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2009

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Recruiting and Retaining New Generations of Community College Faculty

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Recruiting and Retaining New Generations of Community College Faculty

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Dissertation

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

The University of Texas at Austin

May 2009

Dedication

This dissertation is dedicated to my husband and my daughter, Imad Mouchayleh and Maggie Huber. I began this program in 2001 when Maggie was an eleven year-old, a true Millennial. She was then and is now my solid advocate. I met my husband, Imad, when I was finishing my first semester in the program; in essence, he has never known me not to be attending class and studying. Both have stood by me, as I finished my coursework and embarked upon my dissertation research and writing. Their mutual moral support, my daughter's belief that I would not stop until I was finished, my husband's astounding expertise with Excel and all manner of tables in Word, and their tolerance of me when my mental flash drives were overloaded assured that this dissertation came to be. Most important to me has been their love. It is not easy living with a Ph.D candidate; ask anyone who has done it. We are overly busy, we are too often tired, we can be very cranky, and we can be very demanding. They loved me in spite of all that. Therefore, I say with confidence, this moment would not have been possible without them.

Acknowledgements

It has taken the efforts and support of many, many people for me to arrive at my dissertation completion. Family, friends, professors, and colleagues all gave more than generously of their time, energy, patience, and moral support to assure that I was able to complete my coursework and this study. As I think back over the last eight years, countless helpful and hopeful faces cross my mind.

Dr. William F. Lasher, Supervisor Extraordinaire, modeled for me how to be a superior mentor, guide, and educator. Suffice it to say, I owe him a huge debt of gratitude for his tireless patience, understanding, and very good sense of humor. He never once showed anything except enthusiasm and support for my project. In spite of his incredibly busy schedule, he always found time to discuss the study with me and promptly reply to all my emails, always making me feel that responding to me was his top priority. Finally, he kept me on track and made certain that I maintained the pace which would get me to this point. Not only do I respect and admire him, I also count him as a friend with whom I enjoyed working and from whom I enjoyed learning.

Dr. Norvell Northcutt, my research advisor, is someone to whom I also owe a tremendous debt. It will never be said that Terry Mouchayleh has a knack for numbers. In spite of my limited skills in that area, he patiently guided me through the language of my survey results. At times, when I felt overwhelmed by a sea of data that I feared I would never comprehend, he helped me to distill the essence of meaning. Because this wasn't his "first rodeo," as he once noted, I benefited tremendously from his years of experience. I cannot thank him enough.

And to my other committee members, Dr. John R. Roueche, Jr., Dr. Rex Peebles, and Dr. Thomas Darwin, I say a sincere thank you. Their enthusiasm for and interest in my project encouraged me as I embarked upon the research and the writing. I appreciated their willingness to help, answer questions, and generally make me feel that what I was doing was important and worthwhile. I know of no one who has had a better group of scholars to work with than I.

It is also important for me to acknowledge my workplace staff, colleagues, and administration. To Ms. Gerry Tucker, my supervisor and mentor, I say thank you for lifting me up when I felt overwhelmed. I could not have juggled work and academics had she not been in my corner and calmed me with her confidence in me. And to my staff, Nicole Bell, Lara Niles (whose ever-enthusiastic technical support made my document come together), Merrilee Shopland, Martha Perez, Angular Adams, Christina Michura, and Markiesha Harewood, I say thank you for simply being the best support system anyone could ever hope for. These women are consummate professionals, and they are also my friends, moral support, and pep club all in one. I thank them for their kindness and for sharing generously with me their own experience and knowledge. And to all of my colleagues in Human Resources at Austin Community College, I say thank you for cheering me on to the finish line.

Finally, to my friends and family I say a sincere thank you. Bill and Margaret Stewart and Jan and Joe Johnson (my parents) and Keri Anderson (my sister) never flagged in their support. Vic and Lou Smith, David and Susan Lydic, Linda Kluck, and Casey Ray, are my best friends in the whole world. Nobody has better friends than I do!

And as such they made sure I never sunk too low, never considered giving up, and never dragged my feet too long in this process.

Recruiting and Retaining New Generations of Community College Faculty

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The University of Texas at Austin, 2009

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Much generational research has been conducted in the last decade, prompted most likely by the drastic social and technological changes of the late 20th century, the increase in enrollments in higher education, the increase in families with two working parents, and the meteoric rise in the widespread use and acceptance of emerging technologies. These changes, experts have argued, have led to greater than usual differences between and among the generations. These differences have been the subject of much research on the behaviors and interactions of the generations (Veterans, Baby Boomers, Generation Xers and Millennials) socially and in the workplace.

Current generational research has shown that major differences exist between the workplace values and motivations of younger workers (Generation X and Millennial) and older workers (Veterans and Baby Boomers). Indeed, private sector employers have determined that applying the same recruitment methods and workplace practices that have been used commonly for the last 50 years does little to attract and, perhaps more importantly, retain younger workers. Therefore, these types of employers have begun to rethink their long-held practices.

This study focused on a group which had not been studied closely for generational differences: community college faculty. The problem addressed was the question of whether or not the generational characteristics exhibited in private sector employees

would also be apparent in higher education. That is, do future faculty have noticeably different workplace values than their older colleagues and are such differences likely to influence the recruitment and retention of future faculty? This question is especially important in light of increased demand for faculty, especially at community colleges, due to anticipated retirements of older faculty and increased student enrollments. This study ascertained, through focus groups, interviews, and surveys, whether or not such differences existed in the population studied and offered suggestions to address any differences.

The research results indicated that statistically significant differences do exist in the importance of various areas related to reasons for choosing to teach in higher education, reasons for accepting a particular position, and reasons to consider leaving a position. Specifically, Institutional location, Institutional climate, Personality of colleagues, Family environment, Tenure, Opportunity to do research, and Ethnic diversity were all significantly more important to future faculty than to current faculty.

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Chapter One: Background and Context

From the beginnings of American higher education in the 17th century, enrollments grew at a fairly slow pace until the mid to late 19th century. Thanks to the Morrill Land Grant acts of 1861 and 1890, the number of US higher education institutions increased steadily. Almost a century later, the number of US colleges and universities exploded. As a result of the post-World War II influx of veterans into higher education, enrollment in 1950 totaled 2.7 million students, an increase of 1.5 million since 1944 (Indicators 2000). In fact, in 1953, the largest universities in the country each enrolled 10,000 students (Indicators 2000). Although rates differed by institutional type, steady growth continued; from 1967 to 1992, enrollment grew on average 3% annually. By 1996, the same largest universities each enrolled 25,000-50,000 students. Community college enrollment grew faster than enrollment at any other type of institution, from 0.2 million in 1950 to 5.5 million in 1996 (Indicators 2000). This period of never-before-seen growth has been called a time of “massification” (Gumport, Iannozzi, Shaman, & Zemsky, 1997).

In order to accommodate the increases in the number of higher education institutions as well as the increases in enrollment, the number of faculty employed at these institutions surged as well. Between 1960 and 1975, the total number of full-and part-time faculty increased sharply, from 236,000 to 628,000 (Gumport, Iannozzi, Shaman, & Zemsky, 1997, p.11). The steepest increase occurred in the 1970’s (Gumport, Iannozzi, Shaman, & Zemsky, 1997, p.11). This increase has led to a major issue now capturing the attention of higher education administrators: the so-called “graying” of

higher education faculty. Because so many current faculty were hired during this “boom,” universities, colleges, and community colleges may face high retirement rates during the next decade and a half. Research done on the demographics of higher education faculty shows the following:

- A 1999 survey reported that 32% of the nation’s full-time faculty were 55 or older, compared with 24% in 1989 (Fleck, 2001).
- The number of college professors who were under 45 in 1989 was 41%; it fell to 34% by 1999 (Fleck, 2001).
- A 1996 Faculty Retirement Survey showed that in 1977, the median age of faculty at four-year institutions was 40; by 1996, it was 48 (Fleck, 2001).
- In 1997, the average age of community college faculty was between 49 and 52 (Huber, 1997).
- In 1999, 41% of community college faculty were between 45 and 54 years old; 27% were between 55 and 64 years old (Shults, 2001).
- In 2005, the average age of doctorally-prepared nursing faculty was 53.5 years (Bingaman, Jeff. US Congress Amendment to Public Health Service Act, 2005; section 2, finding #6).
- According to the U.S. Department of Education research in 2003, community colleges have a higher %age of faculty members between the ages of 45 and 64—66.1 %—than any other type of higher education institution (McCormack, 2008).

In 1993, mandatory retirement of faculty at age 70 was eliminated, causing concern for college administrations. The end of that mandatory retirement imposed two costs on

higher education. The first is that faculty members chose to postpone their retirements, thereby decreasing the availability of positions for new faculty. The second is that retirement of long-term faculty generates funds for salary increases for continuing faculty; when faculty postpone retirement, those funds are not available (Ehrenberg, 1999). The former concern relates most to the topic of this study. For many reasons, retirements have not occurred as quickly as had been earlier assumed. Nevertheless, large numbers of full-time faculty are expected to retire in the next 10 to 15 years.

As these aging faculty retire or die, questions arise as to how to fill the positions they vacate quickly and with qualified individuals. This latter consideration relates to characteristics of the individuals who will be available. Even if Veteran aged (born between 1922 and 1943) and Baby Boomer aged faculty (born between 1943 and 1960) do not retire in significant numbers, their numbers will decrease, if only through inevitable mortality rates, causing the never before experienced phenomena of four generations of faculty working side-by-side in the same work place. Filling vacant faculty positions, whether vacated quickly and in large numbers due to mass retirement or more slowly due to continued work, will require much thought and evaluation due to generational differences between current and future faculty members. Significant generational differences exist between the current Veteran and Baby Boomer faculty and their potential replacements, those referred to as Generation Xers (born between 1960 and 1980) and Millennials (born between 1980 and 2000). These generational differences reveal themselves immediately in each generation's value systems, motivations, and desires. Research into the characteristics of Generation X and

Millennials indicates that, due to various social phenomena and rapid technological advances, these individuals view the world and their place in it very differently than their predecessors. Not only are the values of the Veterans and the Boomers different from those of the Generation Xers and Millennials, but also the values of the Generation Xers are different from those of the Millennials. Although these two generations share a comfort with technology, they share much less in terms of the childhoods that formed their value systems and how they view the world. As a result, they approach work differently not only from Veterans and Baby Boomers but also from each other. How they like to work, what they value at the work place, and where materialism falls on their list of priorities are different for each of these generations.

Definitions

Veterans: Also called the Silent Generation, Traditionalists and Seniors, these individuals were born between 1922 and 1943.

Baby Boomers: Born between 1943 and 1960, the generation is also referred to as the Me Generation, and the Sandwich Generation.

Generation X: This group of individuals was born between 1960 and 1980 and is sometimes called the Baby Bust Generation.

Millennials: Also referred to as the Echos, the Nexters, and Generation Y, these individuals were born between 1980 and 2000.

Statement of the Problem

Because research has shown that massive retirements probably will eventually occur, administrators have known that they would have to grapple with this faculty

replacement issue for more than a decade. However, dealing with the issue has been postponed because the expected spike in retirements did not occur when it was first anticipated. As noted earlier, higher education faculty no longer must retire at 70 years of age. In addition, their retirement savings have not fared as well as they had hoped; therefore, they are not yet secure enough financially to retire. However, their retirement is inevitable, in spite of how long they have postponed it thus far. Health problems will begin to force many to remove themselves from the workforce. And, because the average age of faculty in higher education is relatively high, the wave of retirements will certainly happen, just later than once thought. Many Veteran and Baby Boomer faculty may continue to work in some way at some job long past what was once a traditional retirement age, but most will decide to leave the full-time, classroom teaching positions they once had.

Some administrators believe that the situation is a non-issue. They believe that there are more than enough people available who are willing to teach as part-time, adjunct faculty. In fact, many of the faculty who are facing retirement intend to continue teaching as adjuncts, as was noted in data from the 1993 National Study of Postsecondary Faculty:

A retirement option that was very attractive to faculty was the opportunity to draw retirement income and continue to work at their institution on a part-time basis.

In excess of 46% of all faculty indicated that this would be an option they would elect to pursue. Interest in this option varied from a low of about 41% at public

comprehensive institutions to a high of nearly 51% of faculty at public two-year institutions. (“Retirement Plans of Instructional Faculty and Staff,” 1996)

Some administrators, then, see no problem with simply increasing their already vast pool of adjunct faculty to meet the teaching needs at their institutions. However, just as many institutions have set goals to decrease the number of adjunct faculty. This goal is either set by institutional administrators themselves or is forced upon them by accrediting bodies. These are the institutions which must address the issue of recruiting and retaining large numbers of full-time faculty to replace those who retire.

Complicating the matter is the expected increase in student enrollments. For example, the Texas Higher Education Coordinating Board forecasts that between 2005 and 2010, participation in higher education at public universities in Texas will increase by 1.5% annually, resulting in a total of 35,700 additional students; between 2010 and 2015, the growth is expected to be .9% annually, causing an increase of 23,600 additional students in that five-year span. The numbers are similar for two-year schools: between 2005 and 2010, the increase is expected to be 1.6% annually, resulting in a total of 44,400 additional students. Between 2010 and 2015, the increase will be 1% annually, resulting in a total of 30,600 additional students (Texas Higher Education Coordinating Board, Participation Forecast 2005-2015, 2005).

Nationally, the numbers mirror those in Texas. Demographers predict that more than 2 million new full-time students will enroll at public and private colleges and universities by 2010. Between 1995-96 and 2011-12, the number of high school

graduates will increase 31% in the West, 10% in the North-Central region, 17% in the Northeast and 23% in the South (MacLay, 2000).

A shortage of faculty due to retirement and a boom in college enrollments combine to make for an administrative challenge in higher education: the need to quickly hire competent faculty to teach an ever-increasing number of students. However, most administrators have not had to concern themselves with this problem before. Low mobility among community college faculty means that working hard to recruit faculty has rarely been an issue. As Huber notes in her 1997 study:

Academics at community colleges have served an average of 18 years beyond the teaching assistant level in higher education and have been at their current institutions for an average of 14 years. Only faculty at research universities have been at their institutions for a longer time. (Huber 14)

Low turnover rates often meant that there were many more applicants than jobs. The result was that there was seldom a need to actively recruit new faculty. For many administrators the concern is not even whether old recruitment methods will work; instead the concern is finding out what recruitment methods will work.

As administrators consider how to attract younger faculty to teaching positions, they must keep in mind that the faculty who will be hired will often be the age of the children and grandchildren of the Veteran and Baby Boomer faculty they will be replacing. Of course, it is natural that generations will differ from each other; older generations tend to look at younger generations as reckless, unseasoned, immature, and undisciplined. But, the differences which exist between faculty from the Veteran and

Baby Boomer generations and those who will follow them are greater than generational differences that have existed in the past.

The differences are greater due to certain extreme social phenomena which occurred when Baby Boomers had children. Generation Xers are the original latchkey children who spent a great deal of time alone when they were growing up because their working parents had little time for them (Zemke, Raines, & Filipczak, 2000). This is also the generation that watched the fall of a variety of American icons and heroes played out on television (Raines, 1997); they came of age during a struggling economy and skyrocketing divorce rates (Zemke, Raines, & Filipczak, 2000). Because they were often deprived of attention and support, they became highly self-reliant and pragmatic (Zemke, Raines, Filipczak, 2000; Howe & Strauss 1999). Millennials, on the other hand, are the result of a different phenomenon. Like their predecessors, they were the children of working parents, but Millennial parents are often those who postponed having children until later in life when they were more financially successful. These Gen X parents pursued the goal of raising happy, successful children in the same enthusiastic way they pursued their careers (Zemke, Raines, & Filipczak, 2000). As a result, Millennials tend to be optimistic, self-confident individuals who are used to being busy (Lancaster & Stillman, 2005; Howe & Strauss, 2000). A second highly influential phenomenon that makes these generations drastically different from Baby Boomers and Veterans is technology. The widespread use of technology among younger generations cannot be underestimated, and it has created a large gulf between the generations (Lancaster &

Stillman, 2005; Zemke, Raines, & Filipczak, 2000; Raines, 1997; Howe & Strauss, 1999 & 2000).

Thus, for those recruiting future faculty, the challenge may exist on many levels. This stems from the oft-noted belief that academics possess different professional and personal value systems than their peers in the private sector. It is often assumed that academics are less competitive in their motivations for success than their counterparts in the private sector. Thus, it is speculated that they will not behave in the academic workplace in the same way that their private sector counterparts have and that generational study generalizations will not apply to them. Research on the private sector has already noted the difference in values between the younger employees and the older generations and has recognized the need for different recruitment and retention approaches. However, younger generations of academics have only just begun to enter the academic workforce because they usually must complete more graduate instruction to gain employment in their profession. Therefore, it is unclear if such generationally-driven issues will exist with the entry of future academics into colleges and universities; if the differences do exist, institutions will have several issues to deal with as they seek to recruit new faculty to replace those retiring.

The first will be competing with other institutions for future faculty, given expanding need at all types of institutions. The next will be how to recruit them, given that the recruiting tools (i.e. summers off, health benefits, reliable retirement plans) used for Veteran faculty and Baby Boomer faculty may not have the same impact on Generation X and Millennial future faculty. A further problem may be retaining these

future faculty members once they are hired, if they are like their private sector workplace counterparts and view long-term work commitment differently than their Veteran and Baby Boomer predecessors.

Therefore, the purpose of this study was two-fold: 1) to determine whether different methods will be needed to recruit and retain future faculty as compared to those used for previous generations and 2) to determine what those different methods may need to be.

Significance of the Study

Much of the literature and research in this area focuses on three aspects of this topic, but not on the main focus of this study's research. The first area is research that has been done on what motivates community college faculty, and the second is on the pending shortages of higher education faculty. The third area is the research that has been done on generational characteristics comparisons in the general population and on generational workplace behavior in the private sector, as is noted in the next chapter. This research has raised concerns in the general work environment about the difficulty of recruiting and retaining younger workers. However, very little research of this sort has been done in academia. That is, little has been done to ascertain whether or not faculty members exhibit the same generationally-driven professional and personal motivations as those in the private sector. Therefore, this study compared the professional and personal motivations of future higher education faculty with those of current and retiring faculty. Ultimately, this comparison should reveal if there is a need to use different recruitment

and retention strategies on younger generations of faculty than were used on previous generations of faculty, and if so, what those new strategies might be.

Organization of the Study Content

Chapter Two of this study provides a review of the relevant literature on this topic. Chapter Three provides an extensive explanation of the research methods used for the study's focus groups, interviews, and surveys. The focus groups and interviews were intended to generate and assure useful questions for two electronic surveys, one given to faculty currently teaching in community colleges and the other to faculty who hope to teach in higher education. The purpose of Chapter Four is to present the actual data generated by both surveys and compare the data for current faculty survey with that for future faculty. Finally, Chapter Five presents a discussion of the survey data results and their implications and provides suggestions for future research.

Chapter Two: Review of Relevant Literature

Much has been written on various aspects of this study topic. In “An Exploration of Faculty Hiring Practices in Community Colleges,” Flannigan, Jones and Moore (2004) noted that an examination of faculty hiring practices at community colleges is critical in light of the “mass hirings in the 1960s of faculty who will be retiring in the next few years” (p. 823). The study notes also that because these individuals are now reaching retirement age, there may well be a “vast shortage of qualified faculty to respond to growing student populations” (p. 824). A thorough discussion of faculty replacement issues is contained in “Faculty Replacement Needs for the Next 15 Years: A Simulated Attrition Model,” by McGuire and Price (1989). This analysis also notes the boom in the size of the national professoriate and notes that “this large group has moved through the life span together and will soon be approaching another developmental transition, retirement (p. 1). McGuire and Price paint a rather daunting scenario when they note that

. . . . most of higher education may experience a dramatic increase in faculty need simultaneously. Under normal circumstances, a college that usually hires 10 new faculty annually should be able to recruit 15 in a peak year without great difficulty. If every other college in the country experiences a 50% growth in faculty need at the same time, however, a shortage of qualified faculty is almost inevitable. (p. 2)

Winter’s and Kjørlien’s (2000) study “Community College Faculty Recruitment: Predictors of Applicant Attraction to Faculty Positions” notes what similar studies have indicated: faculty recruitment is a pressing issue because of high turnover due to

retirement (para. 1). They also allude to Murray's slant on this issue, which is that "Administrators will have an opportunity to influence their institutions' futures by hiring the largest cohort of faculty employed at one time since the 1960's" (para. 2). In spite of this opportunity, Rosser and Townsend (2006) report that the looming shortage tends to cause stress for administrators. In their study, they allude to Wild's 2002 study of work-related factors affecting the stress level of community college deans, which found that 41% of the deans who responded identified as future challenges the hiring, finding, and replacing of retiring faculty (p. 125).

In the U.S. Department of Education's 1999 National Survey of Postsecondary Faculty, it was learned that of community college faculty 60 years or older, 44.5% indicate that they were "Very Likely" to retire, as opposed to only 29.7% indicating that they were "Not at all Likely" to retire ("Faculty Retirement: Loss or Opportunity," 2001, p. 1). A 2005 article in Community College Week acknowledged that although faculty retention is rarely a problem now, it will become one over the next decade as Baby Boomer faculty retire (Finkel, 2005, p. 6). Dr. George Boggs, president and CEO of the American Association of Community Colleges notes that

With 53% of full-time faculty and 43% of part-time faculty expected to retire in the next 15 years, 'We're going to see a great turnover . . . which will hit states like Florida, California, Texas, and Arizona, who have high populations of baby boomers, particularly hard.' (Finkel, p. 6)

Another pressing issue within the overall faculty retirement problem is the fact that faculty shortages already exist in certain disciplines. For example Dr. Robert Drees, the

president of Orange Coast College in Costa Mesa California, struggles to find full-time faculty in mathematics and the sciences, including biology, anatomy, chemistry and physiology because “People who are qualified in those areas can make more money on the outside than they can teaching” (Finkel, 2005, p. 6). The U.S. Department of Education’s 1999 National Survey of Postsecondary Faculty revealed the reality of this problem: for faculty 60 years or older, 45.3% of the natural sciences faculty are “Very Likely” to retire and 41.9% of health sciences faculty are “Very Likely” to retire (“Faculty Retirement: Loss or Opportunity,” 2001, p. 2).

