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# Faculty Perceptions of Institutional Commitment to the Scholarship of Engagement

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Andrews University

School of Education

FACULTY PERCEPTIONS OF INSTITUTIONAL COMMITMENT  
TO THE SCHOLARSHIP OF ENGAGEMENT

A Dissertation

Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Philosophy

by

Mackenzi Anne Huyser

April 2004

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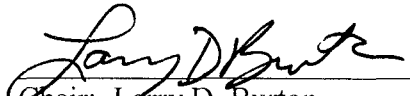
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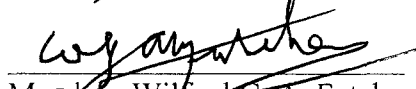
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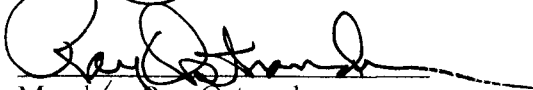
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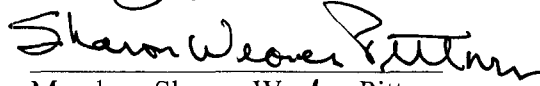
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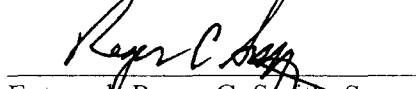
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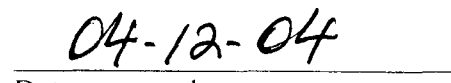
  
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To my parents, family, friends, mentors and colleagues, and my fiancé, Mark, who supported, encouraged, and selflessly made sacrifices for me everyday throughout this process. It is only by the grace of God and through the support of people God placed in my life that this milestone was completed.

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ABSTRACT

FACULTY PERCEPTIONS OF INSTITUTIONAL COMMITMENT  
TO THE SCHOLARSHIP OF ENGAGEMENT

by

Mackenzi Anne Huyser

Chair: Larry D. Burton

## ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

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Title: FACULTY PERCEPTIONS OF INSTITUTIONAL COMMITMENT TO  
THE SCHOLARSHIP OF ENGAGEMENT

Name of researcher: Mackenzi Anne Huyser

Name and degree of faculty chair: Larry D. Burton, Ph.D.

Date completed: April 2004

### Problem

Institutions of higher education are in an important position in relation to fulfillment of their institutional mission. Boyer (1996) introduced to the higher education community an alternative approach to scholarship to address this shift from original mission. While Boyer (1990) examined institutions of higher education as a whole, the distinctive worldview, mission, and philosophy of reformed Christian institutions have not been examined to determine to what extent they are fulfilling their calling to transform creation and redeem culture. Therefore, the purpose of this study was to examine social perceptions that full-time faculty, serving in reformed

institutions, hold about their institutional commitment to the scholarship of engagement.

### Method

The sample for this study consisted of full-time faculty members (n=274) serving in member institutions of the Association of Reformed Institutions in Higher Education (ARIHE) located in the United States. The survey research method was used to examine faculty social perceptions. The Statistical Package for the Social Sciences (SPSS)® version 11.5 was used to analyze the data using descriptive statistics, *t* tests, and ANOVA.

### Results

Two primary research questions were explored to examine faculty social perceptions. The first question examined social perceptions in three categories: faculty colleagues, institutional mission, and faculty reward system. Study outcomes suggest faculty had strong perceptions about their faculty colleagues and institutional mission, but did not perceive that their institution had a strong commitment to the scholarship of engagement in its faculty reward system. The second research question asked how these social perceptions vary among faculty based on gender, race, rank, tenure, length of service, academic discipline, and faculty workload requirements. Results of the analysis found significance ( $p < 0.05$ ) in faculty workload requirements specifically in the areas of teaching load and committee load.

## Conclusion

This study suggests that full-time faculty in these reformed Christian institutions hold strong social perceptions about the commitment of faculty colleagues and the institutional mission toward the scholarship of engagement, but this commitment is lacking in the area of the faculty reward system. More needs to be done in these institutions to encourage and reward faculty to fulfill their mission through scholarship of engagement activities.

## CHAPTER ONE

### INTRODUCTION

Reformed Christian institutions, based on their world-and-life view articulated through their missions and educational philosophies, focus on transforming culture and redeeming creation to the glory of God. Partial fulfillment of this mission is expected through the traditional means of teaching, scholarship, and service.

In a similar manner, institutions outside of the reformed tradition have alternative philosophies which guide the focus and view of scholarship related to the institutional mission. For example, the development of land-grant institutions in the late 1800s focused on an interest in providing for common societal needs (Cooper, 1999). Despite this original commitment, views of scholarship have been challenged by the movement toward national prestige and building of reputations, and away from the original mission to providing for societal needs (Bellah, Madsen, Sullivan, Swindler, & Tipton, 1985; Bok, 1982).

Recent awareness of this gradual shift from mission has brought criticism to the structure of scholarship in higher education. “[Our] troubled university can no longer afford pursuits confined to an ivory tower. . . . Scholarship has to prove its worth not on its own terms but by service to the nation and the world” (Oscar Handlin, cited in Boyer, 1996, p. 21).



As a result of this criticism and call for social action, Boyer (1990) proposed four new definitions of scholarship to be discussed by institutions of higher education.

Connecting these alternative definitions of scholarship to the radical notion of “service to the nation and the world” is known as the scholarship of engagement (Boyer, 1996).

Reformed Christian institutions express an explicit desire to educate students from a reformed world-and-life view. Institutions that have made this commitment also make the commitment to hire full-time faculty members who express this commitment in their teaching, scholarship, and service. A second level to this commitment is membership in the Association of Reformed Institutions in Higher Education (ARIHE). This association consists of member institutions both in the United States and Canada that have made a commitment to education from a reformed world-and-life view. More specifically, ARIHE institutions seek to develop a common understanding of the relationship of religious faith to academic work and also to collaborate in ventures that promote their common mission.

### **Statement of the Problem**

Institutions of higher education are in a crucial position in relation to fulfillment of their mission (Boyer, 1990). Boyer (1996) introduced to the higher education community an alternative approach to scholarship to address the gradual shift away from original missions. This new model, called the scholarship of engagement, allows institutions of higher education the unique opportunity to address social problems and serve their communities of place (Schrivers, 1998) while also filling their roles as faculty engaging in scholarly activities.

While Boyer (1990) examined institutions of higher education as a whole, the distinctive worldview, mission, and philosophy of reformed institutions have not been examined to determine to what extent they are fulfilling their calling to transform creation and redeem culture. Recent literature suggests these institutions define community in a narrow sense (DeJong, 1990; Holmes, 1987), limited to developing a sense of community on the college campus; and make no clear call for community engagement. How are reformed Christian colleges interpreting this call to transform culture; focus on the welfare of society; and be agents of renewal? How are reformed institutions different in their scholarship activities? Is the reformed bias evident in the social perceptions that faculty hold about their institutional commitment to the scholarship of engagement?

Reformed institutions are clear about their mandate, mission, and educational philosophy. Specific evidence of this underlying worldview is found in the literature (Breems, 1997, 1998; Goudzwaard & de Lange, 1995; Vandezande, 1999; Wolterstorff, 1983) as Christian authors discuss the place of the Christian in the world. In addition, Christian authors tackle difficult issues of scholarship in the broader Christian community (Diekema, 2000; Marsden, 1997). No body of literature exists, however, which examines the relationship of this worldview with the social perceptions that faculty hold about their institutional commitment to the scholarship of engagement.

### **Purpose of the Study**

Reformed institutions clearly mandate engagement and participation in the community. DeMoor (2001), in *Reformed: What It Means, Why It Matters*, states:

Reformed Christians involve themselves in personal evangelism with the same zeal as they engage social action. . . . They work hard at providing for the needs

of the homeless and the hungry. They call and work for justice and equity in their neighborhoods and around the world. They work hard at opposing racism and seek to liberate those who are oppressed. (pp. 61-62)

This mandate requires a social exchange, and for reformed institutions this exchange must extend past the college community into the broader community of place (Schrivver, 1998). How are these colleges interpreting this mandate and call? What are their faculty social perceptions about their institutional commitment to working with the community to solve social problems? What are their faculty social perceptions about their institutional commitment to the scholarship of engagement?

The purpose of this study was to examine the social perceptions that full-time faculty, serving in ARIHE institutions located in the United States, hold about their institutional commitment to the scholarship of engagement.

### **Research Questions**

The primary research questions that this study addressed include:

1. What social perceptions do full-time faculty members in ARIHE institutions located in the United States hold about their institutional commitment to the scholarship of engagement?
2. How do these social perceptions vary among faculty members based on gender, race, rank, tenure, length of service, academic discipline, and faculty workload requirements?

### **Research Hypotheses**

The purpose of this study was to examine the social perceptions that full-time faculty, serving in ARIHE institutions located in the United States, hold about their institutional commitment to the scholarship of engagement.

The study's primary hypotheses are:

*Hypothesis 1:* Full-time faculty members serving in ARIHE institutions in the United States will hold strong social perceptions about their institutional commitment to the scholarship of engagement.

The secondary approach to the research was to relate one or more independent variables to the dependent variable (Creswell, 2003). The hypotheses for this approach are as follows:

*Hypothesis 2:* There is a significant difference between the mean scores of females and males on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 3:* There is a significant difference among the mean scores of respondents of different race on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 4:* There is a significant difference among the mean scores of respondents of different rank on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 5:* There is a significant difference between the mean scores of tenure and non-tenure status on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 6:* There is a significant difference among the mean scores of respondents of different length of service on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 7:* There is a significant difference among the mean scores of respondents of different academic disciplines on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 8:* There is a significant difference among the mean scores of respondents of different faculty workload requirements on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

### **Significance of the Study**

American higher education is being challenged to fulfill its original mission by becoming actively involved in engagement with the broader community. “Our troubled university can no longer afford pursuits confined to an ivory tower. . . . Scholarship has to prove its worth not only on its own terms but by service to the nation and the world” (Oscar Handlin, cited in Boyer, 1996, p. 21). John Dewey also calls for a democratic learning process which “engages students in reaching outside the walls of the school and into the surrounding community; it should focus on problems to be solved; and it should be collaborative, both among students and between students and faculty” (cited in Erhlich, 1997, p. 60).

Christian colleges in the reformed tradition focus on engaging the world and transforming culture. This purpose is evident in their college mission statements, educational philosophies, and general education requirements. As a result, reformed institutions sit in a unique position in regard to the call to move from the “ivory tower” and engage communities. Christian colleges in this tradition, committed to serving their broader communities, must be at the forefront of the scholarship of engagement and serve as a model for other colleges to follow.

### **Theoretical/Conceptual Framework**

The theoretical base provides a foundation for the topic and establishes a connection for understanding the current research and how it fits within an entire body of knowledge. A theoretical framework, as summarized by Hart (1998), states that

a key element that makes for good scholarship is integration. Integration is about making connections between ideas, theories, and experience. It is about applying a method or methodology from one area to another, about placing some episode into a larger theoretical framework, thereby providing a new way of looking at that phenomenon. (p. 8)

This section on the theoretical/conceptual framework is divided into two parts. The first part examines theoretical frameworks used in recent work on this topic and selects one conceptual framework that guides this specific research. The second part presents philosophical foundations related to an institution's educational philosophy and a conceptual framework for understanding how this underlying philosophy leads to a commitment to the scholarship of engagement.

### **Organizational and Value Theories**

Organizational theory applied in the academic setting provides a framework to view organizational behavior and organizational change. The culture of an organization has an impact on the perceptions of people associated with that organization as well as motivates their behavior in that organization (Bandura, 1977; Birnbaum, 1989; Blau, 1994; Bolman & Deal, 1997; Rogers, 1995; Schein, 1992; Senge, 1990; Wilson, 1942).

Theories about values and beliefs also have a place in this research. According to Kuh and Whitt (1998), values and beliefs are manifested in three possible forms: consciously articulated and guide behavior, unconsciously expressed, or interpretations that establish a standard (cited in O'Meara, 2002b). Theorists in the field of sociology

point to “socialization” as the process by which values and beliefs are transferred to individuals within an organization or community (Blackburn & Lawrence, 1995).

The conceptual framework that combines issues of organizational behavior and the concept of values is based on Blackburn and Lawrence’s (1995) work on self-knowledge and social knowledge. These two value forces impact faculty members and their work productivity. Self-knowledge refers to individual faculty members and social knowledge refers to the broad work environment defined as faculty colleagues and the institution. This framework was tested by Braxton, Luckey, and Helland (2002) who found that both self-knowledge and social knowledge strengthen the value placed on scholarship of engagement, especially as it relates to the institutional mission. This framework guided this research as self-knowledge was measured through faith-motivations and demographic characteristics and social knowledge was measured through faculty colleagues, institutional mission, and the faculty reward system.

### **Philosophical Foundations**

An institution’s educational philosophy also provides a basic foundation for emphasizing scholarship of engagement. Dewey (1983), for example, frequently refers to the “social purposes in education” using the philosophical base of social humanism. In addition, Dewey (1983) believed that “education must prepare students who come to the school to be good citizens in the broadest sense of the word” (p. 158).

Many schools of thought could motivate the philosophical foundation of scholarship of engagement within institutions of higher education; however, the philosophical base for this research is grounded in theism.

The theist believes God is the basis for all existence. Humanity created in God's image has a responsibility to serve creation and engage in culture through work, justice, and praise (Trinity Christian College, 1987). Humans are co-workers with Christ and seek to improve culture as an act of service to God and others. Love (White, 1952) provides the foundation for participating in scholarship of engagement activities within the community. This scholarship of engagement operationalizes the institutional mission and vision for providing Christ-like service to others in communities of place (Schriver, 1998). The philosophy is clear, as scholarship of engagement activities take place, service to God and service to others are realized.

The two value forces presented earlier, self-knowledge and social knowledge (Blackburn & Lawrence, 1995), guided this research. Additionally, the philosophical framework, also presented, provided a foundation for the direction of this research study. Based on the underlying philosophical framework presented above and the value forces of self and social knowledge, the rationale is presented for an institutional commitment to the scholarship of engagement. This commitment is conceptualized in the following way: If reformed Christian institutions hold true to their missions to engage the world and transform culture and commit to hiring faculty who also hold this worldview, then faculty will report strong (positive) social perceptions based on their faculty colleagues, the institutional mission, and the faculty reward system (dependent variable) about their institutional commitment to the scholarship of engagement.

As discussed previously, the culture of an organization has an impact on the perceptions of people in that organization (Bandura, 1977; Birnbaum, 1989; Blau, 1994; Bolman & Deal, 1997; Rogers, 1995; Schein, 1992; Senge, 1990; Wilson, 1942).



Additional research cited in Blackburn and Lawrence (1995) suggests that an “individual’s understanding of themselves predict how they perceive their environments more frequently than environmental perceptions predict this self-understanding” (p. 27). Based on this research it is assumed if social knowledge (faculty colleagues, institutional mission, and faculty reward system) is coupled with self-knowledge (basic demographic variables) then full-time faculty will hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement. See Figure 1 for a graphic representation of this conceptual framework.

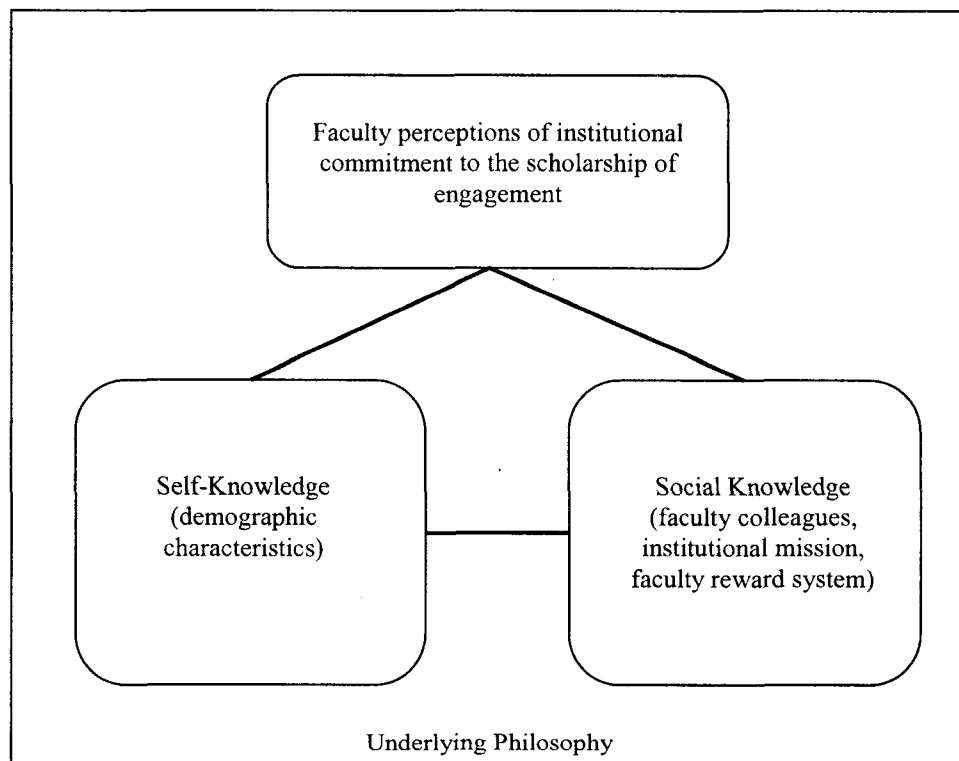


Figure 1. Conceptual Framework: Faculty Perceptions of Institutional Commitment.

