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A study of paid faculty consulting and the policies of higher educational institutions in Virginia

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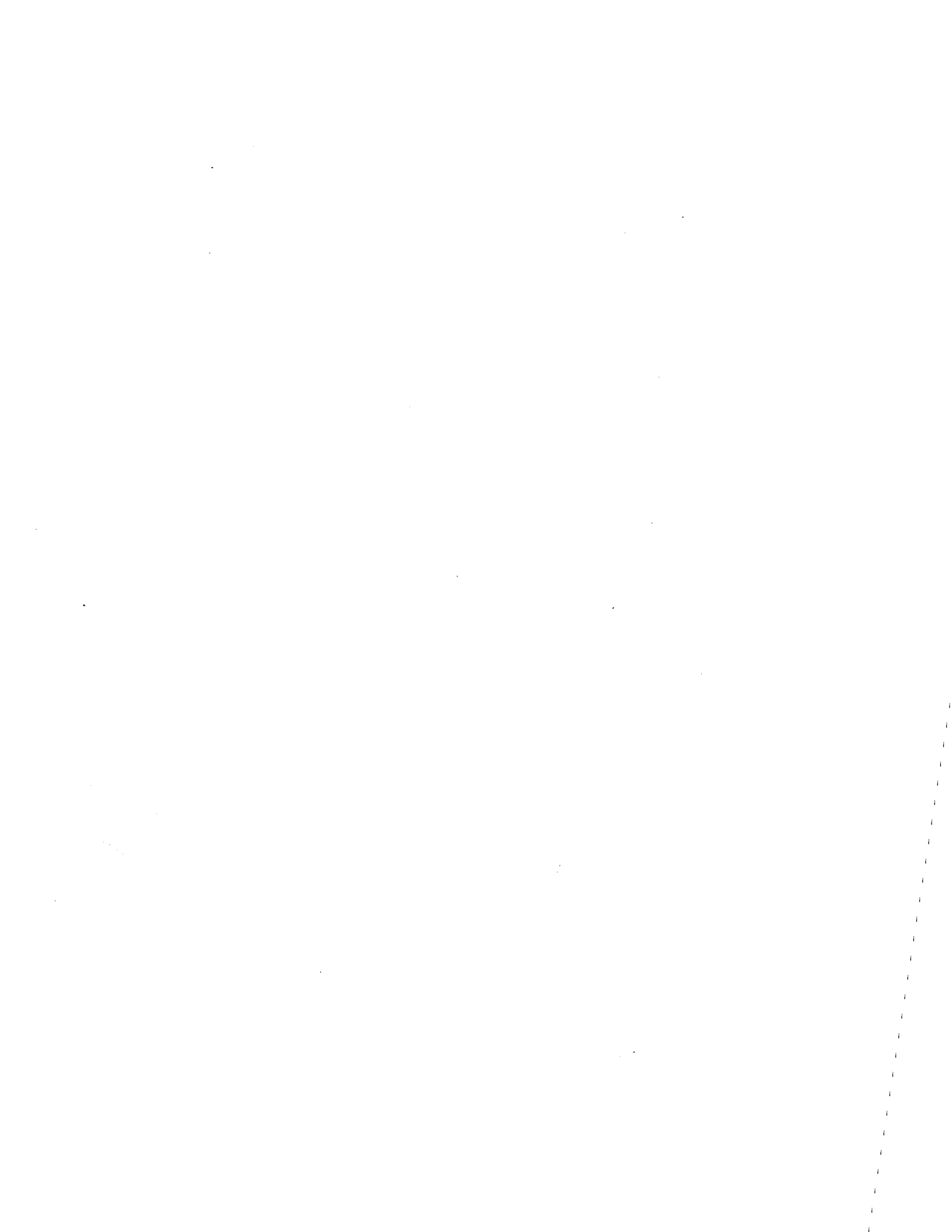
A STUDY OF PAID FACULTY CONSULTING

AND THE POLICIES OF

HIGHER EDUCATIONAL INSTITUTIONS IN VIRGINIA

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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by

Albert F. Stem, Jr.
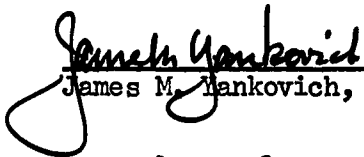
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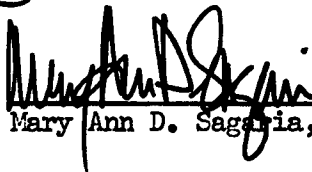
A STUDY OF PAID FACULTY CONSULTING

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Chapter 1

INTRODUCTION

The off-campus activities of the regular, full-time faculty
of colleges and universities have been increasingly scrutinized in the
past decade. One particular concern of academic administrators and
faculty, government officials, and the general public has been faculty
consulting for pay.

Heightened attention to paid faculty consulting has resulted
from a combination of factors in recent years. In one respect, govern-
ments and industry have increased their demands for consulting services,
which often are found among the special expertise of faculty located
in higher educational institutions. Since the 1960's, there simply
have been more consulting opportunities available for uniquely skilled
individuals. And, the demand for services has been matched with a
willingness to remunerate those who offer their knowledge and talents.
Simultaneously, and especially in the past decade, the incentive for
more faculty to look elsewhere to supplement their incomes has grown
as institutional salaries have lagged in the pace with inflation. In
short, the volume of paid faculty consulting has increased as has its
visibility and consequent awareness among those both inside and
outside higher education.

Academic administrators and faculty have raised questions
about the propriety of paid faculty consulting, about whether faculty
so engaged are "short-changing their students and creating conflicts

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of interest with their academic work."[1] Government officials,

increasingly concerned with financial accountability and personnel

practices in higher education, have made inquiries on whether off-

campus consulting for pay is consistent with the full-time expectations

and duties of the regular faculty. Meanwhile, the general public has

wondered "whether professors are biased or ripping them off."[2]

The combined attention and concern directed toward faculty

consulting for pay have caused some higher educational officials to

question the pros and cons of paid faculty consulting and to re-examine

their traditional policies and practices governing such activities.

This historical investigation focuses upon the issue of faculty consult-

ing for pay, particularly in reference to the activities of paid con-

sulting in the public sector as historically demonstrated by the

participation of Virginia faculty in a State government training and

development program sponsored by the Commonwealth of Virginia during

the 1970's.

BACKGROUND OF THE ISSUE

Paid Faculty Consulting

A portion of an Address given at the inauguration of Charles

Eliot as President of Harvard College in 1869 reads:

> The poverty of scholars is of inestimable worth in this
> money-getting nation. It maintains the true standards of virtue

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[1] "Too Much Moonlighting?", Newsweek, 92:1 (July, 1978), p. 84.

[2] Ibid., p. 84

and honor. . . . The poor scholars and preachers of duty defend
the modern community against its own material prosperity.
Luxury and learning are ill bed-fellows.[3]

Throughout most of American history, the financial condition of faculty

has been a story of meager earnings and often material deprivation.

While the relative salaries of most faculty did not improve substan-

tially until after World War II, the total income of some faculty

began to increase generations earlier. This was due in large part to

the off-campus service or extension missions of institutions, especially

State universities, to the diversification of curriculums, which

included the emergence of "professional schools," and to the general

rise of academic professionalism. Gradually, more individual faculty

members were found off-campus in various teaching, writing, and

consulting activities—making daily contacts with and providing services

to business, industry, government, and the citizenry. In most cases,

especially in those sponsored by university extension programs, such

services were considered a part of a faculty member's responsibilities and

thus were freely given. However, in some cases, and not unlike other

professionals, a number of faculty accepted stipends, honorariums, or

consulting fees for their efforts.[4]

During this period, the policies of most colleges and universi-

ties tended to be indifferent toward the supplemental earnings of a

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[3]Quoted in Frederick Rudolph, The American College and
University (New York: Random House, 1962), p. 196.

[4]Logan Wilson, American Academics: Then and Now (New York:
Oxford University Press, 1979), p. 183; and Wilson, The Academic Man
(New York: Oxford University Press, 1942), pp. 38-39.

relatively small number of faculty. If anything, institutions would acknowledge such entrepreneurial rewards as prestigeous reflections of overall academic quality. However, in the past twenty years, the policy indifference of institutions has been challenged by a growing debate over paid faculty consulting, a debate sparked by the increasing percentage of faculty earning an increasing percentage of outside income through consulting.[5]

Proponents of paid faculty consulting, arguing against institutional policy curtailments or restrictions, have listed the academic advantages of these off-campus activities. Some have pointed to the large continuing education audience of adult learners as a marketplace for serving non-traditional students. Whether institutions encourage or discourage off-campus activities, they say, will largely determine whether the academic share of the market will rise or fall from current estimates of 20 percent.[6] Others have indicated that consulting for pay benefits higher educational institutions by allowing colleges and universities to retain more well-known faculty they otherwise could not afford to keep.[7] Still others suggest that paid faculty consulting not only helps academics to keep abreast of their fields and

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[5]According to data presented in Raj Aggarwal, "Faculty Members as Consultants," Journal of the College and University Personnel Association, 32:2 (Summer, 1981), the percentage of paid faculty consultants went from 13% in 1961-62 to 48% in 1974-75.

[6]"21 Million Adults Found Taking Part in Continuing Education Programs," The Chronicle of Higher Education, XXIV:10 (May 5, 1982).

[7]Solomon W. Golumb, "Faculty Consulting: Benefits to the University" (paper presented at the Annual Academic Planning Conference on "Ethical and Economic Issues," January 25-27, 1978, University of Southern California).

stimulates employment contacts for their traditional students, it also
has not had a detrimental effect on academic productivity in typical
on-campus duties and professional output. Indeed, they say, a number
of measures point to enhanced performance by consulting faculty in
traditional teaching and research activities. Finally, proponents argue
that consulting by faculty has been an historical prerogative firmly
grounded in the rich traditions of institutional public service
missions. Looking to the future as well, they suggest that institu-
tions may need to turn more to the private sector for money and adult
students. Paid faculty consulting has contributed to the "town and
gown" relations between companies and higher education.[8]

Conversely, opponents have not argued for the elimination of
paid faculty consulting; but rather, they have spelled out several
reasons in support of clearer, more limiting, and enforceable institu-
tional policies governing off-campus, faculty entrepreneurialism. To
begin with, institutional critics believe that faculty who are away from
the campus cannot help but ignore their professional duties and the
daily needs of students.[9] Other academic critics have raised questions
of faculty conflicts of interest and ethics. Heard most frequently
are the notions that scholarly objectivity may be biased or sacrificed

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[8] Aggarwal, op. cit., p. 18.

[9] See review of opponent arguments in Carl V. Patton and James
D. Marver, "Paid Consulting by American Academics," Educational Record,
60:2 (Spring, 1979), pp. 175-77.

by lucrative contracts and that the pursuit of money may lead to the compromising of professional values and behavior.[10] In addition, some critics have perceived negative consequences of linking up faculty resources with the business world. According to Noble, "the industry connection is eroding. . .academic freedom, especially in the science community where faculty members wear two or three hats as consultants and corporate directors. These faculty members are in but not of the university. They violate the academic community."[11] More pragmatically, some opponents point to outside challenges, primarily from government "watch-dog" agencies and officials, as reasons enough for institutions to more closely monitor the off-campus activities of their faculty. They argue that clearer and perhaps more stringent institutional policies governing paid consulting, which are self-generated and self-regulated, may ward off unwelcome, external interventions in academic affairs.[12]

As the debate has worn on and even intensified in more recent years, colleges and universities have been reluctant to toughen up their policies on faculty consulting for pay. While it may seem that officials of higher education, which are large and complex organizations,

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[10]See especially Kristine E. Dillon, "Ethics in Consulting and Outside Professional Activities" (paper presented at the annual conference of the American Association for Higher Education, April 16-19, 1979, Washington, D. C.).

[11]David Noble, a Massachusetts Institute of Technology faculty member, speaking at a conference of the National Emergency Civil Liberties Committee Foundation, quoted in "Colleges' Ties with Business Seen Threatening Academic Freedom," The Chronicle of Higher Education, XXIV:14 (June 2, 1982).

[12]Aggarwal, op. cit., and Patton and Marver, op. cit.

would have developed a variety of firm regulatory responses to the
issue of paid faculty consulting, most schools have traditionally
avoided the establishment of restrictive policies and procedures.
Historically, college officials have been wary of intervening in the
personal, professional affairs of their faculty. Even administrators
of universities with strong extension or continuing education functions
have not operated such functions deliberately to control their faculty;
but instead, to provide for the smooth delivery of programs in fulfill-
ment of some community service mission. For the most part, then,
colleges and universities have tended to operate by a "hands-off" or
limited coordinative approach when it comes to regulating the paid
consulting activities of their regular faculty. The President of
Carnegie-Mellon University stated the condition succinctly:

> It is common, and most universities encourage it, for faculty
> members to have outside consulting arrangements that will increase
> the faculty member's professional skills and lead to research
> and publication. Most universities have some limitation on the
> amount of time a faculty member may spend on such activities but
> the faculty member is given the responsibility as a professional
> to police himself on both the amount of time spent and the
> quality of the assignments.[13]

While a relatively laissez-faire approach may have guided
most institutional policies in the past, there can be no assurances
that traditional college and university practices toward the regulation
and control of paid consulting activities will continue. As opportunities
for providing consulting expand, the off-campus engagements of faculty
probably will grow. Simultaneously, as Cyert pointed out, "In a period

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[13]Richard M. Cyert, "The Management of Universities of Constant
or Decreasing Size," Public Administration Review, 38:4 (July/August,
1978), p. 346.

of no growth and falling real income, the temptation to increase the amount of time spent on outside work will tend to become overwhelming."[14] Thus, increasingly, institutions of higher education may experience a variety of internal and external pressures to get a handle on the situation, to more closely scrutinize and manage the growing appearance of a "part-time" faculty.

However, a number of questions may be suggested that institutions should address before re-examining or revising their policies governing paid faculty consulting. Initially, who among the regular faculty are most often involved in consulting activities, and what are the motives or reasons they give for their involvement? Is consulting a phenomenon exclusive to certain academic schools or departments and to a special class or status of faculty? Is consulting motivated by money, non-financial benefits, or the rewards of both?

Secondly, what are the consequences of faculty consulting for pay—to individual professionals and to the larger academic community? Do faculty who consult augment or diminish their academic responsibilities and productivity? Does paid consulting "fit" into the traditional academic norms and expectations of professional performance and behavior, as historically defined by faculty roles and contributions in teaching, research, and service? Or, in other words, is paid consulting a congruent and appropriate professional activity for academics?

Thirdly, what institutional policies may be considered appropriate and inappropriate in the minds of the faculty? Should regulations

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[14]Ibid., p. 346

be established at the university-wide level or at the academic levels

in various schools or departments? What have been the effects of

existing policies on faculty and on the institution? And, how might

the faculty respond to alternative policies—which provisions would be

most and least acceptable to academics?

Lastly, and in a larger sense, should higher educational insti-

tutions take a position on paid faculty consulting? Should colleges and

universities be silent, low-key, and somewhat indifferent, or, should

they clarify and articulate their support one way or the other?

Paid Consulting in the Public Sector: State Government

As mentioned in the previous section, the regular, full-time

faculty of higher educational institutions have worked with various off-

campus organizations and clients since the turn of the century. Much of

this work has been with the public sector—governments, non-profit

entities, public interest groups, and citizens. Through one contractual

arrangement or another, faculty have provided these external client groups

with consulting services or programs of information dissemination, inves-

tigations, problem solving, and organizational training and development.

With respect to the latter activity, one set of public sector clients

that has engaged the consulting services of the regular faculty have

been the sundry state governments.

In the past two decades, state governments, including their local

government jurisdictions, have grown rapidly in size and complexity.

Concurrent with this growth, a number of state governments have sought

to maintain and to upgrade the knowledge, skills, and abilities of their

public employees, which, if done well, supposedly would contribute to

the better management of services provided to citizens. Often lacking

internal educational resources, these governments at times have
contracted with college and university faculty to provide the expertise
to train and develop their personnel. Frequently, these contracts have
involved payments for services rendered. And, there is good reason to
suspect that the demand in state governments for faculty consultants
will continue.[15]

The reality of faculty involvement, as remunerated consultants,
in state government organizational training and development programs
raises another issue in the paid consultant debate, in addition to those
already mentioned. Perhaps ironically, the very state governments that
have requested the paid services of faculty are often the ones which
have been in the forefront outside academia in questioning the adminis-
trative propriety of such activities. Of particular interest has been
the notion of "double-dipping" by faculty from public, higher educational
institutions.[16] In effect, critics have wondered how it can be legiti-
mate to receive two checks from the same employer for work done in the
same period of time—one for a "full-time" faculty salary and the other
for a full level of effort in a consulting contract, each perhaps for
the same hours within a normal work week.

From 1971-79, the Commonwealth of Virginia operated a central
training and development program for the primary benefit of training
personnel in units of state and local government. The regular faculty

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[15]A symposium on "Consultants in the Public Sector," sponsored
by the American Society for Public Administration, concluded that data
collected showed "a large majority of the respondents felt that services
of consultants were 'usually valuable' to their organizations." Public
Administration Review, 39:3 (May/June, 1979), p. 208.

[16]Patton and Marver, op. cit., p. 176

of nine Virginia institutions of higher education were used, and paid,
as consulting resources. The consulting faculty were identified by a
committee, the Management Development and Training Advisory Committee
(MDTAC), of institutional representatives who were appointed by their
respective presidents to involve institutional faculty in the program.
This Virginia program, or MDTAC program, serves as an example of an
off-campus, public sector, paid consulting activity involving regular,
full-time faculty of higher educational institutions.

THE STUDY AND ITS PURPOSE

The purpose of this historical study was to ascertain the
academic profiles of the regular faculty, from five Virginia institu-
tions of higher education, who most frequently participated as paid
consultants in Virginia's central training and development program, and
to determine their motives for participation, their perceived consequences
of participation, and their understandings and attitudes toward institu-
tional policies governing their participation. Such a study is
important to college and university officials, who are responsible for
devising institutional policies governing paid consulting that are con-
sistent with academic missions and freedom, to the faculty, who are
responsible for the set of norms and behaviors that ultimately will
determine the nature of their profession, and to non-academic, public
administrators, who are responsible to the citizenry both for ensuring
fiscal integrity and for upholding traditional values and opportunities
of American higher education.

DEFINITION OF TERMS

The following terms have been used frequently throughout the
report. The specific definitions are provided to assist the reader in
understanding and properly evaluating the research and its implication.

Consulting

As used in this study, consulting refers to the provision of
instruction, information, or assistance in support of organizational
training and development programs. In this sense, it includes such
activities as facilitating a management development effort, delivering
training in human skills and relations, conducting an organizational
needs assessment, analyzing data for an employee development program,
or assisting in the implementation of an "MBO" plan. In contrast,
consulting, as defined here, does not include prolonged contracts or
studies of a scientific-research nature.

Consulting for Pay (Remuneration, Payment, Financial Compensation) or Paid Faculty Consulting

As a result of consulting services rendered by a faculty member,
a client organization makes cash payment either to the faculty member
or to his or her institution, as in the case of the Virginia program,
for internal disposition which normally involves a share of dollars
going to the participating faculty member.

Compensation

As used in this investigation, compensation, without the modi-
fier "financial," refers to any benefits or rewards of a non-monetary

nature associated with employment and other professional work. For example, compensation may include recognition, special privileges such as travel, conferences, assistantships, office space, and administrative support, and personal satisfaction. While such forms of compensation may result in larger incomes eventually—through promotion, status, or personal contacts—the compensation does not involve direct cash payments.

Most Frequently Participated

This phrase refers to those faculty members who had at least two (2), distinct consulting contracts with the Virginia program during the decade of the 1970's. "Most frequently participating faculty" was one criterion that qualified faculty members for inclusion in the research audience. (The other criterion was that a faculty member had to be classified by the institution as "regular" and "full-time.")

Virginia Program/MDTAC Program

Used in this study, these terms are interchangeable. Each refers to the central training and development program, managed by the State Department of Personnel and Training, Commonwealth of Virginia. Throughout the 1970's, this program relied heavily upon faculty of nine Virginia higher educational institutions as consulting resources in organizational training and development programs, which resulted in financial compensation being made to the respective institutions.

LIMITATIONS

For the purpose of this study, the paid consulting of a faculty member is understood to be known by the institution, regardless of the level of active involvement by the institution in the control or

coordination of the process. Consulting contracts formulated, whether unintentionally or deliberately, between a faculty member and a client without the knowledge of the respective institution are not included in this study. Also excluded from this study is consulting that is job-related in a faculty member's academic contract as a salaried performance requirement.

Also, with respect to the regular faculty, in the present study only the attitudes of the consulting faculty were investigated. These were the faculty who were affected directly by the paid consulting experience—the individuals who had to deal with the consequences of their off-campus activities, including matters of possible conflicts with other duties, of relationships with colleagues, and of questions of appropriateness and ethical behavior. They also had to deal with established institutional policies governing their consulting, and, as a result, had formulated experiential conclusions regarding valid and efficacious policies and the consequences of changes in such policies.

Meanwhile, the investigation of the institutional perspective on policies governing paid consulting was restricted to the MDTAC representatives. Perhaps more than anyone else on campus, they understood both the rationale and the operative feasibility of consulting policies. As administrators, they had to explain and to enforce the policies of their institutions, while, as facilitators, they had to involve the faculty in the program, which enabled them to see the strengths and weaknesses of each policy provision. No attempt was made to verify from non-consulting faculty or other institutional administrators the already stated general academic concerns and opinions on paid faculty consulting.

ORGANIZATION OF REMAINDER OF STUDY

In Chapter 2, the relevant literature and related research are reviewed. Illustrated in Chapter 3 are the design and the procedure employed in conducting this study, including audience selection, interview development, methodology, and data analysis. In five inter-related sections, the research findings are presented in Chapter 4. In Chapter 5, the findings are summarized along with conclusions suggested by the findings, and recommendations are offered both for faculty and academic administrators and for researchers interested in further studying the issue of paid faculty consulting.