Motivation, Attitudes, and Goals of Community College Faculty

Several studies have been conducted over the years on the motivations and professional profiles of community college faculty. Melone’s “A Comparative Study of Backgrounds and Attitudes of Community College Academic Staff” (1969) noted that community college faculty are expected to be flexible and responsive to challenge; however, the results of his survey of 4,098 full-time faculty at 59 community colleges showed that the majority of the colleges were not staffed by faculty willing to cope with change. Another study by Artis (2000) focused on the beliefs about education that attract community college faculty to higher education and motivate them to stay. The results of the research were that community college faculty members’ beliefs about higher education were inconsistent with the realities in the 21st century and that they tended to resist change. Earlier studies of community college faculty note the lack of a professional identity. In Junior College Faculty: Their Values and Perceptions, Young Park (1971) studied junior college faculty values, their view of their institution and their

role in the institutional environment. Park expressed the reflections of his survey and research as twofold: the first was a negative reaction toward the institution on the part of the faculty member; generally faculty saw the institution and administration as being at odds with their own values. The second was

. . . the self-centeredness of the subjects in their perceptions of their own roles, the students and the institution. The subjects considered themselves above average in all items that involved them as members of an academic community but only average or below when the institution was involved. Prestige and fulfillment of personal needs are apparently more highly desired by the subjects than teaching *per se*. (Park, 48)

In answer to the question “Have community college faculty developed a unified and distinct professional identity,” Outcault (2002) alludes to the Center for the Study of Community Colleges’ research which asserts that community college faculty spend little time interacting with each other on activities related to teaching and would prefer to spend even less time doing so. Based on that study and others, he concluded that community college faculty have not yet developed a distinct profession (p. 110). Although much of the research implies a fragmented and dissatisfied community college faculty, Murray and Cunningham (2004) paint a different picture. Their research acknowledges that often community college faculty begin teaching without a genuine understanding of the realities of community college teaching, largely due to university professors’ not preparing them to actually teach (Murray & Cunningham, 2004). However, they also report that community college faculty expressed high levels of

satisfaction with their positions, noting that what brought them the greatest satisfaction was “working with students” (Murray & Cunningham, 2004, para. 29). The work of Fugate and Amey (2000) revealed that the majority of faculty in their study had not foreseen a career in community colleges or in higher education in general but had moved into the position because of job availability. In “Satisfaction at the Community College,” Ellen Milosheff (1990) noted that “. . . some attention should be directed to attracting and keeping qualified faculty members through an understanding of factors that contribute to their job satisfaction” (1990, p. 12). Milosheff’s study revealed that job satisfaction is linked to several things, including the level of education and degree attainment, the financial climate of the institution, the success and motivation of students, and being recognized as a contributing member of the institution. Further, her research discovered that heavy involvement in routine academic activities, such as teaching, advising, working with student groups, and committee work had an adverse effect on faculty job satisfaction (Milosheff, 1990, p. 19).

Another interesting characteristic of community college faculty is that many have attended community colleges during their postsecondary education. Marbelle Keim found in her research on two-year college faculty that many of those she interviewed had been students at two-year colleges: “Reporting two-year college attendance were 41% of the full-time transfer, 48% of the full-time occupational/technical, 53% of the part-time transfer, and 51% of the part-time occupational/technical instructors” (Keim, 1989, p.38). Fugate and Amey (2000) note that several participants in their study considered teaching at two-year schools because of their own positive experiences there.

Generational Research

In recent years, much has been written on the relevance of generational research as it applies to hiring practices in the private sector. However, very little has been covered on this topic as it pertains to hiring future faculty in higher education.

Generations: The History of America's Future, 1584 to 2069 (1991), by William Strauss and Neil Howe ignited interest in examining the importance of understanding generational differences and predicting future social behaviors. Strauss and Howe note that quantitative research on generational cohorts is relatively new, beginning with the coining of the term "birth cohort" by French sociologist Emile Littre in 1863 (1991, p. 49). They emphasize the blossoming scientific interest in the relevance of individuals belonging to a generational cohort group, a grouping of individuals from the same generation who experience similar responses to events based upon the values of that cohort. Strauss and Howe explain:

As each of us grows older, we look at people of other ages and wonder whether we are changing or they are changing. The answer, quite often, is neither: We were both different to begin with. We were born at different times. We belong to different cohort groups. (1991, p. 48)

For a cohort group to be labeled a generation, that group's length in years must approximate the span of a phase of life whose boundaries are fixed by what they call a peer personality (1991, p. 60). Strauss and Howe assert that a peer personality distinguishes a generation as a cohesive group with a unique biography:

The peer personality of a generation is essentially a caricature of its prototypical member. It is, in its sum of attributes, a distinctly person like creation. A generation has collective attitudes about family life, sex roles, institutions, politics, religion, lifestyle, and the future. It can be safe or reckless, calm or aggressive, self-absorbed or outer-driven, generous or selfish, spiritual or secular, interested in culture or interested in politics. In short, it can think, feel, or do anything an individual might think, feel, or do. Between any two generations, as between any two neighbors, such personalities can mesh, clash, be attracted to or repelled by one another. (1991, p. 63)

By way of definition, Strauss and Howe say that a peer personality is a generational persona recognized and determined by (1) common age location; (2) common beliefs and behavior; and (3) perceived membership in a common generation (1991, p. 64).

They assert that each of us experiences “phases of life” which involve central social roles in particular timeframes. The timeframes involved are broken down as follows: youth runs from 0 to 21; rising adulthood lasts from 22 to 43; midlife from 44 to 65 and elderhood from 66 to 87 (1991, p. 56). Strauss and Howe acknowledge that a generation, like an individual, can exhibit many different qualities. However, evidence indicates that in spite of varying qualities within generations, there are 18 distinct and identifiable generations over the course of American history, based on birth year (1991, p. 68). Throughout time, generations respond to historical moments; the interaction between generations in response to important historical events or “moments” actually shapes the generations themselves.

In their studies, Strauss, Howe and others have defined four current generations, each with unique social characteristics. They are the Veterans, the Baby Boomers, the Generation Xers, and the Millennials. DBM, a global human capital management firm, has captured these widely accepted characteristics in the chart in Appendix A. This chart describes and compares the generations and how they view family, the world events which shaped their characters, their work styles, their employment characteristics, their motivators, the benefits they desire, effective recruitment and retention tools, and methods for connecting with each type of generation.

Future Faculty: Generation X

Howe and Strauss' study of this generation, entitled 13th Gen: Abort, Retry, Ignore, Fail? (1999) draws a negative picture of how this generation was raised and how it feels about itself. The original latchkey kids, this generation was raised by busy and overwrought parents fighting for security. As a result, they are

. . . the only generation born since the Civil War to come of age unlikely to match their parents' economic fortunes; and the only one born this century to grow up personifying (to others) not the advance, but the decline of their society's greatness. (p. 7)

Claire Raines (1997) notes of this generation,

Fifty percent were latchkey children. After school, they let themselves into homes that were silent. Not only were Mom and Dad not yet home from work, they were still deep in the workday, and it might be hours before they got home. There was often a note on the refrigerator. They popped snacks into the

microwave—and then played Nintendo or Atari, learning early to be autonomous and take care of themselves. (p. 36)

Because this generation has largely been seen as a disappointment and has had to learn to handle their lives without the parental support that the next generation enjoyed, they know what they need to be: “street-smart survivalists clued into the game of life the way it really gets played, searching for simple things that work in a cumbersome society that offers little to them” (Howe and Strauss, 1999, p. 9). Lancaster and Stillman (2002) echo this view: “While Traditionalists were characterized as being extremely *loyal* and Boomers *optimistic*, Xers have been marked by *skepticism*. They grew up seeing every major American institution called into question” (p. 25). Lancaster and Stillman (2002) also point out the heavy influence of technology on Xers:

While Boomers’ childhoods were revolutionized by the invention of a single medium, television, Xers don’t have enough fingers and toes to number the *media* that have sprung up during their lifetimes. Cable TV, digital TV, satellite TV, VCRs, video games, fax machines, microwaves, pagers, cell phones, PalmPilots, and, of course, the most life-changing item of all: the personal computer. (p. 25)

An increasing amount of research is being done on how to retain and recruit Generation X employees as well as how well those individuals interact and work with employees of the older generations. In “How to Keep Gen X Employees from Becoming X-Employees,” Will Ruch (2000) points out that:

In times past, generational differences were not, for the most part, forged on the anvil of technological change. What change did occur probably took root in the

workplace, not at home. Thus, employees were perfect candidates for on-the-job training. But Generation X workers were shaped not by academics or company training, but by computers and computer games. The traditional scenario of a new worker having to hit the deck running has been replaced by the employer having to catch up. (2000, para. 5)

He also notes that Generation Xers saw their parents devote all of their time and energy to their jobs, only to be downsized; thus this generation tends to be job changers, who “seek achievement of their own goals and values over the chain of command” (para. 18).

Hays (1999) agrees in “Generation X and the Art of Reward” and says,

. . . while boomers (mid-40 to mid-50 year-olds) have gotten into the habit of working that extra hour at the end of an eight-hour shift, Gen Xers have someplace else to go—whether it’s night classes or to Vail for extreme snowboarding. (para. 4)

Ruch (2000) notes that, much to the annoyance of Baby Boomers, Generation Xers have short attention spans:

. . . Gen Xers grew up with timesaving devices, such as microwaves and the Internet, and devices that enable flexibility, such as cell phones and portable CD players. Consequently, Gen Xers tend to perform tasks quickly, and often several at a time. (para. 19)

However, what is often seen as a short attention span is viewed differently by Zemke, Raines, and Filipczak (2000): “This generation, often accused of having little-to-no attention span, actually processes work in a very different way. . . . [They] handle a lot of diverse information at the same time” (p. 112). Their unique attention spans and the lack of interest in company loyalty combine to create a generation that is “typically self-reliant and entrepreneurial in spirit” and that is “more likely than any other generation to leave for a more challenging job . . . and better ‘bennies,’ such as flexible work schedules” (Hays, 1999, para. 6). In addition, Gen Xers have an intense need for receiving and giving feedback, often to the annoyance of those from other generations; Lancaster and Stillman (2002) note the frustration of a Veteran manager:

I feel like Xers are so ‘in your face.’ Not only am I sometimes shocked by how direct they are when they ask me for feedback, I’m shocked by how willing they are to give *me* feedback, whether I ask for it or not. (p. 269)

Similar to the “in-your-face” characteristic is a straight-forwardness that is not always seen as a positive trait, as noted by Zemke, Raines, and Filipczak (2000):

Xers tend to be honest, sometimes brutally so, and this can be devastating to a young employee in the midst of his or her first performance appraisal. A certain amount of tact on the part of the leader can go a long way toward employee retention. (p. 115)

But probably one of the most outstanding characteristics of this generation is its need for a balanced lifestyle. Carol Raines (1997) notes:

If you ask, they will tell you that, yes, they watched the Baby Boomers work really, really hard. They watched their parents plod through 60-hour work weeks—and struggle with difficult bosses—and bring home work on weekends. Many will tell you that they watched their mother try desperately to be Supermom, juggling career, child-rearing, homemaking, and a personal life. They'll tell you most of the people they know in their thirties and forties are workaholics that they have defined themselves by the work they do. And they will tell you *with conviction* they want a lifestyle with more balance, that they want to work to live—not live to work. (pp. 37-38).

Valuable research into the job satisfaction of new, non-tenured doctorate faculty in higher education was done by Dr. Cathy Trower at Harvard University in 2006. Because these individuals likely fall into the demographic of Generation X, some of her research is relevant to understanding Generation X faculty characteristics. Dr. Trower currently leads Harvard's Collaborative on Academic Careers in Higher Education (COACHE), which surveyed 4,500 tenure-track faculty at 51 colleges and universities. A review of her work in Inside Higher Education (2006) noted the following:

On issue after issue—from workload, to how research should be conducted, to the preferred structure of tenure reviews—Gen X faculty members have radically different ideas about how higher education should work, Trower said. And these younger faculty are willing to give up both money and prestige to find institutions

that provide ‘a good fit,’ Trower said, potentially changing the way colleges recruit and strive to retain faculty talent. (“The Gen X Professor,” para. 3)

The viewpoints of these new faculty (referred to as “emergent” professors by Trower) question core values of their long-term predecessors (referred to as “embedded” professors):

Beyond questions of openness, the generations differ on how tenure should be granted, Trower said. Embedded professors see research as the key factor, value research done individually over group projects, and see an ‘almost Darwinian struggle’ in the process in which the competition results in the best possible departments. The younger generation, in contrast, is more likely to value the teaching component of an academic career, perceives collaborative research as a good thing, and sees little gain in hypercompetitive departments. Trower stressed that the younger generation is not trying to avoid hard work, and will in fact embrace hard work, but on a new model. (2006, para. 7)

Trower’s work indicates what Generation X faculty’s need for a balance between work and life:

Embedded faculty members believe that ‘serious scholars choose work over all else,’ while emergent professors believe there is more to life than work. In some cases, this belief is because these scholars are more likely to be women, or to have young children. But Trower stressed that this dichotomy was present even among Gen X professors without kids or partners. ‘They want a life,’ she said. ‘This is not a gender or race issue. White men also want to have a balance.’ (para. 8 & 9)

Future Faculty: Millennials

The generation that has been under the most scrutiny from researchers is the Millennial generation. One reason for the amount of research on this generation is its vast size: they will be as large in number as the Baby Boomers. In “The Critical Care and Feeding of Generation Y,” Joanne Sujansky (2002) notes:

While there are 77 million baby boomers and 44 million Generation Xers in the workforce, Generation Y will number 80 million. Their considerable volume makes them a top HR priority. The oldest members of Generation Y are entering the workforce just as the oldest members of the baby-boomer generation are poised to retire. And, since members of Generation Y significantly outnumber their older siblings of Generation X, it takes only simple arithmetic to figure out that there aren’t going to be enough skilled 35-to- 45 year-old managers to replace baby boomers in the coming years. (para. 4)

Thus, as Sujansky (2002) notes, “keeping them happy is especially important because of their workplace potential and raw numbers” (para. 3).

The best known study of this generation is Howe and Strauss’s Millennials Rising: The Next Great Generation (2000). One of the many characteristics which Howe and Strauss noted is the difference between this generation and their immediate predecessors: “Millennial attitudes and behaviors represent a sharp break from Generation X, and are running exactly counter to trends launched by boomers” (p. 7). According to this research, Millennials are optimistic, cooperative team players, accept

authority, follow rules and are raising national test scores. As Lancaster and Stillman (2002) note, this upbeat generation feels very much in control:

The benefit of the optimistic, idealistic Boomer parenting style for many Millennials, however, is that they feel empowered to take positive action when things go wrong. Millennials also have the benefit of the wisdom of each generation that has gone before. . . . It's as if the Traditionalists have given the Millennials a dose of their *loyalty* and faith in institutions, Boomers have given them the confidence to be *optimistic* about their ability to make things happen, and Xers have given them just enough *skepticism* to be cautious. (pp. 29-30).

Researchers indicate that this group, unlike Generation X, also possesses a deep sense of self-worth and self-confidence; Howe and Strauss (2000) note that the time period which began with the birth of Millennials was the beginning of the “era of the wanted child,” the “protected child,” and the “worthy child.” (pp. 31-32). This style of parenting resulted in a generation that is used to being a part of the decision-making process:

Raised by highly communicative, participation-oriented parents, the Millennials have been included in major family decisions since they were old enough to point. From deciding where to go on family vacations to which computer to buy, Millennials have always been part of the day-to-day negotiations of their home lives. They'll bring this quality with them in spades when they show up to work. (Lancaster & Stillman, 2002, p. 31)

It has also been found that demographically, this is a generation which is the most racially and ethnically diverse, and the least Caucasian (Howe and Strauss, 2002, p.15). About this group, researchers appear most optimistic, the reverse of what was felt about Generation Xers:

To answer the difficult question—what impact Millennials could have on America’s future—we introduce the concept of the “hero” generation. By the time Millennials reach old age, deep into the twenty-first century, their accomplishments and reputation could compare with those of other children who began life similarly, including today’s much-heralded G.I. “greatest generation.” (Howe & Strauss, 2002, p. 29)

Technology has always been a given for this generation, having had access to computers, and cell phones literally since birth. The internet is their world and they are connected to it “24/7,” as noted by Lancaster and Stillman (2002): “Through the Internet, they have visited virtually every corner of the globe and have been able to choose between hanging out at the local mall *or* the virtual mall” (p. 28). Millennials tend to have a sibling relationship with their predecessors. Strauss and Howe’s Class of 2000 Survey revealed that few of those polled had Generation X parents; most had Gen X siblings (Strauss & Howe, 2001, question #17). Though they may be siblings, Millennials differ from their predecessors in how they see their place in the work environment, as Lancaster and Stillman (2002) note:

. . . the Traditionalists came of age in the workforce in a “chain of command” environment, the Boomers were focused on “change of command,” and the Xers have fought for “self-command.” So what about the Millennials? They would probably say, “Don’t command—collaborate!” (p. 31)

Research Questions

Based on relevant literature and the purpose of this study, the following research questions were addressed in this study.

1. Are there differences between the professional values and motivations of future full-time faculty as compared with those of current full-time faculty?
2. If there is a difference, what methods will need to be used to recruit and retain future faculty?

Chapter Three: Methodology

This chapter provides an overview of the research methods chosen for this study as well as a detailed description of how the data was collected. Described are the focus group development and recruitment strategies for both the Current Faculty and the Future Faculty. The development of the interview protocols, based on the focus group results, is described for both groups. Likewise, the development of the survey instruments, based on the focus group and interview results, for both groups is also described, as are the methods used to analyze the resulting data.

Rationale for the Research Methods

For any research project, decisions must be made as to the most valuable methodological approach to be used. Thought must go into considering the strengths and weaknesses of qualitative and quantitative methods and deciding which will yield the most beneficial results. The value of qualitative methods is that they “permit the evaluator to study selected issues in depth and detail” (Patton 13). As noted by Patton, “Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness, and detail of qualitative inquiry” (13). At the same time, “the advantage of using the quantitative approach is that it’s possible to measure reactions of a great many people to a limited set of questions, thus facilitating comparison of statistical aggregation of the data” (Patton 14). For this study, a mixed methods approach was chosen. That is, a qualitative approach was used first in order to inform the questions for a quantitative survey. Specifically, focus groups and interviews were conducted and a survey was designed based on the data gathered from those

activities, thereby resulting in a method that combined the benefits of both qualitative and quantitative research. Combining both methods is often seen as especially valuable, as noted by Trochim:

Both quantitative and qualitative research rest on rich and varied traditions that come from multiple disciplines and both have been employed to address almost any research topic you can think of. In fact, in almost every applied social research project I believe that there is value in consciously combining both qualitative and quantitative methods in what is referred to as a ‘mixed methods’ approach. (<http://www.socialresearchmethods.net/kb/qualdep.php>)

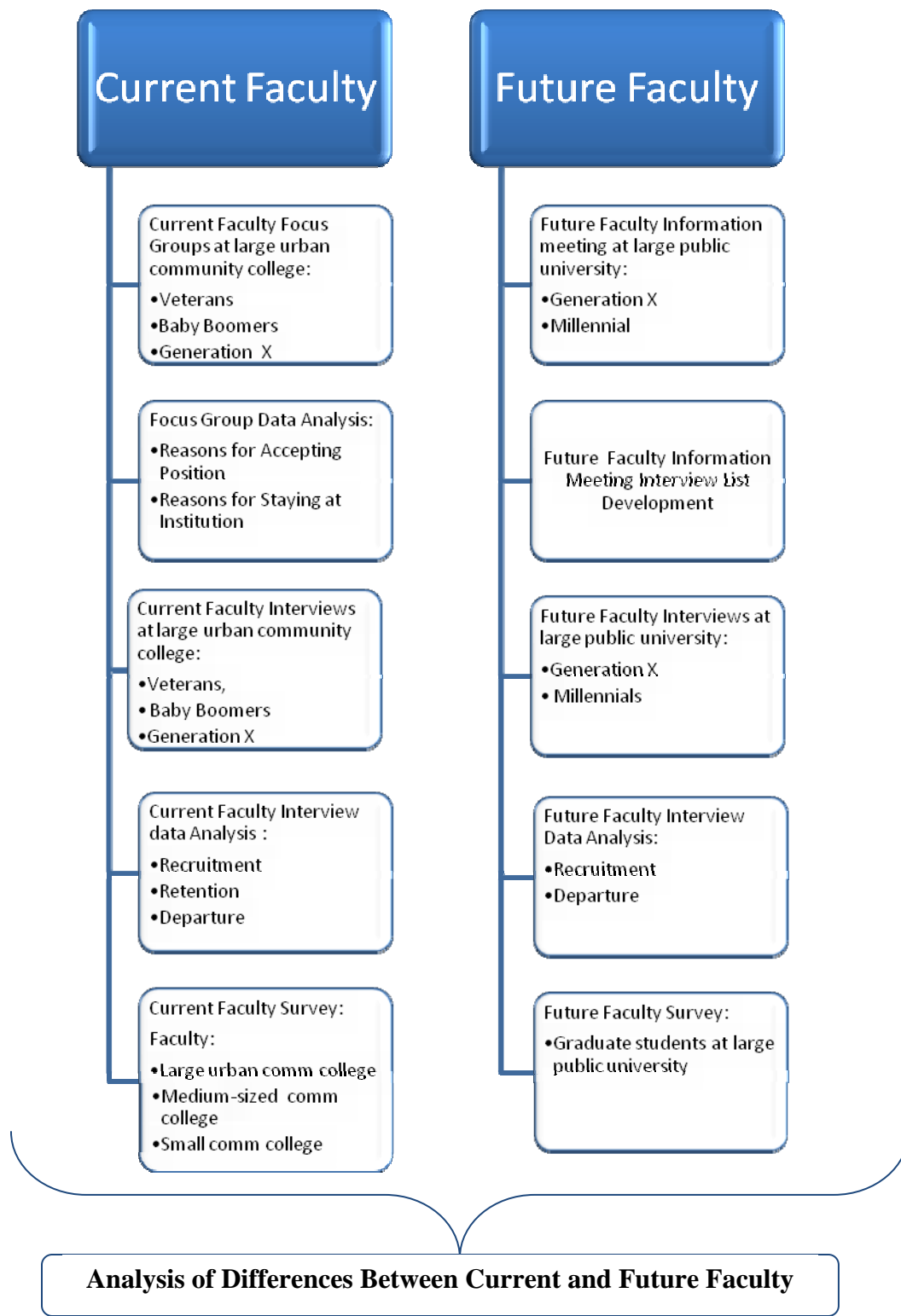
Indeed, choosing a mixed methods approach could be considered as an especially time-consuming way to gather needed data; taking a strictly quantitative approach by preparing and distributing a survey based on current generational research and workplace motivation would take less time than completing the combined qualitative and quantitative aspects of the research conducted in this study, that is, focus groups and interviews in addition to the survey. However, the rationale for the mixed method approach was based on the desire to avoid making invalid assumptions when designing the survey. Although research has been done to determine what motivates full-time Veteran, Baby Boomer, Generation X, and Millennial generation workers in the private sector, little research has been carried out on that topic in the academic workplace. It is often noted through anecdotes that what motivates academics professionally is not the same as what motivates employees in the private sector; therefore, it was not deemed

appropriate to rely solely upon research applying to generational workplace motivation in the private sector to inform a survey aimed at academics.

