A Major Challenge for Recreation, Parks and Tourism Education: An Importance Performance Analysis of Factors that Influence the Recruitment and Retention of Faculty

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Abstract

Recruitment and retention of parks and recreation faculty has become a challenge in today's job market. The purpose of this study was to evaluate how faculty in recreation, parks, and tourism academic departments felt about their work environment through the use of an Importance-Performance analysis. Survey participants were Society of Parks and Recreation Educators members. Overall, academic departments/programs seem to be satisfactorily providing job attributes that are important to faculty members in both their decisions to join and remain with an academic department. Respondents deemed every job attribute as more important to the decision to remain with a department than it was in influencing a faculty member's initial decision to join a department. Further analysis explored differences between faculty members' with and without administrative duties, as well as those who work for Research Extensive/Intensive institutions and "Other" institutions as defined by the Carnegie Institute.

Keywords: importance-performance, faculty, recruitment, retention

Introduction

Recruitment and retention of employees are two of the most important issues facing employers on a regular basis (e.g., Green & Brooke, 2001). Certainly, if the demand for qualified personnel far exceeds the supply people immediately recognize the necessity for successful recruitment and retention. However, even when the supply outpaces the demand both recruitment and retention are necessary for the success of the organization for different reasons (e.g., organizational continuity, reduction of training costs, maintenance of employee morale). In higher education, it is important for all employers to recognize the importance job attributes such as salary, organizational commitment, budgets, and workload assignments play in the process of recruiting and retaining faculty.

Numerous national statistical profiles of faculty in higher education have examined personnel issues such as human resources, financial resources, number of doctoral degrees conferred, and the changes in doctoral programs (i.e., Crompton, 1991; King, 1991; Martin, Brendan, & Pamela, 1995; Thurgood & Clarke, 1995; U.S. Department of Education, 1998). However, the findings of such studies provide inadequate specificity about program disciplines. Studies examining specific academic programs would be highly beneficial in disciplines, such as recreation, parks and tourism, where recruitment and retention of faculty is an ongoing struggle.

In recent years, doctoral graduates in many academic disciplines have had a difficult time finding employment due to the creation of a "PhD glut" (Lapidus, 1997). In fact, some question the appropriateness of encouraging students to pursue doctoral degrees in the sciences, engineering, and the humanities when the market is already saturated. The opposite is true in recreation, parks, and tourism where faculty positions far exceed the number of doctoral graduates per year. For example, in academic year 1998-1999, there were 111 recreation, parks, and tourism faculty positions advertised and only 41 new doctoral graduates to fill the void (Riley & Heyne, 1999). This low number of graduates, in addition to increased faculty retirements and the practice of faculty "raiding" are presenting academic departments of recreation, parks, and tourism with the difficult challenge of hiring faculty to fill an ever-increasing number of available positions, as well as retaining quality faculty (Riley & Heyne, 1999).

Recruitment

This study examined the issue of recruitment and retention within an academic discipline where there is a monumental labor shortage. Rynes and Barber (2001) had 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. While all three of these would be influenced by the labor market, vacancy characteristics, organizational characteristics, phase of attraction process, and legal considerations, altering recruitment strategies, such as targeting specific job prospects, involves the least risk of the three strategies. However, in turn, the impact of this strategy alone simply may not be large enough to ensure the success of an organization's recruitment efforts. Making changes in the applicant pools and inducements are more extreme tactics but traditionally yield greater results (Rynes & Barber, 2001).

In a similar study, Perlman and McCann (1996) focused on recruitment, specifically of faculty in higher education. They stated that those doing the recruitment had a responsibility to four groups: the institution, the academic discipline, the students, and colleagues and legacy. Burke (1987) noted that recruiting had changed over the past 30 years. Burke stated that in recent years there was more advertising used, larger applicant pools, greater attention to the candidates' work, more importance placed on campus interviews, and a greater expectation that new faculty will influence the department.

Boswell, Roehling, LePine and Moynihan (2003) tracked job seekers through the job search and job choice processes to gain a better understanding of how job seekers make job-choice decisions. In addition, they studied the impact of job attributes and recruitment 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. Three recommendations they had for improving the recruitment process were 1) provide continuous communication with the job seeker, 2) highlight an organization's reputation to the applicant, and 3) provide the applicant with opportunities to "build relationships" with members of the organization during the recruitment process.

Retention

Johnsrud and DesJarlais (1994) have also examined recruitment and retention issues in higher education, specifically in relation to female and minority faculty. Johnsrud and DesJarlais 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).

While at one time or another, most faculty perceive different barriers to tenure and promotion (and thus barriers to staying at an institution), overall Johnsrud and DesJarlais (1994) findings further supported previous findings that women and minorities were the most negatively influenced. The authors advised that departments systematically address these barriers through mentoring programs, by clarifying their tenure and promotion criteria, and providing constructive performance reviews. In addition, they suggested that department chairs may need training to reduce structural barriers such as sexual/ racial harassment and discrimination in order to increase the retention of female and minority faculty members.

Matier (1990), comparing retention and recruitment across two universities, looked at a number of factors that seemed to affect 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 likelihood 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. On the other hand, 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.

Through follow-up interviews Nienhuis (1994) found that institutional resources and institutional/department reputation made little impact on a faculty member's decision to stay or accept a job offer. And while perceptions of the opportunity to be promoted upon job change and job variety were somewhat important, colleagues and internal recognition were the two areas that most impacted faculty members' decisions to stay or leave.

