

Faculty Service: Assessing Expectations, Perceptions, and Performance

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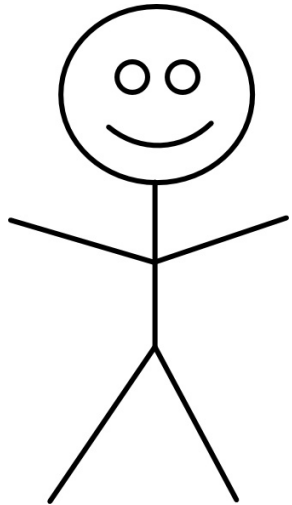
Education Policy & Leadership Studies

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2014 Matter of Morale

Amount

“The amount of service I am expected to do is appropriate.”



Balance

“The balance between my teaching, scholarship/creative work, and service responsibilities is appropriate.”

- Professional Priorities and Rewards
- Administrative Relations and Support
- Quality of Benefits and Services

(Johnsrud & Rosser, 2002)

Lessons from 2014

Sheets, J.K.E., Barnhardt, C. L., Phillips, C. W., & Valdes, P.H. (2018). The Impact of Faculty Work-Life Factors on Faculty Service Morale. *Journal of Faculty Development*, 32(2), 1-13.

Amount

Faculty of Color

Female[^] (OR=.57)

Denominational Match

Age* (OR=1.04)

Years Employed

Adjunct (OR=3.51)**

Hard Subjects[^] (OR=2.02)

Pure Subjects

% Female Faculty in College

Professional Priorities and Rewards[^]
(OR=1.81)

Administrative Relations and Support[^]
(OR=1.89)

Quality of Benefits and Services*
(OR=3.65)**

Balance

Faculty of Color

Female(OR=.40)**

Denominational Match

Age* (1.03)

Years Employed

Adjunct* (OR=5.45)**

Hard Subjects

Pure Subjects

% Female Faculty in College

Professional Priorities and Rewards[^]
(OR=1.97)

**Administrative Relations and
Support* (OR=2.06)**

Quality of Benefits and Services*
(3.42)**

Note: ***p<.001, **p<.01, *p<.05, ^p<.10

Standards & Expectations

	Overall Mean	Liberal Arts	Business	Coll. FA	Education	FilmTV	Engin.
My department chair holds all members of my department accountable for performing their share of service to the department.	2.84	2.87	2.70	2.90	3.00	2.45	2.85
My dean holds faculty accountable for performing their share of service to the school/college.	2.58	2.72	~	2.69	2.69	1.64***	2.55
Senior Univ, leaders (President, Provosts, EVPs) effectively communicate their vision for faculty service and citizenship.	2.26	2.31	2.30	2.16	2.27	2.25	2.19
My dean effectively communicates his or her expectations for faculty service and citizenship to our school/college.	2.60	3.04***	2.10	2.75	2.56	1.38***	2.35
The Faculty Senate effectively communicates its expectations for faculty service and citizenship to the Univ. faculty.	2.37	2.43	2.50	2.62	2.31	2.54	1.86***

Service Motivations

Motivating (A/SA%)

- “It is an important part of being **collegial**” (97%)
- “I feel an **obligation** to the campus **community**.” (94.7%)
- “It is part of being a **good citizen** of U.” (93.8%)
- “I feel an **obligation** to my **department**.” (93.1%)
- “It is a **job expectation**.” (88.5%)
- “The service would **make a real difference** for a cause I care about.” (84.5%)#

Less Motivating (D/SD%)

- “It is **complementary** to my **scholarship/ creative work**.” (60.2%)#
- “It prepares me to be considered for **future leadership opportunities** at U.” (58.6%)
- “It is **complementary** to my **teaching**” (50.4%)

Note: # more motivating for Faculty of Color

Motivations & Value of Service

- **Women** (2.77) are more inclined to view service as a way to exercise their **academic freedom**, when compared to men (2.23).
- **Women** (2.84) feel a **lesser sense of their service being valued** by departmental colleagues, compared to how men (3.14) feel.