Therefore, it was determined that the most reliable way to determine what should be asked in the survey was to begin with data generated by focus groups of current full-time faculty. The analysis of the focus group data would inform the protocol for the interviews conducted with current full-time faculty and individuals who perceived themselves as potential future higher education faculty. The results of the interviews would then inform the survey which would be distributed to full-time faculty at a large, urban community college, a medium-sized community college, and a small community college. The results of the interviews of potential future faculty would inform the design of the survey distributed to graduate students attending a large, public university, who perceived themselves as future college and university faculty members.

This approach was an appropriate one to take to assure that thoughtful and necessary data would arise from the survey, especially because a goal of this study was to determine whether or not institutions of higher education will need to change how they recruit and retain future faculty. The following diagram illustrates the research methods followed in this study:

Figure 1: Schematic for Research Methods



A timeline of the research process is available for review in Appendix B.

Data Collection Methods

The method of collecting the qualitative data for this study consisted of literature review, focus groups, and interviews. The review of pertinent literature was important because it provided directional guidance, informed the researcher of similar, relevant studies, and provided an overview of generational differences and their impact on human behavior in general and professional workplace values and motivations specifically.

The focus groups allowed an opportunity to obtain data from small groups of participants concerning the topics addressed in this study. The camaraderie that develops among individuals during a focus group session brings out responses that one might not get in a one-on-one interview. This phenomenon was especially apparent in the focus groups in this study when individuals from the same generation and profession were together in an intimate and non-threatening environment of discussion. Harvesting unique perspectives due to the human interaction in the focus groups allowed these perspectives to be addressed in the interview questions. In addition, only two questions were asked during the focus group sessions. However, the follow-up to the activities, i.e. where similar responses were grouped, provided participants additional time to expand on their answers. For example, it was not unusual for a participant to expand on his response in order to gauge whether it fit with other responses. Often, this opportunity created unique responses and different ideas that were explored in the interviews.

The interviews were essential to accurately informing the surveys which would be distributed to current full-time faculty and future faculty. The interviews reinforced the

data derived from the focus groups and provided a variety of perspectives on the topic that needed to be addressed in the survey. The depth of the data derived assured that almost all possible and reasonable professional motivations were noted in the survey. However a drawback to such interviews is that they can easily turn into periods of reminiscence, as those interviewed go back in time to periods in their lives when they were younger or delved into periods when they endured hardships or unpleasantness. This was especially true of those interviewees in the study who fell into the Veteran and the Baby Boomer generations. Similarly, a drawback to interviews with potential future faculty was the need for them to speculate in their answers rather than rely upon memory of what they had done or experienced. That is, they had to speculate on what they felt they would look for in a teaching position or what events they thought would cause them to leave an institution in the future.

Full-Time Faculty Focus Group Participant Recruitment

A list of 90 full-time faculty was requested from the Records Department in the Office of Human Resources at the large urban community college used in this study. The specific request was for a list of thirty full-time faculty, chosen randomly, from each of the three age groups: Veterans, Baby Boomers, and Generation X. None of those employed at the institution at the time of the request fell into the age group of the Millennial Generation. The list was requested in an Excel spreadsheet of email addresses without names. Invitations to participate in a focus group were sent via email to each individual on the list; the topic of the focus group and the nature of the research were explained. An example of the email used is in Appendix C.

Due to schedule conflicts most of those contacted could not participate; however, several volunteered to participate in any other aspect of the research. Ultimately, seven individuals agreed to participate in the Veteran Focus Group, five agreed to participate in the Baby Boomer Focus Group, and five agreed to participate in the Generation X Focus Group. In the Veteran Group and the Generation X Group, all participants who agreed to participate actually attended the focus group. However, only four of the five who agreed to attend the Baby Boomer Focus Group actually did so. Focus group meetings were held in February and March 2007.

Focus Group Design

Lunch was provided for each focus group, and a general air of camaraderie prevailed in each. Participants in the Baby Boomer group immediately felt comfortable interacting with each other. Both the Veteran group and the Generation X group took a bit longer to warm up to each other; nevertheless, by the end of the session, they were interacting. Participants in all three groups indicated genuine engagement in the topic itself, finding it to be an interesting one. Each Focus Group was conducted as follows:

1. The topic of the research was explained and permission forms were signed. A copy of the permission form is attached in Appendix D.
2. Each focus group member was given a pad of large “sticky notes” and a marker.

The following statement was read to each group:

You have been teaching at this institution for at least several years. I need your help in discovering what motivated you to join and remain a part of the faculty for that period of time. In a few minutes, I will be asking you to tell me about your

experiences in two time frames. The first is when you were considering joining this institution and the second is after you had been here for an extended period of time.

- *First, please make yourself comfortable.*
 - *Now imagine yourself when you were first applying to [name of institution].*
 - *Try to remember what made you decide to accept the teaching position at [name of institution]. Please write those down on the sheets I have given you, with one per sheet.*
 - *Now, think about the experiences you have had over the years at [name of institution].*
 - *Try to remember what aspects of the job made you decide to continue teaching at [name of institution] rather than look for a position elsewhere.*
 - *Now write those experiences down for me on the sheets, with one per sheet.*
3. After answering the questions, the focus group members placed their responses (sticky notes) upon a white board.
 4. Responses that were similar were grouped together. For the Veteran Group and the Generation X group, the researcher did the actual grouping, guided by the participants. The Baby Boomers, however, immediately stepped up to the white board and did the groupings themselves, engaging with each other and with the researcher.

The following tables show the overall responses for each generational group, as finally submitted and grouped.

**Table 1: Focus Group Responses
Veterans Group (Seven Participants)**

Reasons for Accepting Job	<ul style="list-style-type: none"> • Location • Financial Need/Benefits • Enjoyment of Teaching • Professional growth/opportunities • Colleagues and Culture
Reasons for Staying	<ul style="list-style-type: none"> • Flexibility • Rewards of Teaching • Salary/Benefits • Professional Growth Opportunities • Location • Colleagues and Culture

**Table 2: Focus Group Responses
Baby Boomers (Four Participants)**

Reasons for Accepting Job	<ul style="list-style-type: none"> • Location • Flexible schedule • Colleagues and Culture • Opportunities
Reasons for Staying	<ul style="list-style-type: none"> • Valued as teacher and by administration • Colleagues and Culture • Professional growth • Location • Flexibility

**Table 3: Focus Group Responses
Generation X (Five Participants)**

Reasons for Accepting Job	<ul style="list-style-type: none">• Location• Financial/Benefits• Opportunity to teach• Flexible schedule• Colleagues
Reasons for Staying	<ul style="list-style-type: none">• Flexibility• Job Security• Enjoyment of Teaching• Colleagues and Culture

Noticeable similarities emerged in the focus group responses for all three age groups. First, the location of the institution was important to all three groups, either as a reason to accept the position or as a reason to stay. Flexibility and flexible schedules seemed to be valued by all three groups as well. It was also apparent that the focus group members for all three age groups valued their colleagues and the overall culture of the environment. Interestingly, the term Job Security was used only by those in the Generation X focus group; also of note, no one group had any strikingly different responses than the other two groups for why they chose to accept the position and why they chose to stay. In this initial research step of the project, the three groups participating were overall similar in how they viewed the topic.

The categories of responses were used to inform the interview questions for both current faculty at the large urban community college and potential future faculty at the university.

Full-Time Faculty Interview Participant Recruitment

An additional list of faculty names and emails was requested from the Human Resource Records office at the large urban community college used in this study. This list included full-time faculty in all three age groups, but the names of those who had participated in the focus groups were eliminated from the list. It was determined that five interviews for each of the three age groups was sufficient for the study's purpose. In the Veteran age group, one of those who could not participate in the focus group volunteered to be interviewed; thus only four additional faculty members needed to be recruited in this age group. Five participants had to be recruited in each of the other two age groups. Recruitment was conducted by sending emails to faculty who were randomly chosen from the list for each of the three age groups. The email used for recruitment is in Appendix E.

Full-Time Faculty Interview Protocol

For their convenience each interviewee was given the option of doing his/her interview face-to-face or by telephone. Participants appreciated this arrangement because of their busy teaching schedules. Of the 15 interviews, five were conducted face-to-face and ten were conducted by telephone. The only difference between the two approaches from the researcher's standpoint was that face-to-face interviews tended to get off topic, whereas the phone interviews did not. There was no substantive difference in the content of the data acquired in the two approaches; that is, even though the face-to-face

interviews tended to last longer, the extra information acquired did not contribute significantly to this study.

An interview protocol was established; permission forms were signed prior to the interviews. A copy of the permission form is available in Appendix D. The interview protocol followed for each of the 15 interviews is below. However, the actual questions used did vary slightly because of the differences in the age groups. For example, since some interviewees were close to retirement, the question about their long-term future at the institutions was phrased differently than when it was when asked of younger interviewees.

The responses to the focus group questions contributed to the development of the interview questions. For example, the fourth question, which alludes to being offered new challenges or projects while employed, sprang from the focus group comments concerning the importance of professional growth opportunities that two of the three groups noted. Similarly, question five about administrative support came from references to that by the focus groups. Further the focus group responses were especially important when it came to follow up questions that were asked of those being interviewed. For example, if the interviewee seemed at a loss for a response or responded vaguely, the interviewer was able to allude to specific possible responses based on the results of the focus group responses.

The following protocol was used for each interview. Some responses led to additional follow up questions.

1. In what year were you born?

2. When you first became a faculty member at [name of institution], what made you accept the position?
3. Were you recruited or did you apply for an opening?
4. After you had been here for several years, did you look at positions at other schools?
5. Why did you look/not look?
6. Why have you chosen to stay at [name of institution]?
7. If you were offered a position at another school would you have considered taking it?
8. Did you ever have any issues with boredom? If so, how did you handle them?
9. Were you offered challenges or new projects during your time here?
10. Did you feel as though you had solid administrative support while at this institution?
11. Has there ever been a time when you felt that the situation at this institution was such that you didn't want to stay here?
12. What kinds of situations would make you consider looking or going elsewhere?
13. How long do you envision yourself staying here?

Each interview was recorded and transcribed. Next each was examined and coded for both unique and recurring responses.

The interviews resulted in similar response categories to the focus groups responses; however, more detailed questions were asked leading to more detailed responses, as interviewees talked specifically about their personal lives, motivations, and financial

situations. Indeed, it seemed as though each of those being interviewed said what the members of the focus groups would have said if prompted to further expound on their responses.

The similarities between the focus group responses and the interview responses were obvious to the interviewer while the interviews were occurring. But it also became apparent during the interviews how similar the general responses were among those being interviewed. The interviewer was often able to mentally predict what various responses would be once the interviews were underway. The similarities among those being interviewed became even more apparent once they were transcribed, something that even the transcriber, a third party, noted. Therefore, developing lists of general responses by frequency of response was accomplished with relative ease by reviewing the transcripts and color-coding the repeated responses.

Below is a table listing the types of responses to all of the questions asked (excluding responses to the first question relating to the age of the interviewee).

Table 4: Full-time Faculty Interview Responses

Question Asked	General Responses
2. When you first became a faculty member of this institution, what made you accept the position?	<ul style="list-style-type: none"> • Financial Need • Desire to teach at a newly-established institution • Desire to stay in the location • Desire to teach • Desire to do something different
3. Were you recruited or did you apply for an opening?	<ul style="list-style-type: none"> • Recruited from community • Recruited from adjunct pool • Applied, never having taught at this institution • Applied, after having been an adjunct faculty member
4. After you had been here for several years, did you look at positions at other schools?	<ul style="list-style-type: none"> • No • Yes, but not seriously • Don't think there are many other positions in my field.
5. Why did you look/not look?	<ul style="list-style-type: none"> • Happy at this institution • Spouse's job in this location • Did not want to move children
6. Why have you chosen to stay at this institution?	<ul style="list-style-type: none"> • Care about the students • Enjoy my colleagues • Good salary and benefits • Interesting challenges • Have learned a lot here • Like the location • Family growth • Spouse's job • Like the overall climate here
7. If you were offered a position at another school, would you have considered taking it?	<ul style="list-style-type: none"> • No • Yes • Not certain
8. Did you ever have any issues with boredom?	<ul style="list-style-type: none"> • Sometimes • No • No, was given extra projects • No, worked on personal projects outside of institution
9. Were you offered challenges or new projects during your time here?	<ul style="list-style-type: none"> • No • No, sought them on my own • Yes, served in administrative capacity
10. Did you feel as though you had solid administrative support while at this institution?	<ul style="list-style-type: none"> • Yes • Most of the time
11. Has there ever been a time when you felt the situation was such that you didn't want to stay here?	<ul style="list-style-type: none"> • No • Sometimes • Yes, but I stayed in spite of it and it improved.
12. What kinds of situations would make you consider looking or going elsewhere?	<ul style="list-style-type: none"> • If given no new projects • Salary cuts • If my relationship with my students deteriorated. • Can't think of any
13. How long do you envision yourself staying here?	<ul style="list-style-type: none"> • Until retirement • Don't know • About five years

Future Faculty Interview Participant Recruitment

Identifying and contacting potential future higher education faculty poses challenges. Although such individuals are certainly in graduate schools, universities do not maintain lists of individuals who believe they will teach in higher education. One reason for this is that although there are specific departments/programs at universities and colleges for students who wish to teach in elementary and secondary schools, there are no such departments for students who wish to teach in college. Graduate students who wish to become college and university faculty members receive their training in their subject matter departments. Unlike the elementary and secondary levels, there is no specific certification required for teaching in post-secondary institutions. There is also the assumption that whatever skills are needed to teach at this level are provided as part of a student's graduate training. Much has been written on the fallacy of this assumption. Another reason why it is difficult to identify future higher education faculty members is that graduate students themselves may not know if they want to teach or conduct research, and they don't usually have the established goal of teaching at a community college.

To address the challenge of how to reach these students, the decision was made to contact potential future faculty through a department that focuses on innovation in teaching and assessment at the large university involved in the study. The rationale was that individuals who participated in the programs sponsored by that department showed an interest in teaching, often at the college level. As a first step to identify students to be interviewed for this study, a representative of the department sent an email invitation to

all students on the department contact list, inviting them to attend an information session on the research topic; lunch was provided. Six students participated...

After an overview of the nature of the study was presented, five students agreed to be interviewed. Other students were contacted through an announcement in graduate level courses related to teaching in higher education that were taught at the university. Ultimately, a total of eight students who identified themselves as potential future higher education faculty were interviewed.

Future Faculty Interview Protocol

All of the future faculty interviews were conducted by telephone; the participants had unpredictable schedules and found it easier to commit to a period of time spent communicating by phone. In addition, the generational characteristics of this group made communicating via their cell phones the most logical approach. (Interestingly, none of the full-time faculty interviews were conducted via cell phone). A telephone interview schedule was established and permission forms (See Appendix D) were signed by mail. Because these individuals were not yet teaching at the time of the study and could only speculate about what they would look for in a teaching position, their interview questions were differently phrased than similar questions asked in the full-time faculty interviews. The following protocol was followed for each interview:

1. In what year were you born?
2. When you begin your search for a faculty position, what employment aspects will be important to you? Try starting with the most important first.

3. What will be important for the institution to do for you to stay in the position for an extended period of time if you accept it? What would make you stay?
4. What would make you decide you needed to look for another position?
5. How long do you envision yourself staying at the first position that you accept?
6. How many different teaching positions at different institutions do you think you will have in your career?

As with the full-time faculty interviews, the data derived from the future faculty interviews informed the survey sent to future faculty. It should be noted that the third question (What will be important for the institution to do for you to stay an extended period of time if you accept it?) was difficult for respondents to answer. Although they knew what they wanted in their first position, they were less certain what would make them stay, other than what they initially looked for in a position. That is, their lack of experience in full-time teaching made it nearly impossible to foresee the kinds of events that would make them want to stay. However, they were able to identify easily what would make them leave that first position

These interviews were noticeably briefer than the interviews with current faculty; this was probably the result of lack of experience on the part of future faculty. Often they had to be aided in their responses. For example, most did not mention salary as being important in their job search; when prompted, they would usually respond by saying, “Oh, yes, that will be important too.” Another surprising factor was the lack of reference to technology needs; when asked if access to technology was important, most responded

with surprise and indicated that they assumed the best technology would be available to them.

These interviews were also recorded and transcribed. There was not as much predictability in the responses as there had been with the current faculty interviews. In fact, some responses were drastically different from the current faculty responses, such as the responses which noted that the interviewee's boredom threshold might cause departure from the institution. At the same time, in many ways the responses echoed what current faculty noted but for different reasons: the importance of location to current faculty alluded to the need to stay in the city they lived in when searching; for future faculty, the response seemed to indicate that there were simply some places where they wouldn't be able to tolerate living, no matter how good the teaching position.

Table 5 provides a listing of the responses from future faculty to the interview questions. As with the current faculty interview responses, the responses were noted and categorized by frequency. As noted earlier, the responses (those similar to those of current faculty) were different enough from current faculty responses that the researcher was able to ask survey questions and develop responses that related to younger academics. For example, two interviewees alluded to the importance of an institution having diversity among the faculty; that topic came up in the relevant literature on generational differences but did not arise in the interviews with current faculty. In addition, the importance of research and its relationship with tenure came up in the future faculty interviews, but was not an element in the full-time faculty interviews.

Table 5: Future Faculty Interview Responses

Question Asked	Responses
2. When you begin your search for a faculty position, what employment aspects will be important to you?	<ul style="list-style-type: none"> • Location • Reputation of the institution • Diversity of colleagues, opportunity to work with “people like me.” • Support for research • Opportunity for professional growth
3. What will be important for the institution to do for you to stay? What would make you stay?	<ul style="list-style-type: none"> • Opportunity for tenure • Opportunity for research • Being happy there • Not sure because of getting bored easily • Want to have time off to raise family and be taken back as full-time when kids are in school
4. What would make you decide to look for another position?	<ul style="list-style-type: none"> • No opportunity for tenure • No professional growth • Location • Would probably look even if I were happy there, just to do something different • Reputation of institution • Family issues • Financial need
5. How long do you envision yourself staying at the first position you accept?	<ul style="list-style-type: none"> • Three years • Five years • Not sure
6. How many different teaching positions at different institutions do you think you will have in your career?	<ul style="list-style-type: none"> • Just one because I will teach after I have worked in the private sector • Two or three • Not sure—several, maybe three to five

Overview of Survey Design

Two surveys were designed based on the interview results, one for current community college faculty and a second for future faculty. An important element of the design of both surveys was assuring that the sets of responses to similar questions on the

future faculty survey could be compared to the responses on the current faculty survey. For example, for the full-time faculty age group, respondents were asked why they accepted the position; the future faculty were asked what would cause them to accept a position. Questions on the same topics were asked on the two surveys; the response choices for both were based upon the responses that all interviewees gave, whether they were current faculty or future faculty. This allowed the researcher to compare responses by age group. It is important to note that as a result of the interviews of future faculty, a question about why the respondent would stay at an institution was not included in the future faculty survey, although current faculty were asked why they stayed. Ultimately, the results of the two surveys were compared in order to discern if the professional motivations of the younger generations of future faculty differed greatly from those of the older current faculty.

Full-time Faculty Survey Design and Distribution

After a review of the transcripts, recurring responses and themes in the interviews were noted. After categorizing all of the responses, survey items were designed based on the categories of questions addressed in the interviews and the variety of responses given. For example, the researcher noted that in some cases, the interview participants were actively recruited for the position they accepted. In addition, the variety of responses to interview question #6, “Why have you chosen to stay at this institution?” allowed the researcher to develop twelve ranked responses to the survey question, “Why have you chosen to remain at your current institution?”

In designing the current full-time faculty survey, brevity was a goal in order to assure ease of completion. The first three questions simply gathered data about the survey respondents: year born (for generational breakdown), years at current institution, and years of teaching in higher education. In the subsequent questions, some required single responses; others required a ranking of many responses. The questions mirrored the questions addressed in the focus groups and in the interviews. The response choices were derived from the focus group and interviews results. In addition, some response options were the result of the generational research alluded to in the literature review portion of this study. The survey that was distributed to full-time faculty was created using the electronic survey FormSite.

