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Understanding (Under) Representation in a University Shared Governance System:

Building the Future of an Equitable Institution

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Despite the sense among many administrators and professors that shared governance is waning, a recent survey of American professors by the American Association of Colleges & Universities determined that, at most schools, professors believe that shared governance is stronger today than it was decades ago (Schmidt, 2013). There is a difference, however, between shared governance as a principle—which emphasizes the university as a political institution that is governed rather than managed, and in which academics have a role to play in determining university affairs—and the increasing administrative burden placed on faculty. No doubt, they are correlated—to share in governance requires participation in administration. Yet if service requires too much energy or places too many demands on faculty, they are reluctant to serve. This is problematic for shared governance, which relies on quality faculty leadership. This may have implications for representation of all faculty voices in shared governance.

Given the diversity of faculty at institutions of higher education in terms of rank, discipline, biological sex, race/ethnicity, and sexual orientation, we do not assume uniformity in experience. But we do assume that faculty members' service experiences impact shared governance. Healthy, robust shared governance represents all faculty members' interests and creates policies and procedures that result in an equitable and positive working environment for faculty and an environment conducive to quality education. Healthy shared governance does not result in the development of institutional barriers for some faculty.

As three of the four authors are faculty heavily involved in shared governance at a comprehensive liberal arts university primarily aimed at the education of undergraduates, we are interested in how faculty experience a particular system of shared governance. Our positions as leaders within that system made us privy to others' experiences with service work, including the complications of balancing many demands on one's time. Our experience as researchers made us want to study the experience. It is from this perspective that we begin a new line of research for us. Our hope is that reflection upon faculty members' experiences within a system of shared governance can provide insight into strengthening shared governance so it best represents faculty members' interests and contributes to a quality educational environment.

Literature Review

A recent survey of faculty at one US research-1 institution (Ziker, 2014) concluded that the faculty surveyed worked 61 hours per week (including evenings and weekends, confirming other studies; cf., Misra, et al., 2012) with administrative work (e.g., meetings, email) taking up a startling 30% of faculty's workweek. Teaching comprised 24.5 total hours worked, which is about 60% of a 40-hour workweek, but only 40% for the reported 61 hours worked. Research activities during the academic year made up only 17% of work time during the week, and these activities were often done on weekends and comprised 27% of weekend workload (Ziker, 2014; see also Flaherty, 2014). If service takes up a larger portion

of faculty time and impinges so much on personal time, it is worth asking how faculty experience service work.

Scholarship on faculty service work tends to be philosophical, or provide counsel or testimony about service experience and career trajectory (e.g., Bradley, 2005; Griffin, 2013). A few important studies suggest that service expectations on campuses are not equally distributed, and that some faculty bear heavier workload burdens than others. Some faculty are disadvantaged by their gender or race/ethnicity or have significant home/dependent care responsibilities (Bellas & Toutkoushian, 1999; Link, Swann, & Bozeman, 2008; Mason, Goulden, & Frasch, 2009; Masten, 2006; Misra, Lundquist, & Templer, 2012; Neumann, et al., 2007; Sutor, Mecom, & Feld, 2001). Women, particularly women of color, are expected to do more “motherly” advising and mentoring (Griffen, 2013, p. 37).

Underrepresented faculty are asked to serve more, which is difficult to refuse if that service work benefits their communities, particularly in relation to gender, race/ethnicity, or sexual orientation. Further, refusals can impact others’ perceptions of collegiality, which can negatively impact tenure and promotion (Griffen, 2013). It is important to understand how why some faculty choose service or are made to serve more than others.

Service expectations increase dramatically for associate professors immediately following tenure (Misra, et al., 2012; Neumann & Terosky, 2007; Ziker, 2014). Research, the work that advances faculty careers, decreases as a result, particularly for mothers of young children (Misra, et al., 2012). Female graduate students and tenure-track faculty with young children in the home are more likely

to have more household and childcare burdens that negatively impact scholarly productivity (Misra, et al., 2012; Sutor, et al., 2001). “While [neglecting scholarship] may ensure that students and colleagues remain unaffected by mothers’ care responsibilities, research is the area that matters most for a professor’s promotion and prestige” (Misra, et al., 2012, p. 318). Even in academic couples where one might assume more progressive family caregiving expectations regarding household work, women are found to have heavier household burdens, which negatively impacted their scholarship and “may introduce career impediments” (Sutor, et al., 2001, p. 65). It is important to understand faculty members’ experiences of workload, particularly to understand if some bear heavier workloads than others and if that disadvantages their careers.

