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ABSTRACT

A survey was conducted within the North Carolina Community College System to assess the occurrence of multiple roles among administrative and professional non-teaching staff due to budget constraints; measure the effects of performing these multiple roles; determine the extent and types of difficulties that the state's community colleges are experiencing in hiring and retaining qualified faculty, staff, and administrators; and provide data to support planning. The survey instrument was distributed to 1,002 community college personnel, and responses were received from 334 senior administrators, 310 other administrators, and 325 non-teaching professionals, yielding a response rate of 96.7%. Study findings included the following: (1) more than 65% of the respondents indicated that, due to budget constraints, they had been assigned one or more additional responsibilities not traditionally associated with their position; (2) senior administrators were more likely to report multiple roles (72.2%) than other administrators and non-teaching professionals; (3) patterns of multiple roles were found across most community colleges regardless of size, program offerings, or location; (4) a majority of community colleges in North Carolina have experienced a stable or increasing number of vacant positions; (5) 78.8% of the respondents indicated that the quality of job applicants had remained the same or increased; (6) the majority of the respondents indicated no difficulty in hiring their first (66.4%) or second (88.8%) choice applicant; (7) most respondents indicated no change or a decrease in their college's success in hiring minorities; (8) secretarial/clerical positions were cited as the most difficult positions to fill; and (9) respondents from all 58 colleges indicated that "low salary" was the main reason applicants declined job offers. (MAB)

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ED 361 028

FACULTY/STAFF RESEARCH PROJECT

ADMINISTRATOR/NON-TEACHING PROFESSIONALS SURVEY

1990-1991

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PLANNING AND RESEARCH

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

JC 930 407

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Faculty/Staff Research Project

Administrator/Non-Teaching Professionals Survey 1990-1991

Prepared by:

Planning and Research
North Carolina Department of Community Colleges
Raleigh, North Carolina

December 1991

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The project staff of the Planning and Research section of the North Carolina Department of Community Colleges would like to express its appreciation to the many individuals who assisted in the completion of the project.

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Overall project guidance was provided by Dr. Sylvester McKay, Director of Research, and Kathy Baker Smith, Associate Vice President for Planning and Research. Paul Nagy produced many of the graphics included in this report and wrote the original draft for Part III of the findings. Desktop publishing and data entry were provided by Brenda Splawn.

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Appreciation is expressed to the presidents, 58 college contact persons, and their support staff for managing the data collection at the local colleges. This project would not have been possible without their assistance. The names of the contact persons are listed in the Appendix.

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INTRODUCTION

Currently, administrative and professional positions in the North Carolina Community College System are being eliminated or left vacant because of budgetary constraints and/or budget cuts. Anecdotal information indicates that administrator and professional staff members in the community college system are being assigned multiple responsibilities that in better economic times should be assigned to several individuals.

The strains this situation places on administrators and professional staff will continue to grow with increasing student enrollments, increasing administrative requirements, increasing emphasis on planning and accountability, and the increasing need to respond to a more diverse student population.

In addition, as in business and industry, there is a growing concern about the ability of communtiy colleges to recruit and retain highly qualified personnel. Again, anecdotal accounts suggest that community colleges are experiencing a shortage of qualified applicants in specific academic and professional areas, and experiencing difficulty retaining key personnel. The most frequently discussed explanations for these difficulties include: a) low salaries, b) shortage of qualified applicants in the labor market, and c) an increasing number of persons reaching retirement age.

The Administrator/Non-Teaching Professionals Survey portion of the FACULTY/STAFF RESEARCH PROJECT was designed to enable the Department of Community Colleges to do the following:

1. Determine the extent of the occurrence of multiple roles among administrative and professional non-teaching personnel due to budgetary constraints.

2. Provide data that will assist in determining future personnel needs of North Carolina community colleges.

3. Determine the extent and types of difficulties community colleges are having in hiring qualified faculty, staff, and administrators.

4. Determine the extent and types of difficulties community colleges are having in retaining faculty, staff, and administrators.

5. Provide data that will support system planning and budget requests.

6. Provide data that will support institutional planning and institutional effectiveness.

This report is divided into three main sections. Initially, a description of the sample and data collection procedures is provided. The major findings of the study concerning the number of additional roles assigned to administrators and non-teaching professionals due to budgetary constraints are discussed. In addition, findings concerning community colleges recent hiring and employee retention experiences are presented. Differences between colleges based on metropolitan statistical area (MSA) or non-MSA location, full-time equivalency (FTE), program offerings (Technical/Vocational, Contract General Education, or College Transfer), and geographical region of the state (Coastal Plains, Piedmont, or Mountains) are discussed when the comparisons are significant. Finally, a brief summary of the study is provided.

DATA COLLECTION PROCEDURES

Sample

The potential population for this study included all of the senior administrators and other administrators employed at each of the community colleges in North Carolina. In addition, selected non-teaching professionals were included. In each case, the determination of who should be included in this survey was based on information from the standard College Staff Information Survey conducted annually by the Department of Community Colleges. More specifically:

Senior Administrators included the Chief Executive Officer (President) of each community college and those persons normally reporting to the President. Persons reporting to the President included the Executive Vice President, Chief Business Officer, Chief Institutional Researcher/Development/Planning/Effectiveness Officer, Chief Instructional Officer, Chief Continuing Education Officer, Chief Student Affairs/ServicesOfficer, Chief Evening Programs Officer, and Chief - Other Senior Administrator.

Other Administrators, defined as persons who normally report to Senior Administrators, included administrators for College Transfer, General Education, Technical, Vocational, and Continuing Education Programs; Combined Instructional Areas; Accounting/Controller; Learning Resources; Student Services; Computer Center; and Other Administrative Areas.

Non-Teaching Professionals included management personnel in the areas of Accounting, Institutional Research/Development/Planning/ Effectiveness, Curriculum Programs, Extension Programs, Adult Education Programs, Human Resource Development, Small Business Center, Focused Industrial Training, Learning Lab, Veterans Affairs, Evening Programs, Child Care Center, Plant Operations, Computer Systems Administrator, Institutional Development Officer, Institutional Research Officer, and Personnel Officer.

Persons employed in the positions listed on the previous page were identified from the College Staff Information Data for 1990. In coordination with the designated contact person and the president, colleges were allowed to add or delete persons from the study based on the local institution's organizational chart and assignment of important administrative responsibilities.

This process resulted in a potential population of 1,002 senior administrators, other administrators, and non-teaching professionals. Completed usable responses were received from 334 senior administrators, 310 other administrators, and 325 non-teaching professionals. Thus, a return rate of 96.7 percent was achieved. Explanations for non-responses included: a) extended sick leave, b) active military duty, c) no longer employed at the college, d) new to the position, e) part-time employee, and f) lack sufficient knowledge to answer the questions.

