

OFFICE OF INSTITUTIONAL RESEARCH  
FACULTY/STAFF RECRUITMENT AND  
RETENTION SURVEY

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# Faculty/Staff Recruitment And Retention Survey Summary Of Results

## Introduction

The offices of Affirmative Action and Institutional Research in spring 2003 conducted a campus survey to gather information from current faculty, Administrative and Professional (AP) faculty, and minority classified staff to determine strategies for employment recruitment and retention. The survey has significant implications for individuals conducting searches and for department supervisors to ascertain first-hand information on the criteria important for recruiting these persons. The determination of factors that relate to a person's decision about extending their careers at JMU was also a goal. Obviously, this research is intended as a guide rather than any conclusive standard.

The purpose of this report is to summarize the findings of the survey and pose questions to the university community that emerged from the data.

## Methodology

In late fall 2003 the Office of Institutional Research agreed to assist the Office of Affirmative Action in the development, deployment, and analysis of a survey of instructional and AP faculty and classified staff (persons of color only).

The survey was distributed via the Web to 707 full-time instructional and research faculty; 311 AP faculty; and 25 classified staff. These data were gathered from the official reporting data files maintained by the Office of Institutional Research. Of the 1,043 potential respondents, 561 (54 percent) responded. Of the 117 faculty of color, AP faculty, and staff, 92 (79 percent) responded. Of the 926 white instructional faculty and AP faculty, 450 (49 percent) responded. Of the 438 females who received the survey, 257 (59 percent) responded. Forty-eight percent (N=290) of the 605 males responded. Approximately 57 percent of the new hires since 1997 responded to the survey while 49 percent of those hired before 1997 responded.

While a higher proportion of the target population responded than usually responds to surveys at JMU, one must be mindful that 46 percent of the population did not respond and that their responses may be different in meaningful ways from the respondents.

The data were analyzed using the Statistical Package for the Social Sciences (SPSS<sup>®</sup>) and Microsoft Access<sup>®</sup>.

## Results

This section is divided into three parts: most important reasons to accept JMU's offer and factors affecting their decision to remain at JMU; relative importance of each reason or factor; and themes that emerged from the comments. Where appropriate, comparisons have been made between the following: new persons of color and white faculty; men and women; faculty (all races) and AP faculty (all races) and classified staff who are persons of color. The comparisons were made because it was believed that there could be important differences that affect the decision-making processes. One shortcoming of the survey was that the AP faculty cannot be

separated from the classified staff who are persons of color. This will be corrected in the next survey.

Table 1 below displays the number of individuals who selected the reason as the most important reason affecting their decision to accept JMU’s employment offer or the primary factor that affected their decision to remain at JMU. For the purposes of this study “new” was defined as individuals who said that were first employed at JMU in fall 2002 or who indicated that they had worked at JMU for one to five years.

**Table 1**  
**Most Important Reason For Accepting JMU’s Employment Offer And Primary Factor Affecting Decision To Remain At JMU. Respondents Could Choose Only One Response.**

	Accept Offer							Remain At JMU						
	All Respondents	New Faculty of Color	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color	All Respondents	New Faculty of Color	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color
	458	23	126	183	133	319	132	471	23	129	180	131	321	146
This was my best offer	75	4	32	44	16	60	13	53	3	25	20	13	40	13
Salary	44	5	8	12	14	28	16	68	5	13	18	21	41	27
Benefits	11			1	1	2	9	19		3	4	4	8	11
Financial support of scholarly activities	7	1	2	3	2	5	2	7	2	2	2	4	6	1
Housing costs	4		1		2	2	2	6		4	2	3	5	1
Campus emphasis on multiculturalism								3	1		1		1	2
Multicultural activities (speaker series and programs)														
Number of persons of color in my department														
Rural location	16	1	4	7	4	11	5	12		1	4		5	7
Chain store shopping/dining environment														
Intercollegiate athletics program	5						5	5						5
Recreational activities								2						2
JMU reputation	30	2	5	12	8	20	10	19	2	2	12	3	15	4
Classroom and laboratory facilities	5		2	2	2	4	1	4		2	2	2	4	
Opportunity for a mentor (other faculty, administrator, etc.) to assist me during my first year.	4		1	1		1	2	1		1	1		1	
Library resources								1						1