While service may have connotations for one’s workload, faculty have some freedom in making choices about service work. In a normative, rather than empirical essay, Griffin (2013) reflects on her own career experience and offers a set of guidelines for faculty when considering service obligations. We build on her work to understand the extent that factors such as personal goals, gender/sexuality, or race affect faculty choice about service and how to spend time and energy on this work.

“Service, as an aspect of the faculty career, is under-researched” (Neumann & Terosky, 2007, p. 284, emphasis original). More research is needed to better understand how managing teaching, research, and service work impacts all faculty and their career trajectories. Lee (2009) calls for an increase in “the scholarship of service” (p. 13). We hope this study is, in part, an answer to this call.

Purpose of study

In this study, we take a multi-methodological approach to better understand how faculty experience service in a particular system of shared governance. First, we conduct a content analysis of committee membership rosters to provide descriptive data regarding current faculty participation in shared governance. Second, we survey faculty involved in the shared governance system at one institution. Third, we intend to extend our understanding of these data by conducting in-depth interviews, which have not yet been conducted.

Our goal is to understand not only how service workloads within the system of shared governance on one campus are *distributed*, but also how faculty *experience* service expectations in relation to their teaching, scholarly, and personal lives. We hope to learn how to better support faculty and their representation within shared governance in order to strengthen governance and universities. To this end, we proposed the following:

RQ 1: How proportional is faculty service on the shared governance committees in terms of biological sex and rank?

RQ2: Is there a relationship between faculty reports of workload management (i.e., teaching, research, and service) with faculty rank and biological sex?

RQ 3: How do female and male faculty report managing their teaching, research, and service workload with dependent care demands?

RQ 4: What do faculty report as the primary reasons for selecting the service work in which they engage?

Methodology

Procedures

Members of the governing body known as the “Faculty Senate,” its 5 standing committees, 15 standing sub-committees, and 3 ad hoc committees (for 24 total) were the population for this study. All the committees address policy, budgetary, or curriculum issues. A content analysis of committee membership information on the Faculty Senate’s website was conducted to glean information about faculty participation in shared governance. A specific methodology for collecting this information was necessary because no data have been regularly collected, and because of its size and complexity of the committee system.

Faculty who had half-time administrative appointments were included in this analysis, but no full time administrators or staff. Website data contained faculty name, department, and college. Additional information was gleaned from university databases to determine rank and biological sex. No data were available about faculty racial/ethnic status or sexual orientation. Data were anonymized and inputted into SPSS to calculate descriptive statistics.

Second, we surveyed members of these 24 committees. We used the online survey tool *Survey Monkey* and distributed via email. Participants were given 3 weeks to complete the survey; two reminders were sent to increase response rate. No incentive was provided. No names or identifying information were collected. Aggregate data are presented here to protect confidentiality with identifying information removed from quotations.

Survey questions assessed participants' service participation in their departments, colleges, university, academic disciplines, and their local community. The number of questions on the survey varied based on the volume and type of service work reported. Participants could answer as few as 42 questions or as many as 69, which included factual, perception-based Likert scale, demographic (including biological sex, race/ethnicity, sexual orientation), and open-ended questions. Participants were asked to indicate both the percentage of their work time and the overall number of hours spent engaging in activities related to teaching, research, and service each week. In order to indicate the number of dependent responsibilities an individual has, we summed the number of dependents indicated by participants across three categories: children, adult dependents living inside the home, and adult dependents living outside the home.

We intend to conduct 10 interviews with targeted faculty members to understand how they balance work and personal life demands, find value in service work, the impact of service work on performance evaluations, and other questions derived from this analysis. Interviews are currently being scheduled.