### Definition of Terms

This dissertation frequently relies on the use of the following terms:

*Community of place:* A community associated with a geographical location. “A community arises through sharing a limited territorial space for residence and for sustenance and functions to meet common needs generated in sharing this space by establishing characteristic forms of social action” (Reiss, 1959, cited in Schriver, 1998, p. 476).

*Institutional commitment:* A sense of being obligated to a course of action; having loyalty, identification, and involvement with something; developing as individuals share common values with one another (John & Taylor, 1999, p. 27). In educational institutions positive factors associated with institutional commitment include a clear organizational mission; negative factors include misaligned goals and values of individuals and the institution (John & Taylor, 1999, p. 27).

*Land-grant institutions:* Institutions of higher education developed in the late 1800s to offer an alternative to private education that promoted American higher learning and democracy available to all members of society and focused on an interest in providing for common societal needs (Cooper, 1999).

*Reformed institutions:* Institutions of higher education belonging to the Association of Reformed Institutions in Higher Education. This association of institutions shares in the reformed Christian tradition and offers college and university education and scholarship. These institutions are in association in order to develop their common understanding of the relationship of religious faith to academic work and also to collaborate in ventures that promote their common mission. The specific purposes are the following: (a) Present faculty at ARIHE institutions with theological and

philosophical foundations of Christian higher education in the reformed tradition; (b) Provide models of Christian scholarship that reflect the mission and character of the ARIHE institutions; and (c) Nurture a commitment to and passion for Christian higher education in the reformed tradition, and help shape a culture and community around such education and scholarship that transcends any one campus (ARIHE, 2002).

*Scholarship of engagement:* Connects “the rich resources of the university to our nation’s most pressing social, civic, and ethical problems” (Boyer, 1996, p. 21).

*Social perceptions:* Based on the concept of social knowledge (Blackburn & Lawrence, 1995) that “represents how individuals perceive their environment” (p. 17). Referred to in this study as how full-time faculty perceive their environment (the institution’s social climate) with regard to their faculty colleagues, institutional mission, and faculty reward system.

*World-and-life view:* A worldview functions as a guide to life (Wolters, 1985) and works to provide a frame of reference for thoughts and actions (Sire, 1997). More specifically, Sire (1997) asserts “a worldview is a set of presuppositions (assumptions which may be true, partially true, or entirely false) which we hold (consciously or subconsciously, consistently or inconsistently) about the basic makeup of our world” (p. 16).

### **Delimitations**

This study is delimited in the following ways: First, the study examined only reformed institutions that are members of ARIHE and located in the United States. Second, only full-time faculty members were surveyed in this study. Third, the study controlled for reformed beliefs through the commitment of ARIHE institutions to hire

full-time faculty members who exhibit a reformed world-and-life-view through their teaching, scholarship, and service. Fourth, the study looked at reformed institutions and did not attempt to establish a baseline of other faculty in non-reformed institutions. And finally, the study focused only on social perceptions about institutional commitment, not behaviors toward scholarship of engagement.

### **Limitations**

This study is limited in its findings as a result of the following two limitations. First, the use of self-reporting surveys in research on faculty scholarship is used frequently in the research (Blackburn & Lawrence, 1995; Braxton, et al., 2002; Glassick, Huber, & Maeroff, 1997; Pellino, Blackburn, & Boberg, 1984). Blackburn and Lawrence (1995), however, cite this use of self-reporting surveys as a limitation when attempting to explore in-depth perceptions and motivations (p. 320). They further describe the “snapshot” taken of faculty as a “static design” which may raise issues of reliability in faculty response (p. 320).

A second limitation is in the independent variable of tenure. In the data collection process, a small number ( $n=4$ ) of faculty selected the category Other for the question related to rank and tenure. The respondents, from one specific institution, described this selection, stating their institution does not have tenure. The use of “tenure” in the survey instrument could have been confusing to some faculty respondents from this institution when institutions have adopted creative alternatives to this language (i.e., extended term contract, continuous term appointment).

### **Organization of the Study**

This dissertation is organized into five chapters. Chapter 1 serves as an introduction to the study and covers the following information: introduction to the topic, statement of the problem, purpose of the study, research questions, research hypothesis, significance of the study, theoretical/conceptual framework, definition of terms, delimitations, limitations, and organization of the study.

Chapter 2 covers a review of the literature that is divided into the following subsections: historical role of higher education in society; dimensions of scholarship; scholarship of engagement; and worldview and the scholarship of engagement.

Chapter 3 discusses the study's research methodology. The following information is covered in this chapter: research design, population and sample, instrumentation, validity, pilot study, variables, data collection procedures, preliminary data analysis, null hypotheses and statistical analysis, data analysis, and human subject considerations.

Chapter 4 discusses the analysis of the research findings. In this chapter the data results presented uncover information relating to the research questions and null hypotheses.

Chapter 5 concludes the narrative portion of the study by discussing a summary of the study, implications of the findings, and recommendations for research and practice.

Finally, the appendices provide the reader the survey instrument and tools used to conduct the study.

## CHAPTER TWO

### LITERATURE REVIEW

The purpose of this study was to examine the social perceptions that full-time faculty, serving in reformed Christian institutions (Association of Reformed Institutions in Higher Education [ARIHE]) located in the United States, hold about their institutional commitment to the scholarship of engagement. The review of the literature is organized into four sections. Section one reviews the historical role of higher education in society. Section two examines the literature relating to the dimensions of scholarship. Section three examines the scholarship of engagement proposed by Boyer (1990). And section four discusses worldview as it relates to the scholarship of engagement.

#### **Historical Role of Higher Education in Society**

American higher education bound in its tradition and commitment to intellectual development focused on the development of students through teaching (Glassick et al., 1997). Expansion of this sole purpose became evident through further evolution by the passing of the Morrill Act of 1862 and the establishment of land-grant institutions. Land-grant institutions were developed out of the educational monopoly of private institutions and were intended to provide additional opportunities to all members of society. Education was viewed from an alternative paradigm and focused on offering democratic education with a focus on access for all of society coupled with an interest in providing for common societal needs (Cooper, 1999) and “equipment for service” (Rudolph, 1962,

cited in Rice & Richlin, 1993, p. 71). This new focus on service coupled with the initial focus on teaching provided the basis for higher education in the 19th century.

Following the development of land-grant institutions, the movement toward national prestige and building of reputations became evident in higher education. Some institutions began to focus on the development of specialized programs through graduate studies; seeking new approaches to the development of knowledge through advanced research; and making for themselves a national reputation fueled by faculty talent in the race toward prestige (Glassick et al., 1997). This new focus moved institutions of higher education away from their original missions of teaching and service and into the realm of scholarship. Narrowly defined, this scholarship forced institutions to spend time promoting research agendas, to seek external funding for research projects, and to spend greater amounts of time with graduate students and their own community of scholars.

This individual focus was not only prevalent throughout institutions of higher education; it was a prevailing paradigm shift throughout society. The democratic ideals in America were new and exciting, but many perceived challenges lay ahead. In a description of individualism, Tocqueville (1835) states:

Individualism is a calm and considered feeling which disposes each citizen to isolate himself from the mass of his fellows and withdraw into a circle of family and friends; with this little society formed to his taste, he gladly leaves the greater society to look after itself. (as cited in Bellah et al., 1985, p. 37)

Additionally, democratic individualism brought such things as “groups of people who only look after their own needs”; “folk who owe man nothing and expect nothing from anyone”; and “think of themselves in isolation” (Tocqueville, 1835, cited in Bellah et al., 1985, p. 37).

This individualism evident in the “ivory tower” syndrome continued until the late 20th century when members of society began to question the contribution higher education was making to the broader society. Institutions of higher education had excelled in their quest to become premier research institutes and well-known communities of scholars, but little time had been spent serving their communities and educating students to be responsible citizens. American higher education had reached new heights in promoting research and scholarship, but was now challenged to remove itself from the “ivory tower” and rededicate itself to fulfilling its mission to the community and to educate responsible citizens (Bok, 1982).

The discovery of knowledge in higher education should not be disregarded or pushed aside in this challenge; rather its purpose should be expanded from simply promoting power and prestige to serving society. Lynton (1983) writes, “It is the increasing responsibility of the university not merely to be a principle source of new knowledge, but also to be instrumental in analyzing and applying this knowledge and in making it rapidly useful to all societal sectors” (p. 53).

Societal crisis in economic and social development also placed demands on institutions of higher education. Urban universities were forced to deal with rapid changes in their communities of place (Schrivers, 1998) as a result of the sociological phenomenon of urbanization including the trends of “White flight” and “gentrification.” Colleges and universities also experienced increased pressure to prepare graduates to work effectively in a diverse and economically global society.

The paradigm shift and call to abandon the “ivory tower” were based on the underlying educational philosophy of pragmatism. *The Democratic Conception in*



*Education (1899-1924)* states that isolation in all aspects dealing with education “makes for rigidity and formal institutionalization of life, for static and selfish ideals within the group” (Dewey, 1983, p. 167). This formal institutionalization was evident in the “ivory tower” syndrome, and despite calls to abandon and refocus on the mission of higher education in society, this formal institutionalization and selfish behavior within the community of scholars continue.

The second call to focus on education for “responsible citizenship” also stems from the work of Dewey. In an article titled “Social Purposes in Education” (1923), Dewey called for the aims of education to include “good citizenship.” In Dewey’s pragmatic approach to education this “good citizenship” needed to be evident through engagement in society rather than taught from within the “ivory tower.” This learning process must “engage students in reaching outside the walls of the school and into the surrounding community; it should focus on problems to be solved; and it should be collaborative, both among students and between students and faculty” (Dewey, 1923, cited in Erlich, 1997, p. 60).

According to Boyer (1987), in *College: The Undergraduate Experience in America*, institutions of higher education fail to educate their students effectively when the campus becomes isolated from the community. He believes “the goal is to help students to see that not only are they autonomous individuals but also members of a larger community to which they are accountable” (Boyer, 1987, p. 21). Stemming from this philosophical base and continued call for engagement, Boyer (1990) proposes a “New American College” where colleges and universities develop a curriculum in which the focus is on “action” and “practice,” not merely a theoretical understanding.

Institutions of higher education base their decisions about the scholarship of engagement on their educational philosophy and mission. The foundation for this form of scholarship is based on the following set of presuppositions:

1. The purpose and function of institutions of higher education are teaching, scholarship, and service (Bringle, Games, & Malloy, 1999).
2. The traditional definition of scholarship has been accepted and used by most colleges and universities without regard to mission or educational philosophy (Boyer, 1990).
3. Four alternative definitions of scholarship include: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching (Boyer, 1990).
4. The scholarship of engagement is “connecting the rich resources of the university to our nation’s most pressing social, civic, and ethical problems” (Boyer, 1996, p. 21).
5. Level of commitment to the scholarship of engagement as scholarship by institutions of higher education is based on the educational philosophy of the institution.
6. Institutions of Higher Education with educational philosophies and missions, which specifically discuss cultural engagement and service to creation (Reformed Institutions), will demonstrate an institutional commitment to the scholarship of engagement.

These underlying philosophical assumptions, clearly applied to the crisis experienced in higher education, forced colleges and universities to review their missions and to be held accountable for their institutional focus. For some colleges and

universities this meant looking at faculty roles and expectations and more closely aligning these roles with the institutional mission. For many, this reexamination of roles was found within the expansion of the narrow definition of scholarship and scholarly activities.

### **Dimensions of Scholarship**

In the traditional paradigm of higher education, faculty expectations surround the linear roles of teaching-research-service (Bringle et al., 1999). According to Boyer (1990) institutions of higher education have accepted this traditional paradigm without regard to mission or educational philosophy. The literature calls this “institutional drift” where institutions of higher education replicate faculty work behavior (DiMaggio & Powell, 1983; Scott, 1995) and research standards from prominent institutions of higher education to improve their status (Dey, Milem, & Berger, 1997; DiMaggio & Powell, 1983; Jencks & Reisman, 1968). Scholarship centers on research and the discovery of knowledge and the dissemination of this knowledge through publication. Major limitations in this traditional paradigm are evident as one considers the system of research and the outlet of publication. Pellino et al. (1984), in a study of faculty and administrator views of scholarship, discovered a mere 10% of faculty throughout institutions of higher education were producing nearly 90% of research journal article publications.

The literature also shows concerns with a traditional definition of scholarship based on the variables of gender, race, rank, tenure, length of service, academic discipline, and workload requirements. This literature is introduced in this section and is continued in the final chapter.

Female faculty and faculty of color, for example, experience institutional barriers as well as individual barriers to achieving tenure (Aisenberg & Harrington, 1988; Johnsrud & Sadao, 1998). Additional literature shows that full-time female faculty make up approximately 31% of the full-time faculty in higher education in the United States (Hameresh, 1992; Trautvetter, 1999; West, 1995); and the rate of tenure status for female faculty is under 50% compared to male faculty where the tenure rate is above 70% (Trautvetter, 1999).

The literature also shows that female and male faculty serve in varying capacities in their institutions depending on their gender. Research shows that female faculty are often called on to serve as representatives in their departments or other committee and institutional affairs (Aguirre, 2000). Several authors describe how this involvement is not highly valued in decisions about promotion and tenure (Aguirre, 2000; Alger, 2000; Garcia, 2000; Padilla, 1994; Tierney & Bensimon, 1996; Turner & Myers, 2000). Another study (O'Meara, 2002b) found that female faculty are among those who are most actively involved in service scholarship ("faculty professional service that includes work that benefits an entity outside the institution" [p. 8]).

Faculty of color face similar challenges as female faculty in the areas of promotion and tenure (Antonio, 1998; Banks, 1984; Blackwell, 1996; McEvans & Applebaum, 1992; Nakanishi, 1993; Stein, 1994; Turner & Myers, 2000). In addition, the challenge of "tokenism" (Ward, 2003), where faculty of color are called to represent their race or ethnicity in college activities in an effort to assist the college in its efforts toward diversity impacts faculty of color. This "hidden workload" often takes away from

time spent on scholarly activities, which may increase efforts toward promotion and tenure.

The literature supports a difference among faculty at various levels of academic rank. Previous research cited in Ward (2003) shows that faculty participation in and amount of influence on institutional matters does vary based on academic rank (Austin & Gamson, 1983; Finklestein, 1984). Additional research suggests that this faculty service increases as years of service increase (Austin & Gamson, 1983). This finding suggests that professors with more years of experience and higher academic ranks (associate and full professors) are more involved in service to the institution and perhaps the community of place (Schrivers, 1998).

Research in the area of tenure is limited with regard to scholarship. Creswell (1985) draws the conclusion that tenure status has no significant influence on general publication productivity. Braxton, Luckey, and Helland (2002) took this research one-step further and examined Boyer's (1996) four domains of scholarship and their relationship to tenure status. In the areas of scholarship of application, integration, and teaching, they find no significant relationship between tenure and publications and unpublished scholarly outcomes, but do find that in the scholarship of discovery tenure does have a significant positive relationship with publication productivity.

And finally, a recent study by Antonio, Astin, and Cress (2000) found that "faculty members in education, health sciences, ethnic studies, and social work-fields associated with the improvement of people and communities- were the most committed to community service. Disciplines least likely to be involved in or supportive of outreach

initiatives were math and computer science, foreign languages, physical sciences, anthropology and English” (cited in Ward, 2003, p. 43).

These and similar findings on faculty roles within scholarship compared to fulfillment of teaching and service roles (Centra, 1989; Feldman, 1987; Linsky & Straus, 1975) prompted reconsideration of scholarship and scholarly activities. Boyer (1990) accepted this challenge and shaped an alternative paradigm in *Scholarship Reconsidered: Priorities of the Professoriate*. Boyer (1990) presented the following arguments: Growing evidence exists that nearly 60% of faculty never publish in academic or professional journals; in a national survey only 14% of respondents believed publications were the best way to evaluate scholarly activities; and 62% of faculty believed that the primary criteria for faculty promotion should be teaching effectiveness. Based on these findings, Boyer (1990) makes the case for expanding the narrow definition of scholarship and scholarly activities.

The proposed new definitions of scholarship to be considered by institutions of higher education in Boyer (1990) include the following categories: the *scholarship of discovery*, focus on the advancement of knowledge; the *scholarship of integration*, the interpretation and integration of original research often done through inter-disciplinary outlets; the *scholarship of application*, direct application of research findings to assist individuals and institutions in solving problems; and the *scholarship of teaching*, focused work on pedagogy and methods in the classroom.

This broader definition of scholarship proposed by Boyer (1990) has led institutions of higher education toward discussion and reconsideration of faculty roles and expectations. Rice (1991) promotes the expanded definition of scholarship citing its

ability to build on the “rich diversity” found in institutions of higher education and the “mosaic of faculty talent.”

Additionally, this broader definition of scholarship needs parameters and guidelines which institutions of higher education can evaluate (Glassick et al., 1997); and much of the current debate surrounds the role of faculty and how broader scholarship activities are evaluated in tenure and promotion decisions (Glassick, 1999; O’Meara, 2002a).

### **Scholarship of Engagement**

The evolution of higher education has begun public debate regarding the role and responsibilities between institutions of higher education and society. Higher education has long been challenged from the “ivory tower” (Bok, 1982) and called to fulfill its mission by engaging the community (Bellah et al., 1985; Bringle et al., 1999; Chibucos & Lerner, 1999; Ellis & Noyes, 1990; Fairweather, 1996). “Our troubled universe can no longer afford pursuits confined to an ivory tower. . . Scholarship has to prove its worth not on its own terms but by service to the nation and the world” (Oscar Handlin, cited in Boyer, 1996, p. 21).

