

## Community College Faculty Recruitment: Predictors of Applicant Attraction to Faculty Positions

*Paul A. Winter and Chad L. Kjorlien*

Recruitment is an issue of vital concern to organizational leaders, including community college administrators, because "recruitment performs the essential function of drawing an important resource—human capital—into the organization" (Barber, 1998). Community college educators agree that faculty recruitment is among the most important tasks allotted to administrators and search committees. The ability to deliver high-quality educational programs hinges directly on the capacity to locate and recruit the best individuals possible to fill faculty vacancies: "Matching the best person with each open position should be a high priority" (Janzen, 1994, p. 208).

Also, as Lawhon and Ennis (1995) have observed, "Recruiting and selecting faculty members is a challenging, expensive, and time-consuming task for two-year institutions" (p. 349). Further, faculty recruitment is a pressing issue at present because there is high turnover within the national cadre of community college faculty, "primarily as a result of retirement" (Higgins, Hawthorn, Cape, & Bell, 1994, p. 27). Murray (1999) describes the immediate impact of this turnover as follows: "Administrators will have an opportunity to influence their institutions' futures by hiring the largest cohort of faculty employed at one time since the 1960s" (p. 41).

To date, few empirical recruitment studies (Winter, 1996, 1998) appear in the community college literature. The lack of such research is unfortunate because extensive empirical research about personnel recruitment exists both in the private sector literature (Rynes, 1991) and in the public education literature (Winter, 1997). These existing studies should be drawn upon to inform similar investigations in the community college

context, a task undertaken in this research. The study described in this report, therefore, was designed as an empirical investigation about recruiting faculty for business department vacancies at community colleges.

The operational definition of *recruitment* adopted for this research was the one developed by Breaugh (1992): "Employee recruitment involves those organizational activities that (1) influence the number and/or types of applicants who apply for a position and/or (2) affect whether a job offer is accepted" (p. 4). The stage of recruitment serving as the focus for this research was the task of generating an adequate applicant pool from which finalists for a job can be selected. The applicant pool stage is critical to organizations because the hiring effort will fail if the individuals targeted for recruitment do not apply for the position (Rynes, 1991; Rynes, Heneman, & Schwab, 1980). The recruitment practice examined in this study was the formal faculty position announcement, a recruitment practice routinely used by community college officials in local print media, education journals, and national education print media such as *Community College Times* and *The Chronicle of Higher Education* (Gibson-Benninger & Ratcliff, 1996; Lawhon & Ennis, 1995).

### **Purpose**

The objectives of this study were to (a) examine empirically potential applicant reactions to position announcements for business faculty vacancies at community colleges and (b) identify predictors of applicant decisions, such as the decision to apply for the job, that occur prior to the initial employment interview. The second objective was adopted in response to the lament by Rynes (1991) that "most recruitment research has been conducted subsequent to the first employment interview [and] as such, little is known about the determinants of job application behaviors" (p. 435).

### **Method**

This simulation of potential applicant reactions to position announcements was a correlation design (Campbell & Stanley, 1963) also involving the manipulation of two independent variables using simulated position announcements. Numerous examples of this research approach can be found in the private-sector literature (Barber, 1998; Rynes & Barber, 1990; Schwab, Rynes, & Aldag, 1987) and in the public education litera-

ture (Winter, 1997; Young, Rinehart, & Heneman, 1993). The correlation feature of the research design was the use of stepwise multiple regression to develop a predictive equation of factors that influence potential applicant reactions to simulated position announcements. The manipulation aspect of the design was to have the study participants take part in a simulated recruitment exercise (explained later) intended to assess applicant reactions to two experimentally manipulated variables: recruiter background and job relocation.

### *Participants*

The participants in this study were randomly selected business professionals ( $N = 176$ ) completing MBA degrees at a major research university located in the Midwest. Having these individuals serve as participants was an externally valid procedure because community college officials routinely recruit faculty from the graduate programs of four-year institutions and from business and industry (Higgins et al., 1994). Also, the participants had the two essential job qualifications needed to serve as community college faculty: job experience in the profession and a master's degree in the relevant discipline (Higgins et al., 1994; London, 1989). Because the participants did not have prior teaching experience, this study simulated the task of recruiting business professionals to enter the teaching profession by assuming a business faculty position at a community college.

