

The New and Relocating Recreation and Parks Faculty Market: The Factors Affecting Job Decisions

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Abstract

Statistical profiles of faculty in higher education have examined personnel issues such as financial resources, doctoral education, and changes in doctoral programs. However, there are few resources that examine these issues within the context of recreation, parks, and tourism (RPT) educators. The purpose of this study was to evaluate how RPT academicians felt about their work environment through the use of an Importance Performance (I-P) analysis. Largely, RPT departments/programs appear to be providing the job attributes that “new hires’ and “relocating faculty” indicate were most important in their decision to join their current departments/programs. Faculty who had relocated identified several job attributes that were important in influencing their decision to join the faculty at their current university/college and which they were somewhat dissatisfied with at their previous university/college. The results of this study suggest there are two primary areas that need particular attention when hiring faculty: job process and organizational climate.

Keywords: faculty, recruitment, retention, job attributes, job search

Recruitment and retention are issues that employers confront on a regular basis (e.g., Green & Brooke, 2001). In tight job markets, organizations need to be able to stand out from their competitors in order to attract and retain talented personnel. Dependent upon the market, recruitment and retention impact the workplace in different ways. Most organizations keep 50% of their graduate recruits after five years; the number soars to 86% for those who are “best” at retention and drops to 4% for those who are “worst.” These statistics emphasize the rationale for human resource agencies spending up to 31% of their budgets on recruitment and retention (Leonard, 1999; Sturges & Guest, 2001). Without an understanding of what job attributes influ-

ence recruitment or retention in higher education, departments will find it as difficult as corporate America to build and sustain strong departments.

Statistical profiles of faculty in higher education have examined personnel issues such as financial resources, doctoral education, and changes in doctoral programs (i.e., Crompton, 1991; King, 1991; Martin, Brendan, & Pamela, 1995; Thurgood & Clarke, 1995; U.S. Department of Education, 1998). While there are few resources that examine these issues within the context of parks and recreation educators (e.g., Anderson & Gladwell, 2004; Riley & Heyne, 1999), an examination of recruitment and retention in other job settings is relevant as it might provide insight into certain aspects of recruitment and retention in academia.

Recruitment

According to Werbel and Landau (1996), effective recruiting involves hiring people with a high potential to perform who can adjust to organizational expectations. This study examined the issue of recruitment and retention within parks, recreation, and tourism curriculums. Recent history has suggested that this is a buyer's market favoring those seeking employment. While more recent budget cuts may have curtailed some hiring, there is still a great demand for new hires to fill spots vacated by faculty who have moved to other departments or retiring faculty. Rynes and Barber (2001) previously addressed recruitment in general during a period of labor shortage. Their study suggested three potential ways to increase success in recruiting: (a) alter recruitment practices, (b) target nontraditional applicants, and (c) modify employment inducements. Altering recruitment strategies, such as targeting specific job prospects, is the least risky strategy. Making changes in the applicant pools and inducements are more extreme tactics but traditionally yield greater results (Rynes & Barber, 2001). For example, RPT departments are increasingly finding it necessary to offer larger and larger start-up packages for research in order to recruit top applicants.

Turban (2001) outlined job attributes that may impact a graduate's attraction to an organization. These include organizational attributes (image, job security, pay), recruiting activities, familiarity with the firm, attraction to the firm, and whether or not the person had actually interviewed with the firm. In addition, Turban (2001) took into consideration perceptions of the firm held by university personnel. Turban found that the perceptions held by the graduate were positively correlated with attractiveness of the employer. An organization was also deemed more attractive if university personnel had more positive perceptions of the organization as well. It is likely that these same correlations would hold true in an examination of an academic department's reputation among peer departments.

Boswell, Roehling, LePine and Moynihan (2003) provided examples of influences on job-choices when they tracked job seekers through the job search and job choice processes. In addition, they studied the impact of job attributes and recruit-

ment strategies on the decision-making process. The results of their research showed that the work itself was the most frequently noted reason for accepting, as well as rejecting a job offer. In addition, location and organizational culture were also mentioned consistently as impacting acceptance and rejection decisions. While job attributes such as company culture and advancement opportunities were found to have the greatest impact on job-choice decisions, these job attributes are often communicated through recruitment strategies. Providing continuous communication with the job seeker, highlighting an organization's reputation to the applicant, and providing the applicant with opportunities to "build relationships" with members of the organization during the recruitment process were seen as avenues to enhance the recruitment process.

Critical to this process is the manner in which a potential applicant hears about the job. After all, without advertising, formal or informal, positions would remain vacant or likely filled with a poor hire. Werbel and Landau (1996) outlined three theories regarding recruitment sources and success rates. The first is that informal referrals lead to a better person-job fit and thus turnover rates are lower (Ullman, 1966). The second contends that informal referrals are better because they allow more opportunities to gather accurate information about the job, again leading to lower turnover (Taylor & Schmidt, 1983). The third states that individual differences account for most of the differences in success (Taylor & Schmidt, 1983). This theory presupposes that younger employees, with limited networks, typically find out about jobs through formal sources and this combination of youth and recruitment source combine to raise turnover rates. Both formal and informal recruitment techniques are used in RPT. For instance, most job postings can be found on the Society of Parks and Recreation Educators listserv as well as in the *Chronicle of Higher Education*. However, there is a great deal of informal networking that occurs in recruiting faculty across all departments including at the National Recreation and Park Association Annual Congress. RPT is a small field, thus informal networking can often be a successful means of "wooing" new hires.