Chapter 2

REVELANT LITERATURE AND RELATED RESEARCH

The off-campus, paid consulting activities of regular faculty
has been the object of increasing interest in the past decade. Yet,
while much has been written about the subject, few comprehensive
studies have been conducted or published. Chapter 2 reports
noteworthy literature and research, most of which has occurred since
the mid-1970's. As the present study concerns an historical investi-
gation of faculty academic profiles, motives, academic consequences,
and institutional policies relative to paid faculty consulting, the
materials reported relate to these issues with emphasis on the
professional environment within higher educational institutions.

RELEVANT LITERATURE

Patton and Marver address a central concern raised by critics
of regular faculty who consult for pay: "Are faculty members who engage
in consulting shirking their responsibilities? Are they neglecting their
students? Does consulting cause them to be less effective faculty
members?"[1] As a result of analyzing survey data collected in 1975
by the Carnegie Council on Policy Studies in Higher Education, Patton

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[1]Carl V. Patton and James D. Marver, "Paid Consulting by
American Academics," Educational Record, 60:2 (Spring, 1979), p. 175.

and Marver conclude:

> On a number of measures, academics who engage in paid
> consulting tend to be more active in the academy than their
> colleagues who do not consult for fees. The paid consultants
> spend more time in teaching and advising, more of them are
> engaged in research, and they have written more books and
> articles.[2]

Relying upon data analyzed by Ladd and Lipset,[3] Marsh and

Dillon also find a positive relationship between research productivity

and supplemental income activities such as consulting. Additionally,

they detect no less involvement of consulting faculty in traditional,

on-campus service to their institutions. They conclude that faculty

who consult are and remain productive professionals in the academy,

and, indeed, do more research than their non-consulting colleagues.[4]

Whereas more recent data may suggest that the percentage of

faculty who participate in consulting is increasing,[5] Patton and Marver

notice no significant changes in the amount of time spent in consulting

among individual faculty members. In comparing the data analyzed in

the 1975 survey with that examined in the 1969 survey by the Carnegie

Commission on the Future of Higher Education,[6] they find identical

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[2]Ibid., p. 175.

[3]Everett C. Ladd and Seymour M. Lipset, Technical Report:
1975 Survey of the American Professoriate (Storrs, Connecticut:
University of Connecticut, Social Science Data Center, November, 1975).

[4]Herbert W. Marsh and Kristine E. Dillon, "Academic Productivity
and Faculty Supplemental Income," Journal of Higher Education, 51:5
(September/October, 1980), pp. 550-51, 553.

[5]"Faculty Members' Earnings by Discipline," a survey by The
Chronicle of Higher Education, XXIII:16 (December 16, 1981), p. 6.

[6]See James D. Marver and Carl V. Patton, "The Correlates of
Consultation: American Academics in 'The Real World'," Higher Education
(August, 1976), pp. 319-35.

percentages of consulting time per week between the two faculty audiences.[7] Similarly, Marsh and Dillon report from their findings that the amount of supplemental income earned by faculty was not excessive, and therefore the amount of time spent by faculty in consulting activities was generally low.[8]

Hence, Patton and Marver conclude there is no convincing evidence to support the criticism that paid faculty consultants neglect their university responsibilities, particularly the needs of students. Marsh and Dillon echo this conclusion by supporting the contention that consulting generally complements rather than detracts from professional duties "such as teaching, institutional involvement, and research."

With respect to institutional policies governing faculty consulting for pay, Patton and Marver argue that institutions should support such activities, primarily to foster research, but also to allow more active, highly-talented faculty to earn extra income to help ensure their continued employment in higher education. However, they caution that:

> Academics who are engaged in paid consulting, and their
> departments, should be ever vigilant. If these persons and
> departments police their consulting activities, if abuses are
> avoided, and if paid consultants continue to carry their share

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[7]Patton and Marver, op. cit., p. 177. Of the total number of faculty who consulted, the writers reported that both surveys showed 19 percent consulted more than a half day per week and 6 percent more than 1 day per week.

[8]Marsh and Dillon, op. cit., pp. 552-53.

of academic responsibilities, then the present policy of limited outside consulting may be justifiable and perhaps even beneficial to academe.[9]

Marsh and Dillon also recommend that institutions should encourage paid consulting by not adopting "any overly rigid set of standards" in response to either external or internal criticism of paid faculty consulting. Yet, they advise institutions to consider that "the development of clear policy statements and the provision of at least minimal enforcement will provide a service to higher education and help maintain public confidence."[10]

Earlier, Patton examined the issue of faculty interest in university sponsored continuing education activities. In particular, the motivations of faculty members at the University of California, Berkeley, were surveyed and examined in an attempt to answer the question, "Are there sufficient incentives to encourage faculty participation?"[11] Patton reports that "only a minority have been sufficiently motivated to participate," and he attributes this to the most frequently mentioned "disincentive": faculty participating in Berkeley's Extended Education program received no "additional compensation" nor was continuing education counted as a factor in "faculty promotions."[12]

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[9]Patton and Marver, op. cit., p. 184. (The authors suggest that a time limit of approximately one day per week constitutes a reasonable "limited outside consulting policy"--p. 183)

[10]Marsh and Dillon, op. cit., p. 554.

[11]Carl V. Patton, "Extended Education in an Elite Institution," Journal of Higher Education, XLVI:4 (July/August, 1975), p. 427.

[12]Ibid., pp. 433, 436.

With respect to the minority that were motivated to teach or
consult off-campus (in spite of the lack of financial or promotional
awards), Patton reports that these persons said they enjoyed the
"contact with a new group of students. . . . Since many of the
students . . . are employed in business and many have reached relatively
responsible levels. . . the faculty members find contact with them a
means to obtain interesting and relevant feedback."[13]

However, given the relatively low level of faculty involvement
in the Berkeley program, Patton concludes by offering several recommen-
dations to institutions for strengthening off-campus programs. The one
recommendation addressing the motivations of faculty is: "Faculty
members must be rewarded for their efforts, either through promotions
based on their contributions, through financial perquisites or both."[14]

Patton's recommendation is supported by the findings of Worthley
and Apfel in their identification of practical problems associated with
linking up faculty expertise with the needs of state governments. Such
problems are:

> --A faculty reward system that bases tenure and promotion on
> criteria that generally exclude applied research and consulting
> with state government, and
>
> --A lack of agreement on whether universities should work for
> state government as a service or for a reasonable consulting fee,
> i.e., as a means of supplementing faculty income or as a part of
> the public service mission of the university.[15]

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[13]Ibid., p. 438.

[14]Ibid., p. 443.

[15]John A. Worthley and Jeffrey Apfel, "University Assistance
to State Government," Journal of Higher Education, 49:6 (November/
December, 1978), p. 612.

As a result of examining questionnaire responses from officials in 32 states, conducting personal interviews with officials in 7 states, and talking with university administrators and faculty, Worthley and Apfel conclude that higher educational institutions have not successfully responded to the off-campus, continuing education needs of state governments. They propose a number of solutions to what they view as an unfortunate condition; yet, they conclude that nothing will work well unless institutions understand "that faculty need encouragement to engage in public service." At a minimum, with or without pay for consulting, they recommend that, "Not only should criteria of academic rewards in terms of tenure and promotion be expanded to include a dose of public service, but we should be working to operationalize these criteria through the development of appropriate evaluative instruments for use in faculty review."[16]

A much broader, and perhaps more richer, body of literature exists on one important aspect of the debate on paid faculty consulting. While the aforementioned materials provide varying degrees of reference to individual faculty motives, to professional effects of consulting on teaching, research, and institutional service, and to institutional policies or provisions governing consulting for pay, the following works treat the academic consequences of paid consulting by looking at the academic work environment within which consulting and other off-campus "service" of faculty occurs. Such literature places consulting within the historical context of faculty attitudes toward

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[16]Ibid., p. 617

and academic treatment of professional activities that are not

directly related to the traditionally perceived higher values attached

to pure research and teaching.[17]

McAllister traces the evolution and status of teaching,

research, and service as three, distinctly valued constructs in

higher education. Of the three, service comes in a distant third

and "garners fewer accolades. . . and may be seriously downplayed

relative to the others when promotion time rolls around."[18]

Mc Allister proposes to view the three "functions" as "complementary"

phases of all scholarly activity. In one respect, he argues, research

is service in that groups and society benefit from the products of

research. In another respect, teaching is service in that service

includes the extension of "instructional resources to the community."

Finally, McAllister suggests that service, which includes "consulting

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[17]Weaving throughout the literature is an implied fundamental
dilemma for academics and higher educational institutions regarding
paid faculty consulting: On one hand, the off-campus activities of
faculty have historically been afforded lower status than teaching
and research, which traditionally has been reflected in institutional
reward systems relative to promotion and tenure; yet, on the other hand,
consulting for pay, while considered an off-campus activity, has its
own built-in reward system for individual faculty members, which
directly or indirectly institutions have sanctioned whether through
benign indifference or more active encouragement. This dilemma raises
a basic question for academics: Is it professionally congruent and
appropriate for faculty to engage in consulting for pay? The literature
appears neither to answer this question nor to address the stated
dilemma. However, for the researcher, the literature does help to
place these issues within their proper historical context, and, as such,
relates to the academic consequences of paid consulting and to the
general problem of the current study.

[18]Ronald J. McAllister, "Service, Teaching, and Research: Old
Elements in a New Academic Melting Pot," Journal of Higher Education,
XLVII:4 (July/August, 1976), p. 472.

work performed for community groups or various city/state agencies," feeds research studies and enhances teaching capabilities.[19]

Though not discussing the merits of paid consulting, commenting only that "some people consider free service to be the only genuine form of service," which he says "is debatable," McAllister concludes by recommending his "integrated model" of the three academic constructs. However, he believes that the adoption of such a model (or any similar model) "will likely not occur on any large scale," until there are changes in traditional academic attitudes toward the three functions and "until the reward system is modified to recognize teaching and service as well as research."[20]

Trow examines the increasing efforts by outside bodies, particularly state governments, to monitor and to control the professional affairs of higher educational institutions. He attributes such growing interest to the larger public costs of funding colleges and universities and to "the increasing variety of functions performed by higher education," which "makes their performance of direct concern to public bodies."[21] Trow warns that greater outside intervention in the affairs of academia can result in others, rather than just the faculty, determining what are appropriate "conditions necessary for teaching and learning."[22] He suggests as an example,

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[19]Ibid., pp. 474-75, 477-78.

[20]Ibid., pp. 477, 480.

[21]Martin Trow, "The Public and Private Lives of Higher Education," Daedalus, 104:1 (Winter, 1975), p. 114.

[22]Ibid., p. 115.

"there is much talk and in some states legislative or administrative
action, about the number of 'contact hours' that university teachers
ought to clock in their classrooms."[23]   (Such a condition has rather
clear implications for faculty involved in either research or service/
consulting.)

With respect to paid faculty consulting, Trow's observations
imply at least two institutional considerations. First, college and
university officials need to be more clear themselves on what constitutes
appropriate faculty performance and productivity, less external
agencies mandate their own perceptions of proper criteria. Thus, if
consulting is allowed to occur, then such activities ought to be
justified and documented as legitimate academic job expectations, along
with teaching and research. Secondly, Trow suggests that governmental
officials traditionally harbor more favorable opinions toward teaching
and service than toward research.[24]   Hence, institutional restrictions
on consulting (a form of service), especially where consulting serves
the community, governments, and the adult populace, may be looked upon
in a negative light. Of course, where consulting includes pay, an
entirely different public response may be suggested (see related research
section of this chapter).

James and Fagaly provide an overview of the traditional
lower status afforded to continuing or extended education by institu-
tions through their administrative and structural mechanisms. From

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[23]Ibid., pp. 121-22.

[24]Ibid., p. 114.

the awarding of "soft credits," which "are not admissible for use toward a degree in the university that grants them," to the lack of "quality control" of extended coursework and teaching, the authors suggest that institutions perpetuate the perception among faculty that off-campus activities (including consulting) are a lower order of professional activity.[25] While James and Fagaly do not comment directly on whether faculty perceptions of off-campus activities change when academics engage in such pursuits independent of non-compensatory, continuing education structures, it would be highly speculative to argue that they would change in any dramatic fashion.[26]

Gouldner examines, from previous research drawn from the factory, from government bureaucracies, and from higher educational institutions, three types of variables for analyzing "latent social roles" of organizational members. The three roles are (1) loyalty to the employing organization, (2) commitment to specialized or professional skills, and (3) reference group orientation. Those individuals low on loyalty, highly committed to their specialized skills, and likely to use an outer (non-organizational) reference group orientation, Gouldner classifies as "Cosmopolitans." At the same time, he describes "Locals" as persons highly loyal to their

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[25]Bernard James and Robert D. Fagaly, "Organizational Marginality and Opportunity in University Outreach Education," Journal of Higher Education, XLIII:8 (November/December, 1972), p. 649.

[26]Yet, as pointed out in footnote 17, faculty may exhibit mixed feelings regarding their colleagues who consult for pay, since the latter obtain recognition and benefits through the "built-in" reward system of supplemental income.

organizations, low in skills specialization, and likely to use an

inner (organizational) reference group orientation.[27]

Drawing from a sample of faculty who were interviewed at a

small, liberal arts college, Gouldner develops several conclusions

regarding faculty who displayed the characteristics of cosmopolitans,

all of which center around the three variables of latent social roles.

He finds cosmopolitans:

> —were more likely than locals to believe that faculty members
> should have their loads lightened to make more time available for
> private research, writing, or other work in their own fields.

> —had published more than locals.

> — showed less organizational loyalty than locals in that they
> would more readily leave Co-op College for another.

> —were more likely to get most of their intellectual stimu-
> lation from sources outside of the college than were locals.

> —were more likely to regard salaries at the college as
> unfortunately low.[28]

Although Gouldner makes no reference to off-campus activities

of faculty, which is not surprising given the audience of his survey,

his cosmopolitan/local construct does invite further analysis in

attempting to describe the characteristics of those faculty at other

institutions who may be inclined to consult for pay (See research review

section of this chapter). For the current study, while Gouldner's

construct was not tested against the Virginia faculty audience, his

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[27]Alvin W. Gouldner, "Cosmopolitans and Locals: Toward an
Analysis of Latent Social Roles—I," Administrative Science Quarterly,
2 (December, 1957), p. 290.

[28]Ibid., pp. 295-96.

conclusions offer another framework for conceptualizing faculty

motivations and attitudes toward paid consulting activities (see

Chapter 5).

In their well-known study of academic politics and social/

class standing, Ladd and Lipset examine the attitudes and status of

those faculty who most frequently engage in consulting activities.

The writers first present a basic argument of critics who question

the politics, and motives, of faculty who participate in consulting:

> Inevitably, scholars are involved as consultants or researchers
> in almost every governmental policy. From this fact, assorted
> critics have drawn the conclusion that an academic Establishment
> increasingly functions as a major force upholding the status
> quo, and conversely that the ready availability of governmental
> largesse is a corrupting and conservatizing factor.[29]

Ladd and Lipset go on to say that this "class theory" of politics,

"finds the most highly achieving and professionally successful

faculty," who, according to their data, includes faculty who consult,

"in a position of having the most to lose from any significant changes

. . . and hence the most supportive of the status quo."[30]

The writers then proceed to dispute the "class theory" of

politics. Referring to conclusions of other research and to their

own findings from an analysis of the 1969 Carnegie Commission survey,

Ladd and Lipset argue:

> . . . that achievement in higher education, however measured,
> has been associated with more liberal-to-left views on a wide
> array of social and political issues. Perhaps most startling

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[29]Everett C. Ladd and Seymour M. Lipset, The Divided Academy:
Professors and Politics (New York: McGraw Hill, 1975), p. 131.

[30]Ibid., pp. 131-32.

of all is the conclusion first presented by Lazarsfield and Thielens in The Academic Mind with respect to support for the rights of Communists and other minorities, and reiterated in our analysis of the Carnegie data with reference, for example, to opposition to the Vietnam War: That faculty consultants for the federal government have been more likely to align themselves against the government's position on crucial issues than colleagues not on the consulting payroll of the "political establishment."[31]

While Ladd and Lipset offer convincing evidence to counter critics who claim that consulting "conservatizes" faculty, their conclusions do not necessarily lessen the charge that consulting may be a "corrupting" influence. Indeed, one may argue that faculty who consult, especially with the federal government, may be influenced to support liberal-to-left views moreso than if they were not consulting. Traditionally, in American politics, liberal views have been aligned with a larger, more activist government role in social and economic affairs. And, a broadened government role has historically produced a greater infusion of programs and money, which, in turn, have benefitted academic research and consultation. Hence, it is not inconceivable to suggest, for example, that opposition to the Vietnam War by consulting faculty was possibly an anxious reaction to funds being expended on battlefields rather than in homefront, lucrative studies.

While political preferences of consulting faculty are not within the province of the current study, the observations of Ladd and Lipset do shed additional light on the dynamics of the relationship between paid consulting and faculty motives and attitudes toward

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[31]Ibid., pp. 147-48.

professional, academic activities.[32]

As a result of "open-ended," interview questions posed to a sample of institutional administrators, department heads, and faculty, Caplow and McGee present a number of findings on the motivations and attitudes of academics regarding their professional occupations and their "labor market" status. One variable the authors examine, which they believe may be significant to a faculty member in choosing an academic position (and thus play a role in the marketplace), is "the opportunity which the incumbents may have to do outside work," which "can markedly improve a professor's level of living. . . ."[33]

Caplow and McGee do not discover any consistent behavior by academic departments regarding encouragement of paid faculty consulting. They find that some "seem to encourage outside commitments whenever possible," while others "systematically discourage consultation." The writers do not discuss the reasons for these departmental positions or differences. However, they do report responses on encouragement of consulting opportunities by subject areas. Positive support was registered by 88% of the respondents in the "Sciences," 82% in the "Social Sciences," and 37% in the "Humanities."[34]

Caplow and McGee point out one particular finding, which may

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[32]For example, did faculty, who consulted for pay in the Virginia program, hold common views on what constituted appropriate professional behavior, and did opinions vary according to the degree or volume of consulting activity? See Chapters 4 and 5.

[33]Theodore Caplow and Reece J. McGee, The Academic Marketplace (New York: Basic Books, 1958), p. 155.

[34]Ibid., pp. 155-57.

have implications on the relative importance of money in shaping the
attitudes of faculty toward what constitutes appropriate professional
behavior among academic colleagues. They report that some depart-
ments tended to steer outside consulting opportunities to senior
faculty members. From this fact, along with the opinions they heard
regarding such departmental behavior, Caplow and McGee conclude:
"Since salary is a significant academic prestige symbol, it would
not be appropriate for the junior members of a department to have
incomes exceeding those of the senior members, as might occur if
consultantships were available on an equal basis."[35] The unanswered
implication of the authors' observation is how such preferential
treatment may affect the attitudes of "junior members" toward both
their departments and their perceptions of the appropriateness of
paid consulting.

Based on his many years of higher educational service in a
variety of academic roles, Wilson writes about the sundry aspects
of faculty professionalism. In his 1979 work, he assesses the
relative degree of status and importance attached to teaching,
research and service. He also looks at the economic status of the
profession. His observations in both areas have relevance to paid
faculty consulting.

In the one case, he points out that "not all kinds of
successful accomplishments are equally valued." For example, paid
consulting, as a perceived extension of applied research, may likely

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[35]Ibid., p. 156.

be afforded low academic status. Wilson states:

> Because of the probability that basic or "pure" research
> will have greater theoretical significance in the development
> of a field, it tends in general to be more highly regarded
> among academics than does applied research. . . . Pedestrian
> approaches to the solution of trivial problems, regardless of
> volume of output, never get the kudos accorded for the imagi-
> native and ingenious solution of difficult and important
> problems. . . . The replicators perform useful but less
> prestigious functions.[36]

Secondly, and on the other hand, Wilson suggests that paid

consulting may have its necessary, if not appropriate, place in the

professional environment of faculty. While "the outside earnings

of faculty members have been a topic of some controversy," because

of their implications on "the institutional obligations of academics,

their proper compensation beyond regularly budgeted salaries for extra

service, and the complications arising from dual employment,"[37] paid

consulting does allow faculty to offset what he feels is a bleak

economic picture of academic salaries. However, although Wilson

appears somewhat sympathetic toward entrepreneurial behavior among

the faculty, he does not address the possible academic consequences

of income differentials that presumably occur when only a portion of

the faculty are engaged in consulting for pay.

RELATED RESEARCH

In recent years, several pieces of research have attempted

to examine various aspects of faculty off-campus activities. While

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[36]Logan Wilson, American Academics: Then and Now (New York:
Oxford University Press, 1979), p. 249.

[37]Ibid., p. 184.

some of these studies treat the more general subject of faculty participation in continuing or extended education, their analyses and findings usually include direct or indirect reference to paid faculty consulting. With varying degrees of emphasis, all of the following research addresses one or more of the issues relevant to the current study: academic profiles, motives for participation, level of involvement, academic consequences, and institutional policies governing off-campus activities.

In 1978, Hanna interviewed 48 faculty members selected from the four colleges at Michigan State University. He was primarily interested in identifying the academic profiles of faculty who participated in continuing education activities, as well as the reasons behind their involvement. Hanna found three factors that have relevance here.