Building from these philosophical assumptions, Boyer terms this activity the scholarship of engagement. The scholarship of engagement is “connecting the rich resources of the university to our nation’s most pressing social, civic, and ethical problems” (Boyer, 1996, p. 21). Within the scholarship of engagement faculty use their knowledge and skills to address social issues through the development of community education programs which focus on prevention; assist parks and recreation programs in environmental planning; or explore social ethics through the exploration of service

learning as a form of moral education (Bringle, Games, Foos, Osgood, & Osborne, 2000). Additionally, Boyer (1996) states: “The academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historical commitment to the scholarship of engagement” (p. 11).

Each of the alternative scholarship models Boyer proposes (discovery, integration, application, and teaching) is considered scholarship of engagement through its possibilities for meeting the criteria of scholarly activity and engaging the community. Figure 2 demonstrates Boyer’s (1990) concept of scholarship of engagement.

Additional shifts in higher education relate to scholarship of engagement activities. These shifts outlined by O’Meara (2002a) include: the movement toward action research (Ansley & Gaventa, 1997; Schon, 1983), the service-learning movement (Bringle & Hatcher, 2000), and university engagement (American Association of Higher Education, 2002).

Recent work done by Rice (2002a) builds on the four alternative approaches to scholarship developed by Boyer (1990) by focusing entirely on scholarship of engagement and adapting this model into the traditional linear structure of teaching-research-service with which institutions of higher education are most familiar. This model proposes the following scholarship of engagement activities: Engaged Pedagogy (Teaching); Community-Based Research (Research); and Collaborative Practice (Service). Figure 3 represents Rice’s (2002a) concept of scholarship of engagement activities within the traditional linear structure.



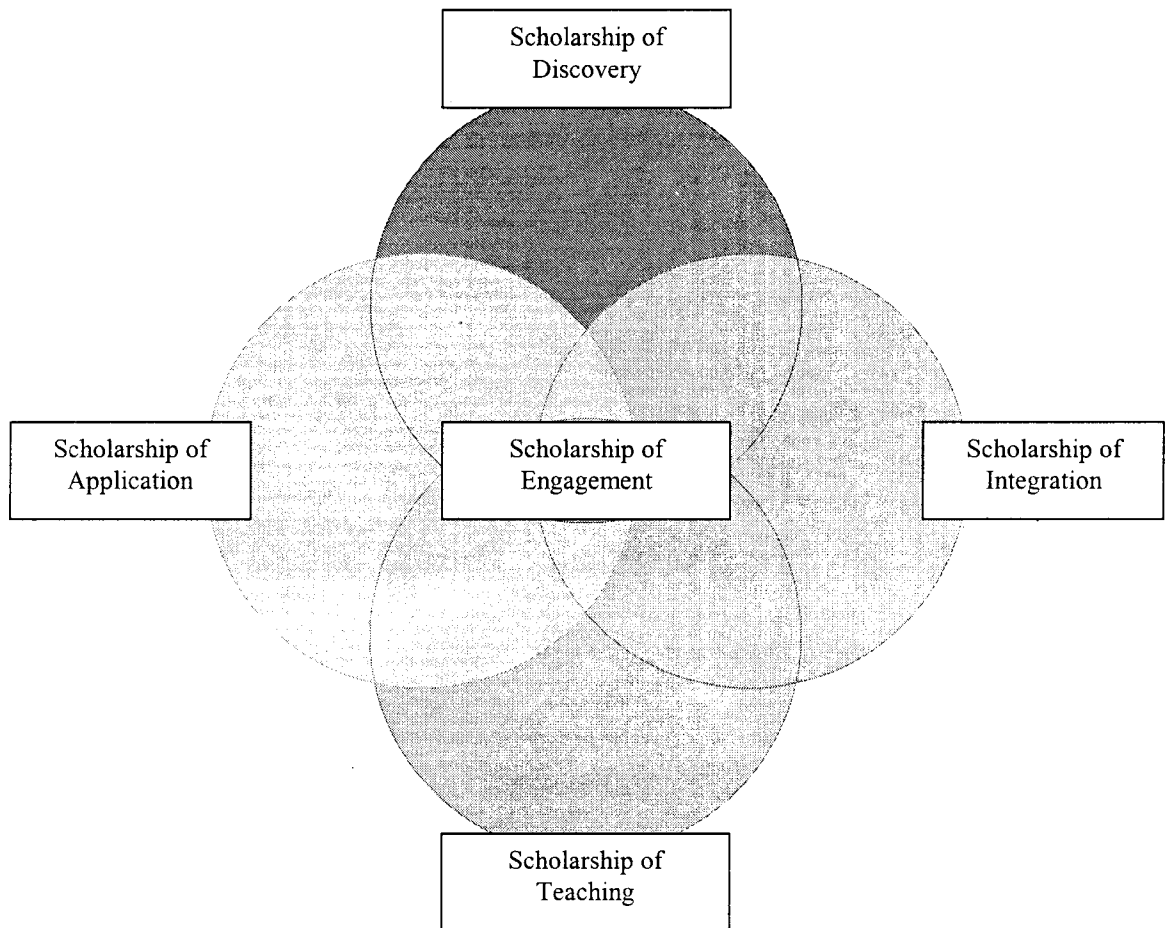


Figure 2. Boyer's Concept of Scholarship of Engagement.

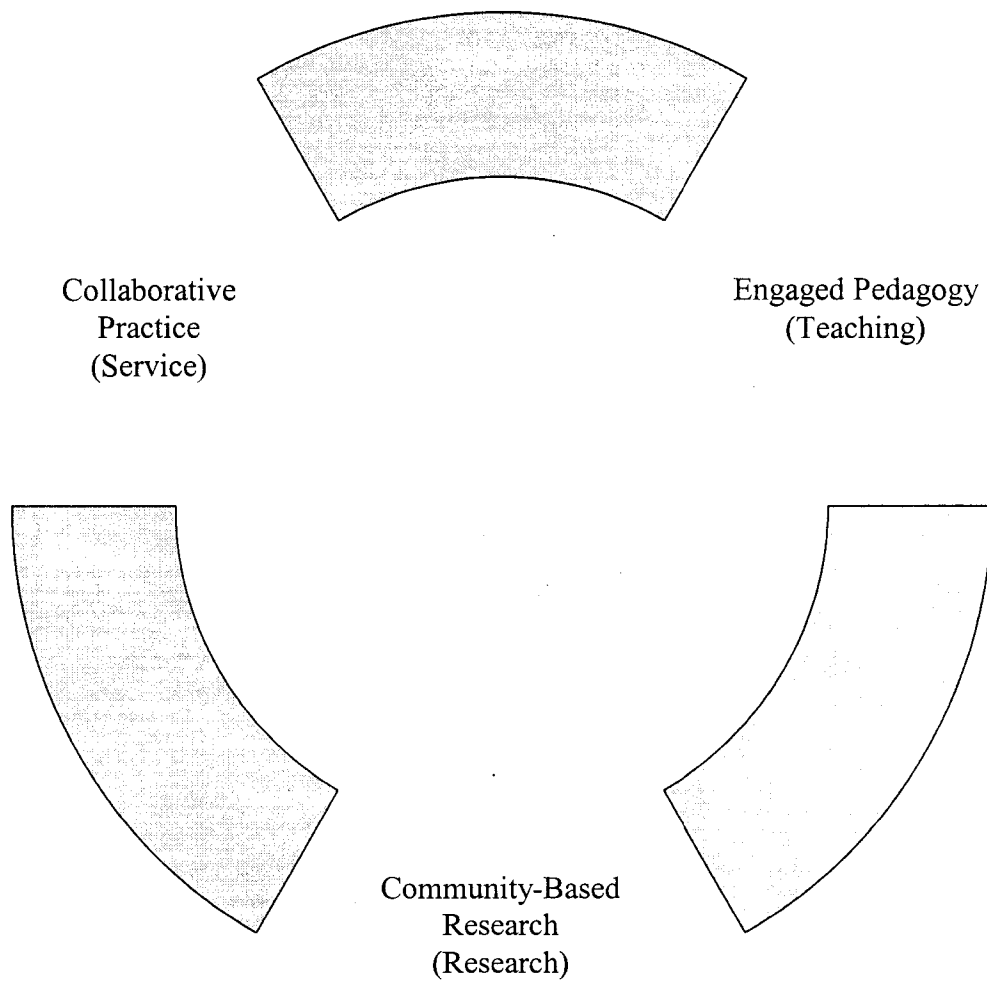


Figure 3. Rice's Concept of Scholarship of Engagement Activities.

In addition to this new structure, Rice (cited in Richlin, 1993d) calls for “a broader, more open field where these different forms of scholarship can interact, inform, and enrich one another” (p. 44). This interaction builds upon Boyer’s conception of the idea of scholarship of engagement. Ward (2003) also calls for an integrated view of faculty work. “A scholarship of engagement links a scholar’s service to his or her expertise and links teaching, research, and service activities to one another. Connections among teaching, research, and service are what make engagement part of the mission of an institution” (Singleton, Burack, & Hirsch, 1997, cited in Ward, 2003, p. 55).

Institutions of higher education rely on underlying philosophical assumptions and educational philosophies to guide decisions similar to those proposed in the models of scholarship of engagement. These foundational philosophical and educational philosophies are based on worldview assumptions.

### **Worldview and the Scholarship of Engagement**

A *worldview* functions as a guide to life (Wolters, 1985); and works to provide a frame of reference for thoughts and actions (Sire, 1997). *Worldview* comes from the German word, *Weltanschauung*, translated into the English language meaning “life perspective” or “confessional vision” (Wolters, 1985). Prior philosophical assumptions promoting the scholarship of engagement stemmed from pragmatism. Reframing the underlying philosophical assumptions for the scholarship of engagement within a reformed Christian worldview is necessary for further discussion and reflection within this faith tradition.

The Christian theist believes God is the basis for all existence. Humanity created in God’s image has a responsibility to serve creation and engage in culture through work,

justice, and praise (Trinity Christian College, 1987). Humans are coworkers with Christ and seek to improve culture as an act of service to God and others. Love and a commitment to justice are the basis for conducting scholarship and engaging community organizations. The formal acceptance of the scholarship of engagement operationalizes the institutions' mission and vision for providing Christ-like service to others.

Wolters (1985) in *Creation Regained* proposes a worldview model through the lens of "creation, fall, and redemption." Some of the questions Wolters poses stem from Sire's (1997) seven basic questions framework. Wolters's framework is used to answer how worldview assumptions, coming from a Christian Theist with a reformed bias, guide one to accept the scholarship of engagement.

## **Creation**

God, through sovereign power, developed a created order, and continues to participate in the creation and created order today (Sire, 1997; Wolters, 1985). God is omniscient; God is all-knowing (Sire, 1997); God's daily activity of preserving and governing the world cannot be separated from God's act of calling the world into existence (Wolters, 1985).

God's will is done on earth through God's direct actions or indirect actions through humans. "God entrusts humankind the tasks of making tools, doing justice, producing art, and pursuing scholarship" (Wolters, 1985, p. 14). Gen 1:26-27 states, "Then God said, 'Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea and over the birds of the air, and over the cattle, and over all the earth, and over every creeping thing that creeps upon the earth'."

Human beings are also held accountable for the ways we “execute God’s commandments” (Wolters, 1985, p. 15); God has universal sovereignty and lays claims to all of creation and the created order; and expects human participation in all components, including interpersonal relationships, societal institutions, and human affairs (Wolters, 1985, p. 15).

Additionally, Wolters (1985) asserts that “human history and the unfolding of culture and society are integral to creation and its development, they are not outside God’s plan . . . but rather were built in from the beginning, and were a part of the blueprint we never understood before” (p. 38).

## **Fall**

Adam and Eve’s fall into sin resulted in not only a sinful act of disobedience, but an event, which held significance for the entire creation (Wolters, 1985, p. 44). Paul, in Rom 8:22, speaks of “the entire creation groaning in the pains of childbirth right up to the present time” (Wolters, 1985, p. 44). Social structures, cultural activities, human relationships, and the environment are all impacted by the fall of creation (Wolters, 1985). The fall corrupts all of God’s creation.

Wolters (1985) points out that while “world” does refer to the fallen creation many Christian traditions have interpreted this as “worldly” and “secular.” This interpretation results in a distinction between “sacred” and “secular” and has major implications for Christian involvement in politics, the arts, and other cultural activities.

## **Redemption**

The restoration of the original creation; the sacrifice of God's own son, Jesus Christ, brought about the salvaging of God's entire creation as it was intended. Col 1:20 reads, "Through Christ, God determined to reconcile to himself all things."

Scholarship of engagement activities provide Christians opportunity to participate in redeeming creation. "God entrusts humankind the tasks of making tools, doing justice, producing art, and pursuing scholarship" (Wolters, 1985, p. 14). These worldview assumptions demonstrate the importance of transforming cultural activities to glorify and praise God. Human participation in this redemption is required as Christians are called to be co-workers with Christ.

Scholarship of engagement should be considered in relationship with the worldview principles of Christian Theists, especially of the reformed persuasion, as outlined in the sections above. The scholarship of engagement seeks to formalize participation with the community through shaping how these activities fill the definition of scholarly activities. This opportunity allows faculty, gifted in various disciplines, to use their knowledge and skills to serve.

Institutions of higher education are in a crucial position in relation to fulfillment of their mission. Promotion of the scholarship of engagement as scholarship by institutions of higher education is based on the educational philosophy of the institution. "Reformed" institutions cite in their missions and educational philosophies the commitment to "engaging communities; transforming culture; serving as agents of renewal in society" (Trinity Christian College, 1987).

These institutions clearly mandate engagement and participation in the community. DeMoor (2001) in *Reformed: What It Means, Why It Matters*, says, “Reformed Christians involve themselves in personal evangelism with the same zeal as they engage social action.... They work hard at providing for the needs of the homeless and the hungry. They call and work for justice and equity in their neighborhoods and around the world. They work hard at opposing racism and seek to liberate those who are oppressed” (pp. 61-62).

Christian colleges and universities in the reformed tradition clearly focus on engaging the world and transforming culture. This purpose is evident in their college mission statements, educational philosophies, and general education requirements. As a result, reformed institutions sit in a unique position in regard to the call to move from the “ivory tower” and to engage communities. Institutions of higher education in this tradition, committed to serving their broader communities, must be at the forefront of the scholarship of engagement and serve as a model for other institutions of higher education to follow.

## CHAPTER THREE

### RESEARCH METHODOLOGY

This chapter provides information on the basic structure of the research design; the population sample from which the data were collected; the format and content description of the survey instrument; the procedure for implementing the research; the null hypotheses and statistical analysis methods; and human subject considerations.

The purpose of this study was to examine the social perceptions that full-time faculty, serving in reformed Christian institutions (Association of Reformed Institutions in Higher Education [ARIHE]), hold about their institutional commitment to the scholarship of engagement.

#### **Research Design**

Since the introduction of Boyer's alternative definitions of scholarship to the higher education community, both qualitative and quantitative data have been used to examine faculty work, institutional definitions, and evaluation of scholarship (Glassick et al., 1997; O'Meara, 2002a; Rice, 2002). Grounded theory about values (Kuh & Whitt, 1998, cited in O'Meara, 2002b; Schein, 1992), organizational structure and change (Birnbaum, 1988; Blau, 1994; Bolman & Deal, 1991; Gladwell, 2000; Rogers, 1995; Senge, 1990), and faith-based motivations (Breems, 1997, 1998; Goudzwaard & de Lange, 1995; Vandezande, 1999) provide the conceptual framework for this research and other studies done in the broad areas involving scholarship of engagement.



Based on the grounded theories and frameworks in this broad area, already tested through both qualitative and quantitative means, this study used a quantitative survey research design to measure the social perceptions that full-time faculty members in reformed institutions hold about their institutional commitment to the scholarship of engagement. Additional support for using quantitative survey research is found in the literature (Grinnell, 2001) where it is described as a practical approach to use in descriptive research designs. Because no research has been done with this specific population in the area of scholarship of engagement, a “snapshot” picture must be presented which will in turn open research opportunities for in-depth examination of the social perceptions that faculty hold about their institutional commitment to the scholarship of engagement. Further, the literature supports the use of quantitative survey research to assess attitudes of faculty members toward scholarly activities (Berberet, 1999; Braxton et al., 2002; Tang & Chamberlain, 1997; Weber & Randall, 1997). The points listed above clearly outline the rationale for selecting a quantitative survey research design.

### **Population/Sample**

The target population for this study was full-time faculty serving member institutions of the Association of Reformed Institutions in Higher Education (ARIHE) in the United States. The study was limited to those institutions located in the United States because the current debate on this issue pertains directly to the increased call for participation by institutions in the United States (Bok, 1990; Boyer, 1990; Rice, 1991; Walshok, 1995). These five ARIHE institutions consist of over 500 full-time faculty members and over 10,000 students. They are located in the Midwest and East Coast

areas of the United States. The schools are located in rural, urban, and suburban areas. A sample of full-time faculty was selected to participate in the research study. Power analysis based on the highest degrees of freedom required the following sample sizes: *t* tests ( $N=174$ ) and ANOVA ( $N=270$ ). Further analysis of the sample responses was based on independent variables of gender, race, rank, tenure, length of service, academic discipline, and faculty workload requirements.

### **Instrumentation**

Based on an extensive review of the literature (Berberet, 1997; Carnegie Foundation, 1997; Glassick, et al., 1997; Hammond, 1994; Lelle, 1996; Ward, 2003), a survey instrument was developed to measure the social perceptions that faculty hold about their institutional commitment to the scholarship of engagement. The survey instrument was divided into two sections. The first section began with demographic information and measured the study's independent variables (self-knowledge). The second section asked questions about social-knowledge known as perceptions of the work environment in the form of three subscales: faculty colleagues, institutional mission, and faculty reward system (Blackburn & Lawrence, 1995).

