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Article *in* Research in Higher Education · May 2012

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# Faculty Organizational Commitment and Citizenship

Janet Lawrence · Molly Ott · Alli Bell

Received: 21 September 2010  
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**Abstract** Building on a theoretical framework that links characteristics of individuals and their work settings to organizational commitment (OC) and citizenship behavior, this study considers why faculty may be disengaging from institutional service. Analyses of survey data collected from a state system of higher education suggest that job characteristics, exchanges and social learning are associated with faculty members' OC. For instance, opportunities for advancement and research support, as well as responsiveness of administrators to faculty, contributed to the likelihood that faculty would accept a position at their institution again if given the chance. Commitment, however, did not significantly affect time spent on institutional service. Two job characteristics—time spent on research and time spent on teaching—were negatively associated with this behavior.

**Keywords** Faculty · Campus service · Organizational commitment · Organizational citizenship behavior

Faculty work roles are traditionally conceptualized along three activity dimensions: teaching, research and service. While the literature on teaching and research is robust, inquiries into faculty service are sparse (Neumann and Terosky 2007). One explanation for the lack of attention is that service is difficult to define; another is that administrators and faculty value service less than teaching and research (Ward 2003). Recently, Neumann and Terosky (2007) abstracted from the literature three general types of service and observed that while service to one's discipline (e.g., manuscript reviews, association work) may be taken into account in promotion and tenure decisions, community service (e.g., outreach, public service) and institutional service (e.g., committee work, governance involvement) have been largely "unacknowledged in faculty work lives" (p. 284). Ironically, at the same time recognition for institutional service has declined (Bowen and Schuster 1986; Braskamp and Ory 1994; O'Meara 2002), administrators' and policy makers' calls for

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greater faculty involvement have grown louder (Lynton 1995; Tinberg 2009). Furthermore, faculty have called upon administrators to ensure service responsibilities are clarified and distributed equitably (Misra et al. 2011). After years of neglect, there appears to be consensus regarding the need for research on the service dimension of faculty careers.

Underlying many of the calls for faculty to “pitch in” and help with organizational improvements (Rice 1986; Fairweather 1996) is an assumption that faculty are less involved because they lack the organizational commitment (OC) that fosters citizenship behavior, efforts that serve the general well-being of their campuses. Such claims are not, however, based on higher education research. Rather, they are extrapolated from the robust literature in organizational studies highlighting the psychosocial processes through which employees develop business attachments that, in turn, foster citizenship behaviors that enhance organizational effectiveness (Carson and Carson 1998). For example, Clark Kerr wrote,

my greatest concern about academic ethics is with the decline of academic ‘citizenship’ across American higher education and less with specific contractual obligations. (He chided faculty for their reluctance) to take seriously their departmental and college responsibilities (and) to serve on committees. They wish to concentrate on their own affairs and not those of the institution (Kerr 1994 quoted in Thelin 2001, p. 3).

In addition, Kennedy (1997), Rosovsky (1992), the PEW Higher Education Roundtable (Zemsky 1992), and others (McCallum 1994; O’Meara 2002; Smelser 1993) have recommended that a new social contract be drawn up clarifying the rights and obligations of faculty academic citizenship.

Previous investigators have established that faculty allocate less time to institutional service than teaching and research and they have offered different explanations for this behavior (Bellas and Toutkoushian 1999; Boyer 1990; Fairweather 1996, 2002; Milem et al. 2000). None has examined the potential connections between institutional service as a form of academic citizenship and OC. Harshbarger (1989) and Neumann and Finaly-Neumann (1990) identified the antecedents of OC, and Daly and Dee (2006) used OC as a predictor of turnover. However, the empirical question of whether faculty form attachments to their campuses resulting in institutional service has gone largely unexamined. This is unfortunate because the management literature suggests OC is associated with citizenship behaviors that support the effective functioning of college campuses, for example, involvement in unpaid or voluntary work activities, participation in decision-making, and keeping abreast of and supporting changes in the work environment initiated by organizational leaders (Carson and Carson 1998; Meyer and Herscovitch 2001).

One reason for the dearth of quantitative research is measures representing key concepts are missing from commonly used data sets. For example, the National Survey Of Post-secondary Faculty (NSOPF) has a measure of career commitment but not OC (Bland et al. 2006; Porter 2007). Furthermore, the NSOPF survey does not include variables consistent with key antecedents of OC such as value congruence and procedural justice (Eisenberger et al. 1990; Uhlaner et al. 2007).

The purpose of the present inquiry is to offer university administrators and researchers insights into how faculty perceptions of conditions on their campus may lead to OC and whether this commitment fosters greater engagement in institutional service. The unique data set employed in this study allows us to tailor extant models from the organizational studies literature to the distinctive aspects of the higher education context. We first identify faculty socio-demographic characteristics and perceptions of their campuses associated

with different types of OC, for example interactions with colleagues and instrumental support such as resources for research and promotion opportunities. We then identify antecedents of institutional service, taking into account both OC and other variables that previous research suggests predict this form of organizational citizenship behavior (OCB).

## Theoretical Framework

The conceptual framework guiding this study is informed by the higher education research on faculty service engagement and campus commitment as well as the management literature on OC and citizenship behavior. We draw primarily on the work of Meyer and colleagues (Meyer and Allen 1984, 1991, 1997; Meyer et al. 2002) and Cohen (2003, 2007) to explain how organizational attachments and citizenship behavior evolve, adapting key constructs for better relevancy to faculty work life and careers. We then use data from a survey of tenure track faculty within a state higher education system to identify interconnections among faculty members' personal work role values, beliefs about institutionally valued faculty activities, their perceptions of organizational climate and exchanges with their campus, commitment to their universities, and involvement in institutional service.

### Faculty Institutional Service

The higher education literature on faculty service is a mix of empirical research, theoretical speculation and personal reflections. Within this literature, definitions of service vary greatly (Neumann and Terosky 2007; Ward 2003) and Edgerton (1993) notes that campuses struggle with "the more general issue of what to expect of faculty as campus citizens" (p. 16). Defenders of faculty as academic citizens (Macfarlane 2005; Thelin 2001) along with their critics (Benjamin et al. 1993; Massey and Zemsky 1994) acknowledge that service responsibilities tend to be comprised of multiple poorly defined tasks often carried out on the basis of goodwill (Macfarlane 2005). Conceptions of service sometimes focus narrowly on campus governance and committee work (Porter 2007) and other times encompass all activities not considered to be teaching, research, professional growth, administration, or outside consulting (Bellas and Toutkoushian 1999). In other instances, attention is given to contributions to the external community and professional associations (Antonio et al. 2000). Writers with an ethical perspective tend to include myriad obligations associated with academic citizenship: educating students, engaging in scholarship, participating in institutional governance, mentoring new colleagues, providing leadership on and off campus, and advancing the good and welfare of their campuses (Burgan 1998; Shils 1997; Thompson et al. 2005; Tight 2002). After reviewing the literature, Neumann and Terosky (2007) define institutional service as contributions that support a campus's "mission, operations, and cultural life (e.g., service on a curriculum committee, graduation committee)" (p. 283).

Explanations for why faculty allocate less time to service vary in relation to how service is defined (Neumann and Terosky 2007). Researchers tend to emphasize either individual and group characteristics or contextual factors. Among the individual attributes with demonstrated effects on institutional service are career stage (Neumann and Terosky 2007), race (Bellas and Toutkoushian 1999; Porter 2007), gender (Misra et al. 2011), perceptions of decision-making agency (Blackburn and Lawrence 1995), expertise (Baldwin and Leslie 2001), personal valuation of service as a role activity (Blackburn and

Lawrence 1995), and beliefs about the legitimacy of particular decision-making venues (Minor 2004). Contextual predictors include work role variations in time distribution (Bellas and Toutkoushian 1999), tenure status (Morrison 2008; Fairweather 1996), campus culture and norms (Leslie 2002; Tierney and Bensimon 1996; Tierney and Minor 2004), the political activities surrounding high stakes decisions (Eckel 2000; Hollinger 2001; Massey and Zemsky 1994; Rhoades 1998), and personnel policies and practices (Burgan 1998; Rhoades 1998). In the last instance, shifts in faculty rights and responsibilities are attributed to the growth in the number of mid-level administrators as well as alterations in hiring practices that have reduced the number of faculty eligible to participate in shared governance, strengthening a management orientation to governance (Slaughter and Rhoades 2004; Steck 2003).