	Accept Offer							Remain At JMU						
	All Respondents	New Faculty of Color	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color	All Respondents	New Faculty of Color	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color
	458	23	126	183	133	319	132	471	23	129	180	131	321	146
Technological support (such as Help Desk, classroom equipment, etc.)	1			1		1		1		1	1		1	
Number of committees on which I am expected to serve								1			1		1	
Opportunities for professional growth	98	5	27	33	27	60	35	82	3	27	29	19	48	32
Opportunities for promotion	11		2	4	1	5	6	15	1	2	4	2	6	9
In my interview I could detect a strong interest by the department in having a diverse staff	2		1	1	1	2		1		1		1	1	
Student attitudes toward academics	3			1	2	3		8		3	6	2	8	
Opportunities for professional contributions	23		4	10	8	18	5	28		6	11	11	22	5
Support from colleagues for creative ideas	13	2	5	6	5	11	5	13	1	3	7	4	11	2
Sense of community between students and faculty	13		4	6	2	8	5	18		6	8	7	15	3
Staff collegiality	34		14	15	14	30	4	44		15	18	14	32	12
Social attitudes of the JMU community towards minorities	4	1		3	1	4		7	1	1	3	2	5	2
Social attitudes of the Harrisonburg community toward minorities	1						1	1				1	1	
Professional manner in resolving conflict	2			1		1	1	2		1		1	1	1
Other (please list below)	52	2	14	20	23	43	8	50	4	10	26	17	43	6

While there are many reasons why faculty and AP faculty/classified staff chose to accept JMU's employment offer, several were consistently listed as the most important across virtually all demographic groups. Faculty and AP faculty/minority staff were primarily affected by:

- Opportunities for professional growth;
- This was their best offer;
- Salary;
- Perceived staff collegiality;
- JMU's reputation; and

- Opportunities to make professional contributions.

Many factors also contribute to an individual’s decision to remain at JMU. Like the reasons to accept the initial employment offer, several factors were prominently mentioned:

- Opportunities for professional growth;
- Salary;
- This is still the best offer;
- Staff collegiality; and
- Opportunities to make professional contributions.

The themes that most affect the decisions to accept and remain at JMU are quite similar. Faculty and AP faculty/classified staff are looking primarily for opportunities to grow professionally with adequate compensation in a collegial atmosphere. Eleven percent (N=16) of the respondents commented that lack of compensation was a major factor for them as they decide to remain at JMU.

Table 2 displays the percentage of respondents that indicated that a reason was “Very Important” or “Important” in their decision to accept JMU’s employment offer or was/is a factor in their decision to remain employed at JMU.

**Table 2**  
**Percent Of Respondents Indicating That Each Reason Was “Very Important” Or “Important” In Their Decision To Accept JMU’s Employment Offer Or In Their Decision To Remain At JMU.**

	Accept Offer Percent Very Important or Important							Remain At JMU Percent Very Important or Important						
	All Respondents	New Multi-cultural Faculty	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color	All Respondents	New Multi-cultural Faculty	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color
This was my best offer	52.1	73.1	58.2	54.2	50.0	51.8	52.2	37.4	46.5	45.6	34.0	35.7	34.7	* 45.5
Salary	71.3	79.3	69.9	67.8	* 72.2	69.3	75.5	71.9	70.4	72.4	61.7	* 74.7	67.3	* 84.8
Benefits	80.3	86.2	78.0	74.1	81.1	76.7	* 88.0	81.7	74.1	79.1	74.2	81.4	77.0	* 93.8
Financial support of scholarly activities	50.4	57.2	56.2	48.9	* 59.8	* 53.9	40.5	56.4	70.3	64.0	53.0	* 66.0	* 59.0	50.3
Housing costs	41.6	48.3	44.9	* 47.5	43.0	* 45.5	32.3	42.6	51.8	40.3	46.5	41.2	44.0	38.5
Campus emphasis on multiculturalism	30.9	* 58.6	30.1	21.3	* 41.8	29.9	33.5	34.8	* 66.6	30.5	28.0	39.9	33.4	39.3
Multicultural activities (speaker series and programs)	25.0	* 60.8	21.1	17.5	* 31.2	22.9	30.8	30.1	* 66.6	22.4	23.2	34.4	28.1	35.8
Number of persons of color in my department	16.0	* 34.4	16.4	13.9	19.5	16.2	15.8	22.6	* 48.1	19.6	17.0	* 30.2	22.6	23.5

