

Virginia Tech Faculty Exit Surveys

Executive Summary Results From 2004 and 2005

The Virginia Tech Center for Survey Research

Fall 2005





I. Survey Purpose and Methodology

In order to assist the university with better understanding the issues surrounding faculty and staff departures from Virginia Tech, the Offices of the Provost, Equal Opportunity, Multicultural Affairs, and Human Resources of Virginia Tech initiated and sponsored the Virginia Tech Faculty Exit Surveys. The Faculty and Staff Exit Surveys are mail surveys intended to gather information from former faculty and staff employees of Virginia Tech regarding their opinions of the university, the departments in which they worked while at Virginia Tech, and their reasons for leaving the university. This summary is intended to provide a broad overview of the results from the Faculty Exit Surveys only. Information from the Staff Exit Surveys and more detailed information from the Faculty Exit Surveys is currently being provided as appropriate to different target audiences across campus.

Faculty who left the university during the period between May 2002 and December 2004 were selected for inclusion in the Exit Survey administrations. Specifically, faculty who left the university during the period of May 2002 through August 2003 were included in the 2004 Exit Survey administration and faculty who left the university between September 2003 and December 2004 were included in the 2005 Exit Survey administration. Only former faculty who held salaried positions with the university at the time of their departure and who were eligible for continued employment with the university were included in the study. Faculty members who retired from the university were not included in the study. The results from the 2004 Exit Survey were used to refine the survey instrument for administration in 2005 while still allowing for comparability of survey data across survey years.

The Virginia Tech Center for Survey Research (CSR) was retained by the Virginia Tech offices sponsoring the study to develop and administer the Year 1 (2004) and Year 2 (2005) Faculty and Staff Exit Surveys. CSR was also retained to develop and administer the 2005 *ADVANCE VT*-sponsored survey of current faculty. This survey of current faculty revealed that 39 percent of current research and instructional faculty are ‘very’ or ‘somewhat likely’ to leave their positions at Virginia Tech within the next two years. Indeed, 46 percent of those faculty indicating a likely departure from the university within the next two years were hired at Virginia Tech as recently as the year 2000 or later. This large percentage of likely faculty departures in the next two years provides context for the timely initiation of the Faculty Exit Surveys.

Differences in survey findings by respondent demographic characteristics are reported throughout this summary document. Where statistically significant differences are reported, all differences are statistically significant at the ($p \leq .05$) level.



Survey Instruments

The Virginia Tech Faculty Exit Surveys were developed by the Virginia Tech Center for Survey Research and representatives from the Offices of the Provost, Equal Opportunity, Multicultural Affairs, and Human Resources at Virginia Tech. The initial survey drafts were intended to address broad aspects of employment at Virginia Tech and were informed by the review of employment related surveys previously conducted by the CSR. The survey instruments were then revised through a number of iterations of changes in item content and formatting. Input on the design of the survey instruments was garnered from the Virginia Tech Commission on Equal Opportunity and Diversity sub-committees on faculty and staff retention. The final survey versions were approved by representatives of the Offices of the Provost, Equal Opportunity, Multicultural Affairs, and Human Resources at Virginia Tech.

The Virginia Tech Faculty Exit survey is formatted as a four page mail survey booklet. The survey was designed to be brief while still capturing data from former faculty on a large variety of aspects related to their employment with Virginia Tech. The survey was also designed to allow for some comparability of faculty and staff responses. Accordingly, the university and departmental aspects addressed in the surveys, as well as the questions regarding reasons for leaving Virginia Tech, are largely the same in focus on both the faculty and staff surveys. However, the specific wording of the items on each survey is tailored to the unique nature of faculty or staff work (e.g. the faculty survey includes questions regarding the research role of faculty and the staff survey includes questions regarding supervisors rather than department heads). Because the Faculty Exit Surveys were administered to former faculty from a broad array of job categories (e.g. tenure track and non-tenure track instructional faculty, research faculty, and administrative and professional faculty), the survey instruments were constructed under the premise that all survey items would be applicable to the varied former job types included among the potential respondents.

Each survey form was consecutively numbered in order that returns could be linked back to the administrative data for the sample member and so that respondents would not be included in additional mailings sent to non-respondents. Identifying information such as the personal identification number, address, and name of each respondent was stripped by the CSR from the survey datasets that were provided to the university. Broad categorical identifiers for aggregate analysis of the data were released by the CSR to the university officials initiating the exit surveys. These identifiers were used by CSR for analysis of combined groups of respondents only (e.g. analysis by gender or tenure status). An additional measure to ensure the confidentiality of survey respondents was also undertaken by CSR. Specifically, any names written by respondents on the survey forms were stripped from the summaries of open-ended



responses and were replaced with bracketed generic descriptive statements. Responses to the few open-ended survey items included in the Exit Surveys have informed the direction of some of the data analysis and are also being used to develop a more comprehensive profile of the reasons faculty members leave Virginia Tech.

Data Collection Procedures

The Virginia Tech Human Resources Office provided all initial contact records for both the 2004 and 2005 Faculty Exit Survey administrations to the CSR. A number of duplicate records, records with no mailing address, and records with an international address were removed from the eligible sample pool. After removal of these records, a resulting total of 661 faculty records were retained for the combined mailings in 2004 and 2005. The Year 1 Faculty Exit Survey was administered in Summer 2004 and the Year 2 Faculty Exit Survey was administered in Spring 2005.