### OC and Citizenship Behavior

The limited research on the OC of faculty focuses on its antecedents (Harshbarger 1989; Neuman and Finaly-Neumann 1990). Consistent with the definition of OC proposed by Mowday et al. (1982), these investigators conceptualized OC as “the relative strength of an individual’s identification with and involvement in a particular organization” (p. 226). Harshbarger (1989) found high commitment was predicted by positive perceptions of colleagues, departmental and institutional leadership, support and resources, institutional standing, and shared governance. Neumann and Finaly-Neumann (1990) examined the impact of perceived equity and social support on the OC of faculty disciplinary, seniority and research productivity subgroups. They found the antecedents of OC varied by field and that research productivity had a small and insignificant effect. A third study by Daly and Dee (2006) modeled OC as a mediating variable in their study of faculty departure from urban universities and discovered a positive direct effect on faculty intentions to stay at their current university. As noted previously, no one has sought to understand the connections between faculty OC and institutional service—their contributions as academic citizens to the general welfare of their campus.

While higher education research on OC is sparse, the organizational and management literatures are replete with studies of OC and OCB. LePine et al. (2002) observed that, as business organizational structures became less hierarchal and more team-oriented, interest in employees’ cooperation and individual initiative increased. Employee involvement in activities that go beyond basic job requirements and enhance organizational effectiveness, but are not necessarily reinforced by formal reward structures (OCB), captured the attention of other researchers (Organ 1977; Meyer and Allen 1984; Moorman et al. 1993; Van Knippenberg and Sleebos 2006).

Although definitions of OCB are affected by context (Organ 1997), after conducting a meta-analysis of OCB conceptions and measures, LePine et al. (2002) concluded OCB is “somewhat discrete behaviors intended as possible contributions to the organization” (p. 55). Organ (1988) classified OCB into five categories: altruism, sportsmanship, courtesy, conscientiousness, and civic virtue. Within this taxonomy, faculty institutional service exemplifies civic virtue, attentiveness to and involvement in organizational decisions.

Researchers seeking to isolate the antecedents of OCB have focused largely on job satisfaction and OC (Moorman et al. 1993). The former includes attitudes toward specific aspects of the work role. The latter reflects attitudes toward the overall organization (Van Knippenberg and Sleebos 2006) and assumes an understanding between an individual and organization regarding their obligations to one another. The terms of this agreement can be stated explicitly (e.g., as in a formal contract or public statement) or the terms can be

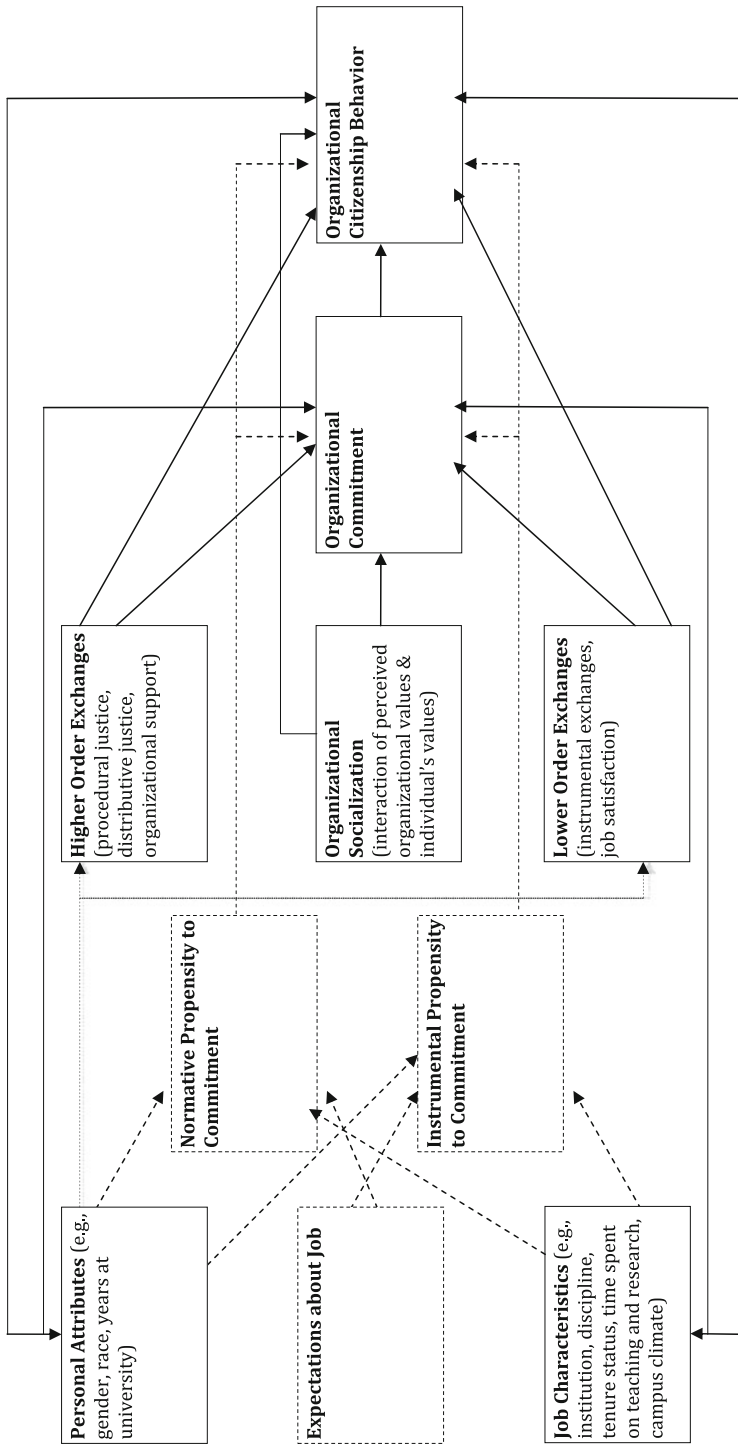
implicit, a kind of psychological contract open to subjective interpretation by the parties (Brown 1996; Rousseau 1995).

As is the case with OCB, conceptualizations of OC differ. However, OC is most often understood to be an attitudinal orientation or mindset that reflects a person's sense of connection to and involvement in a particular organization (Brown 1996; Meyer and Allen 1991, 1997). OC has three distinguishing features: (1) acceptance of organizational values and goals, (2) a desire to continue organizational membership and (3) readiness to exert effort on behalf of the organization (Mowday et al. 1982). Exchange frameworks, used extensively to explain how OC develops and influences OCB, posit that OC evolves as a result of "trades of effort and loyalty for benefits like pay, support and recognition" (Van Knippenberg and Sleebos 2006, p. 574). OC follows when individuals perceive that an organization is fulfilling its obligations to them (Neumann and Finaly-Neumann 1990). The frameworks also assume that different types of connections form depending on individuals' exchange experiences and the reasons why they choose to maintain membership in an organization (Brown 1996; Meyer et al. 2002). One kind of bond results when people perceive the costs of leaving outweigh the costs of staying and they have to stay (continuance commitment); another because they hold positive attitudes toward the organization, perceive congruence between their own values and those of the organization, and want to maintain membership (affective commitment); and yet another because they feel a sense of obligation, that they should maintain connections (normative commitment) (Meyer et al. 1993; Meyer and Herscovitch 2001).

Social exchanges that cultivate trust and faith in supervisors and promote beliefs that work-related policies and procedures are just and implemented fairly (perceptions of equity) promote affective and normative OC. A sense of justice follows when an individual has a voice in decision-making or when the process and decisions are thought to be consistent with the values of the group with which he or she identifies (Moorman et al. 1993; Uhlaner et al. 2007). These types of OC are also fostered when social interactions convey that individuals' contributions are valued, their work is supported, and their values are congruent with those of the organization (Eisenberger et al. 1990). Connections that are affective and normative in nature are presumed to result in attitudes that "increase an employee's willingness to aid the organization even if direct reward is not contingent upon that aid....an attitude that could promote personal sacrifice for the sake of the organization" (Moorman et al. 1993, p. 211). Continuance commitment, on the other hand, flows primarily from rewards for performance and is less likely to result in OCB (Meyer et al. 2006).

