

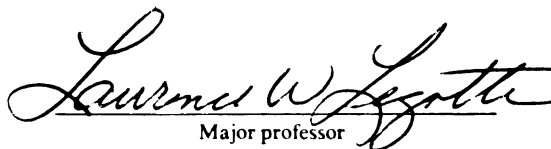
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OF FACULTY MEMBERS IN THE  
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THE PERCEPTIONS AND BELIEF PATTERNS  
OF FACULTY MEMBERS IN THE  
COLLEGE OF EDUCATION  
TOWARD PUBLIC SERVICE

by

Rashidah Shuib

A DISSERTATION

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RASHIDAH SHUIB

## ABSTRACT

### The Perceptions and Belief Patterns of Faculty Members in the College of Education Toward Public Service

by

Rashidah Shuib

A descriptive study was conducted to examine the perceptions and belief patterns of faculty members in the Michigan State University College of Education toward public service. The main purpose of the study was to derive the types of public service activities which faculty perceived as appropriate for receiving load credit for public service.

Two research instruments, (a) questionnaire and (b) card-sort, were developed and administered to 53 respondents. The card-sort had 72 items, each describing what is generally considered as a type of public service. The respondents sorted the cards freely on a scale of one (definitely should NOT receive load credit for public service) to five (definitely should receive load credit for public service).

Twenty-one items were sorted into the load credit category. These items had the elements of (a) on-going projects, university sponsored, and payment goes to the

Rashidah Shuib

university; (b) on-going projects, non-credit producing, faculty volunteer their time and receive no payments from the client institutions; (c) on-going projects, credit producing; (d) one-shot projects (one time projects), non-credit producing, and payment goes to the university; and (e) state/federal committees.

In the NO load credit category, the items were generally on-going and one-shot projects in which the faculty involved received payments from the client institutions. Other activities were the departmental committee roles. Items sorted into the "undecided" category were mostly committee roles and one-shot projects in which faculty members volunteered their time and were not paid by the client institutions.

Other findings were that faculty would like to apportion more time to public service and that the present reward system gives little consideration to public service.

It was recommended that the College should formulate a policy and criteria for quality public service. It should establish a center and should develop an institutionally sponsored public service program.

## DEDICATION

This dissertation is dedicated to  
my parents,  
Shuib Muhamad and Bedah Abdullah,  
for all their love and care  
despite the obstacles  
in their own lives.

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The contributions made to this dissertation are numerous, but the shortcomings are my responsibility.

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## CHAPTER I

### STATEMENT OF THE PROBLEM

Generally, the mission and goals of most public institutions of higher education (IHEs) reflect a commitment to teaching, research, and service. Teaching is clearly accepted as one of the roles of IHEs as is reflected in the strong commitment made by the institutions. This commitment to teaching is made based on the recognition that teaching contributes to individual growth which, in turn, leads to societal growth. Both individual and societal growth are interactive. Research (in most institutions, research, scholarly and creative writing are in one category) is a second goal of most IHEs. The research goal is based on the premise that society needs the new knowledge that can be best produced at a place where the scholars meet and where the facilities for conducting research are available. Like teaching, the research mission is generally accepted at most IHEs.

Service (usually referred to as "public service") is also extolled as an important goal. Because IHEs are part of society and are often publicly supported, it becomes their responsibility to "discover practical uses for theoretical knowledge and to speed the diffusion

of information to residents of the state, the nation, and the world" (MSU Mission Statement, 1982, p. 1). However, the public service role is less well understood and, hence, less well accepted. To summarize, the roles of IHEs are as follows:

role as educator [teaching],  
role as creator of knowledge [research],  
role as provider of public service [service], and  
role as corporate member of the community  
(Carnegie Commission on Higher Education,  
1972, p. 22).

In the final analysis, however, the real meaning of each of these traditional roles is institution-specific and is best reflected in the faculty's activities and in the institution's reward system, work assignments, promotion, tenure and salary policies. The operational meaning of the institutional mission and goals can be reflected in the extent to which they shape the institution's faculty role expectations and, subsequently, the evaluations conducted by the institutions in evaluating faculty's performances.

A review of the literature relating to the three goal areas reflects the uneven emphasis placed on the respective roles of teaching, research, and service by most IHEs. Much is written about teaching and research, but little, if any, emphasis is given to public service.

Teaching and research tend to balance out. Service, however, is short--poorly conceptualized and erratically expressed. Not until these three bases of the profession are more nearly equal will the profession stabilize and straighten itself (Martin, 1977, p. vii).

Such an under-emphasis on the concept of service can be traced to the issues summarized below. These issues lead to the basic problem for the study.

1. There is a general agreement on what is meant by teaching, even though the agreement may stop short of answering questions regarding quality of teaching.
2. There is a general agreement on what is meant by research and the types of research that ought to be pursued.
3. However, where public service is concerned, there is very little agreement on what is meant by public service, how faculty should be assigned and how faculty ought to be recognized and rewarded for doing public service.

It has not been studied, and faculty seldom raise the topic or request official guidelines about it. But administrations extol its importance and relate it to faculty responsibility and institutional accountability. So, in some undefined way, faculty are expected to devote a certain fraction of their work effort to what is vaguely called service--whatever it may be (Blackburn, 1974, p. 89).

There are two plausible reasons why the problems associated with public service exist. One reason is that universities fail to follow through what is stated in their mission statements. In other words, there exists an incongruence between what is officially stated and what is being practiced. A second reason could be attributed to faculty's lack of understanding of their role in public service per se. What kinds of activities are seen as appropriate public service activities? What kinds of public service activities should faculty members undertake

and be encouraged by the university concerned? If, indeed, public service is one of the missions of the university, then what are the institutional priorities for public service? How should faculty members be rewarded for carrying out public service activities? These are illustrative of the many questions which cannot be answered without having a clear definition of public service.

The two reasons above are interrelated and often interactive. The way the institution defines its public service mission affects the way the faculty perceive and evaluate public service activities. Similarly, the faculty's role perceptions and expectations affect the directions and actions taken by the institution. If the faculty's service role perceptions and expectations are different from those defined by the institution, the resulting incongruence may persist indefinitely.

#### Institutional Context of the Study

On June 15, 1982, the Board of Trustees reaffirmed the mission statements of Michigan State University (MSU). This reaffirmation reflects the University's continuing commitment to the three roles of teaching, research, and public service, a commitment true to the land-grant philosophy. Basic to the land-grant concept is knowledge for use. As stated by James Lewis Morrill,



. . . the purpose of the state university is the threefold task of teaching, research, and public service; and in each of these three duties the emphasis has been on the usefulness and relevance of all learning to a better life and to the maintenance of a free and democratic society (Morrill, 1960, p. 12).

As one of the major academic units of MSU, the College of Education retains its historical commitment "to increase knowledge, to assist in the dissemination and application of knowledge in the public interest, to advance the learning of professional and lay persons alike" (Lezotte, 1982, p. 1; MSU Mission Statement, 1982).

In planning for public service activities, the various colleges in the university can start by referring to the university's descriptions which embody the framework of what constitutes public service and the criteria that can be developed in judging the worth of future public service programs. The mission describes public service as

. . . a purposive, institutionally organized activity designed to deliver the University's special competence to organizations, groups and individuals outside the University in order to assist and facilitate problem solving (MSU Mission Statement, 1982).

Unfortunately, such a statement offers only broad guidelines. The interpretation of these statements and their translations into specific programs and projects is left largely to the various colleges and departments of the university. However, as Blackburn (1974) pointed out, a disconcerting fact is that there is no clear

understanding among most faculty members regarding what constitutes public service activities. Such a statement also applies to the faculty members in the College of Education at MSU. Recognizing the importance of the roles of faculty members in operationalizing the mission of a college in the university, the researcher proposed this study in an attempt to examine the perceptions and belief patterns of faculty members in the College of Education toward public service.

#### Purpose of the Study

The purpose of this study is to obtain a better understanding of the types of public service activities which faculty believe represent the public service mission. This study looks at faculty's perceptions of those activities which should or should NOT receive "load credit" for public service. "Load credit" here refers to faculty activities which are recognized by the department as a formal part of the faculty's duties and responsibilities for which s/he is paid by the institution. As explained by Bunnell (1960), "faculty workload for any professor can be defined as the summation of all the jobs assigned to that professor over a given period of time" (Bunnell, 1960, p. 8). A professor, for example, can be assigned to spend 50% of his/her working time to teaching, 25% to research and scholarly writing, and 25% to public service.

The allocation of work load and the weight given in terms of load credit is "one of the mechanisms whereby the functional division is encouraged" (Trow, 1975, p. 50). Functional division here refers to the general division of the University's missions: teaching, research and scholarly writing, and public service. There are, of course, other mechanisms such as the availability of funds and facilities conducive to public service activities and the structure of the reward system within the institutions (Trow, 1975, p. 50). In this study the focus on the weight given to an activity in terms of load credit is based on the assumption that the assignment of work load strongly determines the roles expected of a faculty member.

Based on this study, guidelines and recommendations for the College of Education will be offered which will permit the College to take a more proactive stand rather than the current reactive position in public service activities. A proactive commitment is typified by an institutional sponsorship rather than individual faculty's efforts. The findings from this study could provide useful information for future directions to be taken by the College of Education at Michigan State University.

Lastly, this study was closely tied to the historical commitment by the university and the College of Education to the missions of the land-grant institutions, guided by the land-grant philosophy which is committed to:

1. providing equal opportunity to all qualified applicants,
2. extending knowledge to all people in the state,
3. melding professional and technical instruction with quality liberal education,
4. expanding knowledge as an end in itself as well as on behalf of society,
5. emphasizing the application of information, and
6. contributing to the understanding and the solution of significant societal problems (MSU, Report to the NCATE, 1982, p. 1.2).

The College is committed to "assist in the dissemination and application of knowledge in the public interest." The public service role in the mission statement is seen by the researcher to be a potential vehicle to operationalize "the dissemination and application of knowledge." On that premise this study contended that the public service concept could be operationalized by the College of Education as a channel or vehicle in its dissemination efforts. It is hoped that this study offers an alternative view in looking at the concept of public service.

#### Need for the Study

This study was conducted on the following rationale.

1. Paucity of research in higher education. In doing the literature search, the researcher found that, generally, the literature is sparse with regard to

research in higher education. Sanford, in The American College (1962), noted the "paucity of research on higher education compared with studies of elementary and secondary school teaching." He also observed that

. . . most inquiries have been directed toward relatively superficial aspects of "how to do it" rather than toward attitudes, values and ways of conceiving the teacher's role and functions (quoted in Freedman, 1979, p. 5).

The findings from this study could definitely contribute toward the enrichment of the literature in this area.

2. Need to establish a clearer conceptual framework of public service. There is a general agreement in the literature that the faculty service role remains a subject that needs to be studied (Blackburn, 1974; Araghi, 1981; Long, 1977; Martin, 1977). Blackburn, in his article "The Meaning of Work in Academia," asserts that two kinds of research are needed on academic work.

One probes the unknown of specific activities, such as variations in the service role; the other creates new conceptual schemes for understanding the whole and tests their framework against the empirical findings (p. 93).

Araghi (1981), who did her dissertation study on the relationship among university faculty job satisfaction, role conflict, task clarity, and productivity, found that there was a positive relationship between task clarity and job satisfaction. Hence, it is vital that we obtain clarifications with regard to public service since it is one of the roles expected of the faculty members.

3. Search for alternative research/knowledge dissemination/utilization programs. This research is also stimulated by the notion that the College of Education at Michigan State University bears the responsibility of not only being the producer of knowledge via research, but, more than that, is responsible for the transmittal/dissemination and application of those research findings--as stated in the University's mission statement.

The gap between researchers and practitioners has been a big concern to federal institutions such as the National Institute of Education (NIE), which has funded several dissemination-related projects so that documentation of the process in bridging the gap could be done. The School Improvement Project in Detroit (1982-83) undertaken by the College of Education, Michigan State University, entitled "Research Dissemination Through Collaborative Planning for School Improvement," is a good example of NIE's interests. The body of literature in dissemination seems to suggest that

. . . at least in the field of education, assistance strategies using human helpers are effective for stimulating change at the local level and encouraging the use of knowledge to improve practice (Firestone & Wilson, 1983, p. 430).

If, indeed, human helpers are "effective for stimulating change," then, perhaps, institutions of higher education have to examine their roles to provide that change so that

faculty members can be more directly involved in the process. Given the general tripartite functions of institutions of higher education, perhaps the public service role can be operationalized to bridge the gap between the researchers and the practitioners. It is possible for the public service role of MSU to be developed by the College of Education as an alternative model in research dissemination/utilization and effective school improvements.

#### Relevance and Contributions to Educational Systems Development

In the context of educational systems development (ESD), this study could impart some significant contributions. This section discusses the relevance and contributions of this study to ESD.

An important area in ESD is concerned with dissemination/higher education culture and research utilization. This claim is further supported by leaders in the field such as Joseph Durzo and Robert Diamond. Durzo (Durzo et al., 1979) have identified change/diffusion process and faculty/higher education culture to be a part of the scope of the knowledge base for the activities of instructional development in higher education. They also pointed out that in exploring the state-of-the-art in instructional development,

. . . a great deal of research has been conducted in the area of instructional development . . . concerned with instructional

design, design and use of media, and evaluation of programs, materials, and media (e.g., research on teaching-learning process) (p. 5).

Research needs to pay attention to "the organization and administration of instructional development and the development process . . ." (p. 5). The scope of this study falls in the knowledge base mentioned by Durzo and, hence, will contribute to the much-needed inquiry in ESD.

ESD is also basically an applied systems science. An ESD program with goals and purpose of ESD is seriously handicapped if that program is located in an institution which does not value service. An institutionalized, proactive service program will create a "laboratory" for graduates in ESD to have their field experiences. This study will contribute to ESD by providing data which will show where faculty stand in their perceptions of service. ESD program at MSU will be able to assess where it stands in relation to faculty's perceptions. This assessment might be crucial for ESD's future directions in the College.

#### Research Questions

This section presents the questions addressed in this study and the justifications for addressing those questions. The questions are as follows:

1. What kinds of activities are perceived by the faculty members in the College of Education as appropriate for receiving load credit for public service?



At the moment, there is no study that looks directly into the aspects mentioned above. The question was posed in an attempt to obtain data which could clarify the role of faculty members in public service. In addition, these findings could help the decision-makers in the College to evaluate the present workload and the reward system in the College.

2. What differences are there in the perception and belief patterns of faculty members between departments in the College of Education toward public service?

"Academic departments, by definition, are discipline-oriented rather than problem-centered" (Altbach, 1971, p. 53), and it is evidenced through the literature that academic departments differ in their focus because of this strong attachment to their respective disciplines (Altbach, 1971; Ebel, 1969). Given the four departments in the College of Education at MSU and assuming the different emphases, it would be significant to find out whether the findings from this study supported the generalizations made in the literature.

3. What are the various elements in the given activities which could serve to be part of the typology of public service?

The elements for this question were to be derived from those activities which were perceived to be the ones which should receive load credit for public service.

4. Do the variables departmental affiliation, age, rank, years at present rank, experience in public schools, and

interests in public service activities make a significant difference in the way faculty perceived the various types of activities?

It is assumed here that some of the variables selected can be the influencing factors in the way faculty members perceive public service.

5. What factors are considered by faculty members to be important in influencing their decisions to be involved in public service activities?

This question attempted to find out the importance of various factors (extrinsic and intrinsic) in influencing faculty's decisions to be involved in public service activities. By knowing the importance of those factors as perceived by the faculty members, the College of Education would be able to offer institutional support and encouragement by reinforcing the important factors.

6. Given various characteristics of institutionally-sponsored public service programs, how do faculty members rank their importance?

The characteristics of institutionally sponsored public service programs were extrapolated from the MSU's missions statements concerning public service (Lezotte, 1982). Institutionally sponsored public service programs are proactive rather than reactive in nature. Faculty's response to this question would reveal the importance of each of the various characteristics.

7. What are faculty's reactions when their future involvement in public service activities is projected in terms of work load time allocation and the reward system?

Work load time allocation determines the amount of time a faculty member is expected to spend on each of the respective roles of teaching, research and scholarly writing, and public service or on other activities. The current work load assignments may or may not be agreeable to faculty members. The question was aimed at finding out what work load assignments faculty would prefer in the future.

Linked to the faculty's roles is the reward system. Generally, according to the literature, among the three roles, research and scholarly writing has been given a heavier emphasis in assessing faculty for promotion and tenure (Lotto, 1979; McAllister, 1976; Altbach, 1971; Huber, 1969). The question aimed at finding out whether changes in the reward system in the future would affect faculty's decisions to be involved in public service activities.

#### Assumptions and Limitations of the Study

##### Assumptions

This study was conducted based on several assumptions.

1. It was assumed that the researcher would have access to the documents and records necessary to answer some of the questions listed.
2. It was also assumed that teaching, research and scholarly writing, and public service were three separate and distinct roles, each with certain unique elements which described and defined each role.

3. In addition, it was also assumed that it was important that clarifications of the concept of public service be established for it could help the College in effectively operationalizing the mission of MSU.
4. It was also regarded as important that the determination of the typology of public service be done based on common perceptions held by those who were expected to carry out the public service function, that is the faculty members. In lieu of the importance of the faculty's cooperation, it was assumed that the researcher would get their utmost cooperation and that those involved would give their careful considerations in responding to the study.

### Limitations

This study was limited to the College of Education faculty defined as "regular" faculty in the MSU Faculty Handbook, 1981:

The "regular faculty" of Michigan State University shall consist of all persons appointed under the rules of tenure and holding the rank of professor, associate professor, assistant professor, or instructor, and persons appointed as librarians. In addition, the principal administrative officer of each major educational and research unit of the University shall be a member of the "regular faculty" (pp. II-13).

Further limitation was imposed in this study by limiting the faculty to only the

. . . academic faculty members (professors, associate professors, assistant professors, and instructors), and excluding librarians and the principal administrative officers of each major educational and research unit in the College (administrators and departmental chairs).

Another limitation was related to the fact that MSU is a land-grant university and, as such, the framework of

discussions in this study was limited to only land-grant universities. Further, it should be noted that generalizations made from the findings would only be restricted to the College of Education at Michigan State University. However, this would not mean that the implications could not be drawn or applicable to other colleges of education at other institutions of higher education with similar context.

This study was also limited to the rather simplistic definition of public service as "those service activities which are worthy of load credit and does not include individual faculty service activities (e.g., consultation service) which are normally paid."

The data for this study were collected at the end of winter term, 1983. If policy changes were made (e.g., departmental reorganizations or policy changes regarding teaching, research and scholarly writing, and public service) after that time, those changes would not be included in this study. However, if these new developments occurred, they would be noted.

#### Definitions of Terms

Some definitions of terms used in this study are presented below. These definitions are not exhaustive, but suffice to clarify their meanings for the purpose of this study.

### Public Service

The following definition appears in the MSU Mission Statement (1982) and will be used for this study.

University public service is a purposive, institutionally-organized activity to deliver the University's special competence to organizations, groups, and individuals outside the University in order to assist and facilitate problem solving. University public service is fundamentally educative and advances the creation and application of knowledge through planned programs and activities.

### Academic Public Service

This is defined as ". . . a programmatic relationship between university and community through which knowledge is brought to bear upon the resolution of public problems" (Smith, 1932, p. 695-A).

### Regular Faculty

The "regular faculty" of Michigan State University shall consist of all persons appointed under the rules of tenure and holding the rank of professor, associate professor, assistant professor, or instructor, and persons appointed as librarians. In addition, the principal administrative officer of each major educational and research unit of the University shall be a member of the "regular faculty" (MSU Faculty Handbook, 1982, pp. II-13).

### Research and Scholarship

A common definition is "any activities, other than teaching, which center on the development, discovery, or dissemination of knowledge" (MSU Department of Counseling, Educational Psychology, and Special Education, 1981).

Another definition which is more detailed is offered by AECT (1977): "Research involves identifying problems establishing a rationale, deciding upon methodology, designing research activities and stating conclusions based upon the results" (p. 189). "There are several types of research, each with its own respective focus. These are applied research, basic research, descriptive research, experimental research, field research, and survey research" (p. 173).

### Teaching

According to The International Encyclopedia of Higher Education (1977), teaching is "the process of helping learners acquire knowledge, skills and appreciations by means of systematic instruction (Knowles, 1977, p. 536a).

### Load Credit

This refers to faculty activities which are recognized by the department as a formal part of the faculty's duties and responsibilities for which s/he is paid by the institution.

### Credit-Producing Activities

These are those activities in which the clients have to pay tuition or fees to participate and, subsequently, the clients will be rewarded either in terms of credits or degree. An example is courses which are offered on campus as a formal part of instruction are credit-producing.

### Undecided Category

This is the third category on the five-point scale used for the card-sort instrument in this study. The category is one in which faculty members could not decide whether an activity should or should not receive load credit for public service.

### Organization of the Study

This dissertation has five chapters. Chapter I describes in brief the statement of the problem, purpose, rationale of the study, questions postulated, assumptions and limitations of the study, and definitions of terms. Chapter II is a write-up of the review of literature pertinent to the study. Some of the themes covered are the literature on the state-of-the-art of public service (including past researches on public service), historical background of the development of public service, background of Michigan State University and the College of Education, and a brief section on the relationships between public service and Educational Systems Development. There is also a section on the issues of role theory and role expectations and their relevance to faculty behavior. The design of the study is discussed in Chapter III which includes the description of the research design, research population and sample, instrumentation, data collection procedures, and plan for data analysis. Discussed in Chapter IV are the reports of the research



findings. The summary of the findings, the conclusions, and the recommendations of the study are included in Chapter V.

### Summary

Chapter I began by presenting a brief introduction of the study, followed by a discussion of the statement of the problem, the purpose of the study, and the need or rationale for the study. Several points were also discussed to suggest relevance to the field of Educational Systems Development. Questions addressed in the study were also presented, accompanied by some justifications for addressing those questions. Assumptions and limitations of this study were listed. Several relevant terms were defined and an organization of the study was also presented. Chapter II covers the review of literature pertinent to the study.

## CHAPTER II

### REVIEW OF LITERATURE

The review of literature is divided into the following sections: (a) public service: the state-of-the-art, (b) historical development of public service in brief; (c) background: Michigan State University and the land grant movement; (d) public service and Educational Systems Development; and (e) role theory and role expectations: relevance to faculty behavior.

#### Public Service: the State of the Art

Over the years, since the 1862 land-grant Morrill Act, the public universities' programs in general have changed into many different forms in response to societal changes. By the same token, public service activities took varied forms, depending on how each university interprets what public service is. These various definitions of public service are reflected in the literature, indicating that there is no commonly accepted definition for public service. This section will explore the following aspects: (a) definitions of public service and (b) character of research on public service in higher education.

### Definitions of Public Service

A generalization could be made that there is an agreement among most American universities that their missions consist of the triad of teaching, research and scholarly writing, and public service. There also seems to be an understanding of what teaching and research are, but this understanding stops short when the issue of public service is brought into question. A cursory look into the literature is sufficient to confirm the suspicion that there are varied definitions of public service. Perhaps, here, then, is the consensus: that the concept of public service is not precisely defined and, therefore, different institutions can view public service differently.

The meanings attached to public service ranged from a broad one to more specific definitions. A broad definition views public service as those activities of the university which cannot be classified either as teaching or research or "simply as the residual activities that are left over after traditional instruction and research programs are accounted for" (Long, 1977, p. 82). Another broad definition was offered by the Carnegie Commission on Higher Education (1975) viewing service as "advice and instruction to persons and organizations external to the campus" (p. 66).

Still another broad definition was described in the International Encyclopedia of Higher Education, but with

the added elements of "without compensation," "meeting community needs," and "the activities being conducted on an individual or institutional basis."

Activities of college and university personnel, either in coordination or on an individual basis, aimed at aiding the public beyond the classroom teaching and scholarly research. Faculty may contribute special knowledge and skills in helping to solve community problems and meeting community needs, as when members of a biology department serve on public boards or advise government agencies and citizen groups concerned with the environment. Usually such service is provided without compensation by the faculty or staff members working on their own time. Considered along with teaching and research as a primary program or goal of many colleges and universities (Knowles, 1977, p. 498-a).

Another perspective of public service views it as the "application of knowledge" (Davis, 1974; Perkins, 1966; Smith, 1982). To Perkins, knowledge is the soul of the existence of a university. Knowledge has to be acquired, transmitted, and applied. These three aspects of knowledge are reflected in the three missions of the university: "the acquisition of knowledge is the mission of research, the transmission of knowledge is the mission of teaching, and the application of knowledge is the mission of public service" (Perkins, 1966, p. 10). Davis consented with Perkins, but added the dimensions of public service to be either at the departmental level (e.g., consulting, counseling) or at the institutional level (e.g., radio broadcasting, alumni reactions, and university publications).

In his dissertation, Smith (1982) added more elements in his definition of the term "academic public service":

The term denotes a programmatic relationship between the university and its community for the purpose of bringing the university knowledge resources more directly and effectively to bear upon the identification, understanding, and resolution of public problems. The programmatic relationship will exist between the college or university and community organizations or agencies, both public and private. University knowledge resources are delivered through programs of training, applied research, and technical assistance. Problems may be technical or related to policy in such areas of community concern as education, housing, human relations, energy, environment, government decision-making, and management, to name a few (p. 14).

When extrapolated from the definition above, these elements emerged: programmatic; purposeful; identification, understanding, and resolution of society's problems; and knowledge-based. These are some elements which are part of the characteristics of institutionally-sponsored public service programs included in this study.

The application of knowledge view of public service is closely related to another meaning of public service which sees it as applied research. According to the Carnegie Commission, public service was initially viewed as research due to the "demand for service to agriculture in the form of scientific research" (Carnegie, 1975, p. 69). In short, public service was expressed through scientific research and consultation and, consequently, was seen as research more than as service. It has also been suggested in the literature that teaching, research,

and public service be viewed not as conceptually distinctly different, but rather as "complementary phases of the same activity" (McAllister, 1976, p. 480). In his reconceptualization, McAllister suggests that we should conceptualize "research as research, as service, as teaching; teaching as teaching, as service, as research; and service as service, as research, as teaching." Pere (1974) strikes the same note in his doctoral dissertation findings of a list of three activities identified as public service:

Public service instruction: instruction for occupational and personal competence

Public service research: research for public agencies

Community service: community service consultation (p. 146).