### *Research Procedures*

The university serving as the research site is located in a state served by a system of 14 community colleges and within a metropolitan area with a population of approximately 1 million people. The study participants role-played as applicants for community college business faculty positions that either required relocation within the state or did not require relocation. This recruitment context was realistic because community college recruitment is frequently a local or statewide endeavor rather than a national one (Cohen & Brawer, 1996; Lawhon & Ennis, 1995). The recruitment simulation required the potential job applicants to: (a) complete a biographical data sheet; (b) review a business faculty position announcement manipulated according to in-state job relocation (yes, no) and according to the recruiter's background, which was either similar



(business) or dissimilar (education) to that of the applicant; and (c) complete a job evaluation instrument. (Two of the four versions of the simulated position announcements are in the Appendix to this report.)

The first step in developing the content for the position announcements was to review position announcements in local, state, and national print media such as *Community College Times*. This review rendered content for the “General Information,” “Job Information,” and “Application Procedures” sections of the announcement and for the “Equal Employment Opportunity” proviso at the end of the announcement. The above content, which is typical of position announcements placed by community college recruiters in actual practice, was held constant across the four versions of the position announcement.

The manipulations accomplished via the position announcements related only to the “Location” section of the announcement and to the description of the recruiter’s background. The location section stated either that the job would require in-state relocation or that the job would not require relocation. The recruiter’s background was described as either similar to that of the participants (experienced business professional, entered community college teaching from the private sector, master’s in business) or dissimilar to that of the applicant (experienced high school business instructor, entered community college teaching from the public education sector, master’s in education). Recruiter background was the only recruiter characteristic manipulated in this study. The rationale for examining relocation and recruiter background is discussed further later in this manuscript.

A  $2 \times 2$  crossing of relocation (yes, no) and recruiter background (business, education) yielded four versions of the position announcement. Each participant reviewed only one version of the announcement. Standard instructions introduced the participants to the community college recruitment purpose of the research and directed the participants to complete the biographical data sheet. The participants then received instructions to assume the role of potential job applicants for a community college business faculty position, read a simulated faculty position announcement, and rate the job described. The time required to complete the above steps was 15 minutes. After completing the research tasks, the participants received a debriefing and the opportunity to ask questions about the research purpose and the research procedures.

Prior to role-playing as potential job applicants, the participants responded to the following item on the biographical data sheet: "Upon completion of your MBA degree, how willing are you to consider teaching in your specialty at a community college?" This item had a seven-point Likert-type scale (7 being more favorable than 1). The mean rating ( $M = 4.82$ ) for the above item, which was above the midpoint on the scale, and the standard deviation ( $SD = 1.88$ ) suggested that the participants had at least moderate interest in considering a job teaching business at a community college. This level of willingness to consider the job lent further realism to the recruitment simulation in that it was realistic for the participants to role-play as potential job applicants because they had reported at least moderate willingness to consider a faculty position prior to the simulation exercise.

### *Sample*

To minimize the probability of committing a Type II statistical error (failing to detect significance when significance exists), the sample size was established using power analysis procedures developed by Cohen and Cohen (1983) for multiple regression. The parameters for the power analysis were (a) a minimum desired power level (power = .80), (b) a planned alpha level (alpha = .05), and (c) an estimated effect size ( $R^2 = .10$ ). The above effect size falls within a range characterized by Cohen (1988) as "small," thus, providing a conservative effect size estimate. The power analysis yielded a minimum required sample of 176 participants. Descriptive data for the study participants appear in Table 1.

### *Independent Variables*

The biographical data sheet described earlier captured information about 11 personal characteristics of the simulated job applicants: age, gender, race, marital status, percent of household income earned by the spouse, number of relatives in the area, number of dependent children, years lived in the area, number of friends in the area, current job satisfaction, and years of business experience. Personal characteristics were a focus in this research because applicant characteristics are known to be salient influences on applicant behaviors such as deciding to apply for the job and accepting an initial employment interview (Rynes, 1991; Rynes & Barber, 1990; Rynes et al., 1980; Schwab et al., 1987).