Cohen (2003, 2007) and Meyer et al. (2002) integrate the extensive literature on OC, highlighting diverse social and psychological processes through which OC forms and motivates OCB. They take into account role expectations employees bring to the work setting (Expectations about Job), their work-related values that at entry may resemble those of the organization (Normative Propensity to Commitment), and their predispositions to respond to various organizational rewards and instrumental support (Instrumental Propensity to Commitment). In brief, Cohen and Meyer assume OC develops from the interplay among these expectations and dispositions, individuals' socio-demographic characteristics, and different job features, and that eventually, OC, leads to OCB.

Drawing primarily on the work of Meyer et al. (2002) and Cohen (2003, 2007) we created the theoretical framework shown in Fig. 1 to conceptualize how faculty members' OC and OCB may evolve. This framework suggests OC develops over time as a result of interactions between professors and their campuses. Individual predispositions, such as the job-related attitudes and assumptions faculty bring regarding what work will be like, values



**Fig. 1** Conceptual model (adapted from Cohen 2003, 2007; Meyer et al. 2002). *Note.* The boxes outlined in solid lines and the arrows represented by solid lines, from left to right, are those tested in the analyses. The boxes outlined in dotted lines and the arrows represented by dotted lines are part of the conceptual model, but due to data limitations are not included in the empirical model

formed during graduate school, as well as social demographic characteristics such as race, gender, seniority, and research productivity affect OC. So, too, do features of faculty jobs—for example, their discipline and workloads—and normative climate—for example, perceived campus valuations of teaching, research and service.

[Cohen \(2007\)](#) distinguishes among the social interactions that shape OC, labeling them organizational socialization, higher order and lower order exchanges. In the case of faculty, organizational socialization encompasses mentoring and communications with colleagues through which members come to understand and acquire group values. Higher order exchanges fulfill psychological needs and build an individual's faith and trust in a university, for example, relations with department chairs that strengthen perceptions of procedural justice and social support. Lower order exchanges provide rewards for role performance such as salary increases, promotions, benefits, and research facilities. Continuance commitment is promoted by lower order exchanges, and affective and normative commitments are cultivated through socialization and higher order exchanges. Along with personal predispositions, job characteristics and satisfaction, affective and normative OC promote OCB, such as devoting time to institutional service that may not benefit a faculty member personally or professionally but moves an organization toward its collective goals.

The purpose of this study is to advance our understanding of how faculty OCs may form and influence their institutional service by considering the relationships among variables included in our theoretical framework. Specifically, we answer the following questions: how do individual attributes and job characteristics, socialization experiences, and exchanges between faculty and campus groups influence professors' organizational attachments (OC)? To what extent does OC mediate the effects of other antecedent variables on institutional service (OCB)?

## Method

### Data

Between February and March 2003, an electronic survey inquiring about workplace perceptions was administered to all faculty employed by 15 four-year institutions within a state system of higher education. The survey asked faculty to indicate the value they and their campuses ascribed to different professional activities, and to estimate their time given to these activities. Respondents were also asked to rate the importance of and their satisfaction with different aspects of their faculty roles and campus work environment as well as the quality of resources provided to support their endeavors. Another series of questions inquired into the campus climate for women and members of underrepresented groups.

The 15 institutions were distributed across the Carnegie Institutional Categories as follows: two Doctoral Research Extensive (DRE), two Doctoral Research Intensive (DRI), five Master's I, and six Specialized Institutions—Medical Schools. Because the expectations of service differ for faculty in professional and health-related disciplines employed by the Medical Schools in the system, the responses of faculty members from DRI, DRE, and Master's I institutions only were used in the present study.

### Sample

A total of 4,550 submitted complete questionnaires, representing a 38.3% response rate. While faculty holding department chair positions remained in the sample, respondents with



full-time administrative appointments were excluded as were faculty holding non-tenure track positions and those from specialized institutions. The respondents were rather evenly distributed across the ranks of assistant, associate and full professor (0.5% were instructors or lecturers who indicated they were on the tenure track). However, approximately half of the sample was employed at DRE institutions. While each discipline was represented, most respondents were affiliated with Arts and Humanities and the fewest with Engineering. On average, respondents had been employed about 12 years at their current institution. The majority was male and White (see Table 1).

Compared to the population of faculty employed in the state system at the time of the survey, the sample has a slightly greater proportion of White respondents (78% survey, 75% state system) and more women (29% survey/28% state system). Also, there were fewer responses from faculty employed at the DRE universities (49.2%) than their overall representation in the population of state system faculty (55.6%), while there were slightly more responses from DRI (19.1% survey/16.7% state system) and Master's faculty (31.7% survey/27.7% state system).

## Variables

The survey instrument<sup>1</sup> includes measures of key antecedents of OC and OCB abstracted from the higher education and social science literature. The measures include single items and multi-item scales created by subjecting conceptually related items to exploratory principle axis factoring with a Varimax rotation. Scales were created by taking the mean score for the items comprising the factor. (See “[Appendix](#)” for factor-derived measures.)

### *Individual Characteristics*

Among the personal characteristics are gender, race, years of employment at their current institution, and personal valuations of undergraduate and graduate teaching, research, and institutional service.

### *Job Characteristics*

Job characteristics include time devoted to teaching and research, current academic rank, discipline, institutional type, and organizational climate. We include measures of time given to teaching and research because faculty work role autonomy permits individuals to distribute their effort in different ways and as Bellas and [Toutkoushian \(1999\)](#) explain, the distribution of effort to institutional service is affected by time constraints due to involvement in these other activities. Specifically we include respondents' self-estimate of the average weekly hours given in the fall term 2002 to teaching-related activities (including time in class; preparing courses; developing new curricula; advising or supervising students; supervising student teachers and interns; working with student organizations or intramural athletics) and to research/scholarship (including gathering and analyzing data; grants administration; preparing articles or books; preparing for or presenting at professional meetings or conferences; seeking outside funding; giving performances or exhibitions in the fine or applied arts; giving speeches).

<sup>1</sup> The items comprising the survey were adapted from NSOPF and *Faculty at Work* (Blackburn and Lawrence 1995).

Neuman and Finaly-Neumann (1990) found that instrumental supports were better predictors of OC for faculty in the hard and applied fields, and social support was a better predictor for faculty in the soft and pure fields. They suggest that these differences are due to the knowledge structures of the fields as well as opportunities for employment both within and outside academe. To allow comparisons with this previous work, our discipline

**Table 1** Descriptive statistics

	<i>N</i>	Min	Max	Mean	SD
Female	1513	0.00	1.00	0.29	0.46
Underrepresented minority	1489	0.00	1.00	0.22	0.42
Years at current institution	1503	0.00	46.00	13.08	10.75
Master's I	1527	0.00	1.00	0.32	0.46
DRE	1527	0.00	1.00	0.49	0.41
DRI	1527	0.00	1.00	0.19	0.48
Arts and Humanities	1527	0.00	1.00	0.27	0.44
Business	1527	0.00	1.00	0.14	0.35
Social Sciences	1527	0.00	1.00	0.21	0.41
Education	1527	0.00	1.00	0.10	0.31
Engineering	1527	0.00	1.00	0.12	0.33
Benefits <sup>a</sup>	1486	1.00	7.00	4.29	1.59
Advancement <sup>a</sup>	1392	1.00	7.00	5.02	1.48
Teaching support <sup>a</sup>	1429	1.00	7.00	3.67	1.71
Research support <sup>a</sup>	1370	1.00	7.00	3.24	1.24
Procedural injustice—women <sup>a</sup>	1433	1.00	7.00	2.86	1.92
Procedural injustice—race <sup>a</sup>	1396	1.00	7.00	2.67	1.98
Fair treatment of women and ethnic minorities	1311	1.00	7.00	4.72	1.59
Institutional leadership <sup>a</sup>	1458	1.00	7.00	3.66	1.64
Department leadership <sup>a</sup>	1495	1.00	7.00	4.98	1.88
Individual value of teaching undergraduate students <sup>c</sup>	1425	2.00	4.00	3.86	0.38
Institutional value of teaching undergraduate students <sup>c</sup>	1458	1.00	4.00	3.14	0.84
Value congruence—teaching undergraduates <sup>b</sup>	1414	2.00	16.00	12.07	3.50
Individual value of teaching graduate/professional students <sup>c</sup>	1406	1.00	4.00	3.87	0.36
Institutional value of teaching graduate/professional students <sup>c</sup>	1437	1.00	4.00	3.28	0.78
Value congruence—teaching graduate students <sup>b</sup>	1397	3.00	16.00	12.69	3.32
Individual value of research/scholarship <sup>c</sup>	1502	1.00	4.00	3.81	0.45
Institutional value of research/scholarship <sup>c</sup>	1495	1.00	4.00	3.49	0.77
Value congruence—research/scholarship <sup>b</sup>	1488	3.00	16.00	13.27	3.29
Individual value of professional growth <sup>c</sup>	1479	1.00	4.00	3.63	0.58
Institutional value of professional growth <sup>c</sup>	1451	1.00	4.00	2.45	0.92
Value congruence—professional growth <sup>b</sup>	1448	1.00	16.00	9.01	3.86
Individual value of institutional service <sup>c</sup>	1459	1.00	4.00	2.79	0.81
Institutional value of institutional service <sup>c</sup>	1442	1.00	4.00	3.05	0.92
Value congruence—institutional service <sup>c</sup>	1431	1.00	16.00	8.58	3.72
Organizational commitment <sup>d</sup>	1303	0.00	1.00	0.77	0.42