Survey Instrument

The survey instrument was developed by the Planning and Research staff. The questionnaire was reviewed and modified based on input from Department of Community Colleges staff members. Designated contact persons provided feedback concerning the questionnaire at three regional workshops. Additional modifications were made by the Personnel Committee of the Presidents' Association. The final version of the questionnaire contained questions concerning the multiple roles of administrators and non-teaching professionals. In addition, administrators and non-teaching professionals were asked about their colleges recent hiring and employee retention experiences.

Procedure

Following the selection of the sample, the questionnaires were prepared by Department of Community Colleges staff and distributed to a contact person who had been designated by each community college. The contact persons were instructed to distribute the questionnaires to the identified personnel and to collect completed questionnaires in sealed envelopes. The questionnaires were then returned to the Department for data entry and data analysis.

The initial data analysis involved grouping the respondents on five factors. The first factor, level of current position, followed the distinctions made in community college positions on the College Staff Information Survey. As previously indicated, the College Staff Information Survey classifies positions as senior administrator, other administrator, and non-teaching professional. Four additional factors were selected because they depict the diversity of the colleges and reflect the ways in which the colleges are typically compared.

Based on the U.S. Census Bureau's definition of a metropolitan statistical area (MSA), the respondents were identified as being employed at a community college located within or outside a MSA. Fifteen colleges, including Alamance CC, Cape Fear CC, Catawba Valley CC, Central Piedmont CC, Coastal Carolina CC, Davidson County CC, Durham TCC, Fayetteville TCC, Forsyth TCC, Gaston College, Guilford TCC, Randolph CC, Rowan-Cabarrus CC, Wake TCC, and Western Piedmont CC are located within a MSA.

The respondents were divided into four groups based on the total 1989-90 full-time equivalent (FTE) student enrollment of their respective colleges. The intervals for these groups were 0-1000, 1001-2000, 2001-3000, and greater than 3000 FTEs.

Type of program offerings was determined by grouping the respondents in terms of the curricula of each respondent's college. Colleges were identified as having Department of Community Colleges approval to offer either (1) only Technical, Vocational, and General Education programs, (2) Technical, Vocational, and Contracted General Education programs; or (3) Technical, Vocational and College Transfer programs.

The respondents were also grouped according to the location of their college within one of North Carolina's three geographical areas (Coastal Plains, Piedmont, or Mountains). Geographic designations were provided by the North Carolina Department of Agriculture.

A complete breakdown of the sample into the five factors is presented in Table 1. Both frequencies and percentages are provided.

Table 1

Frequency Distribution of the Sample

Factors	Frequency	Percent
Level of Current Position		
Senior Administrator	334	34.5
Other Administrator	310	32.0
Professional (Non-Teaching)	325	33.5
Metropolitan Statistical Area		
Yes	358	36.9
No	611	63.1
Student Enrollment (FTE)		
0 - 1000	114	11.8
1001 - 2000	339	35.0
2001 - 3000	266	27.5
3001 and above	250	25.8
Curriculum Program Offerings		
Tech./Voc./Gen. Ed.	143	14.8
Contracted General Education	202	20.8
College Transfer	624	64.4
Geographical Area		
Coastal Plains	391	40.4
Piedmont	384	39.6
Mountains	194	20.0

FINDINGS

Part I

Part I of the Administrator/Non-Teaching Professionals Survey was concerned with the number of additional roles that had been assigned to the respondents due to budget-related issues. The respondents were given a check list of 25 job titles/roles typically found at community colleges. Additional space was provided for respondents to write in titles/roles not included in the checklist. The respondents were then asked to respond to the following question:

> ***Other than the duties and responsibilities traditionally associated with your position, what additional roles have you been assigned during the past several years due to financial inadequacies at your institution? Please check only those roles for which you have direct, day-to-day responsibility.***

More than 65 percent of the administrators and non-teaching professionals indicated that they had been assigned one or more additional responsibilities not traditionally associated with their position because of financial inadequacies (Figure 1). When considered by category (Figures 2-4), senior administrators were more likely to report multiple roles (72.2%) than other administrators (62.6%) and non-teaching professionals (61.4%).