**Table 1***Descriptive Statistics for Study Participants (N=176)*

Variable	<i>n</i>	%	Mean	SD	Range
Gender					
Female	79	45			
Male	97	55			
Race					
White	157	89			
Minority	19	11			
Marital Status					
Married	115	65			
Single	61	35			
Age			30.5	5.9	21-57
Number of Relatives			8.4	9.9	0-40
Number Dep. Children			.9	1.1	0-5
Years in Area			16.1	12.0	1-48
Number of Friends			14.4	10.8	0-50
Years of Business Experience			6.1	5.5	1-30
Job Satisfaction			3.6	2.1	1-7

Content of simulated position announcements (see Appendix) operationalized two variables central to this study. Each announcement indicated whether the job required relocation to another region of the state (yes, no). Selecting relocation as a variable of interest was based on previous empirical research conducted in the private sector (Noe & Barber, 1993; Noe, Steffy, & Barber, 1988). This research has demonstrated the importance to recruitment outcomes of applicant willingness to accept job mobility. Despite the demonstrated importance of job mobility, however, this factor has received virtually no attention in research about recruitment for educational organizations such as community colleges.

Each announcement also required that application be made either to a recruiter described as having a background similar to that of the simulated applicant (experienced business professional, entered community college teaching from the private sector, masters in business) or to a recruiter described as having a background dissimilar to that of the simulated applicant (experienced high school business instructor, entered community college teaching from the public education sector, masters in education). The above two backgrounds were valid for two reasons. First, individuals with both backgrounds are employed at community college

business departments and recruited to teach business (Cohen & Brawer, 1996; Higgins et al., 1994). Second, using the above recruiter backgrounds permitted testing of Byrne's similarity-attraction hypothesis (Byrne, 1971). Private-sector recruitment research about similarity-attraction (Byrne, 1971) has demonstrated that job applicants are attracted to recruiters (and to jobs) when the applicant and the recruiter share similar personal characteristics or attitudes. Conversely, applicants are less attracted to recruiters (and to jobs) when the applicant and the recruiter are dissimilar relative to personal characteristics or attitudes (Byrne, 1971). Also, a successful test of Byrne's hypothesis appears in the public school recruitment literature (Young, Place, Rinehart, Jury, & Baits, 1997). In the Young et al. (1997) study, the participants reacted to recruiters more favorably if the applicant and the recruiter were of the same race (Black, White). However, gender similarity-dissimilarity had no significant effect on applicant rating of the job. This investigation was a tentative step towards establishing the relevance of similarity-dissimilarity effects to community college recruitment using recruiter background as the variable of interest. Given that prior education research failed to detect similarity-dissimilarity effects for gender (Young et al., 1997), the interaction of recruiter and applicant gender was not a focus in this study. Recruiter gender was held constant by using a gender-neutral recruiter name ("Dr. R. N. Smith") in the application procedures section of the position announcement.

The 176 participants were assigned at random to review one of four versions of the position announcement created by the  $2 \times 2$  crossing of relocation (yes, no) and recruiter background (business, education). Other position announcement content (see Appendix) was held constant across all versions of the position announcement and included: (a) general information about the statewide community college system such as the fact the 14 colleges in the system deliver instruction "across a wide array of academic disciplines including business administration and business technology"; (b) information about required job duties, such as classroom instruction and student advisement; and (c) instructions about how to apply for the job. The position announcement content held constant was based on a review of the actual content of faculty position announcements placed in such educational media as *Community College Times* and, therefore, closely reflected the structure and content of position announcements used in actual recruitment practice.



### *Dependent Variable*

The dependent variable was simulated applicant rating of a faculty job described in a position announcement. The measure for the dependent variable was an additive composite score composed of ratings on five-point Likert-type scales (5 being more favorable than 1) for the following four items: (a) overall attractiveness of the job, (b) likelihood of applying for the job, (c) likelihood of accepting an interview if offered, and (d) likelihood of accepting the job if offered. These items had been used in previous recruitment research conducted in the private sector (Barber, 1998; Rynes, 1991; Rynes & Barber, 1990; Schmitt & Coyle, 1976) and the education sector (Winter, 1997; Young et al., 1993). As assessed by coefficient alpha, the reliability of the composite score was .94, which greatly exceeded the minimum (.60) recommended for use of a composite score in statistical analysis (Nunnally & Bernstein, 1994).

### **Study Limitations**

As is the case with all research, the results of this study are subject to limitations. This research involved a recruitment simulation. It is possible that individuals reacting to position announcements under actual recruitment conditions might have reacted differently than did the participants in this study. Also, the participants in this research were from a graduate program housed at a single midwestern research university. The relocation (yes, no) variable involved only instate relocation. It is possible that individuals from other graduate programs or individuals required to relocate to other geographical regions might have reacted differently than did the participants in this research. Despite the above limitations, however, this study uncovered new knowledge that (a) addresses the scarcity of empirical research about community college recruitment and (b) informs community college recruitment practice.