**Table 1** continued

	<i>N</i>	Min	Max	Mean	SD
Time spent on institutional service activities	1479	0.00	64.00	8.22	9.33
Time spent on teaching-related activities	1492	0.00	90.00	24.05	10.61
Time spent on research/scholarship-related activities	1485	0.00	84.00	19.68	12.00

<sup>a</sup> Factor-derived variable—see “Appendix” for more information

<sup>b</sup> Interaction term representing the product of the institutional and individual values for that item

<sup>c</sup> Scale ranging from 1 = Valued Not at All to 4 = Valued a Great Deal; the original survey instrument scales had a midpoint as well but these responses were removed from the analysis

<sup>d</sup> Original item asked faculty to indicate on an eight-point Likert-type scale how strongly they agreed with the following item: “If I had to do it all over again, I would still accept a faculty position at this institution” (1 = Strongly Disagree and 7 = Strongly Agree), which was converted into a dichotomous measure by removing those individuals from the sample who gave a midpoint score (4) or who did not respond to the question (8) and recoding those with scores of (1–3) as Not Committed and (5–7) as Committed

variable is a series of dummy comparisons with faculty in math and sciences (hard pure fields) as the reference group.

Single items indicating the extent to which respondents believe their employing universities value undergraduate and graduate instruction, research/scholarship, professional growth, and institutional service represent five aspects of organizational climate. A sixth variable is a factor-derived measure, Racially Charged Work Climate, denoting the degree to which faculty hear racist remarks and believe racial discrimination to be a problem ( $\alpha = 0.89$ ).

### *Higher and Lower Order Exchanges and Organizational Socialization*

Guided by Cohen’s exchange categories, we created measures of lower and higher order exchanges. Proxies for lower order exchanges are four factors measuring faculty satisfaction with their contractual obligations and work environments that make remaining at the institution attractive. Our assumption was that each factor represents an obligation a campus has to faculty and faculty satisfaction indicates the extent to which they believe a campus is meeting its responsibility. Advancement was comprised of opportunities for promotion, to move into administration and job security ( $\alpha = 0.74$ ); Benefits consisted of health benefits for self and family and retirement<sup>2</sup> ( $\alpha = 0.86$ ); Research Support included availability of colleagues with expertise in the respondent’s area of research, staff to assist with preparation and management of funded projects, graduate assistants and institutional funding ( $\alpha = 0.75$ ); and Teaching Support was comprised of support for course related activities and teaching assistants ( $\alpha = 0.76$ ).

Five factors that capture respondents’ satisfaction with organizational leadership and perceptions of procedural justice denote higher order exchanges. Departmental Leadership is represented by satisfaction with overall leadership quality and with the chairs’ responsiveness to faculty ( $\alpha = 0.92$ ). Facets of Institutional Leadership such as campus level

<sup>2</sup> A survey item asking the respondents’ satisfaction with salary was part of the factor analysis, but the item did not load on a lower order exchange measure. Nonetheless, we initially included it as a separate independent variable in the regression analyses. Neither the Benefits measure nor the individual Salary variable was significantly associated with OC or OCB, so for model parsimony we excluded Salary from the final results reported here.

administrators' receptiveness to faculty, overall quality, and effectiveness of faculty governance are captured by a second factor ( $\alpha = 0.84$ ). Two factors signify perceived fairness of campus policies and practices. Procedural Injustice—Women indicates the fairness with which women are treated in recruitment promotion and mentoring and as scholars ( $\alpha = 0.89$ ). Procedural Injustice—Race signifies perceptions of how underrepresented minority groups are treated in mentoring situations and as scholars ( $\alpha = 0.88$ ). A fourth factor, Fair Treatment of Women and Minorities, indicates satisfaction with the structural diversity of the faculty and student bodies and the treatment of faculty who are women and members of underrepresented minority groups ( $\alpha = 0.83$ ).

Organizational socialization to campus norms was represented by interaction terms for each respondent's personal valuations of different activities and their perception of the values accorded these same activities by their campuses. Faculty rated teaching undergraduate students, teaching graduate students, research/scholarship, professional growth, and institutional service on a five-point Likert-type scale that ranged from valued not at all to valued a great deal. We assume that the product of the matched items represents the degree of value congruence, the consistency between individual and perceived campus values. High and low scores indicate greater congruence while middle scores suggest less congruence (Harshbarger 1989).

## OC

OC was a faculty member's response to a single Likert-scaled item that stated, "If I had to do it all over again, I would still accept a faculty position at this institution" (1 = strongly disagree through 7 = strongly agree). In their studies of faculty OC, Harshbarger (1989) and Neumann and Finaly-Neumann (1990) used the OC Questionnaire (OCQ), developed by Mowday et al. (1982). In the Harshbarger study, the OCQ survey was administered and overall mean scores were used to classify respondents as high, medium and low commitment. In the Neumann and Finaly-Neumann study, the researchers adapted items from the OCQ and defined OC using four items that assessed faculty pride in being part of a particular university, concern about the fate of the campus, a belief that their university is the best one to work for, and willingness to put in extra effort for their university. Daly and Dee's (2006) measure of OC taps most aspects of OC assessed by Neumann and Finaly-Neumann except they removed willingness to put in extra effort and added an indicator of value congruence. In all cases, researchers used a summative score to capture overall OC and not subscales representing different dimensions of OC (e.g., concern about the fate of their campus).

Consistent with these previous studies, our single item denotes general OC or satisfaction with the organization as a whole and not satisfaction with particular aspects of their attachment. It represents a desire to maintain membership based on either or both a person's cognitive assessment of their fit within the normative climate and the instrumental cost of staying relative to leaving. It asks the respondent if, in light of all they know about their campus, they would still choose to be employed by their university and thereby appears to capture the sense of pride and awareness of working conditions inherent in the Neumann and Finaly-Neumann measure. It does not reflect faculty willingness to put in extra effort.

Because responses were negatively skewed, our ordinal variable was converted into a dichotomous measure by treating those individuals from the sample who gave a midpoint score of 4 ( $n = 178$ ; 11.3%) or who did not respond to the question ( $n = 46$ ; 2.0%) as

missing and recoding those with scores of (1–3) as “Not Committed” and (5–7) as “Committed”.<sup>3</sup>

### OCB

OCB is a respondent’s self-estimate of the hours spent in an average week during the fall term 2002 in institutional service (e.g., governance activities, meetings and committee work at the department, institution and systems level) (Ward 2003).

### Analytic Approach

The results of previous organizational studies are equivocal about whether job characteristics, individual attributes, exchanges and socialization directly affect OCB or if their effects are mediated by OC (Cooper-Hakim and Viswesvaran 2005; Meyer et al. 2006). The higher education research suggests certain job characteristics (e.g., institutional type), individual attributes (e.g., discipline), and socialization (e.g., value congruence) may shape OC. It is unclear if these same variables directly influence a faculty member’s institutional service or if OC mediates their effects. Therefore, we ran multivariate analyses with variables entered in blocks.