As stated earlier, recruitment and retention are less of a problem within academic disciplines that are experiencing a "PhD glut." However, even some of those disciplines are having difficulty retaining faculty members due to faculty raiding and the highly

compensated private sector beckoning many newly minted doctoral graduates. Contrary to those situations, the field of recreation, parks, and tourism simply does not have enough students pursuing doctoral degrees to meet the demand for new faculty members. In fact, many current doctoral students are foreign-born students with plans to return to their native countries to teach upon graduation, thus doing nothing to alleviate the shortage in the United States (Riley & Heyne, 1999). Therefore, it is imperative to examine issues such as job satisfaction, what criteria influence candidates' decisions to join the faculty of a university, and what factors impact faculty members' decisions to remain at their current universities. If recreation, parks, and tourism departments are going to successfully fill vacant academic posts and provide solid education programs for their students, recruitment and retention of faculty members must be given high priority.

Importance-Performance Analysis

An Importance-Performance Analysis was conducted in this study. Traditionally used in marketing research to respond to a shrinking market share, Guadagnolo (1985) was among the first to utilize the technique for evaluation in parks and recreation.

This study used Importance-Performance (IP) Analysis to evaluate recruitment and retention of academic professionals in recreation, parks, and tourism as the field faces a reduced market of job applicants. There are four main steps to the IP analysis. First, the evaluators must develop a list of attributes that are relevant to what is being studied. In this case these attributes were job attributes such as base salary and office space. 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 adjusted based on data, typically it is inserted at the midpoint of the scale. Attributes in quadrant one are those that received fair performance/extremely important scores and 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 and administrators are advised to "keep up the good work." That is, administrators and other relevant personnel should continue doing what they have been doing. 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 academicians felt about their work environment through the use of an IP analysis. It was the goal of this study to provide administrators in academia 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

The purpose of this study was to evaluate how recreation, parks, and tourism faculty felt about their work environment through the use of an Importance-Performance Analysis. Specifically, the first part of the study was an assessment of the importance of 29 job attributes (e.g., base salary, office space) to faculty members in both their decision to join a department (recruitment), as well as their decisions to remain with a department (retention). The second part of the study asked faculty to rate their current level of satisfaction with the same 29 job attributes. Therefore, the IP appraisal provides a visual representation of respondents' satisfaction levels with job attributes and the level of importance of each job attribute in the job-choice decision process.

Sample

The sample for the study was all members of the Society of Parks and Recreation Educator's (SPRE) branch of the National Recreation and Parks Association (NRPA). The NRPA provided the mailing list. The researchers chose SPRE because it is the largest membership body of parks and recreation educators. A questionnaire, cover letter, and self-addressed, stamped return envelope were sent to all 464 SPRE members who were working in academia; the members listed as retired; non-academicians; and recreation, parks, and tourism departments were excluded from the sample. Follow-up postcards were sent 10 days after the initial questionnaire mailing. Of the 464 surveys mailed, 213 were returned; however, six were returned as undeliverable for a response rate of 45.9% in this study.

Questionnaire

The researchers used a mail questionnaire to elicit the following types of data from the subjects: (a) personal demographic information, (b) the level of importance the 29 job attributes had in deciding whether to join an academic department, (c), the level of importance the same attributes had in shaping a faculty member's decision to remain in his/her current academic department and (d) their level of satisfaction with the 29 job attributes related to their current academic position. The 29 attributes were drawn and adapted from previous research conducted by Johnsrud and DesJarlais (1994), Matier (1990) and Nienhuis (1994). The questionnaire was pilot tested by a convenient sample of seven recreation, parks, and tourism faculty to assess its face validity and clarity. Two changes were made to clarify demographic questions. Cronbach's alpha for the scale measuring importance of job attributes on decision to join a department was .9177 for this data set, while Cronbach's alpha for the scale measuring importance of job attributes

on decision to stay with a department was .8976 for this data set. Cronbach's alpha for the scale measuring performance was .9153.

Respondents were asked to indicate their level of satisfaction with numerous job attributes such as base salary and benefits using a 5-point Likert scale ranging from "very satisfied" to "very dissatisfied." Next, the respondents were asked to indicate the importance the same attributes had in influencing their decision to both join a department, as well as to remain with their current academic department. For each item the respondent used a 5-point Likert scale ranging from "very important" to "not important at all."

Data Analysis

The researchers calculated mean scores to develop IP graphs to chart the importance of a job attribute in the decision to join a department and the importance in the decision to stay with a department in comparison with satisfaction of the same job attributes. Independent t-tests were used to compare differences in importance and performance ratings between respondents who worked for Research Extensive/Intensive universities and those who worked for universities that fell into the "Other" category which included all other Carnegie classifications including Master's I, Master's II, and Liberal Arts as well as differences between respondents with and without administrative duties. Additionally, t-tests were also used to compare differences between men and women as well as between tenured and non-tenured faculty.

Results

Table 1 shows the demographic characteristics of the sample. It is evident that respondents were largely white (non-Hispanic) (93%) and married (72.4%). However, a much greater percentage of male faculty (84.1%) than female faculty (56%) reported either being married or having a partner. Approximately 20% of all respondents indicated an annual personal income of $40,000 - $49,999, followed closely by $50,000 - $59,999 (19.3%). Fifty percent of the respondents reported earning personal income in excess of $60,000 per year. Full professors comprised 36.1% of the sample followed by those at the associate professor rank (31.1%) and the assistant professor rank (24.2%). As indicated in Table 1, only 8.7% of the respondents were at the lecturer/instructor level. The majority of respondents had attained tenure (65.9%) while 26.3% reported being on the tenure track. In addition, almost 43% of the respondents performed some type of administrative duties. Of the 213 respondents, 108 worked at Research Extensive/Intensive universities while 105 worked at colleges/universities that fell into another Carnegie classification and were thus placed in the "Other" category.