It is also not surprising to find public service being discussed in terms of extension programs since the land grant concept first impacted agriculture in the form of agriculture extension programs. Eddy (1957) specifically labels the tripartite missions of the land grant universities to be instruction, research, and extension. In fact, he classifies the extension programs into (a) agricultural extension: brought results of research and new methods to farmers; and (b) university extension: brought classes to home, but did not solve problems related to occupation. However, Faiman and

Oliver (1972) did not find the term extension to be satisfactory. They preferred outreach programs: (a) educational activity; that is, bringing formal instruction to non-regular students; and (b) service activity: problem solving and program development in nature (p. 14).

In brief, various definitions of public service abound in the literature. Public service has been defined broadly to be those activities not classified as teaching or research. On the other hand, there are also more specific definitions such as "application of knowledge," "applied research," "public service as instruction, research, and service; extension programs; and outreach programs." It is obvious here that a clearer definition of public service needs to be developed.

#### Character of Research on Public Service in Higher Education

For the purpose of this study, the literature reviewed for this subsection will focus specifically on those studies most directly related to public service. In conducting a search for research on public service in higher education, one is confronted head on, first of all, by the scarcity of research in higher education (Sanford, 1962; Blackburn, 1974; Peterson, 1974; Katzer, 1973) and dramatically more so in the areas of public service. The ones that are found are very diversified in their themes, making it difficult to extrapolate cohesive findings.

According to Peterson (1974), in an article in the Review of Research in Education, the major research issues in the 1960s were goals, governance mechanisms, protest activity, trustees, state coordinating agencies, emerging institutional forms, and community colleges; while the current emerging, researchable areas are "the impact of affirmative action, external degrees, collective bargaining (except faculty attitudes), and management systems" (p. 327). Peterson pointed out that these research efforts have "few theoretically dominant themes or descriptive patterns that are widely generalizable" (p. 327). One of the topics researched was studying the profiles of institutional types. A research series on the topic was conducted under the auspices of the Carnegie Commission but the service function was not included (Peterson, 1974).

Another broad area being researched relates to the faculty, examining issues such as faculty's choice of work or workload, productivity, job satisfaction and task clarity, faculty's attitudes, and faculty's characteristics and opinions (Katzer, 1973; Graybeal, 1979). Out of the many researches being done on the faculty, several dissertation studies are directly related to public service. Katzer (1973) conducted "a study of attitudes of faculty members in selected community colleges toward community service." Another dissertation study was done by John Connolly in 1972 who found that:



1. the importance the institution placed on community service and in making tenure decisions influenced his commitment to community service, and
2. the idea of rewards for involvement was an influencing factor upon faculty concern for community service (Katzner, 1973, p. 25).

Two other dissertations which dealt directly with public service and deserved to be mentioned were done by Murphy (1974) and Davis (1974). The former was an attempt

. . . to identify and categorize the public service activities of faculty members of colleges and universities in Baltimore City and to ascertain from the faculty members their views as to their roles of higher education public service.

Some of the broad categorizations of public service activities derived were public education, service to government, community participation, media, and business. The main disadvantage in these categorizations is that they are too broad to really allow us to reconceptualize public service. The dissertation study by Davis looks at how the Michigan state legislators view the public service function of the state-supported universities. Three conclusions established are worth mentioning here.

1. The public service function of universities is an appropriate function of state-supported universities.
2. Universities should increase the amount of time spent on university-sponsored public services.
3. A public service option should be incorporated into the university procedures for faculty promotion, assessment, and professional advancement (Davis, 1974, pp. 114, 118).

From the review of the literature, several areas for potential research can be identified:

1. the need to have a clear picture of what public service is all about. Currently, there is little information available regarding public service in higher education (Murphy, 1974);
2. the need to look at conceptual inconsistencies/definitions of public service which vary widely. A typology of public service is essential. At the moment, few institutions have developed inventories of public service activities (Murphy, 1974; Finkelstein, 1980);
3. institutions of higher education need a well-formulated statement of policy concerning the rendering of public service (Citizens' Committee on Higher Education, 1965); and
4. little is known about faculty's attitudes and perceptions toward public service. Whatever is known is based on data from studies that bear indirectly on public service. Faculty represent the greatest resource in higher education; therefore, it is vital that their views regarding their roles are known.

#### Historical Development of Public Service in Brief

This section gives a brief account of the development of public service in American universities. It is by no means an exhaustive historical review, but rather serves the purpose of highlighting some pertinent events to give us some ideas of where public service stands within the historical context.

It was mentioned earlier that the public service function of the universities developed in America, thus

making it uniquely American in characteristics. There was a consensus in the literature that even though the status of public service was legally recognized with the enactment of the Morrill Act of 1862, the movement itself started in the 1840s, a movement which was tied closely to the societal and intellectual changes in the American scene (Perkins, 1966).

In the third quarter of the 19th century, the early American universities which held aloof of university-based research were impacted by the German universities, "transforming both the theory and practice of higher education" (Perkins, 1966, p. 10). This transformation resulted in the acceptance of research as a mission of universities (Perkins, 1966; Bok, 1982). Influence was also strong from England, where the Oxford and Cambridge models had strong emphasis on the undergraduate instruction. Under that influence, education was broadly conceptualized in terms of emotional, moral, and intellectual development, giving no place for research activities. In short, there was unequal emphasis on the three missions of teaching, research, and public service. The German-modeled universities placed a heavy emphasis on research, neglecting teaching and public service, while the English-modeled universities emphasized instruction, negating research and public service. Among the three missions, however, public service was the most neglected, having no place in either of the two models.

The idea of the application of knowledge for the betterment of the society toyed in the minds of leaders such as Franklin and Jefferson. It became a reality with the efforts of leaders like James Turner and Lewis Morrill. In 1862, the Morrill Land-Grant Act was signed by President Lincoln, giving birth to the concept of land grant universities. These are universities, developed on the land grant philosophy, which married features of the American, German, and British universities. Basically, they aimed at promoting ". . . liberal and practical education of the industrial classes . . . knowledge for use and social action" (Morrill, 1960, p. 6). It was in these universities that the tripartite missions of teaching, research, and public service became established.

The area first impacted was agriculture. Later efforts to bring research findings to the farmers became more organized, taking the form of agricultural extension programs. These efforts expanded into other areas such as home economics, the industries, and education. Over the years, the public service mission was interpreted and operationalized into different programs depending on how the universities viewed public service and on how the universities responded to society's changing needs. There were centers for continuing education, educational television, and international programs, to name a few (Eddy, 1956).

Table 1 gives a summary of the various historical developments important to the understanding of the development of public service in the universities. This list was adapted from Davis in her 1974 dissertation.

Table 1.  
Important Dates in the Development  
of Public Service in American Universities

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<u>Date</u>	<u>Event</u>
1855	Governor of Michigan signs bill creating the nation's first agricultural college.
1857	Dedication of the Michigan Agricultural College by its first president, Joseph R. Williams.
1862	Morrill Act which set aside 17 million acres for land grant institutions whose teaching would include agriculture and mechanic arts.
1887	Hatch Act which furnished funds for agricultural extension stations and experimental work. This act provided the first federal support for research.
1890	Morrill College Endowment Act; this additional endowment provided for cooperative extension and guaranteed that blacks would benefit from the endowment. (This was a separate but equal clause.)
1914	Smith-Lever Act; provided aid for home economics and agriculture instruction to persons not attending or in residence at colleges. This act was developed in cooperation with the U. S. Department of Agriculture, and it was at this time that cooperative extension was given national recognition.
1916	National Defense Act; established military training in civilian schools and land grant colleges.

Table 1, continued

<u>Date</u>	<u>Event</u>
1917	Smith-Hughes Act; provided for high school teacher preparation in agriculture and home economics and established aid for vocational education.
1925	Purnell Act; established monies for research studies relating to the rural home.
1935	Bankhead-Jones Act; provided additional sums of money for land grant education.
1962	Manpower Development and Training Act; set aside federal funds for continuing education.
1964	Housing Act, Title VIII, provided for higher education training of specialists in the area of community development and urban problems.
1964	Higher Education Act provided for the Administration of Community Services and Continuing Education Program by the Office of Education.
1966	Adult Basic Education Act established additional funds for continuing education.

Background: Michigan State University  
and the Land Grant Movement

One cannot give an account of Michigan State University (MSU) without touching on the fundamental philosophy of the land grant concept, for both topics are directly related to each other. This was reaffirmed by Eddy (1957) in his statement:

One cannot, in fact, understand the past and present pattern of American higher education, or think intelligently about its future, without an understanding of the land grant institutions--of their place in the pattern and their influences on the rest of the pattern (p. xi).

Hence, in this section, an attempt is made to review the backgrounds of MSU within the context of the land grant setting. There will also be a subsection giving a brief account of the College of Education at MSU. This subsection is thought to be appropriate since this study specifically involved the faculty members in the College of Education.

The Morrill Act was passed in 1862, giving birth legally to the land grant movement. Basically, the Act is ". . . an Act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts" (in Barikor, 1981). The Act operates on the fundamental assumptions that the land grant philosophy believes in the democratization of education; i.e.,

. . . the equality of educational opportunity at the university levels; provides a broad liberal education for students who are also interested in technical and professional training; and facilities for solving the significant problems of society; and that the university bears the responsibility to carry knowledge to the people (MSU, 1959, p. 2).

The Land Grant Act could be accepted as the major contributing factor in establishing the public service function of land grant universities, thus creating a unique American identity in the scene of American higher education. Prior to that, the American universities were characterized by features of the German university model,

with heavy emphasis on research. The public service function was born in America and carried out by American universities, making it uniquely American.

MSU was established in 1855 as the Michigan Agricultural College. It was one of the nation's first agricultural colleges, founded "to incorporate science and practice in the education of the farming and the industrial classes" (MSU, 1970, p. 1). In 1863 this institution was designated as the beneficiary of the Morrill Act endowment, making it one of the first land grant institutions in the nation.

Even though the university's original mission was in the areas of agriculture and mechanic arts, its emphases have now expanded into other fields such as health, human relations, business, communication, education, government as well as urban and international settings. This expansion in its mission is a reflection of the sensitivity of MSU to society's changing needs. This sensitivity is further reflected in the reaffirmation of the University's Mission Statement which was approved by its Board of Trustees on June 25, 1982:

As a respected research and teaching university, it is committed to intellectual leadership and to excellence in both developing new knowledge and conveying that knowledge to its students and to the public. And as a pioneer land grant institution, Michigan State University strives to discover practical uses for theoretical knowledge, and to speed the diffusion of information to residents of the state, the nation, and the world. In fostering both research and its application, this



university will continue to be a catalyst for positive intellectual, social, and technological change (MSU, Mission Statement, 1982).

It is also expressed in the Mission Statement that MSU is committed to the three functions of teaching, research and scholarly writing, and public service. Further, the University's public service mission statements describe public service as:

A purposive, institutionally organized activity designed to deliver the university's special competence to organizations, groups, and individuals outside the University in order to assist and facilitate problem solving. University public service is fundamentally educative and advances the creation and application of knowledge through planned programs and activities (Lezotte, 1982, p. 10).

#### College of Education

Germane to the establishment of the College of Education at MSU was the need for teacher preparation programs in Michigan. In 1905 the University's teacher preparation program in agriculture was officially approved as a degree program. Later, other programs such as home economics, teacher training, and teacher preparation programs in the sciences and arts for secondary schools were added. Teacher programs for the elementary began later, in the early 1940s, but are now some of the largest programs in the University.

The College began as a department of education within the College of Science and Arts. Not until 1952 did it become the College of Education as it stands today.

According to the 1982 report prepared by the College to the National Council for the Accreditation of Teachers (NCATE), due to changed conditions shown by declining student enrollment and declining demand for teachers, the College had to orient its directions according to a long-range plan. It had to shift its emphasis from "being one of the nation's leading producers of professional personnel to that of becoming a leading producer and disseminator of sound educational knowledge" (MSU, 1982, p. 2.2). However, training and retraining of education personnel both at the graduate and undergraduate levels were to be continued.

To guide the development of the College, a special faculty task force prepared a report which was accepted by the College Assembly in the spring of 1978, spelling out several missions of the College. It was also made clear in the report to NCATE that

. . . the College of Education is, as an academic and professional administrative unit, dedicated to serving society through (1) research; (2) functional relationship among research, development, and teaching; and (3) scholarly competency (MSU, 1982, p. 2.3).

Structure of the College of Education. Since its inception, the administrative structure of the College has evolved over the years. The College now has four departments: (a) Administration and Curriculum; (b) Counseling, Educational Psychology, and Special Education; (c) Health and Physical Education; and (d)

Teacher Education. The administrative structure of the College is graphically displayed in Figure 2.

### Relationships Between Public Service and Educational Systems Development

The main focus of this section is to explore the relationships between public service and Educational Systems Development. It should be noted that the context of discussions is limited to higher education.

It is found in the literature that just as there are varied definitions of public service, there are various definitions of Educational Systems Development. In fact, there are also various terms used interchangeably to mean ESD. Therefore, it is necessary to define what is meant by ESD in this section. As the researcher explores the literature, it becomes apparent that there is hardly any solid piece that discusses public service and ESD directly. It becomes necessary, therefore, for the researcher to extrapolate from the readings in an attempt to show the relationships. The correctness of this argument in this section is the responsibility of the researcher.

The main source for the definition of ESD comes from the work of the Association of Educational Communications and Technology (AECT) and some leading scholars in the field (e.g., Durzo, Diamond, Gagne). In an effort to establish a common frame of reference, the AECT produced the Educational Technology Glossary (1977). The reader is

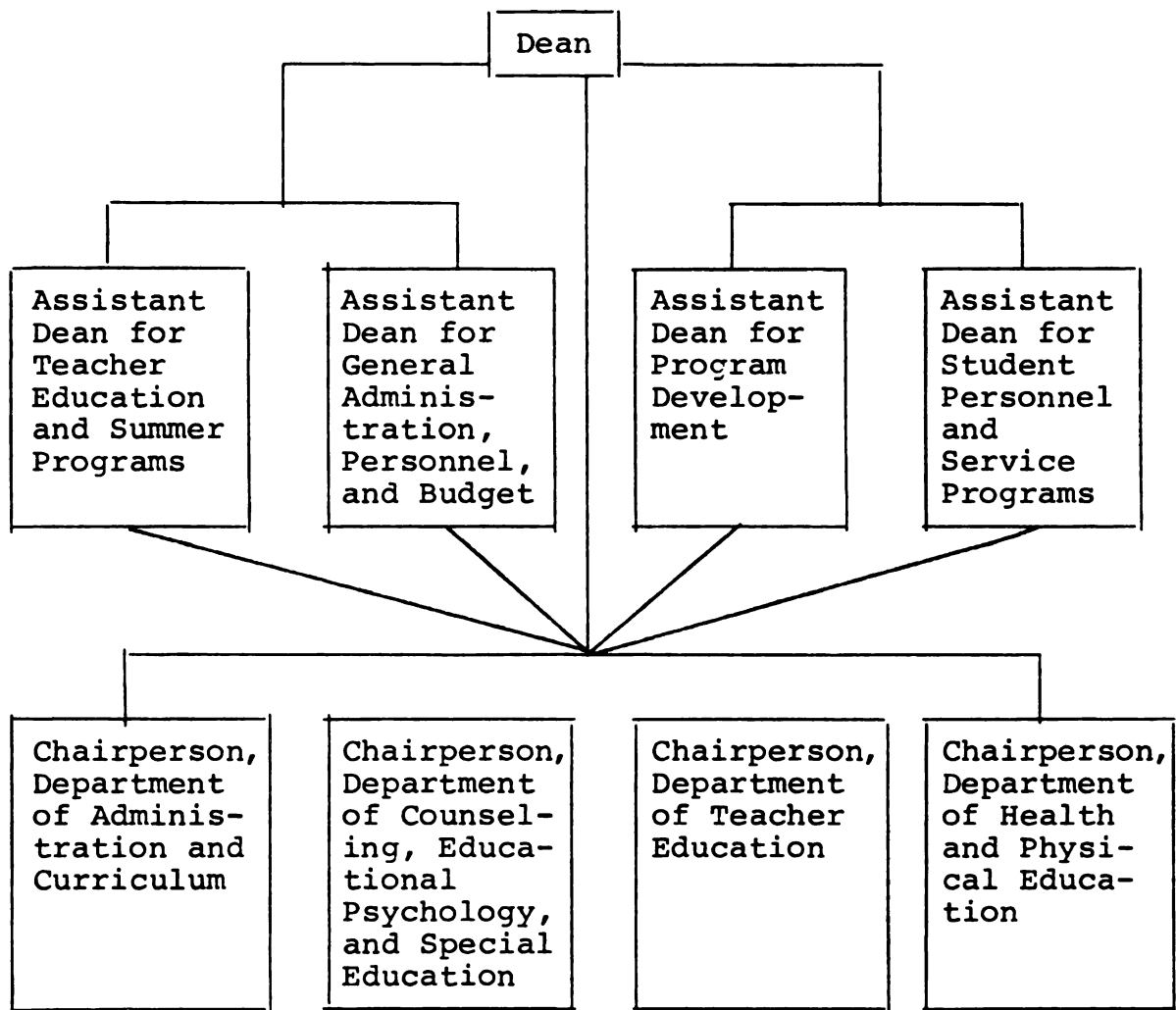


Figure 1: Organizational chart of the administrative structure, College of Education, Michigan State University (NCATE Report, 1982).

encouraged to refer to the book for a better understanding of the ESD area. (It should be noted that the terms educational technology and ESD are used to mean the same thing.) The following definition is arrived at by the Committee for Instructional Development, which is a subset of educational development:

Instructional development: a systematic approach to the design, development, evaluation, and utilization of complete systems of instruction, including all appropriate components and a management pattern for using them; instructional development is larger than instructional product development, which is concerned with only isolated products, and is larger than instructional design, which is only one phase of instructional development (AECT, 1977, p. 172).

Durzo, Diamond, and Doughty (1979) offer a somewhat simpler version of instructional development: "Instructional development is defined here as the systematic design, implementation, and evaluation of instruction (courses, programs, and curricula)" (p. 4).

The importance of ESD is highlighted by the ESD program at Michigan State University which is quoted below:

Our society now demands that changes in education occur at an increased rate in order to provide larger segments of our population with more knowledge and new skills. The "information gap" continues to widen and the "need to know" has become a crucial issue. A critical need continues for persons skilled in the processes of education and knowledgeable in their interpretation through educational technology--systematic analysis, media design and production, program implementation, and evaluation processes (MSU, ESD brochure, 1983).

The main key that links public service and ESD is the fact that ESD is an applied systems science. According to Durzo, the scope of instructional development activities in higher education comes from the following four knowledge bases:

1. organization and administration of instructional development programs,
2. instructional development process and developer-client interaction,
3. instructional design process, and
4. evaluation.

This is further indicated in the following figure taken from Durzo.

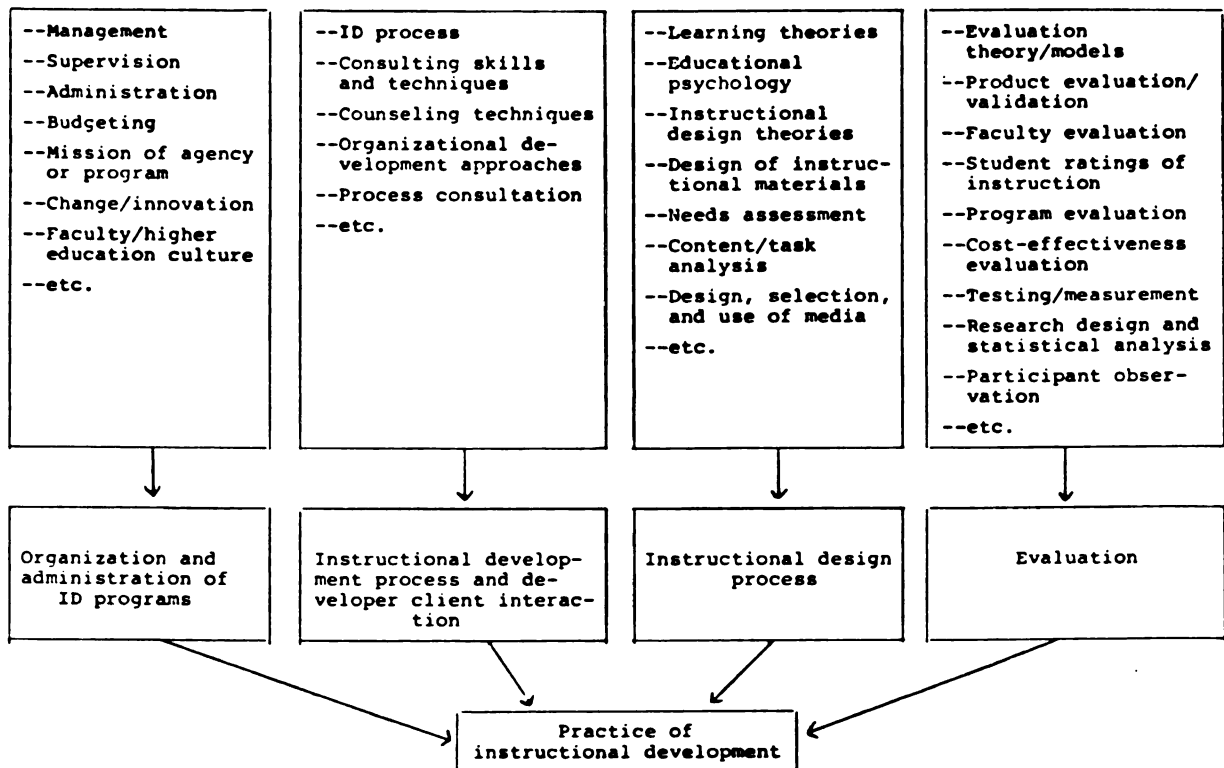


Figure 2. Scope of the knowledge base for the activities of instructional development in higher education (Durzo, 1979, p. 5).

As indicated in the figure, one of the sub-areas in the organization and administration of instructional development programs deals with change/innovation process, which is one area that needs to be researched. Another relevant sub-area is related to the faculty and the higher education culture.

If we were to refer to the section on the definitions of public service, we would find that a common element in all those definitions is "the application of knowledge." Accepting that element, and accepting the fact that a major feature of ESD is as an applied systems science, we can see that public service activities fall in the realm of ESD or vice-versa.

#### Role Theory and Role Expectations: Relevance to Faculty Behavior

This section offers a brief review of role theory and role expectations in relation to their relevance to faculty behavior. Role perception studies cover various role concepts such as role conflict, role ambiguity, and role expectations. The review is limited to the concept of role expectations based on the view that the concept is most directly relevant to the study. In looking at the perceptions and belief patterns of faculty members toward public service, we were attempting to find out faculty's expectations of their roles in public service as reflected in the types of activities they chose to receive load credit.

In reviewing the literature relating to role theory, one finds a diffused body of literature covering various fields of knowledge. Biddle and Thomas (1966) and Biddle (1979) attributed this situation to the fact that there is a diffusion of the term role concepts with no solidified body of knowledge. The present body of knowledge encompassed broad areas such as occupational studies, deviancy, family, role playing as a technique used for training and therapy, and the processes of learning and socialization (Biddle & Thomas, 1966). Unfortunately, "one cannot presently point to, display, or describe the body of knowledge in the field of role" (p. 14).

What is role theory? "Role theory concerns the study of roles, or patterns of behavior, that are characteristic of persons and contexts" (Biddle, 1979, p. 20). The theory is based on several propositions, five of which are quoted below from Biddle.

1. Role theorists assert that "some" behaviors are patterned and are characteristic of persons within contexts (i.e., form roles).
2. Roles are often associated with sets of persons who share a common identity (i.e., who constitute social positions).
3. Persons are often aware of roles, and to some extent roles are governed by the fact of their awareness (i.e., by expectations).
4. Roles persist, in part, because of their consequences (*functions*) and because they are often embedded within larger social systems.



5. Persons must be taught roles (i.e., must be socialized) and may find either joy or sorrow in the performances thereof (p. 8).

Our study is within the context of the five propositions above. Faculty members assumed certain behaviors which are patterned, up to a certain extent, within the context of educational setting. They not only function within their respective departments but also within the larger social systems of the university and the society at large. The mission and goals of the university influence strongly the activities of the family members. "A university is its faculty" or "the excellence of a university is the excellence of its faculty" (Smith, 1978, p. 1) are among the double truisms often stated about universities. In assuming their roles as faculty members, the faculty are socialized informally and formally into their roles. An informal socialization could be their past experiences as graduate students in interacting with their professors. It could also be the unspoken norm placed upon them by their colleagues. A formal socialization could be the formal university faculty personnel policies. Hence, expectations of the faculty roles exist both on the part of the university and the faculty members.

It is evident from the literature that one of the role concepts in role theory is role expectation, a construct which has been viewed in relation to behavior. DeVries (1972) sees role behavior (dependent variable)

largely as "a function of the role expectations (the central independent variable of other relevant findings)" (p. 4). In an attempt to overcome the lack of denotative clarity, Biddle and Thomas (1966) selected the following meanings of expectations in role theory:

1. a concept held about a behavior likely to be exhibited by a person,
2. a standard held for the behavior of a person,
3. an anticipation,
4. a norm, and
5. an attitude (p. 10).

Taking this a step further, role expectation is defined as "expectations that are structured for the roles of positions within a social system" (Biddle, 1979, p. 394).

