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Gender

	Asian and/or Pacific Islander			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Male	13692	4.87	9.23	206558	4.05	7.30
Female	6062	3.61	6.06	123967	4.27	8.58
Total Count	19754			330525		

Source: NSOPF 99

## Time Preferred on Community/Professional Service Activity

Time Preferred on Community/Professional Service by Gender: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	16604.246 <sup>a</sup>	3	5534.749	104.925	.000	.001
Intercept	1063522.605	1	1063522.605	20161.702	.000	.054
Race	2316.794	1	2316.794	43.921	.000	.000
Gender	625.186	1	625.186	11.852	.001	.000
Race * Gender	898.005	1	898.005	17.024	.000	.000
Error	18460951.118	349973	52.750			
Total	24668025.000	349977				
Corrected Total	18477555.364	349976				

a. R Squared = .001 (Adjusted R Squared = .001)

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Gender

	Asian and/or Pacific Islander		White, non-Hispanic	
	Mean	SD	Mean	SD
Male	3.92	6.45	4.06	7.33
Female	3.88	5.79	4.50	7.30

Source: NSOPF 99

Appendix C

HISPANIC COMPARED WITH WHITE, NON-HISPANIC

## HISPANIC COMPARED WITH WHITE, NON-HISPANIC

## Carnegie Classification

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Carnegie Classification: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	825474.374 <sup>a</sup>	18	40639.902	688.422	.000	.035
Intercept	297632.841	1	297632.841	5041.766	.000	.014
Race	11531.437	1	11531.437	195.337	.000	.001
Carnegie Classification	140246.287	9	15582.921	263.968	.000	.007
Race * Carnegie Classification	29552.919	8	3694.115	62.577	.000	.001
Error	20244990.840	342941	59.033			
Total	26866798.000	342960				
Corrected Total	20976509.084	342959				

a. R Squared = .035 (Adjusted R Squared = .035)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Carnegie Classification

	Hispanic			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Doctoral-Extensive	2995	4.00	9.11	85836	5.08	8.36
Doctoral-Intensive	1476	5.60	7.90	29858	5.45	8.36
Master's I	2716	5.35	6.61	74432	4.21	6.51
Master's II	281	9.50	8.38	13231	3.26	4.66
Baccalaureate-Liberal Arts	379	1.98	2.40	12683	2.93	4.56
Baccalaureate-General	215	2.04	2.31	16326	3.46	6.65
Baccalaureate/Associate's	0	0.00	0.00	1932	1.81	2.94
Associate's	4143	2.62	6.76	73929	2.20	5.02
Other	420	11.11	18.88	16495	7.82	16.98
Total Count	12625			324722		

Source: NSOPF 99

## Time Preferred on Community/Professional Service Activity

Time Preferred on Community/Professional Service by Carnegie Classification: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	521409.007 <sup>a</sup>	18	28967.167	556.656	.000	.028
Intercept	275582.945	1	275582.945	5295.822	.000	.015
Race	4904.152	1	4904.152	94.242	.000	.000
Carnegie Classification	113764.770	9	12640.530	242.911	.000	.000
Race * Carnegie Classification	26897.726	8	3362.216	64.611	.000	.002
Error	17845896.276	342941	52.038			
Total	24442952.000	342960				
Corrected Total	18367305.283	342959				

a. R Squared = .028 (Adjusted R Squared = .028)

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Carnegie Classification

	Hispanic		White, non-Hispanic	
	Mean	SD	Mean	SD
Doctoral-Extensive	3.98	9.44	5.02	8.35
Doctoral-Intensive	3.61	5.29	5.46	8.66
Master's I	5.23	6.66	4.04	5.63
Master's II	5.95	10.98	3.71	5.07
Baccalaureate-Liberal Arts	2.39	3.04	2.82	4.28
Baccalaureate-General	3.27	4.00	4.15	6.86
Baccalaureate/Associate's	0.00	0.00	2.28	4.83
Associate's	1.98	3.16	2.69	5.46
Other	10.72	15.49	7.32	12.85