TABLE 1

Demographic Characteristics of Sample

Demographic Characteristics	Percentages		
	Entire Sample (n=217)	Male (n=126)	Female (n=91)
Race			
African-American,Asian,Hispanic,Mixed	5.1	4.8	5.6
White (non-Hispanic)	93.0	93.5	92.2
Other	1.9	1.6	2.2
Annual Personal Income			
$30,000 - $39,999	10.4	10.7	10.3
$40,000 - $49,999	20.3	18.2	23.0
$50,000 - $59,999	19.3	14.0	26.4
$60,000 - $69,999	15.6	16.5	14.9
$70,000 - $79,999	13.2	12.4	14.9
$80,000 - $89,999	6.1	8.3	3.4
$90,000 and above	15.1	19.8	6.9
Academic Rank			
Professor	36.1	38.9	31.5
Associate Professor	31.1	27.0	37.1
Assistant Professor	24.2	23.0	25.8
Lecturer/Instructor	8.7	11.1	5.6
Tenure Status			
Tenured	65.9	64.8	68.2
On tenure track	26.3	26.4	25.0
Not on tenure track	7.8	8.8	6.8
Marital Status			
Married/Partner	72.4	84.1	56.0
Single, Divorced, Widowed, Other	27.6	15.9	44.0
Perform Administrative Duties	42.8	45.2	36.8

There were no significant differences among academic ranks or between sexes or departments with different NRPA/AALR accreditation status with regard to the IP analysis. There were, however, significant differences in the analysis between faculty at Research

Extensive/Intensive Universities and Other Colleges and Universities (e.g., Master's I and II, Liberal Arts) and faculty who did or did not perform some type of administrative duties. Therefore, data is presented both in its entirety, as well as broken down between the two Carnegie groupings and the two groups of faculty (administrative and non-administrative).

Importance-Performance Analysis – Recruitment

Overall, academic departments/programs seem to be satisfactorily providing job attributes that are important to faculty members in their decision to join a department. As shown in Figure 1 and Table 2, of the 20 job attributes that received higher levels of importance scores, only 2 fell into the "concentrate here" quadrant (salary increases and financial support for professional travel). Department budget fell on the fringes of the "concentrate here" quadrant with mean scores of 3.0 for importance and 2.98 for satisfaction. Eight job attributes fell into the "possible overkill" quadrant, including advising responsibilities, office space, and size of the department.

Importance-Performance: Variables Related to Recruitment

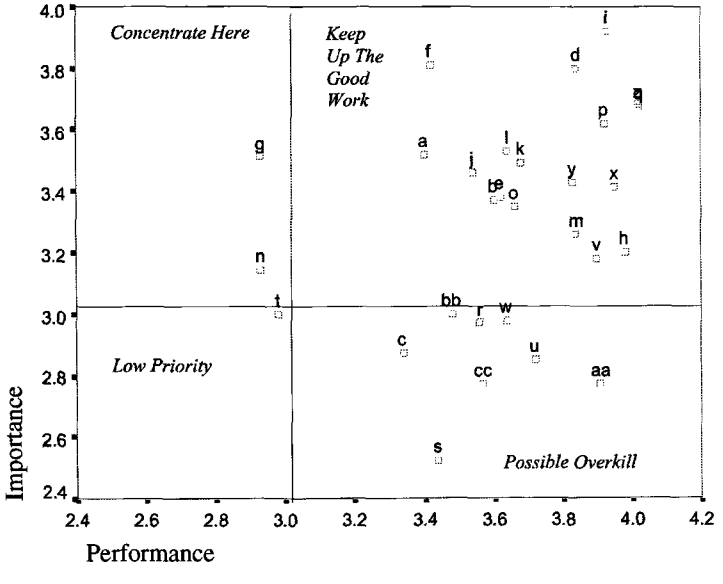


Figure 1.

TABLE 2

Importance-Performance Mean Scores - Recruitment

Attribute	Attribute Description	Mean Importance Rating[a] (standard deviation)	Mean Performance Rating[b] (standard deviation)
A	Base salary	3.52(1.11)	3.40(1.09)
B	Benefits	3.37(1.15)	3.61(1.10)
C	Other compensation	2.87(1.17)	3.34(1.02)
D	Opportunity to continue developing skills	3.80(1.11)	3.84(.99)
E	Process of tenure & promotion	3.38(1.30)	3.62(1.18)
F	Your organization's commitment/ concern for you	3.81(1.08)	3.42(1.14)
G	Salary increases	3.51(1.04)	2.93(1.22)
H	Computer resources	3.20(1.24)	3.98(1.03)
I	Department climate	3.92(1.09)	3.93(1.17)
J	Overall workload assignment	3.46(1.07)	3.54(1.15)
K	Teaching load	3.49(1.03)	3.68(1.07)
L	Research expectations	3.53(1.10)	3.64(.98)
M	Service expectations	3.26(1.11)	3.84(.79)
N	Financial support for professional travel	3.14(1.13)	2.93(1.46)
O	Quality of students	3.35(1.07)	3.66(.99)
P	Department curriculum	3.62(1.03)	3.92(.85)
Q	Department chair	3.67(1.13)	4.02(1.10)
R	Academic dean	2.97(1.23)	3.56(1.16)
S	Provost/Chancellor	2.52(1.14)	3.44(1.07)
T	Department budget	3.00(1.14)	2.98(1.23)
U	Office space	2.85(1.14)	3.72(1.18)
V	Library resources	3.18(1.18)	3.90(1.09)
W	University support system	2.98(1.10)	3.64(1.13)
X	Department reputation	3.41(1.15)	3.95(.95)
Y	University reputation	3.43(1.07)	3.83(.94)
Z	Department faculty	3.68(1.09)	4.02(.91)
AA	Advising responsibilities	2.77(1.01)	3.91(.87)
BB	Size of department	3.01(1.12)	3.48(1.24)
CC	Secretarial support	2.77(1.16)	3.57(1.26)

