

A STUDY OF FACULTY PERCEPTIONS OF
DOMESTIC AND INSTITUTIONAL
FACTORS AND THEIR
RELATIONSHIP TO
RETENTION AND
ATTRITION

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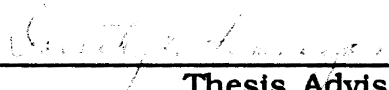
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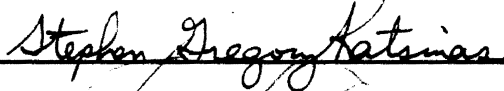
Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 1993

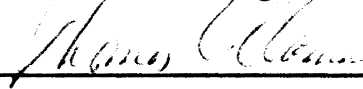
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ACKNOWLEDGMENTS

Many people contributed to the success and completion of my coursework here at Oklahoma State University. I would like to first express sincere appreciation to my thesis adviser, Dr. Dorothy Finnegan, for all of her time, guidance, and encouragement throughout this project. Many thanks also go to Dr. Tom Karman, Dr. Stephen Katsinas, and Dr. David Webster for their suggestions and support throughout the study.

I also would like to thank the faculty members who participated in the survey. Without their contribution this study would not have been possible.

My parents' support throughout my education goes beyond the financial assistance, but also in their constant encouragement and belief in my abilities. Thank you so much for bringing me to where I am today. My fiance Manny was also supportive and appreciative of my efforts, celebrating with me with each passing accomplishment.

My unspeakable thanks and praise to God, who has truly blessed me and has forever held me in His hand.

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CHAPTER I

INTRODUCTION

The university professor has potentially one of the best jobs in the United States to accommodate family considerations. Along with a more flexible schedule, most university settings are conducive to family life with various social and cultural events, better educational systems, and larger communities. “Midwestern University” (MWU), a midwestern public research university in “Shepherdville” USA, is such a place, providing a small town atmosphere and high quality of life standards that are nice for raising a family.

However, within these comfortable educational communities, as elsewhere, the roles of men and women have recently changed. Before the last couple of decades, the traditional stereotype of the college professor included his career and his supportive wife at home. Since the 1980s, however, with more women entering the faculty to have their own careers and to help support their families, balancing family and careers presents a challenge for both men and women. If a couple follows a more traditional pattern, the husband might determine where they will be located, which might decrease job opportunities for the wife. And with the wife taking on a job, the husband might have to share childrearing responsibilities. In addition, many “dual career couples” include both the husband and wife as university faculty members or administrative staff. Both men and

women might have special needs in areas of domestic concerns that need to be filled so the faculty can be effective in both their professional and family roles.

Single faculty also might face related challenges. For example, a single faculty member might leave an institution because social opportunities are offered in larger cities, rather than stay in smaller towns that may be more oriented towards couples. Single parents face even greater challenges concerning how to be both the primary caretaker for their children and a successful faculty member. There are many factors to take into consideration with regards to faculty roles and obligations outside of work, and if and where faculty receive support.

Along with the shifts in the roles that men and women fulfill today, there are also shifts in values. Faculty have to determine how important career vs. domestic roles are to them. In this study, "domestic" refers to the variables concerned with their personal lives, such as marital status, family obligations, dependent family members, etc. Many studies (Erickson, 1968; Hensel, 1991; Sorcinelli and Near, 1989) have found that job satisfaction includes environmental factors, so it might be valuable to examine domestic issues to alert the university to any areas that might affect faculty's desire to stay or leave the institution. If faculty are more satisfied with their overall work situation, retention could increase and attrition could decrease, which also would eliminate turnover costs for recruiting a replacement faculty member for the one whose domestic needs were not fulfilled. However, there might also be factors that are beyond the university's

control, such as social opportunities in the area that are unavailable for faculty from different domestic backgrounds.

Statement of the Problem

The problem of this study was to assess the degree to which domestic roles and values may potentially contribute to the retention or attrition of full-time, tenure-track faculty who have been employed for less than five years within selected departments at MWU. The study addresses the following questions: What are the values and attitudes of new faculty at MWU related to domestic issues? Do they differ by discipline, gender, or domestic situation? Do new faculty seem to value domestic or institutional roles more in their lives? How much do institutional and domestic factors influence faculty to stay at or leave MWU? What are the institutional and domestic reasons that faculty give for possibly staying at or leaving MWU? How much might domestic roles and values affect retention and attrition?

Purpose of the Study

Researchers have considered the way that domestic issues influence work attitudes (Simeone, 1987; Smart and Smart, 1990; Finkelstein, 1984; Sorcinelli and Near, 1989) but few studies have examined the effect of domestic considerations on faculty retention and attrition (Erickson, 1968; Tosti-Vasey and Willis, 1991). This is clearly an area that calls for further study because of recent research on the future of the profession.

Bowen and Schuster (1986) have predicted a faculty shortage during the next decade when a large number of "graying professorate"

are expected to retire. It will therefore be increasingly important for universities to look at areas that might support retention and reduce attrition. Findings from this study could show how university policies such as child care services, spousal employment, workload, etc., might have an effect on retention and attrition. The study might also inform administrative policy and practice in recruitment. There could be ways that the university could better address the domestic needs of faculty.

Limitations of the Study

This study is limited to one site to focus on the positive and/or negative characteristics and possible improvements of one particular university.

I considered surveying faculty who have left MWU to see how much domestic considerations affected their decision, but due to time constraints and limited resources, the survey was limited to faculty currently at MWU.

I decided on a survey format to get an overview of faculty opinion in a relatively small amount of time. I considered conducting interviews with faculty, but rejected the method due to my work schedule and time restraints.

In addition, because of time constraints and the extent of research, the study only generalizes about the views of a small sample of recently hired MWU faculty concerning their domestic and institutional roles and values. A larger, more in depth study could describe the views of the entire faculty.

CHAPTER II

REVIEW OF RELATED LITERATURE

Only a few researchers have focused on domestic considerations of faculty, and even fewer have analyzed them in light of retention and attrition issues (Erickson, 1968; Tosti-Vasey and Willis, 1991). Most of studies discussing domestic considerations fall into four areas-- those focusing on: 1) women, 2) men and women, 3) institutional policies and practices, and 4) the professional life of faculty.

Related Research

Erickson (1968) conducted one of the few studies focused on domestic considerations regarding attrition. This study revealed that family and friends were a major consideration in a faculty member's decision to leave an institution.

Tosti-Vasey and Willis (1991) related their study of faculty pressures of balancing work and family to recruitment and retention. They surveyed faculty and their spouses from two different disciplines, English and Engineering. Most of the faculty in their study (86%), had children. Tosti-Vasey and Willis found that faculty members in both disciplines spend considerable time attending to family responsibilities, which increases the stress caused by balancing family and work. They suggest that programs designed to reduce the

pressures from conflicting family and career roles might benefit some faculty. Based on findings in corporate cost-benefit studies, they state that if an institution acknowledges these pressures through family-sensitive benefits, then problems with retention, among other things, can be reduced. Further, "by viewing these work-family issues within an interactive environment, these programs may thus assist colleges and universities in recruiting and retaining the most competent faculty" (Tosti-Vasey and Willis, 1991, p. 187). The authors suggest three types of family support for academic institutions to consider: 1) policies that allow faculty to schedule time for parenting and elder-care, 2) policies and programs that facilitate faculty's ability to obtain quality care for dependent family members, and 3) family-life education programs, pamphlets, and counseling services.

Women and Domesticity

The main area in which researchers have discussed domestic considerations have been studies on women (Simeone, 1987; Kaufman, 1978; Astin, 1969; Clark and Corcoran, 1986; Curby, 1980). The topics of these studies vary, but it is clear that researchers find family issues important when discussing women faculty.

As part of her study on women faculty, Simeone (1987) addresses faculty women and their domestic considerations, especially relating the effects of marriage and family life on their professional life. She concluded that while marriage and family have a positive effect on the careers of men, they have a negative effect on the progress of women's careers. Simeone also reviewed mixed findings about the effect of marriage and children on performance, concluding

that the data do not show that a significant difference exists in scholarly productivity for married women or women with children, compared to single women.

Simeone suggests that two factors determine how faculty manage work and a family. The first is the adoption of traditional or nontraditional gender roles, such as whether the couple's location is determined by the husband's or wife's job. Another factor is how much institutional policies support the faculty's domestic choices and situations, which could determine things such as how much time each partner will spend on his/her career versus spending domestic responsibilities. Simeone states that institutional support of both family and career responsibilities is essential for men and women faculty to balance the two. She claims that institutions could help support faculty domestically by implementing flexible childbearing and childrearing leave, and adequate child care facilities.

Some authors have discussed the relationships that women faculty have with other colleagues and how domestic considerations might affect them. Kaufman (1978) found that even though single women had larger networks of friendships with colleagues, they were less likely to include men in those networks because they did not have the protective and less threatening status of being married. However, Simeone (1987) believes that both married and single women may be at a disadvantage in informal networks. Married women might be taken less seriously than single women because they have obligations other than work, thus detracting from their dedication to their work. They also might not be able to socialize with colleagues because of conflicting time demands, which isn't the case for single women.

For women faculty, family considerations can often be a deterrent factor of their career. Astin's study (1969), though dated, examined family characteristics of women with doctoral degrees, not merely restricted to faculty. She found that the husband's mobility was reported by the respondents as a barrier to career development, along with the inability to find adequate household help, and the negative attitudes that their husbands or other relatives had about their working.

A more recent study by Clark and Corcoran (1986) found that "vital" women faculty claim a need for strong institutional support for combining work and family. When this support was not present, Clark and Corcoran found lower levels of achievement.

Curby (1980) studied women administrators rather than women faculty, but she found some interesting related findings. The factors that are deemed important enough for women administrators to leave an institution are job-related rather than personal or social. Although she claims that spousal employment is important, Curby says that "continuing to make stereotypical assumptions about women administrators based on demographic, marital, and family, and employment characteristics with respect to their geographic mobility would be inaccurate and risky" (Curby, 1980, p. 23). Clearly there is a struggle between eliminating these stereotypes of women to give them equal opportunities to succeed, and being sensitive to the needs that women might have.

While much of the research discussing faculty's domestic life is focused on women, few studies could be found that analyze family

considerations specifically focusing on men. This may be an area that needs further study.

Men and Women and Domesticity

A second focus of the research on domestic considerations is on men and women and consists of research on gender roles (Rosenfeld and Jones, 1984; Hensel, 1991) and dual-career couples (Burke, 1988; Smart and Smart, 1990).

Rosenfeld and Jones (1984) conducted a significant study on the relationship of gender differences and faculty geographic mobility. The authors found that women earned their Ph.D.'s in larger cities, took their first jobs in larger cities, were in larger cities six years later, and make fewer geographic moves than men.

Rosenfeld and Jones recognize that some women did not move after receiving their Ph.D.'s "because they were starting families and wished to remain in the area until their children were older" and that "some women in dual career families took longer to move from this location because of waiting for a husband also to find a position in another location" (Rosenfeld and Jones, 1984, p. 22).

In a study regarding gender equality and the integration of work and family issues, Hensel (1991) describes the situation for both men and women faculty who try to balance family and career. She found that almost one half of women faculty are either single or childless; this may show how conflict between work and family might have some influence on women's choices, or how women's choices in the domestic area may affect their careers. Often, too, women's peak childbearing years are right at the time when they are pursuing

tenure. Hensel found that through all of these situations, women who have a family and a career sometimes do not feel the support of colleagues and the institution.

Hensel also describes the problems that men have with managing family and career responsibilities. Some men are now more involved in childrearing, thus experiencing added stress to their work. Also, men with working wives are not experiencing the same support offered by wives working in the home. Thus, Hensel makes the point that both men and women faculty “are experiencing stress in balancing careers and families and are finding their universities largely unresponsive” (Hensel, 1991, p. 2).

Burke (1988) and Smart and Smart (1990) have discussed domestic issues as related to dual-career couples. Burke (1988) concluded that employment opportunities for spouses/partners are a major influence on dual-career couples' decisions to stay or leave an institution.

Smart and Smart (1990) have discussed the needs of dual-career couples on campus. Interviews with various couples showed that the greatest pressure is felt by couples with infants and young children; child care costs and endless days wear them down. Dual-career couples must also consider what their attitudes and values are toward gender roles, financial circumstances, and quality of life considerations. Often when both faculty members cannot find jobs in the same place they must establish a commuter marriage, adding to the pressures even more. Women especially can feel pressures, trying to balance their work and home to be a “superwoman.” More women appear to be choosing part-time work as Tuckman (1989) has found

that the number of new female part-timers has exceeded the number of new female doctorates. However, Smart and Smart (1990) claim that this often affects their careers, often not counting towards tenure and reaping smaller salaries.