Successful recruitment is a precursor for successful retention. Lieven and Highhouse (2003) reported that those recruited through employee referral had a 61.5% average job survival rate compared to 58.4% for walk-ins, 48.4% for employment agencies, and 44.8% for advertisements. Additionally, a realistic job preview, often influenced by the recruitment process, can have a positive impact on both job satisfaction and job survival (Leiven & Highhouse, 2003).

Retention

Turnover is not always a bad thing as it can help prevent stagnation. However, negative turnover (when a person leaves a job they love) or negative stability (when a person stays when they should not) should be avoided (Whitebook & Sakai, 2003). Interestingly, the tenure process in academia may lead to higher levels of negative sta-

bility in comparison to other professions. Recognizing that organizational commitment can have a strong impact on turnover, Sturges and Guest (2001) outlined relevant antecedents to commitment. These included demographic characteristics, structural features (size, hierarchy), extent to which pre-joining expectations were met, role experience (scope of responsibilities), and HR practices. Characteristics that can enhance retention include challenging and/or interesting jobs, training, perceptions of career opportunities, and formal/informal career management help. They also referred to the negative ramifications of an "expectations gap" when a new hire's expectations are not met by the realities of the organization. One would expect that these same antecedents would be relevant to any work situation, including a tenure track faculty position.

Specific to an education setting, Certo and Fox (2002) examined retention in the public school system. They found that school characteristics and organizational characteristics such as administrative support, pay, student discipline and motivation, class size, planning time, and advancement opportunities all played a role in retention. Interestingly, they found supportive work conditions, including opportunities for professional development and mentorship may be more important than pay. While K-12 education is different than higher education, certain issues are still applicable including the idea of tenure resulting in "lifelong" employment, as well as mentorship in teaching.

Johnsrud and DesJarlais (1994) examined recruitment and retention issues in higher education, specifically in relation to female and minority faculty. They recognized that the tenure and promotion process can play an instrumental role in faculty retention. Therefore, the impetus for their study was previous research that found that both women and minorities have consistently reported leaving their respective universities prior to time for their tenure review. This flight is often attributed to barriers within the tenure and promotion process that stem from the subjectivity of the process and a frequent lack of clear, consistent performance criteria. These barriers to tenure and promotion typically fall into four categories; (1) organizational (structural, workload balance, institutional support, tenure pressure), (2) professional interpersonal (chair/departmental relations, personal discrimination, student demands), (3) professional individual (time pressure, role preparation, autonomy), and (4) personal (personal life, quality of life, emotional security).

Matier (1990), comparing retention and recruitment across two universities, examined factors that may influence a faculty member's decision to remain at or leave his or her current university once an offer had been made. These factors included relocation, salary, moving expenses, research/equipment support, and mortgage supplements. Ease of movement was a variable of particular interest. Matier identified three sets of factors that influenced ease of movement: personal (e.g., age, marital status, dependent financial support), visibility in the academic community outside one's own institution (e.g., publishing, presenting, editing), and an individual's likeli-

hood of searching for other opportunities (e.g., nominations to apply, participation in job interviews, and transferability of ongoing research). Matier also took into consideration job attributes that would (or would not) entice candidates. He found that intangible benefits accounted for at least half of the top ten reasons to either stay at or leave an institution. These intangible benefits included research opportunities, reputation of associates, and congeniality of associates. Tangible benefits were more likely to entice faculty to leave than to stay. Benefits that influenced people to leave to a greater degree included income potential, cash salary, and benefit package.

Nienhuis (1994) examined job-related factors (e.g., department heads and benefits) that influenced the retention of faculty members in higher education. Nienhuis found that job attributes such as authority to make decisions about content/methods used in courses taught, job security, benefits, quality of graduate students, and authority to make decisions about which courses they taught received the highest job satisfaction ratings among surveyed faculty. Alternatively, time available to work on research, relationships between administration and faculty at the university, availability of support services, quality of chief administrative officers at the university, and research assistance received were given the lowest job satisfaction ratings. In general, faculty members were least satisfied with job attributes related to institutional quality, workload, and institutional support and most satisfied with those related to instruction, career outlook, and compensation.

In Nienhuis' (1994) analysis of retention-related job attributes, he discussed the most important reasons identified by faculty for leaving their current position were base salary, research opportunities, reputation of the department, appreciation shown for work, and career advancement opportunities. There were few differences between genders and among academic ranks regarding perceptions of the job attributes of institutional commitment, institutional reputation, community attractiveness, workload, compensation, research support, and career outlook and their impact on decisions to leave.

There are a number of variables that may help increase retention rates although some are more feasible within academia than others. Allen, Drews, and Ruhe (1999) outlined guidelines for increasing retention. These included higher pay or more recognition, moving employees to different positions as available, promoting role models, providing child care, providing flexible work schedules and providing pregnancy leave. They also reiterate the importance of the recruitment process, specifically providing a realistic job preview which can lead to higher levels of job satisfaction, organizational commitment, job performance, and retention. They reported that without a realistic job preview, job turnover is likely to be almost 30% higher.

Training has also gained significant attention as a method to reduce turnover. The introduction of a strong training program focused on issues such as career advancement, skill development and perhaps most importantly, orientation to the

institution, has been tied to increased employee commitment, motivation and satisfaction and thus has helped increase retention rates (Mattox & Jinkerson, 2005, Ryan, 2000). Garger (1999) emphasized the importance of orientation as an important avenue to emphasize the attractiveness of an employer from day one. Specific suggestions such as introducing mentors, explaining important benefits (as one researcher put it...how relevant is good healthcare if the employee does not understand it) and involving families of new hires in the orientation programs can help the new employee affirm that he or she made the right decision in choosing a particular employer. Again, these issues are of particular relevance to a new graduate in his or her first tenure track faculty position.