	Accept Offer Percent Very Important or Important							Remain At JMU Percent Very Important or Important						
	All Respondents	New Multi-cultural Faculty	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color	All Respondents	New Multi-cultural Faculty	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color
Rural location	45.0	44.8	39.4	45.9	43.7	45.1	45.2	49.5	51.8	47.1	46.8	51.0	48.6	53.4
Chain store shopping/dining environment	19.0	34.5	22.5	18.0	22.0	19.3	18.9	22.8	33.3	23.9	17.6	* 27.5	21.4	26.9
Intercollegiate athletics program	13.6	17.2	8.2	* 12.4	3.7	8.9	* 24.5	13.4	15.4	6.6	* 11.0	3.4	7.9	* 26.0
Recreational activities	44.4	50.0	40.8	44.3	32.0	39.2	* 57.3	45.4	50.0	42.7	43.8	38.5	41.6	* 54.5
JMU reputation	77.7	78.6	80.3	75.5	77.7	76.5	81.0	75.8	77.8	80.5	69.4	* 81.3	74.7	79.3
Classroom and laboratory facilities	58.8	69.0	70.5	70.8	68.2	* 70.3	31.7	60.6	70.3	72.3	68.5	76.6	* 71.9	32.2
Opportunity for a mentor (other faculty, administrator, etc.) to assist me during my first year.	37.0	46.5	46.9	27.6	* 48.4	36.9	36.1	27.3	40.0	33.3	14.9	* 36.9	24.7	32.1
Library resources	51.7	68.9	55.8	55.1	62.3	* 58.4	35.2	51.7	65.4	59.2	52.3	* 64.0	* 58.0	35.4
Technological support (such as Help Desk, classroom equipment, etc.)	52.1	64.3	55.1	48.8	* 62.0	* 54.7	46.2	63.7	70.3	67.6	59.1	* 74.7	* 66.7	56.9
Number of committees on which I am expected to serve	33.8	55.2	40.4	29.5	* 47.5	* 37.4	23.5	41.9	48.1	53.2	42.0	51.3	* 46.3	30.8
Opportunities for professional growth	86.2	89.7	81.5	84.4	88.0	85.6	88.6	83.3	85.1	82.1	78.6	84.0	81.0	90.2
Opportunities for promotion	80.1	* 89.6	69.7	79.8	82.8	81.1	77.8	70.6	80.5	71.5	57.0	* 77.7	66.1	* 81.9
In my interview I could detect a strong interest by the department in having a diverse staff	38.3	58.6	40.4	22.4	* 47.2	38.5	37.3	44.5	* 62.9	42.8	37.1	* 51.7	43.2	47.8
Student attitudes toward academics	71.7	71.4	82.2	72.4	* 84.7	* 77.7	47.2	73.2	77.7	81.7	72.0	* 87.9	* 78.9	59.0
Opportunities for professional contributions	80.9	75.0	79.2	80.6	85.3	82.0	78.0	79.2	80.5	79.0	74.9	85.2	79.7	78.4
Support from colleagues for creative ideas	80.9	86.2	82.2	77.4	* 85.4	80.6	82.2	80.4	85.2	80.7	75.6	84.1	79.4	83.3
Sense of community between students and faculty	77.9	79.3	82.3	75.6	82.6	79.3	74.6	76.6	77.7	84.8	74.1	83.3	78.2	72.1

	Accept Offer Percent Very Important or Important							Remain At JMU Percent Very Important or Important						
	All Respondents	New Multi-cultural Faculty	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color	All Respondents	New Multi-cultural Faculty	New White Faculty	Male Faculty	Female Faculty	Faculty	AP Faculty And Classified Staff Who Are Persons Of Color
Staff collegiality	85.4	82.7	87.0	83.8	89.9	86.4	82.4	82.0	77.8	82.6	79.6	87.1	82.8	79.8
Social attitudes of the JMU community towards minorities	48.0	58.6	49.4	38.7	* 56.6	46.1	53.5	47.5	* 66.6	45.0	37.7	* 52.4	44.1	55.3
Social attitudes of the Harrisonburg community toward minorities	35.4	* 48.2	33.6	27.7	* 41.8	33.6	39.8	38.0	* 59.2	34.8	30.0	* 44.3	36.0	43.1
Professional manner in resolving conflict	55.0	68.9	52.8	47.3	* 57.8	51.8	* 64.1	61.4	70.3	59.7	49.0	* 64.0	55.9	* 75.6
Other	48.0	53.8	38.7	39.6	* 65.1	50.0	39.7	47.9	61.6	39.3	44.2	60.0	51.1	34.9

\* Indicates that there is a statistically significant difference in the level of importance of an item between two groups (new and experienced faculty, etc.). The \* is placed in cell for the group in which the item is more important.

