Higher Education faculty positions are typically described as consisting of three major job responsibilities, Teaching, Research and Service. Previous research has indicated that teaching and research requirements are readily and consistently defined and the measurement of these areas is consistently identified in tenure and promotion requirements. Professional service requirements on the other hand are not consistently defined and their actual role/impact in the tenure and promotion process is vague in many cases (Schnaubelt & Statham, 2007; Ward, 2003). This lack of consensus and/or formality regarding an operational definition of service has left higher education with a definition of service that Hawthorne (1990) described as “motley” (p.6) and by Newman and Terosky (2007) as “nebulous” (p.282).

This lack of clarity regarding the definition of professional service and the inconsistent role it plays in the tenure and promotion process frequently leads to faculty confusion and lower levels of job satisfaction regarding both the role of service and its importance (Schnaubelt & Statham, 2007; Twale & Shannon, 1996).

In addition to the problems caused by a poorly defined and equally poorly articulated role in the tenure and promotion process, there are other issues of concern regarding faculty service. Perhaps paramount among these problems is the issue of fair and equitable distribution service among faculty. Previous research has indicated that service is often disproportionally distributed among faculty based upon several factors. These factors frequently involve 1) gender, 2) faculty rank, and 3) race (Mirsa, 2011; Corrigan, 2015; Porter, 2007). Mirsa et al. (2011) identified female faculty members as spending more time on mentoring and service than their male counterparts. The study also indicated that associate professors (of both genders) have a disproportionate service load when compared to assistant and full professors. Additional studies have indicated that faculty members of color report excess service in comparison to their colleagues (Baez, 2000; Turner, 2002; Porter, 2007). These potential disparities may be representative of the disproportional representation of female and faculty members of color in the higher ranks of academia.

Sport and Entertainment Management faculty are not insulated from issues associated with the status of professional service issues and concerns. Quite to the contrary, the practical application of much of the research and work undertaken in Sport and Entertainment Management may further compound the problems. Even within the Ethical Creed of the North American Society of Sport Management (NASSM), professionals are charged to “a high level of professional practice and service” and that “professional knowledge and service shall be made available to clients of all ages and conditions” (NASSM, 2015). Earl Ziegler (2004), for whom the most prestigious NASSM award is named, acknowledged “service without undue concern for pecuniary reward” as one of the fundamental elements of a true professional (p.127).

The current emphasis in higher education for community engagement/service has been readily incorporated into Sport and Entertainment Management programs. Programs have happily provided interns and volunteers to support community events and initiatives. Sport and entertainment faculty have volunteered their expertise to a variety of causes and areas of need in local, regional, nationals and international settings. Yet despite this open inclusion,
university faculty continue to view support for community-engaged service and research with great reserve. Marrero et al (2013) reported that only 36% of university faculty reported that community-engaged service and research is valued in the promotion and tenure process.

In order to further explore faculty perceptions of professional service, a 22-item survey has been distributed to Sport and Entertainment faculty at seven universities of varying size and mission. The survey instrument from a previous examination of university faculty was modified for use in this research (Leverenz, C., 2012). In addition to demographic information of the faculty members, the survey queried faculty members regarding their perceptions of the value and evaluation of professional service. The survey was distributed all identified faculty of the participating universities via a Qualtrics survey link. The results of this survey will incorporated into the discussions in each of the areas discussed in this presentation.

The panel for this symposium includes both female and male full, associate and assistant professors from a variety of universities in terms of size, mission, and tenure and promotion criteria. This panel will examine professional service in consideration of 1) the type of institution, 2) beginning faculty role, 3) a senior faculty role and 4) an administrative role. The symposium panel will incorporate current literature in education and management as well as their own personal experiences into their responses. The moderator will invite audience participation.