This survey was sent to faculty at three Texas community colleges: a large urban college with approximately 500 full-time faculty, a medium-sized school with approximately 250 full-time faculty, and a small community college with approximately 125 full-time faculty. The survey sent to faculty members at the large community college was sent to all full-time faculty via email; the email explained the topic of the survey and contained all necessary language indicating the voluntary nature of completing the survey as well as assurances of anonymity. The surveys for the medium and small institutions were sent to the Chief Academic Officers of those institutions with a request that they be sent to their faculty with the same email that accompanied the survey sent to the large community college faculty. The surveys were available for completion for two weeks for each institution. The survey is available in Appendix F; the email sent to current full-time

faculty at all of the colleges is available in Appendix G. The final response rate for the survey was 30%; 246 respondents out of a pool of approximately 825 responded.

Future Faculty Survey Design and Distribution

The future faculty survey was similar to that of the current full-time faculty survey in its content and brevity. However, only one demographic data question was asked: “In what year were you born?” As with the current full-time faculty survey, the questions mirrored the questions addressed in the focus groups and in the interviews. The response categories were derived from the focus group and interview results. The survey contained single response questions as well as questions which required a ranking of many responses. In addition, some response options were the result of the generational research alluded to in the literature review portion of this study. The survey was created using the electronic survey FormSite. Fewer questions were asked on this survey; the respondents’ lack of teaching experience and inability to project responses on some topics (“What would make you stay at the institution?”) contributed to the brevity. The actual survey is in Appendix H.

The distribution of this survey posed unique challenges. As noted earlier, the department of innovation and assessment at the large university involved in this study was used to contact potential future faculty. The email list used to send the survey contained names of students who had contacted the department at some point, approximately 900 individuals. The email inviting survey participation is in Appendix I. The survey was available for completion for two weeks.

Of the 900 individuals to whom the survey was sent, there were numerous email “bounce backs;” in addition it is unclear how many of the 900 individuals on the list were actually interested in teaching in higher education. A disappointing 143 responses were finally received; however, it was difficult to estimate what a meaningful participation rate was given the nature of the email list. In addition, there were some technical difficulties with the Formsite software, which may have caused a number of people not to fill out the survey.

Survey Analysis

The surveys were analyzed in a variety of ways. The goal was first to ascertain the professional motivations of current full-time faculty and future faculty. The subsequent goal was to compare the motivations of those two groups in order to determine whether or not significant differences existed in the professional motivations of each group. The final goal was to ascertain whether different recruitment and retention techniques would need to be implemented when hiring future faculty as compared with those used for current full-time faculty. Therefore, the analysis was twofold, involving a close examination of the data generated by each survey and a comparison of the two bodies of information.

Analysis of Current Faculty Survey

For the current faculty survey, the following analysis occurred.

1. Survey respondents by generation
2. Number of years worked as faculty member in higher education

3. Cross tabulation of number of years worked as a faculty member in higher education by generation and by number of years and percentage of respondents
4. Cross tabulation of number of years at current institution by number and percentage of respondents per generation
5. Number of years respondents spent at current institution by generation
6. Acquisition of job
7. Cross tabulation of job acquisition by generation
8. Reasons for staying at the current institution
9. Recruitment by another institution
10. Cross tabulation of recruitment by generation
11. Active pursuit of another position
12. Cross tabulation of active pursuit of another position by generation

Next, the mean and standard deviation of the ranked responses were determined for the following variables:

- Reasons for Choosing a Teaching Career in Higher Education
- Reasons for Accepting the Position
- Reasons for staying at current institution
- Reasons that would cause departure from the institution

Analysis of Future Faculty Survey

For the future faculty, the following analysis occurred; the actual results are in Chapter Four and the analysis is in Chapter Five.

- Survey respondents by generation

Next, as with the current faculty survey, the mean and standard deviation of the ranked responses were determined for the following variables:

- Reasons for Pursuing a Career of Teaching in Higher Education
- Elements that would cause acceptance of position
- Reasons to look for another position after 1-5 years

Comparison of Survey Results for Common Variables in Both Surveys

The ranked reasons for current faculty and future faculty for the variable in Table 6 below were compared in order to analyze how similar or dissimilar the two groups rankings were.

Table 6: Variables Compared

Current Faculty Variable	Future Faculty Variable
Reasons for Choosing a Teaching Career in Higher Education	Reasons for Pursuing a Career of Teaching in Higher Education
Reasons for Accepting the Position	Elements that would cause acceptance of position
Reasons that would cause departure from the institution	Reasons to look for another position after 1-5 years

Analysis of Survey Results Using Levene's Test for Equality of Variances

In addition to comparing the ranked means, a t-test was run to determine if significant differences existed between the means. Determining if such differences existed was accomplished by using Levene's Test for Equality of Variances.

Chapter Summary

The methods utilized to gather data for this study were described in this chapter. Results from the focus groups of current community college faculty were described; these

results were used to inform interviews of current and future faculty. The results of the interviews were likewise described; these results were used to create survey instruments that were sent to current and future community college faculty. The findings of the survey are presented in the next chapter.

Chapter Four: Research Results

Because the focus groups and interviews were conducted for the sole purpose of informing the surveys, the data generated by those activities were discussed in the previous chapter. The purpose of this chapter is to summarize in a detailed fashion the information generated by the two surveys. First the findings from the current full-time faculty survey are presented, followed by the results from the future faculty survey. In addition, the information common to both surveys is compared. A table with the full compilation of group statistics is in Appendix J; the full Independent Samples Test results are in Appendix K.

Descriptive Statistics: Survey Results for Current Full-Time Faculty

Below are the findings generated by survey responses from the current faculty. Several of the items gathered demographic data, but others posed questions which required a ranking of responses by preference.

Survey Respondents by Generation

The responses to the first survey question are noted in Table 7 below. It shows the breakdown by number and percentage of the 246 respondents. The majority of respondents were Baby Boomers (60.5%), and the second highest number was Generation X faculty members (34.5%). Less than 4% were Veterans and less than 2% were Millennials. The percentage distribution of the survey respondents by generation roughly mirrors the distribution of the faculty in the three colleges included in the study, as seen in Tables 8, 9, and 10. The largest proportion of faculty is Baby Boomers at all three schools, followed by Generation Xers, Veterans and Millennials.

Table 7: Generational Breakdown of Respondents to the Survey of Current Faculty by Number and percentage

Generation (Year of Birth)	Number of Respondents	% of Respondents
Veteran (1922-1942)	8	3.3
Baby Boomer (1943-1959)	149	60.6
Generation X (1960-1979)	85	34.5
Millennial (1980-2000)	4	1.6
Total	246	100%

Table 8: Generational Breakdown of Faculty at the Large, Urban Community College by Number and Percentage

Generation	Number of Faculty	% of Faculty
Veteran	31	5.8
Baby Boomer	298	56.0
Generation X	194	36.5
Millennial	9	1.7
Total	532	100%

Table 9: Generational Breakdown of Faculty at the Medium-Sized College by Number and Percentage

Generation	Number of Faculty	% of Faculty
Veteran	7	3.5
Baby Boomer	121	60.0
Generation X	71	35.0
Millennial	3	1.5
Total	202	100%

Table 10: Generational Breakdown of Faculty at the Small College by Number and Percentage

Generation	Number of Faculty	% of Faculty
Veteran	12	8.3
Baby Boomer	82	57.0
Generation X	48	33.3
Millennial	2	1.4
Total	144	100%

Number of Years Respondent Worked as a Faculty Member in Higher Education.

The number of years that respondents worked as faculty in higher education is shown below in Table 11. The breakdown is by number of respondents and by percentage

of respondents. Only 20.7% of respondents had taught in higher education for five years or less; 60.4 % had taught in higher education for more than ten years.

Table 11: Breakdown of Number of Years Worked as Faculty Member in Higher Education

Number of Years	Number of Respondents	% of Respondents
1-5 years	51	20.7
6-10 years	46	18.6
11-15 years	48	19.5
16-20 years	36	14.6
21-25 years	29	11.7
26-30 years	19	7.7
31-45 years	17	6.9

A cross tabulation of years in higher education by generation (see Table 12 below) indicates that Baby Boomer faculty had taught for the greatest number of years. Among the respondents in this study, more Baby Boomers had taught 31-45 years (14) than even the Veteran respondents (3).

Table 12: Number of Years Worked as a Faculty Member in Higher Education by Generation

Generation	Number of years worked as a faculty member in higher education.															
	1-5 years		6-10 years		11-15 years		16-20 years		21-25 years		26-30 years		31-45 years		46-50 years	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Veteran	3	38	0	0	1	13	0	0	1	13	0	0	3	38	0	0
Baby Boomer	12	8	25	17	27	18	27	18	25	17	19	13	14	9	0	0
Generation X	32	38	21	25	20	24	9	11	3	4	0	0	0	0	0	0
Millennial	4	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Number of Years at Current Institution

Table 13 shows that the majority of respondents (136 or 55.2%) had been at their current institutions for ten years or less. The remainder of the respondents had been at their institutions for between 11 and 45 years, with only six respondents serving at the same institution for 31-45 years. The cross tabulation in Table 14 reveals that the Baby Boomer respondents had the longest tenure at their institutions. As one would expect, Veteran and Baby Boomer faculty had been at their institutions the longest.

Table 13: Number of Years at Current Institution

Number of Years	Number of Respondents	% of Respondents
1-5 years	65	26.4
6-10 years	71	28.8
11-15 years	38	15.4
16-20 years	31	12.6
21-25 years	20	8.1
26-30 years	15	6.0
31-45 years	6	2.4

Table 14: Number of Years at Current Institution by Generation

Generation	Number of years as a faculty member at current institution.													
	1-5 years		6-10 years		11-15 years		16-20 years		21-25 years		26-30 years		31-45 years	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Veteran	3	38	0	0	2	25	0	0	1	13	0	0	2	25
Baby Boomer	19	13	42	28	26	17	24	16	19	13	15	10	4	3
Generation X	39	46	29	34	10	12	7	8	0	0	0	0	0	0
Millennial	4	100	0	0	0	0	0	0	0	0	0	0	0	0

Reasons for Choosing a Teaching Career in Higher Education

The respondents ranked the reasons why they chose a teaching career in higher education, with #1 indicating the most important reason. Table 15 shows that the most important reason for current faculty was because they specifically wanted to teach and educate others. The next most important reason was the flexible schedule that the career in higher education provided them. Close behind was the “Opportunity to serve as a role model.” Of less importance were the salary and benefits provided. The least important reason was the “Opportunity to do research.” The standard deviation of “Opportunity to teach and educate others” was much smaller than the standard deviations for the other items. This is an indication of the level of agreement among respondents on the importance of this reason.

Table 15: Ranking of Reasons for Current Faculty Choosing Teaching in Higher Education as a Career

Reason	Ranking in importance by Mean	Standard Deviation
Opportunity to teach and educate others	1.46	.816
Flexible schedule	2.74	1.401
Opportunity to serve as a role model	3.54	1.453
Benefits	4.23	1.208
Salary	4.37	1.159
Opportunity to do research	5.54	1.372

Acquisition of first teaching position

Table 16 below shows that the majority of respondents to this question were not actively recruited for their first positions (only 67 or 27.2% were). The majority either applied for their first positions (45.9%) or applied even when there was no position

available (17.8%). The cross tabulation by generation in Table 17 below reveals that Veterans, Baby Boomers and Generation X faculty members had similar experiences. In each case, roughly 60-65% of the respondents applied for their first position, rather than being recruited.

Table 16: How first teaching position was acquired

How first position was acquired	Number of respondents	% of Respondents
Application for advertised position	113	45.9
Active recruitment	67	27.2
Application when no position was advertised	44	17.8
Other	22	8.9

Table 17: Acquisition of first teaching position by generation

Generation	Acquisition of first teaching position in a community college							
	I was actively recruited by the institution which hired me.		I applied for an advertised position without being recruited.		I applied even though no position was advertised.		Other	
	N	%	N	%	N	%	N	%
Veteran	3	38	3	38	2	25	0	0
Baby Boomer	39	26	67	45	30	20	13	9
Generation X	24	28	41	48	12	14	8	9
Millennial	1	25	2	50	0	0	1	25

Reasons for Accepting the Position

Table 18 shows the importance of various reasons why the first position was accepted. The most important reasons (as indicated by the lowest mean rankings) included “Flexible teaching schedule,” Location of the institution,” “Autonomy” provided by the institution, “Climate of the institution,” followed by “Benefits” and “Salary.” “Access to technology,” “Ethnic diversity of colleagues,” and “Opportunity to achieve tenure” were the least important reasons.

Table 18: Reasons for Accepting the Position, ranked in order of importance

Reason	Ranking in importance by Mean	Standard Deviation
Flexible teaching schedule	4.42	2.991
Location of institution	4.98	3.645
Autonomy	5.18	3.417
Institutional Climate	5.54	3.308
Benefits	5.83	2.917
Salary	5.91	3.327
Support for professional growth	7.00	3.485
Personality of colleagues	7.28	3.337
Good environment for family	7.30	3.670
Proximity to family	7.43	3.839
Access to technology	9.17	2.967
Opportunity to telecommute/teach distance learning classes	11.56	2.564
Ethnic diversity of colleagues	11.66	3.743
Opportunity to achieve tenure	11.73	3.022

Reasons for staying at current institution

Table 19 reveals the importance of the reasons why respondents stayed at their current institution. The most important reason was “Satisfactory interaction with students,” followed by “Satisfaction with teaching schedule” and “Positive environment of institution.” Interestingly, the least important reasons were “Family concerns” and “Access to technology.” As indicated by the standard deviation, the respondents were most in agreement on the importance of satisfaction with their teaching schedules and with their students and the comparative unimportance of access to technology.

Table 19: Reasons for Staying at Current Institution

Reason	Ranking in importance by Mean	Standard Deviation
Satisfactory interaction with students	3.63	2.862
Satisfaction with teaching schedule	5.0	2.795
Positive environment of institution	5.97	3.619
Interaction with colleagues	6.01	3.149
Benefits	6.27	2.968
Salary	6.43	3.151
Flexible schedule outside of teaching	6.58	3.123
Location	6.89	3.332
Opportunity for professional growth and challenge	6.97	3.579
Autonomy	7.2	3.567
Family concerns	8.26	3.520
Access to technology	9.5	2.577

Reasons that would cause departure from the institution

Table 20 below shows the importance of the various reasons that would cause current faculty to leave their institution. The most important reasons were “Lack of support from administration” and “Unsatisfactory institutional environment.” The least important reasons were “Lack of opportunity to achieve tenure” and “Lack of ethnic diversity among colleagues.” The standard deviations indicate that there was most agreement about the comparative unimportance of ethnic diversity among faculty colleagues.

Table 20: Reasons that would cause departure from the institution

Reason	Ranking in importance by Mean	Standard Deviation
Lack of support from administration	5.02	3.728
Unsatisfactory institutional environment	5.46	4.081
Dissatisfactory teaching schedule	6.04	3.637
Lack of autonomy	6.34	4.265
Lack of support for professional growth	6.75	3.631
Salary	6.78	3.870
Lack of opportunity for input	7.39	3.636
Personality of colleagues	7.48	3.611
Benefits	7.50	3.623
Distance from family	9.33	4.192
Lack of supervisory feedback	9.39	3.969
Location of institution	9.40	3.635
Poor family environment	10.19	3.750
Lack of opportunity to achieve tenure	12.07	3.881
Lack of ethnic diversity among colleagues	12.57	2.922

Active Recruitment by Another Institution

Table 21 shows that the majority of current faculty respondents had not experienced active recruitment from another institution. Table 22 shows that Baby Boomers and Generation X faculty gave similar responses. However, there were too few Veterans and Millennials to provide meaningful comparison.

Table 21: Active Recruitment by Another Institution by Generation

Active Recruitment response	Number of Respondents	% of Respondents
Yes	89	36.2
No	157	63.8

Table 22: Active Recruitment Number and Percentage of Respondents by Generation

Generation	Active recruitment by another institution			
	Yes		No	
	N	%	N	%
Veteran	4	50	4	50
Baby Boomer	55	37	94	63
Generation X	30	35	55	65
Millennial	0	0	4	100

Active pursuit of position at another institution

Table 23 shows that almost three-quarters of current faculty respondents had not actively sought a position at another institution; however, Table 24 reveals a higher percentage of Baby Boomer faculty had sought other positions than had Generation X faculty.

Table 23: Active Pursuit of Position at Another Institution

Active pursuit of position response	Number of Respondents	% of Respondents
Yes	64	26.0
No	182	73.9

Table 24: Active Pursuit of Position at Another Institution by Generation

Generation	Active pursuit of position at another institution response			
	Yes		No	
	N	%	N	%
Veteran	0	0	8	100
Baby Boomer	45	30	104	70
Generation X	19	22	66	78
Millennial	0	0	4	100

Overview of Survey Results for Future Faculty

The survey administered to future faculty produced 143 responses. Due to the data collection difficulties described in Chapter 3, the sample can not be considered as being representative of the population of future faculty at the institution surveyed. Below are the findings generated by the survey administered to future faculty.

Respondent Breakdown by Generation

The age breakdown in Table 25 indicates that the majority of those who responded to the future faculty survey were Generation Xer's; however, it is possible that some of these Generation Xer's were young members of that generation, close to the age of Millennial generation respondents. However, the survey instrument did not include

that level of refinement. As could be expected, there were no Veteran respondents in this group; there were Baby Boomer respondents, though few.

Table 25: Respondent Breakdown by Generation

Generation	Number of Respondents	% of Respondents
Veteran	0	0
Baby Boomer	12	8.3
Generation X	92	64.4
Millennial	39	27.2
Total	143	100%

Reasons for Choosing to Pursue a Career of Teaching in Higher Education

Table 26 shows that the reason for choosing a career in teaching in higher education that was most important to future faculty members was the “Opportunity to teach and educate others.” The least important reasons were “Salary” and “Benefits.” These three reasons also had the lowest standard deviations, indicating the most agreement on part of the respondents.

Table 26: Ranked Reasons for Pursuing a Career of Teaching in Higher Education

Reason	Ranking in importance by Mean	Standard Deviation
Opportunity to teach and educate others	1.71	1.093
Flexible schedule	2.95	1.274
Opportunity to do research	3.12	1.700
Opportunity to serve as a role model	3.95	1.686
Salary	4.87	1.188
Benefits	4.98	1.125

Elements to be sought when applying for positions

Table 27 below shows the average level of importance of various reasons as estimated by future faculty when they apply for positions. The reasons estimated as being most important were “Location of institution” and “Institutional climate.” The least important reasons were the “Opportunity to telecommute/ teach distance education,” “Ethnic diversity of colleagues,” and “Access to technology.” As indicated by the standard deviations, the highest level of agreement on the part of the respondents was the lack of importance of the opportunity to telecommute or teach through distance education.

Table 27: Elements to be sought when applying for positions

Reason	Ranking in importance by Mean	Standard Deviation
Location of institution	3.59	3.068
Institutional climate	4.55	2.935
Salary	6.11	2.773
Personality of colleagues	6.29	3.352
Support for professional growth	6.75	3.539
Flexible teaching schedule	6.76	2.903
Opportunity to achieve tenure	6.69	4.246
Autonomy	7.18	3.389
Benefits	7.87	2.528
Good environment for family	8.20	4.367
Proximity to family	8.69	4.346
Access to technology	10.04	2.843
Ethnic diversity of colleagues	10.47	3.743
Opportunity to telecommute/teach distance	12.80	2.246

Reasonable Amount of Time to Stay at an Institution, Given Position Satisfaction

The respondents were asked to estimate what would be a reasonable amount of time that they would stay at an institution, assuming they were satisfied with their position. Table 28 shows that the majority of respondents, 58.7%, indicated that they would stay in such a position until their retirement. Another almost 20% indicated they would stay 6-10 years.

Table 29 shows the amount of time by generation. Interestingly, a higher percentage of Millennial future faculty (64%) and Generation X future faculty (59%) would stay until retirement than would Baby Boomers (42%). Similarly, a quarter of the Baby Boomers would stay 6-10 years as compared to a fifth (21%) of the Generation Xers and 15% of the Millennials.

Table 28: Amount of Time to Stay at an Institution, Given Position Satisfaction

Amount of Time	Number of Responses	% of Respondents
1-5 years	8	5.5
6-10 years	28	19.5
11-15 years	11	7.6
16-20 years	12	8.3
Until retirement	84	58.7

Table 29: Amount of Time by to Stay at an Institution, by Generation

Generation	Reasonable amount of time to stay at an institution if satisfied with your position									
	1-5 years		6-10 years		11-16 years		16-20 years		Until retirement	
	N	%	N	%	N	%	N	%	N	%
Baby Boomer	1	8	3	25	2	17	1	8	5	42
Generation X	6	7	19	21	8	9	5	5	54	59
Millennial	1	3	6	15	1	3	6	15	25	64

Reasons to Look for Another Position after 1-5 Years

Future faculty respondents were asked to rank various reasons why they might consider leaving for another position after five years or less. Table 30 shows the level of importance of the various reasons. Clearly, the most important reason was an “Unsatisfactory institutional environment.” This was followed by a “Lack of opportunity for tenure,” “Lack of support for professional growth,” “Personalities of colleagues,” and “Location of institution.” The least important reasons were “Lack of ethnic diversity among colleagues” and “Lack of supervisory feedback.” However, based on the standard deviations, there was not a lot of agreement on any of these rankings.

Table 30: Reasons to Look for Another Position after 1-5 Years

Reason	Ranking in importance by mean	Standard Deviation
Unsatisfactory institutional environment	5.15	3.637
Lack of opportunity for tenure	6.22	3.641
Lack of support for professional growth	6.41	4.045
Personality of colleagues	6.50	3.996
Location of institution	6.66	4.376
Lack of support from administration	7.08	4.045
Salary	7.13	3.357
Dissatisfactory teaching schedule	7.26	3.609
Lack of autonomy	7.85	3.716
Lack of opportunity for input	8.87	3.641
Poor family environment	9.20	4.578
Benefits	9.29	3.169
Distance from family	9.85	4.853
Lack of supervisory feedback	10.85	3.536
Lack of ethnic diversity among colleagues	12.09	3.692

Number of Institutions Expected to Teach at During a Career

Future faculty were asked to estimate the number of institutions they expected to work at during their careers. As noted in Table 31, more than five out of six (85.3%) expected to teach at between one and three different institutions. Table 32 shows the breakdown by generation. It shows that Baby Boomers were very clear, by and large, that they would teach at 1-3 institutions. Generation X'ers and Millennials, on the other hand, were more likely to expect to teach in more than three institutions over their careers.