Research participants rated each of the survey items with a 5-point Likert scale using the following values to describe their perceptions: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Based on the design of this scale a high score indicated a high level of agreement with the survey statement.

The survey items were taken from other survey instruments found in the literature (Berberet, 1997; Carnegie Foundation, 1997; Glassick et al., 1997; Hammond, 1994; Lelle, 1996; Ward, 2003). All of the survey instruments were used with faculty in

institutions of higher education, and a majority of the survey items were used as Likert-scale questions.

### **Validity**

The survey instrument was given to my dissertation committee for review. In addition, other colleagues, outside of my sample population, who are experts in the areas I explored, were asked to review the survey instrument. This review addressed content validity, “Does the measuring instrument adequately measure the major dimensions of the variable under consideration?” (Grinnell, 2001, p. 135). And face validity, “Does the measuring instrument appear to measure the subject matter under consideration?” (Grinnell, 2001, p. 135).

In addition to this expert review, the survey items were taken from frequently used survey instruments. A number of these survey instruments are national surveys and have been and continue to be used in higher education settings over a number of decades. This use of pre-existing items also ensures content validity related to faculty scholarship. Additional steps taken to ensure content and face validity in the survey instrument are discussed in the following section.

### **Pilot Study**

A pilot study was conducted early in the fall semester with a sample of full-time faculty members in ARIHE member institutions. This pilot study addressed issues of content and face validity. Participants were asked to examine the overall questions based on their level of understanding as well as respond to basic questions such as the format of the survey instrument and how long it took to complete the survey instrument.

Participants selected to complete and respond to the pilot survey were not asked to complete a final survey for this study.

### **Variables**

This research study examined variables evidenced in the literature that may impact the social perceptions that faculty hold about their institutional commitment to the scholarship of engagement. The dependent variable, which was measured in this research study, is: Social perceptions faculty hold about their institutional commitment to the scholarship of engagement. Social perceptions were measured through three subscales: faculty colleagues, institutional mission, and faculty reward system. The independent variables, which were measured in this study, included: (a) gender (Blackburn & Lawrence, 1995; Braxton et al., 2002; Creamer, 1998; Creswell, 1985; Fox, 1985) (b) race (Blackburn & Lawrence, 1995; Braxton et al., 2002; Creamer, 1998); (c) rank (Austin & Gamson, 1983; Baldwin & Blackburn, 1981; Ward, 2003) (d) tenure (Braxton et al., 2002; Creswell, 1985) (e) length of service (Tang & Chamberlain, 1997); (f) academic discipline (Braxton et al., 2002); and (g) faculty workload requirements (Braxton et al., 2002; Fairweather, 1996; Massy & Zemsky, 1994).

### **Data Collection Procedures**

Based on the power analysis and number of sample responses needed, Provost's Offices at ARIHE institutions in the United States (Calvin College, Covenant College, Dordt College, Geneva College, Trinity Christian College) were contacted and lists of full-time faculty members requested. A letter from the Provost's Office of Trinity Christian College supporting the project and requesting other Provosts' support of the

project accompanied the researcher's request. The data were collected in the fall semester, 2003.

### **Preliminary Data Analysis**

The survey instrument reliability was tested using Cronbach's alpha coefficient reliability analysis. Reliability coefficients on Cronbach's analysis were checked to ensure coefficients fell in the range of .80 (acceptable level within the social sciences). For the scale relating to faculty colleagues, the reliability coefficient alpha was .7669; for the scale relating to institutional mission, the reliability coefficient alpha was .7370; for the scale relating to faculty reward system, the reliability coefficient alpha was .8833.

As a result of this check for reliability, the subscales relating to social perceptions were considered reliable, and values were treated as total scores. Each independent variable and null hypothesis was tested three times, once for each subscale using *t* tests and ANOVA.

### **Null Hypotheses and Statistical Analysis**

The primary approach to the research was to describe responses to the study's dependent variable (social perceptions that faculty hold about their institutional commitment to the scholarship of engagement) (Creswell, 2003). The study's primary null hypothesis was:

*Hypothesis 1:* Full-time faculty members serving in ARIHE institutions in the United States do not hold strong social perceptions about their institutional commitment to the scholarship of engagement.

The secondary approach to the research was to relate one or more independent variables to the dependent variable (Creswell, 2003). The null hypotheses for this approach were:

*Hypothesis 2:* There is no significant difference between the mean scores of females and males on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 3:* There is no significant difference among the mean scores of respondents of different race on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 4:* There is no significant difference among the mean scores of respondents of different rank on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 5:* There is no significant difference between the mean scores of tenure and non-tenure status on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 6:* There is no significant difference among the mean scores of respondents of different length of service on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 7:* There is no significant difference among the mean scores of respondents of different academic disciplines on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

*Hypothesis 8:* There is no significant difference among the mean scores of respondents of different faculty workload requirements on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

The statistical analysis indicated that each subscale related to social perceptions was treated as total scores, based on the reliability coefficient alpha from the item analysis, and each null hypothesis was tested three times, once for each subscale using *t* tests and ANOVA.

### **Data Analysis**

The primary research questions this study addressed included:

1. What social perceptions do full-time faculty members in ARIHE institutions located in the United States hold about their institutional commitment to the scholarship of engagement?
2. How do these social perceptions vary among faculty members based on gender, race, rank, tenure, length of service, academic discipline, and faculty workload requirements?

This research looked at the social perceptions that full-time faculty, serving in ARIHE institutions, hold about their institutional commitment to the scholarship of engagement.

The data were interpreted for results that were accurate and reliable and may be generalized to the entire target population. More specifically, the results of the data are presented using *t* tests and ANOVA as each independent variable and its corresponding null hypothesis was tested three times, once for each social perception subscale. All of the null hypotheses were tested at the .05 alpha level.

### **Human Subject Considerations**

Ethical considerations for participants were taken into account in this study. Participants were asked for their voluntary responses and were given the right to end participation through completion of the survey at any time. Confidentiality of the participants and their sponsoring educational institutions was ensured throughout the research process. Responses were destroyed by the researcher per steps outlined in the Institutional Review Board guidelines, which was approved in the fall semester, 2003.

### **Summary**

This study took a systematic look at the social perceptions that faculty in reformed institutions, one Christian faith tradition, hold about their institutional commitment to the scholarship of engagement. The social perceptions of these faculty members were examined to see how faculty and their institutions approach these reformed beliefs and specifically interpret the call to engage the world and transform culture.

The data were collected using a survey instrument. The study used descriptive and inferential statistics to measure the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. The faculty participants consisted of 274 full-time faculty members at ARIHE member institutions.

The survey instrument consisted of demographic questions and 5-point Likert scales to determine the social perceptions of faculty. The instrument was piloted by a select number of faculty members in these institutions. Data were collected during the fall semester, 2003.



## CHAPTER FOUR

### ANALYSIS OF DATA

#### **Introduction**

This chapter consists of three sections. First, a descriptive analysis of the data is presented; second the findings from the null hypotheses are presented; and third, a summary of the chapter is presented.

The purpose of this study was to examine the social perceptions that full-time faculty, serving in reformed Christian institutions, hold about their institutional commitment to the scholarship of engagement. To meet this purpose, the study asked what social perceptions full-time faculty, serving in the Association of Reformed Institutions in Higher Education (ARIHE) institutions located in the United States, hold about their institutional commitment to the scholarship of engagement and examined how these social perceptions varied among faculty based on gender, race, rank, tenure, length of service, academic discipline, and faculty workload requirements.

#### **Descriptive Analysis of the Population**

Data were collected from five institutions that are institutional members of ARIHE and located in the United States. The surveys were sent to full-time faculty members employed at these five institutions ( $N=592$ ). Two hundred and seventy-four

surveys were returned by January 1, 2004, and these survey responses were included in the data analysis. This return resulted in a 46.2% response rate.

Demographic information was collected from the survey respondents, which included: gender, race, rank, tenure status, length of service, academic discipline, and faculty workload requirements. This information is presented in the tables and narrative below.

Table 1 shows the demographic information in the category of gender. For this item ( $N=273$ ), 30.4% of the respondents ( $n=83$ ) identified themselves as female and 69.6% of the respondents ( $n=190$ ) identified themselves as male.

Table 1

*Respondents by Gender*

Gender	Respondents	Percentage
Female	83	30.4
Male	190	69.6
Total	273	100.0

Table 2 shows the demographic breakdown in the category of race. For this item ( $N=271$ ), 92.6% of the respondents identified themselves as White/Caucasian ( $n=251$ ), 2.6% as Black/African-American ( $n=7$ ), 1.8% as Asian/Pacific Islander ( $n=5$ ), 1.8% identified themselves in the category of Other ( $n=5$ ), and 1.2% identified themselves as

Hispanic/Latino ( $n=3$ ). There were no respondents who identified themselves as Native American ( $n=0$ ).

Table 2

*Respondents by Race*

Race	Respondents	Percentage
Asian/Pacific Islander	5	1.8
Black/African American	7	2.6
Hispanic/Latino	3	1.2
Native American	0	0.0
White/Caucasian	251	92.6
Other	5	1.8
Total	271	100.0

Following the question on race, participants were asked to indicate their academic rank, which included two independent variables of rank and tenure status. These variables are reported separately in the following section. Table 3 shows the demographic breakdown in the category of rank, as 3.6% of the respondents identified themselves as Instructors ( $n=10$ ), 28.5% identified themselves as Assistant Professors ( $n=78$ ), 21.2% identified themselves at the Associate Professor level ( $n=58$ ), 45.3% identified themselves as Full Professors ( $n=124$ ), and 1.4% described themselves as Other ( $n=4$ ).

Table 3

*Respondents by Rank*

Rank	Respondents	Percentage
Instructor	10	3.6
Assistant Professor	78	28.5
Associate Professor	58	21.2
Full Professor	124	45.3
Other	4	1.4
Total	274	100.0

The following narrative and Table 4 show the responses collected in the area of tenure status. A total of 51.5% of the respondents described themselves as tenured ( $n=141$ ), 47.1% of the respondents were either on a tenure track, but not yet granted tenure, or were on non-tenure track ( $n=129$ ), and 1.4% described themselves as Other ( $n=4$ ).

Participants were asked to provide their length of service (expressed in years) at their current institution. Table 5 and the following narrative show the information collected on this demographic. In this area 21.7% indicated they have been at their respective institution for 0-3 years of service ( $n=59$ ), 23.5% indicated their length of service was 4-7 years ( $n=64$ ), 10.67% indicated 8-11 years of service ( $n=29$ ), and 44.1% indicated 12 or more years of service at their respective institution ( $n=120$ ).

Table 4

*Respondents by Tenure Status*

Tenure Status	Respondents	Percentage
Tenured	141	51.5
Non-tenured	129	47.1
Other	4	1.4
Total	274	100.0

Table 5

*Respondents by Length of Service*

Number of Years	Respondents	Percentage
0-3	59	21.7
4-7	64	23.5
8-11	29	10.7
12 or more	120	44.1
Total	272	100.0

Participants were also asked to indicate their primary academic discipline. A large number of disciplines (29) were available for participants to select. The disciplines were then grouped into six broad categories, which included: Applied Sciences, Fine

Arts, Humanities, Science/Math, Social Sciences, and Other. The following narrative and Table 6 show the results of these demographic data.

The area of applied sciences included the disciplines of: accounting, business, church ministry, communication arts, education, engineering, nursing, physical education, social work, and special education, and included 36.9% of the respondents ( $n=101$ ). The area of fine arts included the disciplines of: art/graphic design and music, and included 5.1% of the respondents ( $n=14$ ). The area of humanities included the disciplines of: English, foreign languages, history, philosophy, and theology, and included 21.5% of the respondents ( $n=59$ ). The area of science/math included the disciplines of: biology, chemistry, computer science, geology, information systems, mathematics, and physics, and included 17.9% of the respondents ( $n=49$ ). The area of social sciences included the disciplines of: economics, political science, psychology, and sociology, and included 14.2% of the respondents ( $n=39$ ). And 4.4% of the respondents indicated the category Other ( $n=12$ ).

Faculty workload requirements were examined by collecting information on the following variables: teaching load (per year based on semester credit hours); administrative workload (based on release time allocated per year); institution/department committee load (based on the number of committees per year); academic advisee load (based on the number of students per year); and student interns (based on the number of students personally assigned per year).

Table 6

*Respondents by Academic Discipline*

Academic Discipline Category	Respondents	Percentage
Applied Sciences	101	36.9
Fine Arts	14	5.1
Humanities	59	21.5
Science/Math	49	17.9
Social Sciences	39	14.2
Other	12	4.4
Total	274	100.0

Table 7 and the following narrative show results of the demographic data based on teaching load. In the category of teaching load, a low teaching load requirement was carrying between 0-9 semester credit hours of teaching per year; 15.8% of the respondents had a teaching load in this category ( $n=43$ ). A medium teaching load was carrying between 10-21 semester credit hours per year; 48.9% of the respondents had a teaching load in this category ( $n=133$ ). A high teaching load was carrying a teaching load of 22 or more semester credit hours per year; 35.3% of the respondents had a teaching load in this category ( $n=96$ ).

Table 7

*Respondents by Teaching Load*

Teaching Load (per year based on semester credit hours)	Respondents	Percentage
Low (0-9 credits)	43	15.8
Medium (10-21)	133	48.9
High (22 or more)	96	35.3
Total	272	100.0

Table 8 and the following narrative show results of the demographic data based on administrative workload. In the category of administrative workload, a low administrative workload was having 0-24% release time allocated per year for administrative duties; 79.8% of the respondents indicated an administrative workload at this level ( $n=213$ ). A medium administrative workload was having 25-49% release time allocated per year for administrative duties; 13.1% of the respondents indicated an administrative workload at this level ( $n=35$ ). A high administrative workload was having 50% or more release time allocated per year for administrative duties; 7.1% of the respondents indicated an administrative workload at this level ( $n=19$ ).

Table 9 and the following narrative show results of the demographic data based on institution/department committee load. In the category of institution/department committee load, a low committee load was serving on 0-1 committees per year; 24.8% of the respondents indicated having a committee load at this level ( $n=67$ ). A medium committee load was serving on 2-3 committees per year; 63.0% of the respondents



indicated having a committee load at this level ( $n=170$ ). A high committee load was serving on 4 or more committees per year; 12.2% of the respondents indicated a committee load at this level ( $n=33$ ).

Table 8

*Respondents by Administrative Workload*

Administrative Workload (release time allocated per year)	Respondents	Percentage
Low (0-24%)	213	79.8
Medium (25-49%)	35	13.1
High (50% or more)	19	7.1
Total	267	100.0

Table 9

*Respondents by Institutional/Department Committee Load*

Committee Load (committees per year)	Respondents	Percentage
Low (0-1)	67	24.8
Medium (2-3)	170	63.0
High (4 or more)	33	12.2
Total	270	100.0

Table 10 and the following narrative show results of the demographic data based on academic advisee load. In the category of academic advisee load, a low advisee load was advising between 0-11 students each academic year; 38.5% of the respondents indicated an academic advisee load of students at this level ( $n=105$ ). A medium advisee load was advising between 12-23 students each academic year; 32.6% of the respondents indicated an academic advisee load of students at this level ( $n=89$ ). A high advisee load was advising 24 or more students each academic year; 28.9% of the respondents indicated an academic advisee load of students at this level ( $n=79$ ).

Table 10

*Respondents by Academic Advisee Load*

Advisee Load (students per year)	Respondents	Percentage
Low (0-11)	105	38.5
Medium (12-23)	89	32.6
High (24 or more)	79	28.9
Total	273	100.0

Table 11 and the following narrative show results of the demographic data based on student intern load. In the category of student interns, a low student intern load was supervising 0-5 students each year; 89.5% of the respondents indicated a student intern load at this level ( $n=240$ ). A medium student intern load was supervising 6-10 students each year; 7.5% of the respondents indicated a student intern load at this level ( $n=20$ ). A

high student intern load was supervising 11 or more students each year; 3.0% of the respondents indicated a student intern load at this level ( $n=8$ ).

Table 11

*Respondents by Student Intern Load*

Student Intern Load (students per year)	Respondents	Percentage
Low (0-5)	240	89.5
Medium (6-10)	20	7.5
High (11 or more)	8	3.0
Total	268	100.0

**Data on the Scales**

Table 12 shows, for each of the three subscales (faculty colleagues, institutional mission, and faculty reward system), the mean, standard deviation, possible range of scores, actual range of scores, and the reliability coefficient alpha.

Table 12

*Data on the Subscales*

Subscale	Mean	Standard Deviation	Possible range of scores	Actual range of scores	Reliability Coefficient Alpha
Faculty Colleagues	20.226	2.826	5-25	9-25	.7669
Institutional Mission	16.135	2.478	4-20	9-20	.7370
Faculty Reward System	27.974	5.338	8-40	15-40	.8833

**Testing the Null Hypotheses**

Eight null hypotheses were presented in chapter 3. The results of the tests of these null hypotheses are given below.

**Null Hypothesis 1**

Null hypothesis 1: Full-time faculty members serving in ARIHE institutions in the United States do not hold strong social perceptions about their institutional commitment to the scholarship of engagement.

To address this null hypothesis, the survey asked what social perceptions full-time faculty hold about their institutional commitment to the scholarship of engagement. Strong (positive or negative) social perceptions were defined as having the mean score fall within the top or bottom 20% of the possible scores on the subscale.

The first subscale asked respondents to indicate the extent of their agreement or disagreement with a set of five statements about faculty colleagues and the scholarship of engagement. As shown in Table 12, the results from the item analysis on this subscale show the reliability alpha coefficient was .7669. Based on the reliability coefficient, this subscale was determined to be reliable, and values on this subscale are treated as total scores.