First, he discovered that faculty involved in continuing education tended to be older, senior members of the university. The conclusion drawn by Hanna was that continuing education activities, which were valued less by the colleges in the reward system's formal review and evaluation of academics, had greater appeal to the more secure, tenured faculty members. Thus, choosing involvement in off-campus activities was a matter of personal and professional preference for established faculty who were not necessarily trying to impress their colleagues. Hanna also found that well-known, high achievers among the faculty were involved in the more "elite" forms of off-campus activities. "Especially in activities such as consulting, conferences, and television, those who have achieved prominence could be expected

to be high participators."[38]

Second, Hanna concluded overall that:

> Faculty members participating in continuing education acti-
> vities rated intangible personal and professional reasons for
> participation in continuing education as of greater importance
> than those which benefited the faculty member materially (tan-
> gible academic or financial rewards) or in terms of status
> (recognition from faculty, professionals or the general public).[39]

Hanna defined "intangible personal and professional reasons" to

include providing a service to others, developing awareness, solving

problems, and experimenting with new subject matter and teaching modes.

His conclusions placed the above factors ahead of material gain and

status as the most important reasons for participation. However,

Hanna's findings on material gain were qualified in one instance.

"Except for increased pay, among the least important reasons for

participation in continuing education activities were tangible

academic or financial rewards."[40] Increased pay was found to be

"moderately important." In addition, his findings on status were

somewhat qualifed by variations attached to importance of recognition.

His faculty audience gave some importance to recognition by "non-

academic professionals and the general public" as a factor of their

participation.[41]

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[38]Donald E. Hanna, "Faculty Participation in Continuing
Education: A Case Study" (unpublished Doctoral disseration, Michigan
State University, 1978), pp. 176-77.

[39]Ibid., p. 182.

[40]Ibid., p. 170.

[41]Ibid., p. 171.

Finally, Hanna challenged the assumption that off-campus activities represented marginal institutional commitments. He found that, in spite of the lower status afforded to "service" by academics, "continuing education represented a commitment of time equal to or exceeding commitment of time to each of three other major functions of a university, viz, research, undergraduate teaching, and graduate teaching."[42]

Two other studies echoed Hanna's conclusion regarding the amount of time academics spend on non-teaching, non-research duties. In 1976, Petersen examined the weight given to "service" in the promotion and tenure of faculty at the Bloomington campus of Indiana University. He found that, in spite of lip-service given to service by institution, it was "nevertheless viewed as far less important than either teaching or research in making tenure and promotion decisions."[43] Three years later, Parrott reported that "the percentage of time that faculty spend in public service. . . was significantly greater than the desires of the presidents." He concluded that institutions should consider adjusting their expectations of faculty time commitments, such as reducing teaching loads.[44]

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[42]Ibid., p. 175.

[43]Stephen H. Petersen, "Service as a Factor in Faculty Promotion and Tenure" (unpublished Doctoral dissertation, Indiana University, 1976), summarized in Dissertation Abstracts International, 38-09A-5283.

[44]Roger L. Parrott, "A Comparison of Faculty Members' Reported Professional Activities and the Workload Desires of College Presidents for Faculty Members in Five Liberal Arts Colleges of the Church of the Nazarene" (unpublished Doctoral dissertation, University of Maryland, 1979), summarized in Dissertation Abstracts International, 41-02A-559.

Lanning, in 1977, developed academic profiles of faculty who participated as off-campus, paid consultants. His data base came from the 1969 survey of the Carnegie Commission on the Future of Higher Education. Lanning found that 54% of the faculty "devoted some portion of their normal work-week to consulting," and that most consultants were "found in the professional schools." Also, and in contrast to conclusions, cited earlier, by Ladd and Lipset (The Divided Academy), Lanning reported that consultants "tended to be more politically conservative than non-consultants and those who consulted the most were the most conservative of all."[45]

Additionally, Lanning's research led him to conclude that paid consultants published more, were more communicative with their peers in other institutions, and generally were more career satisfied than were non-consulting faculty. In these respects, Lanning had tested the utility and validity of Gouldner's construct on cosmopolitan/local orientation of faculty as it might apply to those who did and did not consult.[46] Lanning concluded that his study "demonstrated that it is inaccurate to speak of university professors as being oriented exclusively in a cosmopolitan or local direction. . . ."[47] Lanning drew his conclusion in spite of some evident relationships that he himself discovered—such as his finding of outside peer

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[45]Alan W. Lanning, "Some Correlates of Paid Faculty Consultants at Major Universities" (unpublished Doctoral dissertation, The University of Michigan, 1977), summarized in Dissertation Abstracts International, 38-03A-1252.

[46]See summary of Gouldner's article in relevant literature section of this chapter.

[47]Ibid., op. cit.

communication and Gouldner's "external reference group" orientation. Also, in reading Gouldner, one detects the development of a construct based on the tendencies rather than the "exclusiveness" of faculty toward cosmopolitan or local orientations.

In 1974, Murphy analyzed questionnaire data collected from faculty members in all colleges and universities in Baltimore City. The inquiries sought to identify and categorize the public service activities of these faculty. Consulting was included as one aspect of public service.

Concurring with Hanna, Murphy found that it was "the established faculty members who are more inclined to engage in public service and not the younger ones." Also, while discovering most public service activities were attended to by faculty "from the social and natural sciences and professional schools," Murphy concluded that almost "all disciplines could become involved," since social problem solving was not the only important role "to play in the institutions' total public service program."[48]

Additionally, Murphy reported that public service was not highly supported by any of the institutions in Baltimore and was not afforded much value in the academic reward system, which Murphy summarized as being "probably one of the greatest deterrents to increased faculty involvement in public service programs." In this regard, he concluded that institutions genuinely interested in public

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[48]Michael T. Murphy, "Faculty in Public Service Activities in Baltimore Higher Education Institutions" (unpublished Doctoral dissertation, Indiana Univeristy, 1974), pp. 122, 124-35.

service "would have to restructure their academic reward system so that faculty received financial remuneration and credit toward promotion."[49]

In relation to his findings on the lack of institutional support given to public service activities, Murphy found that faculty tended to operate in off-campus engagements often in spite of their institutions. This was particularly true, Murphy discovered, for consulting arrangements. Lacking institutional recognition or rewards, consulting activities, which often "resulted in additional income," were "viewed by faculty as outside the institutional domain."[50] One might infer from Murphy's observation a measure of faculty independence and defiance, viz, if the institution will not reward me for certain professional work, then it should not interfere in that work when I am rewarded by others.

Six years after Murphy's study, McAleer examined question-naire responses from 506 members of the Iowa Regents faculty who were asked to ascertain whether additional income played a significant role in their extended education activities. The opportunity of earning additional income to teach overloads in extended education courses was found not to be a sufficient incentive for faculty to offset the levels of time and effort required by the program. Hence, notwithstanding financial compensation, there was little interest

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[49]Ibid., pp. 122-23.

[50]Ibid., p. 124.

among the faculty for continued involvement over too long a time.[51]

While McAleer concluded that additional income may operate as an "initial incentive" for participation, he questioned whether money was a "major determinant" of those who decided not to participate. In the final analysis, the researcher concluded that additional income "appears to serve more as a satisfier than as a motivator."[52]

McAleer's study, of course, dealt with overload teaching and not with consulting; nevertheless, the two areas are related by their quality to generate additional income. Given the attitudes of McAleer's audience on extended education for pay, it might be inferred that consulting for pay would produce similar attitudes—unless the dollar payoffs were quite different or the non-financial rewards or benefits of consulting were different than those of overload teaching.

Several studies have documented and/or analyzed the policies of educational institutions governing paid faculty consulting. One of the earliest of the 1966 publication by the National Science Foundation, entitled "Faculty Consulting: College and University Policies, Practices and Problems."[53] By means of questionnaires and

[51]Patrick M. McAleer, "A Study of Selected Iowa Regents Faculty to Determine the Significance of Additional Compensation as an Incentive for Teaching Extended Education Courses" (unpublished Doctoral dissertation, The University of Iowa, 1980), summarized in Dissertation Abstracts International, 42-01A-103.

[52]Ibid.

[53]National Science Foundation, "Faculty Consulting: College and University Policies, Practices and Problems," Reviews of Data on Science Resources, Washington, D. C., no. 8 (February, 1966).

interviews, data were collected from 59 institutions of different

type and size. The schools provided information on the nature of

their policies governing the paid consulting activities of their

faculty. Specific questions regarding consulting focused on (a)

prior approval requirements, (b) limitations on types of consulting,

(c) limitations on clients requesting consulting, (d) reporting

requirements on the time spent, and (e) limitations on fees earned.

Of these five areas, only (a), (d), and (e), in order of their

mentioned frequency, were indicated.

In 1974, Namminga examined the consulting policies of 50

selected state universities from the different states, following the

collection and analysis of institutional handbooks or other documents

that addressed faculty consulting policies. The analysis focused on

which institutions actually had such policies, and, of those, which

ones addressed the issues of prior approval, time limits, and/or pay

limits as applied to their regular faculty. In addition, 3 of the 50

institutions were selected to participate further in the study by

allowing a questionnaire to be sent to their faculty which asked them

to comment on the consulting policies of their institutions, parti-

cularly with regard to their views on restrictions relative to the

three issues of prior approval and time and remuneration limits.[54]

Namminga found that 46 of the institutions surveyed had

policies on off-campus consulting, and of these, only one university

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[54]Sam E. Namminga, "Faculty Consulting" (unpublished Doctoral
dissertation, Indiana University, 1974).

discouraged the practice. With respect to the existence of institutional policies in the three categories, he listed 39 institutions indicating prior approval provisions, 27 having time limit stipulations, and 11 stating remuneration limitations.[55]

Namminga's findings of faculty opinions at the 3 institutions—all having prior approval provisions and 2 having time limits—were:

--The majority of faculty members surveyed believed that the amount of time devoted to paid outside consulting should be reported to some official of the university.

--The majority of faculty members did not believe that they should be required to report paid outside consulting conducted only on Saturdays and Sundays.[56]

In 1980, Dillon and Bane produced a compendium of institutional policies governing faculty consulting activities, including those for pay. From a survey of 168 research and doctorate-granting universities (1976 Carnegie classification), 98 schools responded with information that enabled the researchers "to systematically analyze the policies of major universities to determine whether they reflect a . . . concern about faculty involvement in consultancies, and if so, how faculty are typically monitored in their consulting arrangements."[57]

Dillon and Bane found that 96% of the institutions maintained formal policies, which principally focused upon "the areas of faculty time commitments, institutional awareness of consulting arrangements,

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[55]Ibid., p. 94.

[56]Ibid., p. 95.

[57]Kristine E. Dillon and Karen L. Bane, "Consulting and Conflict of Interest," Educational Record, 61:2 (Spring, 1980), pp. 52-53.

and completion of normal university duties." However, the writers

found these policies to be largely unspecific and loosely monitored,

which could cause occasional abuses "for external critics to cite."[58]

The balance of the study by Dillon and Bane listed the

various policies of the 98 institutions.[59] One year later, Aggarwal,

using the Dillon and Bane study, wrote that although 96% of the

institutions had policies, only 10% indicated disciplinary action

for violations. Aggarwal concluded: "It seems that many university

policies regarding outside consulting by faculty may be hard to

enforce, given traditional standards of work and behavior in the

academic profession."[60] Using the Dillon and Bane data, Aggarwal

listed the components of institutional consulting policies. His

list is presented in Table 1.

Within the past four years, research in the area of faculty

consulting has resulted in several articles or papers, which mostly

have addressed the issue of professional ethics and consulting for

pay. And, ethical considerations of earned supplemental income

are one aspect (that of perceived appropriateness) of the academic

consequences of paid faculty consulting, and thus relevant to the

current study. Many of the studies that have come forward have

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[58]Ibid., pp. 53-54.

[59]Ibid., pp. 54-72.

[60]Raj Aggarwal, "Faculty Members As Consultants: A Policy
Perspective," Journal of the College and University Personnel
Association, 32:2 (Summer, 1981), pp. 18-19.

Table 1

University Consulting Policy Components

Rank	University Policy Specifics	Percentage of Universities
1	Approval Must be Obtained	77.6
2	Limitations on Consulting Time	69.4
3	Consulting Should Not Interfere With Academic Duties	68.4
4	Unreimbursed Use of University Resources Restricted	53.1
5	Consulting Should Enhance Professional Abilities	43.9
6	Annual Disclosure of Consulting Activities	33.7
7	Use of University Name Prohibited in Consulting	33.7
8	Teaching at Another University Discouraged	24.5
9	Affiliations With Organizations With University Business Discouraged	24.5

Source: Aggarwal, Raj. "Faculty Members As Consultants: A Policy Perspective," Journal of the College and University Personnel Association, 32:2 (Summer, 1981), p. 19. Compiled from data analyzed by Dillon, Kristine E. and Bane, Karen L. "Consulting and Conflict of Interest," Educational Record, 61:2 (Spring, 1980), p. 53.

originated from the research and activities of the "Ethical and Economic Issues Project," established at the University of Southern California. Sponsored by the Carnegie Corporation of New York, the project's principal purpose has been "to develop new models for faculty appointments so that expectations for the use of their expertise could be satisfactorily resolved."[61] This purpose has lead to investigation and discussion of paid faculty consulting.

In January 1978, Marsh and Linnell reported, from a survey of governing board chairpersons of 176 institutions, that governing boards of higher educational institutions had limited knowledge of their schools' policies governing paid faculty consulting and that, further, they had no current plans to become more heavily involved in the subject. The implication of their findings was that, in spite of increasing interest and discussion of paid consulting both from within and outside academia, the matter had not reached a level of controversy that might otherwise occasion institutional debate over paid consulting governance.[62]

In 1979, Dillon raised the issue of the ethical considerations of a faculty, as a collective profession, that traditionally has self-regulated its professional activities while benefitting personally from the protections of academic freedom. "The public sees the academician

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[61] *Ethical and Economic Issues Newsletter*, published by the "Ethical and Economic Issues Project," University of Southern California (April, 1979).

[62] Herbert W. Marsh and Robert H. Linnell, "Ethical and Economic Issues: Trustee Interest and Involvement in Academic Policies for Faculty Consulting, Overload Teaching, and Intellectual Property Rights" (paper presented at the Annual Academic Planning Conference on "Ethical and Economic Issues: Academic Salaries and Supplemental Income," January 25-27, 1978, University of Southern California).

much as it sees the physician. . . . As in the case of the physician, society has become dubious that the academic professional can act in the best interests of the clientele served when no monitoring of professional activity is influenced by that clientele."[63] Dillon also pointed out that a faculty member's professional objectivity might be suspect if, for example, he or she were separately and simultaneously researching environmental pollution problems and consulting under a contract with an oil refinery. In addition to possible conflicts of interest in the area of bias, another conflict could emerge with respect to time and intellectual pursuits. Dillon suggested "the availability of income-producing commitments, as opposed to relevant unpaid activities, may result in faculty who choose to spend time on what pays and not necessarily on that which is of highest academic priority."[64]

Shulman, in 1980, referred to the possibility of another form of potential ethical conflict. Commenting on faculty who consult for pay in the governmental sector, she indicated that: "Since these faculty receive their institutional salaries as well as additional income from providing consulting services to the government, might this not be considered a form of 'double-dipping'?"[65]

Shulman concluded that the academic community, especially the faculty themselves, must take steps to guard against external

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[63]Kristine E. Dillon, "Ethics in Consulting and Outside Professional Activities" (paper presented at the Annual Conference of the American Association for Higher Education, April 16-19, 1979, Washington, D. C.), p. 1.

[64]Ibid., p. 4.

[65]Carol H. Shulman, "Faculty Ethics: New Dilemmas, New Choices," AAHE-ERIC/Higher Education Research Currents (June, 1980), p. 1.

criticism and intervention in the professional activities of academics, particularly in the matters relating to supplemental income and conflicts of interest. "The need for self-regulation to preserve and protect academic values is perhaps most important to the academic profession, whose values are the premises on which the higher education community operates."[66] Finally, Shulman recommended that "self-regulation" might effectively be practiced through periodic, academic forums aimed at discussing a broad range of professional values and ethics.

A similar conclusion was reached by Maidment and Losito earlier in 1980. Although primarily writing about ethical concerns faculty members should consider in their dealings with clients, the writers' proposed solution encompasses a wider range of value considerations affecting conflicts of interest and paid consulting. "Through significant discussion with colleagues in a public forum, the professional trainer," or paid consultant, "can strive for objectivity, keep a heightened sensitivity to moral concerns, and responsibly apply the the guidelines of a professional code to specific situations."[67]

Dillon and Bane recommended that institutions ought to re-examine their current policies on paid consulting, not to make them more restrictive, but to clarify and enforce those already on the books. In particular, they advised colleges and universities

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[66]Ibid., p. 3.

[67]Robert Maidment and William F. Losito, "Ethics and Professional Trainers," American Society of Training and Development—OD Division (January, 1980), p. 7.

"to specify more accurately both the limits and the implementation
of university monitoring of faculty consulting."[68]

Similarly, Aggarwal recommended several steps institutions
minimally should consider: (1) disclosure of consulting activities,
(2) signed agreements from faculty regarding conflicts of interest
with institutional goals and academic duties and regarding the use
of institutional facilities, supplies, and other resources, (3) time
limits that allow one day per week, excluding the weekend, and
(4) no limitations on the amount of money a faculty member may earn.[69]

As a matter of ethical consideration and institutional policy
clarification, the aforementioned writers (Shulman, Dillon, Marsh and
Linnell, Maidment and Losito, Dillon and Bane, and Aggarwal) all
stressed the importance of self-generated and self-regulated guide-
lines and controls of paid faculty consulting. Their observations
and recommendations reflected a concern for both the moral obligations
of academic professionals and the increasing public scrutiny by
academic and non-academic critics and officials.

SUMMARY

In Chapter 2, the literature and research suggest a number of
areas that are significant to the current study. Initially, paid
faculty consulting as a professional activity appears to have evolved
out of traditional institutional practices relevant to off-campus,

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[68]Dillon and Bane, op. cit., p. 54.

[69]Aggarwal, op. cit., p. 20.

community "service." Also, the types of consulting services needed usually have called upon expertise mostly found in established "professional schools." These two factors—service tradition and curriculum diversity—have contributed to a higher level of participation in paid consulting by faculty from larger university settings. Such campuses also have tended to attract faculty interested in a broader range of professional activity outside the classroom.

Secondly, as an extension of traditional service missions, paid consulting has been valued less than teaching and research at most institutions. Generally speaking, academic reward systems have not significantly recognized the consulting activities of faculty members, which, in part, may explain some of the reluctance by institutions to more closely define and monitor paid faculty consulting. The institutional status of consulting also helps explain, in part, the more active involvement of senior, tenured faculty—persons who have more freedom to choose their professional activities without continual regard for building credits toward promotion and tenure. It also helps explain, to some degree, why many faculty have avoided "service" activities where personal benefits have not been compensatory with the time and effort associated with such activities.

Thirdly, with respect to academic consequences of consulting, faculty engaged in consulting for pay have not appeared to suffer or neglect their other professional duties. Generally, teaching schedules have been maintained, on-campus service responsibilities have continued at comparable levels, and research has benefitted.

Fourthly, the pay received for consulting activities has been considered important but not critical to faculty so engaged. Although not discounting the interests individuals may have in supplementing their incomes, remuneration has appeared to play a more significant role in the area of personal satisfaction and recognition of professional talent. In this regard, the opportunity for paid consulting work may be considered an operative factor in academic job selection among a number of faculty, especially those with acknowledged reputations in their fields.

Fifthly, largely due to remuneration, the consulting policies of institutions have drawn increasing attention in recent years both from inside and outside the university. Questions of academic appropriateness and ethics have been raised, especially in academic circles, where the value of "service" has been challenged in the light of perceived negative effects on research and teaching, where economic hard times has drawn attention to disproportionate incomes, and where reference has been made to intellectual bias, political proclivities, and academic conflicts of interest. Meanwhile, external criticism has focused on such issues as client conflicts of interest, dual government paychecks, and insufficient monitoring of personnel responsibilities relative to faculty duties and workloads.

Sixthly, paid consulting among the faculty has increased over the past decade. Most notable has been the increasing percentage of faculty engaged in such activities, rather than increases in the percentage of time individual faculty members have devoted to consulting.

Finally, paid faculty consulting has been mostly judged to be a legitimate academic activity which has seemed to benefit both the faculty and the institution. However, tighter scrutiny by institutions, preferably through traditional academic rather than administrative channels, has been urged.

Chapter 3

DESIGN OF THE STUDY

The present chapter outlines the methodology utilized in
selecting the research audience and describes the interview approach
selected in this historical investigation of paid faculty consulting.
In addition, this chapter describes the procedures followed to arrange
and conduct the interviews and the process used to analyze the data
resulting from the research.

SELECTION OF THE RESEARCH AUDIENCE

The heaviest incidence of faculty participation in Virginia's
central training and development program transpired during the decade
of the 1970's. The objective of the study design, then, was to
explore in depth, with a relatively restricted audience that still was
available, issues of institutional policies and faculty attitudes
regarding participation in the Virginia program. Thus, this study served
as an historical case study of the stated problem within the context
of institutional policies governing the participation of regular
faculty members in paid consulting activities.

The selection of the research audience was determined by the
informational needs of the study. Data on the existence of institutional
policies and practices governing faculty consulting, on the administration
thereof, and on the institutional perspective were required.

Also needed were data regarding the academic profiles of participating faculty and their perspectives and attitudes toward consulting motives, consequences, and attendant institutional policies and practices.

The task of identifying both the institutional-perspective audience and the faculty-perspective audience was simplified by the nature of the relationship between the Virginia program management at the State level and the Virginia higher educational institutions which served as educational resources. In 1970, the State management formed a committee of administrators or "representatives" from nine Virginia institutions that expressed interest in the training and development program. This committee, which became known as the Management Development and Training Advisory Committee (MDTAC), served as the exclusive vehicle which identified and involved the regular faculty, at the respective institutions, who wished to participate as consultants in the Virginia program. Committee representatives were chosen by their institutions to perform this responsibility, while, at the same time, were obliged to adhere to institutional policies governing faculty participation. Accordingly, the MDTAC representatives constituted a singular source of information regarding institutional policies, as well as whom among their respective regular faculty most often participated in the Virginia program during the 1970's. Hence, the MDTAC representatives were in a position to identify the names of the institutional-perspective audience (themselves)[1] and the faculty-

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[1]As indicated in Chapter 1, the MDTAC representatives, by virtue of their appointment responsibility, probably held a biased institutional perspective in that they worked on behalf of the faculty to involve them in consulting activities.

perspective audience.