### All Respondents

The responses by all respondents for each reason or factor indicated similar levels of importance to the single most important reasons listed in Table 1. Findings included:

- Ten of the reasons for accepting JMU’s employment were considered to be “Very Important” or “Important” by at least 70 percent of the respondents. The top five reasons were: opportunities for professional growth; staff collegiality; opportunities for professional contributions; support from colleagues for creative ideas; benefits and opportunities for promotion.
- Ten of the factors in deciding whether to remain at JMU were considered to be “Very Important” or “Important” by at least 70 percent of the respondents. The top four were: opportunities for professional growth; staff collegiality; benefits; and support from colleagues for creative ideas.
- There were minimal changes in the reasons for accepting JMU’s employment offer and the factors that affected their decisions to remain at JMU. Notable changes (10 percent or more) were a decrease in the percentage the indicated that JMU’s offer was still the best and an opportunity for a mentor. A notable increase was in technological support.

### New Faculty of Color and White Faculty

A major reason for this survey was the desire of the Affirmative Action Office to determine the most important reasons for faculty of color to accept JMU’s employment offer and the factors that affect retention. The responses were compared for new faculty of color and white faculty. Findings included:

- Eleven reasons for accepting JMU’s employment offer were considered to be “Very Important” or “Important” by at least 70 percent of the faculty of color. Nine were

considered to be “Very Important” or “Important” by at least 70 percent of the white faculty. Faculty of color were more likely to mention opportunities for promotion as a high priority.

- Faculty of color and white faculty differed significantly (probably  $\leq .05$ ) on five reasons. Faculty of color were significantly more likely to consider the following to be more important: campus emphasis on multiculturalism; multicultural activities; number of persons of color in their department; opportunities for promotion; and social attitudes of the Harrisonburg community toward minorities. In general, less than 33 percent of white faculty considered issues related to multiculturalism at JMU and in the community to be “Very Important” or “Important” as opposed to much as 55 percent of faculty of color.
- Thirteen factors that relate to the decision to remain at JMU were considered to be “Very Important” or “Important” by at least 70 percent of the faculty of color. Eleven were considered to be “Very Important” or “Important” by at least 70 percent of the white faculty.
- Faculty of color and white faculty differed significantly (probably  $\leq .05$ ) on six factors. Faculty of color were significantly more likely to consider the following to be more important factors in their decision to remain at JMU: campus emphasis on multiculturalism; multicultural activities; interest in the department in having a diverse staff; number of persons of color in the department; social attitudes of the JMU community toward minorities; and social attitudes of the Harrisonburg community toward minorities. In general, less than 40 percent of white faculty considered issues related to multiculturalism at JMU and in the community to be “Very Important” or “Important” in their decision to remain at JMU as opposed to as high as 67 percent of faculty of color.

### **Male and Female Faculty**

James Madison University has become a more diverse campus in regards to gender. Since 1986 female faculty have grown from 121 to 268 (121 percent) while male faculty have grown from 338 to 436 (29 percent). Female faculty now constitute 38 percent of all full-time faculty. Another purpose of this report was to determine the differences between males and females in the reasons for accepting JMU’s employment offer and the factors affecting their decision to remain at JMU.

- Ten reasons that relate to the decision to accept JMU’s employment offer were considered to be “Very Important” or “Important” by at least 70 percent of the male and female faculty. Like all faculty and AP faculty/classified staff, male and female faculty were most concerned about opportunities for professional growth, staff collegiality, and opportunities for professional contributions.
- Male and female faculty differed significantly (probably  $\leq .05$ ) on 15 of the 29 reasons for accepting JMU’s offer. Female faculty were more concerned about 13 of the 15 reasons. Female faculty were significantly more likely to consider the following to be more important factors in their decision to accept JMU’s employment offer: salary; financial support of scholarly activities; campus emphasis on multiculturalism multicultural activities; opportunity for a mentor; technological support; number of

committees on which they must serve; the department's interest in a diverse staff; student attitudes toward academics; support for creative ideas; social attitudes of the JMU and Harrisonburg communities toward minorities; and professional manner in resolving conflicts. Male faculty were more concerned about housing costs and intercollegiate athletics (12 percent).