Source: NSOPF 99

## Academic Rank

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Academic Rank: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	324099.533 <sup>a</sup>	11	29463.594	489.264	.000	.015
Intercept	210526.104	1	210526.104	3495.936	.000	.010
Race	678.167	1	678.167	11.261	.001	.000
Academic Rank	96034.215	5	19206.843	318.943	.000	.005
Race * Academic Rank	33014.182	5	6602.836	109.645	.000	.002
Error	20652409.551	342948	60.220			
Total	26866798.000	342960				
Corrected Total	20976509.084	342959				

a. R Squared = .015 (Adjusted R Squared = .015)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Academic Rank

	Hispanic			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Professor	3474	2.94	4.73	104064	4.08	6.86
Associate Professor	2638	5.39	6.78	79778	4.80	7.96
Assistant Professor	2875	7.50	12.08	74284	4.97	9.37
Instructor	2727	3.27	8.54	52797	2.52	6.75
Lecturer	820	0.35	1.59	8108	3.89	8.96
Total Count	12534			319031		

Source: NSOPF 99



## Time Preferred on Community/Professional Service Activity

Time Preferred on Community/Professional Service by Academic Rank: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	236706.309 <sup>a</sup>	11	21518.755	407.036	.000	.013
Intercept	220666.065	1	220666.065	4173.993	.000	.012
Race	2082.886	1	2082.886	39.399	.000	.000
Academic Rank	54518.774	5	10903.755	206.249	.000	.003
Race * Academic Rank	13507.382	5	2701.476	51.100	.000	.001
Error	18130598.975	342948	60.220			
Total	24442952.000	342960				
Corrected Total	18367305.283	342959				

a. R Squared = .013 (Adjusted R Squared = .013)

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Academic Rank

	Hispanic		White, non-Hispanic	
	Mean	SD	Mean	SD
Professor	2.52	4.98	3.89	6.43
Associate Professor	3.92	4.96	4.82	8.27
Assistant Professor	6.30	8.40	5.16	7.73
Instructor	3.36	6.74	2.94	6.67
Lecturer	2.46	13.75	4.05	6.76

Source: NSOPF 99

## Tenure Status

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Tenure Status: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	107939.371 <sup>a</sup>	7	15419.910	253.409	.000	.005
Intercept	570277.146	1	570277.146	9371.878	.000	.027
Race	1740.798	1	1740.798	28.608	.000	.000
Tenure Status	12091.056	3	4030.352	66.234	.000	.001
Race * Tenure Status	6533.001	3	2177.667	35.788	.000	.000
Error	20868569.713	342952	60.770			
Total	26866798.000	342960				
Corrected Total	20976509.084	542959				

a. R Squared = .005 (Adjusted R Squared = .005)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Tenure Status

	Hispanic			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Tenured	6656	3.78	5.75	186564	4.22	7.68
On tenure track, but not tenured	3149	5.50	8.98	61963	4.35	6.37
Not on tenure track, although institution has a tenure system	1836	4.70	11.66	42558	4.77	10.98
No tenure system at this institution	1062	3.96	11.75	39439	2.72	5.91
Total Count	12708			330524		

Source: NSOPF 99

## Time Preferred on Community/Professional Service Activity

Time Preferred on Community/Professional Service by Tenure Status: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	84354.502 <sup>a</sup>	7	12050.643	226.046	.000	.005
Intercept	517106.876	1	517106.876	9699.902	.000	.028
Race	1940.462	1	1940.462	36.399	.000	.000
Tenure Status	23878.367	3	7959.456	149.304	.000	.001
Race * Tenure Status	4304.681	3	1434.894	26.916	.000	.000
Error	18282950.781	342952	53.311			
Total	24442952.000	342960				
Corrected Total	18367305.283	542959				

a. R Squared = .005 (Adjusted R Squared = .005)