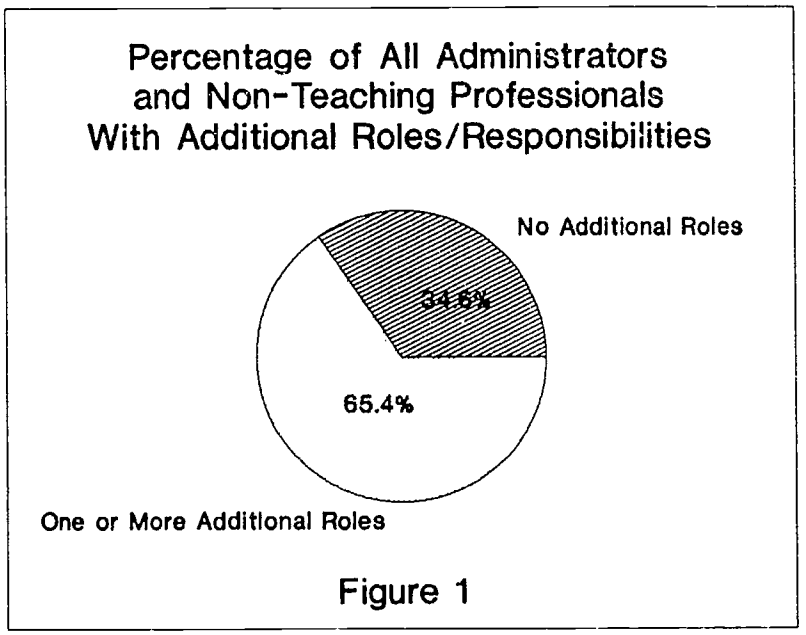

Figure 1

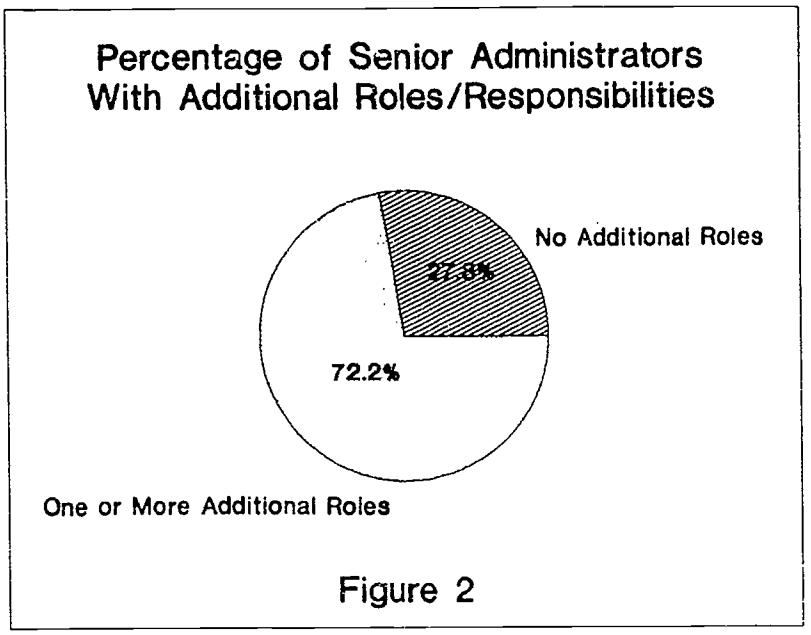

Figure 2

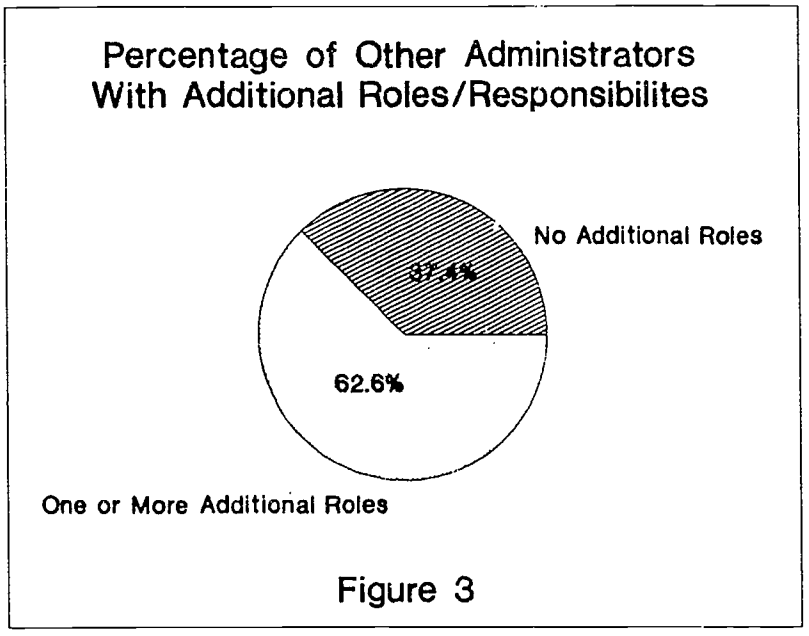

Figure 3

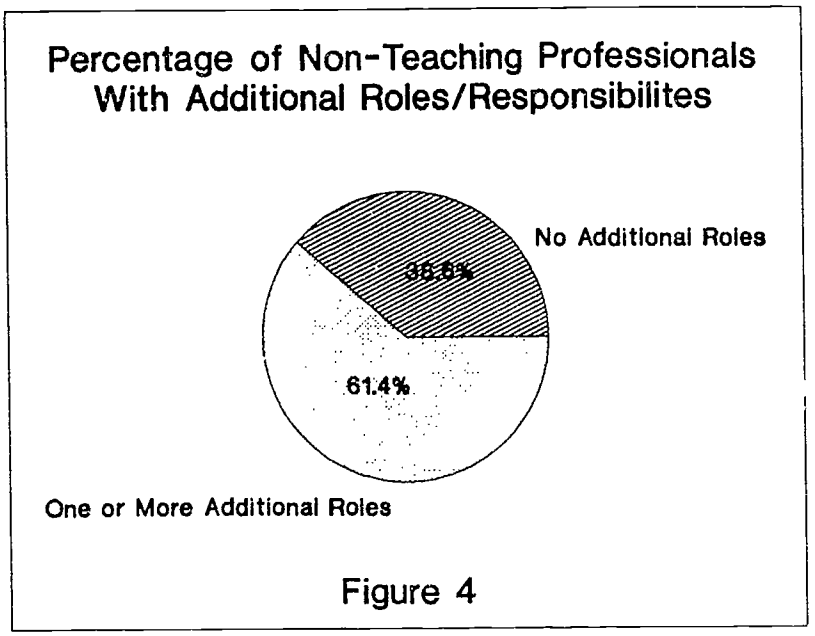

Figure 4

Similar percentages were found for administrators and non-teaching professionals who reported 1, 2, 3, 4, or 5 additional roles due to budget constraints. As indicated in Figure 5, senior administrators (10.8%) were more likely to indicate six or more additional roles than other administrators (2.9%) and non-teaching professionals (1.4%).

These patterns were found across most community colleges regardless of size, program offerings, or location. Senior administrators at large urban colleges were as likely to indicate multiple roles as senior administrator at relatively small rural colleges. As community colleges take on additional functions and find it difficult to fill vacant positions or to create new positions, it appears that many of the responsibilities associated with these existing or additional functions are being handled by senior administrators rather than being delegated to other administrators or non-teaching professionals. Perhaps this is occurring because many of the other administrators and non-teaching professionals already have as much or more duties than they can handle. A partial listing of the additional roles cited by the respondents is presented in Table 2.

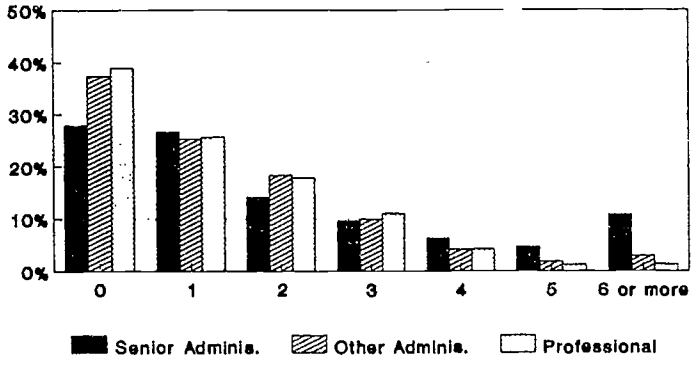
Percentage of All Administrators and Professional Non-Teaching Staff With Additional Responsibilities
50%
40%
30%
20%
10%
0%
0
1
2
3
4
5
6 or more
Senior Adminis.
Other Adminis.
Professional

Figure 5

Table 2

List of Additional Roles Assigned to Administrators and Non-Teaching Professionals Due to Budget Constraints

Role	Level of Current Position		
	Senior Adm.	Other Adm.	Professional
Affirmative Action Officer	X		
Basic Skills Programs		X	X
Bookstore	X		
Equipment	X		X
GED Examiner		X	X
Graphic Production	X		
Liaison with Public Schools, Tech. Prep., Dual Enrollment, etc.	X	X	
JTPA			X
SACS	X	X	
Security	X		
Staff Development	X	X	X
Student Activities		X	
Student Recruitment		X	
Teaching Responsibilities	X	X	X
Teleconferences and/or Telecourses		X	
Vending/Food Service	X		
Weekend College	X	X	

Part II

Part II of the Administrator/Non-Teaching Professionals Survey was concerned perceptions of recent hiring and retention experiences at community colleges in North Carolina. The respondents were given four alternatives (1=Don't Know, 2=Decreased, 3=About the Same, and 4=Increased) in response to the following question:

> ***Please rate the following items if you have been involved in or had the opportunity to observe the hiring process at your institution. During the past two to five years, what have been your experiences/observations in the following areas?***

Data reported below were determined after eliminating those individuals who did not respond or responded "Don't Know" to a specific item in this section of the questionnaire. Thus, these data are a summary of the perceptions of administrators and non-teaching professionals who felt that they had sufficient knowledge to respond to specific items. The number of usable responses ranged between 502 for the item concerning success in hiring part-time curriculum instructors and 795 for the item concerning "success hiring your first choice."