Despite these pressures, married faculty provide a source of understanding and support for each other, because they can talk about “their work, ideas, and experiences, often solving work problems together through discussions” (Smart and Smart, 1990, p. 34). In addition to the good environment for children that academic life provides, children of dual-career couples in academe are generally satisfied with their family’s lifestyle. Faculty couples especially like “the low barriers between home and work found in academic life” (Smart and Smart, 1990, p. 34).

With the changes in the domestic roles of some men and women come changes in professional roles. However, they claim that “although men are increasingly involved with their children and housework, they continue to do far less family work than women. . . .Mothers spend more time on the physical care of the children than do fathers” (Smart and Smart, 1990, p. 34).

Institutional Policies and Practices

A third area of studies that address domestic considerations are analyses of institutional policies and practices (Chused, 1985; Davis, 1988), including faculty parenthood, and recruitment and retention issues. Hensel (1991) and Smart and Smart (1990) also have suggested ways that universities can assist faculty in balancing work and family.

Chused (1985) studied policies at law schools regarding faculty parenthood, especially in the areas of pregnancy and child care. The study revealed that few schools have considered the issue of parenthood. Chused also found that “most schools do not provide day care services, that obtaining a leave of absence or a reduction in teaching load for child care is more difficult than obtaining a leave or reduction for other reasons, and that women may be leaving law teaching for family reasons more frequently than men” (Chused, 1985, p. 570). His study suggests a need for flexibility in handling various family situations, such as providing sufficient and fair leaves of absence and better fringe benefits packages, such as child care benefits.

Davis (1988) relates domestic considerations to the main topic of his study, recruitment and retention of faculty in Arizona. He claims that among the Arizona universities, recruitment and retention of faculty with families are hurt by “the lack of serious commitment to elementary and secondary education” in the state (Davis, 1988, p. 1386). He concludes that the recruitment and retention of women faculty could be improved if child care facilities were conveniently available and affordable, if the university made more of an effort to find a job for spouses of women faculty, and if policies were developed for women faculty who choose to bear children during their probationary period.

Hensel (1991) makes many good suggestions regarding university policies and practices to accommodate the domestic needs of men and women faculty in order to help them achieve their full potential in their careers. These include: 1) an evaluation of university support of parents and others in a caregiving role to help

eliminate work/family conflict; 2) recruitment and hiring policies responsive to dual-career couples, such as spousal placement programs; 3) more flexible maternity policies; 4) a family leave policy for new parents and for the care of a sick child, spouse, or elderly parent; 5) work load flexibility for family leave; 6) stopping the tenure clock for births, adoptions, or family crises; 7) on-campus child care; 8) and a reexamination of teaching and research expectations (Hensel, 1991, p. 2).

Hensel states that there is a high correlation between career and life satisfaction in the academic world. The university is very much influenced by life outside of work, and “universities which seek creative solutions to . . . career/family conflict will also solve the problem of recruiting qualified faculty during a faculty shortage” (Hensel, 1991, p. 2).

Smart and Smart (1990) also conclude that institutions of higher education can assist faculty with balancing work and family through many different policies and practices. Child care is the main concern of dual-career couples with young children. Special programs that could be very helpful are: maternity and paternity leave for birth and adoption; leave for illness of a child or parent; flextime; shared jobs; and choice of benefit programs. Higher education also needs to consider fair treatment of couples in dual-career families (especially part-time workers); placing more importance on good teaching rather than merely on research; helping to make the work load lighter when the demands at home are heavier; and finding out more about the needs of dual-career couples in academia (Smart and Smart, 1990, p. 37).

Domestic Concerns and Faculty Productivity and Mobility

Finally, a fourth area of literature that addresses domestic concerns is research focusing on the professional life of faculty in the areas of productivity (Finkelstein, 1984; Gerstl, 1959, 1971; Kistler, 1967; Sorcinelli and Near, 1989) and mobility (Matier, 1988).

Finkelstein (1984) provides a profile of the American professor and his/her personal family life among other characteristics based on social science studies. Finkelstein found “only one aspect of family life and leisure that has undergone some demonstrable change over the past two decades: the time faculty spend in household chores” (Finkelstein, 1984, p. 157). He concluded that:

The centrality of the academic role has tended to shape the nature of faculty family life and leisure activities, and it has done so most directly for academic men; for academic women, its shaping role has been limited for several important respects by the competing influence of sex role socialization (Finkelstein, 1984, p. 157).

He also concluded that although family roles may increase stress and reduce advancement opportunities because of less mobility, the family obligations do not explain differences in research performance among men and women.

Gerstl (1959, 1971) found that in the professional lives of faculty, professors spend more time socializing with colleagues, and much less time than the general population visiting relatives (perhaps because of geographical distance).

In other studies discussing faculty's professional lives and productivity, Kistler (1967) concluded that the amount of work performed in the home varied by discipline, with the lowest among

faculty in the hard sciences and technical disciplines and the highest among faculty in the social sciences and humanities. Also, Sorcinelli and Near (1989) found that work factors influence and are influenced by life outside of work, which challenges current institutional policies that assume work and personal life are not related.

Matier (1988) conducted a study on factors influencing faculty migration that relates to domestic considerations. He found that most related studies concluded: "(a) that faculty's main preoccupation is with their work environment--what and how they teach, the competence and congeniality of their colleagues--and (b) that though money is important, it is not of prime importance" (Matier, 1988, p. 5). Also, most of the "previous mobility research cited the internal push as more operative than the external pull in an individual's decision" to stay or leave an institution (Matier, 1988, p. 11). These tendencies were also the case in Matier's study, which ranked the relative importance that the faculty place on various reasons to leave an institution. Some external and domestic factors, such as geographic location (which was first), housing, climate, and cultural and recreational facilities, ranked in the top 20. However, most of the domestic considerations ranked under the institutional factors.

Summary

The studies of domestic concerns of faculty have focused on women, men and women, institutional policies and practices, and the professional lives of faculty. However, less attention has been paid to faculty retention and attrition affected by domestic considerations.

Clearly there is a need for further research in this area, as other

studies have noted. Rosenfeld and Jones (1984) stated that “Research looking at the family’s career patterns is called for. . . .It would be interesting to see whether [geographic mobility and location patterns] are linked for men and women to family considerations. . . .” Tosti-Vasey and Willis encourage administrators to “recognize and address these issues of relevance for professional updating and retention of competent faculty” (Tosti-Vasey and Willis, 1991, p. 136). Sorcinelli and Near (1989) stated that there is a need for research on the relation between academic work and personal life.

In addition, Weiler’s (1985) study on reasons for faculty attrition showed that almost two-thirds of the faculty surveyed considered personal factors a very important reason for leaving. However, specific variables related to the faculty’s personal reasons for leaving were not a part of Weiler’s analysis. Weiler, therefore, calls for additional information on the effects of family characteristics on faculty attrition.

CHAPTER III

METHODOLOGY

Conceptual Framework

I became interested in faculty domestic considerations when I started thinking about the time that I spent growing up in Shepherdville. As a child of a faculty member, I have lived in Shepherdville since I was six months old. The environment of this small community to me has been a very safe and friendly one. Shepherdville's crime rate has been one of the lowest in the state for years. Also, the town is just large enough to have some of the benefits of a larger city area, but also small enough to support a distinct community and to escape the disadvantages of a metropolitan area. In addition, Shepherdville is a part of the "Bible Belt" of the United States. For Christians, the area is very comfortable. From any vantage point, the people seem to be friendly to everyone. Thus, from evaluating my own past experience in Shepherdville as a faculty member's child, I find it to be a very secure and enjoyable place to live.

However, from my experiences in graduate school, I have come to find that faculty who come from other domestic and geographic situations might not find Shepherdville to be such a welcome place. For faculty who are single and who may not have children, the

disadvantages of the community might outweigh the advantages. A single faculty member may want the social opportunities available in a large city, or a widowed faculty member might want to live somewhere with more cultural and recreational activities.

These possibilities were then connected with my studies in higher education administration, particularly with the issues of faculty retention and attrition. These thoughts have culminated into this study--how domestic considerations might affect the retention and attrition of faculty at MWU.

My study concentrates on two key components of a faculty member's lifestyle--domestic concerns and institutional policies and practices--to see where their needs and values are focused. These two main variables were analyzed by selected independent demographic variables to search for relationships and possible conclusions.

"Dependent" variables in the study (such as salary and child care) refer to variables that depend upon institutional factors, the faculty's attitudes, domestic situation, etc. "Independent" variables (such as marital status and gender) are variables that are not changeable, or that do not depend upon another factor. The unit of study is faculty from selected departments who have been at the university for less than five years.

The two variables included various indicators used in the survey. Domestic concerns, the first main variable, included key indicators: 1) parenting concerns, 2) spousal employment, 3) recreational, cultural, and social activities, 4) housing, and 5) geographic factors. Parenting concerns were further broken down into: the overall environment for children, the availability and quality of child care

facilities at MWU, and good schools for children. Recreational, cultural, and social factors included: recreational and cultural opportunities; religious opportunities; opportunities for social interaction; and network of friends living locally. Geographic factors included geographic location, climate, physical environment, and proximity to "home" and extended family.

The second main variable, institutional policies and practices, included the following indicators: 1) compensation, 2) resources, and 3) colleagues. Factors regarding compensation included: salary, benefits, retirement programs, family leave policies, and reduced tuition for family. Resources were further broken down into: quality of the institution, research facilities, research opportunities, teaching opportunities, teaching/research load, office facilities, sabbatical and leave policies, institutional governance, quarter/semester system, and total work load. Factors relating to colleagues included the quality of colleagues and loyalty to the program.

These variables and their indicators were measured against independent variables concerning demographic and employment information, providing a picture of the faculty's domestic situations and any special considerations they might have. Respondents were asked the following: the city or town in which they live; child care and parent care responsibilities; and proximity of relatives. Also the faculty were asked to provide personal and employment data including gender and year of birth; race of the faculty member and his/her spouse; citizenship; the highest level of education completed by both the faculty member and his/her spouse; current tenure status and

academic rank; academic year that they began working at MWU; and their department.

Methods

Permission

As the first step, permission to conduct research involving MWU faculty was sought from the Provost of the university (see Appendix A). Additionally, permission was obtained from him to secure the names of faculty to survey. Proper forms were completed for the university's Institutional Review Board to follow federal and university regulations requiring a review of any research involving human subjects. The study was subsequently approved by the Board (see Appendix B).

Faculty Selection

The goal of the research, although not attained, was to survey at least 100 faculty members to obtain a sample rate of 10% of the 986 faculty. Enough faculty names were selected from the larger departments at the university to provide a sample of more than 100. The departments were selected to represent a broad range of disciplines, from applied to professional. The departments also represent each of the seven colleges at the university.

The sample included men and women, married and single, from the 20 selected departments. The sample was limited to faculty who had been at MWU for five years or less to focus on the impressions of primarily tenure-track faculty, who were not tied to MWU because of tenure and whose impressions of MWU and Shepherdville are more

recent. All faculty selected are full-time employees. This provided consistency throughout the responses in benefits and salary.

The Institutional Research office provided a list of faculty who fit the criteria for the study and additional information regarding the distribution of marital status among all faculty at the university. The office provided a total of 120 names. Some faculty names were excluded because they were teaching associates, adjuncts, or visiting professors. This reduced the total possible sample of faculty to 113, of which 66 responded.

The Survey

The questionnaire was constructed around the two key components of the study, domestic and institutional issues, and the various dependent and independent variables. The survey was broken down into five sections (see Appendix C). The first section was constructed to determine how satisfied faculty are with “town and gown” factors affecting domestic considerations. Faculty were asked to respond using a five point Likert scale (very dissatisfied to very satisfied) and were given the opportunity to answer “does not apply.” The second section explored the weight that faculty place on certain factors when considering positions at other universities. Responses to these variables indicate how important certain institutional and domestic values are to faculty. Faculty were asked to answer using a three point Likert scale (not important to very important).

The third and fourth sections were constructed to explore the reasons why faculty might stay or leave the university. The third section asked about institutional or domestic characteristics that assist

retention. The primary question here relates to the degree to which one set of values (domestic vs. institutional) outweighs the other in faculty decisions to stay. On the other hand, the fourth section, in which respondents were asked to rank the important factors for leaving, explores faculty dissatisfaction with their current situation. If dissatisfaction is too great with either domestic or institutional variables, attrition could occur. The only difference between the two lists was that "reduced tuition for family" was listed as a possible attraction to another university in the fourth section but not as a retention factor in the third section, since MWU does not have such a benefit. Space was also provided in both sections for respondents to list other possible reasons affecting their retention or attrition.

Space for comments was provided after each of the first four sections of the survey so that respondents could give any additional information to explain their opinions or situation. The fifth section asked the demographic and employment information described earlier.