The order of block entry followed the conceptual framework shown in Fig. 1. We first ran block entry logistic regressions with OC as the outcome. Independent variables were entered in two blocks: personal attributes and job characteristics (block one), followed by lower and higher order exchanges and organizational socialization (block two). Next, we ran two block entry linear regressions with OCB as the outcome and independent variables entered in three blocks; the first two were the same as the prior model with OC added last. One regression did not control for time given to teaching and research whereas a second one did. Time is controlled as a way to account for faculty autonomy with respect to allocation of effort and because prior research shows that past behavior is among the best predictors of current faculty behavior (Blackburn and Lawrence 1995). Ideally, because our outcome is time given to institutional service (OCB), we would have included a measure of past service but this was not available. The next best option was to consider faculty distribution of effort across all their activities.

In all analyses, multicollinearity was checked and tests indicated that Variance Inflation Factors and correlations among the predictor variables were within acceptable levels. Taking into account missing cases on our two dependent variables, the working sample is 1,303 (OC model) and 1,479 (OCB model). Pairwise deletion was used to handle missing cases.

## Results

The study findings suggest that faculty felt a sense of attachment to their universities. The majority (77%) said that if they had to do it all over again, they would still accept a faculty

<sup>3</sup> Although a dichotomous OC variable was used in the results reported here, a three-category OC variable was also created and tested using a multinomial logistic regression. The results indicated that there was no statistical difference between the two groups that make up the “Committed” category in the dichotomous OC variable. As a result, the dichotomous variable, being the more parsimonious of the two, was utilized in this study. However, future researchers may consider using an OC variable with more than two categories.

position at their institution (OC). The number of hours given to teaching, research and service differed a great deal, however, on average survey respondents reported they allocated the least amount of time to institutional service (OCB) (see Table 1).

## OC

The results of the logistic regression with OC as the outcome are presented in Table 2. We considered multiple measures of fit to determine the relative efficiency of our logistic estimates: Nagelkerke *R*-square and the log-likelihood for each step, as well as results from the chi-square omnibus test. As a model becomes more efficient, the Nagelkerke *R*-square and chi-square values increase and the log-likelihood values decrease. The omnibus chi-square test for the full model is significant increasing from 117.2 ( $df = 21$ ) to 247.3 ( $df = 36$ ) (see Table 2).

Respondents identifying with an underrepresented minority group were less likely than Whites to say they were committed to their campuses. Without controls on exchanges and socialization, faculty from underrepresented minority groups were 48.1% less likely than Whites to say they were committed and with controls, they were 61.1% less likely. Discipline, too, exerted significant effects prior to controlling for the exchange and organizational socialization variables. Compared to faculty in Science and Mathematics fields, those from Arts and Humanities and from Business were more likely to be committed to holding a position at their current university.

Satisfaction with two lower order exchanges significantly increased the chances respondents would be committed to their campus. With every unit increase in satisfaction with opportunities for advancement, the odds of OC were 59% higher and with every unit increase in satisfaction with research support, the chances of OC increased by 63%. Satisfaction with two higher order exchanges also increased the odds of OC. For every unit increase in the satisfaction with institutional and departmental leadership, the chances of OC were 50 and 34% higher, respectively. As perceptions of procedural injustice around race increased so did the odds of OC, by about 33%.

The odds ratios in Table 2 indicate that prior to controlling for value congruence around research/scholarship, the odds of OC rose 81% with each point increase in a respondent's belief about how strongly their campus valued research. However, once the organizational socialization measure entered the regression, indicating the consistency between an individual's personal valuations of research and his or her perceptions of campus emphasis given to research, the campus perception effect was eliminated. With every unit increase in the interaction variable, indicating high personal and institutional valuation of research, the odds of OC improved over 300%.

## OCB

The sampled faculty on average allocated the most time to teaching, followed by research and institutional service (mean = 8.22 h per week). Asked if their self-reported distribution for the fall term was typical in terms of time commitments across the entire academic year, most faculty replied in the affirmative (87% for teaching, 89% for research, and 90% for administration/campus service).

The OLS regression results indicate only a small portion of the variance in time given to institutional service was predicted by our models ( $R^2$  were 0.212 and 0.364 without and with the time variables, respectively; see Table 3). In the regression without the time distribution variables, commitment was not significantly associated with service. When

**Table 2** Regression results of OC

	Model excluding time variables			
	Block 1		Block 2	
	Param. est.	Odds ratio	Param. est.	Odds ratio
<b>Personal and job characteristics</b>				
Female	-0.138	0.871	-0.461	0.631
Underrepresented minority	-0.655	0.519*	-0.945	0.389**
Years at current institution	-0.003	0.997	-0.014	0.987
Master's I	0.113	1.119	0.352	1.422
Arts and Humanities <sup>a</sup>	0.523	1.687**	0.465	1.592
Business <sup>a</sup>	0.960	2.612***	0.370	1.448
Social Sciences <sup>a</sup>	0.335	1.398	-0.488	0.614
Engineering <sup>a</sup>	0.416	1.516	0.542	1.719
Racially charged work climate	-0.090	0.914	0.023	1.023
Time spent on teaching per week				
Time spent on research per week				
Individual value of teaching undergraduate students	0.115	1.122	-1.705	0.182
Institution value of teaching undergraduate students	0.114	1.121	-2.537	0.079
Individual value of teaching graduate/professional students	-0.177	0.838	1.607	4.988
Institution value of teaching graduate/professional students	0.261	1.298	2.275	9.731
Individual value of research/scholarship	0.098	1.103	-6.101	0.002**
Institution value of research/scholarship	0.594	1.811***	-5.739	0.003**
Individual value of professional growth	-0.284	0.753	1.257	3.513
Institution value of professional growth	0.559	1.749***	1.036	0.035
Individual value of institutional service	0.137	1.437	-0.381	0.683
Institution value of institutional service	-0.004	0.996	-0.432	0.649
<b>Lower order exchanges</b>				
Benefits			0.065	1.067
Advancement			0.462	1.587***
Teaching support			-0.002	0.998
Research support			0.488	1.629**
<b>Higher order exchanges</b>				
Procedural injustice—women			-0.082	0.921
Procedural injustice—race			0.283	1.327*
Fair treatment of women and minorities			0.062	1.064
Institutional leadership			0.407	1.503***
Departmental leadership			0.292	1.339***
<b>Socialization</b>				
Value congruence—teaching undergraduates			0.649	1.914 <sup>†</sup>
Value congruence—teaching graduate students			-0.573	0.564
Value congruence—research/scholarship			1.567	4.794**
Value congruence—professional growth			-0.598	0.550
Value congruence—institutional service			0.130	1.138

**Table 2** continued

	Model excluding time variables			
	Block 1		Block 2	
	Param. est.	Odds ratio	Param. est.	Odds ratio
Omnibus chi-square	78.90		222.80	
−2 Log-likelihood (intercept only)	−586.78		−280.76	
−2 Log-likelihood (full model)	−547.34		−169.35	
Nagelkerke $R^2$	0.067		0.397	

\*  $p < 0.05$ ; \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ , †  $p < 0.01$

*Note.* Multicollinearity tests indicated that Variance Inflation Factors and correlations among the predictor variable were within acceptable levels

<sup>a</sup> Reference group is “Science/Math”

they first entered the regression, years on campus, personal valuation of institutional service and perceived campus valuation of undergraduate teaching all influenced service activity. However, socialization to campus norms regarding institutional service (i.e., Value Congruence—Institutional Service) appeared to moderate the effects of these personal and organizational climate variables. Figure 2 graphs the relationship between value congruence around campus service and time on institutional service, holding all other variables constant. When respondents personally valued service a great deal and believed their university did as well, they engaged in more hours of institutional service. When institutional service was personally valued and they thought their campus did not value service, they still contributed time. However, no matter how much they believed their campus valued institutional service, when they did not personally prioritize service, their engagement was low.

In the regression with time variables, hours spent on teaching and on research were each inversely related to institutional service; no other variable was statistically significant in the full model. *Ceteris paribus*, every additional hour spent on teaching per week reduced service by 20 min. Every additional hour spent on research per week reduced service by 50 min (see Table 3).