The nine Virginia higher educational institutions included
the University of Virginia, Virginia Polytechnic Institute and State
University, Virginia Commonwealth University, Old Dominion University,
the College of William and Mary, George Mason University, Virginia
State University, the University of Richmond, and the Virginia
Community College System. The latter two institutions were excluded
from this study at the outset.[2]

The remaining audience of seven Virginia institutions,
defined as seven MDTAC representatives and their respective faculty,
was further reduced by two when George Mason University and Virginia
State University were unable to identify a faculty member who met
the criterion of having "most frequently participated" in the Virginia
program. As indicated in Chapter 1, qualification for research
inclusion meant a regular faculty member must have had at least two
client contracts during the decade of the 1970's.

Hence, the ultimately selected research audience consisted of
five higher educational institutions, which translated into five
MDTAC representatives and their respective identified faculty who
met the research criteria.

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[2]The University of Richmond was the only private institution
and operated an entrepreneurial "institute" that employed faculty for
the primary purpose of off-campus consulting rather than traditional
classroom teaching and research. The Virginia Community College System
involved faculty who traditionally have not had to deal with the real
or perceived norms and behaviors that tend to exist for faculty in
upper level institutions of higher education.

DEVELOPMENT OF THE INSTRUMENTED SEMISTRUCTURED INTERVIEW

With the exception of the Hanna study cited in Chapter 2,
related research studies employed mailed questionnaires to collect
data on faculty off-campus activities. The audience of these studies
was statistically large, frequently located in scattered geographic
areas, and, significantly, more often addressed inquiries that called
for clear factual information such as the academic status of faculty
and the existence and nature of institutional policies relative to
off-campus work. In contrast, the Hanna study contained a randomly
selected sample of 48 faculty members, located on one campus, and,
in part, probed issues of attitudes and motivation relative to con-
tinuing education activities. To accomplish the purpose of his study,
Hanna employed an interview format.

For the current study, selection of the interview format
was based on five interrelated criteria: (1) the size and proximity
of the audience; (2) the need to assure confidentiality and anonymity;
(3) the exploration of faculty motivation; (4) the open-ended nature
of several questions designed to solicit full information on individual
attitudes and feelings; and (5) the historical nature of the study.

In the first case, the audience consisted of 5 MDTAC
representatives and 31 faculty members from the five higher educational
institutions ultimately selected for participating in the study. The
relatively small size of this group required virtually a full
response rate, which seemed to be facilitated by the scheduled interview.
Additionally, the geographic location of most interviewees was within

manageable driving distance within the State of Virginia.

Secondly, given the anticipated sensitivity of the subject matter (personal compensation and motives) as possibly perceived by faculty members, assurances of confidentiality and anonymity had to be presented and believed. The casual and personal atmosphere of the interviews conducted for this study appeared to verify the notion that "after the interviewer gains rapport, or establishes a friendly, secure relationship with the subject, certain types of confidential information may be obtained that an individual might be reluctant to put in writing."[3]

Thirdly, an examination of human motivation at best would constitute a difficult research task, particularly where the subject might be required to consider personal, pecuniary interest. Of the research strategies available, the interview has been found to be more effective in ascertaining motivation as revealed in reasons given for certain attitudes and actions taken. For this study of faculty consulting involving pay, the interview format utilized sought similar information in different ways, which, as other researchers have found appeared to help provide a "check of the truthfullness of the responses."[4]

In the fourth case, a number of questions called for individual responses that reflected personal biases, attitudes, and feelings toward the academic work environment that could not be generalized easily into any one set of written choices. It was anticipated that, in the

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[3]John Best, Research in Education (New Jersey: Prentice-Hall, 1977), p. 182.

[4]Ibid., p. 182

informal, personal exchange of the interview format, respondents would

tend to elaborate upon or qualify their initial comments. Often

such secondary information proved significant in understanding the

fuller perspective of the subject's feelings toward certain issues and

actions. In this regard, once again researchers have commented on

the value of the interview: "Talking in a friendly way about a topic

of interest to the subject will often dispel hostility or suspicion

and, before he realizes it, the subject is freely giving the

desired information."[5]

Lastly, as an historical study focusing on actions and

attitudes taken and generated during the 1970's, the interview

format allowed each subject to overlook the need to be pointedly

factual on each inquiry, which, in mailed questionnaires, often

produces unknown guesswork or blank spaces. The informal interview

permitted each subject to share what was remembered and perceived,

which, for this study, contained as much historical reality as the

acquisition of factual data alone.

To cover completely the range of issues associated

with this study and to address each question in the same consistent

sequence and tone, a standardized questionnaire instrument was used

during the conduct of each interview. And, since two distinct audiences

were being interviewed (the MDTAC representatives and their faculty),

two different but interrelated instruments were utilized.[6]

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[5]Ibid., p. 183.

[6]See Appendix A and Appendix B for the two instruments.

The development of the two instruments, which would provide
a "semistructure" to the interviews, was undertaken in consideration
of the need to be "reasonably objective while still permitting a more
thorough understanding of the respondent's opinions and the reasons
behind them."[7] Hence, in the development of the instruments, it was
important to place emphasis on both the comprehensiveness of the
questions, in order to address the issues under investigation, and
the freedom within several questions to allow interviewees to verbalize
personal opinions without restraint. Also important was the sequence
and rhythm of the questions; each respondent needed to have an
unfolding sense of the interview's purpose and to be comfortable with
the process.

The initial draft of the two instruments primarily considered
the comprehensiveness and content of the questions to be asked.
Included were inquiries that addressed (a) institutional policies
and provisions that governed off-campus paid consulting activities
both in the MDTAC program and in general, (b) elements of efficiency
and effectiveness in the administration of institutional policies
and provisions, (c) attitudes toward the policies and provisions,
(d) academic profiles of participating faculty, (e) motives for and
consequences of faculty consulting, and (f) perceived importance of
consulting work within the context of the academic environment. The
questions were framed in a sequential pattern that also allowed for
easy comparisons between the two separate instruments. The instruments

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[7]Walter R. Borg, Educational Research: An Introduction
(New York: David McKay Co., 1963), pp. 222-223.

were then ready to be tested, primarily to ascertain their under-
standability and flow.

A pilot interview was conducted with a MDTAC program adminis-
trator from the State and a faculty member who did consulting work
in the program during the 1970's. Neither individual was included
in the study. The pilot interview produced the data desired, but it
did suggest a needed revision of the phrasing and sequence of questions
contained in the two instruments. The cooperation, comfort, and
communication during the test interview was satisfactory for the
interviewer and the respondents. Also, the ability to record data
in writing during the pilot interview went smoothly for the interviewer
and was not noticeably distracting to the subjects.

With the contextual nature of the questions unchanged, the
two instruments were revised to enhance their clarity and flow.
The instrumented semistructured interview was then retested on a
disinterested and unaffiliated communications specialist with the aid
of video-tape playback. The results proved satisfactory. The
experience of the second test, along with the initial pilot, accurately
predicted that a typical interview for this study would last approximately
one hour.

DATA COLLECTION

As a matter of public information, and as verified by the
Virginia program managers at the State level, the names, addresses,
and phone numbers of the initially eligible 7 MDTAC representatives,
who played a significant administrative role on MDTAC during the 1970's,
were secured. The seven individuals were still employed at their same

institutions, and three of them were found to be continuing their MDTAC responsibilities. During the 1970's, when all seven served on the committee, six were classified by their institutions as administrators with faculty rank and one was a regular member of the teaching faculty. All seven were appointed to the MDTAC role by their respective institutional presidents.

The seven representatives on the MDTAC were contacted by telephone. Following introductions, the purpose of the research and the need for their assistance in data collection were explained. First, each was asked to be interviewed to gather information on the institutional perspective, which all felt comfortable in having and supplying. Second, each was requested to provide a mailed list of names, addresses, and phone numbers of their respective faculty members who met the research criteria (full-time, regular, instructional faculty who had at least two client contracts in the Virginia or MDTAC program during the 1970's). As mentioned earlier in this chapter, it was the above research criteria that eliminated George Mason University and Virginia State University from further consideration in this study. The MDTAC representatives from the remaining five institutions—the University of Virginia, Virginia Polytechnic Institute and State University, Virginia Commonwealth University, Old Dominion University, and the College of William and Mary—fully complied with the telephone request.

Within four weeks of the request, the 5 MDTAC representatives mailed in their faculty lists. The institutions, their identified numbers of faculty members, and the numbers of faculty members qualified as respondents and subsequently interviewed are shown in Table 2.

Table 2

Institutional Breakdown of Faculty

Members Identified and Subsequently Interviewed

Institution	Identified Faculty	Qualified and Interviewed Faculty
University of Virginia	4	2
Virginia Polytechnic Institute and State University	10	9
Virginia Commonwealth University	15	14
Old Dominion University	2	2
College of William and Mary	6	4
TOTAL	37	31

While interview dates were being scheduled for the 5 MDTAC representatives, telephone contact was initiated to reach the 37 identified faculty members. Following introductions, the purpose of the research was explained and an interview was requested. The faculty members were told about the format and expected length of the interview, the lack of informational attribution, the criteria that qualified them for the list, the need on their part for no preparation, and the preference to conduct the interview in the privacy of their offices. As a result of the telephone contact, 31 faculty members qualified and agreed to be interviewed, which subsequently occurred over a five week period at the convenience of the interviewees. Of the six faculty members not interviewed, two were out of the country and unavailable (University of Virginia and College of William and Mary), three did not believe they had at least two contracts in the program, which was verified as correct (Virginia Polytechnic Institute and State University, College of William and Mary, and University of Virginia), and one individual politely declined (Virginia Commonwealth University). Because three faculty members were found not to be qualified by virture of the two contract criterion, an informal re-check was made with MDTAC representatives and selected faculty members to determine whether anyone was inadvertently left off the faculty lists who might otherwise qualify for interviews. The check produced no additional names.

The procedure followed for each interview did not differ, regardless of whether the respondent was a MDTAC representative or a faculty member. Also no difference was made for institutional

affiliation. One difference of no apparent significance was that 5 of the 31 faculty members participated in the interview over the telephone. The teaching and travel schedules of these faculty members accounted for this variation. However, although not as desirable, the comprehensiveness, length, and flow of each telephone interview was virtually similar to those conducted in person. Moreover, all five respondents indicated they both understood and were comfortable with the interview, which were questions asked, and responded to affirmatively, of all 31 interviewees. Another difference of no apparent significance was that 2 of the 31 faculty members were no longer employed at their former institutions and, at the time of the interview, were uninvolved in the MDTAC program. The remaining 29 faculty members were still affiliated with their same institutions and available for continued involvement in the program.

Following a general warm-up and getting acquainted period, each respondent read a written "Research Overview Sheet."[8] The sheet explained the purpose of the research and the interview, the background of the Virginia/MDTAC program relationship, and the stipulation of anonymity. The interviewee then had the opportunity to ask questions or seek clarification, which occurred in two instances and were of a procedural nature.

Using the prepared instruments, all questions were asked and responded to by interviewees. There were no item omissions and no need arose that necessitated breaking the flow or sequence of the

[8]See Appendix C For Research Overview Sheet.

numerically listed inquiries. To assist respondents in answering questions relating to institutional policies and practices governing faculty consulting, a written sheet of "Provisions: Definitions"[9] was provided to interviewees.[10]

As anticipated, the instrumented semistructured interviews lasted approximately one hour, with the shortest taking 45 minutes and the longest 70 minutes. Variation in length seemed to be a factor of personal style and speech. Following the formal interview, most respondents, on their own, commented on the thoroughness of the questions asked and on the academic importance of the issue being studied.

DATA ANALYSIS

As indicated earlier in this chapter, the instrumented interview format sought information in different ways and stages during the interview, primarily to check the veracity of responses to questions of motivation. Accordingly, the first step employed in analyzing the data involved the assembly of questions and responses by categories which would topically relate the findings with the purpose of this study. Initially, two major dimensions were distinguished: (1) characteristics and opinions of consulting faculty and MDTAC representatives toward the personal and professional motives

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[9]See Appendix D for Provisions: Definitions.

[10]For those interviewed on the telephone, the Research Overview Sheet was read to respondents. These interviewees also were asked to write down the seven items read to them from the Provisions: Definitions sheet. In each case, it appeared as though the process was fully understood and efficient.

for and consequences of faculty participation in paid consulting
activities, and (2) views of consulting faculty and MDTAC representa-
tives toward institutional policies governing paid consulting activities.

Interview responses under each dimension were then divided into
categories. The first dimension, personal and professional motives
and consequences, contained three categories:

(1) Motivation of faculty who consulted;

(2) Academic profiles and preceived impacts on consulting
faculty; and

(3) Perceived academic relevance, consequences, and professional
importance of consulting.

The other dimension, institutional policies, included two categories:

(1) Opinions of consulting faculty and MDTAC representatives
toward institutional provisions, controls, and support as
they were during the 1970's; and

(2) Views of consulting faculty and MDTAC representatives toward
institutional provisions, controls, and support as they
should be.

The second step in analyzing the data involved discriminating
among the total group of respondents. As indicated throughout this
chapter, two audiences, each having its own perspective, were interviewed.
Hence, the MDTAC representatives constituted one discrete audience which
held the institutional perspective; the faculty composed the other dis-
crete audience which held the faculty perspective.

In addition, and as a direct result of the data collection,
an apparently significant distinction emerged in the policies among the
five participating educational institutions. In contrast to the
other four institutions, Virginia Polytechnic Institute and State
University (VPISU) did not financially compensate its faculty for

consulting work in the Virginia/MDTAC program during the 1970's.[11]
Therefore, and because payment would be assumed to be an important

aspect, or historical variable, in a study of paid faculty consulting,

the policy at VPISU seemed to be significant. (The suggested assumption

would be that the presence or absence of financial remuneration

might be influential to faculty motives and attitudes regarding their

consulting activities.) Hence, in analyzing the data, a second

discrimination was made between VPISU faculty and all other faculty.

Fortunately, due to the size of the VPISU faculty group (9), such a

discrimination could be made without jeopardizing the anonymity of

that faculty.

Significantly, the existence of the VPISU policy, and the

discrimination given to it in the data analysis, provided and

opportunity to examine the validity of the suggested assumption that

payment would be an important historical variable. In effect, were

there significant, apparent historical differences in motives and

attitudes among the VPISU faculty in comparison to the faculty, who

received payment, from the other four institutions?

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[11]The MDTAC representative from VPISU indicated that his
institution's distinct policy was a reflection of the "land grant"
mission of the university. That is, faculty were expected to serve
the community, especially government, as a normal part of their
academic duties. However, such an expectation was not definitively
stated in regular faculty contracts as salaried performance require-
ments. Moreover, VPISU awarded consulting faculty compensatory
benefits of a non-financial nature, such as travel and conference
attendance, which, in effect, seemed to be an institutional recog-
nition of consulting as an activity that exceeded normal academic
duties. Yet, the value of this non-financial compensation appeared
to be perceived as minimal by the VPISU faculty in that none of them
commented on its existence during the interviews.

Thus, the data were analyzed according to the five categories outlined above, and each category was examined according to three discriminated groups or audiences: 22 faculty members from the University of Virginia, Virginia Commonwealth University, Old Dominion University, and the College of William and Mary; 9 faculty members from Virginia Polytechnic Institute and State University; and 5 MDTAC representatives from the five higher educational institutions.

Chapter 4

FINDINGS

This chapter offers historical descriptions and apparent
relationships from among the findings attained through execution
of the research design described in Chapter 3. In five sections,
which correspond to the five categories identified in the previous
chapter, the subject of paid faculty consulting in the Virgina
program during the 1970's is described. The first three sections
treat the academic profiles and attitudes toward motives and conse-
quences of consulting activities. The remaining two sections
address views toward the actual and the desired institutional
policies which governed and should govern, respectively, paid
faculty consulting. Also, the findings under each section are
reported according to the descriptions and opinions of the three
discrete audiences: 22 faculty members from the four institutions,
9 faculty members from VPISU, and 5 MDTAC representatives.
Lastly, the responses of the five faculty members interviewed on
the telephone and of the two faculty members who were no longer
affiliated with their former institutions and were uninvolved in
the MDTAC program did not produce any apparent distinguishable
findings from those collected in person or from those collected
from faculty members still involved in the MDTAC program,
respectively.

SECTION I

MOTIVATION AND DEGREE OF INVOLVEMENT

Part A of this section reports the findings on the motivation
of faculty who participated in the Virginia/MDTAC program, with particular
emphasis on financial motivation. Part B describes the degree of
involvement (volume of participation) of all 31 faculty members in the
MDTAC program. Part C of this section provides information on the
apparent, historical relationship that might be suggested, with
important qualification, between motivation and degree of involvement.
(The "important qualification" of a suggested historical relationship
is described in Part C and is related to the restrictive definition
of "degree of involvement.")

Part A: Motivation

The question of what motivated each faculty member to parti-
cipate as a consultant in the MDTAC program during the 1970's was
presumed to constitute perhaps the most sensitive subject during the
instrumented interview. This supposedly was especially true for this
study of <u>paid</u> faculty consulting, where the subject of financial
compensation had to be addressed in a deliberate manner. The presump-
tion of sensitivity to questions of personal income guided the presenta-
tion of inquiries. Thus, some questions on motivation were scattered
and less than forthright in their intent or structure.

On the instrument used in faculty interviews (Appendix A),
the following four questions, in order of interview occurrance, were

designed specifically to gather motivational information:

1. At that time (when you first heard [about the opportunity for consulting work]), what interested you most about the MDTAC program in terms of your wanting to become involved? (page one, number 4)

2. Which terms best describe the weight you attached to financial remuneration as a factor of your participation in the MDTAC program?

    a) clearly important   c) altogether irrelevant
    b) only slightly   d) decidedly unimportant
        important

    (page three, number 6)

3. In terms of your own personal reasons for participating in the MDTAC program, please rank order the following 4 factors (with #1 being most important and #4 being least important)

    a) to advance academic status—rank and tenure
    b) to augment financial income
    c) to better classroom teaching
    d) to contribute to research and publication

    (page four, number 7)

4. In addition or aside from the 4 factors just listed and ranked, did you have any other reasons for participating in the MDTAC program? (page four, number 8)

In the first question, no clear reference was made to money, and the inquiry was made early in the interview when relatively non-sensitive factual data were being collected. The next three questions were asked collectively toward the latter part of the interview, when, in the vast majority of cases, respondents seemed to be more relaxed, vocal, and open. The first of these three questions was direct and to the point (weight attached to financial importance). The next question tested the relative degree of importance by means of a comparative, forced choice (4 factor ranking). The third question of the group allowed respondents to reiterate, if they felt or remained committed to do so, motivations of a non-financial nature.

On the instrument used in MDTAC representative interviews (Appendix B), one question on faculty motivation was asked:

* What do you believe was the main reason your faculty were involved in the MDTAC program? (page four, number 1)

From the discrete audience of 22 faculty members from the four institutions, responses to the four questions on motivitation were as follows:

1. Ten faculty members mentioned that the opportunity to earn money was an interest of theirs in wanting to become involved. The other 12 indicated either an interest to develop and practice their professional skills, to help or serve the community, or to be involved with adults outside academia. No one suggested a direct linkage or benefit to themselves as academics or to their educational institutions.

2. With respect to weight attached to financial remuneration, 18 faculty members, or 82%, said it was "very important," while 3 indicated "slightly important" and 1 "decidedly unimportant."

3. When forced to rank 4 factors according to their relative importance, 15 faculty members, or 68%, listed "to augment financial income" as number one. Table 3 shows the breakdown of responses to this question.

4. When asked if they could provide reasons for consulting other than those listed in the previous, "ranking" question, 11 faculty members said no or ranked their additional reason below the prime factor they selected in the previous questions. And, 10 of these 11 were from the fifteen who ranked money as most important. Also, 4 of these 10 faculty members were not among those who initially mentioned money (in question number one) as an interest of their involvement. Finally, of the 11

Table 3

Relative Importance of Four Motivational Factors for Consulting:

22 Faculty

Ranking	Factors			
	Money	Teaching	Research/ Publication	Academic Status
One (most imp.)	(15)	1	3	3
Two	3	(16)	3	0
Three	3	5	(9)	5
Four (least imp.)	1	0	7	(14)

remaining faculty members who mentioned another reason more important than their number one selection in the previous questions, 8 indicated recognition and/or professional skill development and growth, 2 stated service to others in the community, and 1 suggested a desire to recruit new students in his academic program.

In summary, then, 10 faculty members selected money as "clearly important," ranked it ahead of academic motives, and did not mention another reason as being more important. For later comparisions in this chapter, these 10 might be classified as "strongly financially motivated." At the same time, 5 other faculty members selected money as "clearly

important," ranked it ahead of academic motives, and mentioned only one other reason as being more important. For similar comparative purposes, these 5 might be classified as "significantly financially motivated."

From the discrete audience of 9 faculty members from VPISU, responses to the four questions on motivation were as follows:

1. All 9 faculty members mentioned either community service or professional skill development as their interest in wanting to become involved. No one mentioned money. Most commented on the direct relationship between community service and the mission of their institution.

2. On the question of weight attached to financial remuneration, 8 selected either "altogether irrelevant" or "decidedly unimportant," while 1 picked "slightly important."

3. When forced to rank 4 factors according to importance, none listed "to augment financial income" as number one. Table 4 shows the breakdown of responses to this question.

4. All 9 faculty mentioned either community service or professional skill development as being more important than their number one ranking in the previous question. Hence, their reasons given seemed to constitute a reiteration of their motives given in response to the first question on involvement interest.