Data Collection

A cover letter was sent with the questionnaires to the faculty in the sample that explained the study, promising confidentiality (See Appendix D). Faculty were asked to return the survey within three weeks. The surveys were sent through campus mail to the respondents. The faculty also returned the surveys through campus mail in self-addressed envelopes that they could seal for confidentiality.

Surveys were assigned identification numbers when received and entered into SYSTAT for Macintosh. A reminder to return the surveys was sent to faculty shortly before the return deadline. Because the surveys were not coded before they were sent out to provide anonymity, the reminder was sent to all faculty, asking them to ignore it if they had already responded.

Surveys were sent out to 113 faculty, however some faculty could not be reached on campus. Sixty-six faculty (58%) responded to the survey, all of which were usable. Because the size of the sample is quite small, the study merely intends to use the data to explore the concerns of a small group of faculty. The response rates by disciplinary group were: social sciences - 67%, humanities - 58%, and hard sciences - 51%. Some faculty from each of the targeted departments except Psychology responded.

Data Analysis

Frequency distributions were produced to check the data for outliers and missing data. Some independent variables, such as race and parental care, were too small to be of significant value. Some answers within certain variables were recoded because the cells were too small for an adequate analysis.

The answers in the first section (satisfaction of various domestic factors) were recoded for better statistical representation. "Very dissatisfied" and "somewhat dissatisfied" were recoded as simply "dissatisfied," and "very satisfied" and "somewhat satisfied" were recoded as simply "satisfied." Also, the marital status answers were recoded into either "married" or "not married" to provide larger

cells. The departments were grouped into three disciplinary areas--hard sciences, social sciences, or humanities--to account for any differences in opinion among disciplines.

The way that the third and fourth sections were designed (where faculty ranked reasons to stay and leave MWU) should be noted. The third section, reasons to stay MWU, was regarded as reasons for the "pull" or retention of the faculty member, while the fourth section, reasons to leave MWU, was regarded as reasons for the "push" or potential causes for attrition of the faculty member. In other words, the "pull" pulls the faculty member back to stay at the university, while the "push" pushes them away from the university (Caplow and McGee, 1958). The answers were further broken down into "institutional" or "domestic" categories. A score of five was given to the reason that was ranked first, four for the second ranked, three for the third, two for the fourth, and one for the fifth ranked reason. For each push and pull variable, the scores for all cases were totaled, giving an overall weight. These variables were then ranked by scores for the most important reasons for retention and attrition for all respondents--the higher the score, the more important the variable.

In addition, each faculty member's values of domestic and institutional reasons for the push and the pull were examined. For faculty who did not list any domestic reasons for staying, they were given the value of "no pull" for domestic factors. Faculty whose score for domestic reasons for staying was six or less were said that the domestic pull was "not strong," and faculty whose score was seven or more were said to have a "strong" domestic pull. The same system

was used regarding domestic and institutional scores for both the pull and the push.

Cross tabulations (chi-squares) were conducted to compare the independent demographic variables with the domestic and institutional dependent variables. The four independent variables used were: marital status, presence of children, gender and discipline. Marital status and the presence of children were chosen for analysis because they compare different domestic situations. Gender and discipline were used for analysis to distinguish any differing needs or situations. These independent variables reflect the social roles and professional demands of the faculty.

Dependent variables were chosen for discussion for various reasons. First, they were chosen because of the significance ($<.05$ probability) and strength of the cross tabulations, which shows that the findings are not merely random. The variables also were discussed if the findings were particularly interesting or surprising. Other dependent variables were included because of the importance placed on the subjects in related literature, or because they are current issues on the MWU campus.

Most of the variables that are discussed relate to all faculty responding, while a few only apply to certain groups of faculty, specifically married faculty and faculty with children. The dependent variables that only apply to certain sub-groups (married faculty or faculty with children) will be discussed with regards to gender, discipline, and spouse's education level, as the four that are discussed with regards to all faculty do not all apply.

CHAPTER IV

ANALYSIS

The Demographics of the Sample

Even though only 58% of the faculty who were sent surveys responded, the demographic data on the sample provides a picture of the range of faculty who have been hired at MWU recently. Forty-six of the faculty who responded are males and 19 females. While the national average of women faculty at public doctoral granting institutions is 25.9% (NEA, 1993), women represent 41% of this sample. Women made up 24% of the entire faculty population at MWU during the 1990-1991 academic year (Work Force Analysis, 1991). One recent study shows that nationally women appear to be making gains recently in the proportion of full-time faculty positions in at least one sector of higher education, the comprehensive universities (Finnegan, 1992). It appears that this may also be the case at MWU within the last few years.

The faculty in the sample ranged in age from 27 to 59, with an average age of 39.5 and a median of 38 (See Table 1). Over a third of the faculty are between 35 and 39 years old. Using data from the last National Survey of Post-Secondary Faculty, Finnegan (1992) found that among the nation's comprehensive universities, 30% of the faculty hired since 1982 are over 45 (p. 56). Twenty-three percent of the

faculty in this study are over 45. Thus, the ages of faculty in this group were slightly younger than the national sample of newly-hired faculty at comprehensive universities.

TABLE 1
DISTRIBUTION OF AGE AMONG FACULTY

| Age Group (N=66) | % of Total Sample |
|------------------|-------------------|
| 25 - 29 | 6.1 |
| 30 - 34 | 16.7 |
| 35 - 39 | 36.4 |
| 40 - 44 | 13.7 |
| 45 - 49 | 15.2 |
| over 50 | 7.6 |

Note: Percentage may not total 100 due to rounding (99-101)

Despite efforts to increase the number of faculty from minority backgrounds, the sample was not very diverse. Proportionately, 56 of the 66 faculty are white. Of the remaining faculty, six are Asian (nine percent), one is American Indian (1.5%), and one is part black and part white.¹ This minority representation closely corresponds with the ethnicity of all MWU faculty: 89% white, seven percent Asian, two percent African-American, one percent Native American, and one percent Hispanic (Work Force Analysis, 1991). However, the percentages of both the sample and the MWU population are higher

¹ Two faculty did not respond to the question regarding racial background.

than the national average for public research universities, which stand at 90% white, five percent Asian, two percent African-American, one percent Native American, and two percent Hispanic (Chronicle of Higher Education [CHE] Almanac, 1992). Thus, this sample is representative of the ethnicity of MWU faculty, but it is higher than the national average for minority participation.

In addition, a few faculty in the sample represent different nationalities. Fifty-nine of the faculty are American citizens. The remaining faculty come from Europe, South America, and Asia.

Eighty-five percent of the sample have earned a doctoral degree. The remaining 15% have a master's degree; these faculty are distributed among the three disciplinary areas. This distribution is slightly lower than the national average for public research universities, with 90% of the faculty holding a doctoral or professional degree, and only nine percent holding a master's degree (CHE Almanac, 1992).

The education level of their spouses vary greatly--from a high school diploma to the doctorate. Thirteen percent of the spouses have at least a high school diploma with some having college experience or associate's degrees. Thirty-two percent hold bachelor's degrees, 34% have master's degrees, and 21% have doctoral degrees. Therefore, there probably is not an extremely high percentage of couples represented in which both spouses are faculty. Also, no significant relationship exists between the education level of the spouse and the education level of the faculty member.

Almost three-fourths of the respondents have been at MWU for less than three years. Also, almost three-fourths of the faculty are

tenure track, while 18% of the respondents have tenure, and eight percent are non-tenure track. Two-thirds are assistant professors, 15% associate professors, nine percent professors, and the remaining nine percent are research associates, instructors, and lecturers. The high representation of assistant professors and faculty without tenure was expected because the survey was limited to faculty who have been at MWU for less than five years. However, since one quarter of the sample are above the assistant professor level, the university is hiring one out of every four faculty who probably possess post-secondary teaching and research experience.

The sample target of equal representation among general disciplines was almost met among respondents: 36% were from hard sciences disciplines, 36% from social sciences disciplines, and 28% from the humanities.

The vast majority of the faculty (91%) live in the Shepherdville area. Five live within an hour's commute to the university. One faculty member actually commutes from a contiguous state. Thus, most faculty in the sample live relatively close to the university.

Seventy percent of the faculty are married; of the remaining 30%, 17% are single, 9% divorced, and 3% widowed. This sample includes a higher percentage of divorced, single, and widowed faculty than the entire MWU faculty population. Of all of the MWU tenure-track or tenured faculty, 82% are married, 16% are single, 2% are divorced, and less than 1% are widowed.

Sixty-two percent of the sample have children. Not surprisingly, marital status and the presence of children is significant; only faculty who have been married have children. However, marital status does

not automatically ensure the presence of children. Almost three-fourths of the married respondents have children, as do all of the divorced faculty and one of the two widowed respondents. None of the single faculty have children. The average number of children per family is 1.93, but the average number of children living at home is only 1.35. Two-thirds of the faculty parents report that they share the responsibility of raising their children. All but two are married. The exceptions are divorced. Of the remaining faculty parents, seven indicated that they are "primary" caregivers for their children, and six said they are "secondary" caregivers. Of the primary caregivers, four are married (two are men and two are women), two are divorced females, and one is a widowed female. All of the secondary caregivers are married men.

Although the elderly population of the United States is continuing to increase, the faculty in the sample do not appear to have responsibilities for parental care. Only one faculty member claims to be the primary caregiver for his parents. Only two faculty members' parents live in Shepherdville. Most of the faculty's extended families live in the Midwest (including MWU's state), Northeast, South and West. Thus, since a large proportion of faculty live away from their extended families, many do not have familial support close by.

In summary, the majority of this sample is made up of white men, married faculty with children, and faculty with extended families which are not close by. Most of the faculty parents share childrearing responsibilities, and very few faculty have any direct parent-care concerns. With regards to their professional background, most of the

faculty are assistant professors without tenure and hold doctoral degrees.

Values among New MWU Faculty

The dependent variables discussed here relate to the attitudes of all faculty in the survey. These variables refer to the social life of faculty (opportunities for social interaction and their network of friends), culture and recreational activities in the area, relationships with colleagues, benefits, salary, and loyalty to their program. A few other variables that showed notable significant relationships are discussed, too.

Social Opportunities

The faculty appear to be equally divided about the availability of social opportunities in Shepherdville. When asked about their satisfaction with opportunities for social interaction, 45% of the sample responded that they are satisfied, 14% are neutral, and 41% are dissatisfied with social opportunities available (See Table 2). In fact, 91% of the faculty said if they considered leaving the university that social opportunities would be an important factor in accepting a new position (See Table 3).

Social opportunities appear to be more important to some faculty than to others. First, a strong significant relationship exists between marital status and social opportunities. Faculty who are not married are much less satisfied with their social opportunities in Shepherdville than married faculty. Seventy-nine percent of the non-married faculty said that they were dissatisfied with the social

opportunities available to them. It appears that Shepherdville is more hospitable for married couples. Fifty-nine percent of the married faculty said that they are satisfied with social opportunities.

TABLE 2
PERCENTAGE OF FACULTY SATISFIED WITH THE
AVAILABILITY OF SOCIAL OPPORTUNITIES

| Variable | Satisfied | Neutral | Dissatisfied |
|--------------------|-----------|---------|--------------|
| All faculty (N=66) | .45 | .14 | .41 |
| ☞ Marital Status | | | |
| - Married | .59 | .17 | .24 |
| - Unmarried | .16 | .05 | .79 |
| ☞ Children | | | |
| - With Children | .60 | .10 | .30 |
| - Without Children | .24 | .20 | .56 |
| Gender | | | |
| - Female | .37 | .05 | .58 |
| - Male | .50 | .17 | .33 |
| Discipline | | | |
| - Hard Sciences | .41 | .27 | .32 |
| - Humanities | .53 | .12 | .35 |
| - Social Sciences | .50 | .05 | .45 |

Note: Percentage may not total 100 due to rounding (99-101)

☞ denotes a significant relationship χ^2 sig. .05

The significance of the relationship between social opportunities and marital status also appeared when faculty were asked about important variables in seeking a new position. Sixty-seven percent of the unmarried faculty claimed that social opportunities are very important when considering leaving, while the majority of the married

faculty (64%) said that social opportunities are only somewhat important to them. All of the faculty who responded that social opportunities are not important are married. Therefore, the faculty at MWU who appear to care the most about the social opportunities available to them--the non-married faculty--are the least satisfied with them.