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Tenure Status

	Hispanic		White, non-Hispanic	
	Mean	SD	Mean	SD
Tenured	3.23	4.86	4.07	6.98
On tenure track, but not tenured	5.15	8.22	4.65	6.41
Not on tenure track, although institution has a tenure system	4.66	11.81	5.05	10.01
No tenure system at this institution	2.15	4.72	3.42	6.65

Source: NSOPF 99

## Discipline

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Discipline: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	775655.205 <sup>a</sup>	13	59665.785	1012.438	.000	.037
Intercept	546640.732	1	546640.732	9275.663	.000	.026
Race	1194.383	1	1194.383	20.267	.000	.000
Discipline	195984.566	6	32664.094	554.260	.000	.010
Race * Discipline	29176.885	6	4862.814	82.515	.000	.001
Error	20182006.993	342458	58.933			
Total	26839772.000	342472				
Corrected Total	20957662.199	342471				

a. R Squared = .037 (Adjusted R Squared = .037)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Discipline

	Hispanic			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Business, law, and communications	854	3.72	5.63	39963	4.10	7.18
Health sciences	919	13.42	17.77	34595	7.98	14.88
Humanities	4806	3.30	4.96	56290	2.93	5.41
Natural sciences and engineering	2775	3.04	4.96	77224	3.12	5.47
Social sciences and education	2231	5.49	10.52	58639	4.41	6.26
Occupationally specific programs	402	0.96	1.04	11587	3.53	7.91
All other programs	706	3.37	5.08	51754	4.27	7.27
Total Count	12693			330052		

Source: NSOPF 99

## Time Preferred on Community/Professional Service Activity

Time Preferred on Community/Professional Service by Discipline: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	870803.159 <sup>a</sup>	13	66984.858	1313.377	.000	.047
Intercept	485842.574	1	485842.574	9525.952	.000	.027
Race	405.315	1	405.315	7.947	.005	.000
Discipline	163254.887	6	27209.148	533.492	.000	.009
Race * Discipline	14112.217	6	2352.036	46.117	.000	.001
Error	17466042.372	342458	58.933			
Total	24412352.000	342472				
Corrected Total	18336845.531	342471				

a. R Squared = .047 (Adjusted R Squared = .047)

Mean Percentage of Work Time Preferred on Community/Professional Service According to Race by Discipline

	Hispanic		White, non-Hispanic	
	Mean	SD	Mean	SD
Business, law, and communications	5.00	13.79	3.95	6.37
Health sciences	10.96	13.24	8.38	13.17
Humanities	2.59	4.42	3.05	4.96
Natural sciences and engineering	3.03	4.42	3.07	4.79
Social sciences and education	4.89	6.28	4.70	6.35
Occupationally specific programs	0.03	0.18	3.38	7.74
All other programs	2.63	4.29	4.33	7.71

Source: NSOPF 99

## Gender

## Time Spent on Community/Professional Service Activity

Time Spent on Community/Professional Service by Gender: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Squares	F	Sig.	Partial Eta Squared
Corrected Model	5070.007 <sup>a</sup>	3	1690.002	27.637	.000	.000
Intercept	853215.598	1	853215.598	13953.004	.000	.039
Race	705.766	1	705.766	11.542	.001	.000
Gender	1523.750	1	1523.750	24.919	.000	.000
Race * Gender	237.616	1	237.616	3.886	.049	.000
Error	20971439.077	342956	61.149			
Total	26866798.000	342960				
Corrected Total	20976509.084	342959				

a. R Squared = .000 (Adjusted R Squared = .000)

Mean Percentage of Work Time Spent on Community/Professional Service According to Race by Gender

	Hispanic			White, non-Hispanic		
	Count	Mean	SD	Count	Mean	SD
Male	7772	4.16	8.05	206558	4.05	7.30
Female	4936	4.66	8.69	123967	4.27	8.58
Total Count	12708			330525		

Source: NSOPF 99