From the discrete audience of 5 MDTAC representatives, their responses to the one question on what they believed motivated faculty to consult were: 4 money and secondarily ego satisfaction, and 1 ego satisfaction and secondarily providing a community service.

Table 4

Relative Importance of Four Motivational Factors for Consulting:

9 Faculty

Ranking	Factors			
	Money	Teaching	Research/ Publication	Academic Status
One (most imp.)	0	2	2	(5)
Two	0	3	(6)	0
Three	2	(4)	1	2
Four (least imp.)	(7)	0	0	2

Part B: Degree of Involvement

In large part to ascertain any apparent, historical relationship between the volume of consulting work done by faculty members in the MDTAC program with their motivations for consulting, responses were collected to several questions on their degree of involvement as paid consultants in the MDTAC program. Specifically, questions 5, 6, and 7 on page one of the faculty instrument were designed to find out the number of MDTAC consulting contracts each faculty member had been involved with during the 1970's, as well as whether each faculty member was involved in non-MDTAC consulting activities and whether such activities increased

or decreased during the same period.

To distinguish the relative degree of involvement among all 31 faculty members, three categories of "users" were arbitrarily assigned according to the following criteria:

1. Heavy users: those faculty members who had at least 15 MDTAC contracts or averaged at least 4 MDTAC contracts per year of involvement and who experienced an increase in non-MDTAC paid consulting during the 1970's.

2. Moderate users: those faculty members who had at least 8 MDTAC contracts or averaged at least 2 contracts per year of involvement and who experienced either the same or an increase in non-MDTAC paid consulting during the 1970's.

3. Light users: those faculty members who neither met the criteria of Heavy users nor Moderate users, but who met the research criterion of having had at least two MDTAC contracts during the 1970's.

From the discrete audience of 22 faculty members from the four institutions, there were 9 Heavy users, 6 Moderate users, and 7 Light users. From the discrete audience of 9 faculty members from VPISU, there were 3 apiece in each category. Without any apparent, significant distinctions among the user types or among the five institutions, all 31 faculty members averaged 5.7 years of consulting work in the MDTAC program over a possible period of nine years (1971-79).

Part C: Relationship Between Motivation and Degree of Involvement

The restrictive definitions given to the three user categories (Heavy, Moderate, Light) necessarily introduces an important qualification

to drawing any conclusions regarding the relationship between the
degree of involvement and motivation, as well as the degree of involve-
ment and other data reported in the findings of this chapter. While
the three categories provide information on the profile of the 31
faculty members relative to their degree of involvement in the MDTAC
program and provide a potentially useful departure point for additional
research on faculty consulting, they report only the relative volume
of activity in the MDTAC program. The three categories do not address
the degree of involvement of the 31 faculty members in non-MDTAC,
paid consulting activities.

Hence, for example, it is possible for Professor X to be
categorized as a Light user, while being heavily involved in non-MDTAC
consulting. And, it is possible for Professor Y to be categorized as
a Heavy user, while having slight involvement in non-MDTAC consulting.
Therefore, when all paid consulting is considered, it is conceivable
that Professor X (Light user) could consult for pay more than
Professor Y (Heavy user). However, the data on degree of involvement,
as defined by the three categories, is reported to provide the reader
with additional insight into the characteristics of the audience
studied, including their relative motivation for consulting in the
MDTAC program, as well as the relative level of faculty and
institutional participation in the MDTAC program.

From the discrete audience of 22 faculty members from the
four institutions, the apparent, historical relationship between
motivation and degree of involvement (as identified by "user types")
is suggested, as qualified, by the following information:

Out of a total of 9 Heaver users, 6 Moderate users, and 7 Light users:

1. Four Heavy users, 5 Moderate users, and 1 Light user constituted the ten faculty members who initially said money was a principal interest of theirs in wanting to consult in the MDTAC program.

2. Of the eighteen respondents who stated that money was "clearly important" to them, there were 8 Heavy users, 5 Moderate users, and 5 Light users.

3. Of the fifteen faculty members who picked "to augment financial income" as their most important reason ahead of teaching, research and publication, and academic status, there were 7 Heavy users, 4 Moderate users, and 4 Light users. Table 5 shows the breakdown of factor rankings by user types.

4. Finally, of the fifteen faculty members who were classified (see Part A of this section) as "strongly financially motivated" (10) and "significantly financially motivated" (5), there were 4, 3, 3 and 3, 1, 1, respectively, of Heavy, Moderate, and Light users, respectively.

From the discrete audience of 9 VPISU faculty members the information suggested, as qualified, the following apparent, historical relationship between motivation and degree of involvement:

Out of a total of 3 Heavy users, 3 Moderate users, and 3 Light users:

1. None selected money as a principal interest of theirs in wanting to consult in the MDTAC program.

2. None said money was "clearly important" to them.

3. None ranked "to augment financial income" as their most important reason ahead of teaching, research and publication, and

Table 5

Ranking of Four Motivational Factors

Relative to Degree of Involvement: 22 Faculty

User Types (total)	Ranked Factors			
	Money	Teaching	Research/ Publication	Academic Status
	(1) 2 3 4	1 (2) 3 4	1 2 (3) 4	1 2 3 (4)
Heavy (9)	(7) 1 1 0	0 (6) 3 0	1 2 (3) 3	1 0 2 (6)
Moderate (6)	(4) 1 1 0	1 (4) 1 0	0 1 (4) 1	1 0 0 (5)
Light (7)	(4) 1 1 1	1 (5) 1 0	2 0 (2) 3	0 1 3 (3)

academic status. Table 6 shows the breakdown of factor rankings by user types.

4. Finally, since none of the 9 VPISU faculty members were either "strongly" or "significantly financially motivated," no breakdown existed between these classifications and user types.

The discrete audience of 5 MDTAC representatives were not questioned on the degree of involvement of individual faculty members. Also, because the three categories of user types and their respective criteria emerged subsequent to data collection, there existed no

Table 6

Ranking of Four Motivational Factors

Relative to Degree of Involvement: 9 Faculty

User Types (total)	Ranked Factors															
	Money				Teaching				Research/ Publication				Academic Status			
	1	2	3	(4)	1	2	(3)	4	1	(2)	3	4	(1)	2	3	4
Heavy (3)	0	0	1	(2)	0	1	(2)	0	1	(2)	0	0	(2)	0	0	1
Moderate (3)	0	0	0	(3)	1	2	(0)	0	1	(1)	1	0	(1)	0	2	0
Light (3)	0	0	1	(2)	1	0	(2)	0	0	(3)	0	0	(2)	0	0	1

comparative basis for MDTAC representatives to offer a generalized

statement regarding heavy, moderate, or light usage. Moreover,

though, the views of the MDTAC presentatives on the degree of

faculty involvement did not seem to be useful to the issues under

study.

SECTION II

ACADEMIC PROFILES AND PERCEIVED

IMPACTS ON FACULTY WHO CONSULTED

This section reports the findings on the school or department
affiliation, the rank and tenure, the research and publication
activities, the on-campus duties, and the classroom teaching patterns
of the consulting faculty. Also reported are faculty and MDTAC
representative opinions regarding perceived relationships between the
academic status and activities of faculty and their consulting
activities.

On the interview instrument used for faculty (Appendix A),
five questions (page three, number 1-5) were asked which sought
information on (a) the academic status and activities of each faculty
member, and (b) the views of each faculty member on whether their
consulting activities influenced positively or negatively their academic
status and activities. Question one, which consisted of nine sub-
questions on academic status and activities, was asked twice: first,
to gather data at the time of each faculty member's intitial contract
with the MDTAC program; and second, to gather information at the time
of each individual's last contract before the end of calendar year 1979.
Thus, changes in academic status, such as rank and tenure, and in academic
activities, such as teaching and research, could be recorded for the
period of consulting activity in the MDTAC program. The next four
questions then sought to determine if the faculty members believed their
consulting activities affected or influenced the changes or lack of

changes in their academic status and activities.

On the interview instrument used for MDTAC representatives (Appendix B), one question (page four, number 2) was asked on the influence of consulting activities on faculty academic status and activities. Specifically, each representative responded as to whether, in his opinion, faculty consulting in the MDTAC program in any way affected faculty rank and tenure and professional activities such as the quality of teaching and research.

From the discrete audience of 22 faculty members from the four institutions, responses to the five questions yielded the following information:

1. Nineteen faculty members were affiliated with professional schools—Business (13), Education (3), Commerce (2), and Public Administration (1)—and 3 faculty members were in Social Sciences.

2. At the outset of their consulting work in the MDTAC program, 3 faculty members were full professors, 11 were associate professors, and 8 were assistant professors. Of the 19 non-full professors, 14 or 74% received higher rank by 1979. One-half of the 14 felt that their consulting activities had a positive influence on their getting higher rank, while the other half perceived no influence one way or the other.

3. Again, at the outset of their consulting, 9 faculty members were tenured and the remaining 13 were untenured in tenure-track positions. Of the 13, 9 or 69% earned tenure by 1979, with 4 indicating a positive consulting influence and 5 no influence.

4. In summary of rank and tenure, then, with the exception of 3 faculty members who already were full professors and tenured, 15 or 79% of the faculty experienced an increase in rank and/or tenure (with 11 faculty members or 73% claiming a positive consulting influence) and 8 of these 15 experienced an increase in both rank and tenure. Also, no faculty members, including the 4 who received neither higher rank nor tenure, indicated their consulting activities had a negative effect on their academic status.

5. With respect to research and publication activity, all 22 faculty members reported increases in the numbers of publications. Approximately 240 books and articles in professional journals were produced for an average of 11 pieces per faculty member over the 5.7 year average span of faculty consulting in the MDTAC program. Also, 10 faculty members said their percentage of time spent in research increased, while 8 remained the same and 4 decreased. (The latter 4 were already tenured and in senior ranks at the outset of their consulting.) Finally, 11 or 50% of the faculty believed their consulting had a positive influence on their research and publication activities. Ten faculty members said no influence, and 1 indicated a negative influence. Several of those faculty who noted a positive influence claimed their consulting work, in effect, was a laboratory of applied research, which they often would later publish in the form of case studies as contributions to the body of knowledge in their respective fields.

6. Regarding on-campus duties such as committee assignments, 9 faculty members increased their percentage of time to such activities,

7 decreased, and 6 remained the same. Only 1 faculty member believed consulting influenced, negatively, his on-campus duties.

7. Nineteen faculty members argued that their consulting activities had a positive effect on their classroom teaching (the remaining 3 said no influence). The principal reasons offered by the faculty for the positive influence were their increased knowledge and abilities to use "real world" examples and illustrations with students, to test theories in the classroom texts and readings, and to educate students with adult learning techniques. A number of faculty also said they felt more confident in the classroom, more worldly and knowledgeable in their field as a result of their consulting. Consequently, they believed students tended to reciprocate such confidence and knowledge with feelings of respect toward the faculty member and of satisfaction toward the relevance of the classroom experience.

8. Twenty-two faculty members reported no increase in their teaching loads or hours carried during the period of their consulting. Ten faculty members managed to decrease their teaching loads; however, only 1 indicated consulting was a contributing influence. Finally, of the 5 faculty members who re-aligned their teaching schedules in order that classroom activity would occur on just one or two days a week, 4 admitted that such clustering was arranged to convenience their consulting work. Table 7 shows the breakdown of the 22 faculty members by profile categories.

From the discrete audience of 9 faculty members from VPISU, responses to the five questions on academic status and activities produced the following information:

Table 7

Academic Profiles and

Perceived Impacts: 22 Faculty

Profile Category	22 Faculty Members
Affiliation with Professional Schools	19
Increase in Either Rank or Tenure	15*
(Attribution of positive consulting influence)	(11)
Increase in Volume of Research/Publications	22
(Attribution of positive consulting influence)	(11)
Increase in On-campus Duties	9
Decrease in On-campus Duties	7
(Attribution of negative consulting influence)	(1)
Increase in Teaching Duties	0
Decrease in Teaching Duties	10
(Attribution of negative consulting influence)	(1)
Attribution of Positive Consulting Influence on Classroom Teaching	19

* Since 3 faculty members already were full professors and tenured, the "15" is out of a revised total of 19.

1. Eight faculty members were affiliated with professional schools—Architecture (4), Education (1), and Business (3)—and 1 was in Arts and Sciences.

2. At the outset of their consulting work in the MDTAC program, 1 faculty member was a full professor, 3 were associate professors, and 5 were assistant professors. Of the 8 non-full professors, 5 or 63% received higher rank (all full professorships) by 1979. All 5 said their consulting work had a positive influence on their getting higher rank.

3. Again, at the outset of their consulting, 3 faculty members were tenured and 5 others were untenured in tenure-track positions. Of these 5, 3 or 60% earned tenure by 1979, all of whom claimed a positive consulting influence.

4. In summary of rank and tenure, then, with the exception of 1 faculty member who already was a full professor and tenured, 5 or 63% of the faculty experienced an increase in rank and/or tenure (with all 5 indicating a positive consulting influence) and 3 of these 5 experienced an increase in both rank and tenure.

5. With respect to research and publication activity, 2 faculty members were neither expected nor inclined to engage in research. All 7 other faculty members increased their numbers of publications. Approximately 100 books and articles in professional journals were produced for an average of fourteen pieces per faculty member over the 5.7 year average span of faculty consulting in the MDTAC program. Also, 5 of the 7 faculty members increased their percentage of time spent in research activities, while the other 2

remained the same. Finally, 6 or 86% of the faculty believed their consulting had a positive influence on their research and publication activities, and the other 1 indicated a negative influence. As with their counterparts in the four other institutions, several VPISU faculty commented on the relationship between their consulting work and their contributions in applied research to the body of knowledge in their respective fields.

6. Regarding on-campus duties such as committee assignments, 4 faculty members increased their percentage of time to such activities, 2 decreased, and 3 remained the same. Only 1 faculty member believed consulting influenced, negatively, his on-campus duties.

7. One faculty member was not required to teach any courses. Of the 8 who taught, 6 believed that their consulting had a positive effect on their classroom teaching (the other 2 said no influence). The principal reasons offered by the 6 faculty who registered a positive consulting influence were similar to those presented by their counterparts in the other four institutions. Essentially, it was the blending together, in the classroom, of the knowledge contained in research and literature with the practical realities of the "real world."

8. During the period of their consulting, 1 faculty member increased his teaching load or hours carried, 5 decreased their loads, and the remaining 2 stayed the same. Only 1 individual, who decreased his load, felt his consulting activity had a contributory influence. Finally, of the 3 faculty members who clustered their

teaching schedules around one or two days a week, 2 did so out of convenience to their consulting activities. Table 8 shows the breakdown of the 9 faculty members by profile categories.

From the discrete audience of 5 MDTAC representatives, their responses to the one question on the influence of consulting activities on faculty academic status and activities were as follows:

1. With respect to affecting rank and tenure, 2 representatives believed faculty consulting had a positive influence, 2 felt that it helped to a moderate degree, and 1 saw no influence.

2. Regarding research and publication activity, 2 representatives indicated a positive relationship with faculty consulting work, 1 speculated on the existence of a slight positive relationship, 1 was simply unsure, and 1 saw no influence.

3. As far as faculty consulting activities influencing classroom teaching, 3 believe there was a definite positive relationship and 2 were not certain but discounted the probability of a negative relationship or influence.

One question asked of the MDTAC representatives (page one, number 5), the subject of which possibly affected the school or department affiliation of faculty involved in the MDTAC program, had to do with the approach or process used by the institution to inform its faculty of MDTAC program opportunities. While the findings in this section report that 27 of all 31 faculty members, or 87% were affiliated with professional schools, the findings on institutional communication with faculty on program opportunities produced the

Table 8

Academic Profiles and

Perceived Impacts: 9 Faculty

Profile Category	9 Faculty Members
Affiliation with Professional Schools	8
Increase in Either Rank or Tenure (Attribution of positive consulting influence)	5* (5)
Increase in Volume of Research/Publications (Attribution of positive consulting influence)	7** (6)
Increase in On-campus Duties	4
Decrease in On-campus Duties (Attribution of negative consulting influence)	2 (1)
Increase in Teaching Duties	1
Decrease in Teaching Duties (Attribution of negative consulting influence)	5 (1)
Attribution of Positive Consulting Influence on Classroom Teaching	6***

* Since 1 faculty member already was a full professor and tenured, the "5" is out of a revised total of 8.

** The 2 faculty members not increasing never had nor were expected to conduct research.

*** Since 1 faculty member never taught classes, the "6" is out of a revised total of 8.

the following information:

A.   All five institutional administrative units communicated
directly with individual faculty members who were known, in the past,
to have consulted. Most of these individual faculty members were in
professional schools.

B.   Four institutions also communicated directly to certain
schools or departments, mostly through a designated individual who
then made selective distribution internal to his or her school or
department. The "certain" schools or departments were almost invariably
professional—business, education, public administration, social work,
architecture, commerce, or communications.

C.   Only one institution communicated MDTAC program information
to all schools; however, this was done through a designated person
who selectively disseminated information to departments or individuals.

SECTION III

PERCEIVED CONSEQUENCES AND IMPORTANCE

OF FACULTY CONSULTING

Part A of this section reports the findings on the conse-
quences of paid consulting activities as perceived by the consulting
faculty and the MDTAC representatives. Specifically, their views
toward colleague opinions, institutional benefits, and academic
relevance of consulting are described. Part B of this section reports
the attitudes of the consulting faculty toward the degree of personal
importance they attached to their consulting work. In both parts,
responses to the issues of academic relevance and personal importance
went beyond the exclusive area of the MDTAC program and encompassed
all paid faculty consulting activities. The responses of all 31
faculty members are described collectively without discrimination
for the 9 from VPISU.

Part A:

Perceived Academic Consequences of Consulting

On the interview instrument used for faculty, respondents
were asked (page four, number 9) if they "detected any attitudes
among NON-participating faculty colleagues" toward them as consultants
and their consulting work. Of 31 faculty members, 10 said they
detected nothing either positive or negative, but 18 believed they
sensed a feeling of jealousy or envy. The latter group indicated

the jealousy often took the form of haughtiness, disdain, or dismissal, which, they believed, ineffectively disguised a real wish to be involved in paid consulting. The other 3 faculty members noted attitudes of curiousity, admiration, or sincere dubiousness. When asked a similar question (page four, number 3), the 5 MDTAC representatives unanimously agreed that non-consulting faculty harbored feelings of envy or covertly jealous disdain toward their colleagues who consulted.

When the 31 faculty members were asked (page four, number 10) to consider the overall institutional significance of their consulting work in the MDTAC program, they were required to respond either (a) beneficial, (b) insignificant, or (c) detrimental. Twenty-four faculty members chose "beneficial" and the remaining 7 picked "insig-nificant." A similar question for MDTAC representatives (page four, number 4) produced 3 "beneficial's" and 2 "insignificant's."

On the interview instrument used for faculty, two questions were asked which allowed respondents to freely discuss the issue of whether or not, and in what way, they believed their consulting work was relevant to the academic environment and profession.[1] The first inquiry (page four, number 11) raised the question of the "congruency" between consulting and the "traditional norms and values of the academic work environment." The 21 faculty members, or 68%, who

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[1]As indicated in the introduction to this section, responses to these questions and others that follow in this section encompassed the entire scope of paid consulting activities, in addition to MDTAC work.

argued that consulting was <u>congruent</u>, listed several reasons for
their position:

1. Consulting was a form of community service that was a
spoken mission of their institution—a view most strongly stated by
the VPISU faculty, who were familiar with the "land grant" policies
of that institution (which, in large part, accounted for the non-
compensatory provision or policy operative in off-campus, extension
work of the faculty).

2. Consulting improved the breadth of knowledge of the faculty
member, which enhanced the teaching and learning of traditional
students and, ultimately, the reputation of the institution.

3. Consulting opened up research and publication interests
and possibilities.

4. Consulting fulfilled a moral and/or professional obligation
faculty should have to promote learning, advance knowledge, and
solve problems in their respective fields, regardless of the clientèle
being served or the vehicle of service employed (such as paid consulting).

5. Consulting was virtually a mandatory activity for professional
school faculty, who should be aware of the "real world" issues and
problems in order to better prepare traditional students for post-
graduation work and life.

The 10 faculty members who stated that consulting was
<u>incongruent</u> seized upon the term "traditional" (norms and values) to
justify their choice. Most believed that, with the exception of
their own "professional" school, their institutional-wide colleagues
would not see the congruency between consulting and academic work

expectations. The main argument of the 10 centered on the primacy

of research and teaching in the institutional reward system, which,

they believed, ultimately guided the working norms and values of

academic life. Their key point was that consulting, like service,

did not count and thus was looked down upon by most faculty. In

effect, that which was not recognized where it matters (promotion

and tenure) could not be congruent. (Interestingly, such a view was

not held by the 4 faculty members in social sciences and arts and

sciences—they were among the 21 who defended the congruency of

consulting). Finally, out of 31 faculty, only 4 individuals, from

those who picked congruency, believed most of their colleagues

would disagree with their opinion on this matter.

The second inquiry (page five, number 12) asked respondents

to consider whether they believed consulting was "appropriate or

inappropriate professional behavior" for faculty members. Unlike

the previous question on congruency, this inquiry reduced the possibility

of abstraction on the subject of consulting relevance and placed it

clearly on the personal, professional level of the respondent. All

31 faculty members said consulting for pay was appropriate behavior,

with only 2 noting that most of their colleagues might disagree with

them.

The basic arguments put forward by respondents in defense

of "appropriateness" were identical to those listed (earlier) by the

21 faculty members who chose consulting congruency. In addition,

however, a majority of the interviewees stated that consulting could

only remain appropriate if the faculty member so engaged did not

neglect his or her other, professional, academic responsibilties
(see section five of this chapter for further elaboration of this
attitude).