Survey Sample

All faculty (during the 2013-2014 academic year) who served on the 24 committees (n=167) were asked to participate in the survey, which included several adjunct faculty. Because adjuncts are not expected to conduct research or service work (unless otherwise contracted), it did not make sense to include them in certain statistical analyses. Therefore for survey questions associated with RQ2 and RQ3,

we only report data for tenure-track faculty. These participants were 75 university professors: 6 participants were Assistant Professors, 42 were Associate Professors, and 27 were Professors. Fifty-two percent of the sample was male ($n = 52$), 34.7% were female ($n = 26$), and the remaining participants declined to indicate their biological sex. Sixty-three percent of participants ($n=47$) indicated that they were White, while other participants identified as Faculty of Color ($n = 9$), “Other” ($n = 6$), or declined to answer ($n = 6$). Participants came from every college on campus and were nearly proportional to their colleges’ overall sizes in relation to the entire university.

Results

RQ1: Proportionality of Representation

The hope with RQ1 was to learn if there was disproportionate service in shared governance committees across rank and gender. Given the proportionality of women and men in shared governance, there could be implications for shared governance and policy making for the institution. We had hoped to understand representation in terms of race/ethnicity and sexual orientation, but neither the university nor the Faculty Senate keeps record of such data. We speculated about biological sex, but would not speculate about identifying faculty in these other areas. As is, we speculated using traditional binary distinctions, neglecting the variety of gender identities possible amongst faculty.

The website analysis demonstrated that 167 faculty served on 24 committees. Overall, 43.1% ($n=72$) were women and 56.9% ($n=95$) were men.

These numbers are similar to recent university data, where women comprised 46.5% of the faculty and males 53.5% (Equal Opportunity Office, 2013). Full Professors accounted for only 29.9% (n=50) of total committee membership, and women comprised only 34% (n=17) of this group (See Appendix A, Table 1). Associate professors were 44.9% (n=75) of committee members and 41.3% (n=31) of them were women. Assistant professors accounted for 13.8% (n=23) of committee membership, with 65.2% (n=15) of them being women. A small group, 3% (n=5) were adjunct faculty at the “senior instructor” level, of which 80% (n=4) were women, which is a high percentage, given that they account for 50.8% (n=92) of all adjunct faculty (Equal Opportunity Office, 2013). No faculty at the level of “instructor” served on these shared governance committees. Nearly all the librarians (80%; n=4) were women, but all the retired faculty serving (n=2) were male, while a majority (85.7%, n=6) of faculty administrators were male.

At this time, there is no university information about the number of women and men who serve at the specific tenure-track ranks. Overall, we know that women account for 44.92% of all tenure-track faculty, which means that lower ranked women seem to be overrepresented in shared governance and more senior women underrepresented. Further, more senior men are overrepresented. For this rank of Full Professor, overall, but for women in particular, these percentages seem low given common perceptions of service increasing with rank. Do different faculty have different avenues for their service work at different times? Are these common patterns or aberrations?

In the survey portion of this study, 69.74% (n=53) of participants identified as “white/Caucasian,” which is lower than expected given university statistics of 86.45% (n=574). Faculty of color comprised 13.16% (n=10) of the survey participants, similar to university-wide statistics of 13.55% (n=90; Equal Opportunity Office, 2013). Some 7.89% (n=6) of faculty selected “other,” and 9.21% (n=7) declined to answer about racial identity. When white/Caucasian, “other,” and the number who declined to answer are tallied, it accounts for 86.84% of the sample, which approximates the proportionality of Caucasian/white faculty at the university.

When asked about sexual orientation, 82.89% (n=63) self-identified as heterosexual, with 6.58% (n=5) identified as Lesbian, Gay, Bi-sexual, Transgender, 1.32% (n=1) identifying as “other,” and 9.21% (n=7) declining to answer. The University does not collect similar data for sexual orientation, so no comparison in representation can be made unfortunately. A low survey response rate (50.9%) and the number of participants declining to answer questions about personal identities limits analysis.

RQ2: Workload Management, Rank, Biological Sex

To answer RQ2, several statistical analyses were done. In order to examine differences in workload distribution across ranks and gender, we initially performed separate two-way (rank-by-gender) ANOVAs for each of the three workload categories (teaching, research, and service). All resulting gender main and interaction effects emerged as statistically non-significant with near-zero effect

sizes, indicating that the differences in workload distribution were the same for men and women. To simplify the analyses, we removed gender from the analyses and calculated one-way ANOVAs.