Importance-Performance Analysis

This study used Importance-Performance (I-P) Analysis to evaluate recruitment and retention of academic professionals in recreation, parks, and tourism. The I-P analysis has been used as an evaluation tool to inform marketing efforts as well as make improvements to particular programs, organizations, etc. The focus is on the perceptions of a customer in an effort to identify the strengths and weaknesses of the object being measured (Yavas & Shemwell, 2001). The customer is the person on whom the organization wants to make a good impression in order to reap some predetermined benefit(s) (e.g., profit). In the current study the customers are faculty members in RPT who departments wish to attract or retain as employees.

In order to complete the I-P analysis the researcher must follow four main steps. First, the evaluators must develop a list of attributes that are relevant to what is being studied, the attributes that will allow the researcher to make strength/weakness judgments about the object being studied. In this case these attributes were job attributes such as base salary and office space that were gleaned from the literature (e.g., Boswell et al., 2003). Second, the evaluator must develop and conduct a study that measures the attributes. Third, the evaluator must plot the average scores of each attribute according to the degree of importance it is assigned and the corresponding performance evaluation of the variable. The fourth step is the formation of four quadrants that denote appropriate action based on the scores of each attribute. While the midpoint of the quadrant can be placed at the midpoint of the scale, (Oh, 2001) recommends using the mean score of the current data as a more valid "midpoint." Attributes in quadrant one are those that received fair performance/extremely important scores; administrators are advised to concentrate most of their energy on increasing performance related to these attributes. Attributes in quadrant two received excellent performance/extremely important scores; administrators are advised to "keep up the good work." Those attributes in quadrant three received fair performance/slightly important scores and should be given low priority. Finally, attributes in quadrant four received excellent performance/slightly important scores; administrators are advised that there may be possible overkill with the amount of attention given to these attributes (Martilla & James, 1977; Mengak, Dottavio, & O'Leary, 1986).

The purpose of this study was to evaluate how recreation, parks, and tourism (RPT) academicians felt about their work environment through the use of an I-P analysis. It was the goal of this study to provide administrators with an understanding of and potential strategies for addressing the recruitment and retention challenges currently facing the profession. The issues of recruitment and retention are critical to the success of an academic department and the profession. Therefore, this research will be invaluable in providing information on how to recruit and retain faculty more effectively in an era characterized by a significant decline in the number of qualified job applicants and an increase in unfilled faculty positions.

Methods

This study examined the variables that influence an RPT faculty member's job choice decisions. Attention was paid to the differences between newly-hired assistant professors who are working in their first academic positions ("new hires") and faculty who have changed positions in the past two years ("relocating faculty"). In addition, the study examined the reasons why faculty decided to leave their current positions and chose to enter the job search process.

Sample

Subjects for the study were recreation, parks, and tourism educators who were subscribers of the Society of Park and Recreation Educators list serve (SPRENET) and who had accepted their first faculty position, as well as those who had changed faculty positions during the 2002, 2003 or 2004 academic years. Emails were sent to all SPRENET subscribers requesting participation at three different times during academic year 2003-2004. Those who volunteered to participate were asked to email their desire to participate along with their name and contact information to the researchers. Questionnaires, cover-letters, and return postage were sent to each SPRENET subscriber who volunteered to participate and who met the aforementioned criteria. A follow-up postcard was sent to non-respondents 10 days after the initial questionnaire mailing. Of the 56 surveys mailed, 25 were returned: however, two were returned as undeliverable resulting in a response rate of 45.6% for this study.

Questionnaire

A mail questionnaire was used to elicit the following types of data from the subjects: (a) individual demographic information, (b) the importance of 22 job attributes in influencing faculty to accept their current position, (c) the level of satisfaction of 22 job attributes regarding their current academic position, (d) the level of satisfaction with the same job attributes at their previous faculty position for "relocating faculty", (e) the top five factors that had the greatest influence on their decision to accept their current position, (f) the top five reasons for deciding to re-enter the job

market ("relocating faculty"), and (g) positive and negative experiences encountered during their most recent job search process. The job attributes were drawn and modified from previous research by Anderson and Gladwell (2004), Nienhuis (1994), Johnsrud and DesJarlais (1994), and Matier (1990).

The subjects were asked to indicate their level of satisfaction with the job attributes (e.g. research expectations, base salary, teaching load) based on a 5-point Likert scale ranging from "very satisfied" to "very dissatisfied". The respondents were then asked the importance of the job attributes in influencing their decision to join the faculty at their current university/college using a 5-point Likert scale which ranged from "very important" to "not important at all".

Data Analysis

Mean scores were calculated to develop an I-P graph to reflect the *importance* of selected job attributes in influencing their decision to join the faculty at their current university/college in comparison with their current level of *satisfaction* (i.e., performance) with the same factors. In addition, an additional I-P graph was developed to reflect the importance of selected job attributes in influencing "relocating faculty's" decision to join the faculty at their current university/college in comparison with their level of satisfaction of the same factors at their *previous* university/college. Independent t-tests were used to compare the differences in importance and performance rating of job attributes for all respondents and to compare the differences between the level of satisfaction with the job attributes for the "relocating faculty" in their current faculty position and their previous faculty position. In addition, paired t-tests were conducted to compare the responses of "new faculty" and "relocating faculty" regarding (a) the importance of job attributes in influencing their decision to join the faculty at their current university/college, and (b) the level of satisfaction with job attributes at their current university/college.