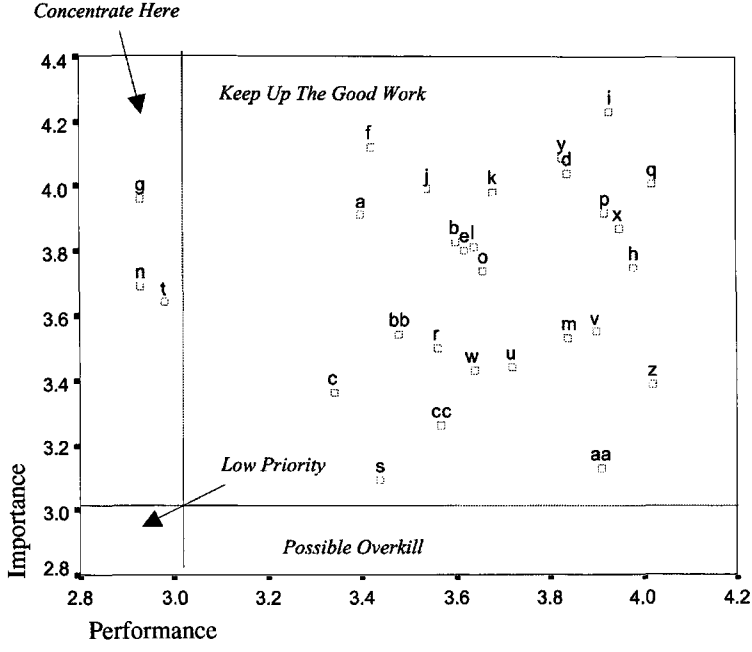
[a]Ratings obtained from a five-point scale of "not important at all (1)," "not very important," "neutral," "important," and "very important (5)."

[b]Ratings obtained from a five-point scale of "very dissatisfied (1)," "dissatisfied," "neither satisfied nor dissatisfied," "satisfied," and "very satisfied (5)."

Importance-Performance Analysis – Retention

Despite common belief that departments must not be focusing on what is important to their faculty members, as evidenced by what appears to be high levels of turnover in the profession, only 3 out of 29 job attributes were placed into any quadrant other than "keep up the good work." (See Figure 2, Table 3.) These three job attributes, salary increases, financial support for professional travel, and department budget, all fell into the "concentrate here" quadrant.

Importance-Performance: Variables Related to Retention



KEY		
A: Base salary	J: Overall workload assignment	T: Department budget
B: Benefits	K: Teaching load	U: Office space
C: Other compensation	L: Research expectations	V: Library resources
D: Opportunity to continue developing skills	M: Service expectations	W: University support system
	N: Financial support for professional travel	X: Department reputation
E: Process of tenure & promotion	O: Quality of students	Y: University reputation
F: Your organization's commitment/ concern for you	P: Department curriculum	Z: Department faculty
	Q: Department chair	AA: Advising responsibilities
G: Salary increases	R: Academic dean	BB: Size of department
H: Computer resources	S: Provost/Chancellor	CC: Secretarial support
I: Department climate		

Figure 2.

TABLE 3

Importance-Performance Mean Scores - Retention

Attribute	Attribute Description	Mean Importance Rating[a] (standard deviation)	Mean Performance Rating[b] (standard deviation)
A	Base salary	3.91(1.04)	3.40(1.09)
B	Benefits	3.83(1.08)	3.61(1.10)
C	Other compensation	3.36(1.22)	3.34(1.02)
D	Opportunity to continue developing skills	4.04(.99)	3.84(.99)
E	Process of tenure & promotion	3.80(1.24)	3.62(1.18)
F	Your organization's commitment/ concern for you	4.12(1.08)	3.42(1.14)
G	Salary increases	3.96(.97)	2.93(1.22)
H	Computer resources	3.75(1.03)	3.98(1.03)
I	Department climate	4.23(.99)	3.93(1.17)
J	Overall workload assignment	3.99(.96)	3.54(1.15)
K	Teaching load	3.98(.95)	3.68(1.07)
L	Research expectations	3.81(1.06)	3.64(.98)
M	Service expectations	3.53(1.04)	3.84(.79)
N	Financial support for professional travel	3.69(1.09)	2.93(1.46)
O	Quality of students	3.74(.96)	3.66(.99)
P	Department curriculum	3.92(.98)	3.92(.85)
Q	Department chair	4.01(1.06)	4.02(1.10)
R	Academic dean	3.50(1.20)	3.56(1.16)
S	Provost/Chancellor	3.09(1.20)	3.44(1.07)
T	Department budget	3.64(1.12)	2.98(1.23)
U	Office space	3.44(1.13)	3.72(1.18)
V	Library resources	3.55(1.10)	3.90(1.09)
W	University support system	3.43(1.06)	3.64(1.13)
X	Department reputation	3.87(1.03)	3.95(.95)
Y	University reputation	3.71(.97)	3.83(.94)
Z	Department faculty	4.09(.98)	4.02(.91)
AA	Advising responsibilities	3.13(1.08)	3.91(.87)
BB	Size of department	3.54(1.10)	3.48(1.24)
CC	Secretarial support	3.26(1.22)	3.57(1.26)

[a]Ratings obtained from a five-point scale of "not important at all (1)," "not very important," "neutral," "important," and "very important (5)."

[b]Ratings obtained from a five-point scale of "very dissatisfied (1)," "dissatisfied," "neither satisfied nor dissatisfied," "satisfied," and "very satisfied (5)."