Table 31: Number of Institutions Expected to Teach at During a Career

Number of Institutions	Number of Responses	% of Responses
1-3	122	85.5
3-5	20	13.9
5-7	1	<1

Table 32: Number of Institutions Expected to Teach at During a Career, by Generation

Generation	Number of institutions expected to teach career					
	1-3		3-5		5-7	
	N	%	N	%	N	%
Baby Boomer	11	92	1	8	0	0
Generation X.	77	84	14	15	1	1
Millennial	34	87	5	13	0	0

Comparison of Current Faculty and Future Faculty Survey Results

The following is a comparison of responses between current faculty and future faculty to questions on the same topics. Tables 33, 35, and 37 compare the responses to Reasons for Pursuing a Career in Higher Education, Reasons for Accepting a Position, and Reasons to Consider leaving an Institution by ranked mean. However, reviewing and comparing means is not sufficient to determine whether or not significant differences exist between the ranked responses of current faculty and future faculty. Two ranked means may appear to be similar but may actually reveal drastically different responses.

In this study, ascertaining whether such differences were statistically significant followed a two-step process, using the Levene's test for Equality of Variances. The first step determined whether the variances of the two samples (i.e. the current faculty sample

and the future faculty sample) were equal. A p value of $<.05$ was used. That is, a p value of $<.05$ indicated that the variances of the two samples were unequal, and a p value of $>.05$ indicated that the variances of the two samples were equal. Depending on the outcome of the first step, the appropriate t-test was used. Tables 34, 36, and 38 show the ranked means for both groups of faculty, the p values of the various Levene's test and whether there equal or unequal variances were found, the appropriate t values calculated, and whether or not significant differences were found between the ranked means.

Reasons for Pursuing Career in Higher Education

Table 33 below restates the mean rankings for pursuing a career in higher education (shown earlier in Table 15 for current faculty and Table 26 for future faculty). The top two reasons were the same for both groups "Opportunity to teach and educate others" and "Flexible Schedule." "Opportunity to do research" was the least important for current faculty but ranked as the third most important for future faculty. "Benefits" were relatively unimportant to current faculty, and were least important for future faculty. "Salary" was ranked a relatively unimportant fifth by both groups.

Table 33: Comparison of Reasons for Pursuing Career in Higher Education

Item	Current Faculty Mean	Item	Future Faculty Mean
Opportunity to teach and educate others	1.46	Opportunity to teach and educate others	1.71
Flexible Schedule	2.74	Flexible Schedule	2.95
Opportunity to serve as a role model	3.54	Opportunity to do research	3.12
Benefits	4.23	Opportunity to serve as a role model	3.95
Salary	4.37	Salary	4.87
Opportunity to do research	5.54	Benefits	4.98

Table 34 compares the same information from Table 33 but also reveals whether significant differences existed between the means. Four of the five items showed significant differences in the mean. Those four items with significant differences are noted with an asterisk. It is important to note that the mean rank for current faculty was significantly higher than the mean rank for future faculty for “Opportunity to teach and educate others,” “Opportunity to serve as a role model,” “Benefits,” and “Salary.” On the other hand, the mean rank for future faculty was significantly higher than the mean rank for current faculty for “Opportunity to do research.” Notably, the only item where the difference between the ranked means was not significant was “Flexible Schedule.”

Table 34: Comparison of Reasons for Pursuing Career in Higher Education by mean and significance.

Item	Current Faculty Mean	Future Faculty Mean	P(Levene's) Version of t	Significance of t	t-value
Opportunity to teach and educate others*	1.46	1.71	.001 unequal variances	.026	-2.250
Flexible Schedule	2.74	2.95	.058 equal variances	.157	-1.419
Opportunity to serve as a role model*	3.54	3.95	.040 unequal variances	.019	-2.360
Benefits*	4.23	4.98	.053 equal variances	.000	-5.901
Salary*	4.37	4.87	.823 equal variances	.000	-3.920
Opportunity to do research*	5.54	3.12	.000 unequal variances	.000	13.939

Reasons for Accepting Position

Table 35 below restates the reasons why current faculty had accepted their first teaching positions in higher education from Table 18 and the reasons why future faculty expected they would accept their first position from Table 27. It is important to keep in mind that current faculty responded to this question with historical responses; that is, they responded with reasons they had actually used. Future faculty responses, on the other hand, were based on speculation; because they had not yet accepted their first positions, they responded by noting what they expected would be important to them.

A comparison of the top six most important reasons for each group reveals interesting findings. Four of the top six reasons for both groups were the same. “Location of institution” was very important to both groups, ranked first by future faculty and second by current faculty. “Flexible teaching schedule” was most important of all for current faculty and sixth most important for future faculty. “Institutional Climate” was second most important for future faculty and fourth most important for current faculty. “Salary” was the third most important for future faculty and sixth most important for current faculty.

An examination of the six least important reasons for accepting their first teaching position for each group reveals striking similarities. Five of the six least important reasons for both groups were the same. For each, “Good environment for family,” “Proximity to family,” “Access to technology,” Ethnic diversity of colleagues,” and “Opportunity to telecommute/teach distance” were among the least important reasons for accepting a position.

Table 35: Comparison of Reasons for Accepting Position Ranked by Mean

Item	Current Faculty Mean	Item	Future Faculty Mean
Flexible teaching schedule	4.42	Location of institution	3.59
Location of institution	4.98	Institutional climate	4.55
Autonomy	5.18	Salary	6.11
Institutional Climate	5.54	Personality of colleagues	6.29
Benefits	5.83	Support for professional growth	6.75
Salary	5.91	Flexible teaching schedule	6.76
Support for professional growth	7.00	Opportunity to achieve tenure	6.69
Personality of colleagues	7.28	Autonomy	7.18
Good environment for family	7.30	Benefits	7.87
Proximity to family	7.43	Good environment for family	8.20
Access to technology	9.17	Proximity to family	8.69
Opportunity to telecommute/teach distance learning classes	11.56	Access to technology	10.04
Ethnic diversity of colleagues	11.66	Ethnic diversity of colleagues	10.47
Opportunity to achieve tenure	11.73	Opportunity to telecommute/teach distance	12.80

Table 36 compares the mean rank for each of the ranked items but also reveals whether or not significant differences existed between the groups. Interestingly, all but two of fourteen items showed significant differences. Those twelve items are noted with

an asterisk. Current faculty, on average, ranked the following seven reasons significantly higher than future faculty: “Flexible teaching schedule,” “Autonomy,” “Benefits,” “Good environment for family,” “Proximity to family,” “Access to technology,” and “Opportunity to telecommute/teach distance learning classes.” On the other hand future faculty, on average, ranked the following five reasons higher than current faculty: “Location of institution,” “Institutional climate,” “Personality of colleagues,” “Ethnic diversity of colleagues,” and “Opportunity to achieve tenure.” The two items where differences between the two groups were not significantly different were “Salary” and “Support for Professional Growth.”

Table 36: Comparison of Reasons for Accepting Position Ranked by Mean and Significance

Item	Current Faculty Mean	Future Faculty Mean	P(Levene's) Version of t	Significance of t	t-value
Flexible teaching schedule*	4.42	6.76	.927 equal variances	.000	-7.509
Location of institution*	4.98	3.59	.004 unequal variances	.000	3.990
Autonomy*	5.18	7.18	.929 equal variances	.000	-5.579
Institutional Climate*	5.54	4.55	.048 unequal variances	.002	3.088
Benefits*	5.83	7.87	.085 equal variances	.000	-6.993
Salary	5.91	6.11	.052 equal variances	.542	-.611
Support for professional growth	7.00	6.75	.976 equal variances	.488	.694
Personality of colleagues*	7.28	6.29	.782 equal variances	.005	2.828
Good environment for family*	7.30	8.20	.000 unequal variances	.041	-2.054
Proximity to family*	7.43	8.69	.000 unequal variances	.004	-2.916
Access to technology*	9.17	10.04	.861 equal variances	.005	-2.849
Opportunity to telecommute/teach distance learning classes*	11.56	12.80	.015 unequal variances	.000	-5.009
Ethnic diversity of colleagues*	11.66	10.47	.000 unequal variances	.000	3.533
Opportunity to achieve tenure*	11.73	6.69	.000 unequal variances	.000	12.464

Reasons to Consider Leaving Institution

Table 37 below restates the reasons that current faculty said would cause them to leave the institution where they were employed, from Table 20, and the reasons that future faculty speculated might cause them to look for another position after 1-5 years of employment, from Table 30. Two of the top five reasons given by both groups were the same: “Unsatisfactory institutional environment” was the most important reason for future faculty and the second most important reason for current faculty. “Lack of support from administration” was the most important reason given by current faculty, but it was the sixth most important reason given by future faculty. “Salary” was relatively important to both groups, ranking as the 6th most important reason for current faculty and the 7th for future faculty. Although “Location of institution” was extremely important for both groups when accepting a position, it was a much less important factor when consideration was being given to leaving a position.

“Lack of ethnic diversity among colleagues” was the least important reason to leave an institution for both current and future faculty. Family issues, identified as “Poor family environment” and “Distance from family” were relatively unimportant as well. Interestingly, the “Lack of opportunity for tenure” was an important reason for leaving for future faculty (ranked 2nd), but it was comparatively unimportant (ranked 2nd least important) for current faculty. This may be a function of age and time at the institutions for members of the two groups.

Table 37: Comparison of Reasons to Consider Leaving Institution ranked by mean

Item	Current Faculty Mean	Item	Future Faculty
Lack of support from administration	5.02	Unsatisfactory institutional environment	5.15
Unsatisfactory institutional environment	5.46	Lack of opportunity for tenure	6.22
Dissatisfactory teaching schedule	6.04	Lack of support for professional growth	6.41
Lack of autonomy	6.34	Personality of colleagues	6.50
Lack of support for professional growth	6.75	Location of institution	6.66
Salary	6.78	Lack of support from administration	7.08
Lack of opportunity for input	7.39	Salary	7.13
Personality of colleagues	7.48	Dissatisfactory teaching schedule	7.26
Benefits	7.50	Lack of autonomy	7.85
Distance from family	9.33	Lack of opportunity for input	8.87
Lack of supervisory feedback	9.39	Poor family environment	9.20
Location of institution	9.40	Benefits	9.29
Poor family environment	10.19	Distance from family	9.85
Lack of opportunity to achieve tenure	12.07	Lack of supervisory feedback	10.85
Lack of ethnic diversity among colleagues	12.57	Lack of ethnic diversity among colleagues	12.09

Table 38 compares the mean rank for the items in Table 37 above, and, like tables 34 and 36, reveals whether or not significant differences exist between the groups. Ten of the fifteen items showed significant differences. Those ten items are noted with

asterisks. Current faculty, on average, ranked the following six reasons as being significantly more important than their faculty colleagues: “Lack of support from administration,” “Dissatisfactory teaching schedule,” “Lack of autonomy,” “Lack of opportunity for input,” “Benefits,” and “Lack of supervisory feedback.” On the other hand, future faculty, on average, ranked the following four reasons as being significantly more important than current faculty: “Personality of colleagues,” “Location of institution,” “Poor family environment,” and “Lack of opportunity to achieve tenure.”

Table 38: Comparison of Reasons to Consider Leaving Institution by Mean and Significance

Item	Current Faculty Mean	Future Faculty Mean	P(Levene's) Version of t	Significance of t	t-value
Lack of support from administration*	5.02	7.08	.095 equal variances	.000	-5.090
Unsatisfactory institutional environment	5.46	5.15	.028 unequal variances	.440	.773
Dissatisfactory teaching schedule*	6.04	7.26	.790 equal variances	.002	-3.183
Lack of autonomy*	6.34	7.85	.015 unequal variances	.000	-3.654
Lack of support for professional growth	6.75	6.41	.801 equal variances	.366	.950
Salary	6.78	7.13	.019 unequal variances	.347	-.943
Lack of opportunity for input*	7.39	8.87	.740 equal variances	.000	-3.850
Personality of colleagues*	7.48	6.50	.112 equal variances	.014	2.478
Benefits*	7.50	9.29	.010 unequal variances	.000	-5.103
Distance from family	9.33	9.85	.008 unequal variances	.282	-1.078
Lack of supervisory feedback*	9.39	10.85	.011 unequal variances	.000	-3.769
Location of institution*	9.40	6.66	.001 unequal variances	.000	6.426
Poor family environment*	10.19	9.20	.000 unequal variances	.028	2.205
Lack of opportunity to achieve tenure*	12.07	6.22	.000 unequal variances	.000	11.870
Lack of ethnic diversity among colleagues	12.57	12.09	.000 unequal variances	.182	1.337

Chapter Summary

This Chapter presented the findings from the study's surveys. The first part reviewed the results of the survey for each group. Next, the responses from the two groups were compared. Last, the results for the two groups of faculty were analyzed to

determine whether differences in mean ranks were significant. An analysis of the implications of the survey results is in Chapter Five.

Chapter Five: Research Results Analysis and Recommendations

This research was inspired by recent and widespread generational research which revealed drastic personal and professional philosophical differences between Veteran and Baby Boomer generation workers and their counterparts in Generation X and the Millennial generation. Although much research has been done on this topic as it relates to the private sector workplace, little has been done on faculty in the academic workplace. Therefore, this study focused on the possible differences in the professional and personal goals and motivations of new faculty as opposed to those of current and retiring faculty and how those differences could influence recruitment and retention efforts.

The methods used to conduct this research were discussed in Chapter Three and the results of the two surveys used were discussed in Chapter Four. This Chapter will focus on the implications of the research results and will present recommendations based on those results.

Descriptive Statistics Results: Current Faculty

The results of the survey sent to current faculty revealed that Baby Boomers made up the largest percentage of current faculty respondents (60.5%); Generation X current faculty made up 34.5% of the respondents; and the proportions of Veterans and Millennials were substantially smaller. As noted in Chapter Four, the generational breakdown at all three institutions surveyed was similar to the overall breakdown in the survey.

In addition, the number of respondents who had taught more than 20 years was significant: 65 of the 246 respondents, 26.4%, indicated that they had taught more than 20 years. Notably, 36 of those 65 had taught 26 years or more (15% of the total). These figures indicate that there is indeed the possibility of large numbers of retirements over the next five to ten years. Adding in the projected increased enrollments in higher education (especially at community colleges), one can see why many studies have predicted that large-scale faculty recruitment will occur (McGuire and Price, 1989; Winter and Kjørliien, 2000; and Flannigan, Jones and Moore, 2004).

Current Faculty Motivation

Reasons for career choice and method of position acquisition

The survey shows that the primary reason the respondents chose a career teaching in higher education was the opportunity to teach and educate others; this reason was ranked noticeably higher than any of the other ranked reasons and had a high measure of agreement, as revealed by the comparatively low standard deviation (.816). This result confirms commonly noted anecdotal reasons for why teachers teach: because they want to have a positive influence on others. The survey also showed that only 27% of the respondents had actually been recruited for their first position, which, interestingly enough, was often the position they still currently held. Most respondents simply applied for a position, whether one was advertised (46%) or not (18%). Therefore, it can be concluded that active recruitment has been fairly rare in community colleges; as a result, the institutions surveyed may have only limited experience with faculty recruitment and search processes.

Reasons for accepting the position and remaining at institution

The survey revealed that neither salary nor benefits were of primary concern to faculty when they accepted their first positions. The top four reasons were “Flexible teaching schedule,” “Location of institution,” “Autonomy,” and “Institutional climate.” Interestingly, benefits and salary were ranked fifth and sixth. The four least important reasons were access to technology, opportunity to telecommute/teach distance learning classes, ethnic diversity of colleagues, and opportunity to achieve tenure. These results indicate that for current faculty neither salary nor benefits were of primary importance; rather, one might say that comfort-related reasons were more important to them than financial issues or offers. In addition, issues that appear important in the current environment, such as technology, distance learning, and ethnic diversity played little role in why current faculty chose to accept their first position. Certainly, since most of these faculty members accepted the position well before these topics became prominent in our culture, this result should not be surprising. Similarly, since community colleges rarely offer tenure, the unimportance of the opportunity to achieve tenure was to be expected.

As noted earlier in this study, community college faculty tend to stay at one institution for relatively long periods of time; this survey revealed similar findings. The reasons for staying at an institution were diverse, but the highest ranked reason was “Satisfactory interaction with students.” Given the fact that these faculty indicated that they chose their profession because they wanted to teach and educate others, this result was not surprising. Again, salary and benefits were relatively less important reasons for

faculty to remain at their current institution; both ranked mid-range among the twelve reasons given, 5th and 6th respectively.

However, one of the least important reasons that they stayed, “Autonomy,” (ranked 10th) was in the top four reasons why they said they accepted their initial position. Similarly, “Location of the institution” was also in the top four reasons for why they accepted the position but was ranked 8th in determining why they stayed. These apparent contradictions pose interesting questions. Predictably, the least important reason for remaining at their current institution was “Access to technology,” since a large proportion of these faculty accepted their positions before the current technology boom began.

Reasons to Leave and Active Recruitment and/or Pursuit of Another Position

Survey results showed again that comfort-related issues dominated the reasons the current faculty respondents gave for considering leaving their institutions. “Lack of support from the administration,” “Unsatisfactory institutional environment,” and “Dissatisfactory teaching schedule” were the top three reasons given. Interestingly, “Lack of autonomy” was the 4th highest ranked reason, even though it did not rank highly in determining why they stayed. Ranking even lower than in previous questions, “Salary” and “Benefits” seemed to be only moderately important reasons for leaving. Salary was ranked 6th among the 15 reasons given and benefits ranked 9th. These rankings underscore yet again the relative unimportance of financial gain or support in the motivation of current faculty. Not surprising, the “Lack of opportunity to achieve tenure” was ranked next to last, followed by “Lack of ethnic diversity among colleagues.” In

another seeming contradiction, “Location of institution” was a very unimportant reason to leave, listed as the 12th of 15 reasons, even though it was an important reason to accept a position.

Just as most of the respondents had not been recruited for their initial positions, most indicated that they had not been actively recruited by another institution while serving at their current institution. This is in keeping with the apparent general lack of recruitment on the part of most community colleges. Apparently, most respondents felt no need to look elsewhere for a different position; 74% indicated that they had not looked elsewhere. Such a large percentage may indicate two things: either most of the respondents were largely satisfied with their current situations or they did not consider leaving because departure from an institution runs counter to the community college culture overall.

Descriptive Statistics Results: Future Faculty

The majority of the respondents to the future faculty survey fell into the category of Generation X, 64%; Millennials comprised 27%. Although no Veterans completed the survey, 12 Baby Boomers (8%) did. This, of course, is attributable to the commonplace situation of older individuals returning to graduate school, often while they work at their careers in hopes of either enhancing their career success or of changing careers. The number of Baby Boomer respondents was, however, so small, that their responses did not affect the overall survey results.

It would have been preferable to have had greater number of responses from Millennials to the survey; two things may have prevented that greater response rate. The

first is that the majority of Millennials are too young to have yet entered graduate school. The kick off year for the Millennial generation was 1980; therefore, the oldest of the Millennials were 27-29 years old at the time of this study. Older Millennial individuals are certainly old enough to be in graduate school, but many college students of this generation are young enough to still be working on undergraduate degrees. On the other hand, since an age range was given rather than an actual age, it is impossible to know whether the respondents who indicated that they were Generation X were younger or older members of that generation; in many ways, the youngest Generation Xers may actually resemble Millennials more than they resemble older Generation Xers. Thus, the responses to the survey may actually be less tilted in favor of Generation X characteristics than they appear to be by the age breakdown.

Future Faculty Motivation

Reasons for Choosing a Career in Higher Education and Reasons to Accept a Position

Like current faculty, the future faculty respondents indicated that the primary reason they chose a teaching career in higher education was the “Opportunity to teach and educate others,” followed by the flexible schedule inherent in teaching. However, unlike current faculty, the “Opportunity to do research” was of great importance to this group. Least important were “Salary” and “Benefits”.

When asked about what would cause them to accept a teaching position, the respondents were in line with what this study’s interviews revealed when they ranked

“Location of institution” as most important to them. Following location of institution was “Institutional climate.”

Amount of Time to Stay, Reasons to Leave, and Number of Institutions During Career

Surprisingly, the majority of future faculty respondents (59%) indicated that if they were satisfied with their positions, they would stay at an institution until retirement. This response runs counter to what this study’s interviews indicated and to generational research, which suggests that members of younger generations will stay in positions for shorter periods of time (Hays, 1999). This response may indicate that future faculty are more like their workplace predecessors than other younger workers in non-academic work environments. Often, it is speculated that faculty have different motivations than employees in the private sector: that they work as educators not for personal advancement but for service to others and the desire to educate. This response may reinforce that idea.

When it came to ranking reasons to leave an institution, the respondents ranked “Unsatisfactory institutional environment” as a primary reason. Second most important was “Lack of opportunity for tenure.” This response is very much in keeping with the high value these respondents placed upon research and tenure, especially when compared to current faculty. “Salary” and “Benefits” ranked respectively at the midpoint and in the lower four reasons. The survey shows what the study interviews indicated: salary and benefits were not foremost in the workplace of these respondents.

Responses to the question about how many institutions the respondents assumed they would teach at during their careers corresponded to the responses concerning years

they would stay at an institution. The majority (86%) responded that they believed they would teach at from 1-3 institutions. Only one indicated the possibility of teaching at 5-7 institutions.

Current/Future Faculty Comparisons

As was noted in Chapter Four, ascertaining whether differences in current faculty and future faculty the survey responses were statistically significant followed a two-step process, using the Levene's test for Equality of Variances. The first step determined whether the variances of the two samples (i.e. the current faculty sample and the future faculty sample) were equal. A p value of $<.05$ was used and indicated that the variances of the two samples were unequal; a p value of $>.05$ indicated that the variances of the two samples were equal. Depending on the outcome of the first step, the appropriate t-test was used.