- Seven factors that relate to the decision to remain at JMU were considered to be “Very Important” or “Important” by at least 70 percent of the male faculty. Eleven were considered to be “Very Important” or “Important” by at least 70 percent of the female faculty.
- Male and female faculty differed significantly (probably  $\leq .05$ ) on 14 of the 29 factors. Female faculty were significantly more likely than males to consider the following to be more important factors in their decision to remain at JMU: salary; financial support of scholarly activities; number of persons of color in their department; chain store shopping/dining; JMU's reputation; opportunity for a mentor; library resources; technological support; opportunities for promotion; the department's interest in a diverse staff; student attitudes toward academics; social attitudes of the JMU and Harrisonburg communities toward minorities; and professional manner in resolving conflicts. Male faculty were more concerned about intercollegiate athletics (11 percent).

### **Faculty and AP Faculty/Classified Staff**

Faculty and AP faculty/classified staff typically have differing job responsibilities. While some faculty perform administrative tasks, especially as department heads, most spend their time in instruction, research, and public services. While some AP faculty teach, their primary role is to manage, lead, and monitor administrative functions. Eighty-four percent of full-time faculty hold the terminal degree as opposed to approximately 10 percent of AP faculty. Approximately one-third of the AP faculty who hold a terminal degree are former instructional faculty serving in administrative positions. Given these differences, it is important to review the different reasons these groups have for accepting JMU's employment offer and the factors affecting their decision to remain at JMU.

- Ten reasons that relate to the decision to accept JMU's employment offer were considered to be “Very Important” or “Important” by at least 70 percent of the faculty. Nine reasons were listed by AP faculty/classified staff. Like all respondents, faculty and AP faculty/classified staff were most concerned about opportunities for professional growth, staff collegiality, and opportunities for professional contributions.
- Faculty and AP faculty/classified staff differed significantly (probably  $\leq .05$ ) on 13 of the 29 reasons for accepting JMU's offer. Faculty were more concerned about 7 of the 15 reasons. Faculty were significantly more likely to consider the following to be more important reasons in their decision to accept JMU's employment offer: financial support of scholarly activities; housing costs; classroom and laboratory facilities; library resources; technological support; number of committees in which they must serve; and student attitudes toward academics. AP faculty/classified staff were more concerned about the following: benefits; campus emphasis on multiculturalism; multicultural activities; intercollegiate athletics; recreational activities; and professional manner in resolving conflicts.

- Eight factors that relate to the decision to remain at JMU were considered to be “Very Important” or “Important” by at least 70 percent of the faculty. Nine were considered to be “Very Important” or “Important” by at least 70 percent of the AP faculty/classified staff.
- Faculty and AP faculty/classified staff differed significantly (probably  $\leq .05$ ) on 14 of the 29 factors. Faculty were significantly more likely than AP faculty to consider the following to be more important factors in their decision to remain at JMU: classroom and laboratory facilities; library resources; technological support; number of committees on which they must serve; and student attitudes toward academics. AP faculty/classified staff were more likely to mention the following: JMU was still their best offer; salary; benefits; campus emphasis on multiculturalism; multicultural activities; intercollegiate athletics; recreational activities; opportunities for promotion; and professional manner in resolving conflict.

### Comments

The respondents were invited to provide additional comments about their reasons for accepting JMU’s employment offer and the factors that affect their decision to remain at JMU. Table 3 is a summary of comments by themes for all respondents. A content analysis of the comments was conducted to delineate major themes across reasons to accept offer, factors in the decision to remain at JMU, and other comments. In the table below the numbers represent the unduplicated number of times this theme was mentioned. If a respondent mentioned the theme in several comment fields, it is listed here once.

**Table 3**  
**Summary of Themes From Open-Ended Questions**

Themes, Including	All Respondents		New Faculty of Color		New White Faculty		Male Faculty		Female Faculty		Faculty		AP Faculty And Classified Staff Who Are Persons Of Color	
	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total
Family responsibilities/mobility (Family needing to stay in community, inability to move, bad job market, “stuck,” etc.)	53	9.4	2	6.9	16	10.9	19	8.6	22	13.8	42	10.9	7	4.4
Leadership/administration, either departmental or university (Very positive departmental leadership, negative comments about senior administration)	33	5.9	0	0.0	10	6.8	12	5.5	14	8.8	26	6.7	5	3.1