The Impact on Recruitment Versus Retention

A follow-up analysis examined whether there were significant differences between respondents' ranking of the importance of the job attributes to recruitment versus their

importance to retention (see Table 4). Significant differences were found on all 29 items. Across the board, every item was assigned a higher importance score when respondents took them into consideration as a reason to remain with a department. For example, faculty members indicated that base salary was a stronger reason to remain with than to join a department. They also indicated that teaching load, as well as research and service expectations, had more influence on the decision to remain than to join.

TABLE 4

Importance of Variable to Joining an Institution Compared to Staying with an Institution

Variable	Mean Scores			
	Importance of Variable to Joining (standard deviation)	Importance of Variable to Staying (standard deviation)	t-score	p-value
Base Salary	3.51(1.11)	3.91(1.04)	4.58	.000
Benefits	3.35(1.15)	3.83(1.08)	6.00	.000
Other Compensation	2.87(1.17)	3.36(1.22)	6.50	.000
Opportunity to continue dev. skills	3.82(1.11)	4.04(.99)	3.59	.000
Process of Tenure & Promotion	3.38(1.3)	3.80(1.24)	4.15	.000
Organizations commitment or concern for you	3.80(1.08)	4.13(1.08)	4.23	.000
Salary Increases	3.50(1.04)	3.96(.97)	5.83	.000
Computer Resources	3.19(1.24)	3.74(1.03)	6.77	.000
Department Climate	3.94(1.09)	4.23(.99)	3.73	.000
Overall Workload Assignment	3.46(1.07)	4.00(.96)	6.66	.000
Teaching Load	3.50(1.03)	3.98(.95)	5.79	.000
Research Expectations	3.52(1.10)	3.83(1.06)	4.17	.000
Service Expectations	3.26(1.11)	3.54(1.04)	4.07	.000
Financial support for prof. travel	3.13(1.13)	3.69(1.09)	6.45	.000
Quality of Students	3.34(1.07)	3.74(.96)	6.04	.000
Department Curriculum	3.61(1.03)	3.93(.98)	4.39	.000
Department Chair	3.66(1.13)	3.99(1.06)	3.78	.000
Academic Dean	2.96(1.23)	3.50(1.20)	6.59	.000
Provost/Chancellor	2.52(1.14)	3.08(1.20)	6.94	.000
Department/Program Budget	3.00(1.14)	3.65(1.12)	8.16	.000
Office Space	2.86(1.14)	3.44(1.13)	7.48	.000
Library Resources	3.19(1.18)	3.55(1.10)	5.74	.000
University Support System	2.98(1.10)	3.43(1.06)	5.83	.000
Department Reputation	3.40(1.15)	3.87(1.03)	5.65	.000
University Reputation	3.42(1.07)	3.71(.97)	4.15	.000
Department Faculty	3.68(1.09)	4.08(.98)	5.22	.000
Level of Institution	2.99(1.36)	3.39(1.39)	5.34	.000
Advising Responsibilities	2.76(1.01)	3.12(1.08)	5.75	.000
Size of Department (# Faculty)	2.99(1.12)	3.53(1.10)	6.86	.000
Secretarial Support	2.76(1.16)	3.26(1.22)	6.12	.000

Ratings obtained from a five-point scale of "not important at all (1)," "not very important," "neutral," "important," and "very important (5)."

Importance-Performance Analysis Comparing Administrative Levels

There were significant differences between faculty members who were assigned administrative duties and those without any administrative responsibilities regarding satisfaction with job attributes, as well as the importance of the job attributes on decisions to join and remain with a department. Those with administrative duties were significantly more satisfied with their base salary (t=2.79, p=.006), process of tenure and promotion (t=2.67, p=.008), organization's commitment or concern (t=2.57, p=.011), salary increases (t=2.55, p=.012), computer resources (t=3.67, p=.000), research expectations (t=2.15, p=.033), department chair (t=2.66, p=.008), academic dean (t=2.75, p=.006), provost/ chancellor (t=2.02, p=.045), library resources (t=2.72, p=.007), and department reputation (t=2.05, p=.042). In considering whether or not to join a department, faculty with administrative duties also placed more importance on the academic dean (t=2.9, p=.004) and office space (t=2.87, p=.005). In making the decision to stay with a department, faculty with administrative duties placed more importance on the department chair (t=2.2, p=.012), department budget (t=2.41, p=.017), and office space (t=3.25, p=.001). Those without any administrative duties were not significantly more satisfied with any of the job attributes (See Table 5).

TABLE 5

A Comparison of Satisfaction with Job Attributes Between Administrators and Non-Administrators

Variable	Mean Scores			
	Importance of Variable to Joining (standard deviation)	Importance of Variable to Staying (standard deviation)	t-score	p-value
Base Salary	3.23(1.08)	3.66(1.05)	2.79	.006
Benefits	3.60(1.09)	3.60(1.10)	.008	.994
Other Compensation	3.32(1.09)	3.43(.90)	.787	.433
Opportunity to continue developing skills	3.82(.99)	3.89(.98)	.565	.573
Process of Tenure & Promotion	3.45(1.18)	3.89(1.13)	2.67	.008
Organizations commitment or concern for you	3.23(1.19)	3.63(1.02)	2.57	.011
Salary Increases	2.74(1.24)	3.17(1.16)	2.55	.012
Computer Resources	3.78(1.12)	4.28(.82)	3.67	.000
Department Climate	3.84(1.25)	4.07(1.03)	1.43	.154
Overall Workload Assignment	3.43(1.12)	3.66(1.19)	1.41	.160
Teaching Load	3.66(1.04)	3.73(1.11)	.510	.611
Research Expectations	3.52(.99)	3.81(.94)	2.15	.033
Service Expectations	3.75(.79)	3.97(.77)	1.89	.060
Financial support for professional travel	2.86(1.47)	2.97(1.43)	.520	.604