Tables 39, 40, 41, and 42 are included in this chapter in order to summarize the data from the survey comparisons. The tables, which are split out by responses with no significant differences and responses with significant differences, show the ranked means for both groups of faculty, the p values of the various Levene's test and whether there equal or unequal variances were found , the appropriate t values calculated, and whether or not significant differences were found between the ranked means.

Current/Future Faculty Similarities

Table 39 below reveals that when it comes to reasons for pursuing a career of teaching in higher education, current faculty and future faculty are similar in the high value they place on the flexible schedule that is generally a part of teaching. As to

accepting current or future positions, they were in agreement when it came to salary and support for professional growth; neither was highly ranked. There were more reasons that were similar when the two groups considered leaving an institution. “Unsatisfactory institutional environment,” “Lack of support for professional growth,” “Salary,” “Distance from family,” and “Lack of ethnic diversity among colleagues” were ranked similarly, and not very highly.

Table 39: Ranked Mean Responses with No Significant Difference

Item	Current Faculty Mean	Future Faculty Mean	P(Levene's) Version of t	t value	Significance of t (p<.05)
Reasons for Pursuing Career in Higher Education					
Flexible Schedule	2.74	2.95	.058 equal variances	-1.419	.157
Reasons for Accepting Position					
Salary	5.91	6.11	.052 equal variances	-6.11	.542
Support for professional growth	7.00	6.75	.976 equal variances	.694	.488
Reasons to Consider Leaving Institution					
Unsatisfactory institutional environment	5.46	5.15	.028 unequal variances	.773	.440
Lack of support for professional growth	6.75	6.41	.801 equal variances	.950	.366
Salary	6.78	7.13	.019 unequal variances	-.943	.347
Distance from family	9.33	9.85	.008 unequal variances	-1.078	.282
Lack of ethnic diversity among colleagues	12.57	12.09	.000 unequal variances	1.337	.182

Current/Future Faculty Differences

As the Tables 40, 41, and 42 indicate, there were significant differences between the ranked means of current and future faculty in several areas. These differences indicate that, at least in this study, the two groups possessed different professional and personal motivations when it comes to the teaching profession.

Reasons for Choosing Career in Higher Education

As Table 40 shows, when asked to rank reasons for pursuing a career in higher education, both current and future faculty ranked “Opportunity to teach and educate others” as the most important. However, this reason was significantly more important for current faculty than future faculty. One reason for this could be that the future faculty in this study were graduate students, many of whom were probably more interested in conducting research than in actually teaching.

Table 40: Ranked Mean Responses with Significant Differences for Reasons for Pursuing Career in Higher Education

Item	Current Faculty Mean	Future Faculty Mean	P(Levene's) Version of t	t-value	Significance of t (p<.05)
Opportunity to teach and educate others	1.46	1.71	.001 unequal variances	-2.250	.026
Opportunity to serve as a role model	3.54	3.95	.040 unequal variances	-2.360	.019
Benefits	4.23	4.98	.053 equal variances	-5.901	.000
Salary	4.37	4.87	.823 equal variances	-3.920	.000
Opportunity to do research	5.54	3.12	.000 unequal variances	13.939	.000

Similarly there was a significant difference in the ranking of “Opportunity to serve as a role model.” Again, this reason was ranked significantly more important by current faculty than future faculty. This reason may be less important to future faculty because they may not yet see themselves as potential role models. Because they were students themselves, they may have difficulty envisioning themselves as role models.

Significant differences existed also in how important “Salary” and “Benefits” were to each group; future faculty placed less importance on those two issues than did current faculty. This may be attributable to basic generational differences which have been revealed in previous generational studies on non-academics: money is important to these Generation Xers and Millennials, but it’s not a driving force in their career choices (Hays, 1999). Several future faculty who were interviewed for this study indicated that finances were not primary motivators in their career plans. Another reason for this difference may simply be that future faculty have never faced having to support themselves and a family.

Interestingly, for future faculty, the “Opportunity to do research” was much more important than “Salary,” “Benefits,” and “Opportunity to serve as a role model.” And this reason was significantly more important for future faculty than for current faculty. The reason for this is that future faculty may not completely understand the differences between the expectations for community college faculty as compared with those of faculty in research universities.

Reasons to Accept Position

Reasons More Important to Current Faculty

As shown in table 41 below, current faculty and future faculty ranked several reasons significantly differently. Current faculty saw the following reasons as significantly more important than future faculty when considering accepting a first position: “Flexible teaching schedule,” “Autonomy,” “Benefits,” “Good environment for family,” “Proximity to family,” “Access to technology,” and “Opportunity to telecommute/teach distance learning classes.” Although a flexible teaching schedule was the one area of agreement on reasons for choosing a career in higher education, the concept was much more important to current faculty than to future faculty with regard to accepting a position. This may be attributable to the issues of actual experience versus speculation: current faculty recall that a flexible schedule was valuable given their other responsibilities. Future faculty, with little or no concrete experience teaching full-time, may not yet fully understand the value of flexibility until they are in their first teaching positions.

Table 41: Ranked Mean Responses with Significant Differences Reasons for Accepting Position

Item	Current Faculty Mean	Future Faculty Mean	P(Levene's) Version of t	t-value	Significance of t (p<.05)
Flexible teaching schedule	4.42	6.76	.927 equal variances	-7.509	.000
Location of institution	4.98	3.59	.004 unequal variances	3.990	.000
Autonomy	5.18	7.18	.929 equal variances	-5.579	.000
Institutional Climate	5.54	4.55	.048 unequal variances	3.088	.002
Benefits	5.83	7.87	.085 equal variances	-6.993	.000
Personality of colleagues	7.28	6.29	.782 equal variances	2.828	.005
Good environment for family	7.30	8.20	.000 unequal variances	-2.054	.041
Proximity to family	7.43	8.69	.000 unequal variances	-2.916	.004
Access to technology	9.17	10.04	.861 equal variances	-2.849	.005
Opportunity to telecommute/teach distance learning classes	11.56	12.80	.015 unequal variances	-5.009	.000
Ethnic diversity of colleagues	11.66	10.47	.000 unequal variances	3.533	.000
Opportunity to achieve tenure	11.73	6.69	.000 unequal variances	12.464	.000

Autonomy was also much more important for current faculty. One reason for the major difference may lie in the future faculty respondents' reaction to the word itself.

During the interviews with future faculty, the interviewer often had to explain what was meant by autonomy as it is related to teaching. That is, when asked if autonomy was important in accepting a position, several responded, “What do you mean?” or “I don’t know what you mean by autonomy.” In addition, future faculty, again since they were graduate students, had probably not yet experienced any conflicts concerning autonomy over their own schedules or preferences and may not have seen the value of autonomy as current faculty do.

Interestingly, benefits were much less important to future faculty respondents than to current faculty. Current faculty ranked both salary and benefits very close in importance. Whereas salary resonated with future faculty in the same way that it did with current faculty (as shown in Table 39), benefits were much less important, possibly due to the youth or family situations of the respondents. This difference has been noted elsewhere in generational research (“Connecting Across the Generations,” DBM, 2005). The relative youth of future faculty and their lack of family commitment may make benefits such as health insurance and retirement plans seem less important than they are to older current faculty with families and inevitable age-related health issues.

The other four areas that current faculty ranked significantly higher than future faculty when considering accepting a position ran counter to what much generational research has shown. For example, strong relationships with family is a common characteristic of Generation X and Millennials (as Hays, Raines and Trower all noted in their research), but the variables good environment for family and proximity to family were significantly more important to current faculty than to future faculty in this study.

Similarly, “Access to technology” was more important for current faculty than for future faculty. One reason for this may have been that the future faculty had never had to operate in an environment which lacked sufficient technology for them to accomplish their work goals. Technology access has been a “given” for Generation X and Millennials (Lancaster and Stillman, 2002); therefore, they may not see the need to rank it highly in importance. In addition, the “Opportunity to telecommute/teach distance learning classes” was significantly more important for current faculty than for future faculty. This difference may be related to the lack of experience on the part of future faculty with this particular method, either as students or as teachers.

Reasons More Important to Future Faculty

As shown in Table 41, future faculty ranked the following variables significantly more important than current faculty in their consideration of accepting a position: “Location of institution,” “Institutional climate,” “Personality of colleagues,” “Ethnic diversity of colleagues,” and “Opportunity to achieve tenure.” “Location of the institution” was much more important to future faculty than to current faculty. This difference was in keeping with the responses given by future faculty in this study’s interviews: location was exceptionally important to them. Often times, Baby Boomers and Veterans lived where they could find jobs; location was secondary to actually having a job.

“Institutional climate” was significantly more important to future faculty than current faculty. Generational research has shown that Generation X and Millennials both desire a relaxed and enjoyable atmosphere where they work (Trower 2006; Howe and

Strauss 2002; Raines 1997). Baby Boomers and Veterans, on the other hand, may be more accustomed to a more formal or even stressful work place than Generation Xers and Millennials prefer.

“Personality of colleagues” was significantly more important to future faculty than to current faculty in accepting a position. Again, this difference is supported in current generational research. Getting along with others at the workplace and working in teams is especially important to Millennial generation employees, though less so for Generation Xers (Trower 2006; Lancaster and Stillman 2002; Howe and Stauss 2002).

Future faculty ranked “Ethnic diversity of colleagues” significantly higher than did current faculty when considering a new position. But it should be remembered that both groups ranked this reason very low. Although ethnic diversity of colleagues was ranked low by both groups, its relevance was more important to future faculty. This is in line with generational research which shows that Generation Xers and Millennials are the most highly diverse generation in history (Howe and Strauss 2002). One reason that it was ranked low by future faculty in this study may be that they simply assumed diversity would not be an issue to be addressed. Because they are such a diverse generation, they see the diversity as normal and not as something they would have to seek at a place of employment.

Finally, “Opportunity to achieve tenure” was significantly more important for future faculty in considering a new position than it was for current faculty. As indicated previously, this was probably due to the fact that, as graduate students in a major research

university, the future faculty in this study did not completely understand the differences in expectations between community colleges and research faculty members.

Reasons to Consider Leaving

Reasons More Important to Current Faculty

As shown in Table 42 below, the six areas which were significantly more important to current faculty when considering leaving an institution were “Lack of support from administration,” “Dissatisfactory teaching schedule,” “Lack of autonomy,” “Lack of opportunity for input,” “Benefits,” and “Lack of supervisory feedback.” In all of these areas, it could be speculated that current faculty find them to be more important based on what they have experienced in their years of teaching. These are areas in which future faculty, with little or no full-time teaching experience, have insufficient experience to judge their value. One could further speculate that with time, they too will see the importance of those areas.

Table 42: Ranked Mean Responses with Significant Differences for Reasons to Consider Leaving Institution

Item	Current Faculty Mean	Future Faculty Mean	P(Levene's) Version of t	t-value	Significance of t (p<.05)
Lack of support from administration	5.02	7.08	.095 equal variances	-5.090	.000
Dissatisfactory teaching schedule	6.04	7.26	.790 equal variances	-3.183	.002
Lack of autonomy	6.34	7.85	.015 unequal variances	-3.654	.000
Lack of opportunity for input	7.39	8.87	.740 equal variances	-3.850	.000
Personality of colleagues	7.48	6.50	.112 equal variances	2.478	.014
Benefits	7.50	9.29	.010 unequal variances	-5.103	.000
Lack of supervisory feedback	9.39	10.85	.011 unequal variances	-3.769	.000
Location of institution	9.40	6.66	.001 unequal variances	6.426	.000
Poor family environment	10.19	9.20	.000 unequal variances	2.205	.028
Lack of opportunity to achieve tenure	12.07	6.22	.000 unequal variances	11.870	.000

Reasons More Important to Future Faculty

The areas which were significantly more important to future faculty when considering leaving an institution were “Personality of colleagues,” “Location of institution,” “Poor family environment,” and “Lack of opportunity to achieve tenure.”

“Lack of opportunity to achieve tenure” has been mentioned repeatedly as being more important to future faculty. Again, the likely reason is that they do not understand the differences between the expectations of community colleges and university faculty members. The first three reasons—personality of colleagues, institutional location, and family environment--tie in with what generational research says about Generation Xers and Millennials. They want to get along with and work in teams with colleagues, they want to live in a place they enjoy, and they value family. (Howe and Strauss, 2002; Lancaster and Stillman, 2002). These values may change with time. However, most generational researchers believe that they will not.

Addressing the Differences

This study revealed several significant differences between the professional motivations of current faculty (mostly Veterans and Baby Boomers) and future faculty (mostly Generation X and Millennials). This study’s data revealed that in order to fill the positions which may soon be vacant due to retirements and due to increased demand for higher education faculty, community college administrations will need to evaluate their recruitment methods. Based on the factors that are significantly more important to future faculty than to current faculty, the following are suggested as methods which may more effectively recruit future faculty.

Institutional Location

Addressing the future faculty priority for an acceptable location for either accepting or leaving a teaching position will pose a challenge to some community colleges, especially rural institutions. In Texas, for example, institutions in Dallas,

Houston, and Austin will not have difficulties recruiting future faculty based on this criteria. However, other schools located in small, isolated rural communities or in medium to large communities that lack the cosmopolitan flavor of large cities will have a hard time convincing future faculty that they should teach there, especially as they compete with the larger institutions in preferable locations.

However, some enticements may actually encourage future faculty to live and work in a location that they might not usually consider. First, if the institution is in fairly close proximity to locations with appealing cultural and social environments, that proximity should be promoted. The administration could note that participating in the activities of the nearby location would require little travel time. In addition, the institution could offer institutionally supported travel opportunities for faculty and their families. Perhaps a travel stipend could even be a part of the recruitment package.

The institution could bring to the community a variety of cultural opportunities, such as prestigious speakers and performers. Further the institution should underscore the more relaxed atmosphere and lower cost of living in the smaller, more isolated community. Finally, the institution should note the qualities and appeal of the location. If, for example, the area offers particular sports opportunities, such as hunting, hiking and so on, these attributes should be heavily emphasized.

Institutions which must compete with larger communities should also make certain that they can point to state of the art classrooms and work environments for future faculty. Future faculty will expect such environments and will be put off if, in addition to feeling isolated, they feel unsupported without the most current teaching tools . And,

institutions in less desirable communities will need to support research opportunities even more than the institutions in more desirable locations.

Institutional Climate

This study showed that an important part of employment satisfaction for future faculty was a satisfactory institutional climate. Because Generation Xers and Millennials expect to enjoy work and work well with their colleagues, they are more likely to choose to accept a position at an institution where they will experience a sense of comfort and cooperation. Therefore, it will be important for the recruiting institution to underscore the school's cohesiveness and collective personality. Research shows that Generation Xers and Millennials watched their parents work in stressful, overly competitive environment and have chosen to avoid similar work conditions. To establish an appealing institutional climate, administrators should eliminate the barriers which often exist between themselves, faculty, and staff. Recruitment efforts should signal that the institution is a place relatively free of conflict, where the team approached is valued.

In addition, it is suggested that future faculty be offered opportunities to contribute to the overall climate, such as participating in the planning of the department and the school; they should not be limited to taking on only those tasks and opportunities which are considered to be projects for the "lowly," such as teaching the least desirable sections or serving on the least satisfying college-wide committees until they can "earn" something better. Rather, they should be allowed and encouraged to contribute to discussions about new course offerings, new methods of instruction such as hybrid classes, new classroom designs, new processes, and uses of new technologies and

software. This will require open minds among administrators and long-term faculty who themselves were often not allowed to contribute until they had “paid their dues.”

Personality of Colleagues

The personality of their colleagues was important to the future faculty surveyed in this study both for accepting a teaching position and for considering leaving an institution; this may be the result of the team-based approach that younger generations prefer in their work. It should be noted, however, that this reason was ranked highly by current faculty as well, indicating that this is generally important and should be a consideration no matter what an institution’s recruitment needs are.

Although no institution can assure that future faculty will get along well with their colleagues, it would be wise to promote a collegial and team-based atmosphere among faculty. This, of course, is valuable even if no younger faculty members are a part of a department, but not all institutions work actively to promote such an environment. It is an unfortunate reality that faculty at times are isolated in their own classrooms and projects and do not interact with their colleagues.

Regular department meetings and social interactions will be important to future faculty. Creating teams of younger and older faculty for department projects and issues will appeal to future faculty; this kind of interaction is second nature to them and they will not understand if it does not occur since they have experienced it their entire lives. Future faculty may also show a tendency to communicate via social networking sites such as My Space, Facebook and Instant Messaging. The development of department-wide Instant Messaging or Facebook accounts would provide future faculty with the

connectedness they desire and could even improve the efficiency of departmental communications. Future faculty may respond much more quickly to these communications tools than to email, which many now consider an outmoded method of electronic communication. It is important to keep in mind that such technologies are not merely new “toys;” they are effective methods for professional and social interaction.

Family Environment

Generational research shows that both Generation X and Millennials place a great value on family. This study also revealed that family considerations are significantly more important to future faculty than to current faculty. This emphasis should be noted by institutions when they are recruiting.

Most community colleges already have child care centers on site for their employees; these centers will be important to future faculty. Flexible schedules are important to both current and future faculty, though perhaps for different reasons. Flexibility so that future faculty may participate in their children’s school activities, both during the week and on weekends, should be a part of the recruitment process. And, it must be understood that traditional care-giving roles will probably be different for future faculty; fathers will need time off as well as mothers because the child-rearing responsibilities will most likely be equally shared. Overall, administrators should signal that they understand that faculty with stable and happy families are better educators and better employees.

Institutions may also want to consider policies which address what one future faculty interviewee brought up: employment status flexibility. That is, if a full-time

faculty member would like to move to adjunct status for a period of time while the individual's children are small and need extra time and attention, he/she should be allowed to do so, without the fear of being replaced. He/she should be allowed to move back to full-time status when the time is appropriate. Such a program would require much planning, especially if the school has a tenure system based on years of service, but this kind of faculty support would most certainly appeal to future faculty and might even assure greater longevity on their part.

Another important factor in the recruitment and retention of future community college faculty will likely be the quality of the public school system in the community/area of the college. It will probably be important to work with future faculty in helping them to find the best community schools possible for their children. Indeed, it would benefit the community college if it played an active role in assuring the high quality of the public schools in the area.

Tenure

The study indicated that the opportunity to receive tenure was important to the future faculty surveyed. Some community colleges have rank and tenure systems. Further, some have a type of "job security" system (intended to provide the safety net that tenure does) based on rolling three year contracts; at one community college, faculty members are each year awarded a three-year contract provided their yearly evaluations are acceptable. If the faculty member receives poor evaluations one year, he/she is renewed for a year with the understanding that better evaluations are an expectation. If necessary, an improvement plan is developed which leads to those better evaluations and

the renewal of the rolling three-year contract. In essence, this prevents sudden dismissal. In addition, some schools provide professorial rank titles to their faculty as well, usually based on longevity at the institution and the educational level of the individual.

Many institutions have no such systems; however, based on the findings of this study, they would be wise to develop formal rank and tenure systems and use them as recruiting tools. Certainly, serious criteria would need to be used to award tenure; otherwise, it would not be seen as something earned for meritorious work. At the college with the tenure system alluded to earlier, tenure is awarded after seven years in the institution. However, it can only be awarded if a tenure slot is available; that is, a certain percentage of the faculty in the department must remain untenured. Tenure can only be awarded if the department has not met the full percentage. In addition, it is not automatically conferred; a tenure candidate must submit materials to support his/her request for tenure and a tenure committee decides whether tenure will be granted based on evaluation of those materials. If a less formal system of tenure (such as the three-year contract) were preferable, that too would have to have criteria. For a faculty member to receive the three year contract renewal, he/she would have to meet a variety of criteria that are a part of each year's faculty evaluation, including student evaluations, administrative service, service to the department, and professional development.

Although it is true that tenure systems at community colleges are not always seen as being as prestigious or as rigorous as those at universities and four-year colleges, they could and should be. If all community colleges were to adopt rigorous standards for rank and tenure, the systems would be perceived to be as valid and serious as those at colleges

and universities. And, more importantly, it would be a valuable step towards recruiting and keeping the younger faculty who have such a goal as a major career accomplishment.

Opportunity to Do Research

Community colleges are known for the emphasis placed upon teaching rather than research. Indeed, some current community college faculty chose to teach at these institutions because they preferred the interaction with students and the satisfaction of teaching to carrying out research and submitting articles for publication. However, the opportunity to do research was exceptionally important to the future faculty who were surveyed and interviewed in this study.

A first step in addressing this situation would be for all community colleges to begin information-building campaigns aimed at graduate students at the universities and four-year colleges in their regions. Visits by community college faculty and department chairs to graduate education classes would be an important step towards better educating future faculty concerning the values of community colleges. These visits should focus on the mission and goals of community colleges. They should underscore the value placed on teaching and the satisfaction that excellent teaching provides to faculty. The skills of excellent teachers should be presented as something to strive for, along with the satisfaction and rewards of research activities.

In addition, it is suggested that community colleges need to rethink the current anti-research mindset. Being an effective teacher and doing research need not be mutually exclusive. In order to recruit future faculty, administrators need to signal to future faculty that their interests in furthering research in their fields will be supported,

though not to the detriment of effective teaching. For example, institutions could offer to future faculty the opportunity to participate in relevant research in the time provided by the release of a course. In addition, institutions could provide summer research institutes which would support the research of faculty in lieu of their teaching classes during the summer sessions. Institutions could also provide travel support for particular research projects, perhaps through an enhanced faculty professional development budget.

Methods to support faculty research are varied and will depend upon the availability of funds and support staff, but it will be important that institutions and faculty supervisors realize that serious research opportunities are of value to younger faculty and should be seen as valuable to the institutions. The satisfaction provided by these opportunities would lead to faculty accepting teaching positions they otherwise might dismiss; similarly, such opportunities might entice younger faculty to stay at an institution longer than they might have without the opportunities. Further the results of the research would reflect well on the institution as a whole; articles published in serious journals and presentations at prestigious conferences would signal to other younger faculty that the institution values not only effective teaching but also creative and sound thinking and research. This then would help in future recruitment.