### **Results**

The stepwise multiple regression procedure revealed four significant predictors of applicant rating of a business faculty position. The regression results appear in Table 2. The most significant predictor was the applicant's current job satisfaction (increment in  $R^2 = .484$ ), with applicant rating of the job increasing as current job satisfaction decreased. Applicant rating of the job also increased as the percentage of household



**Table 2***Stepwise Regression of Applicant Reaction on Predictor Variables (N=176)*

Predictor Variable	Beta Coefficient	t value	Increment in R <sup>2</sup>
Job Satisfaction	-.65	-11.68**	.484
Spousal % of Household Income	-.15	-2.89*	.019
Recruiter	-.15	-2.70*	.019
Relocation	.12	2.19*	.013

 $R^2 = .535 [F(4, 171) = 49.202, p < .001]$ 

 Adjusted  $R^2 = .524$ 

 \* $p < .01$  \*\* $p < .001$ 

income earned by the spouse decreased. No other personal characteristics were statistically significant.

Recruiter background (business = 1, education = 2) and relocation (yes = 1, no = 2) were dummy coded to provide metric representation for these experimentally manipulated factors. The beta coefficients in Table 2 indicate that applicant rating of a business faculty job was more favorable when the background of the recruiter was similar (business) to that of the applicant and the job did not require relocation. As assessed by adjusted  $R^2$ , the four significant predictors explained 52.4% of the variance in applicant rating of a business faculty position, a magnitude of explanation that falls within a range characterized by Cohen and Cohen (1983) as "high."

## Discussion

The topic of this study, the reactions of simulated applicants to jobs described in recruitment media, has received much attention in the private sector and in the public education sector, but has received almost no attention in the community college sector. It is important to address this void in community college research because recruitment is a vital issue for community college officials at this time. Many faculty are retiring, and effective recruitment programs are crucial to filling faculty vacancies. Faculty recruitment has a direct impact on the quality of the instruction provided to students. Also, recruitment is an expensive, time-consuming, and technically difficult administrative task. Further, a focus on applicant reactions to recruitment practices such as the formal position announcement is important because, as Barber (1998) has noted, "it is the decisions



of applicants (or potential applicants) that, in the aggregate, determine the effectiveness of recruitment” (p. 7).

Finally, the recruitment practice addressed in this research, the formal position announcement, deserved attention because “[p]rinted position announcements are placed [by community college officials] in specific journals and newsletters commonly read by those seeking positions” (Lawhon & Ennis, 1995, p. 351). Findings from this study have implications for both recruitment practice and future research.

### *Recruitment Practice*

The results of this study have implications for community college officials attempting to recruit business professionals from MBA programs into community college business departments. The study findings suggest that the initial attraction of applicants to a community college job is influenced predominately by the applicant’s current job satisfaction. This one factor explained 48.4% of the variance in participant rating of the job (see Table 2). The predominance of job satisfaction as an influencer of applicant attraction to the job is useful information for community college recruiters. Job satisfaction is an intrinsic rather than an extrinsic attribute of the job (Lawler, 1973; Steers & Porter, 1983) and, as explained below, evidence exists that community college faculty, as professionals, are intrinsically motivated.

Although community colleges cannot compete with private business relative to such extrinsic job attributes as salary, community college survey research (Higgins et al., 1994, p. 32) has revealed that many faculty are attracted by intrinsic facets of the job such as “opportunities for career advancement and professional growth” and “the attractive environment of the college campus.” Further, when community college faculty were asked what they would be doing if they had not chosen to teach at a community college, the majority of faculty said they would be “trainers or consultants in business and industry, with many noting the more lucrative nature of such work as compared to college teaching” (Higgins et al., 1994, p. 33). This finding indicates significant numbers of community college faculty have declined the extrinsic rewards of the private sector in favor of the intrinsic rewards of a community college teaching career. Thus, one strategy of a program designed to recruit business professionals from MBA programs to teach at a community college should be to

concentrate on intrinsic attributes of the job such as job satisfaction. Intrinsic job attributes, such as the job satisfaction derived from teaching, can be emphasized in position announcements, job description mailings, recruitment videos, and recruitment interviews as a means of increasing applicant attraction to the job.