Figure 2 (see Appendix A) shows the percentage of time spent in teaching, research, and service activities by rank and gender. The percentage of time spent teaching varied to a statistically significant degree across ranks, $F(2, 64) = 5.29, p = .007, \eta^2 = .142$. Time spent teaching generally decreased as rank increased, with Assistant Professors teaching statistically significantly more than Professors. Scholarship did not vary to a statistically significant degree across ranks, $F(2, 64) = .698, p = .501, \eta^2 = .021$, suggesting that the percentage of time spent engaged in scholarship does not vary as a function of rank. Finally, while the percentage of time spent engaging in service did not vary by rank to a statistically significant degree, a trend and a moderate effect size suggested some meaningful differences, $F(2, 64) = 3.053, p = .054, \eta^2 = .087$. Time spent engaged in service generally increased by rank, with Professors spending somewhat more time engaged in service activities than Assistant Professors.

In order to more fully understand faculty reports of workload management, other survey questions asked about faculty members' perceptions of overall service expectations (e.g., department, university, disciplinary, community) and had the opportunity to provide qualitative responses. Participants reported increases in perceived expectations for service at the department (41.77%), college (36.71%) and university levels (39.24%; see Appendix A, Table 3). Nearly all the qualitative responses indicated increases in service workload, and participants provided three

justifications: (1) shared governance requires faculty contribution, (2) service “creep,” and (3) acceptance (“that’s just the way it is”). Shared governance was valued in several responses, but there was a clear recognition of the burden this workload puts on some: “Faculty governance is great, but faculty workloads are getting out of balance because of all of the governance work we need to take on.” Many qualitative responses dealt with some form of “service creep;” participants referred to issues related to university growth, extraordinary budget cuts, lack of tenure-track hiring, and increased expectations from external stakeholders (e.g., assessment), to explain increased service work. A few participants justified increases in service expectations as the “way it is:”

I think that many folks feel service expectations have risen, but everybody is constantly gaining more experience and seniority and they are in more demand for service on committees. Thus, everyone thinks service expectations constantly rise, but it’s just that service expectations rise for each individual, not in aggregate.

For only one was there a perception of service workload decrease, and it was due to rank as adjunct faculty and the union contract that constrains adjuncts from engaging in unpaid (usually service) labor.

Participants were asked a series of questions about perceptions of balance between teaching, research, and service. In comparison to teaching, 38.27% felt too much of their workload was devoted to service, while 54.32% felt service work negatively impacted research. They were given multiple opportunities to provide qualitative feedback. Several responses referred in various ways to service “creep,”

or that service was not equally distributed, while others referenced the value of time spent/lost or meaninglessness of service work (i.e., time wasted in meetings being spent elsewhere). Others indicated their propensity to serve: "I keep getting asked... it's hard to say 'no,'" while others blamed heavy service burdens on being in a small unit/college: "I do not know what is appropriate, but my current amount of service is preventing me from devoting time to other areas, such as research." Responses related to scholarship addressed the need to find time to work on research during evenings, weekends, or summer ("There aren't enough hours in the day"), the personal sacrifice needed to maintain a research agenda ("It is too much. Work gets done late at night and on weekends"), feeling guilt ("I should be doing more"), and that research was de-emphasized in the workload entirely (i.e., research is on the "backburner" or "taking a backseat"). One summed the concerns:

I have almost no time to do research anymore because of the amount of classes I have to teach, the amount of students I advise and the committees I am serving on. I probably cannot see my parents this summer because I want to finish a research project which I started a few years ago and which lingers untouched in the drawer. It gives me a bad feeling every day.

These responses convey the impossibility of accomplishing growing teaching and service expectations while maintaining a research agenda.