Themes, Including	All Respondents		New Faculty of Color		New White Faculty		Male Faculty		Female Faculty		Faculty		AP Faculty And Classified Staff Who Are Persons Of Color	
	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total	Number Mentioned	Percent of Total
Lack of adequate compensation/financial support (Higher salaries elsewhere, salary compression, lack of raises, new hires with higher salaries, lack of support for research, etc.)	60	10.7	5	17.2	21	14.3	17	7.7	25	15.6	44	11.4	12	7.5
Lack of appreciation for efforts	3	0.5	1	3.4	1	0.7	1	0.5	1	0.6	2	0.5	1	0.6
Location of the campus (Enjoy the rural nature of the area, family in area, despise the community, proximity to urban areas)	41	7.3	4	13.8	9	6.1	16	7.3	14	8.8	32	8.3	8	5.0
JMU reputation (Effects on future reputation)	8	1.4	0	0.0	5	3.4	3	1.4	4	2.5	7	1.8	0	0.0
Concerns about the survey questions or methodology (Suggestions for improvement, lack of important questions)	31	5.5	3	10.3	13	8.8	12	5.5	13	8.1	26	6.7	4	2.5
Teaching & learning atmosphere (Departmental strengths, academic program, faculty interactions, support for teaching and research, focus on undergraduate education)	77	13.7	6	20.7	32	21.8	34	15.5	32	20.0	68	17.6	8	5.0
Diversity (JMU/H'burg is uninviting to minorities, emphasis on diversity, sexual orientation issues)	57	10.2	8	27.6	16	10.9	14	6.4	24	15.0	42	10.9	13	8.2

The themes that emerged from the open-ended questions were similar to those raised in the survey with a few notable exceptions. Family responsibilities and lack of mobility were mentioned by nine percent of the respondents; concerns about campus leadership were mentioned by six percent; concerns about the survey methodology were raised by six percent; and teaching and learning issues were raised by 14 percent.

## Discussion

This survey has increased knowledge about of a number of factors that relate to the primary questions: Why did these respondents accept JMU's employment offer and what factors affect their decisions to remain at JMU.

The results display a high degree of agreement among all groups about the main reasons the respondents are both attracted to JMU and what affects their decisions to remain. Mostly, the factors that attracted the respondents affect their decision to remain.

Opportunities for professional growth; compensation (salary, best offer, benefits), opportunities to contribute professionally, staff collegiality, and JMU's reputation are mentioned most frequently across all groups. While many other factors are important to the respondents, the decisions to accept and remain are primarily due to these few factors.

However, the faculty and AP faculty/classified staff demonstrate many differences besides the primary factors. In many ways, faculty and AP faculty/classified staff could be viewed as a mosaic of interests and concerns. There are many differences among faculty and AP faculty/classified staff. As would be expected, faculty are more concerned about factors that affect their academic life at JMU. Financial support for scholarly activities, library resources, student attitudes toward academics and the number of committees on which they must serve are more important to faculty. AP faculty/classified staff, on the other hand, appear to be more concerned about opportunities for promotion, multiculturalism, athletics, recreational activities, and the professional manner in which conflict is resolved.

Many differences emerged between male and female faculty. In general, female faculty are concerned about a wider array of concerns than male faculty. Female concerns were stronger than male concerns in more than 50 percent of the reasons for accepting JMU's employment offer. Female faculty were significantly more likely to consider the following to be more important factors in their decision to accept JMU's employment offer: salary; financial support of scholarly activities; campus emphasis on multiculturalism multicultural activities; opportunity for a mentor; technological support; number of committees on which they must serve; the department's interest in a diverse staff; student attitudes toward academics; support for creative ideas; social attitudes of the JMU and Harrisonburg communities toward minorities; and professional manner in resolving conflicts. Male faculty were more concerned about housing costs and intercollegiate athletics.

The differences between new faculty of color and white faculty were relatively minor compared to the differences among other groups examined. The only differences found were in multicultural issues and opportunities for promotion, in which faculty of color were more concerned.

Two additional issues arose from the data that are worth mentioning. First, the level of interest in multiculturalism among white faculty and AP faculty appears to be fairly low. Less than 30 percent of white faculty AP faculty felt that the campus' emphasis on multiculturalism was very important or important. This compares with approximately 60 percent for faculty of color and AP faculty/classified staff who are persons of color. Second, the level of importance of intercollegiate athletics was less than 14 percent. Less than 10 percent of faculty felt it was very important or important.