TABLE 3

PERCENTAGE OF FACULTY WHO FIND THE AVAILABILITY
OF SOCIAL OPPORTUNITIES IMPORTANT WHEN
CONSIDERING ANOTHER POSITION

| Variable | Very Important | Somewhat Important | Not Important |
|--------------------|-------------------|-----------------------|------------------|
| All Faculty (N=66) | .35 | .56 | .10 |
| ☞ Marital Status | | | |
| - Married | .23 | .64 | .13 |
| - Unmarried | .67 | .33 | .00 |
| Children | | | |
| - With Children | .29 | .61 | .10 |
| - Without Children | .46 | .46 | .08 |
| Gender | | | |
| - Female | .59 | .35 | .06 |
| - Male | .27 | .62 | .11 |
| Discipline | | | |
| - Hard Sciences | .19 | .71 | .10 |
| - Humanities | .31 | .63 | .06 |
| - Social Sciences | .57 | .29 | .14 |

Note: Percentage may not total 100 due to rounding (99-101)

☞ denotes a significant relationship χ^2 sig. .05

Although male faculty were only slightly more satisfied with social opportunities in Shepherdville than females, three-fourths of the women who responded "satisfied" are married, and all but one of the men who responded "satisfied" are married. Therefore, marital status is more important with regards to satisfaction of social opportunities than gender.

However, women place more importance on social opportunities than males. Fifty-nine percent of the women surveyed claimed social opportunities are a very important consideration when leaving (80% of this 59% are married). Sixty-two percent of the men (most of whom are also married) said that social opportunities are only somewhat important. Thus, although the findings are not significant, nor strong enough to base any conclusions, it seems that women place more importance on social opportunities than do men.

Concurrently, the relationship between satisfaction with social opportunities and the presence of children was also significant. Sixty percent of the faculty with children said that they are satisfied with social opportunities, while 56% of the faculty without children said that they are dissatisfied with social opportunities. Although it was not statistically significant, 46% of the faculty without children said that social opportunities are very important to them when considering another institution, while only 29% of the faculty with children said that this factor would be very important.

When examined by discipline, the social sciences and humanities seemed to be more satisfied with social opportunities, although the relationship was not significant. Social science faculty appear to place more importance on social opportunities than the

other disciplines. Fifty-seven percent of them said that social opportunities are very important, while 31% of the humanities faculty and 19% of the hard sciences faculty claimed them to be very important.

Network of Friends

Although social opportunities may not be available for some, a faculty member's network of friends might give needed support. A little more than half (51%) of all of the faculty are satisfied with their network of friends in Shepherdville, while 29% are dissatisfied, and 20% are neutral (See Table 4). Here once again, married faculty seem to have the advantage.

Although none of the findings below were found to be significant, the data lead us to believe that with regards to their network of friends in Shepherdville: married faculty were more satisfied than non-married faculty; male faculty were more likely to be satisfied than female faculty; faculty with children were more likely than faculty without children to be satisfied; and faculty in the humanities were more likely to be satisfied than faculty in the social sciences and hard sciences.

The same was true for the faculty who listed friends as a reason to stay at MWU. A higher percentage of the married faculty than non-married faculty, men than women, faculty with children rather than those without, and faculty in the humanities more than the other disciplines, listed friends as one of their top five reasons for staying than the other faculty (See Table 5).

TABLE 4
PERCENTAGE OF FACULTY SATISFIED WITH
THEIR NETWORK OF FRIENDS

| Variable | Satisfied | Neutral | Dissatisfied |
|--------------------|-----------|---------|--------------|
| All Faculty (N=66) | .51 | .20 | .29 |
| Marital Status | | | |
| - Married | .58 | .22 | .20 |
| - Unmarried | .37 | .16 | .47 |
| Children | | | |
| - With Children | .60 | .15 | .25 |
| - Without Children | .40 | .28 | .32 |
| Gender | | | |
| - Female | .42 | .26 | .32 |
| - Male | .57 | .17 | .26 |
| Discipline | | | |
| - Hard Sciences | .45 | .23 | .32 |
| - Humanities | .65 | .06 | .29 |
| - Social Sciences | .50 | .27 | .23 |

Note: Percentage may not total 100 due to rounding (99-101)

TABLE 5

PERCENTAGE OF FACULTY WHO LISTED
NETWORK OF FRIENDS AS A TOP-FIVE
REASON TO STAY AT MWU

| Variable | % Listed |
|--------------------|----------|
| All Faculty (N=66) | .20 |
| Marital Status | |
| - Married | .26 |
| - Unmarried | .17 |
| Children | |
| - With Children | .27 |
| - Without Children | .20 |
| Gender | |
| - Female | .18 |
| - Male | .25 |
| Discipline | |
| - Hard Sciences | .21 |
| - Humanities | .31 |
| - Social Sciences | .21 |

Culture/Recreational Activities

Slightly more faculty are satisfied with culture and recreational activities available in the area than not. Forty-four percent of the faculty responded that they are satisfied, 38% said that they are dissatisfied, and 18% were neutral (See Table 6).

TABLE 6

PERCENTAGE OF FACULTY SATISFIED WITH CULTURAL
AND RECREATIONAL OPPORTUNITIES IN AND
AROUND SHEPHERDVILLE

| Variable | Satisfied | Neutral | Dissatisfied |
|--------------------|-----------|---------|--------------|
| All Faculty (N=66) | .44 | .18 | .38 |
| ☞ Marital Status | | | |
| - Married | .54 | .20 | .26 |
| - Unmarried | .21 | .16 | .63 |
| Children | | | |
| - With Children | .55 | .18 | .27 |
| - Without Children | .28 | .20 | .52 |
| Gender | | | |
| - Female | .37 | .21 | .42 |
| - Male | .48 | .17 | .35 |
| Discipline | | | |
| - Hard Sciences | .41 | .27 | .32 |
| - Humanities | .53 | .12 | .35 |
| - Social Sciences | .46 | .18 | .36 |

Note: Percentage may not total 100 due to rounding (99-101)

☞ denotes a significant relationship χ^2 sig. .05

Significantly, the unmarried faculty are not satisfied with culture and recreational activities, and many of these faculty listed culture and

recreational activities as one of their top reasons for leaving (See Table 7). Predictably, most faculty with children are satisfied and most without children are not. With the former, culture and recreational activities was not an important reason for leaving. But, significantly, almost half of the faculty without children listed culture and recreational activities as important reasons for seeking a new position.

TABLE 7
PERCENTAGE OF FACULTY WHO LISTED
CULTURAL AND RECREATIONAL
OPPORTUNITIES AS A
TOP-FIVE REASON
TO LEAVE MWU

| Variable | % Listed |
|--------------------|----------|
| All Faculty (N=66) | .26 |
| Marital Status | |
| - Married | .23 |
| - Unmarried | .44 |
| ☞ Children | |
| - With Children | .17 |
| - Without Children | .48 |
| Gender | |
| - Female | .41 |
| - Male | .24 |

Note: ☞ denotes a significant relationship χ^2 sig. .05

When analyzing culture and recreational activities by gender, the data show some difference. Women faculty in the survey listed culture and recreational activities as one of the top five reasons to leave more

often than the men. However, men are slightly more satisfied with culture and recreational activities than are women.

There was little difference in the satisfaction of culture and recreational activities among faculty aggregated by disciplines. Faculty from the humanities seemed to be slightly more satisfied than faculty from the social sciences or hard sciences.

Colleagues

Not surprisingly, faculty are very concerned about the quality of their colleagues. Overall, 73% of the faculty said that the quality of colleagues in their department is very important, and 23% said that it is somewhat important (See Table 8).

As expected, marital status proved to have a strong significant relationship to the quality of colleagues. Eighty-three percent of the unmarried faculty claimed that the quality of colleagues would be very important in their decision to leave. Of the married faculty, only 69% responded in the same way.

When considering the presence of children, we find that 84% of the faculty without children think that the quality of colleagues is very important, while only two-thirds of the faculty with children responded "very important."

Gender does not appear to make a significant difference in a faculty member's attitude toward the importance of good colleagues. Female faculty responded only slightly more positively to the question than did their male counterparts.

Discipline affiliation surprisingly makes a significant difference regarding quality colleagues. Eighty-six percent of the hard sciences

and 80% of the social sciences faculty think that the quality of colleagues is very important, while only 47% of the humanities faculty considered it to be very important.

TABLE 8

PERCENTAGE OF FACULTY WHO FIND GOOD COLLEAGUES
IMPORTANT WHEN CONSIDERING ANOTHER POSITION

| Variable | Very Important | Somewhat Important | Not Important |
|--------------------|----------------|--------------------|---------------|
| All Faculty (N=66) | .73 | .23 | .03 |
| ☞ Marital Status | | | |
| - Married | .69 | .31 | .00 |
| - Unmarried | .83 | .06 | .11 |
| Children | | | |
| - With Children | .66 | .32 | .03 |
| - Without Children | .84 | .12 | .04 |
| Gender | | | |
| - Female | .78 | .22 | .00 |
| - Male | .71 | .24 | .04 |
| ☞ Discipline | | | |
| - Hard Sciences | .86 | .14 | .00 |
| - Humanities | .47 | .41 | .12 |
| - Social Sciences | .80 | .20 | .00 |

Note: Percentage may not total 100 due to rounding (99-101)

☞ denotes a significant relationship χ^2 sig. .05

Benefits

Few faculty reported that employment benefits, such as flextime and job leave, were not important when considering accepting another position. Forty-three percent of the faculty said that benefits are very

important, 40% answered somewhat important, and 17% answered not important (See Table 9).

TABLE 9
PERCENTAGE OF FACULTY WHO FIND BENEFITS
IMPORTANT WHEN CONSIDERING
ANOTHER POSITION

| Variable | Very Important | Somewhat Important | Not Important |
|--------------------|----------------|--------------------|---------------|
| All Faculty (N=66) | .43 | .40 | .17 |
| Marital Status | | | |
| - Married | .43 | .38 | .19 |
| - Unmarried | .47 | .41 | .12 |
| Children | | | |
| - With Children | .56 | .28 | .17 |
| - Without Children | .26 | .57 | .17 |
| ♂ Gender | | | |
| - Female | .69 | .31 | .00 |
| - Male | .35 | .42 | .23 |
| Discipline | | | |
| - Hard Sciences | .30 | .55 | .15 |
| - Humanities | .44 | .31 | .25 |
| - Social Sciences | .60 | .25 | .15 |
| ♂ Age | | | |
| - 25 to 34 | .08 | .77 | .15 |
| - 35 to 44 | .48 | .32 | .19 |
| - 45 and over | .64 | .21 | .14 |

Note: Percentage may not total 100 due to rounding (99-101)

♂ denotes a significant relationship χ^2 sig. .05

Although marital status did not make much difference, the presence of children and gender are two factors that appear to affect faculty attitudes about benefits. Of the faculty with children, 56% said that benefits would be very important, while only 26% of the faculty without children answered very important. Also, benefits were significantly much more important to women (69% answered very important) than to men (35%, very important).

There was a some difference seen also in the opinions among disciplines, although the findings were not significant. Sixty percent of the social sciences said that benefits are important, while only 44% of the humanities and 30% of the hard sciences answered very important.

One independent variable that is not one of the primary four used here produced significant findings related to the importance of benefits that are also interesting. Sixty-four percent of the faculty over 45 years of age answered that benefits are very important, while only 48% of the faculty between 35 and 44 answered very important, and a mere eight percent of the younger faculty between 25 and 34.

Salary

One of the institutional variables that usually attracts the most interest is salary. All faculty think that salary is an important factor when considering another position (See Table 10). Overall, two-thirds of the faculty said that salary is very important, while one-third answered somewhat important. Obviously, faculty did not answer that salary was an unimportant factor in pursuing another position. Also,

salary was one of the top five reasons overall for both staying and leaving MWU (See Tables 11 and 12).

Women and single faculty appear to be slightly more satisfied with their present salary than those married. Although the results were not significant, married faculty listed salary more often as a reason to leave, while non-married faculty listed it more often as a reason to stay. Women faculty listed salary more often as very important factor when considering another position elsewhere. Surprisingly, a slightly higher percentage of women than men listed salary as a reason to stay at MWU.

TABLE 10

PERCENTAGE OF FACULTY WHO FIND SALARY IMPORTANT
WHEN CONSIDERING ANOTHER POSITION

| Variable | Very Important | Somewhat Important |
|--------------------|----------------|--------------------|
| All Faculty (N=66) | .67 | .33 |
| Children | | |
| - With Children | .73 | .27 |
| - Without Children | .56 | .44 |
| Gender | | |
| - Female | .74 | .26 |
| - Male | .63 | .37 |
| Discipline | | |
| - Hard Sciences | .50 | .50 |
| - Humanities | .82 | .18 |
| - Social Sciences | .77 | .23 |

Note: Percentage may not total 100 due to rounding (99-101)

Faculty with children seem to place more importance on salary when leaving the institution. Seventy-three percent of the faculty with children said that salary is very important compared to only 56% of the faculty without children. Also, 83% of the faculty with children listed salary as a top five reason for leaving, compared to only 65% of the faculty without children. In addition, faculty without children listed salary as a reason to stay at MWU more than faculty with children did.