Continued

TABLE 5 - continued

Variable	Mean Scores			
	Importance of Variable to Joining (standard deviation)	Importance of Variable to Staying (standard deviation)	t-score	p-value
Quality of Students	3.57(1.05)	3.81(.94)	1.73	.086
Department Curriculum	3.91(.86)	3.99(.85)	.667	.506
Department Chair	3.84(1.14)	4.26(.97)	2.66	.008
Academic Dean	3.38(1.15)	3.83(1.13)	2.75	.006
Provost/Chancellor	3.32(1.03)	3.63(1.11)	2.02	.045
Department/Program Budget	2.88(1.17)	3.14(1.29)	1.49	.137
Office Space	3.66(1.11)	3.87(1.27)	1.29	.200
Library Resources	3.73(1.15)	4.13(.97)	2.72	.007
University Support System	3.55(1.15)	3.84(1.10)	1.84	.067
Department Reputation	3.84(1.02)	4.10(.83)	2.05	.042
University Reputation	3.82(.93)	3.90(.98)	.595	.552
Department Faculty	3.98(.97)	4.08(.83)	.760	.448
Advising Responsibilities	3.87(.87)	3.96(.87)	.795	.428
Size of Department (# Faculty)	3.46(1.22)	3.49(1.29)	.148	.882
Secretarial Support	3.58(1.22)	3.58(1.33)	.036	.972

Ratings obtained from a five-point scale of "not important at all (1)," *"not very important," "neutral," "important," and "very important (5)."*

Importance-Performance Analysis Comparing Carnegie Classifications

Universities in both Carnegie classification categories seemed to be meeting the needs of their recreation, parks, and tourism faculty with regard to importance of job attributes on both the recruitment and the retention processes. There were no significant differences in the importance that job attributes played on the respondents' decisions to join either a Research Extensive/Intensive university or one that fell into the Other category. However, there were significant differences in satisfaction levels. Faculty who worked for Research Extensive/Intensive-classified universities were more satisfied with the performance of their departments with regard to opportunity to continue developing skills (t=2.14, p=.033), your organization's commitment or concern for you (t=2.29, p=.023), overall workload assignment (t=2.82, p=.005), teaching load (t=3.76, p=.000), financial support for professional travel (t=2.64, p=.009), department/program budget (t=2.7, p=.008), and "university support system (t=4.08, p=.000). See Table 6 for mean scores. There were no variables with which the respondents from Other universities were more satisfied.

TABLE 6

A Comparison of Satisfaction with Job Attributes Between Carnegie Classifications

Attribute	Attribute Description	Research Extensive/ Intensive[a] (standard deviation)	Other[b] (standard deviation)
A	Base salary	3.52(1.05)	3.32(1.13)
B	Benefits	3.55(1.16)	3.65(1.03)
C	Other compensation	3.49(.99)	3.23(1.03)
D	Opportunity to continue developing skills	4.00(.92)	3.71(1.04)
E	Process of tenure & promotion	3.60(1.22)	3.68(1.15)
F	Your organization's commitment/ concern for you	3.59(1.12)	3.23(1.14)
G	Salary increases	2.92(1.23)	2.94(1.22)
H	Computer resources	4.11(.97)	3.89(1.08)
I	Department climate	3.84(1.24)	4.06(1.08)
J	Overall workload assignment	3.75(1.03)	3.31(1.23)
K	Teaching load	3.96(.88)	3.42(1.17)
L	Research expectations	3.69(.97)	3.60(.98)
M	Service expectations	3.87(.80)	3.83(.79)
N	Financial support for professional travel	3.17(1.42)	2.65(1.45)
O	Quality of students	3.64(.97)	3.71(1.03)
P	Department curriculum	3.93(.82)	3.97(.89)
Q	Department chair	4.02(1.10)	4.02(1.10)
R	Academic dean	3.63(1.18)	3.52(1.14)
S	Provost/Chancellor	3.55(1.06)	3.34(1.07)
T	Department budget	3.22(1.18)	2.76(1.24)
U	Office space	3.82(1.16)	3.68(1.20)
V	Library resources	4.02(1.05)	3.80(1.12)
W	University support system	3.98(.97)	3.37(1.21)
X	Department reputation	3.98(.92)	3.95(.98)
Y	University reputation	3.96(.94)	3.74(.95)
Z	Department faculty	4.05(.91)	4.03(.91)
AA	Advising responsibilities	4.02(.80)	3.82(.92)
BB	Size of department	3.63(1.16)	3.34(1.30)
CC	Secretarial support	3.75(1.23)	3.42(1.28)

[a]Ratings obtained from a five-point scale of "not important at all (1)," "not very important," "neutral," "important," and "very important."

[b]Ratings obtained from a five-point scale of "very satisfied (5)," satisfied," "neither satisfied nor dissatisfied," "dissatisfied," and "very dissatisfied (1)."

Discussion

Recruitment

Factors ranging from the decline in number of doctoral graduates receiving recreation, parks, and tourism degrees to an increased number of retirements have presented administrators with two critical challenges, 1) recruiting quality faculty and 2) retaining quality faculty. The first challenge is how to influence a job candidate's decision to accept a job offer or "join" a department. Departments appear to be focusing on those job attributes that are important and satisfying to job seekers. The top five job attributes that faculty judged as important and also satisfying, with regard to recruitment were department climate, opportunity to continue developing skills, department faculty, department chair, and department curriculum. Only salary increases and financial support for professional travel were job attributes that departments need to concentrate more on in the recruitment process. In addition, departmental budget was borderline on being indicated as an area of recommendation. This is not surprising since financial support of professional travel is often dependent upon a department's budget for any given year. What is not known, however, is the strength each of these variables has in ultimately influencing the decision-making process or "pulling" a person to join a department. This gap lends itself to an examination of what combination of job factors will provide the impetus for a new faculty member to join his or her first department or for a more experienced faculty member to change positions. Part of the answer to that question may lie in the determination of a "threshold of dissatisfaction", while the other part might focus on how job factors interact with one another to produce more predictable outcomes related to employment decisions of faculty.