In response to a similar question (page four, number 5) put
to the discrete audience of 5 MDTAC representatives, all five
individuals defended the appropriateness of consulting work within
the context of academic professionalism. Their arguments in support
of their position were similar to those of the faculty respondents:
supporting the service mission of the institution, developing faculty,
benefitting traditional students, and bridging theory and practice.
An additional defense, by 3 representatives (and one raised by only
a few faculty members), was the legitimacy or appropriateness of
faculty, who were willing to make the effort, to earn supplemental
income (again, see section five).

Part B:

Personal Importance Attached to Consulting

Twenty-eight faculty members reported that their consulting
work has had a positive effect on their "sense of career satisfaction"
(page five, number 14). The principal points advanced in support of
their opinions focused on personal growth and development and outside
stimulation. Frequently pointing to the often restrictive life of
campus teaching and research, the majority felt that consulting
was a means to get away from the campus, to mingle with adults and
"real world" practitioners/doers, and to get immediate recognition
and feedback on their talents. Consequently, they argued, their

careers as professional were broadened and, as a result, were enhanced. Simultaneously, most respondents believed their purely academic careers became more satisfying due to their consulting, primarily in the area of teaching and relating to students in the classroom. Finally, 3 of the 28 faculty members voiced a connection between increased career satisfaction and additional income; however, they qualified the relationship by saying money represented a tangible form of recognition.

The 3 of the 31 faculty members who did not see a positive effect of consulting on their careers included 1 who simply sensed no effect and 2 who perceived a negative effect. The latter had different reasons: one individual was disappointed in his inability to perform effectively as a consultant, which, he said, depressed his sense of worth as a professional; the other individual felt he was too successful as a consultant, which, he said, eventually exacted too high a cost in his personal life and academic career.

To obtain an immediate, first thought expression from respondents on their feelings toward working as paid consultants, the faculty were asked "how really important" their consulting work was to them (page five, number 15). Twenty-three individuals said "very important," 5 stated just "important," 2 expressed "necessary or critical," and 1 declared "not too important."

In this regard, the 31 faculty members were next asked what they would do if their institutions, in effect, prevented them from working as consultants (page five, number 16). Sixteen respondents stated they

would leave, resign, or retire, 7 said they would stay and fight their institutions, and the remaining 8 believed they would do nothing, yet harbor feelings of embitterment and dissatisfaction.

SECTION IV

INSTITUTIONAL MDTAC CONSULTING POLICIES AND SUPPORT

DURING THE 1970'S: PRACTICES AND ATTITUDES

Part A of this section reports the findings on the existence
and changing nature of institutional policies or provisions which
governed paid faculty consulting activities in the MDTAC program
during the 1970's. Part B presents the findings on faculty perceptions
of the degree of institutional support and the quality and effects of
institutional policies governing MDTAC consulting. Part C concludes
by reporting the views of the MDTAC representatives on these policies
and their effect on the faculty.

Part A:

Status of Institutional Policies during the 1970's

As indicated in Chapter 3, both faculty and MDTAC representa-
tives were provided a written sheet of "Provisions: Definitions"
(Appendix D). The sheet listed SEVEN areas of institutional policies
or provisions that conceivably could exist as administrative controls
or guidelines on paid faculty consulting activities. Respondents
were asked to report on (a) whether each provision existed at their
institution, and (b) if so, what their views were toward each one.
When asked whether other policies or provisions existed that were not
on the list of seven, both faculty and MDTAC representatives could
not think of any.

For each institution, the following provisions were found
to have existed:

(a) Virginia Polytechnic Institute and State University:
compensation methods (no-pay provision, except in summer session for
non-contracted faculty); financial limits (for summer only, a per-
centage of the academic year salary); pre-approval (procedural or
administrative review); and, work evaluation (administrative review
of client evaluations). These provisions were in existence and
unchanged during the 1970's.

(b) University of Virginia: compensation methods (20% overhead
charge); financial limits (for the academic year, a percentage limitation
based on each faculty member's daily rate of academic year salary); and,
time limits (for the academic year, an average of one day per week).
The financial and time limits were established during the mid-1970's
out of a concern, according to the MDTAC representative, that a "few"
faculty members were too heavily involved in consulting work.

(c) College of William and Mary: compensation methods (20%
overhead charge); pre-approval (annual statement and authorization of
intended participation, submitted by each faculty member); and, time
limits (informal policy of one day per week during academic year).
These provisions were constant during the 1970's.

(d) Old Dominion University: compensation methods (20% overhead
charge); financial limits (for the academic year, a percentage limitation
based on each faculty member's total academic year salary); time limits
(informal policy of one day per week during academic year); and, work
evaluation (administrative review of client evaluations). These
provisions were unchanged during the 1970's.

(e) Virginia Commonwealth University: compensation methods
(15% overhead charge to 20% in late 70's); time limits (informal
policy of one day per week during academic year, which became
formally enforced during the late 70's, as a result of increased
concern, according to the MDTAC representative, that a "few" faculty
members were too heavily involved in consulting); and, work evaluation
(administrative review of client evaluations). With exceptions noted,
these policies were constant for the decade of the 1970's.

Finally, with respect to the existence of the above institu-
tional policies or provisions, there was virtually unanimity and
substantial agreement between the MDTAC representatives and their
respective faculty members.

Part B: Faculty Attitudes Toward
Institutional Policies and Support during the 1970's

On the interview instrument used for faculty (Appendix A),
the 31 faculty members were asked (page one, number 1 of part 1) to
choose among (a) active and genuine encouragement, (b) tacit approval
and support, (c) tacit disapproval and non-support, or (d) active
and genuine discouragement, to describe their attitudes toward their
institutions' overall support of faculty who consulted. Twenty-four
faculty members chose "tacit approval and support," 6 selected
"active and genuine encouragement," and 1, from VPISU, picked
"active and genuine discouragement" (stating it was the condition
produced, in effect, by the institution's non-payment provision).

A little later in the interview, the 31 faculty were

queried on which institutional policy or provision, governing their
paid consulting activities in the MDTAC program, stood out in their
minds "as most significant" to them (page one, number 2 of part 2).
While all 9 VPISU faculty singled out the no-pay provision of their
institution, the other 22 faculty members chose the following
institutional policies:

Fifteen indicated a time restriction of no more than one day
per week, on an average each academic year, could be spent in off-campus
consulting (even though a majority of these faculty felt the restriction
was an informal policy not always monitored);

Three pointed to an administrative pre-approval requirement
adopted by their institutions (as did, in a secondary thought, 5 of the
fifteen referred to immediately above);

Two said an institutional formula that imposed a financial
limit each academic year was most significant to them; and

Two recalled the presence of an institutional overhead charge
on their consulting work.

The 31 faculty members also were asked (page one, number 8
and page two, item 1) to comment on the effectiveness and efficiency
of their institutions' MDTAC administration. That is, in their
opinion, how well did their schools serve the administrative needs
of the faculty in their consulting work with the MDTAC program.
With respect to effectiveness (results quality), 17 faculty
members gave their administrative support units poor or somewhat
marginal assessments, with 3 saying things improved later in the
1970's, and 14 indicated good or satisfactory.

Regarding efficiency (processing quality such as timeliness),
24 faculty members scored their administrative units as being
satisfactory. The 7 who pointed to a measure of inefficiency in
their units were primarily concerned about what they thought was an
inordinate delay in processing payments for consulting work completed.

In another question (page two, item 2), respondents were
asked to comment on whether they believed any exceptions were made
for consulting colleagues by the administrative unit in the enforcement
of provisions governing MDTAC consulting activities. Seven of the 9
faculty members from VPISU said yes—that they believed the no-pay
provision was lifted on occasion as a bargain to effect participation
in the MDTAC program. Only 4 faculty members from the discrete
audience of 22 from the four institutions believed exceptions were
made, principally in the area of time limits.

Regarding the effects of institutional policies on them
and their consulting work in the MDTAC program, 5 faculty members
from the discrete audience of 22 said, with respect to time limitations,
their institutional policies hurt their volume or degree of program
participation (page two, item 3). On the other hand, 6 of the 9 VPISU
faculty felt their institution's no-pay provision hurt their participation
in the MDTAC program. Finally, from the total audience of 31 faculty
members, those 20 who stated they were not hurt indicated institutional
provisions neither hurt nor helped their volume or degree of
participation.

In a related question (page two, item 4), respondents were
queried on whether their institutional provisions helped or hurt the

quality (as opposed to volume) of their participation in the MDTAC

program. Of 31 faculty members, 1 interviewee felt helped by his

administrative unit's policy of reviewing MDTAC client evaluations

of his consulting work. The remaining 30 faculty members believed

their institutional provisions had no effect (neither helping nor

hurting) on the quality of their consulting work.

Part C: MDTAC Representative Attitudes Toward

Institutional Policies and Support during the 1970's

The 5 MDTAC representatives were asked (page one, number 1)

to choose among the same four descriptions offered to faculty in

assessing their institutions' overall support of paid faculty consult-

ing. There was unanimity for "tacit approval and support."

The 5 MDTAC representatives believed that their administra-

tive operation served the faculty in an effective and efficient manner

(page one, numbers 4, 5 and page three, item 2). However, most of

them felt that improvements were made during the 1970's, which, they

speculated, might account for some negative comments from participating

faculty regarding the earlier period.

All 5 MDTAC representatives claimed their institutional

policies or provisions were administered evenly among their respective

faculty (page three, item 3). None felt any individual exceptions

were made.

When asked (page three, item 5) if their institutional

policies or provisions helped or hurt the volume of faculty partici-

pation, 2 MDTAC representatives said their policies hurt (the no-pay

provision for one and financial limits for the other), 2 felt their
policies had no effect, and 1 believed the administrative support
procedures facilitated and thus helped faculty participation.

With respect to institutional policies or provisions helping
or hurting the quality of faculty consulting (page three, item 6),
3 MDTAC representatives thought their policies had no effect, 1 said
his no-pay provision probably hurt the enthusiasm of some faculty who
were aware of other institutional faculty receiving pay, and 1 believed
his policies helped faculty to respond more accurately to MDTAC
program needs, thereby improving the quality of consulting delivered.

Finally, when asked (page three, item 7) what they believed
the attitudes of their respective faculty were toward the existing
policies or provisions, the representatives said (a) mildly annoyed,
(b) disturbed but passive, (c) generally accepting, (d) somewhat
annoyed, and (e) unfavorable but not antagonistic.

In summary, then, the findings in this section suggest that
the MDTAC consulting policies of the five institutions generally were
broadly defined and loosely enforced, and that, with the exception of
the VPISU no-pay provision, most faculty believed they consulted
without significant administrative interference.

SECTION V

ATTITUDES TOWARD DESIRED INSTITUTIONAL
POLICIES AND SUPPORT FOR PAID CONSULTING ACTIVITIES

Part A of this section reports the findings on faculty attitudes toward the various types of institutional policies, provisions, or controls on paid faculty consulting as represented by the SEVEN areas referred to in Section IV and described in Appendix D. Whether applicable or not at their respective institutions, all 31 faculty members were asked to express their views on the desirability of each provision, from their perspective as paid faculty consultants. Finally, the faculty were given the opportunity to recommend what their institutions should do, if anything, to support them and the general practice of paid faculty consulting. Part B provides the responses of the 5 MDTAC representatives to a similar set of questions, but from their perspective as institutional representatives or administrators.

Part A: Faculty Attitudes Toward
Institutional Provisions and Support

The comments of the 31 faculty members toward the seven areas of institutional policies, provisions, or controls were derived from three related questions in the interview instrument (page two, items 5, 6, 7). In addition to requesting their direct opinions on each provision, the faculty were asked to address the kind of changes they would and would not support regarding institutional policies,

provisions, or controls. The effect of these inquiries appeared to give a clear picture of WHAT the faculty saw as desirable (and un-desirable) academic policies governing paid consulting work, as well as WHY they saw what they did.

Among the 31 faculty members, there was unanimity in the view that institutions were entitled to charge an overhead percentage of consulting fees earned by individual faculty members. Fifteen to 20 percent was considered reasonable by the faculty, who generally felt it was an appropriate charge to offset administrative support services at their institutions. Furthermore, a majority of the faculty mentioned the desirability of allocating a portion of the overhead charge to their respective schools or departments—to be used for faculty development, student assistantships, and/or applied research.

Twenty-five of the 31 faculty members argued that reasonable "time limits" on paid consulting was an appropriate institutional provision. The predominant allowance of one day per week averaged over the academic year was considered "reasonable." The majority believed that such a provision was neither a hardship nor improper, given that regular faculty were contracted for full-time professional duties which primarily centered on teaching and research. They also felt the existence of a clear policy on time limits might serve to avoid the possibility of consulting abuse (a condition they qualified as being inherently rare). The 6 individuals not favoring time limits objected throughout to any form of institutional provision, limitation, or control. Their main argument was presented in defense of independent, professional responsibility.

Fifty-five percent of the faculty had no problem with their institutions having a policy or provision of pre-approval and post-review of their consulting work—so long as these were of an administrative nature. That is, pre-approval and/or post-review were acceptable as devices to officially record consulting activities, either to maintain an institutional log of faculty community service or to monitor the generally acceptable time limits provision. The large minority (45%) were more suspicious of these devices, seeing potential institutional mischief in the mere collection of such information. They held the view that data collected would be data analyzed to eventually be used by those (administrators and/or faculty) who would seek to curtail consulting activities. Again, however, such a view was tempered by the notion that records would show only rare excesses; their concern was that the exception would precipitate a collective rule applicable to all faculty, without appropriate academic flexibility.

Finally, with respect to pre-approval and post-review, no faculty member supported such provisions as ways of evaluating the content or context of his or her consulting work. The faculty strongly believed it was professionally inappropriate for others in their institutions to judge the nature or quality of their work; for the most part, they also questioned the competence of others to do so. They argued that, in the final analysis, the beneficiaries (clients) of their consulting would evaluate their skills and abilities, as well as the educational worth of the knowledge imparted.

Twenty-eight faculty members did not believe their institutions should enact policies or provisions that prescribed or limited who they could consult with (client limits) or what they could consult in (work-type limits). They pointed out that questions of conflict-of-interest, academic relevance and implication, and instructional/ consultative propriety were matters of professional, behaviorial integrity and ethics, which ought to be determined by each individual faculty member. Of all the provisions discussed with the faculty, these two came closest in their minds to sounding the issue of "academic freedom."

With respect to an institutional provision placing financial limits on consulting work, 28 faculty members voiced clear objections. Essentially, they believed such a restriction was arbitrary and counter-productive. The imposition of a financial ceiling, they said, could not be justified as a rational way to control possible abuse of consulting (as could time limits); but rather, it could only be a direct result of those in the institution who were envious of the productivity—and additional income—of the consulting faculty. Also they objected to the implication of such a provision—that consulting work had a uniform dollar value. In effect, they felt, top notch faculty members who commanded higher fees would be penalized by being unable to consult up to either their own or institutional time potential.

In summary, the 31 faculty members held relatively mixed opinions on having institutional provisions on administrative pre-approval and post-review; yet, the divergence had no apparent

relationship to motivation, degree of involvement, or institutional
affiliation of the faculty. On the other hand, there was virtual
unanimity among the 31 faculty in support of institutions charging
an overhead percentage and establishing a reasonable limitation on
consulting time over the academic year. The 31 faculty members were
equally unanimous in opposing institutional provisions that
restricted clients and type of work and that limited the amount of
money they could earn. At the same time, as many as 19 faculty
members made explicit reference to their personal sense of professional
judgment as being the fundamental guide to their consulting behavior.
They pointed to their professional ethics and standards, coupled with
their awareness of collegiate relationships and expectations (and
not institutional policies and guidelines), that ultimately controlled
the activities of paid faculty consultants.

Toward the end of the interview, the faculty were asked
(page five, number 13) what their institutions could and should do
to influence--positively--faculty support and participation in paid
consulting activities. While only a few individuals doubted whether
their institutions could do anything, and thus were inclined to favor
no institutional activity, the substantial majority (27) appeared
highly interested in mentioning a number of concrete steps or actions
they felt were available to and desirable of institutions to initiate.
The following suggestions appear in order of their number of mentions:

1. Include consulting work in the institutional "reward
system" (21 mentions). That is, allow credit for consulting, as a
part of academic "service," along side of teaching and research in
promotion and tenure hearings.

2. Establish a clear policy on where the institution stands relative to paid faculty consulting (11 mentions). In short, whether the institution is for, against, or non-aligned, the posture should be clear and articulated. In absence of or in concert with an institutional policy, the academic schools and/or departments also should be clear and articulate on their consulting position.

3. Promote and sell the advantages of consulting to the faculty, the institution, and the community (11 mentions). Or, institutions should advertise the multiple benefits of off-campus service and should take initiatives in locating community clients for the faculty to serve. Such initiatives would complement and supplement traditional, on-campus teaching and research.

4. Implement more efficient administrative procedures to support the consulting activities of the faculty (8 mentions). Included in this suggestion were quicker payment schedules, clerical back-up, material aids, travel, and related academic logistics.

5. Publicize internally the consulting work and successes of faculty, as is done in the cases of research activities (5 mentions). Through publicity, the institution would be recognizing consulting as a legitimate academic function and norm.

Part C: MDTAC Representative Attitudes Toward Institutional Policies and Support

The comments of the 5 MDTAC representatives toward the seven areas of institutional policies, provisions, or controls were derived from one question in the interview instrument (Appendix B,

page three, number 9). In responding to changes each would like to
see in the future, the MDTAC representatives presented their versions
of the desired conditions regarding provisions governing paid faculty
consulting.

All 5 MDTAC representatives stated it was appropriate for
institutions to collect an overhead charge on faculty consulting work.
They pointed out that there were, indeed, a number of administrative
costs associated with logistically serving the consulting faculty
member, including client relations, payroll processing, materials
replication, clerical support, and general institutional communication
and liaison.

All 5 MDTAC representatives disliked any provisions that
set client limits, work-type limits, and financial limits. With
respect to the first two, they believed their institutions would be
treading on sensitive ground in establishing restrictions around
what they felt were areas traditionally reserved for academic (not
administrative) judgment. They did feel that their institutions could
emphasize, as part of their service missions, preferences for certain
clientele. However, clear statements of non-involvement, whether in
clients served or in the type of service performed, should remain
with individual faculty members and/or their departments, they noted.
Regarding financial limits, the MDTAC representatives were unanimous
in perceiving the disincentives associated with such a provision. They
argued that the imposition of dollar ceilings discouraged faculty from
consulting, at least openly, and thus had the effect of an anti-
consulting, institutional policy.

With respect to pre-approval, post-review, and time limits,
the 5 MDTAC representatives had mixed responses and viewpoints. On
the latter (time limits), one representative was opposed to such a
provision on principle; that is, he believed individuals managed their
time differently—what may be arduous for one faculty member may be
relatively easy for another. By definition, he said, time limits
forced an average upon work habits and behavior, which implied some
uniform expectation or norm of work efficiency that had no basis in
reality, especially among professionals. Another representative also
felt uneasy over the imposition of time limits, for reasons similar to
those just mentioned. However, he qualified his opposition by saying
that if time limits were imposed, they should be established by academics
at the departmental level and not by administrators to be applied
across the university. The other 3 MDTAC representatives were less
opposed to time limits. Their arguments seemed to favor a reasonable
limitation on time, as a legitimate institutional expectation upon
faculty who have been contracted to perform full-time academic duties.
Yet, they supported a flexible approach toward enforcing such a provision,
in recognition that situations may arise that call for individual
exceptions. For example, one representative stated the dysfunctional
nature of stopping an on-going client-consultant relationship (service)
simply because a faculty member's time allotment was exhausted. Such
rigid enforcement, he pointed out, would not only hurt the client and
the faculty consultant, but also bring discredit to the university.

Generally, all 5 MDTAC representatives were in favor of
administrative pro-approval and post-review, primarily as a way for

them to document the consulting activities of the faculty. Their
view on documentation, though, was supportive rather than restrictive.
As institutional representatives, they felt obligated to respond,
with accurate information, to other academic officials on who was
doing what in consulting work. They also argued that collecting data
on faculty consulting activities would serve as a historical record
of institutional service, as well as assist faculty members who
wanted to develop their careers and reputations. The representatives
additionally stated that pre-approval and post-review provisions
helped them do their jobs better--to identify and to recommend faculty
to clients requesting consulting services.

At the end of the interview, the MDTAC representatives were
asked (page four, number 5) what their institutions should do to
encourage (or discourage) paid faculty consulting. With unanimity on
encouragement, the MDTAC representatives suggested the following in
order of their number of mentions:

1. Include consulting work into the institutional "reward
system" (4 mentions). Their reasons were identical to those of the
faculty described earlier in this section.

2. Promote and sell the advantages of consulting to the faculty,
the institution, and the community (4 mentions). Again, their reasons
followed those of the faculty.

3. Provide greater administrative support for faculty who
consult (2 mentions). The two representatives felt that full adminis-
trative support was an inherent obligation of higher educational
institutions to their professional faculty.

Individual MDTAC representatives articulated additional institutional support/encouragement ideas: apply collegiate pressure to pursue research and publication stemming from consulting work; train (faculty development) the faculty in adult learning skills; argue the academic value of testing theory in "real world" situations; emphasize an institutional "moral" obligation to extend faculty talent beyond the campus; study the effects on traditional students who are taught by consulting faculty; and, recognize entrepreneurial behavior among the faculty in order to apply peer-pressure on faculty "deadwood."

Finally, given what the MDTAC representatives said about both historical (Section IV) and desired (this section) institutional policies and provisions, and to place these views within the context of contemporary reality, the representatives were asked (page three, item 8) what policy changes were being contemplated at their institutions. Three representatives were not aware of any changes under consideration (Old Dominion University, College of William and Mary, and University of Virginia). At Virginia Commonwealth University, consideration was being given to establishing and enforcing provisions in the seven policy areas, excepting limits on clients and type of work. At Virginia Polytechnic Institute and State University, certain provisions were, in fact, changed after 1979. The no-pay provision was eliminated and substituted for an overhead charge of approximately 20 percent. Simultaneously, financial limits and time limits were instituted to be enforced. No changes were made in the other four provisional areas (pre-approval, post-review, client limits, work-type limits).