Results

Table 1 shows the demographic characteristics of the sample. The respondents were primarily Caucasian (80.0%) and married (64.0%). A greater percentage of "relocating faculty" (71.4%) than "new hires" (61.1%) reported being married or having a partner. Approximately 83% of the "new hires" reported an annual personal income of \$40,000-\$59,999, whereas nearly 87% of "relocating faculty" earned incomes of \$50,000-\$69,999. Associate professors constituted 28.6% of the "relocating faculty," while assistant professors comprised 71.4% of the "relocating faculty" and 94.4% of the "new hires." The vast majority of both groups of respondents (88.0%) reported being on tenure-track. As expected, no "new hires" reported being tenured, while 28.6% of the "relocating faculty" indicated they were tenured. There was a fairly equal representation of males (56.0%) and females (44.0%) in the sample.

TABLE 1

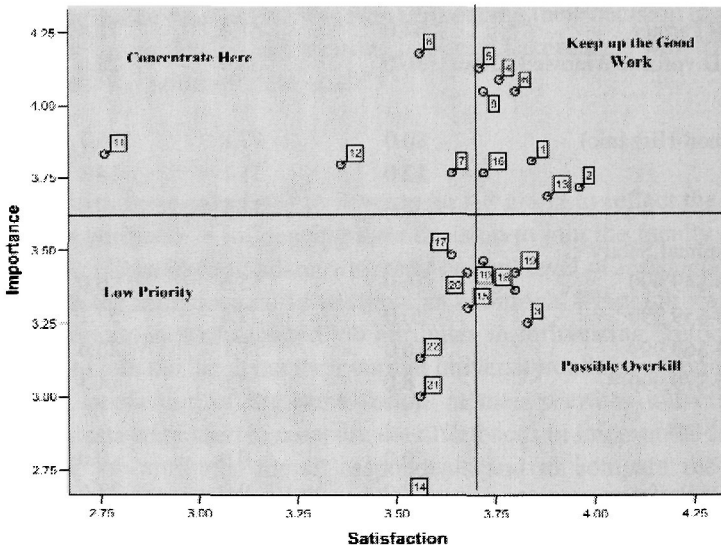
Demographic Characteristics of Sample

Demographic Characteristics	Percentages		
	Entire Sample (n=25)	New Hires (n=18)	Relocating Faculty (n=7)
Marital Status			
Married/ Partner	64.0	61.1	71.4
Single, Divorced, Widowed, Other	36.0	38.9	28.6
Race			
White (non-Hispanic)	80.0	77.8	85.7
Asian	12.0	11.1	14.3
Other	8.0	11.1	0.0
Personal Annual Salary			
\$40,000-\$49,999	56.0	55.5	0.0
\$50,000-\$59,999	20.0	27.8	57.1
\$60,000-\$69,999	16.0	11.1	28.6
\$70,000-\$79,999	8.0	5.6	14.3
Academic Rank			
Professor	0.0	0.0	0.0
Associate Professor	8.0	0.0	28.6
Assistant Professor	88.0	94.4	71.4
Lecturer/ Instructor/ Other	4.0	5.6	0.0
Tenure Status			
Tenured	8.0	0.0	28.6
On-tenure track	88.0	94.4	71.4
Not on tenure track	4.0	5.6	0.0
Gender			
Female	44.0	44.0	42.9
Male	56.0	56.0	57.1

Importance-Performance Analysis of Current Job – All Respondents

Overall, RPT departments/programs appear to be providing the job attributes that faculty members indicate were most important in their decision to join their current department/program. Figure 1 and Table 2 indicate that of the 22 job attributes that were reported as having high levels of importance scores, five attributes fell into the “concentrate here” quadrant (financial support for professional travel, department curriculum, teaching load, computer resources, and tenure and promotion process).

Development opportunities, organization’s commitment and concern, base salary, benefits, and department chair were the job attributes that fell into the “keep up the good work” quadrant. Four job attributes (other compensation, department faculty, college/university reputation, and service expectations) fell into the “possible overkill” quadrant. Due to low variance in scores, midpoints for the graph were based on mean scores for each measurement.



- | | |
|---|-----------------------------------|
| 1. Base Salary | 15. Office Space |
| 2. Benefits | 16. Library Resources |
| 3. Other Compensation | 17. Department Reputation |
| 4. Development Opportunities | 18. University/College Reputation |
| 5. Tenure & Promotion Process | 19. Department Faculty |
| 6. Organization’s Commitment/Concern | 20. Advising Responsibilities |
| 7. Computer Resources | 21. Size of the Department |
| 8. Teaching Load | 22. Secretarial Support |
| 9. Research Expectations | |
| 10. Service Expectations | |
| 11. Financial Support for Professional Travel | |
| 12. Department Curriculum | |
| 13. Department Chair | |
| 14. Provost/Chancellor | |

Figure 1: Importance-Performance Analysis of Current Job

TABLE 2

Importance-Performance Mean Scores- Current Job

Attribute	Attribute Description	Mean Importance Rating ^a (standard deviation)	Mean Performance Rating ^b (standard deviation)
1	Base salary	3.80 (.87)	3.84 (.80)
2	Benefits	3.71 (.94)	3.96 (.93)
3	Other compensation	3.25 (1.07)	3.83 (.78)
4	Development opportunities	4.08 (.91)	3.76 (.88)
5	Tenure and promotion process	4.12 (.73)	3.71 (.86)
6	Organization's commitment / concern for you	4.04 (.75)	3.80 (.76)
7	Computer Resources	3.76 (.83)	3.64 (.86)
8	Teaching load	4.17 (.64)	3.56 (1.08)
9	Research expectations	4.04 (.84)	3.72 (.84)
10	Service expectations	3.46 (.83)	3.72 (.84)
11	Financial support for professional travel	3.83 (.96)	2.76 (1.30)
12	Department curriculum	3.79 (1.06)	3.36 (.95)
13	Department chair	3.68 (.85)	3.88 (1.24)
14	Provost/ Chancellor	2.63 (.88)	3.52 (.59)
15	Office space	3.30 (1.06)	3.68 (1.18)
16	Library resources	3.76 (.72)	3.72 (1.02)
17	Department reputation	3.48 (.92)	3.64 (1.04)
18	University/College reputation	3.36 (.99)	3.80 (.82)
19	Department faculty	4.28 (.84)	3.80 (.91)
20	Advising responsibilities	3.42 (1.06)	3.68 (.80)
21	Size of the department	3.00 (1.04)	3.56 (.96)
22	Secretarial support	3.13 (1.29)	3.56 (1.12)