In determining the varieties of specialization, some role thoughts designated most professors as nonexclusive generalists (Type IV) by virtue of their being part-time teachers, researchers, administrators, and providers of community services. This designation is made based on the amount of behavior engaged in and the number of differentiated behavior for a given domain of behavior (Biddle & Thomas, 1966). This differentiated involvement is a reflection of faculty's professional behavior. Numerous studies were done on this particular behavior but most were occupational studies (e.g., college professors studied as teachers, researchers, people of knowledge, and Fulbright fellowship recipients), studies on the

categorization of professional activities (Biddle & Thomas, 1966; Kohl, 1980) and faculty members' work load allocation. A study worth mentioning here as a case in point was conducted by Parsons and Plat (1968). They conducted an extensive pilot study of faculty in eight institutions, in which they analyzed the percentage of actual and ideal time allocations to five categories of professional activities. The two researchers concluded "that most faculty prefer a balance in their role expectations rather than specialization in any one role component" (Kohl, 1980, p. 28), with a strong commitment to teaching.

Ladd (1979) reported parallel findings based on the data collected in the 1977 Ladd-Lipset survey. Ladd concluded that "most academics think of themselves as 'teachers' and 'professionals,' not as 'scholars,' 'scientists,' or 'intellectuals'--and they prefer it this way" (p. 7). This preference existed even at the major research institutions.

Studies related to faculty's professional behavior have explored other role concepts besides the ones mentioned above. Some looked into role conflict and ambiguity and how these were associated with job satisfaction and dysfunctional behavior. There were also studies examining specially the concept of role expectations and its relationships with a faculty's performance or behavior. An underlying fact to all this

is that "individuals in complex organizations are constantly exposed to a variety of expectations from both themselves and others as they carry out their organizational roles" (Keller, 1975, p. 57). Writers such as Keller and Szilagyi (1977) credited Kahn with a theory of role dynamics.

[The theory] sees stress as resulting from conflicting or incompatible expectations and unclear or vague expectations. Expectations which are in conflict may result in role conflict for the individual, while unclear or vague expectations may cause role ambiguity (Keller, 1975, p. 57).

In a perception study, Bernard and Blackburn (1972) examined role conflict with respect to 17 faculty work activities. He concluded that the greatest level of role conflict experienced by faculty was with respect to self-set standard. In another perception study, DeVries (1972) examined the relationship of role expectations to faculty behavior. A conclusion made was that both role expectations of the employing organization predict positively and significantly the role behavior of the respondents. DeVries noted that the most salient factor is a faculty's own role expectations, pointing to an implication for further research which is similar to the conclusion made by Bernard and Blackburn.

A later body of research (Keller, 1975; Szilagyi, 1977; Araghi, 1981; and Kohl, 1980) indicates that employees are significantly more satisfied with their jobs

when expectations for performance are made clear and non-conflicting. An implication derived by Keller stated that:

. . . effective personnel practices should, therefore, strive to provide employees with role expectations that are clear and non-conflicting, and specific job behaviors that are needed to obtain such rewards as salary increases and promotions should be made clear (p. 63).

Familiarization with the content of role expectations is also important in order to understand the relationships between role conflict and ambiguity and the different dimensions of job satisfaction.

The pattern that emerged from the literature on the various aspects of role perceptions points to at least two research directions:

1. the importance of finding out the role expectations as defined by the faculty, based on the findings that self-set standard and faculty's own role expectations are strong factors influencing faculty's behavior; and
2. the implication that future research should determine the content of role expectations.

In relation to the public service role, it is clear that we need to find out faculty's role expectations. A step in that direction is to find out how faculty perceive public service in terms of load credit appropriateness or worthiness.

#### Summary

The chapter contained the review of the literature, divided into the following sections: (a) public service:

the state of the art; background: (b) historical development of public service; (c) Michigan State University and the College of Education; and (d) relationships between public service and Educational Systems Development; and (e) role theory and role expectations: relevance to faculty behavior.

## CHAPTER III

### DESIGN OF THE STUDY

#### Introduction

This chapter focuses on the research design and the procedures used to collect the data. Also included are descriptions of the population, the sampling procedure, the instruments used, and the plan for analyzing data. It should be noted that this study was designed to be a descriptive study, and, therefore, the research methodology chosen was meant to fit a descriptive study.

As stated in Chapter I, one of the major purposes of this study was to obtain a better understanding of the types of public service activities. Several questions to be answered were thus formulated.

1. What kinds of activities are perceived by the faculty members in the College of Education as appropriate for receiving load credit for public service?
2. What differences are there in the perception and belief patterns of faculty members among departments in the College of Education toward public service?
3. What are the various elements in the given activities which could serve to be part of the typology of public service?
4. Do variables departmental affiliation, age, rank, years at present rank, experiences teaching in public schools, and interests in

public service activities make a significant difference in the way faculty perceive the various types of activities?

5. What factors are considered by faculty members to be important in influencing their decisions to be involved in public service activities?
6. Given various characteristics of institutionally-sponsored public service programs, how do faculty members rank their importance?
7. What are faculty's reactions when their future involvement in public service activities is projected in terms of work load time allocation and the reward system?

### Population and Sample

#### Population

The population in this study was the "regular faculty" in the four departments in the College of Education at Michigan State University (MSU). According to the MSU Faculty Handbook (1982), "regular faculty" is defined as follows:

The "regular faculty" of Michigan State University shall consist of all persons appointed under the rules of tenure and holding the rank of professor, associate professor, assistant professor, or instructor, and persons appointed as librarians. In addition, the principal administrative officer of each major educational and research unit of the University shall be a member of the "regular faculty" (pp. II-13).

It has been mentioned in Chapter I, and needs to be reiterated here, that the population in this study DID NOT include those "persons appointed as librarians" or "the principal administrative officer of each major educational



and research unit" in the College. This exclusion narrowed the population only to those "regular faculty" who were "appointed under the rules of tenure and holding the rank of professor, associate professor, assistant professor, and instructor."

One main important reason for narrowing the population was the assumption that faculty and administrators, due to their differing roles, would tend to perceive differently. Since the study had to be conducted within a very limited time frame, it became necessary to concentrate only on the academic faculty members.

A list of the target population was obtained from the dean's office. The list showed a total of 154 faculty appointed under the rules of tenure. These faculty members were from four departments: (a) Department of Health and Physical Education (HPE), (b) Department of Teacher Education (TE), (c) Department of Administration and Curriculum (EAC), and (d) Department of Counseling, Educational Psychology, and Special Education (CEP).

### Sampling

To reduce the number of respondents to a manageable size and at the same time representative, a proportionate stratified random sampling was carried out. The strata in this case were the four departments in the College. The

decision to conduct such a sampling was based on two main reasons:

1. Data of "known precision are wanted for certain subdivisions of the population and, hence, it is advisable to treat each subdivision as a 'population' in its own right" (Cochran, 1963, p. 87).

In this case the study was interested in comparing the findings among departments. The premise here was that departments are discipline-oriented and can exert great influence on the directions taken by faculty members in playing their roles.

2. Stratification may produce a gain in precision in the estimates of characteristics of the whole population (Cochran, 1963, p. 88).

Based on preliminary meetings with the four department chairs in the College of Education, it was found that each department had its own orientations and focus in the planning of its activities. By stratifying the population into departmental levels, it might be possible to have a more internally homogeneous sub-population. In this particular case, there was no necessity to construct new strata simply because the existing departments became the "natural" strata.

Sampling of the population was done taking into full consideration the "condition of equiprobability" and the "theory of stratified sampling." The condition of equiprobability in the definition of random sampling states that at each stage in the sampling process all of

the remaining elements have the same probability of being chosen" (Glass & Stanley, 1970, p. 213). To fulfill that condition, the best method available was used and that was using the table of random numbers. "The theory of stratified sampling deals with the properties of the estimates from a stratified sample with the best choice of the sample size  $n_h$  to obtain maximum precision" (Cochran, 1963, p. 88). To be as precise as possible, sampling fraction was calculated in order to obtain "stratification with proportional allocation of the  $n_h$ " (p. 89). Based on that, 35% of the faculty was drawn from the population of each department. A total of 53 respondents were sampled and participated in the study.

### Instrumentation

Two instruments were developed by the researcher and used in this study: (a) questionnaire and (b) card-sort.

### Questionnaire

The main purpose of the questionnaire was to elicit responses from the faculty in the sample, in order to obtain some background data on each respondent, plus to obtain data which could not be gathered through the card-sort instrument. The questionnaire was actually a combination of faculty information gathering and opinion gathering. It was, in fact, a combination of a questionnaire and an opinionnaire (attitude scale was

used) (Best, 1977). For the sake of easy reporting of this study, only the term questionnaire is used.

Most of the questions were to be responded to on a three or five point Likert scale (see Appendix A for the questionnaire). The questions were developed after discussions with the dissertation director. Pilot test was conducted before the questionnaire was finalized to its present content and format. As a result of the test, several changes were made. The important ones were the general format of the questionnaire, wordings, and rearrangements of various questions.

#### Card-Sort

The second instrument developed was the card-sort or item-sort. Basically, it consisted of statements or descriptions of what were generally considered public service activities written on cards. The most influential idea germane for the development of these cards came from the Q-sort method attributed to the work of William Stephenson (1953). Stated simply, the Q-sort method "involves the sorting of statements written on cards into categories with statistical treatment of data to establish clusters of people with similar response patterns" (p. 4). However, it should be underscored here that by no means was the instrument developed in this study meant to be used as the Q-sort because the conceptualization of this study was not appropriate for such a method. (Readers who are

interested in the Q-sort method are advised to refer to Stephenson, 1953; Block, 1978; and Cattell, 1952.) The main advantage of writing the statements on cards is that it allows for easy arrangement and rearrangement of the cards until the respondents reach their final decisions (Block, 1978).

Unlike the questionnaire, the card-sort instrument was used to measure the perception of faculty members toward public service. Here, the faculty members were asked to sort the cards in response to the question, Which of these activities do you perceive to be the ones which should or should NOT receive load credit for public service? Load credit was defined as those faculty activities which are recognized by the department as a formal part of the faculty's duties and responsibilities for which he/she is paid by the institution. Those activities for which the faculty members receive payments (e.g., private consultation work) were not considered as load credit. Consequently, the statements printed on the cards were meant to describe activities which were generally practiced as public service activities by faculty members in the College of Education. In order to develop the statements, the researcher held several preliminary discussions with several relevant people in the College. The first step taken was to meet with the respective chairpersons of the four departments. The purpose of the meetings was to find out the respective

departmental formal statements and policies regarding public service as well as to try to discover the various activities described under the rubric of public service.

The next step taken was to analyze Michigan State University's Mission Statement as well as the statements made by the College of Education on public service.

Based on the analyses of the statements and the discussions held with the respective department chairs and the dissertation director, a group of public service classifications were developed from two broad categories:

Category A: Functional roles

1. external to the University
2. internal to the University

Category B: Projects

1. one-shot project
2. on-going project

Basically, Category A encompassed the various committees, internal and external to the University (Appendix B gives the complete classification matrix). There were three committees internal to the University: department, college, and university levels; while committees external to the university were two: professional organizations and the state/federal level. Each committee could either be standing or ad hoc in nature, and a faculty member could be either a member or a chair, either of which could be an elected or appointed

position. A total of 40 items or activities were derived (see Appendix B).

Category B included projects which were classified into two types of projects: one-shot (one time projects) and on-going. To generate items or activities for both types of projects, four tree analyses were developed (see Appendix C for illustrations of the tree analysis). A total of 32 items or activities were generated for Category B. There were altogether a total of 72 items for both Categories A and B (see Appendix D for a complete list of the items). Each of these items was typed on a 5x7" index card, with at least one example printed on the back of each card. Item numbers were randomly assigned to each card. It must be noted here that after pilot testing, the size of the cards was reduced to 3x5" for easier handling and sorting.

Before data collection was really carried out, both the questionnaire and the cards were pilot tested. Ten faculty members in the College of Education, some of whom were not in the population (i.e., non-tenured) and some, although "regular," were not in the sample were in the pilot test. The main purpose of the pilot test was concerned with content validity, that is, to see if the items (cards) were representative of the activities generally considered to be public service. Based on the feedback from the pilot test, several changes were made in both the questionnaire and the item cards, in format and

sentence constructions, so as to achieve clarity without bias and value judgment.

#### Data Collection Procedures

Minimal resources were required in the data collection procedures. Basically, the resources were limited to the printed questionnaire, one set of the 72 item cards which were typed on 3x5" index cards for easy handling, and a sorting file. In this study no mailing was required. An interpersonal, one-to-one approach was taken instead. This approach was chosen based on an anticipation of some possible procedural problems. One possible problem was the possibility of getting low response through mailing. Faculty members are busy people and are too often bombarded by research questionnaires from other researchers. They may not feel they have the time to respond to yet another study. Another possible contributing factor was attributed to the sensitive topic dealt in this study. Currently, issues relating to public service are rather controversial, with some faculty members being pro-research, pro-service, or pro-teaching. To control the possible socio-psychological problems, the researcher decided to meet each faculty member personally to administer the questionnaire and the card-sort.

Appointments with each respondent were set up either personally or via telephone. Whenever possible, each respondent was given an abstract of the study as well as a



faculty consent form (see Appendix E) before he/she participated in the study. It was explained to the respondents explicitly both in the faculty consent form and verbally that the anonymity of the respondents would be safeguarded by only using codes in place of individual names and departments. The faculty were also informed that summary reports of the study would be available to those interested.

Data collection began on the second week of March, 1983, and lasted through the middle of April, 1983. It should be noted here that data were collected during a period when the College was seriously considering a reorganization of its departments. Even though no changes took place during the data collection, changes might take place after the completion of this study. If that happened, this would mean that some faculty members would have moved from one department into another. Any future reanalysis of the data from this study must take any of those changes into account.

Data were collected on an interpersonal basis. Each respondent was met personally. After a brief reminder as to the purpose of the study, the respondent was first given the questionnaire to be filled in. On average, that procedure took about 10 minutes. The next step required of the respondent was to respond to the card-sort. The respondents were given a few minutes to read the written instructions (see Appendix E). They were again informed

verbally that they were required to sort the cards in response to the following question: Which of these activities do you perceive to be the ones which should receive or should NOT receive load-credit for public service? It was underscored to the respondents that if items were sorted into Category 1 (definitely should NOT receive load-credit for public service) or Category 2 (probably should NOT receive load-credit for public service) that did not mean that those activities were to be excluded in the assessment of the faculty in the reward system. It simply meant that those activities should NOT be given load-credit for public service and perhaps should be considered as some other fitting activities for the faculty (e.g., teaching, miscellaneous activities, etc.).

The sorting was to be done freely. There were no restrictions as to the number of cards to be placed in each category or to the number of times the cards were sorted. The respondents were allowed to change their decisions until they reached their final decisions. The only restriction imposed was that only five categories were given. These categories are displayed below.

1	2	3	4	5
Definitely should NOT receive load- credit for public service	Probably should NOT receive load- credit for public service	Undecided (neither should receive nor should NOT receive load- credit for public service)	Probably should receive load- credit for public service	Definitely should receive load- credit for public service

On the average, the total time taken for the card-sorting was about 30 minutes. Thus, the average total time for both the questionnaire and the card-sort was about 45 minutes. As a closure to the procedures, a brief open-ended interview was conducted after the card-sorting. In the interview the respondents were asked to explain briefly the criteria they used to sort the cards and to give their impressions and feedback on both the questionnaire and the card-sort. The data collection ended in the middle of April, 1983.

#### Plan for Analyzing Data

Each of the responses in both the questionnaire and the card-sort were coded appropriately for computer analysis. The Statistical Package for the Social Sciences (SPSS) computer program was used to analyze the data. Appropriate statistical treatments of data were chosen guided by the questions posed in the study.

The primary intent of this study was to find out the perceptions and belief patterns of faculty members in the College of Education toward public service. The main guiding purpose was to come up with the types of public service as viewed by the faculty members. Several questions were thus formulated and appropriate statistical analyses were conducted.

#### Summary

This descriptive study is aimed at finding the perceptions and belief patterns of faculty members in the College of Education at Michigan State University toward public service. The goal was to come up with a typology of public service.

This chapter began by reviewing the research questions followed by discussions on the research population and the sampling procedures. Other topics presented were instrumentation, data collection procedures, and the plan for analyzing data. The next chapter will present the data analysis and the findings.

## CHAPTER IV

### ANALYSIS OF DATA

#### Introduction

This chapter includes the presentation and analyses of the data. The data are analyzed using the appropriate statistical analyses and are designed to answer the research questions originally posed in Chapter I. Relevant discussions and appropriate tabular and graphic devices are included. The chapter begins with an overview of the research questions, followed by the data analysis for each respective question.

#### Overview of the Research Questions

The major question posed in this study is what are the perceptions and belief patterns of faculty members in the College of Education, Michigan State University, toward public service. This question is linked to the major purpose of this study which is to get an understanding of the various types of public service. The main contention of this study is that public service can be viewed as an effective channel for research dissemination.

Seven research questions posed follow.

1. What kinds of activities are perceived by the faculty members in the College of Education as appropriate for receiving load credit for public service?
2. What differences are there in the perceptions and belief patterns of faculty members among departments in the College of Education toward public service?
3. What are the various elements in the given activities which could serve to be part of the typology of public service?
4. Do variables departmental affiliation, age, rank, years at present rank, experiences in public schools, and interests in public service activities make a difference in the way faculty perceived the various types of activities?
5. What factors are considered by faculty members to be important in influencing their decisions to be involved in public service activities?
6. Given various characteristics of institutionally-sponsored public service programs, how do faculty members rank their importance?
7. What are faculty's reactions when their future involvement in public service activities is projected in terms of work load, time allocation, and reward system?

### Findings

Before data are presented for the respective questions posed, a description of the faculty sample will be presented.

Profile of the Sample

A total of 53 "regular" faculty members were included in the sample. They were chosen based on a 35% proportionate stratified random sampling by departments. Table 2 displays the breakdown of the population and sample by departments.

Table 2  
Sample Population and Size by Departments:  
College of Education at MSU

<u>Departments</u>	<u>Population</u>	<u>Percent of Total</u>	<u>Sample</u>	<u>Percent of Total</u>
Counseling, Educational Psychology, and Special Education (CEP)	33	21.43	11	4.14
Health and Physical Education (HPE)	30	19.48	10	6.49
Administration and Curriculum (EAC)	46	29.87	16	10.39
Teacher Education (TE)	45	29.22	16	10.39
<b>TOTALS:</b>	<b>N=154</b>	<b>100.0%</b>	<b>N=53</b>	<b>34.41%</b>

Table 3 gives the breakdown of the sample by age.

Table 3  
Profile of Faculty Members by Age

<u>Age Categories</u>	<u>Number</u>	<u>Percent</u>
1. Over 50	29	54.7
2. 40 - 49	19	35.8
3. 30 - 39	5	9.4
TOTALS:	53	100.0

Table 3 shows that 54.7% of faculty members in the sample were over 50 years old (category 1), 35.8% were between 40 and 49 years of age (category 2), and only 9.4% were between 30 and 39 years old (category 3). None of the faculty members was below 30 years of age.

The age profile runs parallel to faculty rank. Table 4 indicates that 69.8% of the sample were professors, 20.8% associate professors, and 9.4% indicated their rank as assistant professor.

Table 5 gives the breakdown profile according to the number of years that faculty members were at their present ranks and the number of years at MSU. From the table, the findings show that more than half of the faculty in the sample, i.e., 59.8%, had been at MSU for at least 15 years. Only 11.3% indicated that they were at MSU from one to four years. As for the number of years at present rank, 11.3% showed they were in the category of over 20



Table 4  
Profile of Faculty Members in the Sample by Rank

<u>Rank</u>	<u>Number</u>	<u>Percent</u>
1. Professors	37	69.8
2. Associate professor	11	20.8
3. Assistant professor	5	9.4
TOTALS:	53	100.0

Table 5  
Profile of Faculty Members in the College of Education  
by Number of Years at Present Rank and  
Number of Years at MSU

<u>Number of Years</u>	<u>At Present Rank</u>		<u>At MSU</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Over 20	6	11.3	13	24.5
15 - 19	3	5.7	19	35.3
10 - 14	11	20.8	11	20.8
5 - 9	17	32.1	4	7.5
1 - 4	15	28.3	6	11.3
Below 1	1	1.9	--	----
TOTALS:	53	100.0	53	100.0

years. A larger percentage falls in the category of 10 to 14 years (20.8%), five to nine years (32.1%), and one to four years (28.3%). Only one person indicated being in the "below 1" category.

Faculty members were also asked whether they had experience teaching at K-12 schools before joining MSU as faculty members. Of 53 faculty members, 83.0% (44) indicated experience teaching at K-12 schools as shown in Table 6. Faculty were also asked to indicate the level of school (elementary, middle, secondary) taught. They could, of course, indicate more than one level if they had taught at more than one level. (Therefore, note that the percentage and the number do not add up to 100% and 53 respectively.) Out of 44 who had indicated "yes" to teaching at K-12 schools, a high 60.4% (32) faculty members had experienced teaching at the secondary level. Likewise, out of 44, 45.3% (24) had taught at the middle schools. With respect to the elementary level, 41.5% (22) out of 44 faculty had taught at that level.

Table 6  
Experience in Teaching at K-12 Schools

	<u>Number</u>	<u>Yes</u> <u>Percent</u>	<u>Number</u>	<u>No</u> <u>Percent</u>
	44	83.0	9	17.0
Levels Taught at K-12 Schools				
<u>Level of School</u>	<u>Number</u>	<u>Yes</u> <u>Percent</u>	<u>Number</u>	<u>No</u> <u>Percent</u>
Elementary	22	41.5	31	58.5
Middle	24	45.3	29	54.7
Secondary	32	60.4	21	39.6

With regard to their academic qualifications, the findings show that the highest degree held was either the Ph.D. or the Ed.D. About 92.4% indicated one of those degrees. Only 7.5% of the sample indicated the Master's degree as the highest degree held.

In the questionnaire, there was also a question regarding faculty members' working experiences just PRIOR to joining MSU as a faculty member. A large number of faculty (29) were either teachers, instructors, principals, or fellows. Nine faculty members indicated experiences in administrative positions. Other working experiences varied among the positions of research associates, psychologist, counselor, curriculum developer, project officer, consultant, military personnel, professional baseball player, and federal government employee. Only five indicated NO professions prior to joining MSU as a faculty member.

In an effort to explore the degree of interests toward public service, an appropriate question was related included in the questionnaire:

To what extent would you like to do each of the following activities?

- a. teaching
- b. research and scholarly writing
- c. public service

Table 7 illustrates the responses to the question. It is obvious from the table that a very high percentage

of faculty members has a very high interest toward teaching as compared to research and scholarly writing, or public service. The responses show that 84.9% of the sample responded that they "would like to do teaching very much," indicating a high interest toward teaching.

Table 7  
Interests of Faculty Members Toward Teaching,  
Research and Scholarly Writing, and Public Service

<u>Interests</u>	<u>ACTIVITIES</u>					
	<u>Teaching</u>		<u>Research</u>		<u>Public Service</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1. Low	3	5.7	9	17.0	7	13.2
2. Moderate	5	9.4	20	37.7	17	32.1
3. High	45	84.9	24	45.3	29	54.7
TOTALS:	53	100.0	53	100.0	53	100.0

However, the pattern of responses for research and scholarly writing was rather spread out between "like moderately" and "like very much." The table reveals that 45.3% "would like to do research very much" and 37.7% "like moderately." In public service activities, 54.7% of the sample responded that they "would like very much" to do public service, while 32.1% "like moderately." Only 13.2% indicated a low interests toward performing public

service activities. From this figure, it seems that there was a high interest among faculty members to be involved in public service activities.

#### Results for Research Questions

This section presents a report of the findings for the respective research questions posed in this study. As mentioned in the preceding chapter (III), the source of data to answer questions one through four came from the second part of the data collection, measured by the card-sort instrument. It was also pointed out that there were 72 items in the card-sort, each randomly numbered. The cards were presented to the subjects in a random order. These cards were sorted by the respondents on a scale of one to five, with one labeled as "definitely should NOT receive load credit for public service," three labeled as the "undecided" category, and five labeled as "definitely should receive load credit for public service."

Question 1: What kinds of activities are perceived by faculty members in the College of Education as appropriate for receiving load credit for public service?

Based on the findings, the items selected as appropriate for receiving load credit were all those with means above 3.5. Those items with means between 2.5 and 3.5 were categorized as "undecided," that is, those items for which faculty could not really decide whether to give

or not to give load credit. Items with means below 2.5 were those perceived as "no load credit."

Such divisions were made based on a simple rationale. The items were measured on a scale of one to five, with four units of interval. This scale was to be divided into three categories: load credit, undecided, and no load credit, each representing approximately one-third of the interval in the continuum.

Note, however, that even though the tables included means and standard deviations, the findings for question one are discussed using only the means. The standard deviations generally ranged from 0.32 to 1.5 indicating small variances in the responses. The standard deviations are included to give the readers a more complete picture of the findings. Further, the standard deviations are used in making the consensus charts in the discussions of the findings for question two.

Following the divisions above, the responses to this question are displayed in three tables respectively: Table 8 (load-credit items), Table 9 (no load-credit items), and Table 10 (undecided items). Table 8 presents the rank order listing of those items or activities which had means above 3.5, that is, those activities perceived as the ones which should receive load credit for public service. Note that the higher the mean, the higher is the ranking for a particular item/activity, since five was the scale for "definitely should receive load credit for

public service." From the table, it is clear that all those items/activities which should receive load credit for public service as perceived by the faculty in the study had means ranging from the lowest 3.51 to the highest 4.89, yielding a total of 21 items. That accounts for 29.2% of the 72 activities.

All activities described as "on-going" projects and having elements such as "university sponsored" with "payment going to the university" were perceived to be highly deserving of load credit. The mean score for these items was above 4.5. Other activities with means between 4.5 and 3.5 were classified as "on-going" projects and were described as "non-credit producing," with "faculty volunteering their time" and "will NOT be paid," irrespective of whether the requests came from the department chair/dean or directly from members of the client institutions (private and public). Similarly, all on-going projects which were described as credit producing (refer to "Definition of Terms" in Chapter I for definition) were also given load credit, again regardless of whether the source of requests came from private or public institutions.