Table 3 provides a summary of these data. It should be noted that the nature of the items will determine whether a response of "Increased" or "Decreased" would indicate a more positive or negative situation. For example, the perception that there has been an increase in the quality of applicants would describe a positive situation. However, an increased need to re-advertise a position may describe a less than positive situation. In addition, "About the Same" could mean that a concern such as "success in hiring part-time continuing education instructors" describes a long-standing problem that has not increased or decreased in recent years.

The following discussion covers the items from Part II of the questionnaire in fairly broad terms. Unless otherwise indicated, no significant differences were found between the perceptions of respondents based on the administrative level of their current position and the type, size, and location of college.

Table 3

Systemwide Responses Concerning Recent Hiring and Employee Retention Experiences

	Item	Response		
		Decreased	About the Same	Increased
1.	Number of applicants to fill vacancies	19.8	44.6	35.6[α]
2.	Quality of applicants	21.2	56.5	22.3
3.	Success in hiring your first choice	33.6[ε]	55.4	11.0
4.	Success in hiring your second choice	11.2	81.7	7.1
5.	Success in hiring minority instructors	39.4[ε]	48.0	12.6
6.	Success in hiring minority staff members	22.0	58.7	19.3
7.	Success in hiring minority administrators	28.3[ε]	59.0	12.7
8.	Success in hiring female administrators	12.1	60.3	27.6[α]
9.	Success in hiring part-time curriculum instructors	27.0[ε]	59.0	14.0
10.	Success in hiring part-time continuing education instructors	14.5	66.8	18.7
11.	Success in hiring/promoting from within the college	15.7	63.2	21.1[α]
12.	Need to re-advertise a position due to insufficient number of applicants	16.2	45.3	38.5[ε]
13.	Need to re-advertise a position due to the poor quality of the applicants	17.5	51.9	30.6[ε]
14.	Need to re-advertise a position because 1st or 2nd choice declined offer	15.6	57.8	26.6[ε]

Table 3 (Continued)

	Item	Response		
		Decreased	About the Same	Increased
15.	Need to re-advertise vacancies because positions were frozen or left vacant due to budgetary constraints	5.0	31.9	63.6[ε]
16.	Success in retaining full-time instructors	12.4	72.7	14.9
17.	Success in retaining administrators	10.3	78.4	11.3
18.	Success in retaining full-time staff	11.2	77.8	11.0
19.	Success in retaining minority instructors	21.4[ε]	69.4	8.2
20.	Success in retaining minority administrators	11.7	81.2	7.1
21.	Success in retaining minority staff	11.7	78.9	9.4
22.	Success in retaining female administrators	5.7	82.5	11.8[α]
23.	Success in retaining part-time curriculum instructors	25.3[ε]	65.4	9.3
24.	Success in retaining part-time continuing education instructors	18.7[ε]	71.6	9.7
25.	Success in retaining part-time staff	19.5[ε]	74.5	6.0

[α] Net positive impact

[ε] Net negative impact

Based on the perceptions of the respondents, it appears that the majority of the community colleges in North Carolina have experienced a stable or increasing number of applicants to fill vacant positions. As discussed in the next section (Part III) of this report, there are specific instructional, professional, and administrative positions that many colleges are experiencing difficulty filling.

Most of the respondents (78.8%) indicated that the quality of applicants has remained the same or increased. A sizable number (21.2%) of the respondents, however, indicated that they had observed a decline in the quality of applicants.

The majority of the respondents indicated that their colleges were not experiencing difficulty hiring their first choice (66.4%) or second choice (88.8%) applicant. It is important to point out that three times as many respondents cited a decrease in the ability of colleges to hire their first choice (33.6%) as opposed to those citing an increase (11.0%).

Most respondents indicated no change or a decrease in their colleges' success in hiring minority instructors (87.4%), minority staff members (80.7%), and minority administrators (87.3%). Administrators, rather than non-teaching professionals, were more likely to indicate a decrease in the successful hiring of minority staff and administrators. Respondents from colleges in the mountain counties of the state were more likely to report that their colleges were experiencing a decrease in successful hiring of minority staff. Colleges offering college transfer contract general education programs were more likely to report increasing difficulty hiring minority administrators. In general, these findings are consistent with other available data which indicate that the percentage of minority employees has remained relatively unchanged throughout the community college system for the past 10 years.

It is the perception of the respondents that community colleges are increasingly successful at hiring female administrators. This perception is supported by the steady increase in the number of female administrators at many community colleges in recent years. Only 12.3 percent of the respondents indicated that there had been a decrease in the successful hiring of female administrators.

According to 27% of the respondents, some community colleges are experiencing difficulty hiring part-time curriculum instructors. Written comments indicted that low part-time salaries and the 18 graduate-hour requirement were hiring barriers. Respondents from non-metropolitan areas were more likely to cite increasing difficulty hiring part-time continuing education instructors.

There appears to be a growing need to re-advertise certain positions due to an insufficient number of applicants (38.5%), the poor quality of the applicants (30.6%), and budgetary constraints (63.6%). Although the need to re-advertise was cited by respondents from throughout the state, the need seemed most pronounced at colleges located in the mountains or in metropolitan service areas.

The majority of the respondents indicated that their colleges had maintained or increased their success in retaining full-time instructors (87.6%), administrators (89.7%), full-time staff members (88.8%), minority instructors (77.6%), minority administrators (88.3%), minority staff (88.3%), and female administrators (94.3%). However, a significant number of respondents observed that their college had experienced increasing difficulty retaining minority instructors (21.4%).

In addition to having difficulty hiring part-time curriculum instructors, some colleges may be experiencing difficulty retaining these instructors. When considering part-time curriculum, continuing education, and staff positions, respondents were more likely to cite a decrease in the colleges' ability to retain persons in these positions.