TABLE 11
PERCENTAGE OF FACULTY WHO LISTED
SALARY AS A TOP-FIVE REASON
TO STAY AT MWU

| Variable | % Listed |
|--------------------|----------|
| All Faculty (N=66) | .32 |
| Marital Status | |
| - Married | .33 |
| - Unmarried | .44 |
| Children | |
| - With Children | .34 |
| - Without Children | .41 |
| Gender | |
| - Female | .41 |
| - Male | .35 |
| Discipline | |
| - Hard Sciences | .42 |
| - Humanities | .19 |
| - Social Sciences | .42 |

It also appears that humanities faculty place more importance on salary when considering another position, and they also seem to be the most dissatisfied with their salaries. Eighty-two percent of the humanities faculty answered that salary is a very important consideration when pursuing another position, compared to 77% of the social sciences faculty and only half of the hard sciences faculty. Also, more of the social sciences and the hard sciences faculty listed salary as a reason to stay at MWU (42% of each) than did the humanities faculty (only 19%). Most of the humanities faculty (87%) listed salary as a reason to leave, as did 74% of the hard sciences and 71% of the social sciences.

TABLE 12

PERCENTAGE OF FACULTY WHO LISTED
SALARY AS A TOP-FIVE REASON
TO LEAVE MWU

| Variable | % Listed |
|--------------------|----------|
| All Faculty (N=66) | .68 |
| Marital Status | |
| - Married | .80 |
| - Unmarried | .67 |
| Children | |
| - With Children | .83 |
| - Without Children | .65 |
| Discipline | |
| - Hard Sciences | .74 |
| - Humanities | .71 |
| - Social Sciences | .87 |

Loyalty to Program

A few interesting findings were seen in the data relating to loyalty to program. Faculty could list loyalty to program as a reason to stay at MWU, but obviously it was not listed as a reason to leave. Of the married faculty, only 28% listed loyalty to program as a reason to stay, while half of the non-married faculty listed it in the top five. Also, of the faculty with children, 29% of the faculty listed loyalty to program as a reason to stay, as opposed to 45% of the faculty without children.

Other Significant Findings

A few dependent variables other than those focused on above showed significant relationships that should be noted, including the importance of quality of the institution, importance of research facilities, and satisfaction of housing.

There is a significant relationship between gender and the importance of the quality of the institution when pursuing a new position. It appears that the quality of an institution is more important to women than to men. Eighty-nine percent of the women faculty responded that it is very important, as opposed to only two-thirds of the men.

The relationship between research facilities and discipline was also significant, which reflects the different needs among the disciplines for research support. Not surprisingly, 59% of the hard sciences faculty and 55% of the social sciences faculty feel that good research facilities are very important when considering another position, while only 29% of the humanities faculty think that research facilities are very important.

Also significant was the relationship between the satisfaction of housing and marital status. Faculty who are married appear to be much more satisfied with housing in Shepherdville than unmarried faculty. Eighty percent of the married faculty responded that they are satisfied with housing, compared to only 37% of the unmarried faculty.

Values Within Sub-groups of Faculty

In order to explore further domestic issues that relate directly to only some faculty, the survey included questions about spousal employment, child care, environment for children, and schools. Different independent variables apply specifically to these sub-groups.

Spousal Employment

Of the married faculty, most of them (54%) are dissatisfied with spousal employment opportunities at MWU (See Table 13). Satisfaction and neutrality were equally distributed among the rest of the married faculty (23% each). Also, most married faculty (62%) are dissatisfied with spousal employment opportunities in Shepherdville (See Table 14). Twenty-four percent seem not to be concerned with this issue. In addition, 58% of the married faculty responded that a good job for their spouse is very important when considering another position, and 30% answered that it was somewhat important (See Table 15).

Possible relationships between spousal employment and faculty gender, discipline, and spousal education were analyzed. Though none of the relationships was significant, they still give an indication of the faculty's attitudes.

Male faculty were more dissatisfied than female faculty with spousal employment opportunities at MWU, as they also were for the satisfaction of spousal employment opportunities in Shepherdville. However, when asked how important a job for their spouse is when considering another position, 82% of the women answered very important, while 51% of the men answered very important. Although men and women equally listed spousal employment opportunities as a reason to stay at MWU, a higher percentage of men than women stated that a job for their spouse would be a top reason to leave.

TABLE 13
PERCENTAGE OF FACULTY SATISFIED WITH SPOUSAL
EMPLOYMENT OPPORTUNITIES AT MWU

| Variable | Satisfied | Neutral | Dissatisfied |
|--------------------------|-----------|---------|--------------|
| All Faculty (N=46) | .23 | .23 | .54 |
| Gender | | | |
| - Female | .44 | .11 | .44 |
| - Male | .17 | .26 | .57 |
| Discipline | | | |
| - Hard Sciences | .27 | .27 | .46 |
| - Humanities | .21 | .29 | .50 |
| - Social Sciences | .21 | .14 | .64 |
| Spouse's Education Level | | | |
| - no college degree | .00 | .20 | .80 |
| - bachelor's degree | .17 | .25 | .58 |
| - master's degree | .20 | .33 | .47 |
| - doctoral degree | .50 | .00 | .50 |

Note: Percentage may not total 100 due to rounding (99-101)

By discipline, the social sciences and humanities faculty were less satisfied with spousal employment opportunities at MWU than faculty in the hard sciences. However, faculty in the hard sciences claimed that a job for their spouse would be a very important consideration when thinking about another position much more than did the faculty in the humanities and social sciences.

TABLE 14
PERCENTAGE OF FACULTY SATISFIED WITH SPOUSAL
EMPLOYMENT OPPORTUNITIES IN
AND AROUND SHEPHERDVILLE

| Variable | Satisfied | Neutral | Dissatisfied |
|--------------------------|-----------|---------|--------------|
| All Faculty (N=46) | .14 | .24 | .62 |
| Gender | | | |
| - Female | .25 | .25 | .50 |
| - Male | .12 | .23 | .65 |
| Spouse's Education Level | | | |
| - no college degree | .20 | .20 | .60 |
| - bachelor's degree | .08 | .23 | .69 |
| - master's degree | .23 | .15 | .62 |
| - doctoral degree | .14 | .29 | .57 |

Note: Percentage may not total 100 due to rounding (99-101)

Spousal educational attainment appears to be related to satisfaction with spousal employment. Faculty whose spouse has an advanced degree are a little more satisfied with spousal employment opportunities in Shepherdville. It also appears that the higher the degree earned by a spouse, the more important spousal employment becomes. Faculty whose spouse has a doctoral degree are either

satisfied or dissatisfied with spousal employment opportunities at MWU--none is neutral on the issue.

TABLE 15

PERCENTAGE OF FACULTY WHO FIND SPOUSAL
EMPLOYMENT OPPORTUNITIES IMPORTANT
WHEN CONSIDERING ANOTHER POSITION

| Variable | Very Important | Somewhat Important | Not Important |
|--------------------------|----------------|--------------------|---------------|
| All Faculty (N=46) | .58 | .30 | .12 |
| Gender | | | |
| - Female | .82 | .09 | .09 |
| - Male | .51 | .36 | .13 |
| Discipline | | | |
| - Hard Sciences | .71 | .23 | .06 |
| - Humanities | .47 | .40 | .13 |
| - Social Sciences | .56 | .31 | .13 |
| Spouse's Education Level | | | |
| - no college degree | .60 | -- | .40 |
| - bachelor's degree | .33 | .47 | .20 |
| - master's degree | .53 | .40 | .07 |
| - doctoral degree | .80 | .20 | -- |

Note: Percentage may not total 100 due to rounding (99-101)

Regarding the importance placed on a good job for their spouse when considering another position, the faculty whose spouse has a doctorate clearly consider it important. More faculty whose spouses have doctoral degrees answered "very important" than those whose spouses have master's or bachelor's degrees.

Child Care and Schools

Child care has been a popular issue on the MWU campus recently, and this study may provide some reasons. Faculty do not appear to be satisfied with the quality nor the availability of child care at MWU. Dissatisfaction and neutrality were equally distributed among the faculty (35% each) regarding the quality of child care. Sixty-one percent are dissatisfied with the availability of child care at MWU, and only 11% are satisfied.

However, faculty appear to be satisfied with the quality and choice schools in Shepherdville. Three-fourths of the faculty said that they are satisfied with the quality of schools. Fifty-nine percent are satisfied with the choice of schools in Shepherdville, and 22% responded that they are neutral. In addition, six faculty listed schools as a reason to stay at MWU.

Good schools for their children are also important to most faculty when considering leaving for another institution. Three-fourths of the faculty responded that good schools are very important, and 21% responded that they are somewhat important. Six faculty also listed good schools as a reason to leave the institution.

Environment for Children

As expected, the faculty parents indicated that they are satisfied with the environment for their children in Shepherdville (See Table 16). Over three-fourths of the faculty (79%) are satisfied with the environment offered to their children, and nine percent are neutral. The environment for children is also an important factor when considering another institution. Eighty-three percent of the faculty

responded that the environment for their children is a very important factor when pursuing another position. Only one faculty member said that it is not important.

The relationship between gender and the satisfaction of the environment for children in Shepherdville is significant (see Table 16). Eighty-eight percent of the men said that they are satisfied with the environment for their children. Only 56% of the women are satisfied with the environment in Shepherdville, and one-third are dissatisfied. However, environment for children is considered equally important among men and women as a factor to consider when leaving the institution for another position.

TABLE 16
PERCENTAGE OF FACULTY SATISFIED WITH
THE ENVIRONMENT FOR CHILDREN
IN SHEPHERDVILLE

| Variable | Satisfied | Neutral | Dissatisfied |
|--------------------|-----------|---------|--------------|
| All Faculty (N=41) | .79 | .09 | .12 |
| ♂ Gender | | | |
| - Female | .56 | .11 | .33 |
| - Male | .88 | .09 | .03 |
| Discipline | | | |
| - Hard Sciences | .92 | .08 | .00 |
| - Humanities | .92 | .00 | .08 |
| - Social Sciences | .63 | .19 | .19 |

Note: Percentage may not total 100 due to rounding (99-101)

♂ denotes a significant relationship χ^2 sig. .05

The satisfaction with the environment for children also varies by discipline. It seems that most of the faculty who are less satisfied come from the social sciences discipline. Over 90% of the faculty in the hard sciences and the humanities responded that they are satisfied with the environment for their children, while only 63% of the social sciences faculty are satisfied.

Overall Satisfaction and Importance of All Variables

In order to see which dependent variables faculty are the most and least satisfied with, the variables in the first section of the survey regarding faculty satisfaction were ranked according to the mean score of applicable respondents (See Table 17). From this ranking it appears that faculty at MWU are most satisfied with the environment for their children and the quality of schools. Faculty are dissatisfied with spousal employment opportunities at MWU, spousal employment opportunities in and around Shepherdville, and the availability of child care.

The same treatment was done for the dependent variables in the second section to show what variables faculty find most important when considering a position at another institution (See Table 18). The faculty in the sample place the most importance on the environment for their children, the quality of the institution, and good schools for their children. Faculty place less importance on religious opportunities, social opportunities, and benefits.

TABLE 17
OVERALL SATISFACTION OF ALL VARIABLES

| Rank | Variable | Mean |
|------|---|------|
| 1 | Environment for Children | 3.93 |
| 2 | Quality of Schools | 3.86 |
| 3 | Housing | 3.71 |
| 4 | Choice of Schools | 3.53 |
| 5 | Network of Friends | 3.29 |
| 6 | Social Opportunities | 3.03 |
| 7 | Culture/Recreational Activities | 2.92 |
| 8 | Quality of Child Care | 2.88 |
| 9 | Spousal Employment Opportunities at MWU | 2.48 |
| 10 | Spousal Employment Opportunities in and around Shepherdville | 2.19 |
| 11 | Availability of Child Care | 2.11 |

TABLE 18
OVERALL IMPORTANCE OF ALL VARIABLES

| Rank | Variable | Mean |
|------|---|------|
| 1 | Environment for Children | 2.80 |
| 2 | Quality of Institution | 2.74 |
| 2 | Good Schools for Children | 2.74 |
| 4 | Quality of Colleagues in the Department | 2.70 |
| 5 | Salary | 2.67 |
| 6 | Good Job for Spouse | 2.46 |
| 7 | Quality of Research Facilities | 2.41 |
| 8 | Geographic Location | 2.40 |
| 9 | Benefits | 2.27 |
| 10 | Social Opportunities | 2.25 |
| 11 | Religious Opportunities | 1.69 |

The Role of Institutional vs. Domestic Values with Regards to Retention and Attrition

The main focus of the survey was to determine whether institutional or domestic values affect retention and attrition more. As mentioned in Chapter three, the answers given for the reasons to stay at or leave the university are regarded as “pull” (retention) and “push” (attrition) scores. In other words, the composite “pull” factors pull the faculty member to stay at the university, while the composite “push” factors push them away from the university. The variables were weighted with a score of five for the first ranked answer, four for the second, etc. Also, the variables were divided into either “domestic” or “institutional” categories to determine which affects retention and attrition more.