RQ 3: Workload, Biological Sex, Caregiving Demands

In order to answer RQ3 and examine gender differences in the experience of dependent care, we conducted a series of independent samples t-tests. The results of these analyses are shown in Table 4. As shown here, men and women did not differ in regards to the total number of dependents for which they were responsible. However, women were statistically significantly more likely to view work and dependent-care responsibilities as imbalanced, and were more likely to see work and dependent care responsibilities as interfering with one another. Participants' number of dependent care responsibilities did not differ by rank ($F(2, 61) = 1.033, p = .362, \eta^2 = .033$) or by gender ($F(2, 61) = .180, p = .835, \eta^2 = .006$). These findings make sense in light of research (e.g., Sutor, et al., 2007) that indicates women carry heavier household burdens that negatively impact their research agendas. This makes us wonder if pre-tenure female faculty should have the added burden of shared governance service. Protection from service for untenured female faculty could not only minimize the stress of imbalance, but help them maintain a research agenda.

RQ4: Reasons for Selecting Service

RQ4 was aimed at understanding how personal identity, goals, and work responsibilities affect service choices. We asked participants about Griffen's (2013) motivations for service (see Table 5) and encouraged them to select all the reasons that applied. We expected personal identities (e.g., gender, race/ethnicity, sexual orientation) to be stronger motivators for selection of service than were apparent.

Instead, they were the lowest reported categories (7.79%, 6.49%, & 6.49% respectively). Participants selected more general activities or experiences like “personal interest” (85.71%), “service type” (67.53%), “gain new insights” (67.53%), “gain new skills” (51.95%), and “develop new network connections” (51.95%) most often. Participants’ responses to this question may have been influenced by the nature of shared governance committee work, which rarely relates overtly with personal identity issues. Maybe service work related to gender, sexual orientation, race/ethnicity is more available at larger institutions with more graduate programs or within disciplines, and not visible within a shared governance system such as this.

We asked participants to provide additional qualitative information about how they selected service work. In the responses we received, 38.1% referred to “duty and obligation” to contribute. They often described their ability to provide general contributions that benefitted the university, their department, or students: “Whether the service is likely to yield something tangible – and making a contribution and citizenship are important motivators.” These comments sometimes referenced gratitude: “I would like to give something back [...] in gratitude for hiring me [edited] years ago.” Others (23.8%) mentioned specific contributions for specific benefits: “I tend to seek out service where I feel I can contribute to an important need – for example, recruiting underrepresented students to our college/department.” Some responses (28.6%) focused on the ability to shape the future and mentioned a specific area in which change could be made: “Service that leads to substantive impact (i.e., leads to decisions that impact

resource allocations).” Overall these responses conveyed notions of “citizenship” by emphasizing faculty members’ connections to others and their ability to shape the community over time, which demonstrates a sense of agency within the university system.

Discussion

Within this first examination of service in a shared governance system, we are left with more questions than answers. Our cross-sectional examination of shared governance committee membership hints that there may be disproportionate representation of men and women in the system. This has implications for gendered power relations that impact the larger institution. Because shared governance develops the rules and policies that apply to all, there should be equity in representation with some protection for untenured faculty to maintain research agendas. However, we found that senior ranking men and junior ranking female faculty were over represented on committees.

This difference in biological sex and representation is particularly interesting given our findings that service increased moderately with rank, but that only 29.9% of committee members were Full Professors. Research on service tends to treat all service alike, although scholars are increasingly highlighting the variation possible in service work. Perhaps some opt out of shared governance service in order to serve elsewhere? Considering how many different communities faculty are involved in, perhaps their desire to contribute to these communities changes over the course of their career trajectory.

But we also have to ask, are there issues of equity in the selection and recruitment of faculty for these positions? Why do faculty choose shared governance service, especially pre-tenure? Are there differences for women and men's career implications? Do female faculty they feel secure enough in their jobs to openly contribute their ideas or concerns to committees? Do senior male faculty share the communicative space in committee discussions for others' viewpoints and ideas? In-depth interviews may reveal more.

While we have data about biological sex and rank within shared governance, we do not have (at this time) a way to compare it to overall faculty employment statistics. We hope to obtain this information for later versions of this paper. Future research could examine archival materials to explore biological sex and rank in committee membership and representation over time.