In addition, the scores of the subscale are as follows: In the range of scores, 5 is the lowest possible total score and 25 is the highest possible score. The minimum value on this subscale was 9 and the maximum value was 25. The mean score of this subscale was 20.226 with a standard deviation of 2.826. Based on the criteria established above, this mean score falls within the strong (positive) social perceptions category (80.9%). Therefore the null hypothesis is rejected. Full-time faculty members do hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement in the area of faculty colleagues and scholarship.

The second subscale asked respondents to indicate the extent of their agreement or disagreement with a set of four statements about their institutional mission and scholarship of engagement. As shown in Table 12, the results from the item analysis on this subscale show the reliability alpha coefficient was .7370. Based on the reliability coefficient this subscale was determined to be reliable, and values on this subscale are treated as total scores.

In addition, the scores of the subscale are as follows: In the range of scores, 4 is the lowest possible total score and 20 is the highest possible score. The minimum value on this subscale was 9 and the maximum value was 20. The mean score of this subscale

was 16.135 with a standard deviation of 2.478. Based on the criteria established above, this mean score falls within the strong (positive) social perceptions category (80.7%). Therefore the null hypothesis is rejected. Full-time faculty members do hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement in the area of institutional mission.

The third subscale asked respondents to indicate the extent of their agreement or disagreement with a set of eight statements about their faculty reward system and the scholarship of engagement. As shown in Table 12, the results from the item analysis on this subscale show the reliability alpha coefficient was .8833. Based on the reliability coefficient, this subscale was determined to be reliable and values on this subscale are treated as total scores.

In addition, the scores of the subscale are as follows: In the range of scores, 8 is the lowest possible total score and 40 is the highest possible score. The minimum value on this subscale was 15 and the maximum value was 40. The mean score of this subscale was 27.974 with a standard deviation of 5.338. Based on the criteria established above, this mean score does not fall within the strong (positive) social perceptions category (69.9%). Therefore the null hypothesis is retained. Full-time faculty members do not hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement based on the faculty reward system.

### **Null Hypothesis 2**

Null hypothesis 2: There is no significant difference between the mean scores of females and males on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

This independent variable was tested against each subscale of the dependent variable using *t* tests. Table 13 shows the results of this analysis.

Table 13

*Tests of Significance Based on Gender*

Subscale	Gender	Mean	SD	df	<i>t</i>	<i>p</i>
Faculty Colleagues	Female	20.63	2.621	271	1.585	.114
	Male	20.04	2.912			
Institutional Mission	Female	16.31	2.494	271	.740	.460
	Male	16.07	2.444			
Faculty Reward System	Female	27.61	5.245	271	.826	.409
	Male	28.19	5.374			

Note. For female, *n*=83; for male *n*=190.

\* Significant at the 0.05 level (Reject null hypothesis).

Based on the results shown in Table 13, there is no significant difference between the mean scores based on gender ( $p < 0.05$ ); therefore this null hypothesis is retained. There is no significant difference between the mean scores of females and males on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

### Null Hypothesis 3

Null hypothesis 3: There is no significant difference among the mean scores of respondents of different race on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Over 90% of the respondents ( $n=251$ ) identified themselves as White/Caucasian. Therefore there is inadequate racial variation among the respondent sample and no statistical analysis was conducted on this independent variable.

#### **Null Hypothesis 4**

Null hypothesis 4: There is no significant difference among the mean scores of respondents of different rank on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

This independent variable was tested against each subscale of the dependent variable using ANOVA. The category of Other was omitted in this analysis because of its small size ( $n=4$ ) and skewed response. Table 14 shows the results of this analysis.

Table 14

#### *Tests of Significance Based on Rank*

Subscale	Rank	Mean	<i>SD</i>	<i>df</i>	<i>F</i>	Sig.
Faculty Colleagues	Instructor	20.30	2.214	3, 266	.946	.419
	Assistant	20.45	3.078			
	Associate	19.64	2.738			
	Full	20.20	2.747			
Institutional Mission	Instructor	16.10	1.792	3, 266	.909	.437
	Assistant	16.29	2.139			
	Associate	15.62	2.668			
	Full	16.16	2.611			
Faculty Reward System	Instructor	26.20	4.826	3, 266	2.658	.049*
	Assistant	28.46	5.177			
	Associate	26.41	5.285			
	Full	28.50	5.451			

*Note.* For instructor,  $n=10$ ; for assistant  $n=78$ ; for associate  $n=58$ ; for full  $n=124$ .

\*Significant at the 0.05 level (Reject null hypothesis).



Based on the results shown in Table 14, there is a significant difference among the means scores based on rank ( $p < 0.05$ ). To interpret this result, two additional tests were used. The Scheffe Post Hoc Tests, a fairly conservative measure (Ferguson, 1976, p. 297), did not show any significant difference among the mean scores of respondents of different rank. The second test, Newman-Keuls, also did not show any significance. It is therefore assumed that the .049 could be a Type I error. There is no significant difference among the mean scores of respondents of different rank on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

#### **Null Hypothesis 5**

Null hypothesis 5: There is no significant difference between the mean scores of tenure and non-tenure status on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

This independent variable was tested against each subscale of the dependent variable using  $t$  tests. The category of Other was omitted in this analysis because of its small size ( $n=4$ ) and skewed response. Table 15 shows the results of this analysis.

Based on the results shown in Table 15, there is no significant difference between the mean scores based on tenure status ( $p < 0.05$ ); therefore this null hypothesis is retained. There is no significant difference between the mean scores of tenure and non-tenure status on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Table 15

*Tests for Significance for Tenure*

Subscale	Tenure	Mean	SD	df	<i>t</i>	<i>p</i>
Faculty	Not tenured	20.43	2.982	268	1.116	.265
Colleagues	Tenured	20.02	2.749			
Institutional	Not tenured	16.27	2.094	268	.884	.377
Mission	Tenured	15.99	2.634			
Faculty	Not tenured	28.20	5.162	268	.529	.597
Reward	Tenured	27.84	5.472			
System						

*Note.* For not tenured,  $n=88$ ; for tenured  $n=182$ .

\*Significant at the 0.05 level (Reject null hypothesis).

**Null Hypothesis 6**

Null hypothesis 6: There is no significant difference among the mean scores of respondents of different lengths of service on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

This independent variable was tested against each subscale of the dependent variable using ANOVA. Table 16 shows the results of this analysis.

Based on the results shown in Table 16, there is no significant difference among the mean scores based on length of service ( $p<0.05$ ); therefore this null hypothesis is retained. There is no significant difference among the mean scores of respondents of different lengths of service on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Table 16

*Tests of Significance for Length of Service*

Subscale	Length of Service	Mean	SD	df	F	Sig.
Faculty Colleagues	0-3 years	20.47	2.514	3, 268	.609	.609
	4-7 years	19.86	3.366			
	8-11 years	19.97	3.053			
	12 + years	20.31	2.656			
Institutional Mission	0-3 years	16.10	2.405	3, 268	.730	.535
	4-7 years	15.75	2.507			
	8-11 years	16.38	2.227			
	12 + years	16.27	2.583			
Faculty Reward System	0-3 years	28.25	4.747	3, 268	.700	.553
	4-7 years	27.59	5.591			
	8-11 years	26.93	5.223			
	12 + years	28.33	5.596			

*Note.* For 0-3 yrs.;  $n=59$ ; for 4-7 yrs.;  $n=64$ ; for 8-11 yrs.;  $n=29$ ; for 12+ yrs.;  $n=120$ .

\*Significant at the 0.05 level (Reject null hypothesis).

**Null Hypothesis 7**

Null hypothesis 7: There is no significant difference among the mean scores of respondents of different academic disciplines on the social perceptions that full-time faculty about their institutional commitment to the scholarship of engagement.

This independent variable was tested against each subscale of the dependent variable using ANOVA. Table 17 shows the results of this analysis.

Based on the results shown in Table 17, there is no significance difference among the mean scores based on academic discipline ( $p<0.05$ ); therefore this null hypothesis is retained. There is no significant difference among the mean scores of respondents of

different academic disciplines on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Table 17

*Tests of Significance for Academic Discipline*

Subscale	Academic Discipline	Mean	SD	df	F	Sig.
Faculty Colleagues	Applied Sciences	20.05	2.903	5, 268	.782	.563
	Fine Arts	20.21	3.118			
	Humanities	20.51	2.452			
	Science/Math	19.67	3.078			
	Social Sciences	20.64	3.108			
	Other	20.67	2.841			
Institutional Mission	Applied Sciences	16.37	2.497	5, 268	1.101	.360
	Fine Arts	16.29	2.525			
	Humanities	15.93	2.504			
	Science/Math	15.51	2.416			
	Social Sciences	16.54	2.459			
	Other	16.00	2.449			
Faculty Reward System	Applied Sciences	27.96	5.827	5, 268	1.584	.165
	Fine Arts	25.57	4.484			
	Humanities	28.54	4.651			
	Science/Math	27.82	5.191			
	Social Sciences	29.05	5.400			
	Other	25.42	5.178			

*Note.* For Applied Sciences,  $n=101$ ; for Fine Arts,  $n=14$ ; for Humanities,  $n=59$ ; for Science/Math,  $n=49$ ; for Social Sciences  $n=39$ ; for Other  $n=12$ .

\*Significant at the 0.05 level (Reject null hypothesis).

### Null Hypothesis 8

Null hypothesis 8: There is no significant difference among the mean scores of respondents of different faculty workload requirements on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

This independent variable had five sections, which included: teaching load, committee load, administrative load, advisee load, and student intern load. These were each tested against each subscale of the dependent variable using ANOVA. Tables 18, 19, 20, 21, and 22 show the results of this analysis.

Table 18

#### *Tests of Significance for Teaching Load*

Subscale	Teaching Load	Mean	SD	df	F	Sig.
Faculty Colleagues	Low	20.60	2.961	2, 269	.561	.571
	Medium	20.09	2.800			
	High	20.13	2.866			
Institutional Mission	Low	16.95	2.193	2, 269	3.767	.024*
	Medium	15.78	2.655			
	High	16.20	2.288			
Faculty Reward System	Low	29.16	4.864	2, 269	1.440	.239
	Medium	27.57	5.189			
	High	27.92	5.760			

*Note.* For low,  $n=43$ ; for medium,  $n=133$ ; for high,  $n=96$ .

\*Significant at the 0.05 level (Reject null hypothesis).

Based on the results shown in Table 18, there is a significant difference among the mean scores based on teaching load ( $p<0.05$ ). The Scheffe Post Hoc Tests indicated

that faculty with a low teaching load had a significantly higher mean score ( $\mu = 16.95$ ) in the area of institutional mission than faculty with a medium teaching load ( $\mu = 15.78$ ). Therefore this null hypothesis is rejected. There is a significant difference among the mean scores of respondents of different faculty workload requirements in the area of teaching load on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Table 19

*Tests for Significance for Administrative Load*

Subscale	Administrative Load	Mean	SD	df	F	Sig.
Faculty Colleagues	Low	20.26	2.856	2, 264	.094	.911
	Medium	20.14	2.861			
	High	20.00	2.449			
Institutional Mission	Low	16.02	2.490	2, 264	1.012	.365
	Medium	16.54	2.227			
	High	16.58	2.775			
Faculty Reward System	Low	27.85	5.367	2, 264	.139	.870
	Medium	28.31	5.378			
	High	28.21	4.565			

*Note.* For low,  $n=213$ ; for medium,  $n=35$ ; for high,  $n=19$ .

\*Significant at the 0.05 level (Reject null hypothesis).

Based on the results shown in Table 19, there is no significant difference among the mean scores based on administrative load ( $p < 0.05$ ); therefore this null hypothesis is retained. There is no significant difference among the mean scores of respondents of different faculty workload requirements in the area of administrative load on the social

perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Table 20

*Tests of Significance for Committee Load*

Subscale	Committee Load	Mean	SD	df	F	Sig.
Faculty Colleagues	Low	19.70	3.353	2, 267	2.067	.129
	Medium	20.24	2.659			
	High	20.91	2.662			
Institutional Mission	Low	15.82	2.691	2, 267	4.144	.017*
	Medium	16.00	2.433			
	High	17.24	2.031			
Faculty Reward System	Low	26.64	5.443	2, 267	3.901	.021*
	Medium	28.19	5.260			
	High	29.67	5.458			

*Note.* For low,  $n=67$ ; for medium,  $n=170$ ; for high,  $n=33$ .

\*Significant at the 0.05 level (Reject null hypothesis).

Based on the results shown in Table 20, there is a significant difference among the mean scores based on committee load ( $p<0.05$ ). The Scheffe Post Hoc Tests indicated that faculty with a high committee load had a significantly higher mean score ( $\mu=17.24$ ) in the area of institutional mission than faculty with a medium ( $\mu=16.00$ ) or low ( $\mu=15.82$ ) committee load. The Scheffe Post Hoc Tests also show that faculty with a high committee load have a significantly higher mean score ( $\mu=29.67$ ) in the area of faculty reward system than faculty with a low committee load ( $\mu=26.64$ ). Therefore this null hypothesis is rejected. There is a significant difference among the mean scores of

respondents of different faculty workload requirements in the area of committee load on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Table 21

*Tests of Significance for Advisee Load*

Subscale	Advisee Load	Mean	SD	df	F	Sig.
Faculty Colleagues	Low	20.30	2.866	2, 270	.161	.851
	Medium	20.20	2.764			
	High	20.06	2.941			
Institutional Mission	Low	15.92	2.507	2, 270	.620	.539
	Medium	16.20	2.297			
	High	16.32	2.663			
Faculty Reward System	Low	28.09	5.209	2, 270	.026	.975
	Medium	27.93	5.218			
	High	27.94	5.779			

*Note.* For low,  $n=105$ ; for medium,  $n=89$ ; for high,  $n=79$ .

\*Significant at the 0.05 level (Reject null hypothesis).

Based on the results shown in Table 21, there is no significant difference among the mean scores based on advisee load ( $p<0.05$ ); therefore this null hypothesis is retained. There is no significant difference among the mean scores of respondents of different faculty workload requirements in the area of advisee load on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.



Table 22

*Tests of Significance for Student Intern Load*

Subscale	Student Intern Load	Mean	SD	df	F	Sig.
Faculty Colleagues	Low	20.26	2.882	2, 265	2.076	.127
	Medium	19.30	1.867			
	High	18.75	3.059			
Institutional Mission	Low	16.06	2.519	2, 265	2.411	.092
	Medium	15.65	2.134			
	High	17.88	1.727			
Faculty Reward System	Low	27.97	5.428	2, 265	.537	.585
	Medium	26.95	5.216			
	High	29.13	3.720			

*Note.* For low,  $n=240$ ; for medium,  $n=20$ ; for high,  $n=8$ .

\*Significant at the 0.05 level (Reject null hypothesis).

Based on the results shown in Table 22, there is no significant difference among the mean scores based on student intern load ( $p < 0.05$ ); therefore this null hypothesis is retained. There is no significant difference among the mean scores of respondents of different faculty workload requirements in the area of student intern load on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

### Summary

This chapter analyzed data from the sample ( $n=274$ ) of full-time faculty members at ARIHE member institutions located in the United States. The following demographic information was presented for full-time faculty: gender, race, rank, tenure, length of

service, academic discipline, and faculty workload requirements. The chapter also presented the analysis of the eight research hypotheses related to the two primary research questions.

Hypothesis 1 examined the social perceptions that full-time faculty members serving in ARIHE institutions in the United States hold about their institutional commitment to the scholarship of engagement. This hypothesis was tested using three subscales, which included: faculty colleagues, institutional mission, and faculty reward system. In the area of faculty colleagues, the null hypothesis is rejected. Full-time faculty members do hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement in the area of faculty colleagues and scholarship. In the area of institutional mission, the null hypothesis is rejected. Full-time faculty members do hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement in the area of institutional mission and scholarship. In the area of faculty reward system, the null hypothesis is retained. Full-time faculty members do not hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement in the area of faculty reward system.

Hypothesis 2 examined whether there was any significant difference between the mean scores of females and males on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. This null hypothesis is retained. There is no significant difference between the mean scores of females and males on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Hypothesis 3 examined whether there was any significant difference among the mean scores of respondents of different races on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. This null hypothesis was not tested due to that over 90% of the respondents identified themselves as White/Caucasian ( $n=251$ ) resulting in inadequate racial variation among the respondent sample.

Hypothesis 4 examined whether there was any significant difference among the mean scores of respondents of different ranks on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. Based on the lack of significance on the Scheffe Post Hoc Test and Newman-Keuls test and the possibility of a Type I error, this null hypothesis is retained. There is no significant difference among the mean scores of respondents of different ranks on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Hypothesis 5 examined whether there was any significant difference between the mean scores of tenure and non-tenure status on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. This null hypothesis is retained. There is no significant difference between the mean scores of tenure and non-tenure status on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Hypothesis 6 examined whether there was any significant difference among the mean scores of respondents of different lengths of service on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of

engagement. This null hypothesis is retained. There is no significant difference among the mean scores of respondents of different lengths of service on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Hypothesis 7 examined whether there was any significant difference among the mean scores of respondents of different academic disciplines on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. This null hypothesis is retained. There is no significant difference among the mean scores of respondents of different academic disciplines on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Hypothesis 8 examined whether there was any significant difference among the mean scores of respondents of different faculty workload requirements on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. This hypothesis was tested using the following areas of workload: teaching load, administrative load, committee load, advisee load, and student intern load. In the area of teaching load, the null hypothesis is rejected. There is a significant difference among the mean scores of respondents of different faculty workload requirements in the area of teaching load on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. In the area of administrative load, the null hypothesis is retained. There is no significant difference among the mean scores of respondents of different faculty workload requirements in the area of administrative load on the social perceptions that full-time

faculty hold about their institutional commitment to the scholarship of engagement. In the area of committee load, the null hypothesis is rejected. There is a significant difference among the mean scores of respondents of different faculty workload requirements in the area of committee load on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. In the area of advisee load, the null hypothesis is retained. There is no significant difference among the mean scores of respondents of different faculty workload requirements in the area of advisee load on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. In the area of student intern, load the null hypothesis is retained. There is no significant difference among the mean scores of respondents of different faculty workload requirements in the area of student intern load on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### **Introduction**

This chapter consists of three sections. First, a summary of the study is presented; second, the implications of the findings are discussed; and third, the recommendations for research and practice are presented.