For example, consider a faculty member who listed their top five reasons for staying as: 1) employment situation of spouse, 2) research opportunities, 3) teaching opportunities, 4) schools for children, and 5) geographic location. Employment situation of spouse would receive five points, research opportunities would receive four, etc.

For each push and pull variable, the scores for all cases were totaled, giving an overall weight. These variables were then ranked by the highest scores to determine which variables were considered the most important issues concerning retention and attrition from the university--the higher the score, the more important the variable.

Retention: Pull Variables. Faculty were asked to rank the five most important reasons for staying at MWU to determine what factors help retention. The ranking for the “pull” variables shows that faculty

feel that research opportunities, housing, and teaching opportunities are top reasons to stay (See Table 19). Although almost half of the top 11 reasons were domestic, all but one of the top six pull variables were institutional factors. Therefore, while domestic reasons are important with regards to retention, they are not the most important. In addition, the total score for all domestic variables listed was 289, while the total score for the institutional variables was 466. Thus, it appears that while domestic factors are important reasons for staying at MWU, institutional factors are far more important.

TABLE 19
OVERALL "PULL" OF DEPENDENT VARIABLES

| Rank | Variable | Institutional or Domestic | Score |
|------|-----------------------------------|------------------------------|-------|
| 1 | Research Opportunities | I | 74 |
| 2 | Housing | D | 69 |
| 2 | Teaching Opportunities | I | 69 |
| 4 | Loyalty to Program | I | 64 |
| 5 | Teaching/Research Load | I | 63 |
| 6 | Salary | I | 58 |
| 7 | Employment Situation of Spouse | D | 54 |
| 8 | Network of Friends Living Locally | D | 42 |
| 9 | Retirement Program | I | 34 |
| 10 | Geographic Location | D | 26 |
| 11 | Schools for Children | D | 25 |

Attrition: Push Variables. Faculty were also asked to rank the five most important reasons why they would leave the institution to show what factors most affect attrition. The rankings for the "push" of the variables showed that salary was by far the most popular reason

for considering leaving the university (See Table 20). The total work load, employment situation of spouse, institutional governance, and geographic location were also among the top reasons for leaving. Only four of the top 12 push factors were domestic reasons. Also, the total score for institutional push reasons (575) was more than double the overall score for domestic push reasons (256). Thus, while some domestic factors are reasons for faculty to leave the institution, institutional factors again are much more influential.

TABLE 20
OVERALL "PUSH" OF DEPENDENT VARIABLES

| Rank | Variable | Institutional or Domestic | Score |
|------|----------------------------------|------------------------------|-------|
| 1 | Salary | I | 169 |
| 2 | Total Work Load | I | 78 |
| 3 | Employment Situation of Spouse | D | 66 |
| 4 | Institutional Governance | I | 64 |
| 5 | Geographic Location | D | 62 |
| 6 | Research Opportunities | I | 52 |
| 7 | Teaching/Research Load | I | 50 |
| 8 | Cultural/Recreational Activities | D | 47 |
| 9 | Reputation of Institution | I | 45 |
| 10 | Research Facilities | I | 33 |
| 11 | Teaching Opportunities | I | 27 |
| 12 | Schools for Children | D | 20 |

"Pull" and "Push" Scores of Individual Faculty

Each respondent was evaluated by their push and pull scores to determine the difference in the effect of domestic or institutional reasons on retention and attrition. To do this, a certain level of

“strength” was attributed to each individual for the domestic pull, institution pull, domestic push, and institutional push, depending on the reasons they gave for staying or leaving MWU. Faculty whose score for domestic reasons for staying was seven or less were classified in domestic pull as “not strong,” and faculty whose score was eight or more were classified as having a “strong” domestic pull. When the pull was designated “not strong,” faculty listed only a few domestic reasons, but it was not a strong pull. For faculty who did not list any domestic reasons for staying, they were given the value of “no pull” for domestic factors.

The same system was used regarding domestic and institutional scores for both the pull and the push. However, when the data were compiled, the institutional factors for all faculty were either strong or not strong, so it appears that institutional factors are at least somewhat important to everyone.

Using the hypothetical faculty member who listed the following as reasons to stay at MWU: 1) employment situation of spouse, 2) research opportunities, 3) teaching opportunities, 4) schools for children, and 5) geographic location, this individual would have received five domestic points for responding that the employment situation of spouse was most important, but only two for schools for children, and one for geographic location. Thus, the faculty member would have eight total domestic points for the pull variable. In terms of institutional pull, he/she would have received four institutional points for research opportunities and three for teaching opportunities; thus, he/she would have seven total institutional pull points. Therefore, the domestic pull of the faculty member (eight points)

would be strong, while the institutional pull (seven points) would be not strong.

However, if a faculty member listed all domestic reasons for the five reasons to stay at MWU, he/she would receive a domestic pull score of 15, and an institutional score of zero. Thus, he/she would have a strong domestic pull, and no institutional pull.

The strengths of the institutional push, domestic push, institutional pull, and domestic pull were then examined with regards to the four primary independent variables. This treatment explored how the groups of faculty differed in the value of institutional versus domestic factors regarding retention and attrition.

The Domestic Pull. The domestic pull of respondents was analyzed to determine how important domestic reasons are in staying at MWU. Most of the faculty's domestic pull was not strong (65%). These faculty listed a few domestic reasons for staying, although they were not the most important of the five. Only nineteen percent had a strong domestic pull, and 16% had no domestic pull. Significantly, married faculty, men, and faculty from the humanities and social sciences had a stronger domestic pull (See Table 21).

Not surprisingly, faculty who are married have a significantly stronger domestic pull than unmarried faculty. Twenty-six percent of the married faculty had a strong domestic pull, compared to only six percent of the unmarried faculty. Also, 44% of the unmarried faculty had no domestic pull, as did only 3% of the married faculty.

Gender and discipline are also significant factors. Males showed a stronger domestic pull than females. Twenty-three percent of the men had a strong domestic pull, and only eight percent had no pull.

Of the women, only 12% had a strong domestic pull, and 35% had no pull. It also appears that faculty in the humanities have a stronger domestic pull than faculty in the hard sciences or social sciences.

TABLE 21
DISTRIBUTION OF THE DOMESTIC PULL

| Variable | Strong | Not Strong | No Pull |
|--------------------|--------|------------|---------|
| All faculty (N=66) | .19 | .65 | .16 |
| ☞ Marital Status | | | |
| - Married | .26 | .72 | .03 |
| - Unmarried | .06 | .50 | .44 |
| ☞ Gender | | | |
| - Female | .12 | .53 | .35 |
| - Male | .23 | .70 | .08 |
| Children | | | |
| - With Children | .23 | .60 | .17 |
| - Without Children | .14 | .73 | .14 |
| ☞ Discipline | | | |
| - Hard Sciences | .11 | .84 | .05 |
| - Humanities | .25 | .69 | .06 |
| - Social Sciences | .26 | .37 | .37 |

Note: Percentage may not total 100 due to rounding (99-101)

☞ denotes a significant relationship χ^2 sig. .05

The Institutional Pull. The majority of the faculty responded that institutional reasons are more important than domestic reasons with regards to staying MWU. Just over half of the entire sample (54%) had a strong institutional pull (See Table 22). Also, although none of the relationships was found to be significant, marital status, the presence of children, and discipline seem to affect the

institutional pull of the faculty member. Gender, however, does not appear to make any difference.

TABLE 22
DISTRIBUTION OF THE INSTITUTIONAL PULL

| Variable | Strong | Not Strong |
|--------------------|--------|------------|
| All faculty (N=66) | .54 | .46 |
| Marital Status | | |
| - Married | .46 | .54 |
| - Unmarried | .72 | .28 |
| Gender | | |
| - Female | .53 | .47 |
| - Male | .55 | .45 |
| Children | | |
| - With Children | .47 | .51 |
| - Without Children | .64 | .36 |
| Discipline | | |
| - Hard Sciences | .68 | .32 |
| - Humanities | .44 | .56 |
| - Social Sciences | .47 | .53 |

Note: Percentage may not total 100 due to rounding (99-101)

Predictably, unmarried faculty and faculty without children are much more likely to have a stronger institutional pull than married faculty. Seventy-two percent of the unmarried faculty had a strong institutional pull, while only 46% of the married faculty did. Also, 64% of the faculty without children had a strong institutional pull, compared to 47% of the faculty with children.

Discipline also appears to make a difference. Faculty from the hard sciences appear to be more attached to the university. They had a much stronger pull than faculty from the humanities or social sciences. Sixty-eight percent of the hard sciences faculty had a strong pull, as opposed to only 47% of the social sciences and 44% of the humanities faculty.

The Domestic Push. Domestic reasons are not as important in attrition as institutional factors. Only 22% of all faculty had a strong domestic push, but 54% demonstrated only a somewhat strong domestic push. In addition, those who had a stronger domestic push were faculty who are not married, faculty with children, and faculty from the hard sciences (See Table 23).

Unmarried faculty had a stronger domestic push than married faculty. Twenty-eight percent of the unmarried faculty had a strong domestic push, compared to 18% of the married faculty.

Significantly, faculty with children might seek a new institution based on domestic concerns. They had a stronger overall composite domestic push than faculty without children. Even though percentage of faculty with a strong domestic push was higher among faculty without children, 91% of the faculty with children had at least some push, compared to only two-thirds of the faculty without children.

Although not significant, faculty from the hard sciences disciplines seem to have a stronger domestic push than social sciences or humanities faculty. Twenty-six percent of hard sciences faculty had a strong domestic push, compared to 19% of the social sciences and 13% of the humanities faculty.

TABLE 23
DISTRIBUTION OF THE DOMESTIC PUSH

| Variable | Strong | Not Strong | No Push |
|--------------------|--------|------------|---------|
| All faculty (N=66) | .22 | .54 | .24 |
| Marital Status | | | |
| - Married | .18 | .58 | .25 |
| - Unmarried | .28 | .50 | .22 |
| Gender | | | |
| - Female | .24 | .53 | .24 |
| - Male | .20 | .56 | .24 |
| ☞ Children | | | |
| - With Children | .17 | .74 | .09 |
| - Without Children | .23 | .43 | .34 |
| Discipline | | | |
| - Hard Sciences | .26 | .53 | .21 |
| - Humanities | .13 | .60 | .27 |
| - Social Sciences | .19 | .57 | .24 |

Note: Percentage may not total 100 due to rounding (99-101)

☞ denotes a significant relationship χ^2 sig. .05

The Institutional Push. Most of the respondents listed institutional reasons for the most influential factors regarding their attrition. Seventy-one percent had a strong institutional push. In addition, faculty who are male or who are from the hard sciences seem to place institutional factors higher as reasons for leaving MWU (See Table 24).

Significantly, the institutional push for males was much stronger than that for female faculty. Eighty-one percent of the men had a

strong institutional push, as opposed to only 53% of the women faculty.

Though not significant, discipline also appears to affect the institutional push. Faculty from the social sciences have the strongest push (81% were strong), followed by the humanities (73%) and the hard sciences (63%).

TABLE 24
DISTRIBUTION OF THE INSTITUTIONAL PUSH

| Variable | Strong | Not Strong |
|--------------------|--------|------------|
| All faculty (N=66) | .71 | .29 |
| Marital Status | | |
| - Married | .73 | .28 |
| - Unmarried | .72 | .28 |
| ☞ Gender | | |
| - Female | .53 | .47 |
| - Male | .81 | .20 |
| Children | | |
| - With Children | .71 | .29 |
| - Without Children | .74 | .26 |
| Discipline | | |
| - Hard Sciences | .63 | .37 |
| - Humanities | .73 | .27 |
| - Social Sciences | .81 | .19 |

Note: Percentage may not total 100 due to rounding (99-101)

☞ denotes a significant relationship χ^2 sig. .05

Summary

Thus, the degree to which faculty value certain domestic and institutional factors depends greatly on their marital status, the presence of children, gender, and discipline. Some of the issues studied here seem to be especially affected by the situation of the faculty member. These issues include: social opportunities; cultural and recreational opportunities; their network of friends; the environment for their children; and spousal employment opportunities.

This sample of faculty seems to be more satisfied with the environment for their children, the quality of schools, and housing in Shepherdville. They seem to be less satisfied with spousal employment opportunities and child care. The faculty in this sample also consider the environment for their children, schools and the quality of the institution and of colleagues as very important when considering a position at another institution.