## Limitations

In this study, our measure of OC did not allow us to differentiate among theoretically distinct types of OC. Cohen (2007) assumes that in organizations with job autonomy and distributed authority, where professionals are trusted to use their specialized expertise appropriately and with negligible oversight, compliance is achieved through voluntary adherence to norms. Consequently, it is more difficult to distinguish between the effects of affective and instrumental OC on OCB. Given that universities are characterized as professional organizations, with non-hierarchical leadership and normative controls (e.g., Baldrige et al. 1977; Cohen and March 1986), and the fact that previous studies of faculty used summative indicators (Harshbarger 1989; Neumann and Finally-Neumann 1990), we decided it was appropriate to use the general measure in this study.



**Table 3** Regression results of OCB

	Model including time variables			Model excluding time variables		
	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
	<i>b</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>b</i>
Personal and job characteristics						
Female	-1.042	-0.914	-0.925	-1.799 <sup>†</sup>	-1.872 <sup>†</sup>	-1.898 <sup>†</sup>
Underrepresented minority	0.530	0.868	0.841	-0.704	-0.295	-0.359
Years at current institution	0.028	0.031	0.030	0.130 <sup>**</sup>	0.081 <sup>*</sup>	0.081 <sup>†</sup>
Master's I	-0.751	-1.010	-1.010	0.543	0.458	0.475
Arts and Humanities <sup>a</sup>	1.018	0.727	0.734	1.731	1.537	1.524
Business <sup>a</sup>	-0.487	-0.150	-0.145	1.597	1.821	1.812
Social Sciences <sup>a</sup>	-0.448	-0.625	-0.637	0.468	0.303	0.322
Engineering <sup>a</sup>	0.538	0.103	0.600	1.550	1.123	1.113
Racially charged work climate	0.580 <sup>*</sup>	0.602	-0.351	0.505	0.217	0.216
Time spent on teaching per week	-0.354 <sup>***</sup>	-0.350 <sup>***</sup>	-0.336 <sup>***</sup>			
Time spent on research per week	-0.331 <sup>***</sup>	-0.335 <sup>***</sup>	-0.858 <sup>***</sup>			
Individual value of teaching undergraduate students	0.081	-0.809	-0.169	0.651	-1.522	-1.638
Institution value of teaching undergraduate students	1.008	-0.109	1.560	1.231 <sup>*</sup>	-1.728	-1.901
Individual value of teaching graduate/prof. students	0.468	1.496	0.345	0.869	2.411	2.489
Institution value of teaching graduate/prof. students	-0.875	0.261	-6.858	-0.552	1.217	1.335
Individual value of research/scholarship	-0.787	-6.748	-5.843	-1.195	-2.825	-3.167
Institution value of research/scholarship	0.605	-5.750	-2.026	0.658	-1.356	-1.671
Individual value of professional growth	0.000	-2.046	-3.369	-0.513	-1.888	-1.835
Institution value of professional growth	-0.271	-3.408	1.807	-0.297	-2.868	-2.772
Individual value of institutional service	3.041 <sup>***</sup>	1.811	-0.893	4.075 <sup>***</sup>	1.193	1.172
Institution value of institutional service	0.195	-0.887	-0.925	0.825	-2.168	-2.188

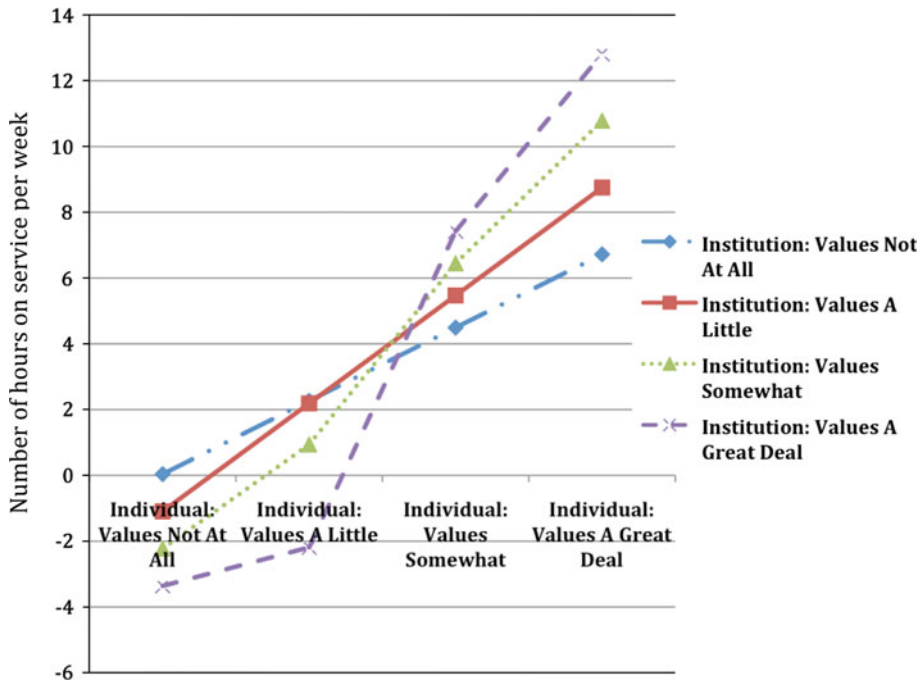
**Table 3** continued

	Model including time variables			Model excluding time variables		
	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
	<i>b</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>b</i>
Lower order exchanges						
Benefits		-0.105	-0.103		-0.289	-0.284
Advancement		0.362	0.372		0.442	0.469
Teaching support		-0.535	-0.533		-0.194	-0.194
Research support		0.037	0.040		0.349	0.363
Higher order exchanges						
Procedural injustice—women		-0.057	-0.060		0.080	0.073
Procedural injustice—race		-0.105	-0.098		0.186 <sup>†</sup>	0.203
Fair treatment of women and minorities		-0.290	-0.124		0.007	0.010
Institutional leadership		-0.133	0.196		-0.205	-0.182
Departmental leadership		0.189	-0.060		0.320	0.339
Socialization						
Value congruence—teaching undergraduates		0.272	0.288		0.699	0.743
Value congruence—teaching graduate students		-0.272	-0.293		-0.489	-0.518
Value congruence—research/scholarship		1.601	1.628		0.392	0.482
Value congruence—professional growth		0.877	0.868		0.686	0.660
Value congruence—institutional service		0.415	0.416		1.050*	1.055*
<i>OC</i>						
<i>R</i> <sup>2</sup>	0.349	0.364	0.364	0.038	0.211	0.212

Multicollinearity tests indicated that Variance Inflation Factors and correlations among the predictor variable were within acceptable levels

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ , <sup>†</sup>  $p < 0.01$

<sup>a</sup> Reference group is “Science/Math”



**Fig. 2** Relationship between value congruence—campus service/administration and institutional service

Our OCB indicator was the self-reported time given to several institutional service activities in one term (including departmental, institution-wide, or system-wide meetings or committee work, institutional governance). Some critics may assert that these activities should be disaggregated into multiple measures rather than combined in one (e.g., Porter 2007). However, others may argue that this measure did not adequately capture the range of activities in which a faculty member engages for the good of the campus community (Misra et al. 2011).

As with the dependent variables, several independent variables could be improved upon or added to make the analyses more complete. For instance, campus context was controlled using a single variable representing Master's I institutions, with combined DRI and DRE as the comparison group. Collapsing these universities together may mask unique campus differences (Seifert and Umbach 2008) and using dummy variables to represent discipline may diminish these effects as well (Neumann and Finaly-Neumann 1990).

The findings here are representative of tenured and tenure-track faculty employed at 4-year institutions in a single state system of higher education and may not reflect circumstances in other systems or geographic regions. Readers should exercise caution in generalizing from our findings, as the results from the National Study of Postsecondary Faculty (NSOPF:04) conducted during the same year as this study suggest our sample may slightly under-represent women and slightly over-represent individuals who identify as members of underrepresented groups and senior faculty. There are proportionally fewer females in this study, as 38.3% of full-time instructors nationally were female compared to 29% here (Cataldi et al. 2005). Slightly more respondents here identify with an under-represented race/ethnic minority (22%) than do faculty nationally (19.7%). In terms of rank, 38.5% of study participants were full Professors, 30.4% were Associate Professors,

and 30.6% were Assistant Professors, while nationally 26.3% were Professors, 21.1% were Associate Professors, and 24.2% were Assistant Professors (Snyder et al. 2006). In our sample, about 70% are from doctoral research universities whereas nationally, 21.8% of the total full-time instructional faculty were employed at institutions classified as “Comprehensive,” while 30% of the respondents here worked at Master’s I universities.<sup>4</sup>

## Summary and Discussion

This study extends the current literature on faculty OC and service in several ways. We pursued issues raised by earlier investigators such as Harshbarger (1989) who highlighted the need to systematically account for the influence of value congruence. While others considered the impact of research productivity (Neumann and Finaly-Neumann 1990) and perceptions of overall workload (Daly and Dee 2006) on OC, we took into account faculty time allocated to key role responsibilities. In contrast with previous studies that considered the effects of faculty OCs on intentions (Daly and Dee 2006), we focused on behavior as our outcome.