Ethnic Diversity

This study revealed that, interestingly, ethnic diversity among colleagues was not ranked highly by either current or future faculty. However, it was ranked significantly higher by future faculty when choosing a position. Yet, lack of ethnic diversity did not rank high as a reason to leave an institution. In spite of this relatively low ranking and

seeming contradiction, ethnic diversity is more important to future faculty than to current faculty.

Some community colleges have active efforts to recruit a diverse faculty and staff; such efforts should be noted during faculty recruitment, largely through campus visits. It is more important for future faculty, as they tour a potential place of employment, to see others like themselves. That is, they should see among the employees they meet a diverse mix of ages, ethnicities, gender, and sexual orientation. Because Generation X and Millennials are the most diverse generations in American history, they will be looking (perhaps unconsciously) for the human mix that is a common part of their lives.

In addition, it will be important for future faculty to sense that the institution has an open and accepting environment. Seeing future colleagues that are largely of one race and gender will send a message that others who do not fit the mold are not welcome at the institution. Even if the future faculty member actually fits the narrow profile, it is likely that he/she will feel uncomfortable with the unaccustomed narrow mix, given the diversity he/she is used to.

Limitations of the Study

Before recommending areas for future research, it is important to note the limitations of this study itself. Indeed, some of the limitations could be addressed and resolved by future research.

First, the focus groups and the current faculty interviews were conducted only with faculty at a large urban community college district with seven campuses. The focus group and interview responses of faculty at this type of institution may vary significantly from

the responses at small or rural schools. In addition, the future faculty interviewed and surveyed at the university may not accurately reflect the responses of students at different colleges and universities across the state or the country. The university was considered a flagship institution and, as a result, the student responses may have differed from those of graduate students at other institutions.

Further, the number of responses to the future faculty survey was low; a brief technical difficulty with the electronic survey may have affected the response rate. In addition, it was impossible to determine the percent of the pool that had responded because the list of students available was of such low quality.

Another limitation was that fewer future faculty from the Millennial generation filled out the survey than was hoped for; more than twice as many Generation X future faculty (92) filled out the survey as compared with Millennial generation future faculty (39). This, no doubt, resulted in less insight into the youngest future faculty members' characteristics. A final limitation to consider is that future faculty participants were unable to give clear insight as to what would motivate them to stay at an institution because of their lack of professional experience. As noted earlier in this study, the future faculty surveyed could only speculate as to what might compel them to accept a position or leave an institution. Although individuals often think they know what they would do in certain situations, they sometimes discover that the reality is far different than what they had envisioned or hoped for.

Recommendations for Further Study

As this study progressed, it became obvious that much further study would be needed to truly understand the generational differences between current community college faculty and their future colleagues and replacements. Therefore, several recommendations are being made for future research on this topic.

First, research on this topic should be done to tap into a greater number of future faculty from the Millennial generation. Fewer Millennials responded to the future faculty survey in this study than Generation Xers. There could have been many reasons for this, but one major reason may have been that fewer of them were in graduate school and at a point where they believed they would teach in higher education. Further research done in as little as three years will yield a higher number of Millennial students and a decreased number of Generation X students. In addition, the survey demographic questions should ask for an actual year date of birth rather than a range. This would help narrow the responders and determine whether or not they are young Gen Xers or older Millennials. Having that information would shed valuable light on the nature of their responses.

In addition, research should be done to track the age demographics at the same institutions that were surveyed in this study. At the time this study was being concluded, the U.S. economy went into a drastic downward spiral, the likes of which many experts said had not been seen in almost 70 years. Further research will show if this economic development will alter expected community college hiring patterns. For example, valuable information could be gathered by sending the same survey to the same institutions in three to five years to see if the current faculty demographics have changed.

Such a study could reveal if Generation Xers and Millennials have grown in number or if Baby Boomers still have a large presence. The drastic economic issues which have emerged may have an overwhelming influence on whether Baby Boomer and Veteran are financially able to retire. If they do not retire, their positions will not be open to future faculty; the younger incoming faculty may arrive in smaller numbers, only in response to the expanded need for faculty as community college enrollments increase, rather than through current faculty retirements.

In addition, further research should be done to determine if generational attitudes have changed; indeed, the struggling U.S economy may change the employment expectations of Generation X and Millennial future faculty. These individuals may find themselves feeling grateful to have a job at all and may not find that they care as much as they once did about location, opportunity for input, personality of colleagues, and the other issues which were significantly more important to them than to current faculty in this study. Therefore, surveying these individuals would provide valuable insight into generational research overall: are the current differences largely inspired by a prosperous society in which individuals can afford to be choosy in their workplace decisions? Or have these individuals actually been “hard-wired” with a different mindset, as some researchers believe?

Finally, further research should be done to determine the personal and professional motivations of the next generational group, sometimes referred to as the Neo-Millennials. If generational differences do indeed impact recruitment and retention

of higher education faculty, administrators of the future should prepare themselves to meet the challenges of that generation well before they are on the hiring radar.

Conclusions

Current generational research has shown that major differences exist between the workplace values and motivations of younger workers (Generation X and Millennial) and older workers (Veterans and Baby Boomers). Indeed, employers outside of higher education have discovered that applying the same recruitment methods and workplace practices that have been used commonly for the last 50 years does little to attract and retain younger workers. Therefore, private sector employers have begun to rethink their long-held practices.

This study focused on a group which had not been studied closely for generational differences: community college faculty. The problem addressed was the question of whether or not the generational characteristics exhibited in workforce employees would also be apparent in higher education. That is, do future faculty have markedly different workplace values than their older colleagues and are such differences likely to influence the recruitment and retention of future faculty? This question is especially important in light of increased demand for faculty, especially at community colleges, due to anticipated retirements of older faculty and increased student enrollments.

The results of this study revealed that indeed statistically significant differences do exist between current and future faculty. It is probable that the differences are large enough that community college administrations may need to rethink their recruitment and

retention practices. This study also provides suggestions on what kinds of different methods may be effective.

Appendix A

Characteristic	The Veterans	Baby Boomers	Generation X	Millennials
Also known as	The Silent Generation Traditionalists, Seniors	Me Generation Sandwich Generation	Baby Bust	Echos, Nexters, Generation Y
Born Between	1922-1943	1943-1960	1960-1980	1980-2000
Family Focus	*Family focused *Single income household	*Increase in divorce rate *Dual-income families	*Children of divorce *Latch-key kids	*Older parents *Family vacations and dining out
World Events	*Great Depression *WWII *Holocaust *Hiroshima *Radio and movies	*Vietnam War *Civil Rights *Assassinations of JFK, MLK, and Robert Kennedy *Man on the moon *Watergate *Television *Women's Liberation *Sexual revolution	*Demolition of Berlin Wall *Challenger disaster *O.J. Simpson *Clinton sex scandal *Dot-com boom and bust *Nintendo	*OKC bombing *Columbine shootings *9/11 *Iraq war *Corporate scandals *Internet *Play station and X Box
Work Styles	*Follow tradition & status quo *Favor obedience over individualism *Understand how to "make do" *Age=seniority *Advancement through hierarchy *Command & Control *Sense of duty and honor *Natural leaders	*Value personal growth *Want to be involved *Team orientation *Value company commitment and loyalty *Believe in sacrifice for success *Uncomfortable with conflict	*Entrepreneurial *Independent *Thrive on diversity *Desire high levels of responsibility *Constantly looking for creative outlets *Quickly move on if employers fail to meet needs *Impatient	*24/7 *Capacity for multi-tasking *Global connections *Goal and achievement orientation *Competitive *Civic-minded *Diverse *Desire for structure
Employment Characteristics	*Honest *Straightforward *Tactful *Loyal *Hard workers *Dependable	*Seek opportunities for emotional fulfillment and meaning in their lives *Believe achievement comes after paying one's dues *Like to mentor others	*Mobile and flexible *Computer savvy *Desire immediate feedback *Desire honesty *Enjoy variety *Learn by doing *Learn visually; need visual stimulation *Prefer casual dress *Tend to focus on results *Want work to be fun	*Value honesty and integrity in leaders *Desire challenge, growth and development *Want to work with people they "click" with *Enjoy fun and somewhat irreverent workplace *Want to be treated with respect for ideas *Work/life balance is key

Appendix A Cont'd

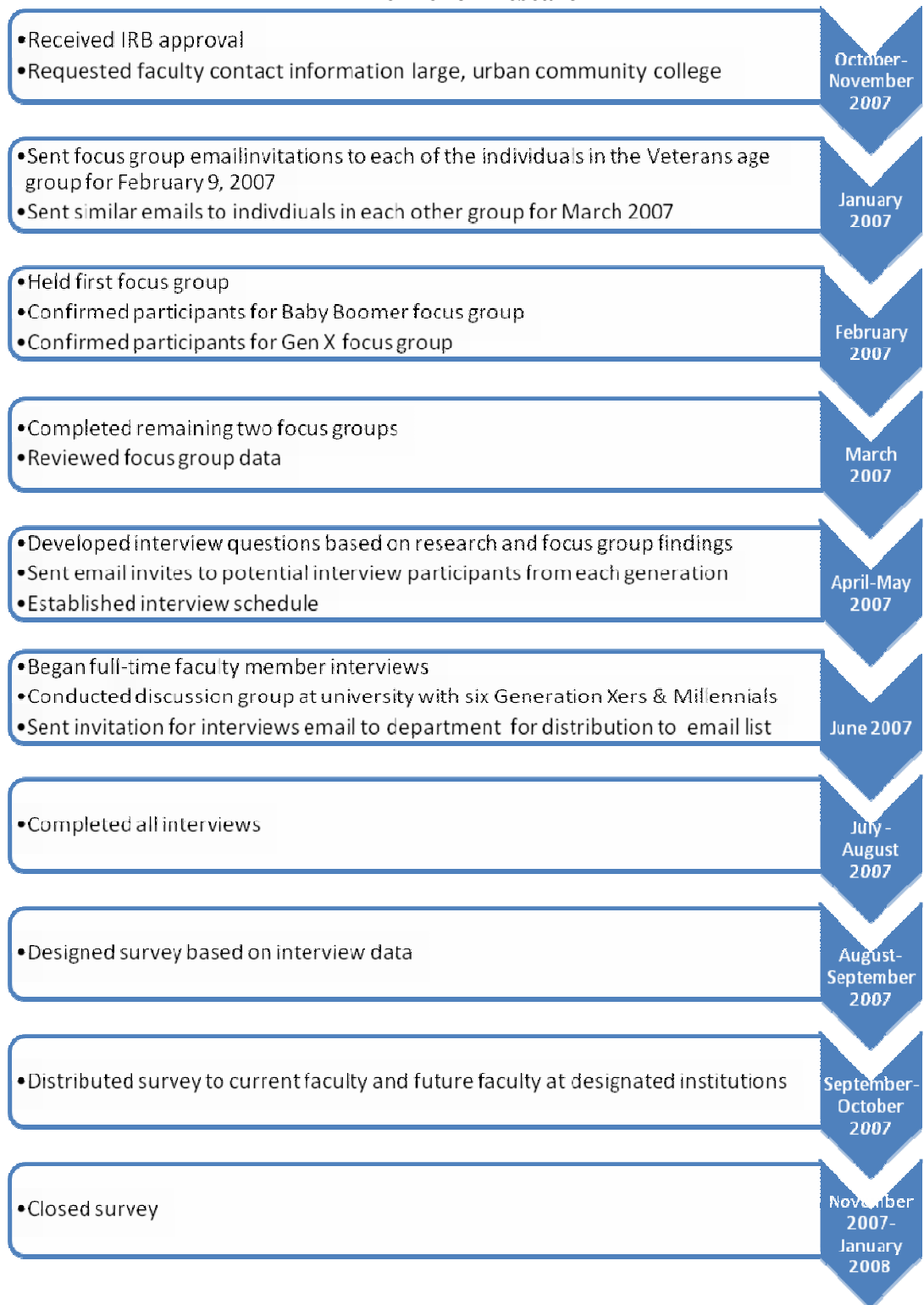
Characteristic	The Veterans	Baby Boomers	Generation X	Millennials
Motivated by	<ul style="list-style-type: none"> *Respect *Recognition *Honoring long-term value to the company *Personal Touch *Handwritten notes as opposed to email 	<ul style="list-style-type: none"> *Teamwork and duty *Discussions *Increased responsibilities 	<ul style="list-style-type: none"> *Professional interests rather than company interests *Require signs of employer commitment to develop loyalty 	<ul style="list-style-type: none"> *High levels of diversity *High levels of responsibility *Manager quality *Independence in making decisions *Creative input *Rapid results *Flexibility of work hours *Unique work experiences
Benefits Desired	<ul style="list-style-type: none"> *Flexible working environment *Health and wellness programs *Gym facilities and health club benefits *Lifelong learning opportunities *Broaden EAP programs to include grief counseling *Part-time opportunities 	<ul style="list-style-type: none"> *Expand EP programs to address child care, elder care, single-parent families and sandwich families *Include financing of long-term custodial care *Expand medical benefits beyond managed care *Innovative return-to-work programs following medical issues 	<ul style="list-style-type: none"> *Flexible and portable *401K savings rather than pensions *Flexible health insurance options *Assistance with repayment of student loans *Visible short-term savings plans *Financial education 	<ul style="list-style-type: none"> *Tuition reimbursement *Flexible spending accounts for dependent care as opposed to retiree coverage and long-term insurance
Recruitment	<ul style="list-style-type: none"> *Provide flexible, part-time, and/or consulting opportunities *Offer "reverse mentoring" programs *Honor their experience 	<ul style="list-style-type: none"> *Expect to work part-time beyond "retirement" *Seek part-time work to augment income 	<ul style="list-style-type: none"> *Rotational Assignments *Individualized health care *Mentoring with senior executives *International assignments *Technical training *Time-favor quality of life over higher salaries *Job sharing and leave of absence options *Casual dress *Fun activities *High tech environment 	<ul style="list-style-type: none"> *Work-life balance *Opportunities to communicate with all levels of the organization *Employee discounts for shops and services *Mentoring with senior executives *Tolerant of random, flexible schedules
Retention	<ul style="list-style-type: none"> *Appreciate memorabilia such as plaques, pictures, and trophies *Celebrate their experience *honor loyalty *Demonstrate respect for leadership 	<ul style="list-style-type: none"> *Provide public recognition *Offer chance to improve themselves and their worth *Provide perks with status *Ask for their input *Get their consensus *Reward their work ethic and long hours 	<ul style="list-style-type: none"> *Promotion based on performance rather than age of tenure *Cordial and mutually beneficial relationship with manager *Flexible benefits *Involvement in decision-making process *Responsibility for creative projects *Team-based work environments 	<ul style="list-style-type: none"> *Rapid reward *Highly creative work *Immediate feedback from managers *Flexible schedules *Shorter pay increase cycles *Individualized incentive programs

Appendix A Cont'd

Characteristic	The Veterans	Baby Boomers	Generation X	Millennials
Connection Tips	<ul style="list-style-type: none"> *Implement mentor programs *Communicate face-to-face *Find opportunities for knowledge transfer 	<ul style="list-style-type: none"> *Support community involvement *Communicate via email *Create opportunities of work/life balance 	<ul style="list-style-type: none"> *Establish reverse mentor programs *Communicate via email and electronic devices *Honor autonomy and independence 	<ul style="list-style-type: none"> *Establish reverse mentor programs *Communicate with multiple electronic devices *Set up creative office space arranged for sharing ideas *Support group projects *Develop personal relationships

(“Connecting Across the Generations,” DBM, 2005)

Appendix B Timeline for Research



Appendix C

Email Invitation to Participate in Current Faculty Focus Groups

I am a PhD candidate in Higher Education Administration at [name of institution]. Because you are a full-time faculty member at [name of community college], I would like to invite you to participate in a focus group related to research for my dissertation. Participating in the focus group will take no more than two hours of your time. Lunch will be provided, and the activity will be held in room 223 at [location]. The purpose of this focus group is to generate the content of a survey which will be sent to full-time faculty at three community colleges.

My dissertation project is entitled “Recruiting and Retaining New Generations of Community College Faculty.” For over 15 years, studies have shown that the average age of higher education faculty continues to rise. For example, in 1999, 41% of community college faculty were between 45 and 54 years old; 27% were between 55 and 64 years old (Shults, 2001). Further, a 1996 Faculty Retirement Survey showed that the median age of faculty at four-year institutions was 48 (Fleck, 2001). Eventually, these maturing faculty will retire, possibly in large numbers over a relatively short period of time. Added to this concern are the forecasts concerning continued higher education enrollment increases, both nationally and in Texas. Higher education will soon face shortages of faculty not only due to retirement, but also due to enrollment increases. These shortages will lead to extensive recruitment and hiring.

Future faculty will consist of individuals from Generation X (born between 1960 and 1980) and the Millennial generation (born between 1980 and 2000). Generational research indicates a vast difference in the values of those groups compared to the values of their predecessors, Veterans (born between 1922 and 1943) and Baby Boomers (born between 1943 and 1960). The corporate world has already noted the need for different recruiting and retention techniques for Generation Xers and Millennials. The research for this study will focus upon determining if the same differences exist in the recruitment and retention of employees in community colleges. Thus, this study will compare the professional and personal motivations of future community college faculty with the motivations of current and retiring faculty.

If you would like to participate in this focus group, please let me know by responding to this email.

I thank you in advance for your help with this project. And, I will be happy to share with you the results of my research when it is complete.

Terry Stewart Mouchayleh

Appendix D

IRB Permission Form for Focus Groups and Interviews

Title **Recruiting and Retaining New Generations of Community College Faculty**

IRB PROTOCOL # 2006-08-0051

Conducted By: Theresa Mouchayleh

Email: tstewart@austincc.edu

Telephone: 512-223-7748

Of University of Texas at Austin: Higher Education Administration Telephone: 471-1663

Dr. William Lasher Email: blasher@mail.utexas.edu

You are being asked to participate in a research study. This form provides you with information about the study. The person in charge of this research will also describe this study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to take part. Your participation is entirely voluntary. You can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time and your refusal will not impact current or future relationships with UT Austin or participating sites. To do so simply tell the researcher you wish to stop participation. The researcher will provide you with a copy of this consent for your records.

The purpose of this study is to compare the professional and personal motivations of future higher education faculty with those same motivations of current and retiring faculty.

If you agree to be in this study, we will ask you to do the following things:

- participate in a focus group, or
- complete a brief survey, or
- participate in a face-to-face interview

You will not be asked to participate in more than one of the above.

Total estimated time to participate in study is one hour.

Risks of being in the study

- The risk associated with this study is no greater than everyday life.

Benefits of being in the study

- There are no benefits to participating in this study other than contributing to research data.

Compensation:

- There is no compensation for being in this study.

Confidentiality and Privacy Protections:

- No actual names or personal data will be revealed in this study; actual names will be archived in a secure place.
- The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate you with it, or with your participation in any study.

Appendix D Cont'd

The records of this study will be stored securely and kept confidential. Authorized persons from The University of Texas at Austin, members of the Institutional Review Board, and (study sponsors, if any) have the legal right to review your research records and will protect the confidentiality of those records to the extent permitted by law. All publications will exclude any information that will make it possible to identify you as a subject. Throughout the study, the researchers will notify you of new information that may become available and that might affect your decision to remain in the study.

Contacts and Questions:

If you have any questions about the study please ask now. If you have questions later, want additional information, or wish to withdraw your participation call the researchers conducting the study. Their names, phone numbers, and e-mail addresses are at the top of this page. If you have questions about your rights as a research participant, complaints, concerns, or questions about the research please contact Lisa Leiden, Ph.D., Chair of The University of Texas at Austin Institutional Review Board for the Protection of Human Subjects, (512) 471-8871 or email: orsc@uts.cc.utexas.edu.

You will be given a copy of this information to keep for your records.

Signatures:

As a representative of this study, I have explained the purpose, the procedures, the benefits, and the risks that are involved in this research study:

Signature and printed name of person obtaining consent	Date
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You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

Printed Name of Subject	Date
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Signature of Subject	Date
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Signature of Principal Investigator	Date
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Appendix E
Email Invitation to Participate in Full-time Faculty Interviews

I am a PhD candidate in Higher Education Administration at [name of institution], and I'm finally in the home stretch of my work. Because you are a full-time faculty member at [name of community college], I would like to ask if I may interview you for my dissertation research. I'm hoping to interview beginning in June and going through July, if you are available this summer. And, I promise to make this as painless as possible; I'll meet you at your home campus or wherever you'd like, and I'll keep the interview to no more than an hour or hour and a half.

My dissertation project is entitled "Recruiting and Retaining New Generations of Community College Faculty." For over 15 years, studies have shown that the average age of higher education faculty continues to rise. For example, in 1999, 41% of community college faculty were between 45 and 54 years old; 27% were between 55 and 64 years old (Shults, 2001). Further, a 1996 Faculty Retirement Survey showed that the median age of faculty at four-year institutions was 48 (Fleck, 2001). Eventually, these maturing faculty will retire, possibly in large numbers over a relatively short period of time. Added to this concern are the forecasts concerning continued higher education enrollment increases, both nationally and in Texas. Higher education will soon face shortages of faculty not only due to retirement, but also due to enrollment increases. These shortages will lead to extensive recruitment and hiring.

Future faculty will consist of individuals from Generation X (born between 1960 and 1980) and the Millennial generation (born between 1980 and 2000). Generational research indicates a vast difference in the values of those groups compared to the values of their predecessors, Veterans (born between 1922 and 1943) and Baby Boomers (born between 1943 and 1960). The corporate world has already noted the need for different recruiting and retention techniques for Generation Xers and Millennials. The research for this study will focus upon determining if the same differences exist in the recruitment and retention of employees in community colleges. Thus, this study will compare the professional and personal motivations of future community college faculty with the motivations of current and retiring faculty.

I'm hoping that you will have the time and inclination to meet with me. If you are interested, just let me know and we'll come up with a convenient time for you.