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF FINDINGS AND CONCLUSIONS

Faculty Motivation and Degree of Involvement

Among the 22 faculty members who received financial compen-
sation for their consulting work in the MDTAC program, remuneration
was found to play an important part in their reasons given for parti-
cipation. Eighty-two percent of these faculty considered pay to be
"very important" to them, and almost seventy percent placed the
opportunity to earn supplemental income before benefits to teaching,
research, and academic status as their motive for engaging in off-
campus consulting. Also, when all 22 faculty members were asked to
rank any other reason for consulting more important than money, 10
could or would not. Meanwhile, the 12 who did selected non-academic
reasons, which included recognition by off-campus professionals,
personal skill development, and helping the community. This latter set
of findings seemed to be relevant, for even among those faculty members
who ranked remuneration as their prime reason for consulting, there
was an almost equally strong secondary attachment to the benefits and
rewards stemming from the referenced non-academic areas.

The importance of non-academic recognition, personal develop-
ment, and community service was demonstrated by the findings on the
motivation of the 9 faculty members from VPISU, who received no

financial compensation for their consulting. While these faculty indicated some importance to improving academic status as a motive, which reflected a traditional higher value placed on service in the VPISU mission and reward system, they also emphasized personal recognition and development as significant motivators in their decisions to consult. These factors, without the opportunity to supplement incomes, appeared sufficient to motivate and sustain VPISU's faculty participation in the MDTAC program.

The opinions of the MDTAC representatives also confirm the importance of financial compensation. At the same time, though, they were unanimous in stating that ego satisfaction occuring with recognition was a major contributor to the decisions by their faculty to consult.

With respect to volume or degree of consulting involvement in the MDTAC program, all 31 faculty members were fairly evenly distributed among the categories of Heavy, Moderate and Light users. There was not found any apparent historical relationship between the degree of involvement and the financial motivation of the faculty. For example, the percentage of Light users who indicated a "strong" or "significant" financial reason for becoming involved was comparable to that of Heavy users. Hence, the findings reveal that the level of consulting activity among the faculty in the MDTAC program had no direct bearing on the attitudes of faculty to supplement their incomes. Thus, while additional money was important to most of the faculty, income enchancement did not appear to be the determinant factor in the variations that existed among the faculty with respect to the

volume of their participation as paid consultants in the MDTAC program.[1]
Other factors, such as a need for recognition, a desire to work off-
campus with adults, personal skills, availability, and talent, seemed
to play more significant roles in the consulting workload variations.
Furthermore, the fact that there were as many Heavy users as Light
users at VPISU also suggested the comparable importance of non-cash
motivators behind faculty decisions to invest their time in consulting
work in the MDTAC program.

Based on the findings on motivation, as well as degree of
involvement, it is concluded that remuneration was important but not
critical as a motivator or reason behind faculty choosing to consult
in the MDTAC program. In this regard, sufficient evidence exists to
suggest that a substantial number of faculty would have participated
in the program even if no pay were involved. However, the importance
attached to remuneration by most faculty simultaneously suggests that
the absence of pay would have probably produced a measure of dissatis-
faction, and in the long run, might have served as a de-motivator in
the decisions of faculty to continue their involvement. Such a con-
dition would have been especially true for those faculty in institutions
which did not have a strong service mission that traditionally would
have reflected consulting, to some degree, in the reward system. VPISU,
which had the strongest service mission, was more capable/willing to
recognize its faculty for their consulting and thus sustain relatively
active program participation in spite of its no-pay policy.

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[1]See qualification of the relationship between the degree of
involvement, as defined by Heavy, Moderate, Light categories, and
financial motivation--Chapter 4, Section I.

The need for some personal benefit or reward, either individual remuneration or institutional recognition in the reward system, would thus seem to be a necessity to ensure a continuing commitment by faculty to participate in off-campus consulting activities. With respect to faculty involvement in the MDTAC program, this conclusion appears to bear out the findings of McAleer that money ultimately served as a "satisfier" rather than a "motivator." It also tends to support the arguments of Worthy and Apfel, McAllister, and Patton regarding the importance of pay and/or reward systems in sustaining faculty interest in off-campus activities.

Academic Profiles and Perceived Impacts on Consulting Faculty

Among the 31 faculty members who consulted in the MDTAC program, 18 or 58 percent were either full or associate professors and 12 or 39 percent were tenured before their consulting work began in the program. Such figures tend to reinforce the findings of others, particularly Hanna and Murphy, regarding the greater involvement of older, senior faculty in consulting activities. In addition, the communication of program information by MDTAC representatives often had the effect of more readily identifying more "experienced" faculty, which tended to work to the disadvantage of junior faculty. However, unlike the conclusions of Caplow and McGee, no evidence existed to reveal a deliberate discrimination against junior faculty for financial reasons.

In keeping with the findings of other researchers, especially Lanning and Murphy, most faculty consulting in the MDTAC program came

from professional schools (87 percent). However, that 13 percent did
come from the liberal arts in a program geared to organizational/
management development (which perhaps should have been the exclusive
purview of professional school faculty) does suggest the possibility
of a variety of consulting opportunities, in areas not necessarily
business related, that should be available to a broader range of
faculty disciplines. For example, liberal arts faculty might serve
as paid consultants in such areas as politics, community action programs,
public museums and art centers, and cultural institutes for inter-
national trade and development.

Among the 31 faculty members, 20 experienced an increase in
either rank or tenure during the years of their MDTAC program
participation, and 16 of these or 80 percent claimed that consulting
had a positive influence in institutional decisions to promote and/or
tenure them. However, as demonstrated in this study's other findings,
the positive influence was not a clear-cut, objective set of standards
built into a formal reward system; but rather, the positive influence
(with moderate exception for VPISU) was more the informal and personal
prestige that accompanied their consulting work, which could not be
subjectively discounted by colleagues during formal reviews or evaluations
of faculty.

The findings on consulting effects on research, on-campus
service, and teaching tend to confirm the writings of others, namely
Patton and Marver and Marsh and Dillon. That is, among the 31 faculty
members, the volume of research and publication activities were high--
2-3 publications per year per each faculty member -- compared to the

general average of all faculty. And, more than half of the 31 faculty claimed that their consulting aided their research and publications, and more than half again actually increased their time devoted to research during their period of consulting.

The level of on-campus service provided by the consulting faculty both increased and decreased depending on academic issues at any given point in time. None of the 31 faculty members thought that their consulting activities influenced on-campus service one way or the other.

The 31 faculty saw no consulting influence on their teaching loads, although several did acknowledge that they scheduled some of their classes to convenience their consulting. More importantly, though, a large number of faculty (25) felt their consulting made them better teachers in the classrooms.

With respect to the effects of consulting on these three areas—research, on-campus service, and teaching—the MDTAC representatives overwhelmingly confirmed the views of the 31 faculty.

From the findings on academic profiles and impacts of consulting among the faculty involved in the MDTAC program, it is concluded that the opportunity to consult in the MDTAC program attracted predominantly professional school faculty, many of whom already were securely established at their universities. Furthermore, these faculty generally were very active in pursuing their other professional duties as academics. While there can be no certain statement made regarding the degree to which their consulting helped them in their research and teaching, for example, most faculty seemed to benefit from consulting

in various professional ways aside from supplementing their incomes.
No evidence was found to conclude that faculty consulting had any
negative effect on promotion, tenure, research, on-campus service,
or teaching. And, with the exception of on-campus service which
remained unaffected, it is concluded that the common perception among
the faculty was that their consulting had a beneficial effect on
academic status, research/publication, and teaching.

Perceived Consequences and Importance of Faculty Consulting

Among the 31 faculty members, 77 percent were found to believe
their consulting activities benefitted their respective institutions.
The benefit was seen as twofold: the school was better off with
consulting faculty, who tended to be professionally active and
productive academics, and the school gained prestige and better
relations with off-campus organizations. At the same time, and perhaps
unfortunately, most of the consulting faculty (58 percent) believed
their non-consulting colleagues were envious or jealous of those who
consulted. In both categories--institutional benefit and non-
consulting colleague attitudes--the MDTAC representatives tended to
agree with the consulting faculty.

No conclusion can be drawn regarding the validity of non-
consulting faculty attitudes nor the basis for whatever attitudes that
did exist. However, from the findings, it may be concluded that the
consulting faculty perceived doubt and even suspicion among the general
faculty regarding either the legitimacy or liberty of paid consulting
as a professional activity.

With respect to consulting as a leigtimate professional
activity for faculty, 68 percent of the 31 believed their off-campus
work was "congruent" with traditional academic norms and behaviors.
This belief was based primarily on the linkage they saw between
consulting and institutional "service" missions, and secondarily on
the notion that consulting was a form of applied research and extended
teaching. In this regard, the attitudes of most consulting faculty
tend to support the view of McAllister that teaching, research, and
service (including consulting) should be considered complementary
phases of all scholarly activity. On the other hand, the 32 percent
who felt consulting was "incongruent" tied their belief to the
institutional reward system. That is, since their schools tended not
to recognize their consulting work, then it could not be considered
a facet of academic professionalism, and thus was not congruent with
traditional norms and behaviors expected of faculty.

The legitimacy of consulting received unanimous positive
response from the 31 faculty members, when expressed in terms of
appropriate professional behavior. Even those faculty who questioned
the congruency of their consulting were not at all unsure that their
off-campus work was a proper form of activity for them. Essentially,
the propriety of consulting was linked to the effects that consulting
produced in generating research and publications, in enhancing class-
room teaching, and in fulfilling the community service obligations of
academia. Also, the MDTAC representatives were unanimous in supporting
the idea that consulting was an appropriate professional activity
for faculty.

From these findings, it is concluded that paid faculty consulting is considered to be a legitimate professional activity in the opinions of faculty so engaged. The consulting faculty are convinced that their off-campus engagements are appropriate professional functions for academics. And, given the professional productivity and status of consulting faculty, as reported earlier, it would seem that a defense of paid consulting as a legitimate professional activity would be a strong one.

Consistent with Lanning's findings on the overall career satisfaction of consulting faculty, it was found that 90 percent of the 31 faculty members felt satisfied with their professional careers, which they believed were significantly enhanced by their consulting activities. Important to this finding were the reasons given in support of this perception among the faculty—to have contact with adults off-campus and to secure recognition, as well as to improve and develop skills which translated back into traditional academic pursuits, especially teaching. Such reasons reinforce the earlier conclusion regarding the importance of personal recognition and development as motivators behind faculty decisions to consult.

In the same vein, 97 percent of the consulting faculty were found to rate their consulting activities as very important or critical to them in their professional affairs. For faculty who either have consulted or who desire to consult, it may be concluded, as Caplow and McGee did, that such faculty might consider the availability of consulting opportunities as a criterion in their selection of a faculty appointment.

Similarily, over half of the 31 faculty members indicated they would leave their institutions if their consulting activities were institutionally restricted in any significant way. Another 25 percent would place their reputations and status on the line by overtly blocking such institutional restrictions.

Finally, the findings on the degree and nature of career and personal importance attached to consulting by the 31 faculty suggest that consulting faculty tend to be oriented toward the "cosmopolitan type" of academic described by Gouldner. In addition to having published more than their colleagues, the consulting faculty viewed their careers as pursuits identified both on and off-campus. Recognition by non-academic peers was valued, as was their perceived freedom to abandon their institutions in order to obtain professional satisfaction. Hence, external communication and contacts and broad professional loyalties tend to describe both cosmopolitans and the large majority of the 31 faculty members.

Institutional Consulting Policies: Existing

Seventy-seven percent of the 31 faculty indicated that their institutions at best provided them with "tacit approval and support" in their consulting arrangements. This view tended to support the general feeling among the faculty that the Virginia institutions either ignored or mildly tolerated paid faculty consulting activities. With the exception of the VPISU faculty, which identified the no-pay provision of their institution as the one most prominent in their minds (and which reiterates the importance of remuneration), the consulting faculty selected "time limits" as the most operative institutional

provision that affected them in their consulting activities. Since, as indicated in other findings, time limits were not viewed negatively by most faculty, it becomes clearer that overall the Virginia institutions were not very active in policing the consulting activities of their faculty.

In addition, the consulting faculty generally had favorable opinions of the efforts of the MDTAC units to assist them in their consulting arrangements. What complaints were made tended to be reflections of a larger institutional ignorance of or disregard for providing administrative support for consulting activities. The absence of clear and enforced policies and institutional interest generally was found when over 65 percent of the faculty claimed that existing policies neither hurt nor helped them in their consulting activities. (Two thirds of the VPISU faculty, however, felt hurt by the no-pay provision).

Finally, with respect to the MDTAC representatives, the findings did not produce any notably different opinions from those voiced by the consulting faculty. Agreeing that the institutions generally gave only "tacit approval and support," the MDTAC represent- atives mostly believed the consulting faculty were unaffected by institutional policies governing paid consulting. Yet, all five representatives thought the faculty were not fully satisfied with the status of the institutional policies.

From the findings, it is concluded that the Virginia institu- tions did not actively interfere with or support the consulting activities of their faculty, that the no-pay provision of VPISU was

seen as unacceptable, and that changes in institutional attitudes and
policies were desired—assuming, of course, they were the "right" changes.

Institutional Consulting Policies: Desired

Among the 31 faculty members, there was both virtual
unanimity and disagreement over the various provisions available to
institutions in governing paid faculty consulting activities. Unanimity
was found in the propriety of institutions charging an overhead fee to
compensate the schools for administrative services in support of
consulting engagements. Also, 81 percent of the consulting faculty
believed that reasonable limits on time (approximately one day per week)
was a legitimate restriction for institutions to employ. At the same
time, and on the other hand, 90 percent of the consulting faculty
opposed any restrictions on who they could consult with (client limits)
and what they could consult on (work-type limits), as well as on the
amount of money they could earn through consulting (financial limits).

Such bipolar, virtual unanimity on these five provisions—
overhead fee, time limits, client limits, work-type limits, and
financial limits—seemed to be consistent with the findings of other
researchers, such as Namminga, Dillon and Bane, and Aggarwal, who
have argued that "acceptable" institutional policies should probably
include limitations on time, but not on consulting income. (This
latter point—financial limits—was finally brought home to VPISU,
which abandoned its no-pay provision, although a financial ceiling
was subsequently established.) These same writers, however, also
argued in favor of faculty obtaining "prior approval" from their

institutions for their consulting arrangements. Clearly, the views
of the 31 faculty members were divided over such a provision.

A slim majority (55 percent) believed prior approval was
an appropriate institutional requirement, that colleges and universities
had the right to know about and approve the other professional
activities of their full-time faculty (employees). The 45 percent
minority, however, were suspicious of the record keeping associated
with prior approval. They argued that institutional documentation would
surface an individual rare abuse, which would result in stiffer controls
applicable to all faculty. (As evidenced by the rationale given for
stricter controls at the University of Virginia and Virginia Commonwealth
University, it would appear as though the minority may have raised a
valid point.)

Finally, over 60 percent of the consulting faculty believed that
the most legitimate and workable institutional policies were those
that ultimately relied upon the professional judgment and ethics of
the faculty. In this regard, the faculty appeared to be endorsing the
views of Dillon, Shulman, and Maidment and Losito, viz, the best controls
are self-controls that should openly be addressed and articulated
between the faculty members, within departments, and among the general
academic community.

Meanwhile, and once again, there seemed to be agreement between
the consulting faculty and the MDTAC representatives. The latter
favored limits on time, overhead fees, and prior approval; they opposed
limits on money, clients, and type of work. They also believed the
faculty themselves constituted the best mechanism to regulate and

enforce consulting policies.

From the findings, it is concluded that institutions should consider having consulting policies that prescribe a method of prior approval and a reasonable limitation on time. Such policies, though, should be developed and administered at departmental levels, where they can be flexibly applied and ultimately guided by the professional faculty. Flexible allowances, however, should not permit the existence of unclear and unenforceable provisions; overall, institutions should insist upon reliable, equitable, and consistent administration of consulting policies at departmental levels. Simultaneously, and assuming no changes in reward system recognition of consulting, institutional officials should avoid placing limitations on consulting income and should refrain from specifying the nature and clientele of consulting work.

Although the consulting faculty generally were found to prefer an unobtrusive and low-key role for institutions to play in the consulting affairs of academics, they nonetheless overwhelmingly (87 percent) endorsed certain institutional changes that implied a more assertive and supportive role. Specifically, the most mentioned recommendations of the 31 faculty were: the clarification of consulting policies, whatever their content; the recognition of consulting in the reward system; and, the administrative support and promotion of consulting activities.

In one respect, the recommendations of the consulting faculty appeared to be consistent with the recommendations of Trow, Murphy, and Dillon and Bane who have argued for clearer and enforceable

policies, as well as consistent with the large number of authors who
have bemoaned the failure of institutional reward systems to recognize
"service," which includes consulting. In another respect, the 31
faculty members once again found themselves in agreement with the
MDTAC representatives, who also singled out clearer policies and
reward system recognition as desired institutional changes. Lastly,
the consulting faculty members' recommendations appeared to reflect
a desire among them to relate, officially, their consulting activities
with the professional norms of academia. There seemed to be a pre-
ference among these faculty for institutions to establish academic
incentives—perhaps in the reward system—for consulting, which
implies the important role that recognition plays in the minds of
consulting faculty.

From these findings, it is concluded that most paid faculty
consultants believe their institutions should re-examine their
existing policies governing paid faculty consulting and should avoid
not taking clear positions on this professional activity. The
consulting faculty, as well as others who have studied the matter,
have concluded that clear and enforceable policies are desirable
both for those who consult and for the institutions which must
respond to internal and external criticism of paid consulting.
In addition, if institutions seek to go beyond the kinds of limited
controls concluded earlier relative to departmental level administration of
time limits and prior approval, then a serious examination of the value
and status of consulting, as an extension of a service mission,
should be considered. That is, any controls on the "built-in"

rewards and benefits of paid consulting, such as financial limits or
tighter restrictions on time, client types, and nature of work,
should be accompanied by the substitution of institutional rewards
as reflected in promotion, tenure, and advertised kudos. Most paid
faculty consultants believe that the recognition associated with
professional consulting should be acknowledged and cultivated in
academic circles.

SUMMARY OF CONCLUSIONS

To assist the reader in identifying the major conclusions of
this historical study, the following list is provided.

1. The opportunity to earn supplemental income is important
but not critical to faculty members in their decisions to consult.
And, while variations of financial interest exist among the faculty,
such variations are not reflected in the volume or degree of consulting
activities in the MDTAC program.

2. Professional recognition, personal development, and
community service play significant roles in motivating faculty to
consult.

3. Remuneration and/or recognition of consulting in institu-
tional reward systems are critical to sustaining faculty interest and
commitment to consulting.

4. Professional school faculty and faculty who also tend to
be more established members of their departments dominate the paid
consulting activities in programs geared to organizational/management
development. However, evidence exists, in the form of non-professional

school faculty participation in such programs, that a broader range of faculty disciplines can be involved in a variety of paid consulting engagements.

    5. Paid faculty consultants report no adverse impacts on their other professional academic duties. Moreover, consulting faculty are relatively prolific in their reserach and publications, remain attentive to on-campus duties, and carry their share of teaching loads.

    6. Paid faculty consultants believe their consulting activities benefit them in achieving promotion and tenure, in engaging in research and publication, and in teaching traditional students.

    7. Paid faculty consultants perceive doubt, suspicion, and perhaps envy among the general faculty regarding the liberty and legitimacy of paid faculty consulting. For those who either have consulted or wish to consult, or for those who have administered institutional consulting policies, there is perhaps no question that paid consulting is an appropriate professional activity for academics.

    8. Faculty who consult tend to be satisfied with their professional careers and attribute a measure of their satisfaction to their consulting activities. The opportunity to consult, or the lack thereof, is perhaps an important factor in the employment and retention of academics who have consulted or wish to.

    9. During most of the 1970's, with the exception of a no-pay provision at one institution, the consulting policies of the Virginia universities studied followed traditional practices of vague, informal unenforced guidelines. While such practices/policies neither helped

nor hurt the consulting faculty, there was dissatisfaction with their status.

10. The existence of clear and enforceable policies, promulgated and administered at departmental levels, relative to prior approval and reasonable time limits are acceptable institutional policies. Limitations on consulting income, on clients, and on types of consulting work are unacceptable to consulting faculty.

RECOMMENDATIONS

Faculty

1. A faculty member involved or wishing to become involved in paid consulting must maintain his or her professional integrity above the personal desire to supplement income. When the pursuit of money takes precedence over all else, inevitably the individual is compromised, the client is cheated, and the profession is embarrassed. It is the individual professional who is responsible for regulating the ethical standards of his or her work. Specifically, a faculty member can do several things to ensure that consulting remuneration remains in an appropriate priority. First, the individual should consider consulting only in the acknowledged field of expertise and wisely use professional time available. The faculty member ought to be cognizant of the fact that the college or university, as the employer organization, expects a "full-time" commitment and has budgeted a salary accordingly. Second, the individual should evaluate and build a relationship between the consulting and other professional activities in teaching and research. Third, it may be prudent and

advantageous for several parties for the faculty member to encourage and invite colleagues to become involved in his or her consulting arrangements. Fourth, the individual might well use client contacts to benefit classroom students and to attract new students into traditional academic programs. Fifth, and perhaps most importantly, the individual might well evaluate the consequences of becoming materially dependent upon the supplemental income gained through consulting.

2. Faculty members of all disciplines should meet to discuss ways of broadening their professional activities beyond traditional on-campus duties. Not all off-campus engagements may result in immediate financial gain; yet, the recognition and stimulation of outside activities can enrich the individual professional in a variety of ways. And, for those who are active and entrepreneurial, the payoffs can be both subtle and profound. In most cases, active professionals with external reputations generally get rewarded.