Statistically significant findings in this study found that faculty service increased with rank, that teaching decreasing with rank, and, while not statistically significant, scholarship did not vary across rank, suggesting that faculty maintained active research agendas across rank. Qualitative responses highlighted that shared governance takes time, confirmed service "creep," and suggested that service can be caustic when it is perceived to be meaningless or results in sacrifices to other work or personal time.

As the percent of tenure-line faculty continues to erode, we need to recognize that service takes a greater percent of faculty time and has negative implications for research programs, particularly for some faculty (Misra, et al., 2012; Neumann & Terosky, 2007; Ziker, 2014). While shared governance, as a principle, is worth

defending, we ask whether the problems of “administrative creep” (what scholar Benjamin Ginsberg, 2011, refers to as the proliferation of “deanlets”) has its own counterpart among faculty as “service creep,” in which service obligations take up a growing amount of precious faculty time. Healthy, robust shared governance requires time and attention, yet can buckle under layers of bureaucracy or be overshadowed by other administrative demands. Faculty leaders need to do what they can to guide committees to work smarter, not harder, and help faculty feel a sense of accomplishment with committee work. They can also work to ensure service “counts” in evaluation, ensure equitable allocation of committee positions, and protect junior faculty’s scholarship agendas (and career trajectory) from burdensome service. Hiring larger numbers of tenure-line faculty can also help maintain healthy universities and provide faculty the freedom to maintain their research programs. But if that cannot happen, what can be done to make workloads more manageable?

University culture needs faculty to engage in service, but still values research as the ultimate evaluative benchmark, resulting in a bind for faculty. “I suggest that scholars question the underlying assumptions that ensure that service is deemed inherently less valuable than those other [promotion] criteria” (Baez, 2000, p. 364). If service had more value in the promotion process, it might not seem as “meaningless” or cause as much stress. This could be particularly salient to women, who were more likely to view work and dependent care responsibilities as imbalanced.

But increasing the value of service does not mean scholarship must be devalued; it need not be a zero sum game. Faculty in this study seemed to remain engaged in research across ranks. Therefore, leaders can support faculty by providing the ability to shift between research and service commitments throughout careers without penalty. Doing so would bolster women and minorities' career success, but be good for faculty as a whole.

Service in shared governance should be rewarded for the potential role it plays in faculty development. Griffen (2013) argues that certain faculty find more satisfaction in service, even if it requires compromising scholarly work. Faculty also learn valuable lessons about leadership or themselves (Neumann & Terosky, 2007). While much literature portrays service as a burden with negative career connotations, Baez (2000) argues that service can be a means to exercise faculty agency: "conceptualizing service as problematic negates the role of critical agency in resisting and redefining institutional structures" (p. 363). Future research could explore motivations for service in order to understand how to transform a sense of meaninglessness to a sense of faculty agency.

Limitations

By studying members of the Faculty Senate and its subcommittees, we recognize that there is some self-selection bias in our sample. Further, the cross-sectional design of the study provides only a snapshot of shared governance and faculty members' experiences with service. We have captured the faculty members who agreed to serve in shared governance as defined by a particular committee

structure at a particular point in time. Nonetheless, we believe that there is value to this study.

Given an interest in representation within shared governance, we had hoped to address more facets of faculty identity, but had limited access to information. Further, the small sample size and low response rate size meant we have limited interpretive ability.

Faculty may have been disinclined to respond to the survey because of its length, or because of survey fatigue, as they were asked to participate in a few surveys from the state government, university, and shared governance committees throughout that year. Perhaps we could have promoted the study more to catch the attention of over-worked faculty or given them more reminders and time to complete it.

Some of the survey questions touched on sensitive areas that could evoke social desirability bias, which is another limitation. One participant specifically expressed fear of identification and reprisal because of the survey in a qualitative response. Respondents may have been reticent in answering questions about the interference of one's personal life on work, which may be evident in the number of people who did not answer personal identity questions. Yet, we still found statistically significant results.

Another limitation of the study is the complexity of data and lack of time to complete the study as planned. There are still analyses we would like to complete on survey and website data and we have not conducted interviews yet. Work on this project continues.