Many Thanks—

Terry

Appendix F

Full-time Faculty Survey

Thank you for participating in this survey. Completion time should be less than 10 minutes, and your responses are completely anonymous. When you have responded to all of the questions, please click on Submit. If you would like to receive a copy of the research results, please email Terry Stewart Mouchayleh at terryellen@sbcglobal.net.

* 1. Please check one of the following.

- ☐ I was born between 1922 and 1942.
- ☐ I was born between 1943 and 1959.
- ☐ I was born between 1960 and 1979.
- ☐ I was born between 1980 and 2000.

* 2. Please indicate the total number of years you have worked as a faculty member in higher education.

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26-30 years
- ☐ 31-45 years
- ☐ 46-50 years

Appendix F Cont'd

* 3. Please indicate the total number of years you have worked as a faculty member at your current institution.

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26-30 years
- ☐ 31-45 years

* 4. Why did you choose to pursue a career of teaching in higher education? Please rank the reasons in order of importance, with #1 being the top reason.

- ☐ Flexible schedule
- ☐ Opportunity to teach & educate others
- ☐ Opportunity to serve as a role model
- ☐ Opportunity to do research
- ☐ Salary
- ☐ Benefits

* 5. How did you acquire your first teaching position in a community college?

- ☐ I was actively recruited by the institution which hired me.
- ☐ I applied for an advertised position without being recruited.
- ☐ I applied even though no position was advertised.

Appendix F Cont'd

* 6. Why did you accept the position? Please rank the reasons for accepting the position, with #1 being the top reason.

- ☐ Autonomy
- ☐ Flexible teaching schedule
- ☐ Location of institution
- ☐ Salary
- ☐ Benefits
- ☐ Institutional climate
- ☐ Access to technology
- ☐ Proximity to family
- ☐ Good environment for family
- ☐ Opportunity to telecommute/teach distance learning classes
- ☐ Support for professional growth
- ☐ Personality of colleagues
- ☐ Ethnic diversity of colleagues
- ☐ Opportunity to achieve tenure

Appendix F Cont'd

* 7. Why have you chosen to remain at your current institution? Please rank the reasons for remaining, with #1 being the top reason.

- ☐ Satisfaction with teaching schedule
- ☐ Satisfactory interaction with students
- ☐ Interaction with colleagues
- ☐ Positive environment of institution
- ☐ Salary
- ☐ Benefits
- ☐ Flexible schedule outside of teaching
- ☐ Location
- ☐ Family concerns
- ☐ Access to technology
- ☐ Opportunity for professional challenge & growth
- ☐ Autonomy

Appendix F Cont'd

* 8. What would cause you to consider leaving this institution? Please rank the reasons for leaving, with #1 being the top reason.

- ☐ Lack of autonomy
- ☐ Dissatisfactory teaching schedule
- ☐ Lack of support for professional growth
- ☐ Location of institution
- ☐ Salary
- ☐ Benefits
- ☐ Distance from family
- ☐ Poor family environment
- ☐ Personality of colleagues
- ☐ Lack of ethnic diversity among colleagues
- ☐ Unsatisfactory institutional environment
- ☐ Lack of support from administration
- ☐ Lack of supervisory feedback
- ☐ Lack of opportunity for input
- ☐ Lack of opportunity to achieve tenure

* 9. In your time at this institution, have you been **actively recruited** by another institution?

- ☐ Yes
- ☐ No

* 10. In your time at this institution, have you considered or **actively pursued** a position at another institution?

- ☐ Yes
- ☐ No

* Indicates Response Required

Appendix G

Email Invitation to Participate in Full-time Faculty Survey

Please do not respond to this email. If you have questions about the email content, contact Terry Stewart Mouchayleh at tstewart@austincc.edu

Hello—

I am a PhD candidate in Higher Education Administration at the University of Texas at Austin (UT), and I am requesting that you complete a very brief online survey to aid in my dissertation research. **The survey consists of ten questions and should take no more than 10 minutes to complete.**

If you choose to respond to the survey, please note that your responses are anonymous; the survey is located in an online survey instrument and captures no email information. Please complete the survey at <http://fs7.formsite.com/ACCitfd/form695051696/index.html>

My dissertation project is entitled “Recruiting and Retaining New Generations of Community College Faculty.” Studies have shown that the average age of higher education faculty continues to rise. For example, in 1999, 41% of community college faculty were between 45 and 54 years old and 27% were between 55 and 64 years old, indicating large numbers of pending retirements. Higher education will soon face faculty shortages due to retirement and projected enrollment increases. Future faculty will consist of individuals from Generation X (born between '60 and '80) and the Millennial generation (born between '81 and 2000). Generational research indicates a vast difference in the values of those groups compared to the values of their predecessors. The corporate world has noted the need for different recruiting and retention techniques for the two younger generations. The research for this study will focus upon determining if the same differences exist in the recruitment and retention of faculty in community colleges and will compare the professional/personal motivations of future community college faculty with the motivations of current and retiring faculty.

Your participation in this survey is entirely voluntary, and you can refuse to participate in this survey without penalty or loss of benefits to which you are otherwise entitled. Not participating will not impact current or future relationships with UT or Austin Community College. If you have any questions about the survey or the study results, please contact me, Terry Stewart Mouchayleh, at terryellen@sbcglobal.net. The deadline for completion of this survey is October 30, 2007.

I thank you in advance for your valuable contribution to this research.

Terry Stewart Mouchayleh

Appendix H

Future Faculty Survey

Thank you for participating in this survey. Completion time should be less than 10 minutes, and your responses are completely anonymous. When you have responded to all of the questions, please click on Submit. If you would like to receive a copy of the research results, please email Terry Stewart Mouchayleh at terryellen@sbcglobal.net.

* 1. Please check one of the following.

- ☐ I was born between 1922 and 1942.
- ☐ I was born between 1943 and 1959.
- ☐ I was born between 1960 and 1979.
- ☐ I was born between 1980 and 2000.

* 2. Why have you chosen to pursue a career of teaching in higher education? Please rank the reasons, with #1 being the top reason.

- ☐ Flexible schedule
- ☐ Opportunity to teach & educate others
- ☐ Opportunity to serve as a role model
- ☐ Opportunity to do research
- ☐ Salary
- ☐ Benefits

Appendix H Cont'd

* 3. When you begin applying for faculty positions in higher education, which of the following elements will be important to you? Please rank the following in importance to you, with #1 being the most important.

- ☐ Autonomy
- ☐ Flexible teaching schedule
- ☐ Location of institution
- ☐ Salary
- ☐ Benefits
- ☐ Institutional climate
- ☐ Access to technology
- ☐ Proximity to family
- ☐ Good environment for family
- ☐ Opportunity to telecommute/teach distance learning classes
- ☐ Support for professional growth
- ☐ Personality of colleagues
- ☐ Ethnic diversity of colleagues
- ☐ Opportunity to achieve tenure

* 4. What would be the reasonable amount of time for you to stay at an institution if you were satisfied with your position?

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-16 years
- ☐ 16-20 years
- ☐ until retirement

Appendix H Cont'd

* 5. What would make you look for another position after 1- 5 years at an institution?
Please rank the following reasons for looking for another position, with #1 being the top reason.

- ☐ Lack of autonomy
- ☐ Dissatisfactory teaching schedule
- ☐ Lack of support for professional growth
- ☐ Location of institution
- ☐ Salary
- ☐ Benefits
- ☐ Distance from family
- ☐ Poor family environment
- ☐ Personality of colleagues
- ☐ Lack of ethnic diversity among colleagues
- ☐ Unsatisfactory institutional environment
- ☐ Lack of support from administration
- ☐ Lack of supervisory feedback
- ☐ Lack of opportunity for input
- ☐ Lack of opportunity to achieve tenure

* 6. How many different institutions would you expect to teach at in your career as a faculty member?

- ☐ 1-3
- ☐ 3-5
- ☐ 5-7

* Indicates Response Required

Appendix I

Email Invitation to Participate In Future Faculty Survey

I am a PhD candidate in Higher Education Administration at the University of Texas at Austin (UT). If you are considering a career of teaching in higher education, I am requesting that you complete a very brief online survey to aid in my dissertation research.

The survey consists of six questions and should take no more than 10 minutes to complete. If you choose to respond to the survey, please note that your responses are anonymous; the survey is located in an online survey instrument which captures no identifying information. Please complete the survey at <http://fs7.formsite.com/ACCitfd/form697221387/index.html>.

My dissertation project focuses on recruiting and retaining future faculty in higher education. Studies have shown that the average age of higher education faculty continues to rise. For example, in 1999, 41% of higher education faculty were between 45 and 54 years old and 27% were between 55 and 64 years old, indicating large numbers of pending retirements. Higher education will soon face faculty shortages due to retirement and projected enrollment increases. Future faculty will consist of individuals from Generation X (born between '60 and '80) and the Millennial generation (born between '81 and 2000).

Generational research indicates a vast difference in the values of those generational groups compared to the values of their predecessors. The corporate world has noted the need for different recruiting and retention techniques for the two younger generations. The research for this study will focus upon determining if the same differences exist in the recruitment and retention of future faculty in higher education.

Your participation in this survey is entirely voluntary, and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. Not participating will not impact current or future relationships with the University of Texas. If you have any questions about the survey or the study results, please contact me, Terry Stewart Mouchayleh, at terryellen@sbcglobal.net. The deadline for completion of this survey is November 5, 2007.

I thank you in advance for your valuable contribution to this research.

Terry Stewart Mouchayleh

Appendix J

Group Statistics

Variable: Reasons for Choosing/Pursuing a Career in Higher Education

Response Item Ranking	Group	N	Mean	Std. Deviation	Std. Error Mean
Flexible Schedule	Current Faculty	246	2.74	1.401	.089
	Future Faculty	129	2.95	1.274	.112
Opportunity to teach & educate others	Current Faculty	246	1.46	.816	.052
	Future Faculty	129	1.71	1.093	.096
Opportunity to serve as a role model	Current Faculty	246	3.54	1.453	.093
	Future Faculty	129	3.95	1.686	.148
Opportunity to do research	Current Faculty	246	5.54	1.372	.087
	Future Faculty	129	3.12	1.700	.150
Salary	Current Faculty	246	4.37	1.159	.074
	Future Faculty	129	4.87	1.188	.105
Benefits	Current Faculty	246	4.23	1.208	.077
	Future Faculty	129	4.98	1.125	.099

Appendix J Cont'd

Variable: Reasons for Accepting Position					
Response Item Ranking	Group	N	Mean	Std. Deviation	Std. Error Mean
Autonomy	Current Faculty	246	5.18	3.417	.218
	Future Faculty	143	7.18	3.389	.283
Opportunity to telecommute/teach distance learning classes	Current Faculty	246	11.56	2.564	.163
	Future Faculty	143	12.80	2.246	.188
Support for professional growth	Current Faculty	246	7.00	3.485	.222
	Future Faculty	143	6.75	3.539	.296
Personality of colleagues	Current Faculty	246	7.28	3.337	.213
	Future Faculty	143	6.29	3.352	.280
Ethnic diversity of colleagues	Current Faculty	246	11.66	2.001	.128
	Future Faculty	143	10.47	3.743	.313
Opportunity to achieve tenure	Current Faculty	246	11.73	3.022	.193
	Future Faculty	143	6.69	4.246	.355
Flexible teaching schedule	Current Faculty	246	4.42	2.991	.191
	Future Faculty	143	6.76	2.903	.243
Location of institution	Current Faculty	246	4.98	3.645	.232
	Future Faculty	143	3.59	3.068	.257
Salary	Current Faculty	246	5.91	3.327	.212
	Future Faculty	143	6.11	2.773	.232
Benefits	Current Faculty	246	5.83	2.917	.186
	Future Faculty	143	7.87	2.528	.211
Institutional climate	Current Faculty	246	5.54	3.308	.211
	Future Faculty	143	4.55	2.935	.245
Access to technology	Current Faculty	246	9.17	2.967	.189
	Future Faculty	143	10.04	2.843	.238
Proximity to family	Current Faculty	246	7.43	3.639	.232
	Future Faculty	143	8.69	4.346	.363
Good environment for family	Current Faculty	246	7.30	3.670	.234
	Future Faculty	143	8.20	4.367	.365
Lack of autonomy	Current Faculty	246	6.34	4.265	.272
	Future Faculty	143	7.85	3.716	.311

Appendix J Cont'd

Variable: Reasons that would cause departure/leaving in 1-5 years					
Response Item Ranking	Group	N	Mean	Std. Deviation	Std. Error Mean
Lack of ethnic diversity among colleagues	Current Faculty	246	12.57	2.922	.186
	Future Faculty	143	12.09	3.692	.309
Unsatisfactory institutional environment	Current Faculty	246	5.46	4.081	.260
	Future Faculty	143	5.15	3.637	.304
Lack of support from administration	Current Faculty	246	5.02	3.728	.238
	Future Faculty	143	7.08	4.045	.338
Lack of supervisory feedback	Current Faculty	246	9.39	3.969	.253
	Future Faculty	143	10.85	3.536	.296
Lack of opportunity for input	Current Faculty	246	7.39	3.636	.232
	Future Faculty	143	8.87	3.641	.304
Lack of opportunity to achieve tenure	Current Faculty	246	12.07	3.881	.247
	Future Faculty	143	6.22	5.091	.426
Dissatisfactory teaching schedule Ranking	Current Faculty	246	6.04	3.637	.232
	Future Faculty	143	7.26	3.609	.302
Lack of support for professional growth	Current Faculty	246	6.75	3.631	.231
	Future Faculty	143	6.41	3.448	.288
Location of institution	Current Faculty	246	9.40	3.635	.232
	Future Faculty	143	6.66	4.276	.358
Salary	Current Faculty	246	6.78	3.870	.247
	Future Faculty	143	7.13	3.357	.281
Benefits	Current Faculty	246	7.50	3.623	.231
	Future Faculty	143	9.29	3.169	.265
Distance from family	Current Faculty	246	9.33	4.192	.267
	Future Faculty	143	9.85	4.853	.406
Poor family environment	Current Faculty	246	10.19	3.750	.239
	Future Faculty	143	9.20	4.578	.383
Personality of colleagues	Current Faculty	246	7.48	3.611	.230
	Future Faculty	143	6.50	3.996	.334

Appendix K

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
Variable: Reasons for choosing/pursuing a career in higher ed		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Flexible schedule	Equal variances assumed								-.500	.081
	Equal variances not assumed			-1.462	282.484	.145	-.210	.143	-.492	.073
Opportunity to teach & educate others	Equal variances assumed	11.703	.001	-2.460	373	.014	-.246	.100	-.443	-.049
	Equal variances not assumed			-2.250	204.659	.026	-.246	.109	-.462	-.030
Opportunity to serve as a role model	Equal variances assumed	4.244	.040	-2.471	373	.014	-.413	.167	-.741	-.084
	Equal variances not assumed			-2.360	228.980	.019	-.413	.175	-.758	-.068
Opportunity to do research	Equal variances assumed	13.569	.000	14.893	373	.000	2.417	.162	2.098	2.736
	Equal variances not assumed			13.939	217.098	.000	2.417	.173	2.075	2.758
Salary	Equal variances assumed	.050	.823	-3.920	373	.000	-.498	.127	-.748	-.248
	Equal variances not assumed			-3.890	254.542	.000	-.498	.128	-.751	-.246
Benefits	Equal variances assumed	3.784	.053	-5.901	373	.000	-.757	.128	-1.009	-.505
	Equal variances not assumed			-6.033	276.657	.000	-.757	.125	-1.004	-.510

Appendix K Cont'd

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
Variable: Reasons for accepting the position		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Autonomy	Equal variances assumed	.008	.929	-5.579	387	.000	-1.999	.358	-2.703	-1.294
	Equal variances not assumed			-5.591	298.897	.000	-1.999	.357	-2.702	-1.295
Opportunity to telecommute/t each distance learning classes	Equal variances assumed	5.996	.015	-4.837	387	.000	-1.247	.258	-1.754	-.740
	Equal variances not assumed			-5.009	329.126	.000	-1.247	.249	-1.737	-.757
Support for professional growth	Equal variances assumed	.001	.976	.694	387	.488	.256	.369	-.469	.980
	Equal variances not assumed			.691	293.157	.490	.256	.370	-.473	.984
Personality of colleagues	Equal variances assumed	.077	.782	2.828	387	.005	.994	.351	.303	1.685
	Equal variances not assumed			2.824	295.830	.005	.994	.352	.301	1.686
Ethnic diversity of colleagues	Equal variances assumed	61.424	.000	4.098	387	.000	1.194	.291	.621	1.767
	Equal variances not assumed			3.533	190.057	.001	1.194	.338	.527	1.861
Opportunity to achieve tenure	Equal variances assumed	45.057	.000	13.600	387	.000	5.035	.370	4.307	5.763
	Equal variances not assumed			12.464	226.516	.000	5.035	.404	4.239	5.831
Flexible teaching schedule	Equal variances assumed	.008	.927	-7.509	387	.000	-2.337	.311	-2.948	-1.725
	Equal variances not assumed			-7.569	304.218	.000	-2.337	.309	-2.944	-1.729

Appendix K Cont'd

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
Variable: Reasons for accepting the position (cont'd)		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Location of institution	Equal variances assumed	8.460	.004	3.813	387	.000	1.381	.362	.669	2.093
	Equal variances not assumed			3.990	338.567	.000	1.381	.346	.700	2.062
Salary	Equal variances assumed	3.786	.052	-.611	387	.542	-.201	.330	-.850	.447
	Equal variances not assumed			-.641	340.750	.522	-.201	.314	-.820	.417
Benefits	Equal variances assumed	2.977	.085	-6.993	387	.000	-2.045	.292	-2.620	-1.470
	Equal variances not assumed			-7.262	331.680	.000	-2.045	.282	-2.599	-1.491
Institutional climate	Equal variances assumed	3.946	.048	2.992	387	.003	.999	.334	.343	1.656
	Equal variances not assumed			3.088	326.066	.002	.999	.324	.363	1.636
Access to technology	Equal variances assumed	.031	.861	-2.849	387	.005	-.875	.307	-1.479	-.271
	Equal variances not assumed			-2.881	307.290	.004	-.875	.304	-1.473	-.277
Proximity to family	Equal variances assumed	14.912	.000	-3.055	387	.002	-1.257	.412	-2.066	-.448
	Equal variances not assumed			-2.916	256.613	.004	-1.257	.431	-2.106	-.408
Good environment for family	Equal variances assumed	12.944	.000	-2.150	387	.032	-.891	.414	-1.706	-.076
	Equal variances not assumed			-2.054	257.376	.041	-.891	.434	-1.745	-.037

Appendix K Cont'd

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
Variable: Reasons to depart/search for another position		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Lack of Autonomy	Equal variances assumed	5.946	.015	-3.523	387	.000	-1.509	.428	-2.351	-.667
	Equal variances not assumed			-3.654	330.460	.000	-1.509	.413	-2.321	-.696
Lack of ethnic diversity among colleagues	Equal variances assumed	12.431	.000	1.422	387	.156	.482	.339	-.185	1.149
	Equal variances not assumed			1.337	245.384	.182	.482	.361	-.228	1.193
Unsatisfactory institutional environment	Equal variances assumed	4.835	.028	.750	387	.454	.310	.413	-.502	1.121
	Equal variances not assumed			.773	325.022	.440	.310	.400	-.478	1.097
Lack of support from administration	Equal variances assumed	2.795	.095	-5.090	387	.000	-2.060	.405	-2.855	-1.264
	Equal variances not assumed			-4.982	277.668	.000	-2.060	.413	-2.873	-1.246
Lack of supervisory feedback	Equal variances assumed	6.469	.011	-3.655	387	.000	-1.467	.401	-2.256	-.678
	Equal variances not assumed			-3.769	325.092	.000	-1.467	.389	-2.233	-.701
Lack of opportunity for input	Equal variances assumed	.111	.740	-3.850	387	.000	-1.473	.383	-2.225	-.721
	Equal variances not assumed			-3.849	296.578	.000	-1.473	.383	-2.226	-.720
Lack of opportunity to achieve tenure	Equal variances assumed	25.498	.000	12.737	387	.000	5.845	.459	4.943	6.748
	Equal variances not assumed			11.870	238.357	.000	5.845	.492	4.875	6.815

Appendix K Cont'd

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
Variable: Reasons to depart/search for another position (cont'd)		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Dissatisfactor y teaching schedule	Equal variances assumed	.071	.790	-3.183	387	.002	-1.214	.381	-1.964	-.464
	Equal variances not assumed			-3.190	298.790	.002	-1.214	.381	-1.963	-.465
Lack of support for professional growth	Equal variances assumed	.064	.801	.905	387	.366	.339	.375	-.398	1.077
	Equal variances not assumed			.918	309.492	.359	.339	.370	-.388	1.067
Location of institution	Equal variances assumed	10.70 5	.001	6.707	387	.000	2.738	.408	1.935	3.541
	Equal variances not assumed			6.426	259.807	.000	2.738	.426	1.899	3.577
Salary	Equal variances assumed	5.583	.019	-.908	387	.364	-.352	.388	-1.115	.411
	Equal variances not assumed			-.943	331.495	.347	-.352	.374	-1.088	.383
Benefits	Equal variances assumed	6.647	.010	-4.926	387	.000	-1.794	.364	-2.510	-1.078
	Equal variances not assumed			-5.103	329.523	.000	-1.794	.352	-2.485	-1.102
Distance from family	Equal variances assumed	7.062	.008	-1.120	387	.263	-.524	.468	-1.443	.395
	Equal variances not assumed			-1.078	263.234	.282	-.524	.486	-1.481	.433
Poor family environment	Equal variances assumed	17.06 4	.000	2.323	387	.021	.995	.428	.153	1.838
	Equal variances not assumed			2.205	252.147	.028	.995	.451	.106	1.884

Appendix K Cont'd

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
Variable: Reasons to depart/search for another position (cont'd)		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Personality of colleagues	Equal variances assumed	2.539	.112	2.478	387	.014	.979	.395	.202	1.756
	Equal variances not assumed			2.413	273.147	.016	.979	.406	.180	1.778

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