Unless specifically cited above, the aggregated responses did no. ary significantly among respondents when grouped by level of current administrative position, size of college, range of curriculum program course offerings, and location. With some unique exceptions, community colleges in North Carolina are encountering similar hiring and employee retention experiences. The respondents described a situation of continuing stability or improvements in 13 areas and net negative impacts in 12 areas. Most colleges are able to attract and hire qualified applicants for most positions. Increased success was cited in the hiring of female administrators. Less certain was the college's success in hiring minority administrators, faculty, and staff. There is a growing concern about the ability of the colleges to retain employees, especially part-time curriculum instructors.

Part III

Part III of the Administrators Survey contained five open-ended questions that gave the respondents the opportunity to provide more specific information concerning their college. The questions pertained to the hiring and retention of faculty, administrators, and non-teaching professional employees.

Question One

List the specific instructional positions/areas that you have had difficultly filling in the past 1-2 years.

Figure 6 displays the major instructional areas in which colleges had difficulty filling vacancies. According to the survey data, the most frequently cited areas included health occupations (86.2%), part-time instructors (75.8%), computer-related instructors (72.4%), engineering (67.2%), business (67.2%), mathematics and science (65.5%), basic skills (55.1%), humanities and social sciences (53.4%), and public service programs (29.2%). These areas represent both curriculum and extension course offerings. The percentages are based on the number of colleges approved to offer a specific curriculum or course at the time of this study.

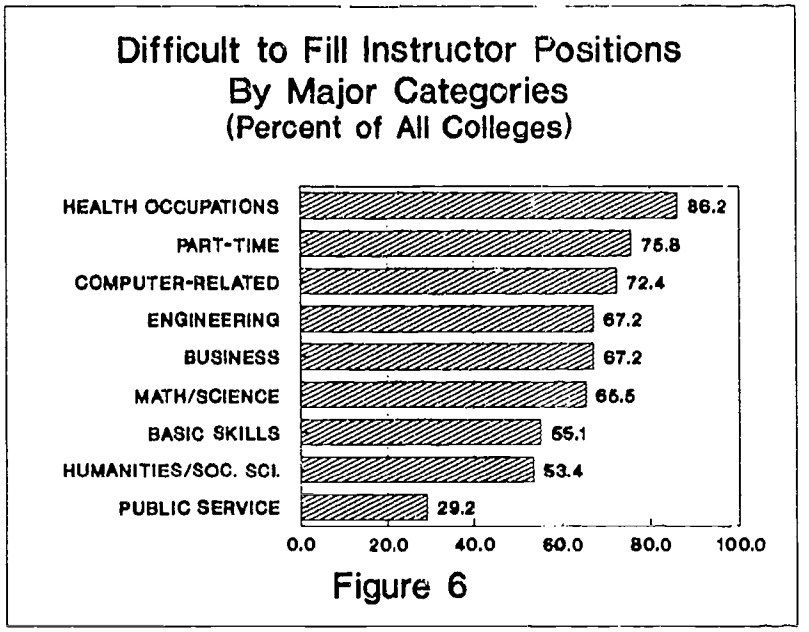

Figure 6

Figures 7 through 10 provide a more detailed breakdown for health occupations, business, mathematics and science, and humanities and social sciences. The figures provide detail for the most frequently cited fields in each of these instructional areas.

Many other fields were cited in response to this question, but they are not shown in the figures due to less significant response rates. Other responses included bricklaying, interior design, art history, general contractor license preparation, overlock sewing, turf grass maintenance, auto body repair, real estate appraisal, fire protection, basic law enforcement training, criminal justice, paralegal, aviation, in-plant supervision/industrial training, HVAC, instructors assigned to correctional institutions, and culinary. While difficulties in these areas may not be widespread, they may be critical and very stubborn problems in given geographic areas.

Figure 7 shows in greater detail the difficult to fill instructional positions in health occupations, the area having the most widespread needs across the system. Respondents from all the colleges offering nursing programs cited difficulty finding nursing instructors. In addition, all seven colleges offering Emergency Medical Technology curricula (as of fall, 1990) experienced difficulty hiring appropriately qualified instructors.

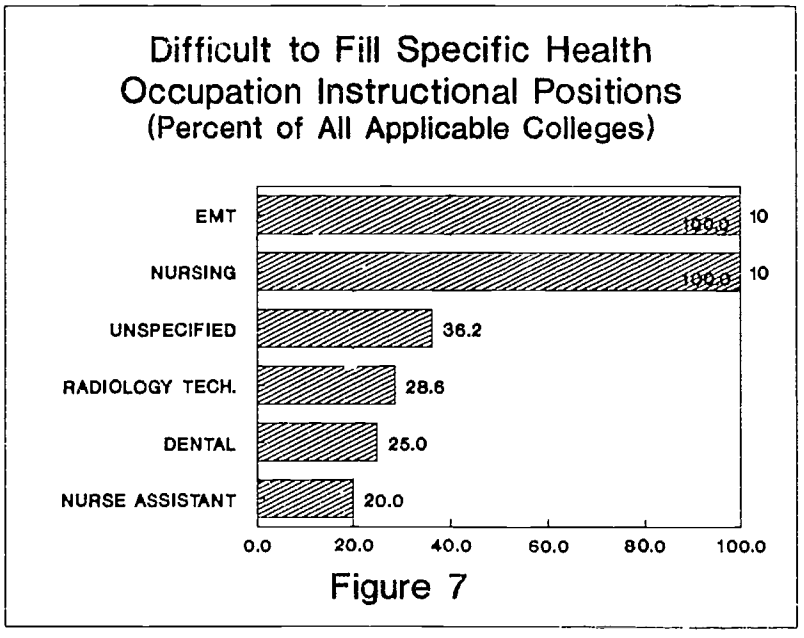

Figure 7

Mathematics and science-related instructor positions, mainly biology, were reported as difficult to fill, as shown in Figure 8. Chemistry and physics were specifically cited by a large number of respondents. Because most programs have required mathematics and science course offerings, shortages in these areas impact upon the entire college and its ability to operate most of its curriculum programs.

Business instructor positions were reported as difficult to fill, as shown in Figure 9. Many respondents reported "business instructors" and did not specify a particular area. However, accounting instructor positions were specifically cited by respondents from 15.5 percent of the colleges. Real estate (43.1%) was the most frequently cited field within the business programs area.

Figure 10 reflects the breadth of the fields encompassing the area of humanities and social sciences. Instructors of foreign languages (especially Spanish), English, speech, and sociology were cited by respondents from at least 20 percent of the colleges as being difficult to hire.