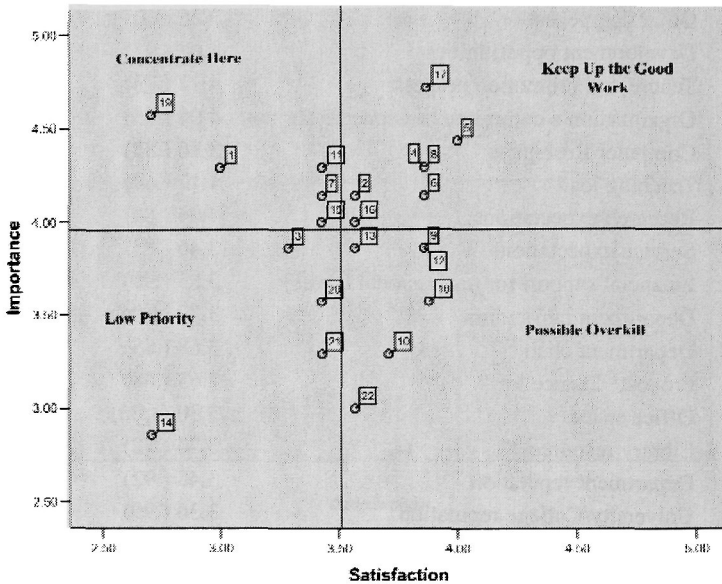
^aBased on a five-point scale of (1) "not important at all," (2) "not very important," (3) "neutral," (4) "important," and (5) "very important."

^bBased on five-point scale of (1) "very dissatisfied," (2) "dissatisfied," (3) "neither satisfied or dissatisfied," (4) "satisfied," and (5) "very satisfied."

Importance-Performance Analysis – "Relocating Faculty"

In order to determine the factors that had the greatest influence on "relocating faculty", an I-P graph compared the importance of selected job attributes in influencing their decision to join the faculty at their current university/college in comparison with their level of satisfaction of the same factors at their *previous* university/college. Five job attributes fell into the "concentrate here" quadrant (department faculty, base salary, financial support for professional travel, computer resources, and office

space). However, it should be noted that benefits, other compensation, and department chair, and library resources were on the fringes of the “concentrate here” quadrant. (See Figure 2 and Table 3). Interestingly, the “relocating faculty” indicated that their departments (current and previous) should “keep up the good work” regarding department reputation, tenure and promotion process, teaching load, development opportunities, benefits, other compensation, and department chair, and library resources. Due to low variance in scores, midpoints for the graph were based on mean scores for each measurement.



- | | |
|---|-----------------------------------|
| 1. Base Salary | 15. Office Space |
| 2. Benefits | 16. Library Resources |
| 3. Other Compensation | 17. Department Reputation |
| 4. Development Opportunities | 18. University/College Reputation |
| 5. Tenure & Promotion Process | 19. Department Faculty |
| 6. Organization's Commitment/Concern | 20. Advising Responsibilities |
| 7. Computer Resources | 21. Size of the Department |
| 8. Teaching Load | 22. Secretarial Support |
| 9. Research Expectations | |
| 10. Service Expectations | |
| 11. Financial Support for Professional Travel | |
| 12. Department Curriculum | |
| 13. Department Chair | |
| 14. Provost/Chancellor | |

Figure 2: Importance of Current Job versus Satisfaction with Previous Job for Relocating Faculty

TABLE 3

Importance-Performance Mean Scores – Relocating Faculty

Mean Importance Attribute	Attribute Description	Mean Performance	
		Rating ^a (standard deviation)	Rating ^b (standard deviation)
1	Base salary	4.29 (.49)	3.00 (1.29)
2	Benefits	4.14 (.38)	3.57 (1.27)
3	Other compensation	3.86 (.90)	3.29 (1.11)
4	Development opportunities	4.29 (.76)	3.86 (1.35)
5	Tenure and promotion process	4.43 (.53)	4.00 (.82)
6	Organization's commitment / concern for you	4.14 (.69)	3.86 (1.21)
7	Computer Resources	4.14 (1.07)	3.43 (1.13)
8	Teaching load	4.29 (.76)	3.86 (.90)
9	Research expectations	3.86 (1.06)	3.86 (1.07)
10	Service expectations	3.29 (1.11)	3.71 (1.11)
11	Financial support for professional travel	4.29 (.76)	3.43 (.98)
12	Department curriculum	3.86 (1.35)	3.86 (.38)
13	Department chair	3.86 (1.07)	3.57 (1.27)
14	Provost/ Chancellor	2.86 (1.07)	2.71 (1.50)
15	Office space	4.00 (1.00)	3.43 (1.72)
16	Library resources	4.00 (.58)	3.57 (1.13)
17	Department reputation	3.71 (.76)	3.87 (.69)
18	University/ College reputation	3.57 (.95)	3.86 (1.07)
19	Department faculty	4.57 (.53)	2.71 (1.60)
20	Advising responsibilities	3.57 (1.27)	3.43 (1.40)
21	Size of the department	3.29 (.95)	3.43 (1.51)
22	Secretarial support	3.00 (1.63)	3.57 (1.51)

^aBased on a five-point scale of (1) "not important at all," (2) "not very important," (3) "neutral," (4) "important," and (5) "very important."