3. In addition to those things which the individual can do, faculty members as a whole should police their own professional activities. Disdain for outside criticism is no substitute for the careful and deliberate airing of professional standards of conduct and ethics. Open and periodic assessments by faculty of their activities and behaviors do not constitute an invasion of privacy or academic freedom; but rather, such public reviews are a sign of professional maturity and a signal to others that the faculty themselves are aware and capable of addressing their academic responsibilities and ethical obligations.

Academic Administrators

1. College and university administrators should consider
the value of paid consulting as a professional activity of institutional
faculty. If paid consulting is to be regarded as a legitimate function
for academics, then administrators ought to discern ways of supporting
the faculty. Accordingly, administrators need to be cognizant of the
intents and motives of outside and inside critics of paid faculty
consulting. Detailed rules and regulations may satisfy the quantitative
needs of government agencies, but may be too burdensome and inconsistent
with the qualitative nature of the academic profession. Tight
restrictions on pay and time may appeal to some academic critics, but
may be an affront to others who might interpret such measures as
circumscribing the behaviors of the profession. For academic adminis-
trators, supporting consulting faculty perhaps means that if the
institution is not included to take action to offer positive rewards
such as promotion and tenure for consulting, then it may not be
appropriate to take action to install negative rewards like strict
limitations for consulting. It also means that institutions should
evaluate faculty members on the basis of equivalent criteria. That
is, if non-consulting faculty are judged individually on how well
they meet their academic obligations of teaching and research,
regardless of how they spend the balance of their time, then should
not consulting faculty be judged similarly? If there are to be
performance expectations for faculty who consult, does that not imply
some expectation for faculty who do not? In effect, does the
institution have one set of standards for active entrepreneurial

faculty and another set for those who are more sedentary and cloistered? Finally, supporting consulting faculty perhaps means the academic administrator should come to terms with the fundamental institutional concern associated with paid faculty consulting. In many respects, this concern centers on the issues of time and money. If the institution cannot tolerate disproportionate incomes, then the college or university should articulate its position and not just rely upon academic arguments to justify the implementation of ceilings and other restrictive measures. However, if the institution claims no desire to limit the financial compensation of entrepreneurial faculty and only wishes to ensure that regular academic duties are fulfilled, then the college or university should focus on the quality of time spent on academic matters and not on what the faculty member does in unrecognized professional activities on his or her own time. In effect, the institution concerned about time, and not money, should have no more interest in monitoring traditional non-academic time of their faculty whether they engage in paid consulting, religious activities, politics, or gardening. If, however, the institution argues that consulting is an "academic matter" and a part of "academic time," then the institution lends official endorsement to the consulting faculty perception that consulting is academically congruent and appropriate, which, in turn, raises the question of recognizing consulting in the reward system. Perhaps a positive and supportive approach to dealing with the matter of time quality would be not to limit consulting to one day per week, for example, which surfaces the pointless debate over whether a week is 5 or 7 days, but to require that at least four days per week on the average be devoted to "traditional" academic duties.

2. Academic administrators, while being supportive of consulting faculty, should nevertheless hold the faculty and their departments accountable for carefully administering and monitoring the activities and behaviors of academics, where appropriate. For example, conflicts of interest, intellectual bias, and potential abuses of institutional resources must be guarded against. Additionally, administrators are entitled to at least be aware of the professional activities of college and university personnel. Institutional knowledge of teaching and research activities should be extended to include service and consulting arrangements. Such extension would not necessarily recognize consulting as an "academic matter," but would reflect a reasonable need for any employing organization not to be caught ignorant of the professional affiliations and engagements of its personnel. And, as in the cases of teaching and research, the objective of requesting information would be awareness and not control.

3. Academic administrators should work to clarify and to articulate their institution's position on paid faculty consulting. By publicly identifying this activity as a legitimate academic function, then the various professional aspects of paid consulting can be surfaced openly and, where necessary, defended. At a minimum the President and Governing Board of an institution should be knowledgeable of the consulting activities of the faculty. Support for paid faculty consulting might well be greater than expected from Governing Boards, many of which are composed of entrepreneurial professionals. Furthermore, the administrators should raise the

question, and perhaps initiate the debate, over whether faculty
consulting activities are consistent with the mission of the institution
and, if so, whether such activities ought to have more formal
consideration in the promotion and tenure reviews of faculty members.
Finally, in studying or revising their policies, institutional officials
should be mindful of the value of ultimate control residing among the
faculty and of the importance of recognition, as reflected by either
financial compensation or institutional acknowledgement and rewards,
or both.

Government Administrators: State Government Officials

1. Government administrators need to be cognizant of the
fuller purposes of universities, beyond the public image of college
teaching. Thus, despite the new technology and the push to
quantitatively measure all forms of human productivity, administrators
must acknowledge the existence of research and service activities that
do not lend themselves easily to tabulated analyses. It is difficult,
if not impossible, to numerically measure the societal benefits of
research or the enhanced effectiveness of a faculty member that might
be attributable to consultation. Descriptive measurements that focus
on cost-effectiveness and cost-benefit often will tell more about the
vitality of a higher educational institution than the best devised
input/output measures.

2. Government adminstrators must recognize the unique
characteristics of the academic labor force. Unlike professionals in
non-academic bureaucracies, faculty have a peculiar set of

traditions and norms that seem to defy pressures to unify and standardize. The individualistic professional egos of faculty have traditionally been sensitive and outspoken in the wake of external criticism and authority (even though many faculty have intellectually surrendered their claims to this tradition by opting for collective bargaining). Hence, government administrators should avoid insisting that institutions regulate their faculty in a manner similar to non-academic professionals.

3. Government administrators should receive appropriate information and confirmation from higher educational institutions on certain aspects of those subject areas specified earlier under "academic administrators."

Researchers

1. Further study of the academic impacts of faculty consulting would appear to be needed. In addition to evidence gleaned by researchers from the Carnegie Commission surveys, as well as the views expressed by consulting faculty in this study, more detailed cause-and-effect analyses would seem important to ascertain the extent to which consultation influences research, publications, and teaching. For example, with respect to the latter, do consulting faculty receive higher marks in teaching competence and methodology than their non-consulting colleagues?

2. Research into strategic models to involve a broader range of faculty expertise in consulting arrangements would seem to be warranted, given the historical domination of professional school faculty. What areas in the community might be served by liberal arts

faculty in consultative capacities, and how can institutions and/or departments facilitate linkages between these faculty and the service areas?

3. With institutions seeking ways to attract students and money, research into approaches that would enable institutions to take greater advantage of the "town and gown" relations generated by consulting would seem to be highly useful.

4. Further study also is suggested in the area of the relationship between teaching, research, and service. The maintenance of these three concepts has traditionally implied a prioritization of professional effort among the faculty. Consulting may be considered an extension of service, but how accurate or useful is such a notion when, or if, it can be demonstrated that consulting also is an expression and a reflection of research and teaching?

5. With respect to <u>paid</u> faculty consulting, it would seem desirable from an administrative standpoint to further analyze the relationship between individual financial compensation and institutional reward systems. For example, if colleges and universities formally acknowledge consulting activities in promotion and tenure considerations, would faculty continue to press the importance of remuneration in their consulting engagements?

6. While much is known about the nature of institutional policies governing paid faculty consulting, little is known about the effectiveness of such policies among institutions of different size and type across the nation. What has been the experience of various schools, what changes have they made, and why?

7. Additional information is needed on the extent to which paid consulting is a means for faculty to supplement their financial earnings. While significant evidence exists to support the notion that recognition is a key motivator in consulting, it is conceivable that income enhancement may become an even more important variable as an increasing percentage of faculty engage in paid consulting and as institutional salaries continue to fall behind professional expectations.

8. Finally, further research into the attitudes of top university officials toward paid faculty consulting would seem to be warranted. Current literature suggests that governing boards, presidents, and other high level officials often are unaware of the off-campus, professional activities of their faculty. Questions of professional legitimacy, official recognition, and institutional governance of paid faculty consulting might well be raised in studying the views of the college hierarchy.

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APPENDICES

Appendix A

Questions for Faculty

Questions for Faculty: I   Page one

Introduction:

1. Provide (or read to) each interviewee with Overview sheet
   of interview purpose.
2. As you read (or heard) from the Overview sheet, the
   Commonwealth of Virginia operated a central training and
   development program that relied heavily upon faculty as
   consultants or trainers. Furthermore, it was the policy
   and practice of this program to make financial payments for
   services rendered by faculty in a manner determined by
   the institution and its participating faculty.
3. Please remember that ALL questions that follow focus on
   the decade of the 1970's. We will refer to the Virginia
   training program as the MDTAC program.

1. In addition to the MDTAC program and including all other off-campus
   consulting activities of the regular faculty, would you say your
   institution's OVERALL policy and posture toward the faculty was one
   of (a) active and genuine encouragement, (b) tacit approval and
   support, (c) tacit disapproval and non-support, or (d) active and
   genuine discouragement?

2. Would you say this overall policy and posture operated any differently
   for the MDTAC program? If yes, how/why?

3. Do you recall when and how you first heard about the opportunity
   for consulting work in the MDTAC program?

4. At that time (when you first heard), what interested you most about
   the MDTAC program in terms of your wanting to become involved?

5. Do you recall the year of your first MDTAC contract? _____ How
   many contracts have you had since then and up to December 1979? ___.

6. At the time of your FIRST contract with the MDTAC program, had you
   done any other off-campus consulting involving remuneration from
   clients? Yes/No.

7. Since being involved in the MDTAC program, has your other off-campus
   consulting involving remuneration from clients (a) increased,
   (b) remained the same, (c) decreased?

8. During the 1970's, one unit of your institution, for most of the
   time, was given the responsibility for representing the institution
   and the faculty in the MDTAC program. How effectively did this unit
   inform you of MDTAC program opportunities, especially in providing
   you with knowledge of specific project proposals from Virginia
   clients?

Questions for Faculty: I   page two

1. Collectively -- which may include your institution at large, your school/department, and/or the internal MDTAC unit -- did your institution operate a policy containing any requirements or restrictions that governed your participation in the program?

2. Of the requirements and restrictions that come to mind, which one or ones stand out as most significant to you?

3. The following list of requirements and restrictions on paid consulting activities are sometimes found in whole or in part in a number of institutions.

>   (hand interviewee the definition sheet -- go over the terms and definitions)

>   (then, using the Matrix, read off the provisions -- asking for confirmation of their existence or non-existence in each case)

>   (then, ask the listed questions in the verticle column on the Matrix)

QUESTIONS FOR FACULTY

Questions	Methods Comp.	Financial Limits	Pre-Approval Work	Time Limits	Client Limits	Work Type Limits	Work Evaluation	Other	Comments
Administratively Efficient?									
Administered evenly among the faculty? exceptions?									
Helped/Hurt the volume of your participation?									
Helped/Hurt the Quality of your Participation?									
Your Attitude Toward?									
Changes you would NOT like to see?									
Changes you would like to see?									

Questions for Faculty: II   page three

1. (Ask interviewee the following questions for the two periods; status at initial involvement and status by December, 1979.)

Questions	Initial Involvement	December 1979
a) School/department affiliation?		
b) Length of employment?		
c) Rank?		
d) Tenure status?		
e) Volume of published works?		
f) Approximate % of time spent on scholarly research?		
g) Teaching load?		
h) Teaching schedule?		
i) Approximate % of time spent on faculty committees and other off-campus activities?		

2. Do you believe your participation in the MDTAC program affected your academic status with respect to (a) rank? _____ How? _____ (b) tenure? _____ How? _____.

3. Do you believe your participation in the MDTAC program affected your classroom teaching? _____ in what way(s)? _____.

4. Do you believe your participation in the MDTAC program affected your research and publication activities? _____ in what way(s)? _____.

5. Do you believe your participation in the MDTAC program affected your (a) teaching load? _____ (b) teaching schedule? _____ (c) amount of time spent in traditional on-campus activities of faculty? _____.

6. Which terms best describe the weight you attached to financial remuneration as a factor of your participation in the MDTAC program?
   (a) clearly important _____   (b) only slightly important _____
   (c) altogether irrelevant _____   (d) decidedly unimportant _____

7. In terms of your own personal reasons for participating in the
    MDTAC program, please rank order the following 4 factors (with #1
    being most important and #4 being least important)

    (a) to advance academic status — rank and tenure
    (b) to augment financial income
    (c) to better classroom teaching
    (d) to contribute to research and publication

    (repeat these — in reverse — then, allow interviewee to answer)

8. In addition or aside from the 4 factors just listed and ranked, did
    you have any other personal reasons for participating in the MDTAC
    program? _____

    What were they? (1) _____

                     (2) _____

    Were any of these other reasons more important than:

                     Factor #1 _____

                     Factor #2 _____

                     Factor #3 _____

                     Factor #4 _____

9. Have you detected any attitudes among NON-participating faculty
    colleagues toward you and your consulting work in the MDTAC program?
    Describe:

10. As far as your institution as a whole is concerned, do you believe
    the MDTAC program was (a) beneficial, (b) insignificant,
    (c) detrimental?

11. Do you believe your consulting activities, such as those with the
    MDTAC program are congruent or incongruent with the traditional norms
    and values of the academic work environment? _____ In what way(s)?

    Would most of your colleagues tend to agree or disagree with you? ___
    Why do you think so?

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12. Do you believe your consulting activities, such as those with the MDTAC program, are appropriate or inappropriate professional behavior for members of the regular faculty? _____ Why?

    Would most of your colleages tend to agree or disagree with you?

13. Do you believe your institution CAN do anything to change or affect current attitudes among most faculty toward off-campus consulting? _____ What specifically? _____

    Should your institution do anything? _____

14. Generally speaking, has your consulting work affected your sense of career satisfaction? _____ Describe:

15. As a professional member of the faculty, how really important to you is your consulting work? _____

16. In that regard, and at this point in your career, what WOULD you do if your institution placed limits or restrictions on your consulting -- which, in your opinion -- clearly limited the amount of work you wanted to do and otherwise could have done?

Appendix B

Questions for MDTAC Members

Questions for MDTAC members: I   page one

Introduction:

1. Provide each interviewee with Overview sheet of interview
   purpose
2. As you read from the Overview sheet, the Commonwealth of Virginia
   operated a central training and development program that relied
   heavily upon faculty as consultants or trainers. Furthermore,
   it was the policy and practice of this program to make financial
   payments for services rendered by faculty in a manner determined
   by the instituion and its participating faculty.
3. Please remember that ALL questions that follow focus on the
   decade of the 1970's. We will refer to the Virginia training
   program as the MDTAC program.

1. In addition to the MDTAC program and including all other off-campus
   consulting activities of the regular faculty, would you say your
   institution's OVERALL policy and posture toward the faculty was
   one of (a) active and genuine encouragement (b) tacit approval and
   support (c) tacit disapproval and non-support or (d) active and
   genuine discouragement?

2. Would you say this overall policy and posture operated any differently
   for the MDTAC program? If yes, how/why?

3. During the 1970's, one unit or another of your institution was given
   the responsibility for representing the institution and faculty in
   the MDTAC program. For most of the period, what unit served as
   the responsible representative?

4. What communications, if any, did the responsible unit make to
   inform faculty ONLY of the MDTAC program's existence and therefore
   the POTENTIAL for faculty participation?

5. As you know, actual participation by faculty in the MDTAC program
   rested on their having knowledge of specific project proposals
   from Virginia clients. What process did the responsible unit
   use to inform faculty of specific project proposals? (Elaborate
   on approach used, including reasons for inclusive/exclusive
   communication.)

Questions for MDTAC members: I   page two

The following questions focus on the policies and provisions that
governed those faculty who participated in the MDTAC program during
the 1970's. Such policies and provisions may be interpreted as guide-
lines or requirements and restrictions placed on the faculty by the
institution - in turn for the faculty member's opportunity to partici-
pate in a paid consulting activity.

In addition, while there may be some variation in the administration of
these requirements and restrictions within your institution (whether
coming from the MDTAC program unit, an academic school or department,
of the institution at large), the faculty member most likely is
concerned only with the net effect on him. That is, what are the
institutional requirements and restrictions on him for his participation
as a consultant.

The following requirements and restrictions on paid consulting activities
of faculty have been found to exist in part of in whole in various
national universities. With respect, then, to your institution's
provisions governing faculty participation in the MDTAC program,
please describe and comment upon:

PROVISION	CHANGES DURING 1970's
Method of Compensation	
Financial limits to Compensation	
Pre-approval of work to be performed	
Limits on amount of time allowed	
Limits on clientele served	
Limits on type of work permitted	
Evaluation of work performed	
Other	

QUESTIONS FOR MDTAC MEMBERS

Questions	Methods Compensation	Financial Limits	Pre-Approval Work	Time Limits	Client Limits	Work Type Limits	Work Evaluation	Other	Comments
Administratively Necessary and Appropriate?									
Administratively Efficient?									
Administered evenly among the Faculty—exceptions?									
Enabled you to compete with member institutions on MDTAC?									
Helped/Hurt the Volume of Faculty Participation?									
Helped/Hurt the Quality of Faculty Participation?									
Faculty Attitude Toward?									
Changes contemplated in near Future?									
Changes You would like to see?									

Questions for MDTAC members: II   page four

1. What do you believe was the main reason your faculty were involved
    in the MDTAC program?

2. In your opinion, have faculty who have participated in the MDTAC
    program been affected by their involvement in terms of:

    a) Academic status (such as rank and tenure)?
    b) Academic profession (such as quality of teaching and research)?
    c) Academic relationships with colleagues?

3. Have you detected any attitudes among non-participating faculty
    toward paid consulting activities such as the MDTAC program?
    Describe.

4. As far as your institution as a whole is concerned, do you believe
    the MDTAC program was (a) beneficial (b) insignificant
    (c) detrimental?

5. Finally, do you believe it is academically appropriate or
    inappropriate for regular faculty to participate in paid consulting
    activities?

    In that regard, should institutions do more to encourage or
    discourage such activities? What type of things should they do?

Appendix C

Research Overview Sheet

RESEARCH OVERVIEW SHEET

1. The purpose of the interview with you is to gather information for dissertation research in higher education administration at the College of William and Mary.

2. The research objective is to study the involvement of regular faculty in off-campus consulting activities, including the reasons and impacts for such involvement and the role of higher educational institutions in the process. As a case study, the State of Virginia's central training and development program (known as MDTS or CMDT) will be examined. All faculty, who have had at least two client contracts through this program during the 1970's, from participating educational institutions will be interviewed for this study.

3. Background: It was the policy of the State during the 1970's to use faculty of Virginia's higher educational institutions as trainer/consultant resources in the program. Faculty were identified and involved in the program through an institutional representative, who served on a committee known as MDTAC. The State made payment to the institution through the MDTAC representative for services rendered by faculty members. Hence, it was the MDTAC representative who informed, engaged, and compensated institutional resources for work done in the State training and development program.

4. Your responses to the questions in this interview will be held in strictest confidence, and your comments will be treated anonymously in the written report.

5. Before beginning the interview, do you have any questions regarding the research purpose and/or the information stated above?

Appendix D

Provisions: Definitions

PROVISIONS: DEFINITIONS

1. <u>Methods of Compensation</u>: The process of compensating faculty; the portion of compensation going to faculty; the form of the compensation.

2. <u>Financial Limits</u>: Existence of "ceiling" on the total amount of compensation a faculty member may earn per month, semester, year, etc., for consulting.

3. <u>Pre-approval Work</u>: whether a faculty member's "proposal" must be reviewed/approved before going to a client.

4. <u>Time Limits</u>: existence of "ceilings" on the total amount of time a faculty member may spend per month, semester, year, etc. for consulting.

5. <u>Client Limits</u>: Whether any client by virtue of its mission, status, influence, etc. is off-limits to a faculty member (possibly "conflict of interest").

6. <u>Work Type Limits</u>: whether doing certain types of consulting is to be avoided or restrained (possibly "interpersonal or political sensitivity").

7. <u>Work Evaluation</u>: whether a faculty member's completed project is reviewed for quality, thoroughness, and demonstrated competence.

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Abstract

A STUDY OF PAID FACULTY CONSULTING AND THE POLICIES OF HIGHER EDUCATIONAL
INSTITUTIONS IN VIRGINIA

Albert F. Stem, Jr.

The College of William and Mary in Virginia, October 1982

Chairman: Professor Robert Maidment

The purpose of this historical study was to ascertain several
academic and administrative issues associated with regular faculty who
engage in off-campus, paid consulting activities. Using data collected
from five, public, higher educational institutions in Virginia, the
author examined the academic profiles, motives, and consequences of
consulting on the faculty, as well as the institutional policies
governing paid consulting.

Thirty-one faculty members and five administrators from the
Virginia institutions participated in an instrumented semistructured
interview designed to gather information relative to faculty involve-
ment as paid consultants in a centralized training and development
program during the decade of the 1970's. The data were analyzed
according to the motivation and degree of involvement of faculty, the
type of faculty who were involved, the professional consequences and
importance of faculty participation, and the attitudes toward
institutional policies which governed faculty consulting engagements.

It was found that (1) more established faculty of professional
school affiliation were involved as paid consultants, (2) recognition,
personal development, and community service were key motivators for
consulting and remuneration and/or reward system recognition were
important, (3) consulting faculty maintained and enhanced their academic
responsibilities in research, on-campus service, and teaching, and
(4) institutional consulting policies were preferred at the departmental
level, where prior approval agreements and time limitations could be
monitored by the faculty.

It was concluded that paid faculty consulting is a legitimate
professional activity for academics, that benefits faculty members,
students, and the institution. Also, rewards for consulting need to
exist either in the form of personal remuneration or institutional
reward system recognition, or both. Finally, the most effective
administration of regulations governing paid consulting is that which
can be linked with the professional responsibilities of the faculty
to monitor their own behaviors and ethical obligations.

Further study is needed to evaluate the specific and
measurable effects of consulting on research and teaching. In
addition, administrative studies to develop models that will involve
a broader range of faculty disciplines in consulting are needed.

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