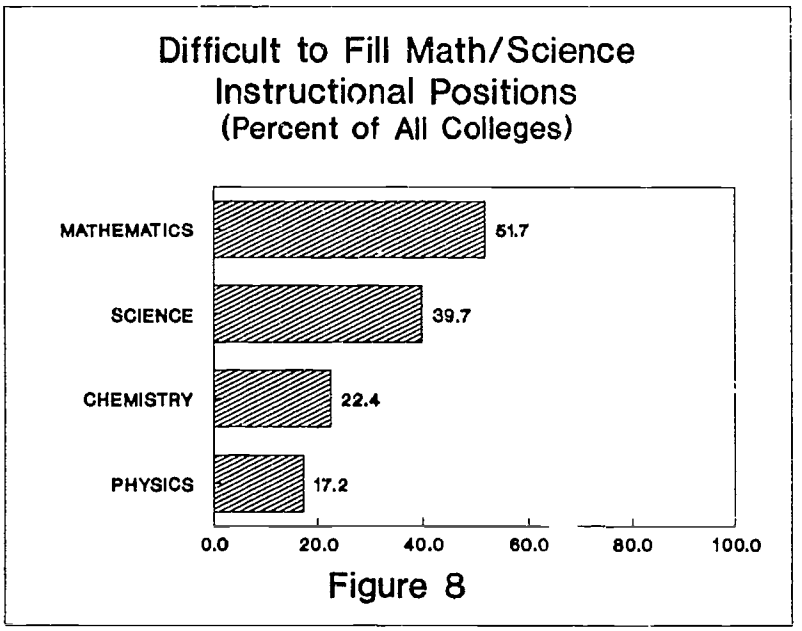

Figure 8

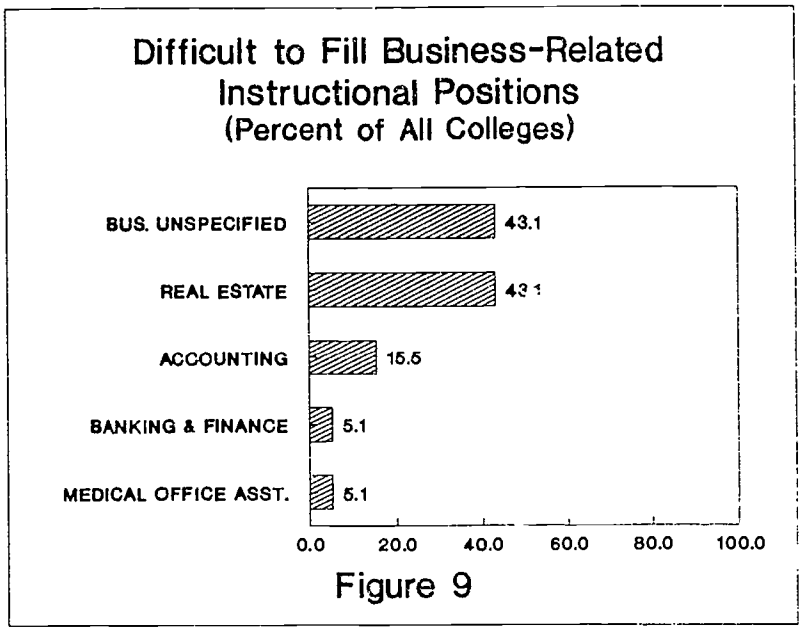

Figure 9

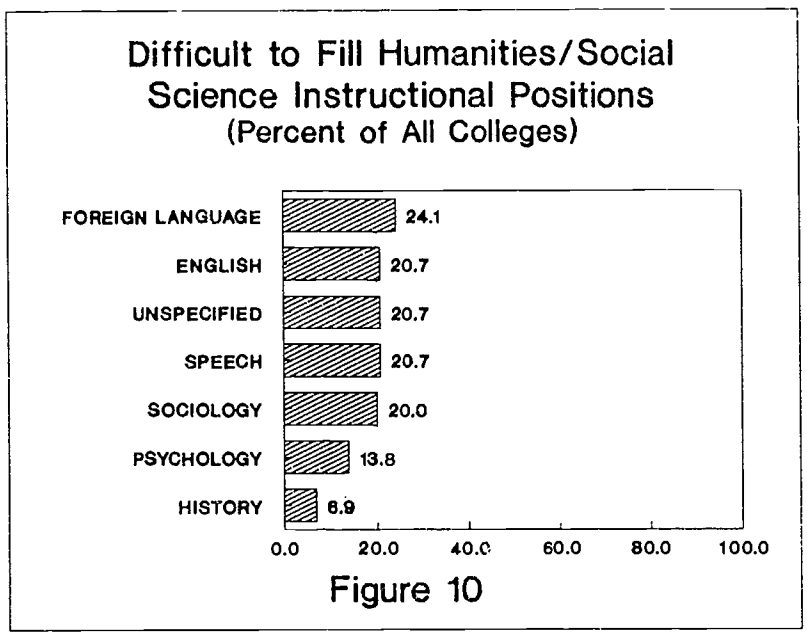

Figure 10

Question Two

List the specific professional and staff positions that you have had difficulty filling in the past 1-2 years.

According to the survey data, clearly the most difficult to fill staff positions were in the secretarial/clerical category as reported by respondents from 67.2 percent of the colleges. Counselor positions were cited as the next most difficult to fill positions (56.9%). Unspecified administrative positions including Dean of Instruction, Dean of Student Development, Dean of Continuing Education, and Dean of College Transfer were cited by respondents from more than half (55.2%) of the colleges. Additional staff positions that appear to be difficult to fill include various kinds of technicians (34.5%), unspecified program directors/coordinators (34.4%), computer system administrators (31.0%), Dean of Business/Fiscal Affairs, program development specialists (19.0%), Institutional Effectiveness/Institutional Research Officer (13.8%), and program directors in Continuing Education (5.2%). Unspecified program directors/coordinators included learning lab coordinator, ABE coordinator, evening director, development officer, director of admissions, department heads, law enforcement coordinator, Focused Industrial Training Director, and Small Business Center Director. Figure 11 displays these data in graphic form.

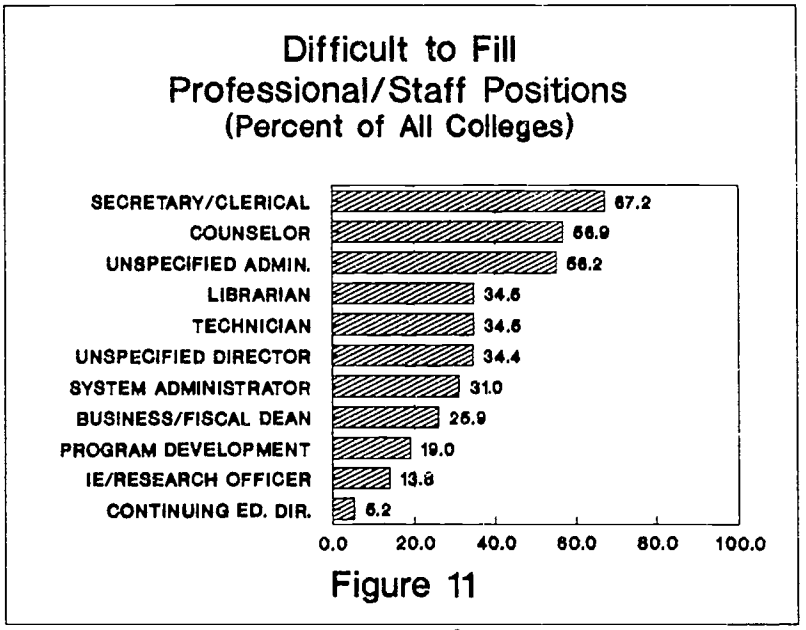

Figure 11

Question Three

Describe the types of difficulties that your college has experienced in filling these positions in the past 1-2 years.