#### **Summary of the Study**

The purpose of this study was to examine the social perceptions that full-time faculty, serving in reformed Christian institutions, hold about their institutional commitment to the scholarship of engagement. To meet this purpose, the study measured the social perceptions that full-time faculty members teaching at institutional members of the Association of Reformed Institutions in Higher Education (ARIHE) hold about their institutional commitment to the scholarship of engagement.

The study attempted to address the following research questions:

1. What social perceptions do full-time faculty members in ARIHE institutions located in the United States hold about their institutional commitment to the scholarship of engagement?

2. How do these social perceptions vary among faculty members based on gender, race, rank, tenure, length of service, academic discipline, and faculty workload requirements?

### **Overview of the Literature**

The review of the literature discussed the historic role of higher education in society, the role of scholarship in higher education, the concept of the scholarship of engagement, and the role of worldview in the scholarship of engagement. The evolution of higher education has begun public debate surrounding the role and responsibilities between institutions of higher education and society. Higher education has long been challenged from the “ivory tower” (Bok, 1982) and called to fulfill its mission by engaging the community (Bellah et al., 1985; Bringle et al., 1999; Ellis & Noyes, 1990; Fairweather, 1996). “[Our] troubled university can no longer afford pursuits confined to an ivory tower. . . . Scholarship has to prove its worth not on its own terms but by service to the nation and to the world” (Oscar Handlin, cited in Boyer, 1996, p. 21).

Building from these philosophical assumptions, Boyer (1996) developed the concept of the scholarship of engagement, which is “connecting the rich resources of the university to our most pressing social, civic, and ethical problems” (p. 21). Within the scholarship of engagement, faculty use their knowledge and skills to address social issues through the development of community education programs, which focus on prevention; assist parks and recreation programs in environmental planning; or explore social ethics through the exploration of service learning as a form of moral education (Bringle et al., 2000). Additionally, Boyer (1996) states: “The academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral

problems, and must reaffirm its historical commitment to the scholarship of engagement” (p. 11).

While Boyer (1990) has examined institutions of higher education as a whole, the distinctive worldview, mission, and philosophy of reformed institutions have not been examined to determine to what extent they are fulfilling their calling to transform creation and redeem culture. The literature suggests these institutions define community in a narrow sense (DeJong, 1990; Holmes, 1987), limited to developing a sense of community on the college campus; and make no clear call for community engagement.

Reformed institutions are clear about their mandate, mission, and educational philosophy. Specific evidence of this underlying worldview is found in the literature (Breems, 1997, 1998; Goudzwaard & de Lange, 1995; Vandezande, 1999; Wolterstorff, 1983), as Christian authors discuss the place of the Christian in the world. In addition, Christian authors tackle difficult issues of scholarship in the broader Christian community (Diekema, 2000; Marsden, 1997). No body of literature exists, however, which examines the relationship of this worldview with faculty social perceptions about their institutional commitment to the scholarship of engagement.

### **Methodology**

The study used a survey research design method to measure and examine the social perceptions that faculty members hold about their institutional commitment to the scholarship of engagement. One survey instrument was used for data collection. This instrument was developed based on an extensive review of the literature and existing surveys done with faculty in the broad areas of scholarship of engagement. The instrument was divided into two sections. The first section began with a collection of



demographic data, which were used to measure the study's independent variables (self-knowledge). The second section asked faculty to respond to statements about social-knowledge known as perceptions of the work environment in the form of three subscales: faculty colleagues, institutional mission, and faculty reward system (Blackburn & Lawrence, 1995). Research participants rated each of the survey scale items with a 5-point Likert scale using the following values to describe their perceptions: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). The analyses of the results were done using the Statistical Package for the Social Sciences (SPSS)® version 11.5.

### **Demographic Information**

Data were collected from five ARIHE institutions located in the United States. All full-time faculty members ( $N=592$ ) were asked to participate in the research study through a mailed request. A return envelope with postage was also provided. A total of 274 surveys were returned by January 1, 2004, resulting in a 46.2% response rate.

In summary, the demographic information from the faculty respondents revealed the following information. In the category of gender, 30.4% of respondents ( $n=83$ ) identified themselves as female and 69.6% identified themselves as male ( $n=190$ ).

In the category of race, 92.6% of the respondents ( $n=251$ ) identified themselves as White/Caucasian, 2.6% as Black/African-American ( $n=7$ ), 1.8% as Asian/Pacific Islander ( $n=5$ ), 1.8% identified themselves in the category of Other ( $n=5$ ), and 1.2% identified themselves as Hispanic/Latino ( $n=3$ ). There were no respondents who identified themselves as Native American ( $n=0$ ).

Participants were asked to indicate their academic rank, which included two independent variables of rank and tenure. These variables are reported separately in the following section. In the category of rank, 3.6% of the respondents ( $n=10$ ) identified themselves as Instructors, 28.5% identified themselves as Assistant Professors ( $n=78$ ), 21.2% identified themselves at the Associate Professor level ( $n=58$ ), 45.3% identified themselves as Full Professors ( $n=124$ ), and 1.4% identified themselves as Other ( $n=4$ ). In the area of tenure the following responses were collected. A total of 51.5% of the respondents described themselves as tenured ( $n=141$ ), 47.1% of the respondents were either on a tenure track but not yet granted tenure or were on a non-tenure track ( $n=129$ ), and 1.4% of the respondents ( $n=4$ ) described themselves as Other.

Participants were asked to provide their length of service (expressed in years) at their current institution. In this area 21.7% indicated they have been at their respective institution for 0-3 years of service ( $n=59$ ), 23.5% indicated their length of service was 4-7 years ( $n=64$ ), 10.7% indicated 8-11 years of service ( $n=29$ ), and 44.1% indicated 12 or more years of service at their respective institution ( $n=120$ ).

Participants were also asked to indicate their primary academic discipline. A large number of disciplines (29) were available for participants to select. The disciplines were then grouped into six broad categories, which included: Applied Sciences, Fine Arts, Humanities, Science/Math, Social Sciences, and Other. The area of applied sciences included the disciplines of: accounting, business, church ministry, communication arts, education, engineering, nursing, physical education, social work, and special education, and included 36.9% of the respondents ( $n=101$ ). The area of fine arts included the disciplines of: art/graphic design and music, and included 5.1% of the

respondents ( $n=14$ ). The area of humanities included the disciplines of: English, foreign languages, history, philosophy, and theology, and included 21.5% of the respondents ( $n=59$ ). The area of science/math included the disciplines of: biology, chemistry, computer science, geology, information systems, mathematics, and physics, and included 17.9% of the respondents ( $n=49$ ). The area of social sciences included the disciplines of: economics, political science, psychology, and sociology, and included 14.2% of the respondents ( $n=39$ ). And 1.5% of the respondents ( $n=12$ ) indicated the Other category.

Faculty workload requirements were examined by collecting information on the following variables: teaching load (per year based on semester credit hours); administrative workload (based on release time allocated per year); institution/department committee load (based on the number of committees per year); academic advisee load (based on the number of students per year); and student interns (based on the number of students personally assigned per year).

In the category of teaching load, a low teaching load requirement was carrying between 0-9 semester credit hours of teaching per year; 15.8% of the respondents had a teaching load in this category ( $n=43$ ). A medium teaching load was carrying 10-21 semester credit hours per year; 48.9% of the respondents had a teaching load in this category ( $n=133$ ). A high teaching load was carrying a teaching load of 22 or more semester credit hours per year; 35.3% of the respondents had a teaching load in this category ( $n=96$ ).

In the category of administrative workload, a low administrative workload was having 0-24% release time allocated per year for administrative duties; 79.8% of the respondents indicated an administrative workload at this level ( $n=213$ ). A medium

administrative workload was having 25-49% release time allocated per year for administrative duties; 13.1% of the respondents indicated an administrative workload at this level ( $n=35$ ). A high administrative workload was having 50% or more release time allocated per year for administrative duties; 7.1% of the respondents indicated an administrative workload at this level ( $n=19$ ).

In the category of institution/department committee load, a low committee load was serving on 0-1 committees per year; 24.8% of the respondents indicated having a committee load at this level ( $n=67$ ). A medium committee load was serving on 2-3 committees per year; 63.0% of the respondents indicated having a committee load at this level ( $n=170$ ). A high committee load was serving on 4 or more committees per year; 12.2% of the respondents indicated a committee load at this level ( $n=33$ ).

In the category of academic advisee load, a low advisee load was advising between 0-11 students each academic year; 38.5% of the respondents indicated an academic advisee load of students at this level ( $n=105$ ). A medium advisee load was advising 12-23 students each academic year; 32.6% of the respondents indicated an academic advisee load of students at this level ( $n=89$ ). A high advisee load was advising 24 or more students each academic year; 28.9% of the respondents indicated an academic advisee load of students at this level ( $n=79$ ).

In the category of student interns, a low student intern load was supervising 0-5 students each year; 89.5% of the respondents indicated a student intern load at this level ( $n=240$ ). A medium student intern load was supervising 6-10 students each year; 7.5% of the respondents indicated a student intern load at this level ( $n=20$ ). A high student intern

load was supervising 11 or more students each year; 3.0% of the respondents indicated a student intern load at this level ( $n=8$ ).

### **Findings, Interpretation, and Discussion**

Findings of the study were based on the social perceptions that full-time faculty, teaching in member institutions of the Association of Reformed Institutions of Higher Education (ARIHE) located in the United States, hold about their institutional commitment to the scholarship of engagement. Findings from this dependent variable were then tested for significance based on seven independent variables, which included: gender, race, rank, tenure, length of service, academic discipline, and faculty workload requirements.

#### **Research Question 1**

Question 1: What social perceptions do full-time faculty members in ARIHE institutions located in the United States hold about their institutional commitment to the scholarship of engagement?

The findings from hypothesis 1 answered this research question. Faculty members were asked about their social perceptions within three subscales: faculty colleagues, institutional mission, and faculty reward system. The questions in these subscales are reported together based on item analysis data collected. Strong (positive or negative) social perceptions were defined as having the mean score fall within the top or bottom 20% of the possible scores on the subscale.

The first subscale asked respondents to indicate the extent of their agreement or disagreement with a set of five statements about faculty colleagues and the scholarship of

engagement. In the range of scores possible for this subscale (5 lowest to 25 highest) the minimum value on this subscale was 9 and the maximum value was 25. The mean score of this subscale was 20.226 with a standard deviation of 2.826. Based on the criteria established above, this mean score falls within the strong social perceptions category (80.9%). Therefore this null hypothesis is rejected; full-time faculty members do hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement in the area of faculty colleagues.

This finding suggests that full-time faculty demonstrate an interest in involving themselves in scholarship of engagement activities. In addition, faculty members in these institutions value a broad definition of scholarship, which appears to include scholarship of engagement activities. The philosophical base of engaging the world and transforming culture, which is emphasized in the mission statements of these reformed Christian institutions, appears to be emphasized among faculty colleague expectations. Faculty and their colleagues recognize their purpose and mission within these institutions and take seriously the call to engage.

The second subscale asked respondents to indicate the extent of their agreement or disagreement with a set of four statements about the institutional mission and the scholarship of engagement. In the range of scores possible for this subscale (4 lowest to 20 highest) the minimum value on this subscale was 9 and the maximum value was 20. The mean score of this subscale was 16.135 with a standard deviation of 2.478. Based on the criteria established above, this mean score falls within the strong social perceptions category (80.7%). Therefore this null hypothesis is rejected; full-time faculty members

do hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement in the area of institutional mission.

This finding suggests that full-time faculty affirm the apparent mission of these reformed institutions in their perceptions of their institutional mission. Faculty members have strong levels of agreement with statements about institutional mandates for, encouragement of faculty participation in, and essential faculty work in the areas of scholarship of engagement. The philosophical base as evidenced through the institutional mission appears to be emphasized among faculty as they perceive and operationalize their institutional mission. These reformed institutions make known through their missions and educational philosophies their unique worldview and how this worldview calls them to engage the world and transform culture.

The third subscale asked respondents to indicate the extent of their agreement or disagreement with a set of eight statements about their faculty reward system and the scholarship of engagement. In the range of scores possible for this subscale (8 lowest to 40 highest), the minimum value on this subscale was 15 and the maximum value was 40. The mean score of this subscale was 27.974 with a standard deviation of 5.338. Based on the criteria established above this mean score does not fall within the strong social perceptions category (69.9%). Therefore this null hypothesis is retained; full-time faculty members do not hold strong (positive) social perceptions about their institutional commitment to the scholarship of engagement based on their faculty reward system.

This finding suggests that full-time faculty members do not affirm that their faculty reward system demonstrates an institutional commitment to the scholarship of engagement. Faculty member agreement with statements related to faculty evaluation,

and promotion and tenure, and its demonstration of institutional commitment to the scholarship of engagement was not strong (positive). The philosophical base emphasized in these reformed Christian institutions does not appear to be emphasized in the institution's faculty reward system. This finding shows that these institutions are not consistent in measuring what they appear to value in their missions and educational philosophies. These institutions have missed an important opportunity to stand out within higher education as institutions that are not afraid to talk about who they are and how they fulfill their mission. Faculty who are committed to the reformed worldview and seek ways to live this out in their professional lives, have been disregarded and pushed aside by their institutions who ignore the valuable work these faculty contribute to realizing the institutional mission.

This finding could impact faculty involvement in scholarship of engagement activities. In addition, institutions may not be encouraging faculty through rewards to participate in scholarship of engagement activities. The faculty reward systems in these reformed institutions appear to have been developed according to secular standards for evaluating and granting promotion and tenure. This secular system and standard for promotion and tenure does not take into account the unique purpose and mission of these reformed institutions. The literature calls this "institutional drift" where institutions of higher education replicate faculty work behavior (DiMaggio & Powell, 1983; Scott, 1995) and research standards from prominent institutions of higher education to improve their status (Dey, Milem, & Berger, 1997; DiMaggio & Powell, 1983; Jencks & Reisman, 1968). These reformed institutions have been unfaithful to their missions and callings in their quest to become known through traditional forms of scholarship.



Ward (2003) asks the question, “How does the service (engagement) mission of the university translate to faculty roles?” (p. 1). One could further ask, how does the engagement mission of these institutions translate into faculty rewards? If these reformed Christian institutions state the importance of engagement, perceived by faculty as scholarship of engagement activities, what are they doing to promote and reward this scholarly work? How are they encouraging this unique form of scholarship among their faculty? What are these institutions doing to encourage faculty involvement in the scholarship of engagement thereby fulfilling their purpose and mission to transform culture and redeem creation? Why do their faculty not hold strong social perceptions about their institutional commitment to the scholarship of engagement in the area of faculty reward system?

O’Meara (2002b) asserts that institutions need to “acknowledge that reward systems are about who we value as well as what we value” (p. 75). Reformed Christian institutions clearly show in their written mission statements and faculty perceptions of their missions that they have an institutional mission focused on transforming culture. This role includes scholarship of engagement activities and active involvement of these institutions in their community of place. The findings show that these reformed Christian institutions are committed to their original missions, yet have been ignorant to the fact that their faculty reward systems do not align with their mission and philosophy. These institutions must take seriously these findings and work to establish faculty reward systems, which fully comprehends their mission by showing “what they value.”

## Research Question 2

Question 2: How do these social perceptions vary among faculty members based on gender, race, rank, tenure, length of service, academic discipline, and faculty workload requirements?

The findings from hypotheses 2-8, which examined this question, showed the following results based on the respective independent variables. In the area of gender there was no significant difference between the mean scores of females and males on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

Of the sample population in this research, gender was tabulated in relation to academic rank and tenure status. Both female and male respondents had equal distributions in the ranks of instructor ( $n=5$ ,  $N=10$ ) and assistant professor ( $n=39$ ,  $N=78$ ); in the ranks of associate professor and full professor, females consisted of a smaller sample, female associate professors ( $n=14$ ) compared to male associate professors ( $n=40$ ), and female full professors ( $n=20$ ) compared to male full professors ( $n=104$ ). In the area of tenure, female non-tenured professors were equivalent to male non-tenured professors ( $n=44$ ,  $N=88$ ); female tenured professors were smaller in number ( $n=37$ ) compared to male tenured professors ( $n=144$ ).

According to the literature, female faculty and faculty of color experience institutional barriers as well as individual barriers to achieving tenure (Aisenberg & Harrington, 1988; Johnsrud & Sadao, 1998). Additional statistics show that female full-time faculty make up approximately 31% of the full-time faculty in higher education in the United States (Hameresh, 1992; Trautvetter, 1999; West, 1995); and the rate of tenure

status for female faculty is under 50% compared to male faculty where the tenure rate is above 70% (Trautvetter, 1999).