Summary

As leaders within shared governance, we were curious about equitable representation in a healthy system of shared governance. By studying committee membership representation within the 24 committees that comprise shared governance at this university, we learned about possible patterns that have implications for policy-making and budgetary allocations. Further, we explored the impact of service on faculty workload and found that teaching decreased with rank, service increased with rank, and that scholarship remained an important part of faculty workload. Women expressed greater imbalance in their workloads, particularly related to caregiving demands. Finally, respondents were asked to share their motivations for engaging in service.

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Appendix A

Figure 1: Rank & Biological Sex

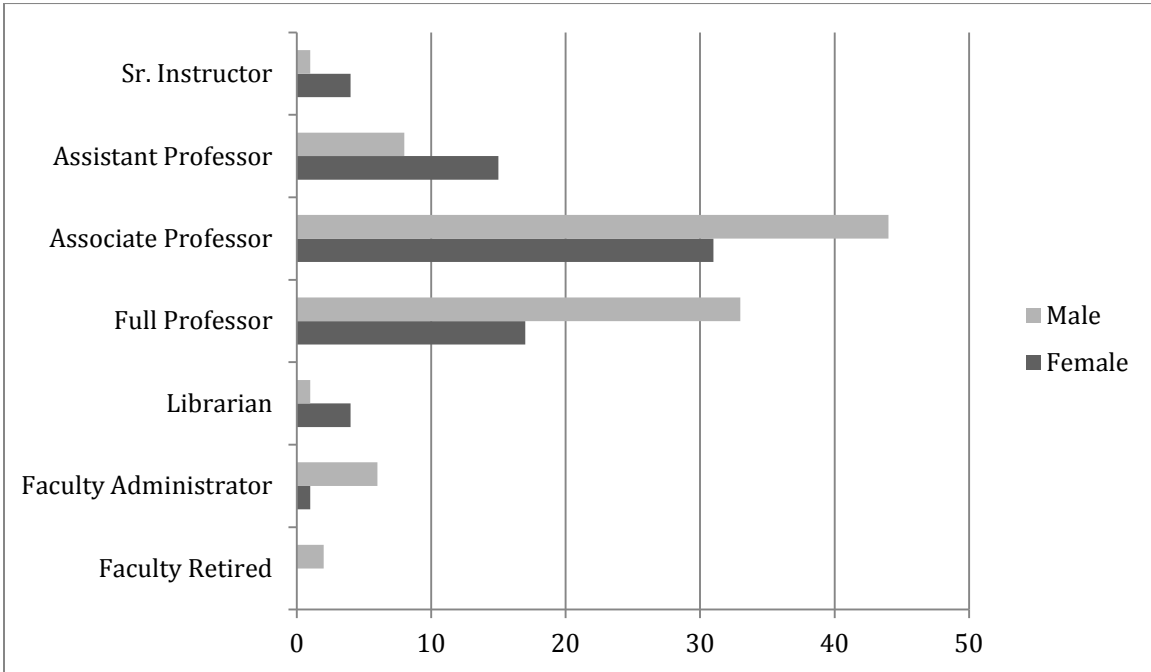


Figure 2: Percentage of Time Spent in Activity by Rank

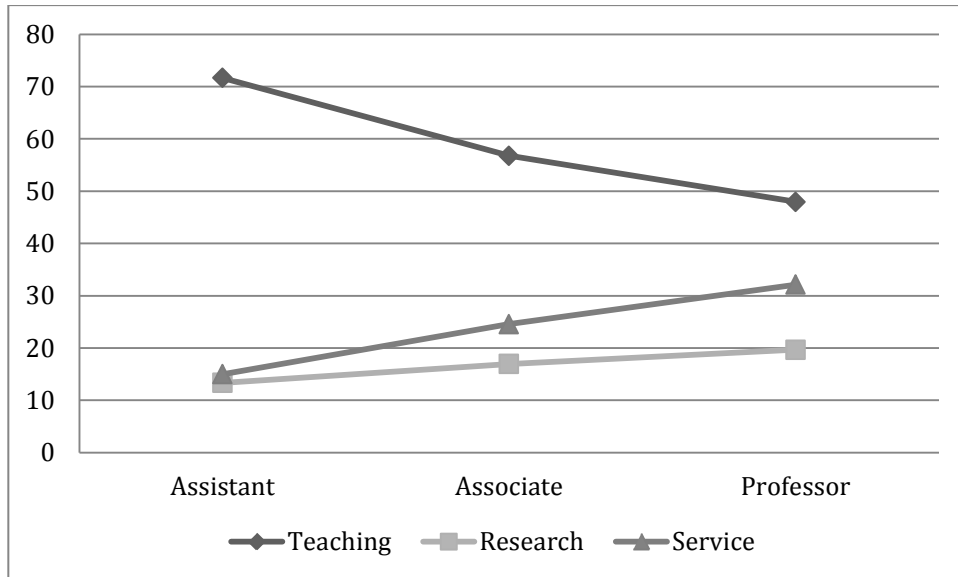


Table 3: Mean Differences in Dependent Care Variables across Genders

	Mean		<i>t</i>	<i>p</i>	<i>d</i>
	Male	Female			
Number of dependent care responsibilities	1.18	1.12	.190	.850	.050
Are work and dependent care balanced?*	.656	.396	2.166	.035	-.561
Does work compromise dependent care?*	.279	.542	2.166	.035	-.552
<u>Does dependent care compromise work?*</u>	<u>.182</u>	<u>.438</u>	<u>2.285</u>	<u>.026</u>	<u>-.581</u>

Note: Data calculated from 32 men and 24 women. The means of variables marked with an * indicate the percentage of that group who answered “yes”.

Figure 4: Perceptions of Service Workload

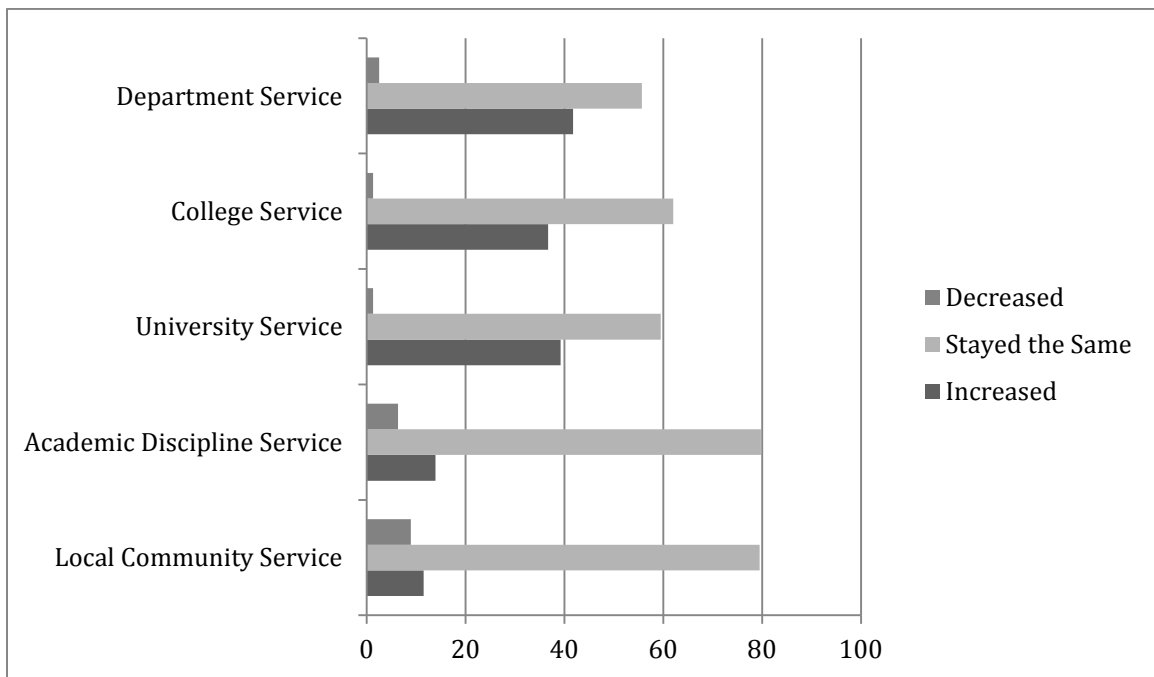


Figure 5: Factors that contribute to selecting service work