Approximately 33 percent of the instructional faculty are hired every three years. Since the demographics of JMU's faculty have changed rather dramatically in the last 15 years, it is important to monitor changes in their needs and expectations. Therefore, this survey will be conducted once every three years to provide information about the changing needs of JMU's instructional and administrative staff. Several changes will be made in the questions and methodology to improve the quality of the information gained, analyzed, and reported to the university community.

Questions about this report may be address to Dr. Frank Doherty, Director of Institutional Research at (540) 568-6830

# Appendix A: Survey

## Faculty/Staff Recruitment and Retention Survey

The JMU Affirmative Action Office, with the assistance of the Office of Institutional Research, is conducting a survey of faculty and staff to determine the most significant factors that prompted you to accept JMU's offer of employment. It is also important to determine the factors that have encouraged faculty and staff to remain at JMU.

Please take 10 minutes to complete the survey. All responses are completely anonymous.

### A. Questions Concerning Recruitment

1. How important was each of the following in your choice to accept JMU's offer of employment?

	Very Important	Important	Of Less Importance	Does Not Apply
a. This was my best offer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Financial support of scholarly activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Housing costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Campus emphasis on multiculturalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Multicultural activities (speaker series and programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Number of persons of color in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Rural location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Chain store shopping/dining environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Intercollegiate athletics program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Recreational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. JMU reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Classroom and laboratory facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Opportunity for a mentor (other faculty, administrator, etc.) to assist me during my first year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Technological support (such as Help Desk, classroom equipment, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Number of committees on which I am expected to serve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

s. Opportunities for professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Opportunities for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. In my interview I could detect a strong interest by the department in having a diverse staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Student attitudes toward academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Opportunities for professional contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Support from colleagues for creative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Sense of community between students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Staff collegiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Social attitudes of the JMU community towards minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb. Social attitudes of the Harrisonburg community toward minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc. Professional manner in resolving conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dd. Other (please list below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If you selected “other” above, please explain below. Also tell us what topics we missed.

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3. Which of the above (a through dd) is the MOST important reason?

(Click here to choose)

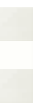
## B. Questions Concerning Retention

4. How important is each of the following in your choice to remain at JMU?


	Very Important	Important	Of Less Importance	Does Not Apply
a. This is still my best offer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Financial support of scholarly activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Housing costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f. Campus emphasis on multiculturalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Multicultural activities (speaker series and programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Number of persons of color in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Rural location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Chain store shopping/dining environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Intercollegiate athletics program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Recreational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. JMU reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Classroom and laboratory facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Opportunity for a mentor (other faculty, administrator, etc.) to assist me during my first year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Technological support (such as Help Desk, classroom equipment, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Number of committees on which I am expected to serve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Opportunities for professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Opportunities for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. My department's interest in having a diverse staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Student attitudes toward academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Opportunities for professional contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Support from colleagues for creative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Sense of community between students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Staff collegiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Social attitudes of the JMU community towards minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb. Social attitudes of the Harrisonburg community toward minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc. Professional manner in resolving conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dd. Other (please list below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. If you selected “other” above, please explain below. Also tell us what topics we should have included.



6. Which of the above (a through dd) is the MOST important reason?

(Click here to choose) 

7. Please use the following space to share additional comments.

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## C. Demographics

8. Gender

- Male
- Female

9. Race

- White
- African-American, Non-Hispanic
- Hispanic
- Asian or Pacific Islander
- American Indian or Alaskan Native
- Other

10. Are you instructional faculty?

- Yes [[Go to question 11](#)]
- No [[Go to question 12](#)]

11. What rank were you hired at JMU?

- Instructor
- Assistant professor
- Associate professor
- Professor
- Visiting professor

12. Number of years at JMU?

- New hire in 2002-03
- One to five years
- Six to ten years
- Eleven to fifteen years

Sixteen years or more

**13.** Which of the following ways did you learn about the position at JMU?

- Chronicle of Higher Education
- Black Issues in Higher Education
- Other newspaper(s)
- Web
- Conference
- Professional organization
- Personal contacts

Thank you very much for your participation. When you press the “Submit” below, you will be directed to a Web site for you to list your contact information. The contact information is not connected to your responses, but will be used to ensure that you will not be sent another E-mail asking for your participation.

This questionnaire was created using [Perseus SurveySolutions](#).