We filled a gap in the higher education literature by adapting a framework used in the business and public service sectors (Cohen 2003, 2007; Meyer and Herscovitch 2001; Meyer et al. 2006) to examine the effects of faculty campus commitment on their institutional service. The results largely support the assumptions underlying our theoretical model in so far as social interactions that promoted faculty perceptions of support and responsiveness from campus leaders and colleagues along with congruence in personal and campus values had the strongest direct effects on their OC. However, the findings did not support the assumption that this commitment directly affects faculty engagement in institutional service.

### Who was Likely to be Committed to their Campuses and Why

Consistent with previous research, gender and years of employment did not predict faculty OC (Harshbarger 1989; Neumann and Finaly-Neumann 1990). As was the case in the Neumann and Finaly-Neumann (1990) study, initially Arts and Humanities faculty were more committed than their counterparts in Math and Science, but the exchange and socialization variables reduced the discipline effect. While faculty racial identity at first diminished the chances of OC among members of underrepresented groups, the impact of race seemed to be tempered by exchanges and socialization experiences that indicated women and underrepresented faculty are treated fairly, administrators respond to faculty, there are opportunities for advancement, and institutional support for research is available. These findings are consistent with the results of similar studies in business settings (Dixon et al. 2002; Ensher et al. 2001).

In keeping with prior investigations in higher education and in other employment sectors, the chances a faculty member would be committed to his or her university were positively affected by social exchanges conveying the message that department and

<sup>4</sup> Given that 77% of our respondents indicated they were committed to their present universities, we compared the OC item mean for our total sample with the OC scale mean reported by Daly and Dee (2006). In both instances, the samples tend to be quite positive in terms of their commitment. The item mean in our study was 5.11 on a 7-point scale and 3.48 on a 5-point scale in the Daly and Dee study. Means were not available for the Harshbarger (1989) and Neumann and Finaly-Neumann (1990) measures of OC.

institutional administrators are responsive to faculty, faculty governance is effective, and leadership quality is strong (Daly and Dee 2006; Davis et al. 1997; Harshbarger 1989; Moorman et al. 1993; Neumann and Finaly-Neumann 1990; Uhlamer et al. 2007). Commitment was also directly influenced by instrumental exchanges indicating favorable opportunities for advancement (Daly and Dee 2006; Harshbarger 1989; Neumann and Finaly-Neumann 1990) and by faculty socialization to campus values (Harshbarger 1989). When the product representing value congruence with respect to research was larger (as both personal and perceived institutional valuations increased in strength) faculty members were more likely to say they would still accept a position at their current university. Our findings suggest that where congruence was low—either people valued research more than their campus or vice versa—or where there was congruence but research was less valued, campus commitment was weaker.

The findings regarding value congruence underscore the importance of expectations embedded in the work environment. Perceived campus priority given to institutional service did not play a role in shaping faculty motivations to continue as members of a particular university. Rather, research-related perceptions and value congruence around research were influential. Together these findings support the view that the universities in our sample were interested in fostering professors' scholarship and, in turn, professors wanted to remain at institutions where they believed research is valued and/or they realized that their institutional careers hinge on their success as researchers. Thompson et al. (2005) note: "...faculty obtain personal and institutional satisfaction and rewards from it (research): the reputation of universities depend on it; external funding flows to the universities on the basis of it; external assessments of the social value and relevance of universities involve it" (p. 8). Burgan (1998) comments, "in recruiting stars, the promise of serving on committees is never offered as a major attraction" (p. 4).

The relationship between faculty members' perceptions of procedural justice and their campus commitment is complex and in need of further research. Contrary to what might be predicted (Moorman et al. 1993; Niehoff 1997; Van Knippenberg and Sleebos 2006); individuals who thought members of underrepresented groups were not treated equitably were more likely to be committed. The procedural justice factor indicated the strength of a respondent's beliefs that members of underrepresented groups received less career advice than their White counterparts and that they had to work harder to be recognized as legitimate scholars. Unfortunately, studies of campus racial climates all too often note the pervasiveness of these conditions (Allen et al. 2000, 2002; Cleveland 2004; Delgado and Villaplando 2002; Jayakumar et al. 2009; Johnsrud and Rosser 2002; Park 1996; Ponjuan 2006; Stanley 2006). Therefore, our findings may well reflect Patton's (2001) conclusion that minority faculty are skeptical about conditions at other institutions, believe the costs of moving outweigh the benefits of staying, and consequently are inclined to remain at their current university even when they are dissatisfied with aspects of campus life. It could also be that campus commitment for some sampled faculty flowed more from continuance than affective motives (Brown 1996; Cohen 2003; Meyer and Allen 1984). The small number of respondents in the different racial/ethnic groups precluded a nuanced analysis of race effects on commitment. However, these preliminary findings along with those of (Baez 2000; Perna 2001; Porter 2007) suggest key questions warranting further research.

### Who was Likely to Engage in Institutional Service and Why

Earlier studies found socio-demographic characteristics as well as work environment variables affect faculty time dedicated to institutional service (Bellas and Toutkoushian

1999; Blackburn and Lawrence 1995; Fairweather 1996; Porter 2007). In the regressions without controls on faculty time, individual and job characteristics influenced service engagement. However, when socialization was taken into account, these variables were no longer significant and faculty who reported they and their institutions valued institutional service highly (Value Congruence—Institutional Service) spent more time on these activities. This pattern echoes study findings in business and public sector settings indicating social interactions enhance employees' understanding of the forms of work most valued by an organization and that these perceptions either directly promote or diminish citizenship activities; they are not mediated by OC (Cooper-Hakim and Viswesvaran 2005; Lin et al. 2008; Moorman et al. 1993).

When time distribution to teaching and research were included as discrete variables in the regression model, they were the strongest predictors of institutional service. Finding that time given to research and teaching diminished time to service probably reflects the reality of faculty life. Time is finite and while some activities overlap or complement one another, for example preparing for an advanced graduate seminar and writing a scholarly article, other role obligations compete (Fairweather 2002). However, the results also highlight the variability in faculty time allocations and underscore the importance of taking these differences into account when studying OCB in settings where norms emphasize work role autonomy and normative rather than contractual controls (Cohen 2003, 2007; Cohen and March 1986).

In contrast to the Daly and Dee (2006) study, campus commitment did not significantly influence our outcome. This may be because these researchers predicted intentions and not actual behavior as we did (Meyer et al. 2006) or because, some might argue, service is technically part of the faculty role—not really extra-role—and therefore OC would not be expected to affect service. Recent studies suggest conceptions of OCB vary among employees within the same organization. One cannot assume all organizational members will agree on what is and is not part of their work role (Kwantes et al. 2008). Further complicating interpretation, researchers have found OC does not predict Organ's civic virtue activities because involvement in changing organizational policies and practices is often considered to be part of the job (Moorman et al. 1993; Organ 1997; Podsakoff et al. 2000). These potential explanations for why we found campus commitment did not affect service involvement point to several directions for future research.

## Implications for Research and Practice

In light of our study findings, it is reasonable to consider the possibility that the level of engagement in institutional service is not due to a lack of faculty commitment to their campuses but instead reflects their understanding of academic citizenship within these contexts. Professors' service obligations are rarely stated explicitly. They are part of a psychological contract that is open to interpretation by faculty and administrators. Future researchers should identify variations in how these obligations are understood and the reasons underlying any differences they find. It would be particularly useful to know what types of social interactions occur between faculty and administrators and among faculty on campuses where (1) there is consensus about faculty service responsibilities, (2) the majority of faculty believe institutional service is valued, and (3) where faculty believe institutional service is not valued.