There was a strong consensus among the colleges concerning the top three difficulties experienced in filling vacant positions. The difficulty cited by most colleges was quality of applicants (94.8%). The concern was the difficulty in finding enough qualified applicants or finding applicants with appropriate education and experience to work for the salary that the college could offer. The second and third most frequently cited difficulties were budget constraints (91.4%) and relatively low salaries (84.5%). All of these may be interrelated.

The next two categories reflected a condition which was more likely to affect non-metropolitan institutions. "Unwillingness to relocate" (41.4%) and "few minority applicants" (39.7%) were almost exclusively a non-urban phenomenon. Some of the respondents specifically indicated that it is difficult to attract minority applicants to rural areas.

Respondents from a significant number of colleges cited work schedules and limited benefits as barriers to filling administrative, instructional, and support staff positions. Competition with the private sector, public schools, and other community colleges was also cited. Competition is frequently a question of salary, again demonstrating the negative effects of budget constraints. Figure 12 reflects the data for question three.

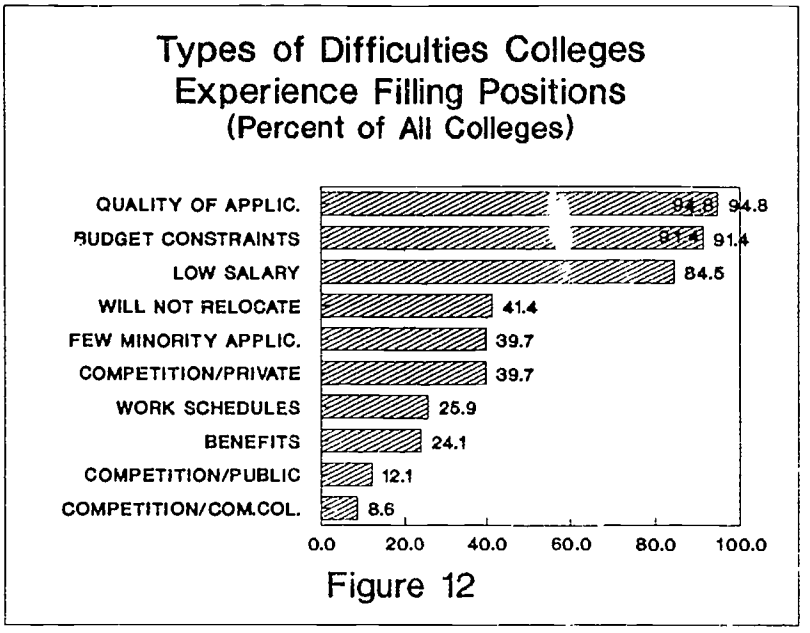

Figure 12

Question Four

List specific reasons why applicants for positions at your institution have declined an offer (location, schedule, workload, salary, etc.) in the past 1-2 years.

"Too much for too little." That was the reply to this question from one respondent. That phrase also reflects the data. Respondents from all 58 colleges cited "low salary" as the primary reason applicants decline job offers. According to the survey data shown in Figure 13, the next most frequently cited response was "heavy workload" (75.9%), then "location" (72.4%), "schedule" (60.3%), "benefits" (60.3%), and more specifically, "no benefits for part-time employees" (32.8%). Additional reasons given for declining a position pertain to the "assigned work site" (20.7%) and concerns about limited opportunities for "advancement" (19.0%).

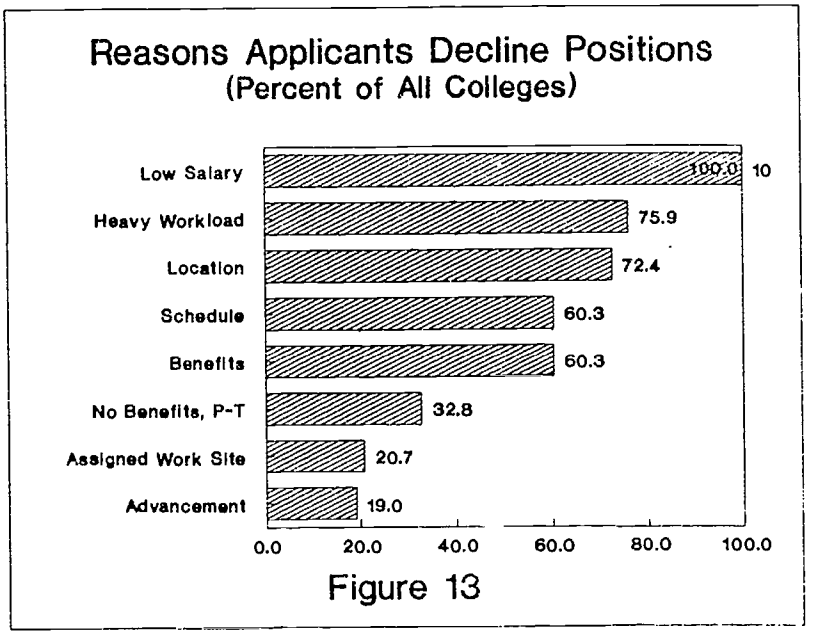

Figure 13

Question Five

List specific reasons employees give as to why they leave the community college.

There were many reasons listed for this question that had significant response rates. Like questions three and four, "low salary" was cited by respondents from all 58 colleges as the reason employees leave their jobs. "Lack of job advancement" was second (89.7%) and the level of "workload" was third (82.8%). The other reasons given were "retirement" (67. 2%), reasons stemming from "family/spouse" matters (62.1%), "better benefits" (50.0%), part-time employees desiring "full-time employment" (50.0%), "relocation" (48.3%), "work conditions" (39.7%), "job security" (37.9%), "burnout" (36.2%), "personal" (34.5%), "location of college" (24.1%), "return to school " (22.4%), "lack of part-time benefits" (22.4%), "minority concerns" (10.3%), and "budget" related matters (10.3%). These responses are shown graphically in figures 14 and 15.