Interestingly, it was suggested that eight job attributes may not require as much attention during the recruitment process. Factors such as secretarial support, academic dean, office space, and provost/chancellor may be attributes related more to the context of a faculty member's job rather than the job content. These factors might possibly be items that may be somewhat standard in all departments and therefore, faculty do not see them as having as direct of an impact on their day-to-day work lives.

Departments cannot ignore these findings as they work to recruit new faculty members. There are a number of strategies that may prove beneficial in the hiring process. One, the department may want to focus its recruitment marketing efforts on such issues as department and community life, strong benefit packages, and spousal job support if those items are strengths that might help recruit a candidate. Second, support for the development of a new faculty member's research and teaching skills may be another area of focus. This support can range from research start-up monies to offering workshops on improving teaching effectiveness to establishing formal mentor relationships between senior faculty and new faculty. Finally, depending on the culture of the university, a department may be able to work with a candidate to offer him or her reduced teaching and/or service loads until tenure is obtained. Satisfaction with salary increases and financial support for professional travel may be difficult for a department to directly influence.

Therefore, focusing on areas that are strengths of the department and offering candidates opportunities to grow that may positively impact their salary down the road may be beneficial to the recruitment process. Additionally, an assessment of how a department successfully "raids" another department would provide greater understanding of what job factors could tempt a relatively satisfied faculty member to leave his or her current position. What is it that departments must offer in order to entice faculty to join their ranks?

Retention

The second challenge for administrators, related to retention, is how to influence current faculty to remain in their current department and not seek employment elsewhere. Departments seem to be focusing on those job attributes that are important and satisfying to current faculty. Only 3 of the 29 job attributes were placed in any quadrant other than "keep up the good work." Those three job attributes, salary increases, financial support for professional travel, and department budget, are ones that departments should concentrate on with regard to faculty retention. Faculty indicated that not only were they somewhat dissatisfied with these items, but they may be important in faculty deciding to remain with their current department and not seek employment elsewhere. These factors present administrators with a particularly challenging situation because department chairs frequently have limited or no direct control over any of the three. However, if department chairs are able to exert some influence over related job factors (e.g., altered teaching schedule so childcare is not needed as often), they may be able to increase the satisfaction level that faculty have with factors such as salary.

On the other hand, the top five job attributes faculty reported as being satisfied with that were also important to their decisions to remain in their current positions were department climate, opportunity to continue to develop skills, department chair, department curriculum, and university reputation. Since these types of job attributes not only ranked high in satisfaction but also were important in influencing a faculty member's decision to remain in his/her current position, it would behoove departments to continue to put energy into these factors in order to counter the effects of those variables over which the departments have little or no control.

Further efforts to retain quality faculty members need to be taken by recreation, parks, and tourism departments. Implementing effective mentoring programs has been shown in all professions to aid in retention (Allen, Russell, & Maetzke, 1997). While the mentor-mentee relationship is often seen as a senior/junior faculty relationship designed to assist junior faculty gain tenure and promotion, there are potential benefits for both parties within the areas of teaching, research, and service that can lead to higher work satisfaction for both. Research has also found that the development of specific tenure and promotion guidelines can go a long way toward retaining quality faculty members (Johnsrud & DesJarlais, 1994). In addition, although departments have little control over such factors as salary increases, they may have control over how those increases are

dispersed. Awarding salary increases in a manner that is clearly understood by all faculty and is deemed fair by faculty may help prevent a faculty member from seeking and potentially leaving his or her current position.

Recruitment vs. Retention

It should be noted that each job attribute examined had a higher level of importance on faculty member's decisions to remain in their current jobs (retention) than they did in influencing faculty to join a department (recruitment). This suggests that simply getting a candidate to join your department does not insure that the individual will remain.

Interestingly, four of the top five job attributes (department climate, opportunity to continue to developing skills, department chair, and department curriculum) that were rated as both important and satisfying were the same with regard to recruitment and retention. In other words, not only do these job attributes have the potential to shape the decisions of job seekers (recruitment); they also have the potential to impact whether a current faculty member decides to seek employment elsewhere (retention). Fortunately, these are all variables that are within the department's realm of influence. For example, the climate of a department is often a reflection of the collegiality of its members and the atmosphere a department chair attempts to establish (Neinhuis, 1994). Likewise, it is a department's faculty and chair that develop, shape, and improve a department's curriculum. In addition, it is the department chair that has the primary responsibility of providing faculty the opportunity and resources (e.g., time) to continue developing their skills.

Conversely, the job attributes which faculty rated as important in influencing both decisions related to joining a faculty and/or remaining in their current position, but were least satisfied with (salary increases, financial support of professional travel, and department budget), were factors over which individual faculty, and in many cases department chairs, have limited if no control. Although department chairs administer department budgets, the amount of the budget is determined at a higher administrative level. Likewise, department chairs make recommendations for salary increases and financial support of professional travel, yet in reality these items are contingent upon either the approval of a higher level of administration (e.g., a dean) or again the money appropriated to the department. Many state-supported colleges and universities have been experiencing reductions in monies allocated to higher education by state legislatures for a number of years ("In Budget Crisis", 2002). As a result, many departments have experienced reductions in their budgets and many faculty have experienced little to no salary increases in recent years. This coupled with a weak national economy, may partially explain why faculty are less satisfied with fiscal factors that either indirectly or directly affect them.