A second recommendation for further research relates to what Brickman (1987) calls the "two faces" of OC: on the one hand, people are attached because they want to be and, on

the other hand, because they have to be. Brickman argues that these states are inherent in all commitments and they fluctuate over time. People engage in ongoing cognitive assessments of their obligations and sometimes an attachment may be because one *has* to be connected, but other times an attachment may be because one *wants* to be connected (Brown 1996). Faculty have multiple commitments to manage (e.g., campus, department, discipline, family, research teams). How do they evaluate the relative importance of these responsibilities? Do these assessments vary year-to-year, by race or gender? How do faculty describe their campus commitment over time and what factors contribute to changes in this characterization? Are there certain core responsibilities that define service and endure? Does the nature of certain commitments change from “have to” to “want to,” and why?

A third set of research implications centers around the importance of exchanges and socialization experiences. The study results suggest that faculty who perceive that departmental and campus level administrators are responsive to faculty—they fulfill their part of the social contract—are more likely to be committed to their university. Future researchers should inquire further into the ways faculty on different campuses expect to be supported. The findings also indicate that socialization to campus norms does not mean assimilation of predominant values. Our results related to the convergence of values around research and institutional service demonstrate the need for studies that measure faculty members’ perceived fit between their own priorities and those of their campuses. In addition, the complex findings regarding perceptions of procedural justice around race underscore the need for further inquiries into differences in faculty mentoring experiences and in their cognitive assessments that lead them to persist at institutions when they do not experience an equitable climate.

Finally, this study focuses on attitudinal commitment and uses primarily social exchange theories to conceptualize the processes through which OC develops and influences OCB. Another school of thought frames commitment in terms of self-definition and assumes psychological identification with an organization leads individuals to experience an organization’s concerns as self-interests thus motivating efforts on behalf of the collective (Ashford and Mael 1989; O’Reilly and Chatman 1986; Riketta 2005; Tyler 1999). Clearly, there are aspects of the relationship between a professor and a university that are not captured by exchange theory but might be brought to light by research conceptualizing their attachment as identification of self with the organization. The study findings indicate that for some faculty, personal values and perceptions of institutional values were not congruent and decreased their OC. It could well be, for example, that individuals who believed their current campus overemphasized research and whose personal values were more aligned with those that predominate at liberal arts colleges would be inclined to accept positions there and once on campus, would be more committed.

During the past decade, critics have argued that the sense of campus community is eroding, and faculty are often singled out for their lack of institutional loyalty and willingness to act for the “common good” (Kennedy 1997; Rosovsky 1992). The results of the present study offer insights into what may be happening as well as some reasons to be optimistic about faculty willingness to “pitch-in”. Our data suggest that campus attachment flows in large part from exchanges underscoring the importance of research. In today’s world of institutional rankings, it’s not surprising to find campuses are investing in faculty research. Nor is it surprising that messages about the importance of research within the campus community do not increase faculty committee and governance work in their departments or at the university level. This said, our data show that commitment may also

be strengthened by faculty exchanges with institutional and departmental level administrators that foster beliefs that campus leaders are responsive to them and that campus governance is effective, findings consistent with Harshbarger's results (1989). How then might departmental and campus administrators simultaneously cultivate and draw upon faculty loyalty to their campus?

Along with the learning that follows from the exchanges noted above, our findings suggest opportunities to move into administrative positions may foster feelings of campus attachment among faculty. Hence, we join with Neumann and Terosky (2007) and suggest administrators should work with faculty to create service activities that provide benefits to the broader community and also generate returns with respect to the professional development of those who help out. In addition, department chairs and institutional leaders should find ways to not overburden those who contribute to campus wellbeing and to optimize faculty time given. The recent study by Misra et al. (2011) conveys the sense of frustration among individuals who believe they are carrying an unfair service load. Our findings imply policies and practices that better acknowledge institutional service and fairly distribute the obligations of academic citizenship may foster greater engagement, especially among faculty who personally recognize the importance of service contributions. These changes are important to the campus as a whole as well as the individuals who believe the status quo is inequitable. Universities that distribute institutional service responsibilities across faculty make better use of the collective expertise. Furthermore, campus policies are likely to be implemented more readily as legitimate opportunities for faculty decision input are introduced (Minor 2004).

At the beginning of the twentieth century, a dedicated group of American scholars devoted themselves to professionalizing the faculty career and establishing faculty rights and responsibilities with regard to campus governance (Gerber 2010; American Association of University Professors 1967). Today, the debate continues between those who believe that organizational decision-making structures and processes need to change and become more responsive to external constituents and those who believe established consultative forms of campus governance are still effective (e.g., Burgan 2006; Kezar and Eckel 2004; Mingle 2000). Faculty must reaffirm the significance of their participation in campus governance, demonstrating how it enhances their university's operations and cultural life and contributes to its overall mission (Birnbaum 2004). Socializing new faculty to an ethic of academic citizenship is a collegial responsibility and the behavior of established faculty conveys to new community members critical messages about their campus obligations. Consequently, senior faculty must reinforce the importance of institutional service and model how to be as thoughtful and intentional about their campus responsibilities and as they are about other aspects of their careers.

**Acknowledgment** The authors would like to thank the anonymous reviewers of an earlier draft for their insightful feedback.

## Appendix

See Table 4.



**Table 4** Factor derived variables, items, and reliabilities

Factor	Item	Factor scores	Cronbach's alpha
Racially charged work climate	Racist remarks are heard in the classroom and faculty meetings <sup>2</sup>	0.742	0.887
	Ethnic/racial discrimination is a problem in my department <sup>2</sup>	0.684	
Benefits	My health benefits <sup>1</sup>	0.894	0.857
	Health benefits for my family/domestic partner <sup>1</sup>	0.892	
	My retirement benefits <sup>1</sup>	0.581	
Advancement	The opportunity for advancement in academic rank at this institution <sup>1</sup>	0.806	0.736
	My job security <sup>1</sup>	0.667	
	The opportunity to move into administration <sup>1</sup>	0.571	
Research support	Faculty colleagues with expertise in my area of research <sup>a</sup>	0.753	0.745
	Staff to assist me with the preparation of proposals to external funding agencies <sup>a</sup>	0.732	
	Staff to assist with the management of funded projects <sup>a</sup>	0.681	
	Institutional funds to bring outside speakers to campus <sup>a</sup>	0.642	
	Institutional funds to support participation in research conferences and professional meetings <sup>a</sup>	0.641	
	Graduate or professional students to assist me with my research <sup>a</sup>	0.602	
Teaching support	Teaching assistants <sup>a</sup>	0.576	0.759
	Staff support for course related activities <sup>a</sup>	0.576	
Department leadership	The responsiveness of department chairs to faculty <sup>a</sup>	0.908	0.924
	The quality of leadership at the level of the department <sup>a</sup>	0.76	
Institutional leadership	The quality of leadership at the institutional level <sup>a</sup>	0.817	0.842
	The responsiveness of institutional level administrators to faculty <sup>a</sup>	0.810	
	The effectiveness of faculty governance at my institution <sup>a</sup>	0.595	
Procedural injustice—women	Women have to work harder than their male colleagues to be perceived as legitimate scholars <sup>b</sup>	0.686	0.885
	Men are more likely than women to receive helpful career advice from colleagues <sup>b</sup>	0.625	
	Women are discriminated against in the areas of recruitment and promotions <sup>b</sup>	0.623	
Procedural injustice—race	European-Americans are more likely than members of minority groups to receive helpful career advice from colleagues <sup>b</sup>	0.708	0.875
	Members of underrepresented racial/ethnic minority groups have to work harder than their European-American colleagues to be perceived as legitimate scholars <sup>b</sup>	0.559	
Fair treatment of women and minorities	The fair treatment of faculty of underrepresented racial or ethnic minority groups at this institution <sup>a</sup>	0.903	0.826
	The fair treatment of female faculty at this institution <sup>a</sup>	0.720	
	The diversity of faculty and students in terms of their racial/ethnic identity and gender <sup>a</sup>	0.594	

<sup>a</sup> Scale ranging from 1 = Not at All Satisfied to 7 = Extremely Satisfied

<sup>b</sup> Scale ranging from 1 = Disagree Strongly to 7 = Agree Strongly

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