Another possible recruitment strategy suggested by the findings of this research is to use a recruiter who shares a background in common with the target applicants. In this study, applicant reaction to the job was most favorable when the applicant and the recruiter shared the same business background. The similarity-attraction manipulation in this investigation was further enhanced in that the recruiter who was similar to the applicants had made the same career transition (business to community college teaching) that the study participants would have to make.

As noted earlier, community college faculty recruitment is often a local task and, as was the case in this research, the individuals being recruited are often well-established in the local community. Several personal characteristics suggesting attachment to the area were examined in this research but were not statistically significant: years in the area ( $M = 16.1$ ), number of relatives in the area ( $M = 8.4$ ), and number of friends in the area ( $M = 14.4$ ). Attachment to the area, however, did appear to influence reaction to the job because the study participants, role-playing as job applicants, preferred jobs that did not require relocation to a greater degree than they preferred jobs that did require relocation. This finding suggests that, when the size of the local labor pool permits, recruiting faculty from a local applicant pool may prove more effective than launching a statewide or national recruitment campaign.

Finally, applicants rated the job more favorably when the spouse's contribution to household income was small rather than large, but this effect explained only 1.9% of the variance in potential applicant rating of the job, a magnitude of explanation described by Cohen (1988) as "small." The gender-spousal contribution to household income was also examined. The correlation ( $r = -.29$ ) between gender and spousal contribution to household income was "medium" in magnitude (Cohen, 1988), reflecting the fact that males reported lower spousal contribution to household income than did females. To further test the above relationship, the cross product of scores for gender and spousal contribution to household income served as the score for an interaction variable (Cohen & Cohen,



1983). Applicant rating of the job was regressed on the interaction variable. The result was not significant. The above findings suggest that spousal contribution to household is not a predominate factor at the application stage of the recruitment process. The existence of a small effect size, however, suggests implications for future research as explained below.

#### *Future Research*

Given that the study participants reacted less favorably to jobs requiring relocation, future studies should address (a) the reasons why relocation appears to be objectionable and (b) whether there are incentives such as paying moving expenses, assisting with home sales, and assisting with spousal employment that might make relocation less objectionable. Also, this study addressed only instate relocation. Future research should address the effects of interstate relocation, which could uncover differences in job attraction attributable to regional factors such as cultural opportunities, climate, and cost-of-living. Extending the present research to other states would increase the generalizability of study findings.

Although spousal contribution to household income had only a small effect on applicant rating of the job at the application stage, future research should address the impact of this variable at later stages of recruitment such as the employment interview stage or the job offer stage. It is possible that spousal contribution to household income may be more salient to the applicant's assessment of a job when the applicant makes a decision, such as the decision to accept a job offer, that has immediate economic consequences not embodied in the decision to merely apply for the job.

Finally, race was not significant in this study, but if race had been significant, it would have been difficult to draw generalizable conclusions about the impact of race due to the small number of minority participants (see Table 1). Just 11% of the participants ( $n = 19$ ) were members of a minority group, and less than half of the minority participants were African American. Also, as is the case with many large metropolitan areas in the Midwest, African Americans are the largest minority group in the area where the research took place. Unfortunately, African American representation in both local private business management and in business graduate programs at the research site is low. Future research should address this problem, possibly by concentrating on long-term community

college and private business mentoring programs that introduce minority middle school and high school students to career opportunities such as becoming a practicing business manager or a community college business teacher. Such a long-range initiative, while having little immediate recruitment impact, might ultimately result in future applicant pools with greater ethnic diversity.

In conclusion, the personnel hired to teach at the nation's community colleges will have a decisive impact on the future success of community colleges. Although effective faculty hiring begins with generating an adequate applicant pool for each vacancy, the task of identifying the determinants of applicant job attraction has barely begun. It is hoped that this research will stimulate greater attention to faculty recruitment and, thereby, contribute to the future excellence of educational programs at the nation's community colleges.

## References

- Barber, A. E. (1998). *Recruiting employees: Individual and organizational perspectives*. Thousand Oaks, CA: Sage Publications.
- Breaugh, J. A. (1992). *Recruitment: Science and practice*. Boston: PWS-Kent Publishing.
- Byrne, D. (1971). *The attraction paradigm*. New York: Academic Press.
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Palo Alto, CA: Houghton Mifflin.
- Cohen, A. M., & Brawer, F. B. (1996). *The American community college* (3rd ed.). San Francisco: Jossey-Bass.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cohen, J., & Cohen, P. (1983). *Applied multiple regression/correlation analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Gibson-Benninger, B. S., & Ratcliff, J. L. (1996). Getting and keeping the best faculty for the 21<sup>st</sup>-century community college. *Community College Journal of Research and Practice*, 20, 151-167.
- Higgins, C. S., Hawthorne, E. M., Cape, J. A., & Bell, L. (1994). The successful community college instructor: A profile for recruitment. *Community College Review*, 21(4), 27-36.