The literature also shows that female and male faculty serve in varying capacities in their institutions depending on their gender. Research shows that female faculty are frequently called on to serve as representatives in their departments or other committee and institutional affairs (Aguirre, 2000). Several authors describe how this involvement is not highly valued in decisions about promotion and tenure (Aguirre, 2000; Alger, 2000; Garcia, 2000; Padilla, 1994; Tierney & Bensimon, 1996; Turner & Myers, 2000).

Another study (O'Meara, 2002b) found that female faculty are among those who are most actively involved in service scholarship ("faculty professional service that includes work that benefits an entity outside the institution") (p. 8). These findings may have a significant impact on female faculty in these institutions as they work toward promotion and tenure. Female faculty are serving in areas that are not valued in decisions about promotion and tenure. More specifically, according to the literature, female faculty are actively involved in scholarship of engagement activities playing an important role in fulfilling the institutional mission. Female faculty have been disregarded and discriminated against in higher education. These reformed institutions speak of justice and redemption, but fail to apply these concepts to their own faculty colleagues. Female faculty are actively involved in non-traditional scholarship, yet when they are reviewed for promotion and tenure, promotion and tenure committees have turned a blind eye and disregarded their contributions to the institutional mission and advancement of knowledge and professional development. These reformed Christian institutions must

institute specific changes to the faculty reward system to make their reward systems equitable and just and assist female faculty in their quest for promotion and tenure.

In the area of race, over 90% ( $n=251$ ) of the respondents identified themselves as White/Caucasian. Therefore there was inadequate racial variation among the respondent sample and no statistical analysis was conducted on this independent variable. The literature does report, however, similar findings for faculty of color as female faculty in the areas of promotion and tenure. Ward (2003) calls this “tokenism” as faculty of color are called to represent their race or ethnicity in college activities to assist the college in its efforts toward diversity. This “hidden workload” often takes away from time spent on scholarly activities, which may increase efforts toward promotion and tenure. In addition, faculty of color face similar challenges as female faculty in the areas of promotion and tenure (Antonio, 1998; Banks, 1984; Blackwell, 1996; McEvans & Applebaum, 1992; Nakanishi, 1993; Stein, 1994; Turner & Myers, 2000). These reformed institutions are philosophically committed to working for social justice and this commitment must be evidenced in institutional interactions with faculty of color.

As evidenced through the response rate of racially diverse faculty, these institutions have failed to hire and retain faculty of color. Despite missions, which encourage racial and ethnic diversity, these institutions have not recruited and retained faculty of color. In addition, these institutions have failed to reward the unique contributions faculty of color could make through scholarship activities. Institutional revisions to the faculty reward system must occur to adequately reward faculty of color for meeting their mission through scholarship of engagement activities.

In the area of academic rank there was no significant difference among the mean scores of respondents of different rank on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. The ANOVA test did show significance ( $p < 0.05$ ); however, the Scheffe Post Hoc Test as well as the Newman-Keuls Test did not show significance. It was therefore assumed that the 0.49 could be a Type I error.

The literature supports a difference among faculty at various levels of academic rank. Previous research cited in Ward (2003) shows that faculty participation in and amount of influence on institutional matters do vary based on academic rank (Austin & Gamson, 1983; Finkelstein, 1984). Additional research suggests that this faculty service increases as years of service increase (Austin & Gamson, 1983). This finding suggests that professors with more years of experience and higher academic ranks (associate and full professors) are more involved in service to the institution and perhaps the community of place (Schrivers, 1998).

In the area of tenure status, there was no significant difference between the mean scores of tenure and non-tenure status on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. Research in the area of tenure is somewhat limited with regard to scholarship of engagement activities. Creswell (1985) draws the conclusion that tenure status has no significant influence on general publication productivity. Braxton et al. (2002) took this research one-step further and examined Boyer's (1996) four domains of scholarship and their relationship to tenure status. In the areas of scholarship of application, integration, and teaching, they find no significant relationship between tenure and publications and unpublished scholarly

outcomes, but do find that in the scholarship of discovery, tenure does have a significant positive relationship with publication productivity.

In the area of length of service, there was no significant difference among the mean scores of respondents of different lengths of service on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement. As mentioned previously, research does suggest that faculty service increases as years of service increase (Austin & Gamson, 1983). In this study, however, no significant differences were found. Cross tabulations were run on length of service and the independent variables of gender, academic rank, and tenure. Comparable distributions were found between females and males in the area of length of service; assumed distributions were found between academic rank and length of service as higher years of service corresponded to higher levels of academic rank; similarly in the category of tenure, higher years of service tended to correspond with achievement of tenure status.

In the area of academic discipline, there was no significant difference among the mean scores of respondents of different academic disciplines on the social perceptions that full-time faculty hold about their institutional commitment to scholarship of engagement. A recent study by Antonio, Astin, and Cress (2000) found that “faculty members in education, health sciences, ethnic studies, and social work—fields associated with the improvement of people and communities—were the most committed to community service. Disciplines least likely to be involved in or supportive of outreach initiatives were math and computer science, foreign languages, physical sciences, anthropology and English” (cited in Ward, 2003, p. 43).

Findings from this study reveal that reformed Christian institutions are different in their level of commitment based on academic discipline. This difference is a positive difference, one that shows faculty in reformed Christian institutions take seriously their call to community engagement no matter their field of vocational calling. Institutions must build on this strength of faculty commitment in order to address the deficiencies present in the faculty reward system and with female faculty and faculty of color.

In the area of faculty workload requirements, there was no significant difference among the mean scores of respondents of different faculty workload requirements on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement in the areas of administrative workload, advisee workload, and student intern workload. In the areas of teaching workload and committee workload, there were significant differences among the mean scores of respondents on the social perceptions that full-time faculty hold about their institutional commitment to the scholarship of engagement.

In the area of teaching load, faculty who reported a low teaching load had a significantly higher mean score ( $\mu = 16.95$ ) in the area of institutional mission than faculty with a medium teaching load ( $\mu = 15.78$ ). Cross tabulations of these independent variables with gender and tenure showed comparable distributions of females and males in both the low ( $n = 17, 26$ ) and medium ( $n = 37, 95$ ) teaching load categories as well as comparable distributions of tenured and non-tenured faculty in both the low ( $n = 26, 15$ ) and medium ( $n = 93, 39$ ) teaching load categories. A cross tabulation between teaching load and committee load showed faculty with a high teaching load tended to have a low or medium committee load, and faculty with a high committee load tended to have a low

or medium teaching load. A cross tabulation between rank and teaching load also showed comparable distributions between assistant, associate, and full professors in their teaching loads. Faculty at the instructor rank tended to have higher teaching loads when compared as a whole.

In the area of committee load, faculty with a high committee load had a significantly higher mean score ( $\mu=17.24$ ) in the area of institutional mission than faculty with a medium ( $\mu=16.00$ ) or low committee load ( $\mu=15.82$ ). In addition, the tests also show faculty with a high committee load have a significantly higher mean score ( $\mu=29.67$ ) in the area of faculty reward system than faculty with a low committee load ( $\mu=26.64$ ). Cross tabulations of the independent variables show faculty with high committee loads were more often tenured ( $n=26$ ) than non-tenured ( $n=7$ ); held higher academic ranks, instructor ( $n=0$ ), assistant ( $n=7$ ), associate ( $n=6$ ), full ( $n=20$ ); and were equally distributed among females ( $n=15$ ) and males ( $n=18$ ). These findings are consistent with the research presented previously that stated that faculty participation in and amount of influence on institutional matters do vary based on academic rank (Austin & Gamson, 1983; Finkelstein, 1984) and with current research on gender which found no significant difference between females and males in terms of committee involvement (Twale & Shannon, 1996). Research also shows that faculty work is often not equally assigned (Alger, 2000; Baez, 2000; Bensimon, Ward, & Sanders, 2000; Clark, 1987; Eason, 1996; Garcia, 2000; Tierney & Bensimon, 1996; Turner, 2002; Turner & Myers, 2000). This issue of “tokenism” among females may need further investigation, but may be more likely among female junior faculty members (Ward, 2003).



Faculty in the position of higher academic rank and tenure status do have more decision-making power in institutional matters. They may serve on more influential committees and have more involvement in major institutional decisions. For these reasons, it is not surprising that faculty members with high committee loads express higher mean scores in the areas of institutional mission and faculty reward system. It is however, a misuse of decision-making power for these influential committees to overlook the importance of institutional mission in matters of promotion and tenure. These committees have silently stood by their secular system of promotion and tenure and thwarted efforts to change when these institutions could have been a model for all faith-based schools to truly realize their mission through exceptional faculty reward systems.

In order to realize the vision of an engaged campus, Ward (2003) calls for an integrated view of faculty work. “A scholarship of engagement links a scholar’s service to his or her expertise and links teaching, research, and service activities to one another. Connections among teaching, research, and service are what make engagement part of the mission of an institution” (Singleton, Burack, & Hirsch, 1997, cited in Ward, 2003, p. 55).

### **Recommendations**

The findings presented in this research are based on the social perceptions full-time faculty hold about their institutional commitment to the scholarship of engagement. These social perceptions show that faculty colleagues and the institutional mission support engaging in the world and transforming culture. The social perceptions also show, however, a failure on the part of these reformed Christian institutions to distinguish themselves from secular institutions and build a system that liberates their faculty by

rewarding them for fulfilling their vocational calling and forwarding the institution mission.

Based on the findings in this research study, the following recommendations are made for future research and practice.

### **Recommendations for Future Research**

1. A study should be conducted with specific academic disciplines philosophically committed to scholarship of engagement activities, to see to what extent faculty members and faculty reward systems are committed to scholarship of engagement activities. These disciplines include education, health sciences, ethnic studies, and social work (Antonio et al., 2000).
2. A study of other faith traditions should be conducted to assess their perceptions of institutional commitment and learn what progress has been made in the community of faith toward further institutional commitment to the scholarship of engagement activities.
3. A qualitative study should be conducted which would analyze existing documents such as reward system guidelines and promotion and tenure structures in relation to the institutional mission.
4. A formative research study should be conducted to develop a process to create faculty reward systems based on the institutional mission and the scholarship of engagement.

**Recommendations for Practice**

1. Faculty promotion and tenure committees should examine their faculty reward system and ensure rewards are consistent with the institutional mission.
2. Faculty promotion and tenure committees should institute policy changes, including updated job descriptions and expectations, and promotion and tenure guidelines (Ward, 2003) in an effort to more fully realize their institutional commitment to the scholarship of engagement.
3. The Association of Reformed Institutions in Higher Education (ARIHE) should work collaboratively with these member institutions to develop a model for connecting teaching, scholarship, and service to better align these activities with the institutional mission (Singleton, Burack, & Hirsch, 1997). In addition this model should clearly make scholarship of engagement part of the faculty reward systems in these institutions.

APPENDIX 1  
LETTERS

October 27, 2003

Provost  
College  
Address  
City, State, Zip

Dear Provost,

Greetings. Enclosed you should find a request from Mackenzi Huyser, junior faculty member at Trinity in the social work department and a doctoral student. Her dissertation will focus on the social perceptions of faculty, and to complete it she requests two items: your approval and a list of full-time faculty with their on-campus addresses. Her accompanying letter explains the research project in greater detail.

I am writing to request your hearty assistance. I encourage you to support her research not only with your approval and the list of faculty, but also with your eventual encouragement to have faculty members at your institution complete and return the survey.

If you have questions, please don't hesitate to contact me or Mackenzi. Thank you, in advance, for your support.

Sincerely,

Liz Rudenga  
708-239-4839  
liz.rudenga@trnty.edu

October 23, 2003

Provost  
College  
Address  
City, State, Zip

Dear Provost,

My name is Mackenzi Huyser and I serve on the faculty at Trinity Christian College, Palos Heights, IL. I am also a doctoral student at Andrews University, Berrien Springs, MI. I am writing to request your assistance in providing support for my dissertation research.

My project title is "Social perceptions faculty hold about their institutional commitment to the scholarship of engagement." I am interested in surveying institutional members of the Association of Reformed Institutions in Higher Education (ARIHE) by collecting responses from full-time faculty members. I am requesting your assistance for two reasons.

First, in order to gain full approval for my project I must have your approval to collect data on your campus. This approval must be given by your institution and mailed (address on letter) or faxed (269.471.6246) to Andrews University Office of Scholarly Research for human subjects considerations. A sample letter is included in this packet of information.

Second, because I am surveying only full-time faculty members I am requesting your assistance in providing a name list and the on-campus mailing addresses of full-time faculty members working in your institution. For your convenience, this information may be sent to me via email at [Mackenzi.Huyser@trnty.edu](mailto:Mackenzi.Huyser@trnty.edu).

I have enclosed the following items for your review: a sample letter to be adapted and sent to Andrews University Office of Scholarly Research; a draft of the cover letter/instructions and survey instrument; and a project abstract.

If you have any questions about my project or other concerns please do not hesitate to contact me by telephone at 708.239.4809 or by email at [Mackenzi.Huyser@trnty.edu](mailto:Mackenzi.Huyser@trnty.edu).

Thank you in advance for your assistance.

Sincerely,

Mackenzi Huyser, Ph.D. Candidate

Andrews University School of Education  
October 23, 2003

Andrews University  
Office of Scholarly Research  
Berrien Springs, MI 49104-0355

Attn: Michael Pearson

To Whom It May Concern:

The purpose of this letter is to grant permission to Mackenzi Huyser, Ph.D. candidate at Andrews University to be directly involved in collecting research for her dissertation, "Social perceptions faculty hold about their institutional commitment to the scholarship of engagement" through surveying full-time faculty members at INSTITUTION NAME during the 2003-2004 academic year.

In addition to this letter of approval from my institution, I am aware that this research requires IRB approval from Andrews University.

Sincerely,

NAME  
INSTITUTION NAME

Cover Letter/Instrument Instructions

The questions in this survey were developed by the primary researcher, a Ph.D. student at Andrews University, from related survey instruments and are based on the literature. Your participation in this research study is voluntary and by completing and returning the survey instrument you are implying consent. Please keep in mind the following instructions as you are completing this instrument. Thank you in advance for your time and participation.

- Do not write your name or your institution's name on the survey. Your answers will be kept strictly confidential. All surveys are returned directly to the primary researcher.
- Complete the survey instrument by yourself. If you have questions about the survey instrument, please contact Mackenzi Huyser, primary researcher of this study, at 708.239.4809 (work) or 773.XXX.XXXX (home) for assistance.
- When you have completed the survey instrument, place the completed questionnaire in the stamped, addressed envelope enclosed for your convenience. Seal the envelope and put it in the regular US mail.
- The survey consists of nine question sections on two pages (front and back sides) and should take 7-10 minutes to complete.
- If you have any concerns or questions please contact: Mackenzi Huyser, primary researcher at 708.239.4809 or by email at [Mackenzi.Huyser@trnty.edu](mailto:Mackenzi.Huyser@trnty.edu); or Dr. Larry Burton, dissertation committee chair at 269.471.6674 or by email at [burton@andrews.edu](mailto:burton@andrews.edu). For questions about human subjects considerations contact Andrews University, Office of Scholarly Research, Room 210 Administration Building, Berrien Springs, MI 49104-0355.

The definition listed below and again on each page will assist you as you complete the survey instrument. Thank you again for your time and participation.

- *Scholarship of engagement:* "Connecting the rich resources of the university to our (nation's) most pressing social, civic, and ethical problems" (Boyer, 1990).