^bBased on five-point scale of (1) "very dissatisfied," (2) "dissatisfied," (3) "neither satisfied or dissatisfied," (4) "satisfied," and (5) "very satisfied."

Importance of Job Attributes - "New Hires" Versus "Relocating Faculty"

A follow-up analysis explored the differences between "new hires" and "relocating faculty" rankings of the importance of job attributes in shaping their decision to join their current university/college (see Table 4). Interestingly, office space was the only job attribute that was significantly different ($t=-2.26$, $p=.034$) between the two groups of faculty. However, "relocating faculty" reported higher importance mean scores than did "new hires" on all job attributes except research expectations, service expectations, and secretarial support.

TABLE 4

*Importance of Job Attribute to Joining Institution
"New Hires" Compared to "Relocating Faculty"*

Job Attribute	Mean Scores		t-score	p-value
	Importance of Variable to Joining "New Hires" ^a (standard deviation)	Importance of Variable to Joining "Relocating Faculty" ^a (standard deviation)		
Base salary	3.61 (.97)	4.29 (.45)	-1.83	.080
Benefits	3.88 (.94)	4.14 (.38)	0.54	.592
Other compensation	3.00 (1.06)	3.86 (.90)	-1.87	.074
Development opportunities	4.00 (.97)	4.29 (.76)	-0.70	.492
Tenure and promotion process	4.00 (.77)	4.43 (.53)	-1.35	.191
Organization's commitment / concern for you	4.00 (.79)	4.14 (.69)	-0.42	.681
Computer Resources	3.61 (.70)	4.14 (1.07)	-1.42	.155
Teaching load	4.12 (.60)	4.29 (.76)	-0.58	.569
Research expectations	4.11 (.76)	3.86 (1.07)	0.67	.509
Service expectations	3.53 (.72)	3.29 (1.11)	0.64	.527
Financial support for professional travel	3.65 (1.00)	4.29 (.76)	-1.52	.143
Department curriculum	3.76 (.97)	3.86 (1.35)	-0.19	.851
Department chair	3.61 (.78)	3.86 (1.07)	-0.64	.529
Provost/ Chancellor	2.53 (.80)	2.86 (1.07)	-0.83	.417
Office space	3.00 (.97)	4.00 (1.00)	-2.26	.034*
Library resources	3.67 (.77)	4.00 (.58)	-1.04	.311
Department reputation	3.39 (.98)	3.71 (.76)	-0.79	.438
University/College reputation	3.28 (1.02)	3.57 (.98)	-0.66	.519
Department faculty	4.17 (.93)	4.57 (.53)	-1.68	.290
Advising responsibilities	3.35 (1.00)	3.57 (1.27)	-0.45	.656
Size of the department	2.89 (1.08)	3.29 (.95)	-0.85	.404
Secretarial support	3.19 (1.17)	3.00 (.62)	0.31	.757

^a Based on a five-point scale of (1) "not important at all," (2) "not very important," (3) "neutral," (4) "important," and (5) "very important."

Satisfaction with Job Attributes - "New Hires" Versus "Relocating Faculty"

There were significant differences between "new hires" and "relocating faculty" with regard to how satisfied they were with the selected job attributes at their current university/college. The "relocating faculty" had a significantly higher level of

satisfaction than did “new hires” on financial support for travel ($t=-3.66, p=.001$), other compensation (e.g., summer school) ($t=-3.90, p=.001$), and organization’s commitment and concern ($t=-2.12, a=.006$). Interestingly, “relocating faculty” had higher mean satisfaction scores than did “new hires” on 16 of the 22 job attributes. The job attributes that the “new hires” had higher mean satisfaction scores on were department chair, reputation and faculty, library resources, advising responsibilities, and secretarial support.

TABLE 5

Satisfaction of Job Attributes in Current Job for “New Hires” Compared to “Relocating Faculty”

Job Attribute	Mean Scores		t-score	p-value
	Importance of Variable to Joining “New Hires” ^a (standard deviation)	Importance of Variable to Joining “Relocating Faculty” ^a (standard deviation)		
Base salary	3.72 (.83)	4.14 (.69)	-1.19	.246
Benefits	3.94 (.94)	4.00 (1.00)	-0.13	.897
Other compensation	3.50 (.63)	4.57 (.53)	-3.90	.001*
Development opportunities	3.61 (.92)	4.14 (.69)	-1.38	.180
Tenure and promotion process	3.44 (.78)	4.50 (.54)	-3.04	.006
Organization’s commitment / concern for you	3.61 (.70)	4.29 (.76)	-2.12	.045*
Computer Resources	3.50 (.71)	4.00 (1.15)	-1.33	.198
Teaching load	3.44 (.92)	3.86 (1.46)	-0.85	.404
Research expectations	3.61 (.92)	4.00 (.58)	-1.04	.310
Service expectations	3.56 (.86)	4.14 (.69)	-1.62	.120
Financial support for professional travel	2.28 (1.07)	4.00 (1.00)	-3.66	.001*
Department curriculum	3.33 (1.03)	3.43 (.79)	-0.22	.828
Department chair	3.94 (1.21)	3.71 (1.38)	0.41	.685
Provost/ Chancellor	3.50 (.62)	3.57 (.53)	-0.27	.791
Office space	3.61 (1.24)	3.86 (1.07)	-0.46	.650
Library resources	3.72 (1.07)	3.71 (.95)	0.17	.987
Department reputation	3.67 (1.03)	3.57 (1.13)	0.20	.842
University/College reputation	3.78 (.73)	3.86 (1.07)	-0.21	.833
Department faculty	3.89 (.90)	3.57 (.98)	0.77	.447
Advising responsibilities	3.72 (.75)	3.57 (.98)	0.42	.682
Size of the department	3.50 (.99)	3.71 (.95)	-0.49	.627
Secretarial support	3.44 (1.15)	3.86 (1.06)	-0.82	.420

^a Based on a five-point scale of (1) “very dissatisfied,” (2) “dissatisfied,” (3) “neither satisfied or dissatisfied,” (4) “satisfied,” and (5) “very satisfied.”