With the current imbalance in supply and demand of faculty members, administrators should ask two critical questions. The first is "what can be done to reduce the likelihood of faculty looking to leave or actually leaving their current jobs?" In other words, administrators must understand and address the factors that influence faculty

members to leave their current positions. According to Eaton and Nofsinger (2000), inadequate salary and conflicts with their department head are the top reasons faculty often leave a position. If such reasons for leaving are not understood and addressed, then the retention issue becomes an issue of recruitment.

The second question is, "if there is a vacancy, how can a department most effectively influence a candidate's decision to join its faculty?" An administrator must first understand the factors that are likely to "pull" a candidate toward a respective department or influence the candidate to accept a job offer. Secondly, a department head must determine how the factors which have the greatest importance to faculty when making such a decision can be directly influenced by the department chair and faculty. As indicated by the lack of difference between the respondents with regard to rank and gender, these strategies seem applicable to faculty at various stages of their career.

Faculty with Administrative Responsibilities

It was not surprising that faculty with administrative responsibilities were significantly more satisfied with such job attributes as their base salary, the tenure and promotion process, salary increases, research expectations, and their academic dean than faculty without administrative responsibilities. Faculty who have administrative responsibilities hold such positions as department head , director of graduate studies, or director of undergraduate studies. Typically, it is senior faculty who hold these positions and therefore they have already been tenured and promoted. In addition, such faculty are generally making higher salaries, particularly department heads which in turn often results in larger salary increases when such increases are given in percentages. It was interesting to note that faculty who have administrative responsibilities placed more importance on such job attributes as office space, department budget, and administrators above them when deciding whether to accept a position or remain in their current one. This may indicate that a different set of job attributes are important to and more satisfying to faculty seeking or having administrative responsibilities than are important to other faculty. This information must be addressed in both the recruitment process, as well as in retaining such faculty.

Comparison of Carnegie Classifications

It was interesting that no significant differences were found in the importance that job attributes played in the respondent's decisions to join a Research Extensive/Intensive classified university or one that fell into the Other category (e.g., Master's I and II, Liberal Arts). However, faculty at Research Extensive/ Intensive universities were more satisfied with how their departments performed with regard to such job attributes as teaching load, opportunities to continue developing skills, overall workload assignment, financial support for professional travel, and departmental budget. This may be explained by looking at the differences between Research Extensive/Intensive universities and those in the Other category. Research Extensive/Intensive universities have different academic missions than other types of colleges and universities. For example, a much higher level

of scholarship and external funding is expected of faculty at Research Extensive/Intensive universities. As a result, faculty at such universities typically have a lighter teaching load in order to provide them with more time to publish and to seek external dollars. Many Research Extensive/Intensive universities are the "flagship" and/or the land grant schools within their respective states and therefore receive a larger proportion of their state's monies allocated to higher education. This in turn may influence the size of departmental budgets and the amount of financial support faculty receive to attend professional meetings.

Limitations

There were inherent limitations in this study. First, the results can not be generalized to all recreation, parks, and tourism faculty members. While SPRE is the largest membership group for recreation, parks, and tourism educators, not all educators are members. Those educators who choose not to join SPRE may be significantly different in their perceptions of their work environments than those who do join SPRE. Second, survey research in general is limited by the fact that it does not allow for additional probing on different areas of study. This certainly lends itself to future research. While the current study included two open-ended questions, one on gender equity issues and one on recruitment and retention issues, a more traditional qualitative aspect to the study would have provided greater detail to the study. Lastly, it may have been some time since many of the respondents "joined" their department, and therefore, they may not remember how important some job attributes were in shaping their decision to join their department.

Future Areas of Study

This study is one of the few that has addressed the issues of recruitment and retention of faculty specifically in the recreation, parks, and tourism field. While many academic disciplines have the "luxury" of having an overabundance of new PhDs, the recreation, parks, and tourism field does not. Previous research (Riley & Heyne, 1999) indicated that the number of open faculty positions quite often exceeds the number of potential candidates. As noted earlier, this problem is a result of too few doctoral candidates in recreation, parks, and tourism, coupled with the number of faculty who are retiring or approaching retirement age. What further complicates the retention issue for departments is faculty raiding or actively approaching faculty to consider leaving their current position and joining another faculty. It needs to be recognized that it is a "buyer's market" for faculty who are actively looking to leave their current positions, or those who may be dissatisfied in their current departments and are contemplating seeking employment elsewhere. All of this describes the current climate within the recreation, parks, and tourism field.

While this study is a start at examining the factors that impact the recruitment and retention of recreation, parks, and tourism faculty, it also opens up many other areas for future research. Research is needed to examine which factors actually "push" faculty to consider leaving or actually leave their current job, as well as the factors that "pull"

faculty to accept a new position. Interviewing faculty who have accepted a new faculty position in the past five years to determine why the left their previous positions, as well as to identify the job factors that influenced their decision to accept their current position, could begin this line of investigation.

As previously discussed, recruitment and retention of faculty in the recreation, parks, and tourism field is a challenge for administrators and faculty alike. Currently, it does not appear that these issues are likely to disappear in the near future. On the supply side, efforts must be made to increase the number of doctoral candidates in the field and to increase the number who enter and/or remain in the United States upon graduation. Another strategy to help address the supply side is to recruit non-traditional doctoral candidates, for example practitioners who may wish to finish out their careers in academia. On the demand side, greater attention needs to be paid to factors that lead to faculty dissatisfaction, particularly those that are important in a faculty member's decision-making process regarding whether to seek employment elsewhere. Particular attention should be paid to those factors over which department chairs and faculty have the greatest control, such as departmental climate, reputation, faculty, chair, and curriculum; and teaching, advising, and research responsibilities.

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