Table 8 also indicates that all activities described as "one shot" activity, "non-credit producing," "sponsored by the university," and, consequently, "payment goes to the university" were also given load credit. Neither the department chair/dean nor the nature of the client

institutions (public or private) made a difference in the response for this group of "one-shot" activity items.

There is a difference, however, with "one shot" credit producing activity, with the source of request coming from the department chair or dean and the client institutions described as public. This item had a mean of 3.53, thus falling into the category of load credit. (All other "one-shot" activity items were perceived to be in the other two categories: "undecided" and "no load credit," as determined by their means.) Thus, it seems that for items described as "one-shot" activities, the source of request which came from the department chair/dean plus the nature of the client institutions which was "public" were taken into consideration by the respondents in their sorting of the items.

With regard to the functional roles or the committee membership roles, those perceived as deserving load credit were as follows:

1. appointed chair of a standing committee at the state/federal level (mean = 3.91),
2. elected chair of a standing committee at the state/federal level (mean = 3.91),
3. appointed chair of an ad hoc committee at the state/federal level (mean = 3.64), and
4. appointed chair of a standing university committee (mean = 3.51).

There was a general agreement that to be a chair of a standing committee at the state/federal level was an activity which should receive load credit for public



Table 8  
 Activities which Should Receive Load Credit for Public Service as Perceived by Faculty:  
 Rank Order by Means

<u>Item Number</u>	<u>Activities</u>	<u>Mean</u>	<u>S.D.</u>		<u>Mean</u>	<u>S.D.</u>
14	<p>(<u>"On-going" project</u>)            On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs), which is NON-CREDIT PRODUCING, at a public institution.</p> <p>The project is university sponsored. Payment goes to the university.</p>	4.89	0.32	60	4.68	0.73
43	<p>(<u>"On-going" project</u>)            On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs), which is NON-CREDIT PRODUCING.</p> <p>The project is university sponsored. Payment goes to the university.</p>	4.72	0.60	9	4.36	1.09
68	<p>(<u>"On-going" project</u>)            On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct an "ON-GOING" project which is NON-CREDIT PRODUCING.</p> <p>The project is university sponsored. Payment goes to the university.</p>	4.68	0.67	37	4.34	1.19

32	<u>("On-going" project)</u> On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is CREDIT PRODUCING at a PUBLIC institution.	4.25 1.34	50	<u>("One-shot" activity)</u> On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING at a PUBLIC institution.  The project is university sponsored. Payment goes to the university.	3.96 1.40
5	<u>("On-going" project)</u> On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is CREDIT PRODUCING at a PRIVATE institution.	4.23 1.34	64	<u>("On-going" project)</u> On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs), which is NON-CREDIT PRODUCING.  You agreed to VOLUNTEER your time. You will NOT be paid.	3.96 1.34
41	<u>("One-shot" activity)</u> On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING at a PRIVATE institution.  The project is university sponsored. Payment goes to the university.	4.04 1.37	16	<u>("One-shot" activity)</u> On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct a "ONE-SHOT" ACTIVITY (e.g., one day work-shop), which is NON-CREDIT PRODUCING.  The project is university sponsored. Payment goes to the university.	3.94 1.42
28	<u>("On-going" project)</u> On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is CREDIT PRODUCING.	3.98 1.51	20	<u>("On-going" project)</u> On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is CREDIT PRODUCING.	3.94 1.45

66	<u>(External role)</u> You have been APPOINTED CHAIR of a STANDING committee at the state/federal level.	3.91 1.21	38	<u>("One-shot" activity)</u> On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is CREDIT PRODUCING at a PUBLIC institution.	3.53 1.46
21	<u>("One-shot" activity)</u> On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct a "ONE SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING. The project is university sponsored. Payment goes to the university.	3.87 1.44	7	<u>(Internal role)</u> You have been APPOINTED CHAIR-PERSON of a STANDING university committee.	3.51 1.50
44	<u>(External role)</u> You have been ELECTED CHAIR of a STANDING committee at the STATE/FEDERAL level.	3.68 1.34			
54	<u>(External role)</u> You have been APPOINTED CHAIR of an AD HOC committee at the state/federal level.	3.64 1.29			
55	<u>("On-going" project)</u> On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct an ON-GOING project (e.g., training programs) which is NON-CREDIT PRODUCING. You agreed to VOLUNTEER your time. You will NOT be paid.	3.59 1.46			
TOTAL: 21 items					

service. However, it seems that the term appointed carried a heavier weight in the decision making as is evident from the mean in the list above. Number 3, for example, was an AD HOC committee, but the chair was APPOINTED. This item fell in the load credit category. On the other hand, state/federal level ad hoc committee with ELECTED chair was grouped into the "undecided" category (see Table 10). Note, too, that the role in the four committees above was the chairpersonship role and that the committees functioned external to the university. Only one internal committee role was given load credit and that was the appointed chair of a standing university committee. Obviously, in this case, the elements of appointed, chair, and standing carried weight in the decision making by the respondents.

Even though question 1 above asked only for those activities seen as appropriate for receiving load credit, it is also considered equally important to discuss the findings of those activities categorized as "should NOT receive load credit for public service" and those which had been sorted into the "undecided" category. Therefore, findings of those two categories are also presented here.

#### No Load Credit

Table 9 displays the findings of those activities seen as not appropriate for receiving load credit. The table shows a total of 16 items in this category, which is

about 22.2% of the 72 items sorted. It should be noted here, too, that on the five point scale, 1 was the category "definitely should NOT receive load credit for public service." Hence, for the data in Table 9, an inverse ranking takes place. The lower the mean, the higher is the rank accorded to the item/activity. The means, as displayed in the table, range from 1.77 to 2.47.

From the array of data in Table 9, a general profile of the activities can be established. All activities described as "one-shot" or "on-going" activities in which the faculty involved "received payment" for their services from the client institutions were all chosen NOT to receive load credit for public service. The source of request for the service (department chair/dean or directly from members of the client institutions), the nature of the client institutions (private or public), or the non-credit producing nature of the project did not seem to be distinguishing factors. Note, for example, that even the non-credit producing items were given load credit (as shown in Table 8), but there was no payment to the faculty involved. However, in Table 9, those activities involving the faculty, though non-credit producing, received payment from the client institutions. It is clear that direct payment to the faculty from the client institutions was the deciding factor in the sorting of the items. It is an important factor to consider in the policy decision making for public service.

Table 9  
 Items which Should NOT Receive Load Credit as Perceived by Faculty Members: Rank Order  
 by Means

<u>Item Number</u>	<u>Activities</u>	<u>Mean</u>	<u>S.D.</u>	<u>2</u>	<u>("On-going" project)</u>	<u>1.94</u>	<u>1.38</u>
62	<p><u>("One-shot" activity)</u></p> <p>On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING.</p> <p>You will be PAID by the private institution.</p>	1.77	1.27		<p>On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is NON-CREDIT PRODUCING.</p> <p>You will be PAID by the public institution.</p>		
33	<p><u>("On-going" project)</u></p> <p>On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is NON-CREDIT PRODUCING.</p> <p>You will be paid by the private institution.</p>	1.79	1.28	17	<p><u>("One-shot" activity)</u></p> <p>On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING, at a PRIVATE institution.</p> <p>You will be PAID by the private institution.</p>	2.00	1.48
31	<p><u>("One-shot" activity)</u></p> <p>On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING.</p> <p>You will be PAID by the public institution.</p>	1.91	1.39	30	<p><u>("One shot" activity)</u></p> <p>On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING, at a PUBLIC institution.</p> <p>You will be PAID by the public institution.</p>	2.02	1.47
	<p><u>"ONE-SHOT" activity (e.g., one-day workshop) which is NON-CREDIT PRODUCING.</u></p> <p>You will be PAID by the public institution.</p>			4	<p><u>(Internal role)</u></p> <p>You have been APPOINTED member of an AD HOC departmental committee.</p>	2.11	1.30

61	<u>("On-going" project)</u> On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is NON-CREDIT PRODUCING at a PUBLIC institution.	2.17 1.46	25	<u>(Internal role)</u> You have been ELECTED CHAIR of an AD HOC departmental committee.	2.45 1.41
48	<u>(Internal role)</u> You will be PAID by the public institution. You have been ELECTED member of an AD HOC departmental committee.	2.19 1.26	56	<u>(Internal role)</u> You have been APPOINTED MEMBER of an AD HOC college committee.	2.47 1.50
51	<u>("On-going" project)</u> On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is NON-CREDIT PRODUCING at a PRIVATE institution. You will be PAID by the private institution.	2.25 1.51	TOTAL: 16 items		
53	<u>(Internal role)</u> You have been ELECTED MEMBER of an AD HOC college committee.	2.28 1.25			
34	<u>(Internal role)</u> You have been ELECTED MEMBER of a STANDING departmental committee.	2.43 1.43			
23	<u>(Internal role)</u> You have been ELECTED MEMBER of an AD HOC university committee.	2.45 1.38			

To examine the functional roles or the committee roles, a separate table (Table 10) is further developed from Table 9. Table 10 gives the listing of the committee roles rank-ordered according to their means. There were eight items in this category, with means ranging from 2.11 to 2.47. Considering the five-point scale used, the means indicated that the faculty sorted the items generally around scale 2; i.e., "probably should NOT receive load credit for public service"; and scale 3; i.e., "undecided" category. There was a general agreement that members (elected or appointed) for ad hoc or standing departmental committees should NOT receive load credit for public service. This picture concurred with the statements made by respondents in the open-ended interview. Generally, the respondents stated that serving as committee members at the departmental level was part of being a professor. The role of elected chair of an ad hoc departmental committee was also selected to be in the no load credit category.

### Undecided

Table 11 gives the list of items in the "undecided" category. In this category, faculty could not decide whether to sort the items into the no load credit or the load credit categories. On a five point scale, 3 was labeled as the "undecided" category. For the data analysis, the cut off points were between 3.5 and 2.5. On



Table 10  
Committee Roles Perceived by Faculty as Should NOT  
Receive Load Credit for Public Service

	<u>Activities</u>	<u>Mean</u>	<u>S.D.</u>
1.	appointed member, ad hoc departmental committee	2.11	1.30
2.	elected member, ad hoc departmental committee	2.19	1.26
3.	elected member, standing departmental committee	2.43	1.42
4.	appointed member, standing departmental committee	2.47	1.50
5.	elected chair, ad hoc departmental committee	2.45	1.41
6.	elected member, ad hoc college committee	2.28	1.25
7.	appointed member, ad hoc college committee	2.45	1.34
8.	elected member, ad hoc university committee	2.45	1.38

the whole the means in this category ranged from 2.60 to 3.45, while the standard deviation ranged from 1.34 to 1.66. The closer the mean is to 3.00, the higher the ranking is given.

A total of 35 items or 48.61% were in the undecided category. Out of that, an overwhelming 28 items were the committee roles. These results confirmed the observations made by the researcher as the study progressed that most faculty members were rather undecided in their sorting of

Table 11  
 Activities in the "Undecided" Categories as Perceived by Faculty Members

<u>Item Number</u>	<u>Activities</u>	<u>Mean</u>	<u>S.D.</u>	<u>58</u>	<u>(Internal role)</u>	<u>2.94</u>	<u>1.43</u>
24	<u>("One-shot" activity)</u> On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING.	3.00	1.64	22	<u>(External role)</u> You have been APPOINTED MEMBER of a STANDING committee of a professional organization.	2.93	1.34
39	<u>(Internal role)</u> You have agreed to VOLUNTEER your time. You will NOT be paid.	3.06	1.57	10	<u>(Internal role)</u> You have been APPOINTED CHAIR of a STANDING departmental committee.	2.91	1.60
49	<u>(Internal role)</u> You have been APPOINTED CHAIR of a STANDING college committee.	3.08	1.52	46	<u>(Internal role)</u> You have been ELECTED CHAIR of a STANDING college committee.	2.91	1.50
19	<u>(External role)</u> You have been APPOINTED MEMBER of an AD HOC committee at the state/federal level.	3.09	1.36	11	<u>(Internal role)</u> You have been ELECTED CHAIR of a STANDING university committee.	3.13	1.51
13	<u>(External role)</u> You have been ELECTED MEMBER of an AD HOC committee at the state/federal level.	3.09	1.36	12	<u>(Internal role)</u> You have been APPOINTED CHAIR of an AD HOC university committee.	3.13	1.47
				70	<u>(External role)</u> You have been APPOINTED CHAIR of an AD HOC committee of a professional organization.	2.85	1.39

57	<u>["One-shot" activity]</u> On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one-day workshop) which is NON-CREDIT PRODUCING.	2.83 1.59	3	<u>["One-shot" activity]</u> On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE-SHOT" activity	3.23 1.66
42	<u>[External role]</u> You have been ELECTED MEMBER of a STANDING committee of a professional organization.	2.83 1.41	8	<u>[Internal role]</u> You have been ELECTED CHAIR of a STANDING departmental committee.	2.68 1.54
52	<u>[Internal role]</u> You have been APPOINTED CHAIR of an AD HOC college committee.	2.81 1.48	6	<u>[External role]</u> You have been APPOINTED MEMBER of a STANDING committee at the state/federal level.	3.28 1.41
69	<u>[External role]</u> You have been ELECTED CHAIR of an AD HOC committee at the state/federal level.	3.19 1.42	26	<u>["One-shot" activity]</u> On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is CREDIT PRODUCING.	3.30 1.53
47	<u>[External role]</u> You have been ELECTED CHAIR of a STANDING committee of a professional organization.	3.21 1.41			
29	<u>[External role]</u> You have been APPOINTED CHAIR of a STANDING committee of a professional organization.	3.21 1.40			

45	<u>("One-shot" activity)</u> On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING at a PRIVATE institution.  You have agreed to VOLUNTEER your time. You will NOT be paid.	3.30	1.64	67	<u>(External role)</u> You have been ELECTED CHAIR of an AD HOC committee of a professional organization.	2.79	1.41
63	<u>(Internal role)</u> You have been APPOINTED CHAIR of an AD HOC departmental committee.  (e.g., one day workshop) which is NON-CREDIT PRODUCING at a PUBLIC institution.  You agreed to VOLUNTEER your time. You will NOT be paid.	2.64	1.44	15	<u>(Internal role)</u> You have been ELECTED MEMBER of a STANDING college committee.	2.77	1.45
40	<u>(External role)</u> You have been ELECTED MEMBER of a STANDING committee at the state/federal level.	3.26	1.44	65	<u>(Internal role)</u> You have been ELECTED MEMBER of a STANDING university committee.	2.74	1.40
71	<u>("One-shot" activity)</u> On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is CREDIT PRODUCING.	3.26	1.56	59	<u>(Internal role)</u> You have been APPOINTED MEMBER of a STANDING college committee.	2.74	1.53
				36	<u>(External role)</u> You have been APPOINTED MEMBER of an AD HOC committee of a professional organization.	2.60	1.42
				18	<u>(Internal role)</u> You have been APPOINTED MEMBER of an AD HOC university committee.	2.60	1.43
				35	<u>(Internal role)</u> You have been ELECTED CHAIR of an AD HOC college committee.	2.53	1.37



been placed in the load credit category. That item had a one-shot activity with the request coming from the department chair or dean and the client institution described as public. However, the mean for that item was so close to the "undecided" category (3.53) that it could easily be placed in that category.

Question 2: What differences are there in the perceptions and belief patterns of faculty members among departments in the College of Education toward public service?

As mentioned in the preceding chapters, there were four departments in the College of Education: (a) Health and Physical Education (HPE), (b) Teacher Education (TE), (c) Administration and Curriculum (EAC), and (d) Counseling, Educational Psychology, and Special Education (CEP). A brief profile of each department is given to provide a better perspective when the findings are compared among departments. These descriptions are taken from the College of Education report to the National Council for the Accreditation of Teacher Education (NCATE), 1982 (pp. 2.15-2.16).

The Department of Health and Physical Education (HPE). This department has graduate instructional, research, and service offerings in the areas of health and physical education. The department also contains undergraduate instructional offerings in health and

physical education as well as skills courses available to the entire university student population.

The Department of Teacher Education (TE). The department contains graduate instructional, research, and service offerings in a broad domain of teacher education policy and practice and the fieldwork research core. It is also the department's primary responsibility for staffing, coordination, and instruction regarding the broad array of majors and programs in the area of preservice teacher education.

The Department of Administration and Curriculum (EAC). The department provides graduate instructional, research, and service offerings in the areas of K-12 administration, college and university administration, adult and continuing education administration, as well as general and specific curricular studies. Other offerings of this department are related to social foundation service course offerings to several undergraduate teacher education programs as well as general graduate social foundation service offerings.

The Department of Counseling, Educational Psychology, and Special Education (CEP). The department of CEP gives graduate instructional, research, and service offerings in the areas of counseling, educational psychology, social psychology, measurement and evaluation, statistics and

research design [educational systems development], and several emphases in special education. Also included are a broad array of undergraduate instructional offerings in special education as well as undergraduate psychological foundations instruction for the teacher education programs.

In response to the above question, several steps were taken in the data analysis.

1. A master list was prepared displaying the items with the respective means and standard deviations according to the respective departments (see Appendix F). Note, however, that the ranking of means was not done here simply because the focus was to give the readers an idea of the differences in the means and standard deviations when compared by departments.
2. To give an overall view, a matrix was also drawn to accompany the master list (see Appendix G).
3. From the master list, the items were then categorized into the "load credit," "no load credit," and "undecided" categories for each department. The items were rank-ordered according to the means.
4. Graphs were constructed for each department in an effort to isolate the items according to the degree of consensus and opinion strength (see Figures 3, 4, 5, and 6). Frequency tables of item means and variances for departments HPE, TE, EAC, and CEP are in Appendix H.

The following report will make references to the above mentioned tables and figures.



### Load Credit Items

The findings reveal that faculty members in Departments HPE and TE perceived an equal number of items as those which should receive load credit for public service--21 items or 29.2%. Faculty members in Department EAC perceived 23 items or 31.9%, while the highest number of items in this category was perceived by faculty members in Department CEP with 29 items (40.3%).

In reference to items which were perceived as those which should NOT receive load credit for public service, the findings (no load credit) show that responses in Department EAC showed the highest number--24 items (33.3%). Faculty in Department HPE had perceived 17 items (23.6%), while faculty in Department CEP had 14 items (19.4%). Responses in Department TE had the smallest number of items--11 or (15.28%).

We should bear in mind that in comparing the perceptions of faculty among the four departments, what is important is not only the difference in the number of items perceived, but more importantly what those items are. The readers are encouraged to refer to Appendix E for the identification of the respective items.

As mentioned in the preceding paragraphs, a step was taken to have a closer examination of the items. This was done by isolating items according to the degree of consensus and opinion strength, using the graphic method.

By looking at Figures 3, 4, 5, and 6, items were isolated into several groups:

- \* load credit + high consensus (LC + HC)
- \* NO load credit + high consensus (NLC + HC)
- \* load credit + low consensus (LC + LC)
- \* NO load credit + low consensus (NLC + LC)
- \* undecided + high consensus (undecided + HC)
- \* undecided + low consensus (undecided + LC)

These items and their respective groups are shown in Table 12 by departments. The table is self-explanatory. The items are also displayed in Figures 3, 4, 5, and 6 for each department--HPE, TE, EAC, and CEP, respectively.

It is clear from Table 12 that there are several items on which there was consensus among the four departments. Items on which there was a high consensus that they should receive load credit and which appeared in at least three departments were 9, 14, 37, 43, 60, and 68. These items are listed below.

9 ("On-going" project)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is NON-CREDIT PRODUCING at a PRIVATE institution.

You have agreed to VOLUNTEER your time. You will NOT be paid.

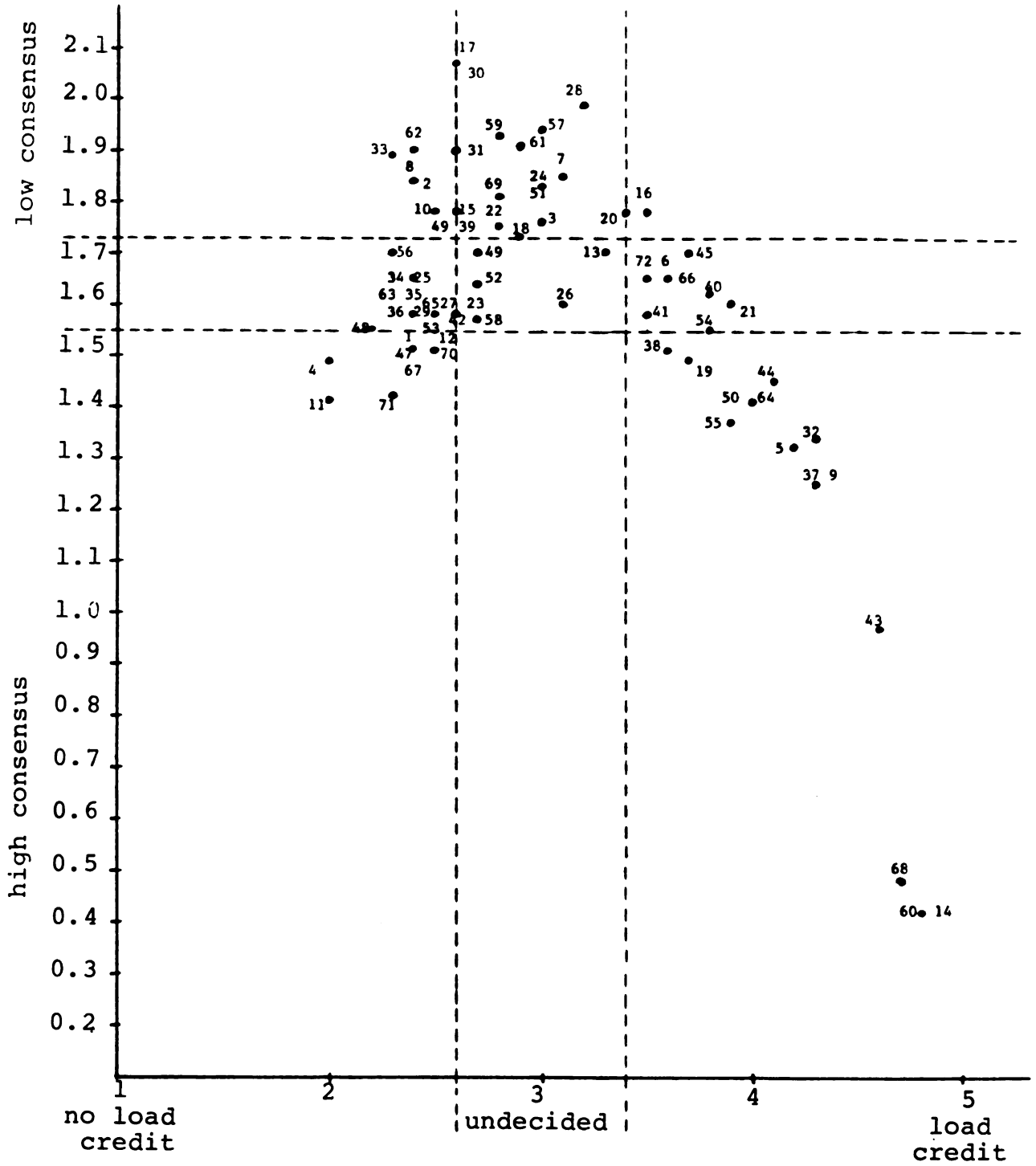


Figure 3: A graphic representation of items isolated according to the degree of consensus and opinion strength: Department HPE.

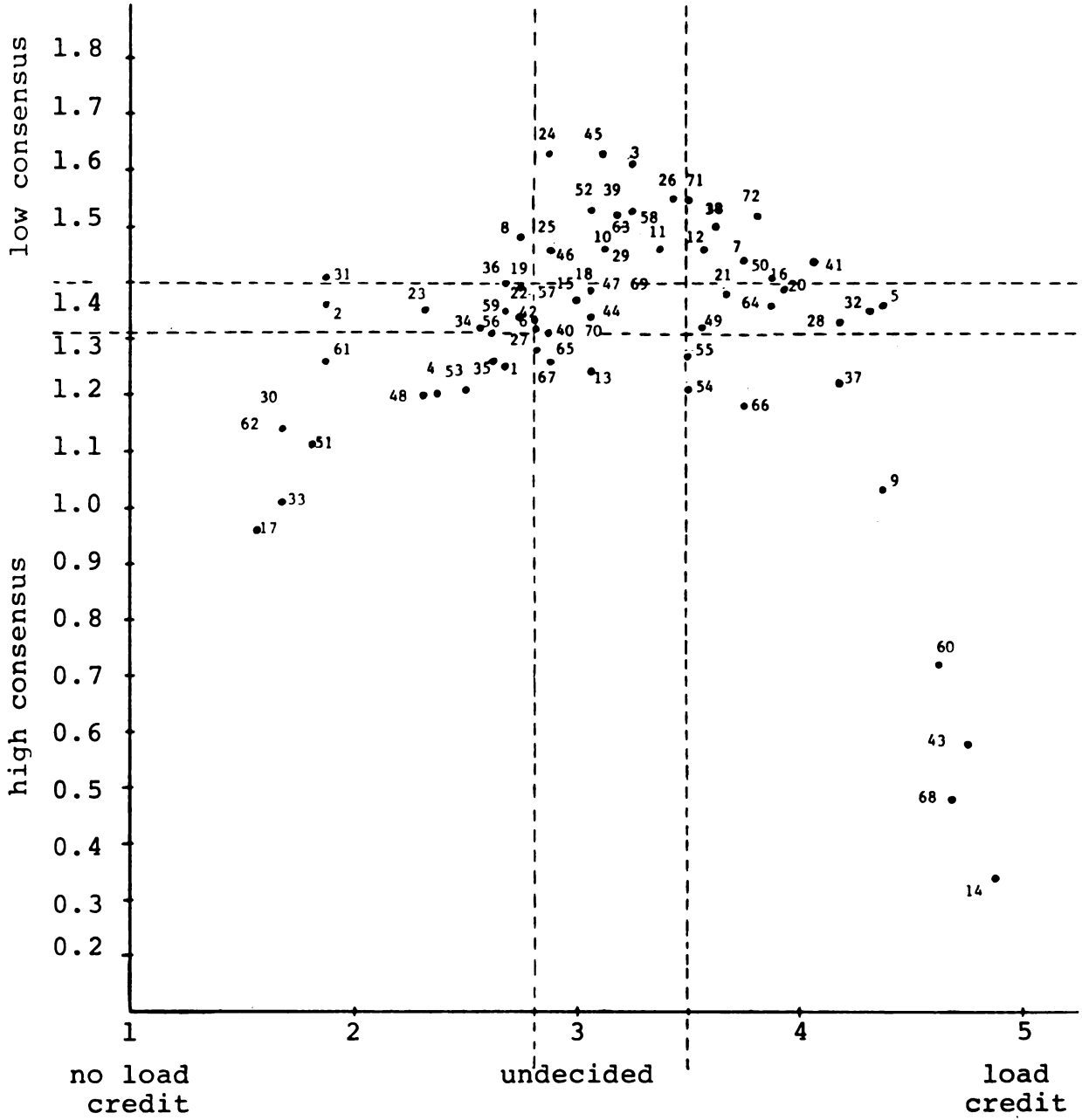


Figure 4: A graphic representation of items isolated according to the degree of consensus and opinion strength: Department TE.