- Janzen, B. E. (1994). The personnel office. In A. M. Cohen, F. B. Brawer, & Associates (Eds.), *Managing community colleges* (pp. 207-218). San Francisco: Jossey-Bass.
- Lawhon, T., & Ennis, D. L. (1995). Recruiting and selecting community college faculty. *Community College Journal of Research and Practice*, 19, 349-359.
- Lawler, E. E., III (1973). *Motivation in work organizations*. Monterey, CA: Brooks/Cole.
- London, H. B. (1989). In between: The community college teachers. In J. L. Ratcliff (Ed.), *ASHE Reader on Community Colleges* (pp. 247-253). Needham Heights, MA: Ginn.
- Murray, J. P. (1999). Interviewing to hire competent community college faculty. *Community College Review*, 27(1), 41-56.
- Noe, R. A., & Barber, A. E. (1993). Willingness to accept mobility opportunities: Destination makes a difference. *Journal of Organizational Behavior*, 14, 159-175.
- Noe, R. A., Steffy, B. D., & Barber, A. E. (1988). An investigation of the factors influencing employees' willingness to accept mobility opportunities. *Personnel Psychology*, 41, 559-580.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York: McGraw-Hill.
- Rynes, S. L. (1991). Recruitment, job choice, and post-hire consequences: A call for new research directions. In M. D. Dunnette & L. Hough (Eds.), *Handbook of Industrial and Organizational Psychology* (2nd ed.), (Vol. 3, pp. 399-444). Palo Alto, CA: Consulting Psychologists Press.
- Rynes, S. L., & Barber, A. E. (1990). Applicant attraction strategies: An organizational perspective. *Academy of Management Review*, 15, 286-310.
- Rynes, S. L., Heneman, H. G. III, & Schwab, D. P. (1980). Individual reactions to organizational recruiting: A review. *Personnel Psychology*, 33, 529-542.
- Schmitt, N., & Coyle, B. W. (1976). Applicant decisions in the employment interview. *Journal of Applied Psychology*, 61, 184-192.
- Schwab, D. P., Rynes, S. L., & Aldag, R. A. (1987). Theories and research on job search and choice. In K. Rowland & G. Ferris (Eds.), *Research in Personnel and Human Resource Management* (Vol. 5, pp. 129-166). Greenwich, CT: JAI Press.
- Steers, R. W., & Porter, L. W. (1983). *Motivation and work behavior* (3rd ed.). New York: McGraw-Hill.

- Winter, P. A. (1996). The application of marketing theory to community college faculty recruitment: An empirical test. *Community College Review*, 24 (3), 3-16.
- Winter, P. A. (1997). Educational recruitment and selection: A review of recent studies and recommendations for best practice. In L. Wildman (Ed.), *Fifth NCPEA yearbook* (pp. 133-140). Lancaster, PA: Technomic.
- Winter, P. A. (1998). Community college faculty recruitment practices: The effects of applicant gender, instructional programs, and job attributes. *Community College Journal of Research and Practice*, 22, 187-201.
- Young, I. P., Place, A. W., Rinehart, J. S., Jury, J. C., & Baits, D. F. (1997). Teacher recruitment: A test of the similarity-attraction hypothesis for race and sex. *Educational Administration Quarterly*, 33, 86-106.
- Young, I. P., Rinehart, J. S., & Heneman, H. G. III (1993). Effects of job attribute categories, applicant job experience, and recruiter sex on applicant job attractiveness ratings. *Journal of Personnel Evaluation in Education*, 7, 55-66.