Factors Influencing Job Acceptance and Relocation Decisions

All respondents were asked to list the top five factors that had the greatest influence on their decision to accept their current position. The top factors were geographic location, the compatibility of the department faculty, the opportunity to teach desired courses, the department/curriculum's reputation, and base salary. The "relocating faculty" indicated that living away from their spouse/partner, geographic location, salary, the opportunity to continue to develop their skills, and the opportunity to teach desired courses were the top five factors that had the greatest influence on their decision to re-enter the job market and change jobs.

Positive and Negative Experiences Encountered in Job Search

When asked to describe any positive and negative experiences encountered during their most recent job search, the respondents' answers could be categorized into 2 broad areas, 1) the job search process and 2) organizational climate. With regard to the job search process the most frequently mentioned positive comments were that the job search process was not stressful, they had the opportunity to meet with graduate students, and the quick turn-around on hiring decisions. The negative comments mentioned most included a long decision process and pressure to accept the position.

The two most frequent positive items regarding organizational climate were how welcoming the faculty were and how much they enjoyed meeting the people where they interviewed. Examples of the negative comments about the the climate included no sense of compatibility among faculty and the issue of strong egos and unfriendly faculty.

Discussion

Current Job

The recruitment and retention of RPT educators has become a challenge over the past decade. Faced with retirements and fewer Ph.D. candidates in our profession, department heads are focusing more on 1) how to attract quality new faculty, as well as 2) how to retain quality faculty. Since it is currently a "buyer's market" in the RPT field, particular attention needs to be paid to factors that influence a faculty member's decision to enter the job market and those that affect the decision to accept a job offer.

Based on the findings of this study, departments appear to be doing an acceptable job of attracting and satisfying faculty with regard to such job attributes as base salary, benefits, providing development opportunities for faculty, the tenure and promotion process, library resources, demonstrating the organization's commitment/concern for faculty, having reasonable research expectations, and having an effective and supportive department chair. In order to continue to address the issue of faculty salaries, it is recommended that department heads be aggressive in obtaining funds to

make the initial job offer. This may have two main benefits; 1) a generous salary package may be a deciding factor when a candidate is choosing between two or more job offers, and 2) salary compression and limited monies available for salary increases may make it difficult to maintain a competitive salary for a "new hire" in subsequent years. It is also recommended that development opportunities be discussed with all job candidates. This may be particularly important for "relocating" faculty who may have experienced such opportunities at their previous university/college. For all job candidates opportunities for professional development may be a positive reflection on the university's or department's commitment to them and concern for their success. Considering the expense in time, money and effort of recruiting and hiring faculty, it is important that job candidates and new faculty feel that the department is committed to them. Also, an initial higher outlay of money in negotiations may actually save money in the long run because it may aid in the retention of that individual.

Another suggestion is for department heads, deans, and/or provosts to have honest discussions with all job candidates regarding the tenure and promotion process. Relocating faculty may be more knowledgeable and realistic than new Ph.D.'s about the tenure and promotion process; however, neither group will be familiar with the expectations for tenure and promotion where they are interviewing. Considering the high importance placed on this factor, administrators cannot lose sight of maintaining satisfaction with this variable. A clear understanding of the promotion and tenure process is a vital part of a realistic job preview that past research has shown plays a vital role in retention. With regard to the research expectations of job candidates, it appears that they recognize the importance of this component of their workload. However, satisfaction with research expectations is related to other job attributes such as reasonable teaching loads, reduced service expectations, adequate financial support for professional travel, and professional development. It would be prudent for department heads to speak of research expectations along with these other factors, rather than in isolation. Lastly, due to the small size of our profession, it is rather easy for a candidate to obtain information about the department head's reputation. Therefore, it is critical for department heads to develop a certain level of rapport with the job candidate during the search process. During their conversations, the department head should share his/her vision for the department, expectations for the candidate as a member of the faculty, philosophy about managing the department, and level of support the candidate may expect.

On the other hand, there were four job attributes that departments need to concentrate on when recruiting faculty (financial support for professional travel, department curriculum, computer resources, and teaching load). One recommendation would be for department heads to "under-promise and over-deliver" when discussing each of these job attributes with a job candidate. It is not surprising that financial support for professional travel was noted by faculty when one considers the percentage of untenured faculty who responded to this survey. While all faculty are expected to be actively engaged in research, for untenured faculty it is often a matter of academ-

ic survival for them to make research presentations at professional conferences. The expense of professional travel, coupled with budget restrictions faced by many departments resulting in limited monies for profession travel, can be financial hardship particularly on faculty who are earning less in salary. While promising a candidate a high amount of travel monies may contribute to his/her satisfaction in the recruitment process; if the monies are not available later, this may have negative consequences with regard to retention of that individual. In addition, having input and the opportunity to assist in shaping a department's curriculum, as well as realistic teaching expectations are both important factors for faculty when making a job decision.