Of the alternatives provided in the questionnaire, research and teaching opportunities, and housing are the most important reasons why these faculty stay at MWU. Salary is the most important reason why faculty consider leaving, followed by work load, employment situation of spouse, and institutional governance. Retention and attrition are somewhat affected by domestic factors, but not as much as institutional reasons are. The degree to which certain domestic versus institutional factors affect retention and attrition also depends on marital status, the presence of children, gender, and discipline.

CHAPTER V

CONCLUSIONS

Colleges and universities must be aware of society's changes to be effective in serving its students, its employees, and the community. One such change is the influx of women into careers and the difference that makes in their lives and in the lives of their husbands. More and more families consist of parents who share the roles of taking care of their children. Another change is the number of single women who are pursuing careers. More and more faculty come from more diverse domestic backgrounds rather than predominantly married men with children. Institutions need to be aware of the diverse needs of faculty that extend beyond the workplace but that might affect employment retention and attrition.

This study has explored an area that has yet to be discussed in the literature--how much domestic and institutional factors influence faculty retention and attrition--and has been focused on faculty at a particular midwestern research university. It also investigated the domestic roles of faculty at MWU as well as the values and attitudes of faculty as related to domestic and institutional issues.

The domestic and institutional components consisted of various related concerns. These components are dependent upon other factors, such as the faculty member's domestic situation or attitudes. The domestic dependent variables set out in this study were

concerned with: parenting concerns; spousal employment; recreational, cultural, and social activities; housing; and geographic factors. The institutional dependent variables were related in this study to compensation, resources, and colleagues.

The dependent variables were then tested for significant relationships using four main independent demographic variables--marital status, the presence of children, gender, and discipline--to see if faculty background might affect their attitudes. Comments by respondents give additional information to understand their situation. These comments, however, cannot be taken as the opinion of all of the faculty in the sample since they were sporadic. Overall the results showed that domestic factors do seem to affect retention and attrition. However, the faculty member's domestic situation, gender, and discipline influences what their domestic values are and how much the values are related to retention and attrition.

Married Faculty with Children

The majority of faculty in this sample are married and have children. Most of this researcher's preconceptions about this group were found to be true--married faculty with children are much more satisfied with the various opportunities Shepherdville provides as a small-town university environment. They are more satisfied than unmarried faculty with their network of friends, culture and recreational opportunities, the environment for children, and housing. All of these contribute to a comfortable and flexible environment for families, which one married woman describes as desirable:

Both children have finished high school, and [my] spouse is not interested in changing jobs. However, a few

years ago, flextime and job leave would have been secondary only to a good environment for kids, to me.

In fact, for some the environment's effect on the family appears to be most important. A married man also commented on his satisfaction with Shepherdville's environment for children and other domestic factors:

We stay here because of the excellent environment for the kids (e.g. sports, church, international community). If I could obtain another job here in [Shepherdville] I would quit [MWU].

Married faculty with children also have a stronger domestic "pull" and "push." Domestic reasons play a very important role in their retention and attrition.

Respondents with families probably value domestic concerns more strongly because their role is automatically defined by the responsibilities of having a spouse and/or children at home. However, this realm of responsibility also provides support, which brings more of a social focus to their lives. They do not need as much support that may be provided by other external dependent variables. The data show that they do not rate social opportunities, cultural and recreational opportunities, and colleagues to be as important when considering another position.

Unmarried Faculty

Not all faculty are married, however, nor do they all have children. While the support of married faculty with children appears to come from within their family unit, single faculty without children report seeking more institutional support. Thus, the personal lives of

unmarried faculty can be affected by the presence or absence of support received in the professional realm.

Unmarried faculty's need for support was also shown in the findings. As expected, the unmarried faculty without children are not as satisfied with the environment in Shepherdville as their married colleagues who have children. They are especially dissatisfied with social opportunities and culture and recreational opportunities. One single woman commented:

Since I'm single and used to cities, it's hard to feel really good about the opportunities for social networks and leisure. I go to [two close metropolitan areas] a lot (as time permits).

Another single woman said:

[Shepherdville] is a very closed community for people who are single. . .

In this same vein, colleagues are more important to single faculty, and loyalty to their program was listed as a reason to stay at MWU. A divorced female faculty member wrote that:

I am in an environment in which I feel supported in my professional development. It is loyalty to my colleagues more so than loyalty to the program.

The reasons single faculty gave for staying at MWU were more institutional, while their reasons for leaving were more domestic. This difference demonstrates that the support they feel from their colleagues and the presence of other institutional factors at MWU (such as research and teaching opportunities, loyalty to their program, and teaching/research load) are more important than domestic concerns. Also, the data show that single faculty are dissatisfied with the external conditions in Shepherdville that relate to their life outside of work.

Thus, Shepherdville appears to be a town more suited to faculty with families, and that domestic factors work toward the retention of married faculty and faculty with children. However, the domestic reasons contribute to the attrition of single faculty and faculty without children.

Male Faculty

Although the literature has not investigated considerations of male faculty in particular, their needs and situations must also be explored. Men who are married and/or have children undoubtedly receive support from their families, but their time may also be reduced with shared child caregiving responsibilities. Single men, on the other hand, look more toward other colleagues for support, most of whom are men.

Domestic issues seem to help in the retention of male faculty, but institutional factors play more of a part in their attrition. Among the findings regarding domestic issues, the data in this study show that men are more satisfied with friends and with the local culture and recreational activities than are women. They are also more satisfied than women with the environment in Shepherdville for their children, but they are less satisfied than women with spousal employment. One married man commented:

Limited employment opportunities [for my spouse] is a major drawback, as well as the general quality of jobs and salaries that are available [for spouses].

With regards to institutional factors, men were found to be less concerned with benefits (such as flex time and job leave) than women are. Men might feel that they do not need institutional flexibility to

These and other preconceptions regarding women faculty were confirmed in this study. As Simeone (1987) has suggested, single women faculty in general are dissatisfied with social opportunities and with their network of friends, both which are very important to them. Spousal employment is also very important to married women.

However, some of the findings about women faculty were surprising. All women in the sample--regardless of marital status--were not as satisfied with their network of friends as had been assumed, which may indicate that women faculty have fewer opportunities to make friends, due to the time they devote to their career, stereotypical expectations of women with careers, or other reasons.

Also surprising was that women were more satisfied with salary, even though nationally the salaries of women tend to be lower than those men. Even more surprising was that the women who were more satisfied are not married. It would seem that married women would be more satisfied because they might have limited employment opportunities due to the employment situation of their spouse.

One faculty member's comment reiterated Rosenfeld and Jones' (1984) conclusion, that single women faculty often prefer positions in metropolitan areas because of the social and recreational activities:

My main reason to leave would be a better career opportunity in a larger city in a preferred geographic area.

Thus, women faculty face challenges concerning support of their professional efforts and satisfaction with their social lives.

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The Disciplinary Areas

The findings regarding domestic values and disciplines were also interesting, although without further study, it is difficult to draw any specific conclusions about why the disciplines differ the way that they do. We know less about attrition and retention issues by disciplinary differences. The data do demonstrate some difference that could be explored in a future study.

Nevertheless, the data show that domestic considerations appear to affect the attrition and retention of faculty in the humanities more than the other faculty. While humanities faculty are more satisfied with social opportunities and their network of friends, colleagues are not as important to them, possibly due to the individualized process of pursuing research. Faculty in the humanities are also very concerned about salary. Not only is salary a negative for retention, but it is a positive for attrition.

Faculty from the other two disciplinary areas seem to be more concerned with institutional factors than domestic factors. Institutional factors were attributed more to the retention of the hard sciences faculty, and domestic reasons were cause for their attrition. This may indicate that they are comfortable with the issues related to the institution, and less satisfied with factors related to their life outside the institution. Additionally, the hard sciences faculty find colleagues very important, and they listed salary as a reason to stay at MWU.

The social sciences faculty, on the other hand, list more institutional factors as cause for their attrition, demonstrating a greater dissatisfaction with institutional-related issues. The social

sciences faculty seem to be more satisfied with social opportunities and salary, and less satisfied with spousal employment and the environment for their children. Additionally, social opportunities, colleagues, and benefits are important to them as they consider positions at other institutions.

In conclusion, the humanities faculty appear to value domestic factors most; the hard sciences faculty's value of institutional factors affects their retention, while their values regarding domestic considerations affect their attrition; and the social sciences faculty value institutional factors the most.

Recommendations

Recommendations for the Institution

For all faculty, the domestic pull seems to be slightly stronger than the domestic push, meaning that domestic factors play more of a role in the retention of faculty than attrition. Thus, MWU should capitalize on the domestic factors that help the retention of married faculty--such as housing, schools, and the environment for children--and promote these factors during the recruitment stage.

The institutional push, on the other hand, appears to be much stronger than the institutional pull. This means that institutional factors play more of a part in attrition than in retention. MWU should look at the institutional factors contributing to attrition--especially salary, work load, and institutional governance--to see how to improve the institution and reduce turnover among faculty, which will later decrease the high costs of hiring new faculty.

Domestic reasons appear not to be as influential as institutional factors, but domestic reasons still seem to have an effect on whether faculty stay at or leave MWU. Because these differ greatly by the domestic situation of each faculty member, the institution should recognize the needs of different groups of faculty and possibly address those that it can actually effect.

Two elements of this study over which the institution has no control are social opportunities and the faculty member's network of friends. Social opportunities are largely determined by the population of the area. Because it is a small town, Shepherdville offers fewer social opportunities than a large metropolitan area. Therefore, this is something that the university cannot change. Also, the faculty member's network of friends is largely determined by the faculty member him/herself rather than by the institution. However, the institution must realize the lack of support in these two areas for some faculty--especially those who are unmarried--to find other ways that it might lend support.

MWU should also address the areas that faculty seemed to be dissatisfied with in the survey. These include: the quality and availability of child care, spousal employment opportunities at MWU and in Shepherdville, salary, work load, and institutional governance. Some faculty expressed their views on these issues:

While both my children were able to use [MWU] child care, many others cannot get in; the very high quality of the program would be a tremendous plus, in my view, if it could be greatly expanded. (married female, humanities)

Unless things change, [employment situation of spouse, ranked #1] will be decisive. (married male)

[MWU] is chronically underfunded. We lose new faculty because this impacts salaries, workload, research, travel, the library. . .everything. (social scientist)

Salaries are ridiculously low. This is obscene! (social scientist)

I do not have a very attractive job here, nor am I terribly impressed with the governance of this institution on the institutional or state (regents) level. (humanities)

These comments point to areas with which new faculty are frustrated and which may be sources leading to attrition. Administrators in the university might consider discussing these issues in more depth with new faculty to help educate themselves or to discover the depth of faculty frustrations.

One specific area that needs attention is spousal employment opportunities. MWU should consider that the education level of faculty's spouses has probably changed in the last 10 years. More spouses tend to have advanced degrees, and there are probably more dual-career couples. This change greatly affects the type of employment that faculty spouses might seek. Also, since this study shows that some spouses have not completed college, the university might study the degree to which offering reduced tuition for faculty spouses would increase domestic satisfaction and therefore retention.

Recommendations for Further Study

There is a great need for further research in the area of domestic considerations of all faculty. Men's needs especially must be researched as there is a paucity of knowledge about their particular situations. Most of the literature discussing domestic considerations

concerns women. This focus is understandable because many of the scholars are feminists. Additionally, more women are joining the ranks of full-time faculty members, so the faculty role is no longer predominantly males. Many of these women have families needing their care, so the women are caught in dual full-time positions. However, the men's situation should also be considered, since their roles are changing as dramatically as they take on shared family responsibilities. Many value their families as much as their careers. Role conflict for the men is also an important question.

In addition, more attention needs to be paid to the domestic concerns of single faculty. Faculty with families are usually the first to be considered with regards to domestic considerations, but single faculty have equally viable needs with regards to their support and their lives outside the institution.

This particular study has been limited to faculty who are still employed at MWU. It would also be helpful to study faculty who have already left the institution to see how much domestic concerns actually affected their decision to leave.

More research should be directed to policy implications, that is, the steps that could be taken to increase the support and satisfaction of faculty's domestic concerns. Most institutions concentrate on the institutional factors that affect faculty retention and attrition. There also needs to be more understanding about the relationship of domestic concerns and the faculty's professional life in order to determine if these factors can be modified in any way.

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APPENDIXES

APPENDIX A

APPROVED LETTER TO THE PROVOST

RECEIVED

AUG 27 1992

Office of the Vice President
for Academic Affairs

August 27, 1992
University Honors Program
509 Library
Oklahoma State University
Stillwater, OK 74078
(405) 744-6799

Dr. Ray Bowen, Provost
101 Whitehurst
Oklahoma State University
Stillwater, OK 74078

Dear Dr. Bowen:

I am working on a master's degree in Higher Education Administration here at OSU. For my thesis, I am proposing to study the relationship of domestic considerations (marital status, family obligations, etc.) to faculty retention and attrition at OSU.