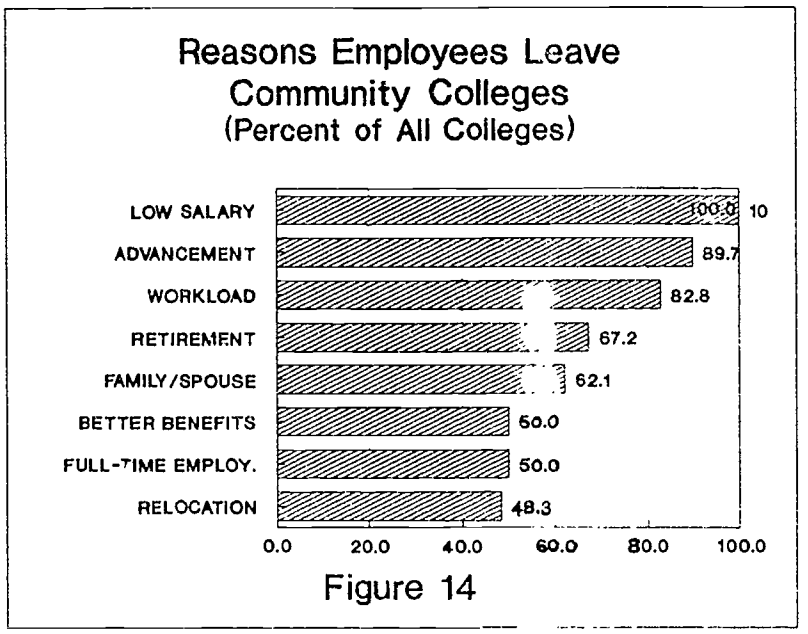

Figure 14

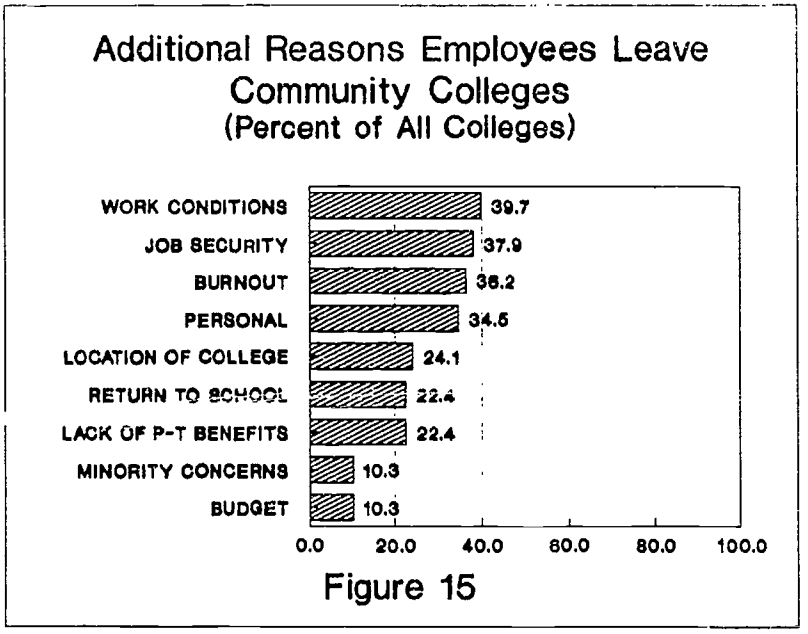

Figure 15

SUMMARY

The Administrator/Non-Teaching Professionals Survey portion of the FACULTY/STAFF RESEARCH PROJECT was designed to determine the extent of multiple roles among administrative and non-teaching professionals due to budgetary constraints. The survey was also concerned with the extent and types of difficulties community colleges in North Carolina are experiencing in hiring and retaining qualified faculty, staff, and administrators.

Of the 1,002 community college personnel surveyed, responses were received from 334 senior administrators, 310 other administrators, and 325 non-teaching professionals. Because of the data collection methods employed, a response rate of 96.7 percent was achieved.

More than 65 percent of the respondents indicated that because of budget constraints they had been assigned one or more additional responsibilities not traditionally associated with their position. Similar patterns were found across most community colleges regardless of size, program offerings or location.

Most colleges are experiencing an increase in the number of applicants to fill vacancies; however, the quality of the applicants for specific positions may be declining. There has been a net decrease in colleges' success in hiring their first choice applicant. Colleges are experiencing increasing difficulty hiring minority instructors and minority administrators, although system-wide, there appears to have been a net increase in colleges' success in hiring female administrators. Colleges have experienced a net increase in the need to re-advertise a vacancy due to an insufficient number of qualified applicants or because the applicant declined the offer.

Although little change was reported in colleges' success in retaining full-time instructors, administrators, and staff, net decrease in the successful retention of minority instructors was noted. Difficulty retaining part-time curriculum instructors, continuing education instructors, and support staff is a long-standing problem and appears to be increasing.

The most difficult to fill instructional positions are in the health occupations, computer science, engineering, business, mathematics and science, basic skills, and humanities and social sciences. In addition, respondents from more than 75 percent of the colleges indicated difficulty recruiting part-time instructors. As indicated below in greater detail, these difficulties are generally related to low salaries for full- and part-time instructors and a limited supply of qualified applicants in specific areas.

Secretarial/clerical positions were cited as the most difficult to fill professional and staff positions. Counselor and unspecified administrative positions were also cited as being difficult to fill. Again, these difficulties were most frequently associated with low salaries and small applicant pools.

The most consistently cited explanation for the difficulties community colleges are experiencing in filling vacant positions involved the decline in the number and/or quality of the applicants with appropriate education and experience willing to work for the salary that colleges can offer. Budget constraints are compounding these difficulties.

Unique problems must be confronted by non-metropolitan institutions. Respondents from community colleges in non-metropolitan counties indicated that recruitment of new employees was difficult because qualified applicants were unwilling to relocate to rural communities and that few minorities applied for vacant positions. Work schedules, limited benefits (especially for part-time instructors), competition with the private sector, public schools, and other community colleges were also cited.

Respondents from all 58 colleges indicated that "low salary" was the main reason applicants declined job offers. Workload, location of college, work schedule, limited benefits package for full-time employees, no benefits for part-time employees, location of assigned work site, and limited opportunities for advancement were also reported as possible reasons that applicants have declined job offers.

Similar reasons were cited as to why employees leave a community college. The primary reasons were low salary, lack of advancement opportunities, workload, and retirement. Part-time employees tend to leave in search of full-time employment with benefits.

In summary, many of the problems identified above are related to budget constraints and the relatively low salaries offered by community colleges in North Carolina. Quoting one respondent, community colleges ask their employees "too much for too little."

APPENDIX

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Carolyn Cook
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James Bartlett
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Jack Bishop
Carteret Community College

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Lars Hamilton
Central Carolina Community College

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William Greene
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Jean P. Williams
Guilford Technical Community College

Beth Donaldson
Halifax Community College

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Haywood Community College

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Jesse Outlaw
James Sprunt Community College

Cathy Bunn
Johnston Community College

James Thomas
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Bob Young
Southeastern Community College

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Lee Runyon
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Surry Community College

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