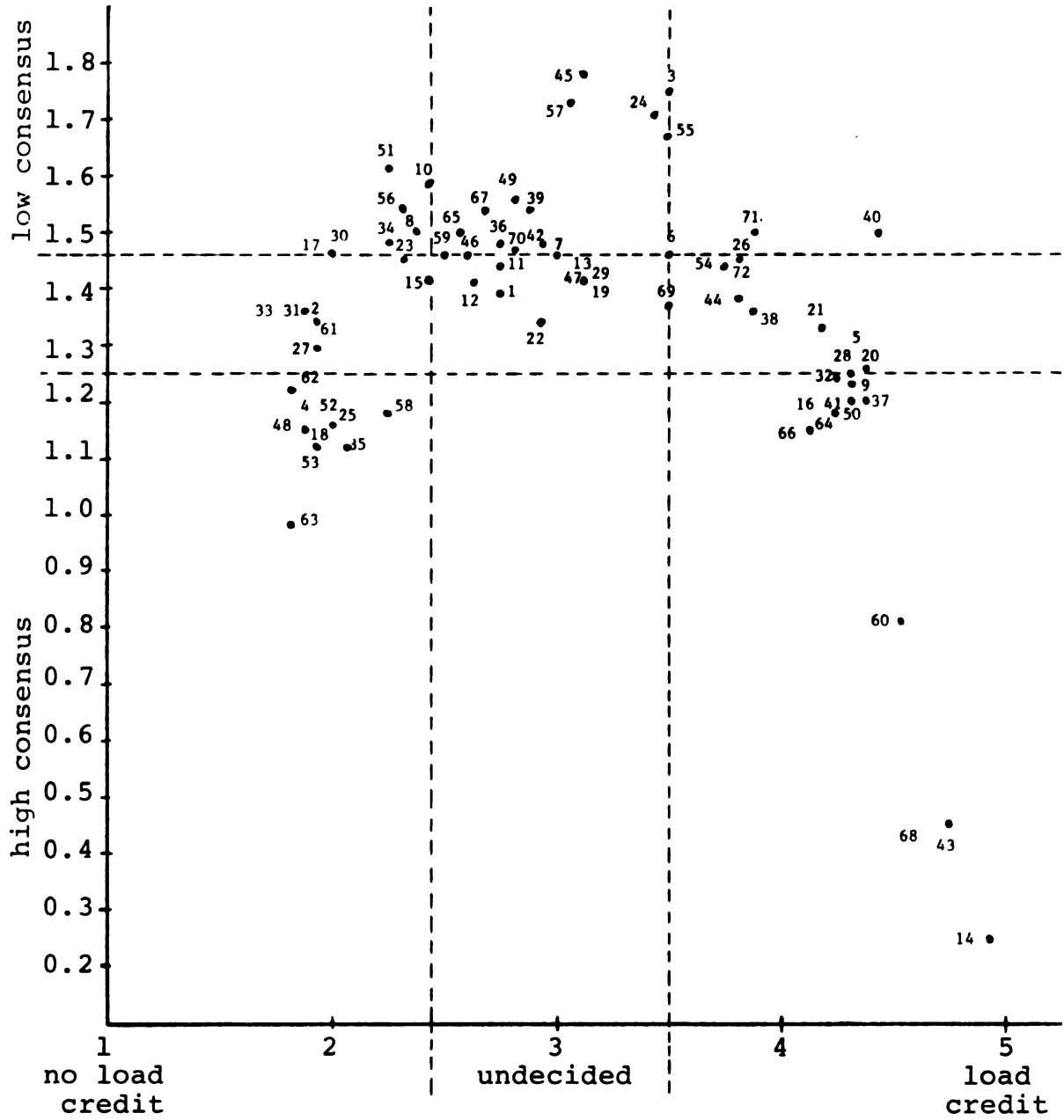


Figure 5: A graphic representation of items isolated according to the degree of consensus and opinion strength: Department EAC.

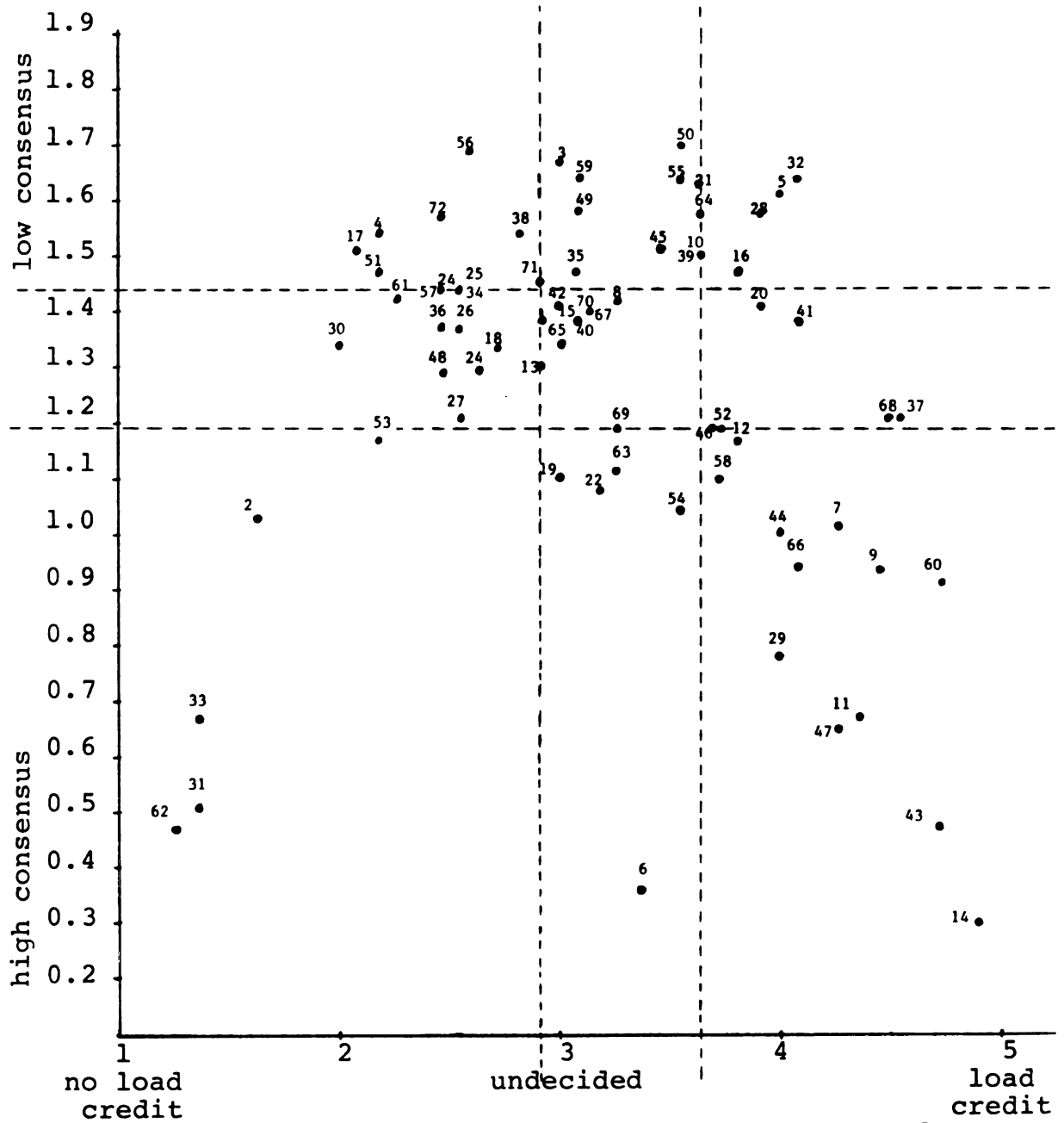


Figure 6: A graphic representation of items isolated according to the degree of consensus and opinion strength: Department CEP.

Table 12  
 Items Isolated According to the Degree of Consensus  
 and Response Strength

Groups	Dept. HPE	Dept. TE	Dept. EAC	Dept. CEP
LC + HC	14, 60, 68, 43, 37, 9, 32, 55, 50, 64, 44, 19, 5, 38	14, 68 43, 60, 9, 37, 66, 54, 55	14, 68 43, 60, 66, 64, 41, 50 32, 5, 37	14, 43, 47, 11, 29, 66, 44, 7, 9, 60, 58, 12
NLC + HC	11, 4, 67, 71, 47, 70, 12, 1	17, 33, 30, 62, 61, 48, 4, 53, 35, 1, 27	63, 53, 35, 48, 4, 18, 25, 52, 58, 16, 62	62, 2 53
LC + LC	16	71, 38, 72, 12, 7, 41, 50, 64, 21, 20	40, 71, 26, 6, 55, 3	20, 16, 10, 39. 28, 5, 32, 64, 21
NLC + LC	33, 62, 31, 2, 30, 17, 1, 8, 49	31, 8, 36	17, 30, 34, 8, 56, 51, 10	17, 51, 72, 24, 25, 34, 38, 56
Undecided + HC	-----	-----	67, 13, 27	6, 31, 33, 54, 22, 19
Undecided + LC	24, 51, 7, 69, 61, 57, 59, 28, 3, 22, 18	70, 42, 36, 65, 46, 67, 49, 39, 57, 45, 24	24, 45, 9, 26, 58, 52, 63, 39, 10, 29, 11, 25, 46	57, 35, 45, 71, 49, 59, 3, 50, 55, 10, 39

14 ("On-going" project)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is NON-CREDIT PRODUCING at a PUBLIC institution.

The project is university sponsored. Payment goes to the university.

37 ("On-going" project)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is NON-CREDIT PRODUCING, at a PUBLIC institution.

You have agreed to VOLUNTEER your time. You will NOT be paid.

43 ("On-going" project)

On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is NON-CREDIT PRODUCING.

The project is university sponsored. Payment goes to the university.

60 ("On-going project)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is NON-CREDIT PRODUCING at a PRIVATE institution.

The project is university sponsored. Payment goes to the university.

68 ("On-going" project)

On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct an "ON-GOING" project which is NON-CREDIT PRODUCING.



The project is university sponsored. Payment goes to the university.

The number of items perceived as those which should NOT receive load credit with high consensus and common in at least three departments were only three in number, namely 4, 53, and 62. These items are listed below.

4 (Internal role)

You have been APPOINTED MEMBER of an AD HOC departmental committee.

53 (Internal role)

You have been ELECTED MEMBER of an AD HOC college committee.

62 ("One-shot" activity)

On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING.

You will be PAID by the private institution.

It seems that responses in Departments HPE and CEP (from Table 12) showed very few items in the no load credit + high consensus category, while responses in Departments TE and EAC had indicated 11 items each.

Further examinations of the consensus graphs (Figures 4, 5, 6, and 7 and Table 12) resulted in those items which obtained high consensus + undecided category. Responses in Departments HPE and TE did not show any items in the above mentioned category. On the other hand there were

items perceived in these departments which appeared in the undecided + low consensus category. In contrast to Departments HPE and TE, Departments EAC and CEP had shown items in the undecided + high consensus column, namely items 6, 13, 19, 22, 27, 31, 33, 54, and 67. These items are listed below.

6 (External role)

You have been APPOINTED MEMBER of a STANDING committee at the state/federal level.

13 (External role)

You have been ELECTED MEMBER of an AD HOC committee at the state/federal level.

19 (External role)

You have been APPOINTED MEMBER of an AD HOC committee at the state/federal level.

22 (External role)

You have been APPOINTED MEMBER of a STANDING committee of a professional organization.

27 (Internal role)

You have been APPOINTED MEMBER of an AD HOC college committee.

31 ("One-shot" activity)

On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING.

You will be PAID by the public institution.

33 ("On-going" project)

On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is NON-CREDIT PRODUCING.

You will be PAID by the private institution.

54 (External role)

You have been APPOINTED CHAIR of an AD HOC committee at the state/federal level.

67 (External role)

You have been ELECTED CHAIR of an AD HOC committee of a professional organization.

In terms of looking for the differences, the following discussions will focus on the committee roles for all levels: department, college, university, professional, and state/federal.

Among the four departments, faculty in Department EAC had indicated 15 items in the committee roles as no load credit. Findings in Department HPE came second with 13 items, Department CEP showed four items, and faculty in Department TE indicated only two items. Faculty in Department EAC had perceived that all departmental committee roles should NOT receive load credit for public service. Similarly, in general, faculty in Department HPE had the same opinion. On the other hand, faculty in Departments TE and CEP only indicated two items at the departmental level (appointed and elected members of ad hoc departmental committees). At the college level, again

faculty in Department EAC indicated four items for no load credit, while Departments HPE and CEP each had only one item.

Question 3: What are the various elements in the given items/activities which could serve to be part of the typology for public service?

To the extent that we have answered the preceding questions, we can now proceed to the next step; i.e., to find the elements which can help in establishing the typology of public service. Special reference has to be made to Tables 8 and 9. In this section, the elements to be discussed will be limited to the load credit and no load credit activities.

Following is a list of those elements of public service activities which "should receive load credit."

**\*\* On-going project**

\*non-credit producing

\*nature of client institutions (public/private)

\*project is university sponsored and payment goes to the university

\*requests for the service can be made by the department chair/dean or the member of the client institution

\*faculty will NOT be paid

\*credit producing and requests for the service are made by the department chair/dean, and client institutions can be both public and private

\*\* One-shot activity (one-time activity)

\*requests came from the department chair/dean and the project is university sponsored

\*non-credit producing and the project is university sponsored with payment going to the university

\*\* Committee roles

\*appointed chair of a standing committee at the state/federal level

\*elected chair of a standing committee at the state/federal level

\*appointed chair of an ad hoc committee at the state/federal level

The elements of public service activities which characterize those public service activities which "should NOT receive load credit for public service" are as follows:

\*\* One-shot activity (one-time activity)

\*non-credit producing

\*request came from the department chair/dean or member of the client institution

\*nature of client institutions can be both public and private

\*faculty members will be paid by the client institutions

\*\* On-going project

\*request came from the department chair/dean or directly from member of the client institution

\*non-credit producing

\*faculty members will be paid by the client institutions

\*\* Committee roles

- \*elected member of ad hoc professional organization
- \*elected chair of ad hoc college committee
- \*appointed member of ad hoc departmental committee
- \*elected member of ad hoc departmental committee
- \*elected member of ad hoc college committee
- \*appointed member of ad hoc college committee
- \*appointed member of standing departmental committee
- \*elected member of standing departmental committee
- \*elected member of ad hoc university committee
- \*elected chair of ad hoc departmental committee

One important ramification of the elements above is that the definitions and conceptualizations of public service will be guided by those elements. Also, based on the above elements, we can develop policy guidelines regarding public service activities which ought to be formulated by the College of Education. Further discussions relating to this aspect will be made in Chapter V.

Question 4: Do the variables departmental affiliation, age, rank, years at present rank, experience in teaching at public schools, and interests toward public service make a difference in the way faculty perceive various types of activities?

To find the answers to the question above, multiple regression analysis was carried out using the SPSS program. Two groups of multiple regression analysis were conducted. In the first group, regression was done on individual items with the above variables. In the second regression analysis, the items were first of all grouped and then regressed with the selected variables. Following is the report on each of the regressions done.

1. Each item/activity (Item numbers 1, 2, 3, . . . 72) which became the dependent variable was regressed with a set of predictors or independent variables (departmental affiliation, age, rank, years at present rank, experience in teaching, and interests toward public service). The following items were the only ones which showed that those predictor variables had significant influence.

<u>Item Number</u>	<u>Activities</u>
12	appointed chair ad hoc university committee Mean: 1.28      R Square: 0.27235 Significant: 0.035
16	one-shot activity, request by member of a public institution, non-credit producing, and payment goes to university Mean: 1.77      R Square: 0.36826 Significant: 0.003
47	elected chair of a standing professional committee Mean: 1.45      R Square: 0.25379 Significant: 0.054

52 appointed chair of ad hoc college committee

Mean: 1.28 R Square: 0.25473  
Significant: 0.052

72 one-shot activity, request came from the  
department chair/dean, credit producing,  
and the client institution is private

Mean: 1.54 R Square: 0.23996  
Significant: 0.072

2. Items or public service activities are grouped  
according to the ranking on the scale, as follows:

Count ones = Item # 1 to Item # 72 (1)

Count twos = Item # 1 to Item # 72 (2)

Count threes = Item # 1 to Item # 72 (3)

Count fours = Item # 1 to Item # 72 (4)

Count fives = Item # 1 to Item # 72 (5)

Compute extremes = ones + fives

Each of the groups was then regressed with the predictor  
variables. Below are the results.

2.1 All items counted as fives, when  
regressed with independent variable  
(years at present rank) produced  
significant prediction at 0.036.

2.2 All items computed as extremes (1 + 5)  
when regressed with individual variables  
(experience in teaching) also were  
significant at 0.050.

In general, we can conclude from the findings above  
that independent variables (departmental affiliation, age,  
rank, years at present rank, experiences in teaching, and  
interest toward public service) did not play a significant  
influence on the way the faculty members perceived the



public service items and, hence, the way they sorted those items/activities.

Question 5: What factors are considered by faculty members to be important in influencing their decisions to be involved in public service activities?

The findings for the question above were taken from question number 14 in the questionnaire (see Appendix A). These findings are summarized below in Table 13. Note, however, that even though teaching and research and scholarly writing were included in the questionnaire, the

Table 13  
Response of Faculty Members as to the Importance of Certain Factors in Influencing Their Decisions to Do Teaching, Research and Scholarly Writing, and Public Service, with Means and Standard Deviations

	<u>Teaching</u>		<u>Research and Scholarly Writing</u>		<u>Public Service</u>	
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>
1. Personal satisfaction	4.55	0.57	3.81	1.30	3.94	1.10
2. Respond to mission	3.57	1.23	3.32	1.36	3.00	1.29
3. Recognition by others	3.28	1.23	3.55	1.25	3.43	1.25
4. Promotion and tenure	3.62	1.36	3.62	1.36	2.85	1.22
5. Desire to improve educational system	4.32	0.83	3.93	1.09	4.11	1.01
6. Others	--	--	--	--	--	--

discussions will focus only on public service. The scale used for the question above was from one to five.

Using the mean as the indicator, we can see from Table 13 that Factor 5 (desire to improve the educational system) obtained the highest mean for public service, 4.11. The lowest mean was for Factor 4 (promotion and tenure) with a mean of only 2.85. If we were to use means of 3.5 to 5.0 as the "very important" category, 2.5 to 3.00 as the "moderate" category, and 1.00 to 2.5 as the "least important" category, we will find that only two factors were considered most important: personal satisfaction and desire to improve the educational system. Other factors such as "respond to mission," "recognition by others," and "promotion and tenure" were all in the "moderate" category in influencing the faculty member's decision to be involved in public service. This finding seems to contradict other findings in previous researches which found that promotion and tenure played a vital role in influencing faculty's involvement in public service activities. Perhaps we can deduce that faculty members got involved in public service activities regardless of the promotion and tenure and the reward system in the College of Education simply because of their own interests and satisfaction, plus their own inclination to improve the educational system. In other words, if they believed in what they were doing, they would do it despite the discouraging reward system.

Only 10 faculty members responded to the "others" factor. Below are four examples of their statements.

1. Creativity--fun, challenge, new information, new learning
2. Serve needs of society and assess needs in profession
3. Good will
4. Attracting graduate students and building a reputable program

Question 6: Given various characteristics of institutionally sponsored public service programs, how did faculty members rank their importance?

Table 14 was developed from findings for question number 13 (see Appendix A). The scale used was also from one to five.

Table 14  
Ranking of Institutionally-Sponsored Public Service Programs: by Mean and Standard Deviation

<u>Factors</u>	<u>Mean</u>	<u>S.D.</u>
1. client oriented	4.42	0.72
2. problem solving	4.30	0.80
3. knowledge-based	4.28	0.95
4. collaborative	4.19	0.98
5. educative in nature	4.17	0.83
6. programmatic in form	4.02	0.99
7. others	--	--

Table 14 shows that there was a general agreement that all six characteristics were important features of institutionally sponsored public service programs. The means were all above four with very low variability. According to the means "client oriented" was ranked as the most important, followed by "problem solving" and "knowledge based." Nineteen faculty members responded to the "others" factor. Most of these were statements which reaffirmed one of the six factors, stated in different language. Many stressed the importance of "qualitative needs assessment," "collaboration with clients," "mutual benefits to clients and university," and "should create good will off campus." Four statements quoted below are thought to be worth mentioning.

1. should be consistent with faculty members' departments' stated missions, not necessarily representative of the members' special interests outside the department
2. should be designed to help the institution (meaning client institution)
  - 2.1 assess status of programs in the field
  - 2.2 assess needs of the field
  - 2.3 provide input to program adaptation
  - 2.4 recruit students to graduate program
3. university personnel should be accountable for the effects of their service work; i.e., service should be evaluated, not just done; rewards for service activity should be clearly tied to such evaluation
4. a sense that the competence called for is not readily available from other sources

Question 7: What are faculty's reactions when their future involvement in public service activities is projected in terms of workload, time allocation, and the reward system?

Data for the above question were taken from several sources of questions in the questionnaire: questions 2, 3, 5, 6, 7, and 8. Presentations of the data analysis will be done according to the respective questions, accompanied by appropriate tables.

2. Currently, how is your working time apportioned to each of these activities (based on 100% of working time) [assigned]?
3. Given the choice, how would you like to apportion 100% of your working time to each of these activities [preferred]?

Table 15  
Percentage of Time Apportioned to Teaching, Research  
and Scholarly Writing, and Public Service:  
Assigned and Preferred

<u>Activities</u>	<u>Assigned Mean</u>	<u>Preferred Mean</u>
1. Teaching	50.15	45.36
2. Research and scholarly writing	26.93	30.63
3. Public service	16.59	21.83

Currently, teaching obtained the greatest percentage in time apportionment, with 50.15%. The smallest time allocated was in public service (16.59%). When faculty members were asked how they would like to apportion their

working time to each of the above activities, teaching still obtained the highest percentage of time allocation (45.36%), but less than the current assigned time allocation. However, there was an increase in the percentage of time allocated for both research and scholarly writing (30.63%) and public service (21.83%). Clearly, there was a positive reaction among the faculty members to be more involved in public service activities, as shown by the increased time mean given to public service, which comes to about 31.59% increase for public service. The pattern of time allocation for both "assigned" and "preferred" confirms approximately to the policy framework set by the College of Education at MSU concerning faculty load assignments. The College is committed to half-time teaching and half-time research and service (MSU College of Education, Information Update, November 4, 1982).

5. In your opinion, currently, to what extent are decisions regarding promotion and tenure in your department influenced by a candidate's accomplishments in each of the following activities [assigned]?
6. In your opinion, to what extent should decisions regarding promotion and tenure be influenced by a candidate's accomplishments in each of these activities in your department [preferred]?

As indicated in Table 16, research and scholarly writing was regarded as very influential in decision-making relating to promotion and tenure of faculty members. The mean ranking was 4.68 with a very low

Table 16  
 Perception of Faculty Members Regarding the Influence of  
 Teaching, Research and Scholarly Writing, and Public  
 Service on Decisions Regarding Promotion  
 and Tenure: Assigned and Preferred

<u>Activities</u>	<u>Assigned</u>		<u>Preferred</u>	
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>
1. Teaching	3.40	1.03	4.40	0.66
2. Research and scholarly writing	4.68	0.58	4.08	1.05
3. Public service	2.51	1.19	3.77	1.09

standard deviation of only 0.58, indicating a high consensus for the ranking. This finding, too, reaffirms past studies done on institutions of higher education which concluded that research and scholarly writing was the most influential factor in the reward system of those institutions (Startup, 1979; Tuckman, 1976; Altbach, 1971). The mean ranking for public service came to only 2.51 which was more on the "not influential" part of the scale. This finding also concurred with past studies relating to public service.

In response to what the decisions should be [preferred], the findings indicate that ALL activities of teaching, research and scholarly writing, and public service gained in their rankings. On the whole the mean score for all three activities was on the "influential" side of the scale. Teaching was rated the highest, with

mean of 4.40 and a standard deviation of 0.66, reflecting a high consensus. Research and scholarly writing came in second with mean of 4.08. Similarly, the score for public service also increased to 3.77. The should be [preferred] pattern shifted from the "current" situation, showing a definite consensus that teaching should be most influential, followed by research and scholarly writing and public service. It should be noted here that some faculty members voiced their concerns that currently the activities were not given equal weight, that research and scholarly writing had been the dominant factor in decision making relating to promotion and tenure. The respondents were of the opinion that each activity should be given equal weight so that those faculty members whose involvements were not in research but in teaching or public service would also have those two activities working for them. The data in Table 16 clearly indicate that faculty members perceived that teaching, research and scholarly writing, and public service should all be influential on decisions regarding promotion and tenure.