**Paul A. Winter** is a professor in the Department of Administration and Higher Education, School of Education, at the University of Louisville in Louisville, Kentucky. [winter@louisville.edu](mailto:winter@louisville.edu)

**Chad L. Kjorlien** is a doctoral candidate in the Department of Administration and Higher Education at the University of Louisville in Louisville, Kentucky. [clkjor@louisville.edu](mailto:clkjor@louisville.edu)



## Appendix

-Simulated Position Announcement-  
(No Relocation, Recruiter Has Business Background)

### COMMUNITY COLLEGE BUSINESS TEACHING POSITIONS AVAILABLE

**GENERAL INFORMATION:** The (name of college system) invites applications for open faculty positions within the system's business departments. Chartered in 1965, (name of college system) is comprised of 14 nationally accredited two-year community colleges recognized in this region for their excellence in delivering comprehensive postsecondary educational experiences. Serving a student body of more than 44,000 students, (name of college system) delivers college curricula across a wide array of academic disciplines including business administration and business technology. The (name of college system) business programs prepare graduates for careers in such business areas as: accounting, finance, marketing, advertising and promotion, general management, human resources, economics, consumer research, and computer science/business technology.

**JOB INFORMATION:** Position requirements include teaching business courses, advising students in the business department, and participating in education and training programs for area businesses.

**LOCATION:** There are positions open currently in all business specialties, and openings available to applicants in the (city name) area would *not* require relocation of your residence to another region of (state name).

**APPLICATION PRODEDURES:** Applications will undergo review by a committee chaired by me, Dr. R. N. Smith, Director of (name of college system) Business Programs. Applicants making the transition from business to college teaching may contact me at phone number 1-800-744-(system acronym) to discuss the transition.

I began my career as a *business professional working for companies in the private sector*. After a 10-year career working as a business executive, and upon completing my *masters degree in business administration*, I made the transition from business management to college teaching by joining the (name of college system) faculty. Please send a letter of application, a professional resume, official transcripts, and three letters of recommendation to my attention at the following address: Department of Business, (name of college system), C/O *Community College Times*, Employment Services Department, P. O. Box #301, Washington, DC 20800.

(name of college system) is an Equal Access/Equal Opportunity Employer



**-Simulated Position Announcement-**  
(Relocation Required, Recruiter Has Education Background)

**COMMUNITY COLLEGE BUSINESS  
TEACHING POSITIONS AVAILABLE**

**GENERAL INFORMATION:** The (name of college system) invites applications for open faculty positions within the system's business departments. Chartered in 1965, (name of college system) is comprised of 14 nationally accredited two-year community colleges recognized in this region for their excellence in delivering comprehensive postsecondary educational experiences. Serving a student body of more than 44,000 students, (name of college system) delivers college curricula across a wide array of academic disciplines including business administration and business technology. The (name of college system) business programs prepare graduates for careers in such business areas as: accounting, finance, marketing, advertising and promotion, general management, human resources, economics, consumer research, and computer science/business technology.

**JOB INFORMATION:** Position requirements include teaching business courses, advising students in the business department, and participating in education and training programs for area businesses.

**LOCATION:** There are positions open currently in all business specialties, and openings available to applicants in the (city name) area would *require relocation* of your residence to another region of (state name).

**APPLICATION PRODEDURES:** Applications will undergo review by a committee chaired by me, Dr. R. N. Smith, Director of (name of college system) Business Programs. Applicants making the transition from business to college teaching may contact me at phone number 1-800-744-(system acronym) to discuss the transition.

I began my career as a *teacher specializing in teaching high school courses in business*. After a 10-year career teaching in the public schools, and upon completing my *masters degree in secondary education*, I made the transition from public school teaching to college teaching by joining the (name of college system) faculty. Please send a letter of application, a professional resume, official transcripts, and three letters of recommendation to my attention at the following address: Department of Business, (name of college system), C/O *Community College Times*, Employment Services Department, P. O. Box #301, Washington, DC 20800.

(name of college system) is an Equal Access/Equal Opportunity Employer

## EVALUATION

**Instructions:** The purpose of this evaluation is to receive your personal evaluation of the teaching job described on the position announcement you just read. Please **circle** the **one** number for each of the following questions that best reflects your reaction to the teaching job described.

1. How would you rate the **overall attractiveness** of the teaching job described?

Very *Unattractive* 1                      2                      3                      4                      Very Attractive 5

2. How likely would you be to **apply for the teaching job** described?

Very *Unlikely* to Apply 1                      2                      3                      4                      Very Likely to Apply 5

3. If offered, how likely would you be to **accept an interview** for the teaching job described?

Very *Unlikely* to Accept 1                      2                      3                      4                      Very Likely to Accept 5

4. If offered, how likely would you be to **accept the teaching job** described?

Very *Unlikely* to Accept 1                      2                      3                      4                      Very Likely to Accept 5

-Thank You-