### Faculty Survey Instrument

***I recognize that my participation in this research study is voluntary and that by completing and returning this survey instrument, I am implying consent***

1. Please give your academic rank:

- |  |  |
|--|--|
| <input type="checkbox"/> Instructor                            | <input type="checkbox"/> Associate Professor- Non-tenure track |
| <input type="checkbox"/> Assistant Professor- Tenure track     | <input type="checkbox"/> Full Professor- Tenured               |
| <input type="checkbox"/> Assistant Professor- Non-tenure track | <input type="checkbox"/> Full Professor- Non-tenure track      |
| <input type="checkbox"/> Associate Professor- Tenured          | <input type="checkbox"/> Other _____                           |
| <input type="checkbox"/> Associate Professor- Tenure track     |  |

2. Please give your gender:

- ☐ Female ☐ Male

3. Please give your race:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> White/Caucasian |
| <input type="checkbox"/> Black/African American | <input type="checkbox"/> Native American | <input type="checkbox"/> Other _____     |

4. Please indicate your length of service (expressed in years) at this institution:

- ☐ 0-3 ☐ 4-7 ☐ 8-11 ☐ 12 or more

5. Please indicate your primary academic discipline:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Accounting         | <input type="checkbox"/> Engineering         | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Art/Graphic Design | <input type="checkbox"/> English             | <input type="checkbox"/> Physics            |
| <input type="checkbox"/> Biology            | <input type="checkbox"/> Foreign Languages   | <input type="checkbox"/> Political Science  |
| <input type="checkbox"/> Business           | <input type="checkbox"/> Geology             | <input type="checkbox"/> Psychology         |
| <input type="checkbox"/> Chemistry          | <input type="checkbox"/> History             | <input type="checkbox"/> Social Work        |
| <input type="checkbox"/> Church Ministry    | <input type="checkbox"/> Information Systems | <input type="checkbox"/> Sociology          |
| <input type="checkbox"/> Communication Arts | <input type="checkbox"/> Mathematics         | <input type="checkbox"/> Special Education  |
| <input type="checkbox"/> Computer Science   | <input type="checkbox"/> Music               | <input type="checkbox"/> Theology           |
| <input type="checkbox"/> Economics          | <input type="checkbox"/> Nursing             | <input type="checkbox"/> Other _____        |
| <input type="checkbox"/> Education          | <input type="checkbox"/> Philosophy          |   |

6. Please indicate your faculty workload for the 2003-2004 academic year:

a. Teaching load (per year based on semester credit hours):

- |                              |                                |                                     |
|------------------------------|--------------------------------|-------------------------------------|
| <input type="checkbox"/> 0-3 | <input type="checkbox"/> 10-15 | <input type="checkbox"/> 22-27      |
| <input type="checkbox"/> 4-9 | <input type="checkbox"/> 16-21 | <input type="checkbox"/> 27 or more |

b. Administrative workload (release time allocated per year):

- |                                |                                 |                                      |
|--------------------------------|---------------------------------|--------------------------------------|
| <input type="checkbox"/> 0-25% | <input type="checkbox"/> 26-50% | <input type="checkbox"/> 51% or more |
|--------------------------------|---------------------------------|--------------------------------------|

c. Institution/Department Committee Load (number of committees per year):

- |                              |                              |                                    |
|------------------------------|------------------------------|------------------------------------|
| <input type="checkbox"/> 0-1 | <input type="checkbox"/> 2-3 | <input type="checkbox"/> 4 or more |
|------------------------------|------------------------------|------------------------------------|

d. Academic Advisee Load (number of students per year):

- |                               |                                |                                     |
|-------------------------------|--------------------------------|-------------------------------------|
| <input type="checkbox"/> 0-5  | <input type="checkbox"/> 12-17 | <input type="checkbox"/> 24-29      |
| <input type="checkbox"/> 6-11 | <input type="checkbox"/> 18-23 | <input type="checkbox"/> 30 or more |

e. Student Interns (number of students personally assigned per year):

- |                              |                               |                                     |
|------------------------------|-------------------------------|-------------------------------------|
| <input type="checkbox"/> 0-5 | <input type="checkbox"/> 6-10 | <input type="checkbox"/> 11 or more |
|------------------------------|-------------------------------|-------------------------------------|

7. Please indicate the extent of your agreement or disagreement with the following statements about faculty scholarship:

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
(1) Faculty in my institution believe the goal of an academic scholar is to advance knowledge with regard to possible implications for society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Faculty in my institution demonstrate an interest in applying their knowledge to problems in society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Faculty in my institution value scholarship that applies the knowledge of an academic discipline to societal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
(4) Faculty in my institution are actively involved in scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Faculty in my institution value a broad definition of scholarship which includes a full range of scholarly activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please indicate the extent of your agreement or disagreement with the following statements about your institution and it's mission:

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
(6) My institution should actively engage in understanding and solving social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) The stated mission of this institution provides a clear mandate for scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) My institution encourages faculty to participate in scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) According to our mission, scholarship of engagement activities are essential to faculty academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please indicate the extent of your agreement or disagreement with the following statements about the faculty reward system in your institution:

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
(10) Scholarship of engagement activities are important in faculty evaluation at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) Scholarship of engagement activities are evaluated effectively at my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(12) Scholarship of engagement activities are considered positively in promotion and tenure decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(13) My institution is consistent in what it expects faculty to do and how it rewards them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(14) My institution's reward system encourages scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(15) My institution has a broad definition of scholarship which includes a full range of activities in which faculty are involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(16) Faculty rewards at my institution support the school's mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(17) My institution encourages faculty to participate in scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Thank you very much for your time and participation in completing this survey questionnaire! Please return your completed questionnaire in the enclosed envelope.</p>
--

**“Social perceptions faculty hold about their institutional commitment to  
the scholarship of engagement”**

The purpose of this study is to examine full-time faculty serving in reformed institutions and their social perceptions about their institutional commitment to the scholarship of engagement.

The data will be collected using a survey instrument. The study will use descriptive and inferential statistics to measure what social perceptions reformed faculty hold about their institutional commitment to the scholarship of engagement. The faculty participants will consist of full-time faculty members at member institutions, located in the United States, of the ARIHE organization.

The survey instrument will consist of demographic questions, and 5-point Likert scales to determine social perceptions of faculty. The instruments will be piloted and tested for content and face validity. Data will be collected during the fall semester, 2003 and analyzed during the spring semester, 2004.

November 6, 2003

Dear Faculty Member:

You have been selected as a participant in a doctoral research study, which will examine social perceptions faculty hold about their institutional commitment to the scholarship of engagement. The questions in this survey were developed from related survey instruments and are based on the literature. Your participation in this research study is voluntary and by completing and returning the survey instrument you are implying consent. Please keep in mind the following instructions as you are completing this instrument. Thank you in advance for your time and participation.

- Do not write your name or your institution's name on the survey. Your answers will be kept strictly confidential. All surveys are returned directly to the primary researcher.
- Complete the survey instrument by yourself. If you have questions about the survey instrument, please contact Mackenzi Huyser, Ph.D., Candidate at Andrews University and primary researcher of this study, at 708.239.4809 (work) or 773.XXX.XXXX (home) for assistance.
- When you have completed the survey instrument, place the completed questionnaire in the stamped, addressed envelope enclosed for your convenience. Seal the envelope and put it in the regular US mail.
- The survey consists of four question sections (front and back sides) and should take 7-10 minutes to complete.
- If you have any concerns or questions please contact: Mackenzi Huyser, primary researcher at 708.239.4809 or by email at [Mackenzi.Huyser@trnty.edu](mailto:Mackenzi.Huyser@trnty.edu); or Dr. Larry Burton, dissertation committee chair at 269.471.6674 or by email at [burton@andrews.edu](mailto:burton@andrews.edu). For questions about human subjects considerations contact Andrews University, Office of Scholarly Research, Room 210 Administration Building, Berrien Springs, MI 49104-0355.

The definition listed below and again on each page will assist you as you complete the survey instrument. Thank you again for your time and participation.

- *Scholarship of engagement*: "Connecting the rich resources of the university to our (nation's) most pressing social, civic, and ethical problems" (Boyer, 1990).

Thank you in advance for your time and participation.

Sincerely,

Mackenzi Huyser, Ph.D. Candidate

APPENDIX 2

QUESTIONNAIRE

### Faculty Survey Instrument

***I recognize that my participation in this research study is voluntary and that by completing and returning this survey instrument, I am implying consent.***

A. Please complete the following sections by checking the appropriate box related to basic demographic information:

1. Please indicate your academic rank:

- |  |  |
|--|--|
| (1) <input type="checkbox"/> Instructor                            | (6) <input type="checkbox"/> Associate Professor- Non-tenure track |
| (2) <input type="checkbox"/> Assistant Professor- Tenure track     | (7) <input type="checkbox"/> Full Professor- Tenured               |
| (3) <input type="checkbox"/> Assistant Professor- Non-tenure track | (8) <input type="checkbox"/> Full Professor- Non-tenure track      |
| (4) <input type="checkbox"/> Associate Professor- Tenured          | (9) <input type="checkbox"/> Other _____                           |
| (5) <input type="checkbox"/> Associate Professor- Tenure track     |  |

2. Please indicate your gender:

- (1) ☐ Female (2) ☐ Male

3. Please indicate your race:

- |   |  |  |
|---|--|--|
| (1) <input type="checkbox"/> Asian/Pacific Islander | (3) <input type="checkbox"/> Hispanic/Latino | (5) <input type="checkbox"/> White/Caucasian |
| (2) <input type="checkbox"/> Black/African American | (4) <input type="checkbox"/> Native American | (6) <input type="checkbox"/> Other _____     |

4. Please indicate your length of service (expressed in years) at this institution:

- (1) ☐ 0-3 (2) ☐ 4-7 (3) ☐ 8-11 (4) ☐ 12 or more

5. Please indicate your primary academic discipline:

- |   |   |  |
|---|---|--|
| (1) <input type="checkbox"/> Accounting         | (11) <input type="checkbox"/> Engineering         | (21) <input type="checkbox"/> Physical Education |
| (2) <input type="checkbox"/> Art/Graphic Design | (12) <input type="checkbox"/> English             | (22) <input type="checkbox"/> Physics            |
| (3) <input type="checkbox"/> Biology            | (13) <input type="checkbox"/> Foreign Languages   | (23) <input type="checkbox"/> Political Science  |
| (4) <input type="checkbox"/> Business           | (14) <input type="checkbox"/> Geology             | (24) <input type="checkbox"/> Psychology         |
| (5) <input type="checkbox"/> Chemistry          | (15) <input type="checkbox"/> History             | (25) <input type="checkbox"/> Social Work        |
| (6) <input type="checkbox"/> Church Ministry    | (16) <input type="checkbox"/> Information Systems | (26) <input type="checkbox"/> Sociology          |
| (7) <input type="checkbox"/> Communication Arts | (17) <input type="checkbox"/> Mathematics         | (27) <input type="checkbox"/> Special Education  |
| (8) <input type="checkbox"/> Computer Science   | (18) <input type="checkbox"/> Music               | (28) <input type="checkbox"/> Theology           |
| (9) <input type="checkbox"/> Economics          | (19) <input type="checkbox"/> Nursing             | (29) <input type="checkbox"/> Other _____        |
| (10) <input type="checkbox"/> Education         | (20) <input type="checkbox"/> Philosophy          |  |

***Scholarship of engagement: "Connecting the rich resources of the university to our (nation's) most pressing social, civic, and ethical problems" (Boyer, 1990).***



6. Please indicate your faculty workload for the 2003-2004 academic year:

a. Teaching load (per year based on semester credit hours):

- |                                  |                                    |   |
|----------------------------------|------------------------------------|---|
| (1) <input type="checkbox"/> 0-3 | (3) <input type="checkbox"/> 10-15 | (5) <input type="checkbox"/> 22-27      |
| (2) <input type="checkbox"/> 4-9 | (4) <input type="checkbox"/> 16-21 | (6) <input type="checkbox"/> 27 or more |

b. Administrative workload (release time allocated per year):

- |                                    |                                     |  |
|------------------------------------|-------------------------------------|--|
| (1) <input type="checkbox"/> 0-24% | (2) <input type="checkbox"/> 25-49% | (3) <input type="checkbox"/> 50% or more |
|------------------------------------|-------------------------------------|--|

c. Institution/Department Committee Load (number of committees per year):

- |                                  |                                  |  |
|----------------------------------|----------------------------------|--|
| (1) <input type="checkbox"/> 0-1 | (2) <input type="checkbox"/> 2-3 | (3) <input type="checkbox"/> 4 or more |
|----------------------------------|----------------------------------|--|

d. Academic Advisee Load (number of students per year):

- |                                   |                                    |   |
|-----------------------------------|------------------------------------|---|
| (1) <input type="checkbox"/> 0-5  | (3) <input type="checkbox"/> 12-17 | (5) <input type="checkbox"/> 24-29      |
| (2) <input type="checkbox"/> 6-11 | (4) <input type="checkbox"/> 18-23 | (6) <input type="checkbox"/> 30 or more |

e. Student Interns (number of students personally assigned per year):

- |                                  |                                   |   |
|----------------------------------|-----------------------------------|---|
| (1) <input type="checkbox"/> 0-5 | (2) <input type="checkbox"/> 6-10 | (3) <input type="checkbox"/> 11 or more |
|----------------------------------|-----------------------------------|---|

B. Please indicate the extent of your agreement or disagreement with the following statements about faculty colleagues and scholarship:

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
7. Faculty in my institution believe the goal of an academic scholar is to advance knowledge with regard to possible implications for society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Faculty in my institution demonstrate an interest in applying their knowledge to problems in society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Faculty in my institution value scholarship that applies the knowledge of an academic discipline to societal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Scholarship of engagement: "Connecting the rich resources of the university to our (nation's) most pressing social, civic, and ethical problems" (Boyer, 1990).***

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
10. Faculty in my institution are actively involved in scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Faculty in my institution value a broad definition of scholarship which includes a full range of scholarly activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Please indicate the extent of your agreement or disagreement with the following statements about your institution and its mission:

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
12. My institution should actively engage in understanding and solving social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The stated mission of this institution provides a clear mandate for scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My institution encourages faculty to participate in scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. According to our mission, scholarship of engagement activities are essential to faculty academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Scholarship of engagement: "Connecting the rich resources of the university to our (nation's) most pressing social, civic, and ethical problems" (Boyer, 1990).***

D. Please indicate the extent of your agreement or disagreement with the following statements about the faculty reward system in your institution:

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
16. Scholarship of engagement activities are important in faculty evaluation at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Scholarship of engagement activities are evaluated effectively at my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Scholarship of engagement activities are considered positively in promotion and tenure decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My institution is consistent in what it expects faculty to do and how it rewards them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. My institution's reward system encourages scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My institution has a broad definition of scholarship which includes a full range of activities in which faculty are involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Faculty rewards at my institution support the school's mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My institution encourages faculty to participate in scholarship of engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for your time and participation in completing this survey questionnaire! Please return your completed questionnaire in the enclosed envelope.

***Scholarship of engagement: "Connecting the rich resources of the university to our (nation's) most pressing social, civic, and ethical problems" (Boyer, 1990).***

APPENDIX 3

HUMAN SUBJECTS APPROVAL

# Andrews University

October 28, 2003

Mackenzi A. Huyser

6601 W. College Drive  
Palos Heights, IL 60463

Dear Mackenzi

**RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS**

**IRB Protocol #:** 03-098

**Application Type:** Original

**Dept:** Curriculum & Instruction

**Review Category:** Exempt

**Action Taken:** Approved

**Advisor:** Larry Burton

**Protocol Title:** Social Perceptions Faculty Hold About Their Institutional Commitment to the Scholarship of Engagement

On behalf of the Institutional Review Board (IRB) I want to advise you that your proposal has been reviewed and approved. You have been given clearance to proceed with your research plans.

All changes made to the study design and/or consent form, after initiation of the project, require prior approval from the IRB before such changes can be implemented. Feel free to contact our office if you have any questions.

The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

Some proposal and research design designs may be of such a nature that participation in the project may involve certain risks to human subjects. If your project is one of this nature and in the implementation of your project an incidence occurs which results in a research-related adverse reaction and/or physical injury, such an occurrence must be reported immediately in writing to the Institutional Review Board. Any project-related physical injury must also be reported immediately to the I.R.B. physician, Dr. Herald Habernicht, by calling (269) 471-3940.

We wish you success as you implement the research project as outlined in the approved protocol.

Sincerely,



Michael D Pearson  
Graduate Assistant  
Office of Scholarly Research

Office of Scholarly Research, Graduate Dean's Office, (269) 471-6361  
Fax: (269) 471-6246 / E-mail: [mpearson@andrews.edu](mailto:mpearson@andrews.edu)  
Andrews University, Berrien Springs, MI 49104-0355

## APPENDIX 4

### RAW DATA

## Data Format

Row	1 Row per faculty respondent
Columns	
1	ID
2	Rank/Tenure
3	Gender
4	Race
5	Length of Service
6-7	Primary Academic Discipline
8	Faculty Workload Requirements
9	Teaching Load
10	Administrative Load
11	Institution/Department Committee Load
12	Academic Advisee Load
13	Student Intern Load
14-15	Faculty Colleagues Scale
16-17	Institutional Mission Scale
18-19	Faculty Reward System Scale

1	7	2	5	2	28	3	0	1	3	1	13	10	18
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9	7	2	5	4	8	5	1	2	1	1	17	14	27
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244	7	2	5	4	7	5	1	1	2	1	25	20	40
245	3	1	5	4	13	4	1	1	2	1	22	19	26
246	7	2	5	4	24	3	2	2	3	1	19	17	28
247	7	1	5	3	10	2	3	3	4	1	24	20	32
248	2	1	5	2	5	5	1	3	1	1	22	15	27
249	7	2	5	4	28	5	1	1	1	1	21	13	20
250	7	1	5	3	19	2	3	3	5	0	20	16	25
251	3	1	5	4	13	3	3	2	3	1	16	12	23
252	7	1	5	4	18	5	1	2	3	2	22	16	31
253	5	1	5	2	18	5	1	2	2	1	22	20	25
254	7	2	5	4	17	2	1	3	1	1	24	19	39
255	2	2	5	2	24	5	1	1	2	1	22	18	33
256	7	1	5	4	12	5	1	1	2	1	22	18	28
257	2	2	5	2	5	5	1	2	1	1	22	16	31
258	4	1	5	4	29	2	1	2	3	1	23	17	27
259	5	2	2	2	9	2	1	2	6	1	22	16	37
260	7	1	1	2	18	3	2	3	2	1	21	19	23
261	7	2	5	4	5	2	1	2	5	1	18	13	26
262	4	2	6	4	4	5	1	2	4	1	17	19	27
263	7	2	5	4	12	3	0	2	2	2	18	16	30
264	7	1	5	4	18	3	1	2	1	1	23	15	18
265	7	2	5	4	1	5	1	2	5	1	25	20	32
266	7	2	5	4	12	3	1	2	2	1	19	13	26
267	4	2	5	3	10	3	2	2	6	2	22	19	33
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270	2	1	5	1	10	6	1	2	6	2	18	17	24
271	7	1	5	4	12	4	1	2	3	1	20	15	29
272	3	2	5	1	28	4	1	1	3	1	21	15	24
273	4	1	5	2	24	5	1	2	3	1	17	11	20
274	2	1	5	1	4	3	1	1	2	1	19	9	15

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VITA

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## EDUCATION

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*Cooperative learning in the classroom: Exploring methods to use in teaching.*  
Paper presented at the Lilly Conference on College Teaching, Miami University, OH,  
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*Heartside: A community impacted by revitalization.* Paper presented at the  
National Convention, North American Association of Christians in Social Work,  
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*Transforming the classroom into a community meeting: A model for engaging  
students in social action and advocacy.* Paper presented at the Policy Conference,  
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## PUBLICATIONS

Huyser, M.A. (2003). Unanswered prayers: Decision case. *Christianity and  
Social Work*, 30(2), 170-177.

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