7. Based upon your understanding of your department's present policy, do you perceive current practices (e.g., load assignments) in your department regarding each of the following activities to be CONSISTENT with the department's stated policy?



Table 17  
Perception of Faculty Members Regarding the Consistency  
of the Department's Practices and Its Stated Policy

	<u>Yes</u>		<u>No</u>		<u>Don't Know</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
1. Teaching	32	60.4	17	32.1	4	7.5
2. Research and scholarly writing	35	66.0	11	20.8	7	13.2
3. Public service	25	47.2	15	28.3	13	24.5

The findings displayed indicate that over 60% of the respondents perceived that the current practices regarding teaching and research and scholarly writing were consistent with the department's stated policy. With regard to public service, only 47.2% of the responses indicated that the practice was consistent with the policy. However, almost an equal percentage indicate a NO (28.3%) and DON'T KNOW (24.5%). It is interesting to note that the highest percentage of DON'T KNOW was for public service, reflecting, perhaps, that the policy relating to public service was not clear to the faculty. A word of caution is necessary here: even though it was reiterated to faculty members that the term department here referred to the respective departments and NOT the College of Education, it still might be possible for faculty to misinterpret the term. The interpretations of the findings must be done with that understanding.

8. If the present policy regarding teaching, research and scholarly writing, and public service in the College of Education and your department remains as it is, which of the following would best characterize your FUTURE involvement in these activities?

Results displayed in Table 18 indicate that, on a scale of one to three, the lowest mean was for public service (2.77) which implies that the public service activities of faculty members would tend to remain the same if the present policy remained unchanged. Teaching, with a mean of 2.96, reflected a similar status. On the other hand, research and scholarly writing had the highest mean of 3.68 which reflected that it would be likely for that activity to increase. If we were to cross reference this result with the results of questions 5 and 7, we would find that the results showed a consistent pattern: among the three activities, the respondents perceived research and scholarly writing to be the most influential

Table 18  
Faculty's FUTURE Involvement in Teaching, Research and Scholarly Writing, and Public Service if the Present Policy Remains as It Is

<u>Activities</u>	<u>Mean</u>	<u>S.D.</u>
1. Teaching	2.96	0.62
2. Research and scholarly writing	3.68	0.85
3. Public service	2.77	0.89

in the decision making relating to promotion and tenure and that the department's present policy and practices were most consistent with respect to research and scholarly writing.

### Summary

This chapter presented the data analysis in an attempt to seek answers to the questions posed in this study. Two instruments were used to gather data: (a) questionnaire and (b) card-sort, with each card bearing the description of what is generally considered public service activities. The nine specific questions developed in this study guided the development of the research instruments and the data analyses. These questions were further linked to the major purpose of this study, which was to develop a better understanding of the typology of public service based on the perceptions of faculty members in the College of Education. Once that step was established, a recommendation was to be made in looking at public service as another alternative channel or paradigm in research dissemination or in bridging the gap between institutions of higher education and the schools.

It was found in the study that, generally, 21 items were perceived to be those activities which SHOULD receive load credit for public service. These items had common elements, namely "on-going projects," "university sponsored," "with payments from the client institutions

going to the university." These activities could be "credit producing" or "non-credit producing" in nature and the client institutions could be either private or public institutions. The source of requests for the service could come directly from the department chair/dean or directly from the member of the client institutions. "On-going" projects having the elements of "faculty volunteering their time" and "will NOT be paid" by the client institutions were also perceived to be in the load credit category.

"One-shot" activities were also perceived as those which should receive load credit for public service, but these were restricted to only some elements, namely "non-credit producing" with the projects sponsored by the university and the "payment goes to the university." The source of requests and the nature of the client institutions (public or private) were not the distinguishing factors.

Other "one-shot" activities with elements such as "credit producing" or "non-credit producing" and the faculty "volunteering their time" and "will NOT be paid by the client institutions" were either perceived as those which "should NOT receive load credit for public service" or else the faculty were "undecided" in their sorting of the cards and sorted them into the "undecided" category.

Examination of the data also revealed that only four committee roles were perceived to be in the load credit

category. These were appointed or elected chair of a standing committee at the state/federal level. With regard to the ad hoc committee at the state/federal level, only the role of the appointed chair was selected to be in this category. Note that these committee roles were all external to the university. Only one internal role was given load credit: appointed chair of a standing university committee.

Generally, in the NO load credit category were those "one-shot" or "on-going" activities in which faculty members will be paid by the client institutions. There was also a general consensus that all committee roles at the departmental level should NOT receive load credit for public service.

Most of the committee roles were sorted into the "undecided" category, implying that faculty members were not sure as to the status of those committee roles. Other impinging factors might have to be considered in the policy decision making regarding those roles.

Data analysis was also done for other questions posed in the study. Further examinations of these findings and discussions are included in the next chapter, Chapter V. Conclusions and recommendations are also included.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into three main sections: summary, conclusions, and recommendations. In the recommendation section, an argument will be developed in looking at public service as a possible alternative channel for research dissemination in the College of Education, one that can be a bridging link between universities and the schools.

#### Summary

Though most institutions of higher education reflected a commitment to teaching, research and scholarly writing, and public service, there has been an acknowledged unbalanced emphasis among the functions. Of the three, public service, though highly extolled, has been least understood, and conceptualized. Michigan State University, as a land grant university, has made an explicit statement regarding its commitment to public service as reflected in its mission statement. However, such a mission statement offers only a statement of broad guidelines. The interpretation of the statements into specific projects and activities are the responsibilities

of the various colleges and departments in the university. However, without a clear notion of the concept of public service, without knowing what activities fall clearly into the realm of public service, surely faculty's perceptions and expectations of their roles will be affected. Hence, the whole issue becomes one of definition.

This study served a dual purpose. One was to achieve a better understanding of the types of public service activities, accepting public service as one of the roles to be carried out by the faculty in the College of Education at Michigan State University. The second purpose hinged on the success of the first and that was to posit an argument for public service as a viable alternative channel or paradigm for research dissemination or as a strategy in bridging the gap between universities and the schools.

Seven questions were developed which became the framework that guided the development of the research instruments and the way the data analysis proceeded. These questions were included in Chapter I: The Statement of the Problem.

Two research instruments were developed by the researcher in an attempt to elucidate answers to the research questions. The most important data which were aimed at establishing the types of public service activities were collected using the card-sort. This instrument had its roots in the Q-sort method (Stephenson,

1953). Basically, a list of what was generally considered as public service activities was generated. Each activity was then printed on an index card (3x5"). The 72 cards were numbered randomly. The respondents were required to sort the cards on a five point Likert scale:

1. definitely should NOT receive load credit for public service
2. probably should NOT receive load credit for public service
3. [undecided] neither receive or not receive load credit for public service
4. probably should receive load credit for public service
5. definitely should receive load credit for public service

Unlike the forced Q-sort, the sorting in this study was done free; that is, there were no restrictions on the number of cards to be placed at each scale. The only limitation imposed was the five categories on the scale.

Since the card-sort instrument could not provide other additional data, a questionnaire was also developed. Generally, this questionnaire was aimed at finding out faculty's interests toward public service, their opinions on the characteristics of institutionally sponsored public service programs, factors which affected their decisions to be involved in public service activities, and some background information concerning each faculty member in the study.

In the data collection procedures, each faculty member was first administered the questionnaire, followed



by the card-sort. This whole process took an average time of 30 minutes. It should be reiterated here that the data were collected during a period when the College of Education was seriously considering a reorganization of its departments. If changes took place after the completion of this study, any reanalysis of the data should take note of those changes.

Analysis of data was computed using the Statistical Package for Social Sciences (SPSS) program. Simple frequencies were obtained for the card-sort data. The means for each item were rank-ordered in order to determine the items which were sorted into the categories of "load credit" (means between 3.5 and 5.0), "no load credit" (means between 1.0 and 2.5), and "undecided" (means between 2.5 and 3.5). To obtain a more accurate information, graphic consensus charts were also drawn for the results in each department. Regression analysis was also computed to generate answers to question 4.

The results from this study, particularly the ones generated from the card-sort instrument, presented a base toward a clearer conceptualization and definition of public service. The item cards could be a possible approach in guiding the policy decision-making, not only relating to public service specifically, but policy decision-making in other areas in general. The array of data generated those activities which had been sorted to be those which should receive load credit for public

service. Further, from these items certain elements were extrapolated which could help us to establish a typology of public service. These findings may not be totally sufficient for a typology, but it is a beginning. The findings also displayed answers to other research questions in the study.

The study examined results from 53 "regular" faculty members in the College of Education, Michigan State University, all chosen by stratified random sampling by departments. Briefly, when the means from the card-sort data were rank-ordered, the findings indicated 21 items which were perceived to be in the load credit category. These items had elements: "on-going" projects, "university sponsored" and the "payment from the client institutions goes to the university." The projects could generate credit or be non-credit producing, and the source of request for service could come through the department chair/dean or directly from members of the client institutions. Those "on-going" projects in which the faculty members involved "volunteered their time" and "will NOT be paid by the client institutions" were also in the load-credit category.

Other elements in the load credit category were the "one-shot" activities, but limited only to those which were "non-credit producing," "university sponsored projects," and the "payment goes to the university." Again, the nature of the client institutions could be

either public or private, and the source of requests could be from the department chair/dean or member of the client institution.

It is interesting to note that among the items described as the "committee roles," only four were perceived to be in the load credit category. Three of these roles were external to the university. The elements were appointed or elected chair of a standing committee at the state/federal level. With regard to the ad hoc committee at the state/federal level, only appointed chair was in this category. The only one internal role included was appointed chair of a standing university committee.

In the NO load credit category were items which were mostly committee roles (both chairpersonship and member) at the departmental level and "on-going" or "one-shot" projects in which the faculty members involved "will be paid by the client institutions." A total of 16 items were in this category.

Thirty-five items were sorted into the "undecided" category, most of which were the committee roles as well as those "one-shot" activities which were credit producing or non-credit producing in which the faculty members "volunteered their time" and "will NOT receive payment from the client institutions." The fact that the faculty members sorted these items into the "undecided" category mirrored the fact that there were activities which needed more research and more considerations before policy could

be outlined on those activities. As voiced by the respondents, there were other impinging factors which needed to be taken into consideration.

In comparing results among departments, a graphic method was used to assess the degree of consensus and opinion strengths. It was found that there was a consensus on the sorting of most of the items. If there were differences, it was found distinctly between Departments Health and Physical Education (HPE) and Administration and Curriculum (EAC) and Departments Teacher Education (TE) and Counseling, Educational Psychology, and Special Education (CEP). The former two departments did not have any items in the "undecided" and high consensus categories at all, whereas the latter two departments had shown nine items in that category.

Analysis of data for question four revealed that, in general, the variables departmental affiliation, age, rank, years at present rank, experience in teaching at schools, and interests toward public service activities did not predict significantly the way the faculty perceived the given items/activities.

Data from the questionnaire were also analyzed. An aspect of the findings indicated that the factors which influenced the faculty most highly in their decisions to be involved in public service activities were the "desire to improve the educational system" and "personal satisfaction." Note that both factors are intrinsic to

the faculty members. Analysis of the data also indicated that faculty members agreed, based on their ranking, that characteristics of "institutionally sponsored public service programs should be in the following order (rank order by means): client oriented, problem solving, knowledge based, collaborative, educative in nature, and programmatic in form.

There was an indication from the faculty members that they would like to apportion more time to public service (mean: 21.83%) when compared with the current allocation of time given to public service. The increase in time was about 32%. In general, it was also found that faculty members were of the opinion that teaching, research and scholarly writing, and public service should ALL be considered in decision-making regarding promotion and tenure. They also perceived that the current reward system gave the least considerations to public service in deciding promotion and tenure of faculty members.

The summary presented above highlighted only those findings which were considered most pertinent to this study; i.e., those which could help in establishing the typology for public service.

### Conclusions

This study was prompted by the realization that there was no clear conceptualization of what actually constitutes public service, and there was a need for

clarification of the concept if policy guidelines were to be developed in order to ensure the actual operationalization of the university mission. Although this study did not yield a complete picture, it represents a start and could help in clarifying the conceptualization of public service. A case in point is that the card-sort instrument bearing the descriptions of what could be public service activities could be used by other universities to clarify their own conceptions of public service. The value premise for this statement is the belief that clarification of the public service concept is a necessary step though not sufficient in order for the university to advance its mission statement of public service.

This study has produced results from which we can make several conclusions.

Conclusion 1: The typology of public service activities could be established according to the several elements extrapolated from the study.

Typology, as defined in the Random House dictionary (1967), means "a systematic classification or study of types." The basic types of public service rest on those activities which were perceived by the respondents to be the ones which SHOULD RECEIVE LOAD CREDIT FOR PUBLIC SERVICE.

There are three broad types of public service: (a) on-going projects, (b) one shot projects, and (c) functional roles (external committee roles).

1. On-going projects. Under this rubric, it implies that those projects are "long term" in nature versus "one day" workshop types which assumingly consume less time. As indicated by the means (3.5 to 5.0), all "on-going" projects which were perceived to be in the load credit category had the following elements.

- 1.1 The faculty members involved were NOT paid by the client institutions. This element seemed to be the most critical element that divided distinctly those activities which were sorted into the LOAD CREDIT category or the NO-LOAD CREDIT category.
- 1.2 The "on-going" projects could either be credit producing or non-credit producing to the university. One might consider, however, that credit producing activities would fall in the realm of teaching, but perhaps to the respondents in the study, public service activities could be credit producing yet did not consider them as part of a formal system of instruction as opposed to formal teaching or credit producing courses in the college.
- 1.3 The source of requests for the service from the faculty to be involved in the "on-going" projects could be from the department chair/dean or directly from the member of the client institutions.
- 1.4 The client institutions could be both private and public.
- 1.5 Faculty members could "volunteer their time," in other words agree to be involved even though there would be NO payments from the client institutions or extra payments from the university.

- 1.6 For those projects sponsored by the university, payments from the client institutions flow to the university, NOT to the individual faculty member involved.

2. "One-shot" project (one-time activity). Only five one-shot projects were perceived to be worthy of load credit. These activities featured some of the elements, some of which were similar to the ones mentioned above.

- 2.1 As in subsection 1.1 above, the main distinguishing criterion was that the faculty members involved were NOT being paid by the client institutions, nor received extra payment from the university.

- 2.2 Projects were non-credit producing. It was indicated in the findings that there was only one item of one shot activity, credit producing, perceived to be in the load credit category, but the mean (3.52) could easily place the item in the "undecided" category. Hence, it is decided that the conclusion should discount that particular item.

- 2.3 The source of requests could be from the department chair/dean or directly from a member of the client institution.

- 2.4 The client institutions could be either private or public.

- 2.5 The one-shot activities were sponsored by the university and the payment went to the university and NOT to the faculty member involved.

3. Functional roles/external committee roles. Out of the many committee roles both internal and external to the university, only the appointed or elected chair of a standing committee at the state/federal level should be considered as public service activities which "should



receive load credit." If the state/federal level committee was AD HOC in nature, then the CHAIR must be APPOINTED. (Note: although the item for appointed chair of a standing university committee was in the list of load credit, the mean was only 3.51 which could easily slide into the "undecided" category. Hence, the item was not included in this conclusion.)

Conclusion 2: Those activities which were perceived to be in the NO LOAD CREDIT category should NOT be considered as part of the public service typology worthy of load credit.

These activities were all "on-going" and "one shot" activities in which the faculty members were PAID for their services by the client institutions. The other activities were the departmental committee roles, for both chairpersonship and members.

Conclusion 3: There were those activities which were sorted into the "undecided" category, implying that faculty could not decide as to whether those activities "should receive" or "should NOT receive load credit" for public service.

These activities (means between 2.5 and 3.5) were generally two types: (a) one-shot activities, non-credit producing, in which the faculty involved "volunteered their time" and "would NOT be paid by the client institutions," and one-shot activities which were credit producing; and (b) committee roles, either standing or ad hoc, chairpersonship or member, appointed or elected, at

the university or college level (internal to the university). Also in this category were committee members or chairs of professional organizations. Perhaps all these "undecided" activities needed more research or more descriptions or justifications for further decisions to be made about them.

Conclusion 4: The findings from this study led to the conclusion that, generally, the independent variables departmental affiliation, age, rank, years at present rank, interests toward public service, and experience teaching at private/public schools were NOT significant predictive variables which could affect the way faculty sorted the items.

Although statistical analyses on individual items produced some significance, the number of those significant items was very small. Only five of 72 items came out to be significant, but without any logical pattern. Hence, it was impossible to make any conclusions other than the one posited. It should be noted, however, that items were also grouped (six groups) according to the scoring; e.g., count ones = Item number 1 to Item number 72 (2) . . . count fives = Item number 1 to Item number 72 (5), extremes = ones + fives (1 + 5). Each group was then regressed with those independent/predictor variables. Two predictor variables came out as significant:

1. years at present rank, and
2. experience in teaching.

However, even here, there was no logical explanation as to the pattern.

Conclusion 5: There was a high interest among faculty members to be more involved in public service. The general pattern of role preference also indicated the relevance of differentiated staffing among the faculty members.

This conclusion was made based on the increase in time which faculty members would like to allocate to public service if they were given the choice to do so. The results showed an increase of about 31.59% of time (current [assigned] percentage time was 16.59 while the [preferred] percentage time was 21.83).

With regard to the relevance of differentiated staffing, the general pattern of responses to role preferences (teaching, research and scholarly writing, and public service) among the faculty members in the study indicated a very high preference to do teaching, followed by a preference for research and scholarly writing and public service, in that order. This pattern is an indication of individual differences among the faculty, implying the possibilities of different contributions. It is important for the College to recognize and to bring out these differences and to take advantage of the different contributions that each faculty member could best provide.

Conclusion 6: Currently, faculty in this study perceived that public service, when compared with teaching and research and scholarly writing, was the least

influential when decisions regarding promotion and tenure in their respective departments were made. They also expressed the opinions that ALL the tripartite functions should be influential in decision-making relating to promotion and tenure.

The mean for public service as it stood in the current situation was only 2.51. This increased to 3.77 when the question was phrased in the "should" context. In the open-ended interviews, the faculty members qualified their ranking of public service by emphasizing that each of those activities had its own place in the decision-making, but it was not necessary that ALL should be considered at once in assessing a candidate's accomplishments. The weight accorded to each activity should rest on each candidate's activities.

Conclusion 7: There was positive agreement among the respondents regarding the characteristics of institutionally sponsored public service programs as indicated by the high means of each characteristic.

Institutionally sponsored public service programs should have the following characteristics in the following order:

1. client oriented,
2. problem solving,
3. knowledge based,
4. collaborative,

5. educative in nature, and
6. programmatic in form.

Conclusion 8: If the present reward system remains as it is, the involvement of faculty members in public service activities, as indicated in the study, will remain unchanged.

Among the three activities, only research and scholarly writing had a mean of 3.68 which was rated as "likely to increase," whereas teaching (mean = 2.96) and public service (mean = 2.77) indicated a category of "remains the same." This supports the suspicion that the present reward system rewards research and scholarly writing and that if the college desires an increased involvement of faculty members in public service, the reward system needs to change toward rewarding public service activities as well.

#### Recommendations

In this section several recommendations will be made, guided by the findings in this study. These recommendations are by no means exhaustive, but reflect some of the implications of this study. These recommendations are also made bearing in mind the limitations of this study. The following recommendations are not necessarily in order of importance.

1. That the College of Education formulates a policy regarding the public service functions of the college, the

various departments, and the roles expected of faculty members, based on the typology of public service established in this study. The term policy making is defined as follows:

1. the act of establishing principles to serve as guides for action; 2. a function of an individual or body of individuals legally endowed with the authority or to whom has been delegated the responsibility to establish policies (Dictionary of Education, 1973, p. 428).

Hence a policy in this case spells out more specifically the kinds of public service activities supported and encouraged by the College. The policy guides the faculty members as to what is expected of them in their involvement with public service activities. If there is a policy for research and teaching in the College, then there should also be a policy for public service since it is one of the functions of the College.

An advantage of having a policy is that it will force the College to reassess its present involvement in public service activities. A policy will also limit the chances for duplication of efforts and, consequently, will lead to a more well planned program to meet the needs of the schools, making the public service function more proactive rather than reactive to the needs of the schools.

This study has produced findings based on the perceptions of faculty members in the college as to what activities should receive or should NOT receive load credit for public service. The fact that these activities

described on the cards had a very high reliability coefficient of 0.95, indicating a strong internal consistency, and the fact that these activities were results of a research work rather than opinions should provide a strong base for the start of policy making regarding public service.

2. That the public service function be adopted by the college to be its institutionally sponsored public service program. This recommendation is supported not only by the study, but also by the university's mission statement which describes public service as

. . . a purposive institutionally organized activity designed to deliver the university's special competence to organizations, groups, and individuals outside the university in order to assist and facilitate problem solving (1982).

In this study, the faculty members ranked the following characteristics very highly, all of which recorded means above 4.0 on a scale of 1 to 5:

1. client oriented,
2. problem solving,
3. knowledge based,
4. collaborative,
5. educative in nature, and
6. programmatic in form.

3. That the reward system in the respective departments and in the College of Education, particularly those aspects that relate to promotion and tenure, be

reexamined and revised so that it gives the same weight to the public service role as it does to teaching and research and scholarly writing roles of faculty members.

As indicated in the study, faculty members expressed the opinion that the present reward system was characterized by the following:

- 3.1 that its policy was not consistent with regard to public service and teaching; it was consistent only with regard to research and scholarly writing--a finding which supports other past studies; and
- 3.2 that among teaching, research and scholarly writing, and public service activities, the most influential in decision making regarding promotion and tenure of a candidate's accomplishments was research and scholarly writing. Public service was rated as least influential. This finding is again supported by past studies.

Faculty members also indicated that public service and teaching SHOULD be as influential in the department's decision making regarding promotion and tenure. It is not necessary that all three are accounted for at once, but, rather, the process depends on each candidate's activities. A candidate's involvement in public service should not be given less credit than another candidate who is involved in research and scholarly writing.

4. Related to recommendation 3, it is further recommended that the College of Education formulate CRITERIA by which to determine the value of public service activities.



This study has produced findings giving the types of public service activities perceived by the faculty members as appropriate for receiving load credit. We now have a clearer understanding of the kinds of public service activities that the faculty should undertake. In short, we are now able to define the public service role expectations of the faculty. However, this definition is only a necessary but not a sufficient step. What needs to be done further is to establish the CRITERIA to determine the quality of public service activities performed, in order to attach some kind of value to those activities. A suggestion here is that further research should be done in the near future in which the same sample (if possible) is used to identify the criteria. This will enable us to define the criteria as perceived by the same faculty members who responded in this study.

The importance of identifying the criteria lies within the context of faculty evaluation. Recommendations are made regarding faculty's performances in teaching, research and scholarly writing, and public service for purposes of promotion, tenure, salary increases, and other benefits. In making these recommendations, evaluations of the faculty are made whether or not the process is systematic or well managed. As the trend towards accountability increases, it becomes crucial to provide an effective and fair evaluation process of the faculty. Stroup (1983) lists several guidelines for developing

effective evaluation policies. Two of his points are quoted below:

1. The evaluation system should be embedded within the goals and mission of the department and the institution. No evaluation system can be effective without the identification of faculty roles within the context of department, school, and college or university.
2. The evaluation system should be embedded in a clear notion of what a good faculty member is, and particular attention must be given to specific areas or characteristics of teaching/service/research within the department/unit. In other words, every evaluation system must establish clear, shared definitions of the criteria within the context of the institution. Both qualitative and quantitative criteria statements are important and necessary (Stroup, 1983, p. 60).

5. It is highly recommended that the College of Education looks into the possibility of establishing a center, one which can serve as the "linking house" between the College and the public, one through which the public service functions can effectively operate. Currently, housed in the College of Education are the Institute for Research on Teaching, the four departments, and other units, all of which are involved in various kinds of educational research. It is a well-established fact, however, that these vital research findings, pertinent to school and community improvements, seldom reach the practitioners or, even if they do, there is a time lag (Hall, 1979; Raizen, 1979). A case in point is clearly reflected in the National Institute of Education's (NIE)

efforts to find ways that could make research dissemination more effective (e.g., refer to "Research Dissemination Through Collaborative Efforts ... Detroit School Improvement Programs").

A center housed in the college can be part of the answer to the problems of research dissemination. The functions of the center, however, are not restricted only to dissemination issues. It can also serve as a "clearing house" to which the public (e.g., schools, governmental units, and correction agencies) could go to find relevant research findings and relevant sources that could help to alleviate their specific problems. The existence of such a center could also serve as a laboratory for students in the college (e.g., Educational Systems Development and Teacher Education students) who are interested in finding out more about broad topics relating to knowledge utilization, research dissemination, and the like.

The notion of setting up such a center is not new, though the existence of such a center is rather rare. It was found in the literature that a concept which parallels the center recommended in this study was proposed by Sollie and Howell (1981). They proposed the establishment of the Community Services Office (CSO) at the Mississippi State University. The CSO model could serve two functions, first an in-house function and second a linkage function. The underlying element is the partnership between users and researchers. Institutionalization of

the CSO, meaning the "institutionalization of partnership arrangements is seen as a very important part of the overall process" (Sollie & Howell, 1981, p. 31). Note that the CSO was supposed to operate as one of the central organs of the university, whereas the center recommended in this study is to be housed in the College of Education, to work in concern and specifically with the College, and to be institutionalized as a part of the College's programs.