Previous Job versus Current Job

Faculty who had relocated identified several job attributes that were important in influencing their decision to join the faculty at their *current* university/college and which they were somewhat dissatisfied with at their *previous* university/college. One of the job attributes was department faculty. The importance of collegiality should not be underestimated. When one considers the amount of time spent with colleagues, it should not be surprising that having a sense of collegiality is an importance factor considered by job candidates in a decision to join or leave a department. Three of these job attributes dealt with money - base salary, financial support for professional travel, and other financial compensation. If department heads desire to keep faculty from entering the job market, they might consider 1) addressing the issue of faculty compression, 2) placing more emphasis on financially supporting the professional travel of junior faculty and senior faculty who are scholarly productive and/or provide service to professional organization, and 3) distributing other compensation (e.g., merit and summer school opportunities) fairly. An important attribute that appears to influence both the recruitment and retention of faculty is the department head. If a faculty member was dissatisfied with his/her previous department head, he/she are more likely to know what to ask of a department head during the interview and also, may also research a department prior to applying for a particular job. It should also be noted that even though an entire faculty might meet a candidate, it is the department head that has the potential to have the most influence on how the candidate sees themselves "fitting in". All of these factors appear to be job attributes that may contribute to a faculty member deciding to seek employment elsewhere. Notably, the department head has partial or complete control over these job attributes.

"Relocated faculty" indicated that department reputation, the tenure and promotion process, professional development opportunities, teaching loads, and research opportunities were important in influencing their decision to accept their current job, but were not factors that they were dissatisfied with at their previous university/college. In other words, these were not the factors that prompted them to seek employment elsewhere. Faculty indicated they were satisfied with these factors at their previous university/college, which suggests that other factors overrode this satisfaction and had a greater influence on their relocation.

“New Hires” versus “Relocating Faculty”

A comparison of the importance and the satisfaction of the selected job attributes between “new hires” and “relocating faculty” showed little difference between the two groups. Research expectations, service expectations, and secretarial support were significantly more important for “new hires” than “relocating faculty” in shaping their decision to join their current university/college. It may be that since the “new hires” are new to the academic ranks, they simply have not been exposed to the research and service loads that are expected of faculty. In addition, many new Ph.D.’s came from large research universities which have a lot of secretarial support. For those “new hires” who have accepted faculty positions at smaller universities/ college it is important during the interview process that the realistic level of secretarial support they can expect is discussed. Something this simple may help prevent dissatisfaction later on.

Satisfaction levels of four job attributes (department chair, reputation, and faculty, and advising responsibilities) were significantly higher for “new hires.” Departments often attempt to protect “new hires” during their first year by assigning few if any advisees; therefore, they may not have experienced what having a full advising load means in terms of time and energy. Also, many “new hires” may be happy “just having a job,” may not voice their opinions, and may not be as critical because all aspects of their job are new. If this is accurate, then the “new hires” are unlikely to have had a run-in with their department head or with any of their colleagues. They may still be in the “honeymoon phase” thus explaining higher levels of satisfaction.

Limitations

There were inherent limitations to this study. First, due to the small size of the sample, the results cannot be generalized to all RPT educators. Qualified faculty who chose not to participate may perceive their work setting very differently than those who did participate. Secondly, the use of a mail survey precluded follow-up questioning about different parts of the study which may have yielded richer information.

Conclusions

Recruiting and retaining quality faculty is likely to remain challenging for RPT departments. The results of this study suggest there are two primary areas that need particular attention when hiring faculty: job process and organizational climate. The process of effectively conducting a faculty job search requires close attention to several things. Choose the chair of the search committee carefully. This individual is the first point of contact for a candidate and may help form the candidate’s first impression of the institution and thus many of the studied job factors. The search committee chair is responsible for all communications with the candidates; comments from the respondents in this study suggest this is often not done well. Communications

must be prompt, on-going, informative, welcoming, and honest. When preparing for a candidate's interview, consider sending an itinerary to the candidate prior to their arrival on campus, make certain people involved in the decision-making will have ample opportunity to meet with the candidate, provide an opportunity for the candidate and students to spend time together, and introduce the candidate to your community. Never underestimate the "wooing" factor. With the dearth of faculty candidates, recruiting actively, demonstrating collegiality, and showing potential faculty members the campus and the community are essential. Final suggestions include making hiring decisions in a timely manner and being honest with candidates. Do not promise more than the university can deliver.

As noted earlier, organizational climate is an important factor in both the recruitment and retention of faculty. Faculty not only want a university/college where they can contribute and be successful, they also want a school where they "fit in" and feel comfortable. As mentioned above, give the candidate an opportunity to meet with more than the administrator – let them spend time with their potential colleagues. Department heads and deans need to demonstrate an accessible, trustworthy, and genuine appearance. Be very clear what the candidate's roles and responsibilities will be if the position is accepted. This is particularly true for new graduates who honestly may not know what is expected of them. It is strongly recommended that a mentoring program be part of the acclimation process. A mentor would be responsible for "showing them the ropes," guiding them through the tenure and promotion process, informing them about unwritten rules or internal politics, and helping them be a contributing and successful member of the department. Lastly, compatibility or collegiality cannot be stressed enough. This one job attribute is intangible yet has tremendous influence in shaping a faculty member's decision to accept a job and/or whether to leave their current job and seek employment elsewhere.

Due to the declining number of PhD candidates, additional research is needed to address the issues of recruitment and retention. Using qualitative methods (e.g., focus groups or personal interviews) would allow for richer information regarding the job attributes that shape the job search decisions of faculty. In addition, an examination of the role of personal factors (e.g., values and interests) in influencing job decisions would also be useful.

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