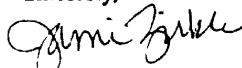
Growing up in Stillwater, I have found that this town is a good place for families to live. I now wonder how much this has to do with faculty decisions to stay or to leave the university; as a result, I have decided to explore this for my thesis through a survey of faculty.

I intend to send a questionnaire to full-time faculty members in selected departments across campus who have been at OSU for less than five years. This short form will explore faculty attitudes towards certain factors relating to their domestic lifestyle and its importance in their decision of where to work.

I am writing to ask for your approval and support to conduct research involving OSU faculty, and also for your permission to obtain the names of faculty who fit the criteria for my study. For your information, I am in the process of requesting approval from the Institutional Review Board. The results of the questionnaire should relate faculty attitudes concerning their domestic considerations to their career as a faculty member. It explores the relationship between faculty's domestic needs and their recruitment, retention, satisfaction and/or attrition. I have enclosed a rough draft of my thesis proposal to give you more information about the study.

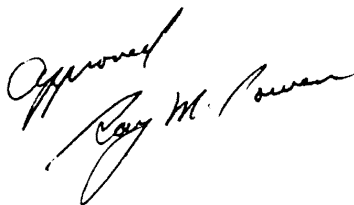
Thank you for your consideration.

Sincerely,



Jami Zirkle

Enc.: Thesis proposal



99- per Jami -
allB quoted
permission -
✓ w/ H. R. on
labels -
71. 100 ca. etc -

APPENDIX B

INSTITUTIONAL REVIEW BOARD APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH

Proposal Title: THE EFFECTS OF DOMESTIC ROLES AND VALUES ON FACULTY RETENTION
AND ATTRITION AT OKLAHOMA STATE UNIVERSITY

Principal Investigator: DOROTHY FINNEGAN / JAMI ZIRKLE

Date: 9-1-92 IRB # ED-93-017

This application has been reviewed by the IRB and

Processed as: Exempt [] Expedite [X] Full Board Review []

Renewal or Continuation []

Approval Status Recommended by Reviewer(s):

Approved [X] Deferred for Revision []

Approved with Provision [] Disapproved []

Approval status subject to review by full Institutional Review Board at
next meeting, 2nd and 4th Thursday of each month.

Comments, Modifications/Conditions for Approval or Reason for Deferral or
Disapproval:

Signature: _____

Maria S. Tilley
Chair of Institutional Review Board

Date: _____

9-2-92

APPENDIX C

SURVEY

OKLAHOMA STATE UNIVERSITY FACULTY QUESTIONNAIRE

This survey explores domestic considerations (family obligations, marital status, etc.) of full-time OSU faculty and to what degree, if any, they relate to faculty retention and attrition. For the following questions, please fill in the blanks provided or circle the response that best describes your situation or attitude. Any additional comments that you would like to share would be very helpful.

All data will be kept strictly confidential. Please return this survey by using the enclosed campus mail envelope or mail to: Jami Zirkle, 509 Library. In order to complete this study in a timely manner during the fall semester, it would be greatly appreciated if you could return this form by Friday, October 16. Thank you for your participation.

1) How satisfied or dissatisfied do you feel about the following factors? (Please circle one number for each item)

| | <u>DISSATISFIED</u> | | <u>NEUTRAL</u> | | <u>SATISFIED</u> | | <u>Does not</u> |
|--|---------------------|-----------------|----------------|--|------------------|-------------|-----------------|
| | <u>Very</u> | <u>Somewhat</u> | | | <u>Somewhat</u> | <u>Very</u> | <u>apply</u> |
| quality of schools in Stillwater | 1 | 2 | 3 | | 4 | 5 | 0 |
| choice of schools in Stillwater | 1 | 2 | 3 | | 4 | 5 | 0 |
| quality of child care services at OSU | 1 | 2 | 3 | | 4 | 5 | 0 |
| availability of child care services at OSU | 1 | 2 | 3 | | 4 | 5 | 0 |
| leisure/recreational opportunities in or around Stillwater | 1 | 2 | 3 | | 4 | 5 | 0 |
| availability of satisfactory housing in Stillwater | 1 | 2 | 3 | | 4 | 5 | 0 |
| opportunities for social interaction in Stillwater | 1 | 2 | 3 | | 4 | 5 | 0 |
| your network of friends in Stillwater | 1 | 2 | 3 | | 4 | 5 | 0 |
| spousal employment opportunities at OSU | 1 | 2 | 3 | | 4 | 5 | 0 |
| spousal employment opportunities in Stillwater | 1 | 2 | 3 | | 4 | 5 | 0 |
| overall environment for children in Stillwater | 1 | 2 | 3 | | 4 | 5 | 0 |

Comments _____

2) If you were to leave this job to accept another position, how important would each of the following be in your decision to accept another position?

| | Not important | Somewhat important | Very important | Does not apply |
|--|------------------|-----------------------|-------------------|-------------------|
| salary | 1 | 2 | 3 | 4 |
| quality of the institution | 1 | 2 | 3 | 4 |
| quality of colleagues in department | 1 | 2 | 3 | 4 |
| quality of research facilities | 1 | 2 | 3 | 4 |
| geographic location | 1 | 2 | 3 | 4 |
| a good job for your spouse | 1 | 2 | 3 | 4 |
| opportunities for social interaction | 1 | 2 | 3 | 4 |
| good environment for your children | 1 | 2 | 3 | 4 |
| good schools for your children | 1 | 2 | 3 | 4 |
| employment benefits such as flex time and job leave | 1 | 2 | 3 | 4 |
| choice of religious opportunities | 1 | 2 | 3 | 4 |

Comments _____

3) Rank five of the following reasons why you would be most likely to stay at OSU:

- | | |
|--|--|
| <input type="checkbox"/> Extended family living locally | <input type="checkbox"/> Salary |
| <input type="checkbox"/> Geographic location | <input type="checkbox"/> Research opportunities |
| <input type="checkbox"/> Schools for children | <input type="checkbox"/> Research facilities |
| <input type="checkbox"/> Area cultural/recreation activities | <input type="checkbox"/> Teaching opportunities |
| <input type="checkbox"/> Physical environment | <input type="checkbox"/> Teaching/research load |
| <input type="checkbox"/> Housing costs | <input type="checkbox"/> Office facilities |
| <input type="checkbox"/> Network of friends living locally | <input type="checkbox"/> Sabbatical and leave policies |
| <input type="checkbox"/> Climate of region | <input type="checkbox"/> Institutional governance |
| <input type="checkbox"/> Close to "home" | <input type="checkbox"/> Loyalty to program |
| <input type="checkbox"/> Employment situation of spouse | <input type="checkbox"/> Quarter/semester system |
| <input type="checkbox"/> Retirement program | <input type="checkbox"/> Reputation of institution |
| <input type="checkbox"/> Benefits/insurance program | <input type="checkbox"/> Total work load |
| <input type="checkbox"/> Family leave policies | <input type="checkbox"/> Other _____ |

Comments _____

4) Rank five of the following reasons why you would be most likely to leave OSU:

- | | |
|--|--|
| <input type="checkbox"/> Extended family living locally | <input type="checkbox"/> Reduced tuition for family |
| <input type="checkbox"/> Geographic location | <input type="checkbox"/> Research opportunities |
| <input type="checkbox"/> Schools for children | <input type="checkbox"/> Research facilities |
| <input type="checkbox"/> Area cultural/recreation activities | <input type="checkbox"/> Teaching opportunities |
| <input type="checkbox"/> Physical environment | <input type="checkbox"/> Teaching/research load |
| <input type="checkbox"/> Housing costs | <input type="checkbox"/> Office facilities |
| <input type="checkbox"/> Network of friends living locally | <input type="checkbox"/> Sabbatical and leave policies |
| <input type="checkbox"/> Climate of region | <input type="checkbox"/> Institutional governance |
| <input type="checkbox"/> Close to "home" | <input type="checkbox"/> Loyalty to program |
| <input type="checkbox"/> Employment situation of spouse | <input type="checkbox"/> Quarter/semester system |
| <input type="checkbox"/> Retirement program | <input type="checkbox"/> Reputation of institution |
| <input type="checkbox"/> Benefits/insurance program | <input type="checkbox"/> Total work load |
| <input type="checkbox"/> Family leave policies | <input type="checkbox"/> Salary |
| <input type="checkbox"/> Other _____ | |

Comments _____

BACKGROUND INFORMATION

5) In what academic year did you begin working at OSU?

1991-92 1990-91 1989-90 1988-89 1987-88

6) In which department are you employed at OSU? _____

7) In what city or town do you live? _____

8) What is your current marital status? **single married separated divorced widowed**

9) What is your gender? **Male Female**

10) Do you have children? **yes no** (if "no," go to #11)

If yes, how many? _____ How many live with you now? _____

What role do you play in raising your children?

primary caretaker shared caretaker secondary caretaker

11) Where does most of your extended family live?

| | |
|------------------|------------------|
| Oklahoma | Midwest |
| West | South |
| Northeast | Northwest |
| North | Southwest |

12) Where does most of your spouse's extended family live?

| | |
|--------------------|------------------|
| in Oklahoma | Midwest |
| West | South |
| Northeast | Northwest |
| North | Southwest |

13) Do your parent(s) live in Stillwater? **Yes** **No**

If yes, do one or both of your parents live with you? **Yes** **No**

14) Do your spouse's parent(s) live in Stillwater? **Yes** **No**

If yes, do one or both of your spouse's parents live with you? **Yes** **No**

15) Are you the primary caretaker of one or both of your parents? **Yes** **No**

16) Are you the primary caretaker of one or both of your spouse's parents? **Yes** **No**

17) In what year were you born? 19_____

18) What is your race? **American Indian**

Asian or Pacific Islander

Black

Hispanic

White

Other _____

19) What is your spouse's race?

American Indian

Asian or Pacific Islander

Black

Hispanic

White

Other _____

20) Of what country are you currently a citizen? **USA** **Other** _____

21) What is the highest level of formal education completed by you and your spouse?

You
Less than high school

High school diploma

Some college

Associate degree

Bachelor's degree

Master's degree

Doctorate or professional degree

Other _____

Your spouse
Less than high school

High school diploma

Some college

Associate degree

Bachelor's degree

Master's degree

Doctorate or professional degree

Other _____

22) What is your current tenure status?

non-tenure track

tenure track, but not tenured

tenured

23) What is your current academic rank? _____

Thank you very much for your participation!

APPENDIX D

LETTER TO FACULTY

September 28, 1992
509 Library
Oklahoma State University
Stillwater, OK 74078
(405) 744-6799

Dear faculty member:

As gender roles and the family structure have changed in American society, the domestic needs of faculty have likewise changed, potentially raising new issues in recruitment and retention for universities. In order to prevent high faculty turnover at a time when the potential for faculty replacement is questionable, universities should be concerned with reducing as many barriers to successful retention as they can. Few studies to date have examined how domestic considerations affect faculty retention and attrition.

I am working on a master's degree in Higher Education Administration here at OSU. For my thesis I am interested in exploring the possible relationship of domestic considerations (marital status, family obligations, etc.) and faculty retention and attrition at OSU.

Growing up in Stillwater, I have found that this town is a good place for families to live. I now wonder how much this has to do with faculty decisions to stay or to leave the university; this survey is a result of that interest.

I am asking a select number of faculty to participate in my study by answering my survey questions. All faculty in a range of large departments--from liberal arts disciplines to applied/professional fields--who have been at OSU for less than five years, are receiving the survey. You have been selected because you fit my criteria. I would be grateful for your participation. All data will be aggregated for my study. You may be assured that I will protect your anonymity in any written or oral presentations of the data. Your participation is entirely voluntary.

Please take some time to complete the enclosed questionnaire and return it through campus mail as soon as possible in the enclosed envelope, which you should seal. Your assistance in this project is greatly appreciated. Thank you for your cooperation.

Sincerely,



Jami Zirkle

Enc.: Faculty questionnaire, self-addressed envelope

VITA

Jami B. Zirkle

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF FACULTY PERCEPTIONS OF DOMESTIC AND INSTITUTIONAL FACTORS AND THEIR RELATIONSHIP TO RETENTION AND ATTRITION

Major Field: Higher Education

Biographical:

Personal Data: Born in Austin, Texas, September 3, 1969, the daughter of Dr. Larry D. and Nelda Zirkle.

Education: Graduated from Stillwater High School, Stillwater, Oklahoma, in May 1987; received Bachelor of Arts Degree in English/Technical Writing from Oklahoma State University in May, 1991; completed requirements for the Master of Science degree at Oklahoma State University in May, 1993.

Professional Experience: Honors Adviser, University Honors Program, Oklahoma State University, August, 1991, to present.