6. That public service be viewed as an alternative channel for research dissemination or as a bridge between the university and the schools. This recommendation is closely related to recommendations two and four above, but focused on the relationships between the university and the students. It is reiterated here the fact that research dissemination is a serious concern as is reflected in it being a topic of discussions at NIE and among other scholars and professionals. One of the research issues identified by the constituent representatives at a conference of the National Committee, Research and Development Agenda in Teacher Education for 1979-1984 (Texas 1979) was as follows:

The change process within educational institutions should be studied and formal mechanisms for the dissemination of information and for the application of research knowledge in practice should be developed (p. v).

Given the tripartite missions of the university and, therefore, of the college, and given the fact that the

functions of teaching and research and scholarly writing operate within its own set of parameters, and assuming that research findings when applied can help in school improvements, public service becomes the best choice to be developed into an alternative research dissemination channel. However, for that perspective to operationalize it demands certain assumptions, one of which is that public service programs are "institutionally sponsored" and mostly proactive in nature.

7. Examine further those activities which were sorted into the "undecided" category. In formulating the policy relating to public service, decisions have to be made regarding those "undecided" categories. A further examination could attempt to identify various other factors which needed to be considered in order to decide whether load credit status was to be given or not or whether a new category for the faculty's role was to be developed (e.g., "miscellaneous category").

8. Replicate the study covering both the administrators and the faculty. This study was limited to only the faculty members. The initial plan of this study to include the administrators in the college had to be aborted because of limited time to conduct the research. A future study should include administrators in order to find out the congruency of perceptions between the administrators' group and the faculty as another group.

Replication of the study should also be done to refine the card-sort instrument and also to establish further the reliability and validity of the instrument. As far as the researcher is aware, this instrument is the first set to be developed in the present form relating to the study of public service and there is potential that it could be used in the future by other institutions of higher education.

This chapter has presented three sections: summary, conclusions, and recommendations. A brief orientation of the study and an overview of the findings were included in the summary section. Consequently, based on the findings, eight conclusions were drawn, followed by some recommendations. It should be reiterated here that these recommendations were by no means exhaustive, but were thought to be the more pertinent ones.

**APPENDIX A**

**QUESTIONNAIRE PRESENTED TO  
FACULTY MEMBERS IN THE SAMPLE**

Respondent's Code: \_\_\_\_\_ Dept.'s Code: \_\_\_\_\_ Date: \_\_\_\_\_

**PLEASE CIRCLE THE APPROPRIATE NUMBER**

1. To what extent would you "like" to do each of the following activities? (For this question, assume that the monetary and other rewards are at the optimum levels. Please disregard the present reward system and respond only in terms of the intrinsic reward for you.

1 Like Very Little	2 Like Moderately	3 Like a Great Deal
--------------------------	-------------------------	---------------------------

- |                                    |   |   |   |
|------------------------------------|---|---|---|
| a) TEACHING:                       | 1 | 2 | 3 |
| b) RESEARCH AND SCHOLARLY WRITING: | 1 | 2 | 3 |
| c) PUBLIC SERVICE:                 | 1 | 2 | 3 |

2. Currently, how is your working time apportioned to each of these activities:

- a) TEACHING \_\_\_\_\_ %    b) RESEARCH AND SCHOLARLY WRITING \_\_\_\_\_ %    c) PUBLIC SERVICE \_\_\_\_\_ %

3. Given the choice, how would you like to apportion 100% of your working time to each of these activities:

- a) TEACHING \_\_\_\_\_ %    b) RESEARCH AND SCHOLARLY WRITING \_\_\_\_\_ %    c) PUBLIC SERVICE \_\_\_\_\_ %

4. Currently, does your department have a written policy statement regarding the following activities?

1 Yes	2 No	3 Don't Know
----------	---------	-----------------

- |                                    |   |   |   |
|------------------------------------|---|---|---|
| a) TEACHING:                       | 1 | 2 | 3 |
| b) RESEARCH AND SCHOLARLY WRITING: | 1 | 2 | 3 |
| c) PUBLIC SERVICE:                 | 1 | 2 | 3 |

5. In your opinion, currently, to what extent are decisions regarding promotion and tenure in your department influenced by a candidate's accomplishments in each of the following activities:

Not Influential	1	2	3	4	5	Very Influential
-----------------	---	---	---	---	---	------------------

- |                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| a) TEACHING:                       | 1 | 2 | 3 | 4 | 5 |
| b) RESEARCH AND SCHOLARLY WRITING: | 1 | 2 | 3 | 4 | 5 |
| c) PUBLIC SERVICE:                 | 1 | 2 | 3 | 4 | 5 |



6. In your opinion, to what extent SHOULD decisions regarding promotion and tenure be influenced by a candidate's accomplishments in each of these activities in your department?

Not Influential	1	2	3	4	5	Very Influential
-----------------	---	---	---	---	---	------------------

a) TEACHING:		1	2	3	4	5
b) RESEARCH AND SCHOLARLY WRITING:		1	2	3	4	5
c) PUBLIC SERVICE:		1	2	3	4	5

7. Based upon your understanding of your department's present policy, do you perceive current practices (e.g. load assignment) in your department, regarding each of the following activities, to be CONSISTENT with the department's stated policy?

1 Yes	2 No	3 Don't Know
----------	---------	-----------------

a) TEACHING:		1	2	3
b) RESEARCH AND SCHOLARLY WRITING:		1	2	3
c) PUBLIC SERVICE:		1	2	3

8. If the present policy regarding Teaching, Research & Scholarly Writing, and Public Service in the College of Education and your department remains as it is, which of the following would best characterize your FUTURE involvement in these activities?

Likely to Decrease	1	2	3	4	5	Likely to Increase
--------------------	---	---	---	---	---	--------------------

a) TEACHING:		1	2	3	4	5
b) RESEARCH AND SCHOLARLY WRITING:		1	2	3	4	5
c) PUBLIC SERVICE:		1	2	3	4	5

9. Based on your own definition of Public Service, since Fall 1981, have you been involved in any Public Service activities?

1 Yes	2 No
----------	---------

(If NO, please skip to question 11.)

10. If YES, please CIRCLE the appropriate statement(s):

- a) I am satisfied with my level of involvement in Public Service.
- b) I would like to get more involved in Public Service activities.
- c) I anticipate my future involvement in Public Service activities will decrease.
- d) Others: \_\_\_\_\_

11. If YES, please CIRCLE the following types of Public Service which best describes the activities that you have participated in:

- a) Consultant
- b) Committee Member of Dept/College/University/ Professional Organization
- c) "One-Shot" Activity (e.g. One-Day Workshop)
- d) "On-Going" Project (e.g. School Improvement Programs)
- e) Others: \_\_\_\_\_

(Please skip to question 12.)

12. If NO, why not? (Please CIRCLE the appropriate statement(s):

- a) Your workload was too heavy
- b) There was no relevant project.
- c) You were not interested in getting involved.
- d) Others: \_\_\_\_\_

13. To what extent do you believe/agree with the following statements?

Institutionally Sponsored Public Service Programs should have the following characteristics: ('Institutionally Sponsored Public Service Programs' mean, "a purposive, institutionally organized activity designed to deliver the University's special competence to organizations, groups, and individuals outside the university in order to assist and facilitate problem solving.")

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

- a) KNOWLEDGE BASED: Institutionally sponsored public service programs should be "grounded in and derived from credible research and a scholarly base."      1   2   3   4   5

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

- b) EDUCATIVE IN NATURE: "Institutionally sponsored public service programs should take the form of education or training broadly defined." 1 2 3 4 5
- c) PROGRAMMATIC IN FORM: "Institutionally sponsored public service programs should include a description of goals toward which the program is directed and a description of the delivery system that will be deployed to reach these goals." 1 2 3 4 5
- d) PROBLEM SOLVING: Institutionally sponsored public service programs "should contain a discussion of the problems, issues, or concerns to which the proposed program seeks to respond." 1 2 3 4 5
- e) CLIENT ORIENTED: Institutionally sponsored public service programs should have a "description of the primary and secondary client groups for whom the program is intended." 1 2 3 4 5
- f) COLLABORATIVE IN NATURE: Institutionally sponsored public service programs should operate on the basis of strong "collaborative relationships with the administrative units of the College of Education. . .the individual faculty," and clients. 1 2 3 4 5
- g) If you have other characteristics that institutionally sponsored public service programs should have please indicate below. 1 2 3 4 5
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_

14. When you think of your involvement in TEACHING, RESEARCH & SCHOLARLY WRITING, AND PUBLIC SERVICE activities, how important is each of these factors below in your consideration?

Least Important	1	2	3	4	5	Most Important
-----------------	---	---	---	---	---	----------------

FACTORS	ACTIVITIES														
	TEACHING		RESEARCH & SCHOLARLY WRITING	PUBLIC SERVICE											
a) Personal Satisfaction	1	2	3	4	5	1	2	3	4	5					
b) Responding to Dept. Mission, Goals and Priorities	1	2	3	4	5	1	2	3	4	5					
c) Recognition by Colleagues	1	2	3	4	5	1	2	3	4	5					
d) Promotion, Tenure & Salary	1	2	3	4	5	1	2	3	4	5					
e) Desire to Improve Education System	1	2	3	4	5	1	2	3	4	5					
f) Others															
1) _____	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2) _____	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

BACKGROUND DATA

Please check the appropriate responses

15. Your Age:

- Over 50 \_\_\_
- 40 - 49 \_\_\_
- 30 - 39 \_\_\_
- 24 - 29 \_\_\_
- Below 24 \_\_\_

16. Number of Years at MSU as a Faculty Member:

- Over 20 \_\_\_
- 15 - 19 \_\_\_
- 10 - 14 \_\_\_
- 5 - 9 \_\_\_
- 1 - 4 \_\_\_
- Below 1 \_\_\_

17. Your Present Rank:

- Professor \_\_\_
- Assoc. Prof. \_\_\_
- Asst. Prof. \_\_\_
- Instructor \_\_\_

18. Number of Years at Present Rank

- Over 20 \_\_\_
- 15 - 19 \_\_\_
- 10 - 14 \_\_\_

19. Degrees Held:

- Ph.D. \_\_\_
- Ed.D. \_\_\_
- Bachelor \_\_\_
- Masters \_\_\_
- Specialist \_\_\_
- Associate \_\_\_

20. Please state your profession just prior to joining MSU as a faculty member. (Please exclude being a student.)

\_\_\_\_\_

\_\_\_\_\_

21. Did you have experience teaching at a public/private (K-12) school before joining MSU?

Yes	No
-----	----

22. If YES, what level?

- Elementary \_\_\_
- Middle \_\_\_
- Secondary \_\_\_

**APPENDIX B**

**CLASSIFICATION MATRIX OF  
FUNCTIONAL ROLES (COMMITTEES)  
EXTERNAL AND INTERNAL  
TO THE UNIVERSITY**

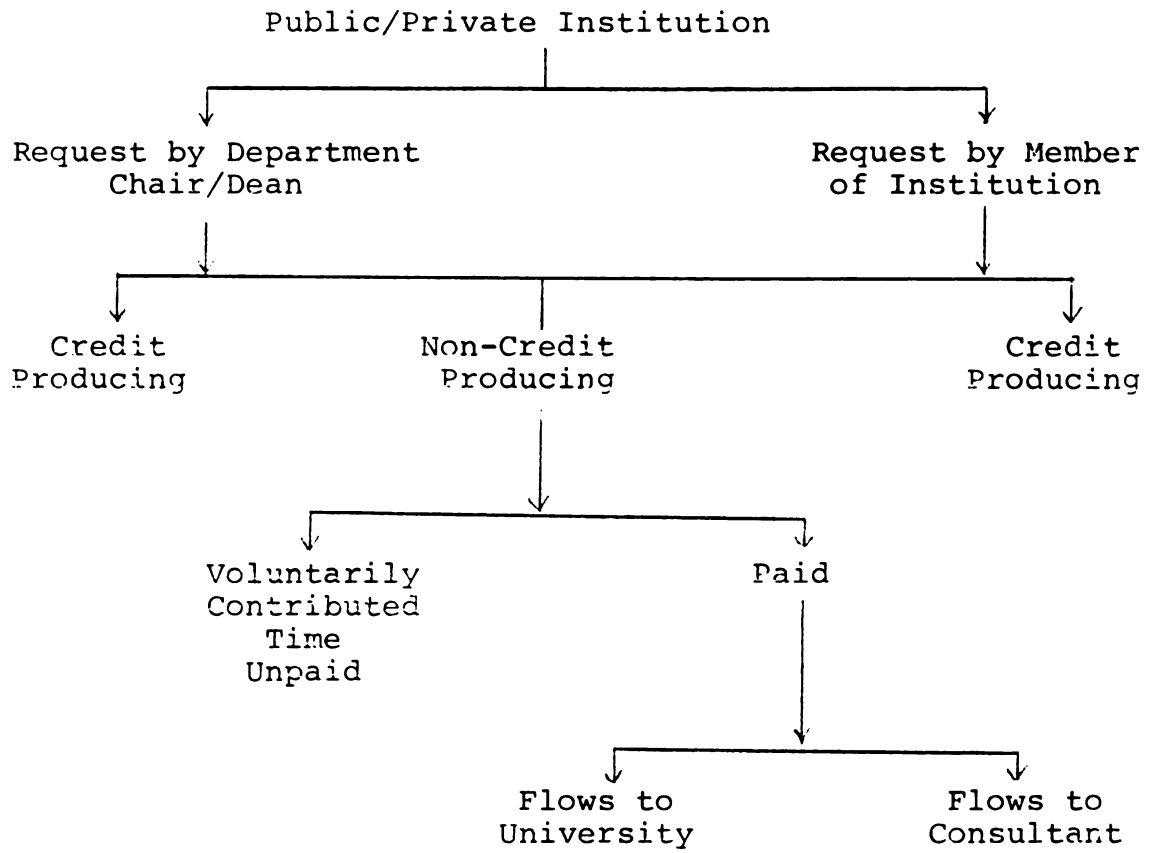
	Committee Roles	<u>Standing Committee</u>		<u>Ad Hoc Committee</u>	
		<u>APPOINTED</u>	<u>ELECTED</u>	<u>APPOINTED</u>	<u>ELECTED</u>
	Department:				
	a. member	x	x	x	x
	b. chair	x	x	x	x
INTERNAL	College:				
	a. member	x	x	x	x
	b. chair	x	x	x	x
	University:				
	a. member	x	x	x	x
	b. chair	x	x	x	x
EXTERNAL	Professional:				
	a. member	x	x	x	x
	b. chair	x	x	x	x
	State/federal:				
	a. member	x	x	x	x
	b. chair	x	x	x	x
	TOTALS:	10	10	10	10

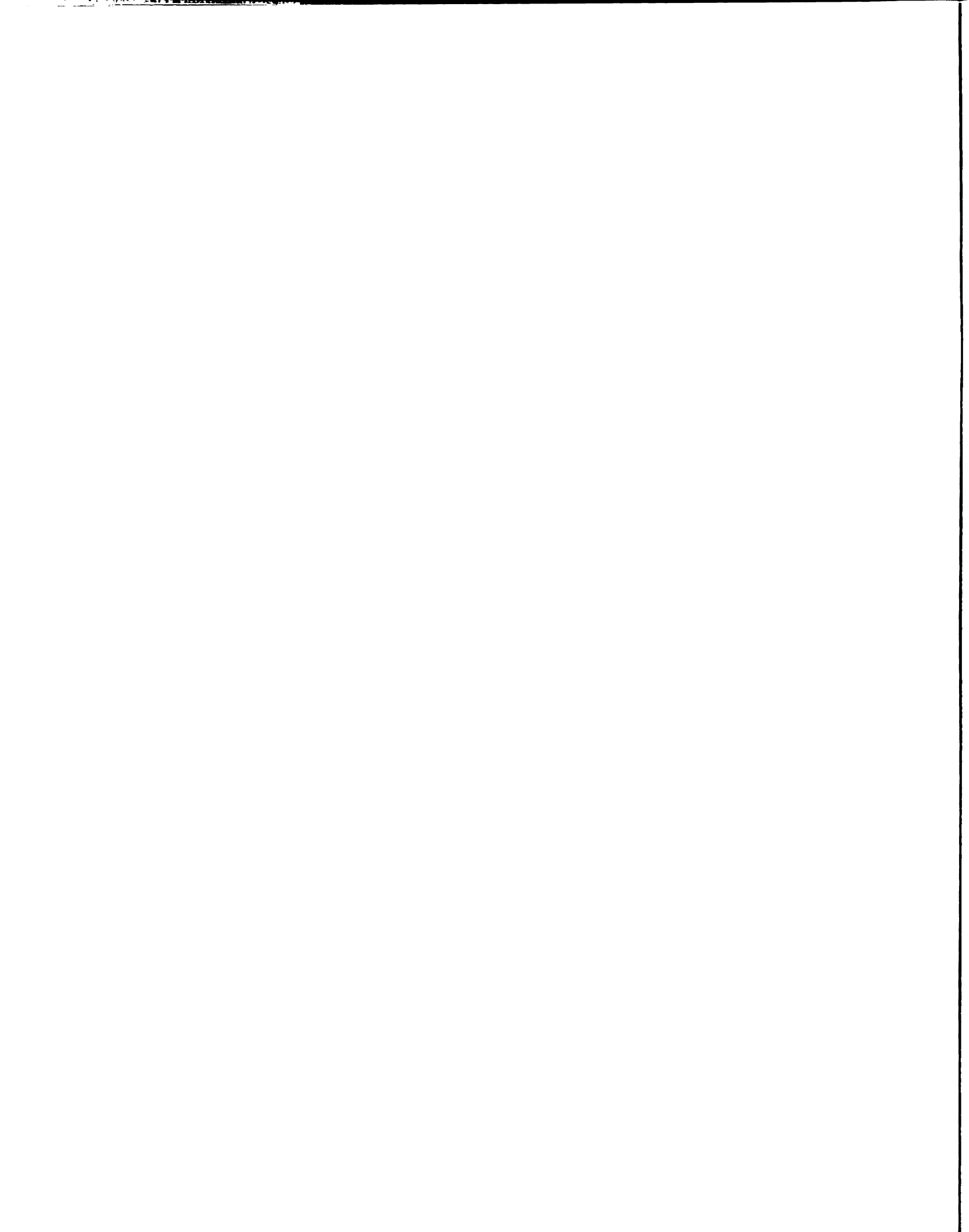
APPENDIX C

TREE ANALYSIS FOR  
"ONE-SHOT" AND "ON-GOING" PROJECTS

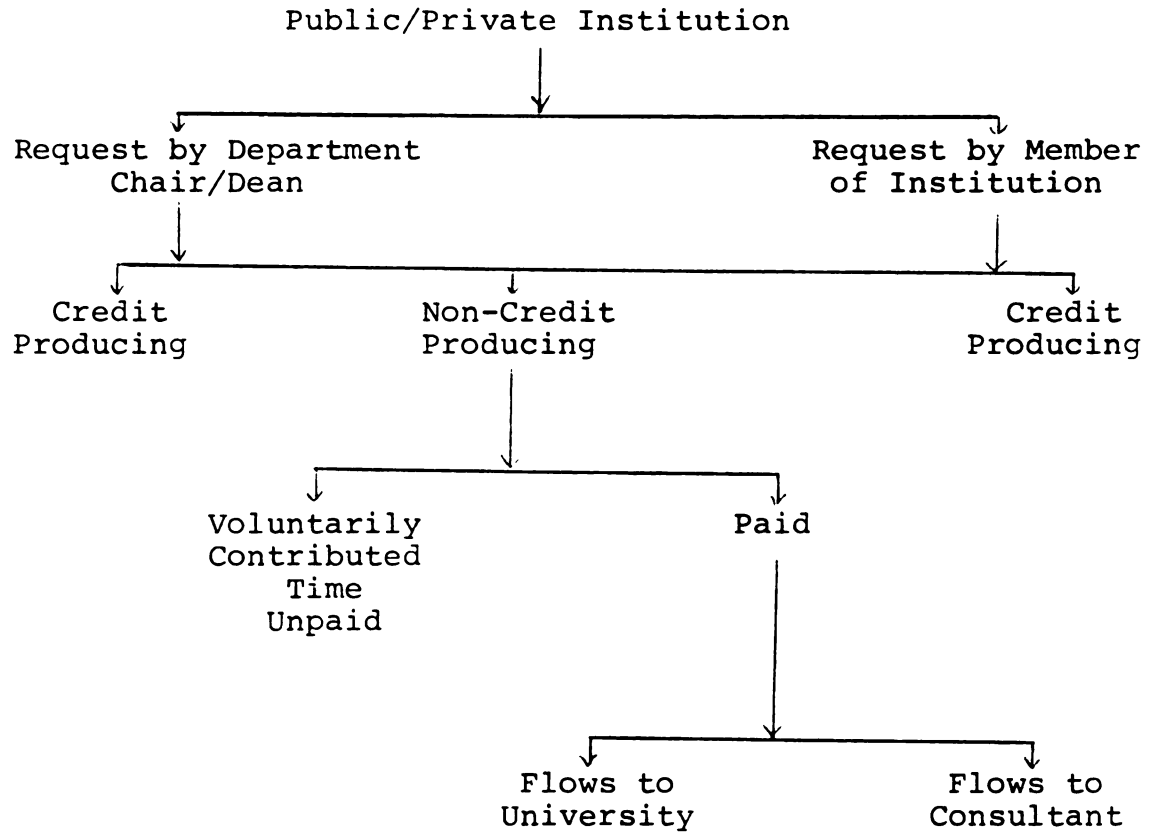


## I. "One-Shot" Activity (e.g., One-Day Workshop)



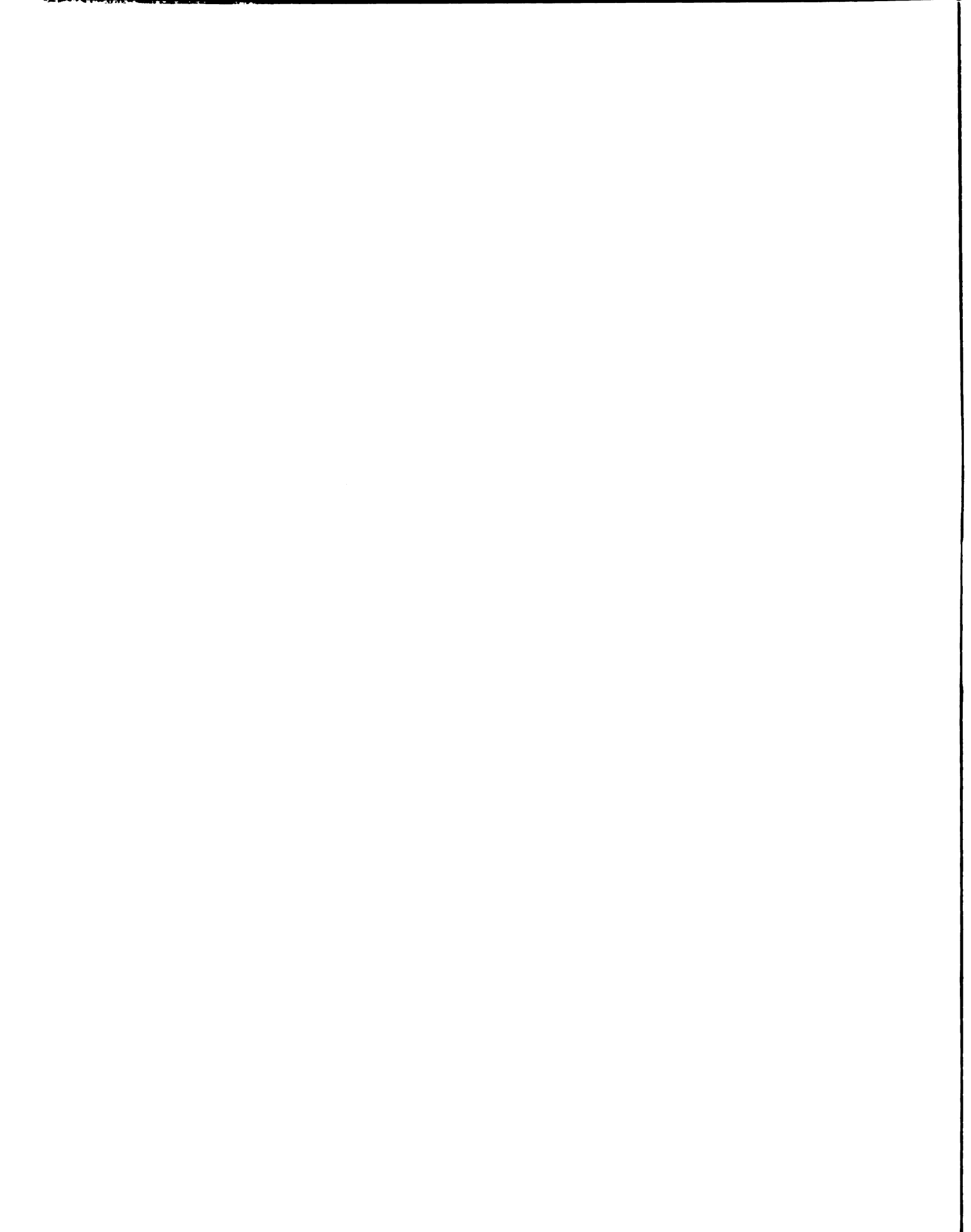


## II. "On-Going" Project (e.g., School Improvement Programs)



**APPENDIX D**

**CARD-SORT INSTRUMENT:  
LIST OF PUBLIC SERVICE ACTIVITIES**



1 (External role)

You have been ELECTED MEMBER of an AD HOC committee of a professional organization.

4 (Internal role)

You have been APPOINTED member of an AD HOC departmental committee.

2 ("On-going" project)

On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is NON-CREDIT PRODUCING.

5 ("On-going" project)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is CREDIT PRODUCING at a PRIVATE institution.

You will be PAID by the public institution.

6 (External role)

You have been APPOINTED MEMBER of a STANDING committee at the state/federal level.

3 ("One-shot" activity)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING at a PUBLIC institution.

7 (Internal role)

You have been APPOINTED CHAIR-PERSON of a STANDING university committee.

You agreed to VOLUNTEER your time. You will NOT be paid.

8 (Internal role)

You have been ELECTED CHAIR of a STANDING departmental committee.

9 ("On-going" project)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is NON-CREDIT PRODUCING at a PRIVATE institution.

You have agreed to VOLUNTEER your time. You will NOT be paid.

10 (Internal role)

You have been APPOINTED CHAIR of a STANDING departmental committee.

11 (Internal role)

You have been ELECTED CHAIR of a STANDING university committee.

12 (Internal role)

You have been APPOINTED CHAIR of an AD HOC university committee.

13 (External role)

You have been ELECTED MEMBER of an AD HOC committee at the state/federal level.

14 ("On-going" project)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs), which is NON-CREDIT PRODUCING, at a public institution.

The project is university sponsored. Payment goes to the university.

15 (Internal role)

You have been ELECTED MEMBER of a STANDING college committee.

16 ("One-shot" activity)

On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct a "ONE-SHOT" ACTIVITY (e.g., one day work-shop), which is NON-CREDIT PRODUCING.

The project is university sponsored. Payment goes to the university.

17

("One-shot" activity)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING, at a PRIVATE institution.

You will be PAID by the private institution.

21

("One-shot" activity)

On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct a "ONE SHOT" activity (e.g., one day work-shop) which is NON-CREDIT PRODUCING.

The project is university sponsored. Payment goes to the university.

18

(Internal role)

You have been APPOINTED MEMBER of an AD HOC university committee.

22

(External role)

You have been APPOINTED MEMBER of a STANDING committee of a professional organization.

19

(External role)

You have been APPOINTED MEMBER of an AD HOC committee at the state/federal level.

23

(Internal role)

You have been ELECTED MEMBER of an AD HOC university committee.

20

("On-going" project)

On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is CREDIT PRODUCING.

24

("One-shot" activity)

On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING.

You have agreed to VOLUNTEER your time. You will NOT be paid.



- 25      (Internal role)      29      (External role)  
 You have been ELECTED CHAIR of an AD HOC departmental committee.
- 26      ("One-shot" activity)      30      ("One shot" activity)  
 On a REQUEST by a MEMBER of a PUBLIC insitution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is CREDIT PRODUCING.
- 27      (Internal role)      31      ("One-shot" activity)  
 You have been APPOINTED MEMBER of an AD HOC college committee.
- 28      ("On-going" project)  
 On a REQUEST by a MEMBER of a PUBLIC insitution, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is CREDIT PRODUCING.
- On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING, at a PUBLIC insitution.
- You will be PAID by the public insitution.
- On a REQUEST by a MEMBER of a PUBLIC insitution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one-day workshop) which is NON-CREDIT PRODUCING.
- You will be PAID by the public insitution.

32 ("On-going" project)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is CREDIT PRODUCING at a PUBLIC insitution.

33 ("On-going" project)

On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is NON-CREDIT PRODUCING.

You will be paid by the private institution.

34 (Internal role)

You have been ELECTED MEMBER of a STANDING departmental committee.

35 (Internal role)

You have been ELECTED CHAIR of an AD HOC college committee.

36 (External role)

You have been APPOINTED MEMBER of an AD HOC committee of a professional organization.

37 ("On-going" project)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is NON-CREDIT PRODUCING at a PUBLIC institution.

You have agreed to VOLUNTEER your time. You will NOT be paid.

38 ("One-shot" activity)

On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is CREDIT PRODUCING at a PUBLIC institution.

39 (Internal role)

You have been APPOINTED CHAIR of a STANDING college committee.

- 40           (External role)  
You have been ELECTED MEMBER  
of a STANDING committee at  
the state/federal level.
- 41           "(One-shot" activity)  
On a REQUEST by your DEPARTMENT  
CHAIR or DEAN, you have agreed  
to conduct a "ONE-SHOT" activity  
(e.g., one day workshop) which  
is NON-CREDIT PRODUCING at a  
PRIVATE instituion.
- 42           (External role)  
You have been ELECTED MEMBER  
of a STANDING committee of a  
professional organization.
- 43           ("On-going" project)  
On a REQUEST by a MEMBER of a  
PUBLIC institution, you have agreed  
to conduct an "ON-GOING" project  
(e.g., school improvement programs),  
which is NON-CREDIT PRODUCING.  
The project is university sponsored.  
Payment goes to the university
- 44           (External role)  
You have been ELECTED CHAIR of  
a STANDING committee at the  
STATE/FEDERAL level.
- 45           ("One-shot" activity)  
On a REQUEST by your DEPARTMENT  
CHAIR or DEAN, you have agreed  
to conduct a "ONE-SHOT"  
activity (e.g., one day  
workshop) which is NON-CREDIT  
PRODUCING at a PRIVATE  
institution.  
You have agreed to VOLUNTEER  
your time. You will NOT  
be paid.
- 46           (Internal role)  
You have been ELECTED CHAIR  
of a STANDING college  
committee.
- 47           (External role)  
You have been ELECTED CHAIR  
of a STANDING committee of a  
professional organization.

- 48                   (Internal role)  
 You have been ELECTED member  
 of an AD HOC departmental  
 committee.
- 49                   (Internal role)  
 You have been APPOINTED MEMBER  
 of a STANDING university  
 committee.
- 50                   ("One-shot" activity)  
 On a REQUEST by your DEPARTMENT  
 CHAIR or DEAN, you have agreed to  
 conduct a "ONE-SHOT" activity  
 (e.g., one day workshop) which is  
 NON-CREDIT PRODUCING at a PUBLIC  
 institution.  
 The project is university sponsored.  
 Payment goes to the university.
- 51                   ("On-going" project)  
 On a REQUEST by your DEPARTMENT  
 CHAIR or DEAN, you have agreed  
 to conduct an "ON-GOING" pro-  
 ject (e.g., training programs)  
 which is NON-CREDIT PRODUCING  
 at a PRIVATE institution.  
 You will be PAID by the private  
 institution.
- 52                   (Internal role)  
 You have been APPOINTED CHAIR  
 of an AD HOC college committee.
- 53                   (Internal role)  
 You have been ELECTED MEMBER  
 of an AD HOC college committee.
- 54                   (External role)  
 You have been APPOINTED CHAIR  
 of an AD HOC committee at the  
 state/federal level.
- 55                   ("On-going" project)  
 On a REQUEST by a MEMBER of  
 a PRIVATE institution, you  
 have agreed to conduct an ON-  
 GOING project (e.g., training  
 programs) which is NON-CREDIT  
 PRODUCING.  
 You agreed to VOLUNTEER your time.  
 You will NOT be paid.
- 56                   (Internal role)  
 You have been APPOINTED MEMBER  
 of a STANDING departmental  
 committee.

- 57      ("One-shot" activity)  
On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one-day workshop) which is NON-CREDIT PRODUCING.  
You agreed to VOLUNTEER your time. You will NOT be paid.
- 58      (Internal role)  
You have been ELECTED CHAIR of an AD HOC university committee.
- 59      (Internal role)  
You have been APPOINTED MEMBER of a STANDING college committee.
- 60      ("On-going" project)  
On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., training programs) which is NON-CREDIT PRODUCING, at a PRIVATE institution.  
The project is university sponsored. Payment goes to the university.
- 61      ("On-going" project)  
On a REQUEST by your DEPARTMENT CHAIR or DEAN, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs) which is NON-CREDIT PRODUCING at a PUBLIC institution.  
You will be PAID by the public institution.
- 62      ("One-shot" activity)  
On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is NON-CREDIT PRODUCING.  
You will be PAID by the private institution.
- 63      (Internal role)  
You have been APPOINTED CHAIR of an AD HOC departmental committee.

- 64 ("On-going" project)  
On a REQUEST by a MEMBER of a PUBLIC institution, you have agreed to conduct an "ON-GOING" project (e.g., school improvement programs), which is NON-CREDIT PRODUCING.  
You agreed to VOLUNTEER your time. You will NOT be paid.
- 65 (Internal role)  
You have been ELECTED MEMBER of a STANDING university committee.
- 66 (External role)  
You have been APPOINTED CHAIR of a STANDING committee at the state/federal level.
- 67 (External role)  
You have been ELECTED CHAIR of an AD HOC committee of a professional organization.
- 68 ("On-going" project)  
On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct an "ON-GOING" project which is NON-CREDIT PRODUCING.  
The project is university sponsored. Payment goes to the university.
- 69 (External role)  
You have been ELECTED CHAIR of an AD HOC committee at the state/federal level.
- 70 (External role)  
You have been APPOINTED CHAIR of an AD HOC committee of a professional organization.
- 71 ("One-shot" activity)  
On a REQUEST by a MEMBER of a PRIVATE institution, you have agreed to conduct a "ONE-SHOT" activity (e.g., one day workshop) which is CREDIT PRODUCING.

72      ("One shot" activity)

On a REQUEST by your DEPARTMENT  
CHAIR or DEAN, you have agreed  
to conduct a "ONE SHOT" activity  
(e.g., one day workshop) which  
is CREDIT PRODUCING at a  
PRIVATE institution.

**APPENDIX E**

**FACULTY CONSENT FORM AND  
INSTRUCTIONS FOR SORTING THE  
CARD-SORT INSTRUMENT**



FACULTY'S CONSENT TO PARTICIPATE IN THE STUDY OF  
PERCEPTION OF FACULTY MEMBERS TOWARD PUBLIC SERVICE

I agree to participate in the study of perception of faculty members toward public service being conducted by Rashidah Shuib, a doctoral candidate in the College of Education, Michigan State University.

I understand that as a participant in the study I will be expected to do the following:

- a. provide time of about 45 minutes to the researcher, and
- b. fill in the questionnaire and sort out the cards as required.

I understand that these responsibilities will take about 45 minutes of my time.

I also understand that I could receive a copy of the completed study upon my request to the researcher.

Finally, I understand that the following precautions will be taken to protect against abuse of my confidence or the data from this study.

- a. All data collected during this study will be kept confidential and the study will be reported without the identification of individual faculty members or their departments.
- b. I may obtain data on myself and review it with the researcher.
- c. These data will not be used in my evaluation by the organization I am in.
- d. I may withdraw from the study at any time without recrimination.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**INSTRUCTIONS FOR SORTING THE  
PUBLIC SERVICE ACTIVITY CARDS**

The following definitions are provided below to offer clarifications for two important terms used in this procedure:

- a. LOAD CREDIT: This refers to faculty activities which are recognized by a department as a formal part of the faculty's duties and responsibilities for which he/she is paid by the institution (college).
- b. CREDIT PRODUCING: Credit producing activities are those which the clients of that activities that you are involved with have to pay tuition or fees to participate and subsequently will be rewarded either in terms of credits or degree or some form of a formal recognition.

Sorting Procedures

1. The purpose of sorting these cards is mainly to find out the kinds of activities which are perceived by faculty members to be the ones that **SHOULD RECEIVE** or **SHOULD NOT RECEIVE** load credit for public service.
2. There are five categories, ranging from Category 1: definitely should **NOT** receive load credit for public service, to Category 5: definitely should receive load credit for public service.
3. You are required to sort the cards into any of the five categories. There is no order in sorting the cards. You are free to change your mind as you go along. There is no restriction on the number of cards for each category.

(NOTE: At the back of each card is an example of the respective activity. The examples are merely to illustrate a point and should not be used to make decisions.)

**APPENDIX F**

**A MASTER LIST OF THE ITEMS (ACTIVITIES)  
WITH MEANS AND STANDARD DEVIATIONS  
FOR FOUR DEPARTMENTS**

<u>Items</u>	<u>Dept. HPE</u>		<u>Dept. TE</u>		<u>Dept. EAC</u>		<u>Dept. CEP</u>	
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>
1	2.40	1.51	2.69	1.25	2.75	1.39	2.91	1.38
2	2.40	1.84	1.88	1.36	1.94	1.34	1.64	1.03
3	3.50	1.76	3.25	1.61	3.50	1.75	3.00	1.67
4	2.50	1.49	2.38	1.20	1.88	1.15	2.18	1.54
5	4.20	1.32	4.38	1.36	4.25	1.24	4.00	1.61
6	3.60	1.65	2.81	1.32	3.50	1.46	3.36	0.36
7	3.10	1.85	3.75	1.44	3.00	1.46	4.27	1.00
8	2.40	1.84	2.75	1.48	2.38	1.50	3.27	1.42
9	4.30	1.25	4.38	1.03	4.31	1.25	4.46	0.93
10	2.50	1.78	3.13	1.46	2.44	1.59	3.64	1.50
11	2.00	1.41	3.38	1.46	2.75	1.44	4.36	0.67
12	2.50	1.51	3.56	1.46	2.63	1.41	3.82	1.17
13	3.30	1.70	3.06	1.24	3.13	1.41	2.91	1.30
14	4.80	0.42	4.88	0.34	4.94	0.25	4.91	0.30
15	2.60	1.78	3.00	1.37	2.44	1.41	3.09	1.38
16	3.50	1.78	3.94	1.39	4.31	1.20	3.82	1.47
17	2.60	2.07	1.56	0.96	2.00	1.45	2.09	1.51
18	2.90	1.73	3.06	1.39	1.88	1.15	2.73	1.35
19	3.70	1.49	2.75	1.39	3.13	1.41	3.00	1.10
20	3.40	1.78	3.88	1.41	4.38	1.26	3.91	1.45
21	3.90	1.60	3.69	1.40	4.19	1.33	3.64	1.63
22	2.80	1.75	2.81	1.33	2.94	1.34	3.18	1.08
23	2.70	1.57	2.31	1.35	2.31	1.45	2.64	1.29
24	3.00	1.83	2.88	1.63	3.44	1.71	2.55	1.44
25	2.40	1.65	2.88	1.46	2.00	1.16	2.55	1.44
26	3.10	1.60	3.44	1.55	3.81	1.47	2.55	1.37
27	2.60	1.58	2.81	1.28	1.94	1.29	2.55	1.21
28	3.20	1.99	4.19	1.33	4.31	1.25	3.91	1.58
29	2.60	1.58	3.13	1.46	3.13	1.41	4.00	0.78
30	2.60	2.07	1.69	1.14	2.00	1.46	2.00	1.34
31	2.60	1.90	1.88	1.41	1.88	1.36	1.36	0.51
32	4.30	1.34	4.31	1.35	4.25	1.24	4.09	1.64
33	2.30	1.89	1.69	0.01	1.88	1.36	1.36	0.67

	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>
34	2.40	1.65	2.56	1.32	2.25	1.48	2.55	1.44
35	2.40	1.65	2.63	1.26	2.06	1.12	3.18	1.47
36	2.40	1.58	2.69	1.40	2.75	1.48	2.46	1.37
37	4.30	1.25	4.19	1.22	4.38	1.20	4.55	1.21
38	3.60	1.51	3.63	1.50	3.88	1.36	2.82	1.54
39	2.60	1.78	3.19	1.52	2.88	1.54	3.64	1.50
40	3.80	1.62	2.88	1.31	4.44	1.50	3.09	1.38
41	3.50	1.58	4.06	1.44	4.31	1.20	4.09	1.38
42	2.60	1.58	2.75	1.34	2.94	1.48	3.00	1.41
43	4.60	0.97	4.75	0.58	4.75	0.45	4.73	0.47
44	4.10	1.45	3.06	1.34	3.81	1.38	4.00	1.00
45	3.70	1.70	3.13	1.63	3.13	1.78	3.46	1.51
46	2.60	1.78	2.88	1.46	2.56	1.46	3.73	1.19
47	2.40	1.51	3.06	1.39	3.13	1.41	4.27	0.65
48	2.20	1.55	2.31	1.20	1.88	1.15	2.46	1.29
49	2.70	1.70	3.56	1.32	2.81	1.56	3.09	1.58
50	4.00	1.41	3.88	1.41	4.31	1.20	3.55	1.70
51	3.00	1.83	1.81	1.11	2.25	1.61	2.18	1.47
52	2.70	1.64	3.06	1.53	2.00	1.16	3.72	1.19
53	2.60	1.58	2.50	1.21	1.94	1.12	2.18	1.17
54	3.80	1.55	3.50	1.21	3.75	1.44	3.55	1.04
55	3.90	1.37	3.50	1.27	3.50	1.67	3.55	1.64
56	2.30	1.70	2.63	1.31	2.31	1.54	2.64	1.69
57	3.00	1.94	2.75	1.39	3.06	1.73	2.46	1.44
58	2.70	1.57	3.25	1.53	2.25	1.18	3.73	1.10
59	2.80	1.93	2.69	1.35	2.50	1.46	3.09	1.64
60	4.80	0.42	4.68	0.72	4.63	0.81	4.73	0.91
61	2.90	1.91	1.88	1.26	1.94	1.34	2.27	1.42
62	2.40	1.90	1.69	1.14	1.81	1.22	1.27	0.47
63	2.40	1.65	3.19	1.52	1.81	1.22	1.27	0.47
64	4.00	1.41	3.88	1.36	4.25	1.18	3.64	1.57
65	2.50	1.58	2.88	1.31	2.56	1.50	3.00	1.34
66	3.60	1.65	3.75	1.18	4.13	1.15	4.09	0.94
67	2.40	1.51	2.88	1.26	2.69	1.54	3.18	1.40
68	4.70	0.48	4.69	0.48	4.75	0.45	4.55	1.21

	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>
69	2.80	1.81	3.06	1.39	3.50	1.37	3.27	1.19
70	2.50	1.51	2.88	1.31	2.81	1.47	3.18	1.40
71	2.30	1.42	3.50	1.55	3.88	1.50	2.91	1.45
72	3.50	1.65	3.81	1.52	3.75	1.44	2.46	1.57

APPENDIX G

A MATRIX OF THE MASTER LIST  
OF THE ACTIVITIES:  
LOAD CREDIT, UNDECIDED,  
AND NO LOAD CREDIT

<u>Items</u>	Department				<u>Items</u>	Department				<u>Items</u>	Department			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	x	o	o	o	34	x	o	x	o	67	x	o	o	o
2	x	x	x	x	35	x	o	o	o	68	✓	✓	✓	✓
3	o	o	o	o	36	x	o	o	x	69	o	o	o	o
4	x	x	x	x	37	✓	✓	✓	✓	70	o	o	o	o
5	✓	✓	✓	✓	38	✓	✓	✓	o	71	x	o	✓	o
6	✓	o	o	o	39	o	o	o	✓	72	o	✓	✓	x
7	o	✓	o	✓	40	✓	o	✓	o					
8	x	o	x	o	41	o	✓	✓	✓					
9	✓	✓	✓	✓	42	o	o	o	o					
10	o	o	x	✓	43	✓	✓	✓	✓					
11	x	o	o	✓	44	✓	o	✓	✓					
12	o	✓	o	✓	45	✓	o	o	o					
13	o	o	o	o	46	o	o	o	✓					
14	✓	✓	✓	✓	47	x	o	o	✓					
15	o	o	x	o	48	x	x	x	x					
16	✓	✓	✓	✓	49	o	✓	o	o					
17	o	x	x	x	50	✓	✓	✓	✓					
18	o	o	x	o	51	o	x	x	x					
19	✓	o	o	o	52	o	o	x	✓					
20	o	✓	✓	✓	53	o	o	x	x					
21	✓	✓	✓	✓	54	✓	o	✓	✓					
22	o	o	o	o	55	✓	o	o	✓					
23	o	x	x	o	56	x	o	x	o					
24	o	o	o	o	57	o	o	o	x					
25	x	o	x	o	58	o	o	x	✓					
26	o	o	✓	o	59	o	o	o	o					
27	o	o	x	o	60	✓	✓	✓	✓					
28	o	✓	✓	✓	61	o	x	x	o					
29	o	o	o	✓	62	x	x	x	x					
30	o	x	x	x	63	x	o	x	o					
31	o	x	x	x	64	✓	✓	✓	✓					
32	✓	✓	✓	✓	65	o	o	o	o					
33	x	x	x	x	66	✓	✓	✓	✓					

CODES:

1 = HPE

2 = TE

3 = EAC

4 = CEP

x = no load  
credit

o = undecided

✓ = load credit



**APPENDIX H**

**FREQUENCY TABLES OF ITEM  
MEANS AND VARIANCES FOR  
DEPARTMENTS HPE, TE, EAC, AND CEP**

Department: HPE

<u>Rank Order of Means</u>		<u>Rank Order of Variances</u>		
	<u>Mean</u>	<u>Frequency</u>		
NO LOAD CREDIT	2.00	2	0.42	2
	2.20	1	0.48	1
	2.30	3	0.97	1
	2.40	11	1.25	2
	2.50	4	1.32	1
	-----2.60-----	10-----		
UNDECIDED	2.70	4	1.34	1
	2.80	3	1.37	1
	2.90	2	1.41	3
	3.00	4	1.42	1
	3.10	2	1.45	1
	3.30	1	1.49	2
	-----3.40-----	1-----	1.51	6
LOAD CREDIT	3.50	3	-----1.55-----	2-----
	3.60	3	1.57	2
	3.70	2	1.58	7
	3.80	1	1.60	2
	3.90	3	1.62	1
	4.00	2	1.64	1
	4.10	1	1.65	7
	4.20	1	1.70	4
	4.30	3	-----1.73-----	1-----
	4.60	1	1.75	1
	4.70	1	1.76	1
4.80	2	1.78	6	
		1.81	1	
		1.83	2	
		1.84	2	
		1.85	1	
		1.89	1	
		1.90	2	

	<u>Variance</u>	<u>Frequency</u>
LOW CONSENSUS	1.91	1
	1.93	1
	1.94	1
	1.99	1
	2.01	2
	<hr/>	72

Department: TE

Rank Order of Means

	<u>Mean</u>	<u>Frequency</u>		<u>Mean</u>	<u>Frequency</u>
	1.56	1		3.56	2
	1.69	3		3.63	1
	1.81	1		3.69	1
	1.88	3		3.75	2
NO LOAD CREDIT	2.31	2		3.81	1
	2.38	1		3.88	3
	2.50	1		3.94	1
	2.56	1	LOAD CREDIT	4.06	1
	2.63	2		4.19	2
	2.69	3		4.31	1
	2.75	4		4.38	2
-----	2.81	3	-----	4.63	1
	2.88	7		4.69	1
	3.00	1		4.75	1
UNDECIDED	3.06	6		4.88	1
	3.13	3			
	3.19	2			
	3.25	2			
	3.38	1			
-----	3.44	1	-----		
	3.50	3			

Rank Order of Variances

	<u>Variance</u>	<u>Frequency</u>	<u>Variance</u>	<u>Frequency</u>	
	1.63	2	1.28	1	
	1.61	1	1.27	1	
LOW	1.55	2	1.26	3	
CONSENSUS	1.53	2	1.25	1	
	1.52	3	1.24	1	
	1.50	1	1.22	1	
	1.48	1	1.21	2	
	1.46	6	1.20	2	
	1.44	2	1.18	1	
	1.41	3	1.14	2	
	-----1.40-----	2-----	HIGH	1.11	1
	1.39	6	CONSENSUS	1.03	1
	1.37	1		1.01	1
	1.36	3		0.96	1
	1.35	3		0.72	1
	1.34	2		0.58	1
	1.33	2		0.48	1
	1.32	3		0.34	1
	-----1.31-----	4-----			

Department: EAC

	<u>Rank Order of Means</u>		<u>Rank Order of Variances</u>	
	<u>Mean</u>	<u>Frequency</u>	<u>Variance</u>	<u>Frequency</u>
NO LOAD CREDIT	1.81	2	0.25	1
	1.88	5	0.45	2
	1.94	4	0.81	1
	2.00	4	0.98	1
	2.06	1	1.12	2
	2.25	3	1.15	4
	2.31	2	1.16	2
	2.38	1	1.18	2
	2.44	2	1.20	4
	2.50	1	1.22	1
	2.56	2	1.24	2
	2.63	1	1.25	2
	2.69	1	1.26	1
UNDECIDED	2.75	3	1.29	1
	2.81	2	1.33	1
	2.88	1	1.34	3
	2.94	2	1.36	3
	3.00	1	1.37	1
	3.00	1	1.38	1
	3.13	5	1.39	1
	3.44	1	1.41	6
	3.50	4	1.44	3
	3.75	2	1.45	1
	3.81	2	1.46	6
	3.88	2	1.47	2
LOAD CREDIT	4.13	1	1.48	3
	4.19	1	1.50	4
	4.25	3	1.54	3
	4.31	5	1.56	1
	4.38	2	1.59	1
	4.44	1	1.61	1

4.63	1
4.75	2
4.94	1
	<hr/>
	72

1.67	1
1.71	1
1.73	1
1.75	1
1.78	1
	<hr/>
	72

Department: CEP

<u>Rank Order of Means</u>		<u>Rank Order of Variances</u>	
<u>Mean</u>	<u>Frequency</u>	<u>Variance</u>	<u>Frequency</u>
1.27	1	0.30	1
1.36	2	0.36	1
1.64	1	0.47	2
2.00	1	0.51	1
NO LOAD CREDIT 2.01	1	0.65	1
2.18	3	0.67	2
2.27	1	HIGH CONSENSUS 0.78	1
2.46	4	0.91	1
2.55	5	0.93	1
NO LOAD CREDIT 2.64	2	0.94	1
2.73	1	HIGH CONSENSUS 1.00	1
2.82	1	1.01	1
-----2.11-----3-----		1.03	1
3.00	4	1.04	1
UNDECIDED 3.09	4	1.08	1
3.18	4	1.10	2
3.27	3	1.17	2
UNDECIDED 3.36	1	-----1.19-----4-----	
3.46	1	1.21	3
3.55	3	1.29	2
-----3.64-----11-----		1.30	1
3.72	1	1.34	2
3.73	2	1.35	1
3.82	2	1.37	2
LOAD CREDIT 3.91	2	1.38	4
4.00	3	1.40	2
4.09	3	1.41	1
4.27	2	1.42	2
4.36	1	-----1.44-----4-----	
4.46	1	1.45	2



	1.47	3
	1.50	2
	1.51	2
	1.54	2
LOW CONSENSUS	1.57	2
	1.58	2
	1.61	1
	1.63	1
	1.64	3
	1.64	1
	1.69	1
	1.70	1

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