The research design for the Virginia Tech Faculty Exit Survey administration included a first wave mailing of the survey to the complete sample, followed by a reminder postcard four days after the initial mailing. A second wave mailing of another survey form, revised cover letter, and postage paid envelope was mailed to all non-respondents approximately four weeks after the initial mailings in 2004 and 2005 (after the survey returns had slowed substantially).

In order to distinguish the survey mailings from routine bulk mail, all mailings utilized a first class stamp. Each survey mailing was accompanied by a postage-paid return envelope and a cover letter from either the Provost of Virginia Tech (for the Faculty Exit Surveys), or from the Assistant Vice President of Personnel Services – now Human Resources -- (for the Staff Exit Surveys).

All surveys returned from the post office with forwarding addresses were re-mailed to the new addresses. In some cases, the surveys were mailed to three different addresses due to the provision of forwarding addresses by the post office along with Internet look-ups conducted by CSR for additional addresses for any non-respondent sample members. Even with attempts to garner new addresses for survey sample members, a number of surveys were returned as undeliverable after all available addresses were attempted. Two surveys were returned with comments indicating that the former faculty member is now deceased. These records were removed from the eligible survey completion pool, as was the record of one faculty member who sent back a note indicating retirement from the university. One faculty member returned a survey indicating that only a part-time post retirement position was held at Virginia Tech. This sample member was also removed from the eligible survey completion pool.

After elimination of the ineligible records described above, the remaining number of eligible faculty records was 560. A total of 242 completed surveys from former faculty members were received. These completions represent a response rate of 43



percent among the former faculty selected for participation in the study (A 46% response rate was achieved among former staff in the sample pool).

Respondent Demographic Profile

Table 1 provides an overview of the demographic characteristics of the Faculty Exit Survey respondents. Among the former tenure track faculty who responded to the survey, 51 percent (N=25) held tenure while employed at Virginia Tech.

Table 1. VT Exit Survey Respondent Counts By Selected Characteristics

Faculty Designation	Race	Gender				Totals Combined Total
		Female		Male		
		Yr1	Yr2	Yr1	Yr2	
Instructional Faculty Tenured/Tenure Track	American Indian/Alaskan Native	0	0	0	0	0
	Asian/Pacific Islander	0	0	0	0	0
	Black	1	0	1	0	2
	Caucasian	14	9	7	15	45
	Hispanic	2	0	0	0	2
Totals		17	9	8	15	49
Instructional Faculty Not Tenure Eligible	American Indian/Alaskan Native	0	0	0	0	0
	Asian/Pacific Islander	0	1	1	0	2
	Black	0	1	1	0	2
	Caucasian	14	7	11	5	37
	Hispanic	0	0	0	0	0
Totals		14	9	13	5	41
Research Faculty	American Indian/Alaskan Native	0	0	0	0	0
	Asian/Pacific Islander	0	4	11	7	22
	Black	1	1	0	0	2
	Caucasian	11	17	14	12	54
	Hispanic	0	0	0	0	0
Totals		12	22	25	19	78
A/P Faculty	American Indian/Alaskan Native	1	0	0	0	1
	Asian/Pacific Islander	0	0	0	1	1
	Black	0	3	1	1	5
	Caucasian	21	22	13	11	67
	Hispanic	0	0	0	0	0
Totals		22	25	14	13	74

The senior management area classifications representing the Virginia Tech reporting areas for all faculty respondents are provided in **Table 2**. This summary document does not provide the survey results by individual senior management areas.



Table 2. Senior Management Areas Of Faculty Exit Survey Respondents

Senior Management Area	Faculty Respondent Count
Agriculture & Life Sciences	46
Architecture & Urban Studies	11
College of Business	7
College of Engineering	29
College of Science	27
College of Veterinary Medicine	7
Dean of Libraries	4
Executive Vice President	23
Liberal Arts and Human Sciences	30
Natural Resources	13
President	1
Provost	11
Research Division	2
Vice President – Alumni Relations	1
Vice President – Development	5
Vice President – Information Technology	2
Vice President – Student Affairs	11
Vice Provost – Outreach	6
Vice President – Research	6

II. Response Highlights

Reasons for Leaving Virginia Tech

A survey item included on the Faculty Exit Survey asked respondents to indicate the circumstances under which they left Virginia Tech. Responses for this survey item are provided in **Table 3**. Because this item was a “choose all responses that apply” question, respondents were allowed to check more than one option. Therefore, the response percentages for this item exceed 100 percent. Some open-ended responses were gathered in 2004 for this survey item through the use of an “other circumstance, please



specify” category. Using the responses to this open-ended item, a number of new response options were included as part of this survey item in the 2005 Faculty Exit Survey. For example, in the 2004 survey a substantial number of faculty respondents reported that they left the university for employment elsewhere (58%). The survey item was expanded in 2005 to allow respondents to specify whether the salary in their new job increased, decreased, or stayed the same as that received at Virginia Tech. Respondents indicating an increase in salary in the Year 2 survey were also asked to specify the percentage increase received.

Among former faculty who reported that they left Virginia Tech for an increase in salary, 35 percent left for more than a 40 percent increase in pay. Among respondents who left for employment associated with a salary increase, 33 percent of women left for salaries greater than 40 percent more than what they earned at Virginia Tech, and 36 percent of men left for salary increases of more than 40 percent. Also among those respondents who left for salary increases, 43 percent of minority respondents garnered increases of more than 40 percent, and 33 percent of white respondents left for salary increases at this level.

Table 3. Faculty Job Separation Circumstances

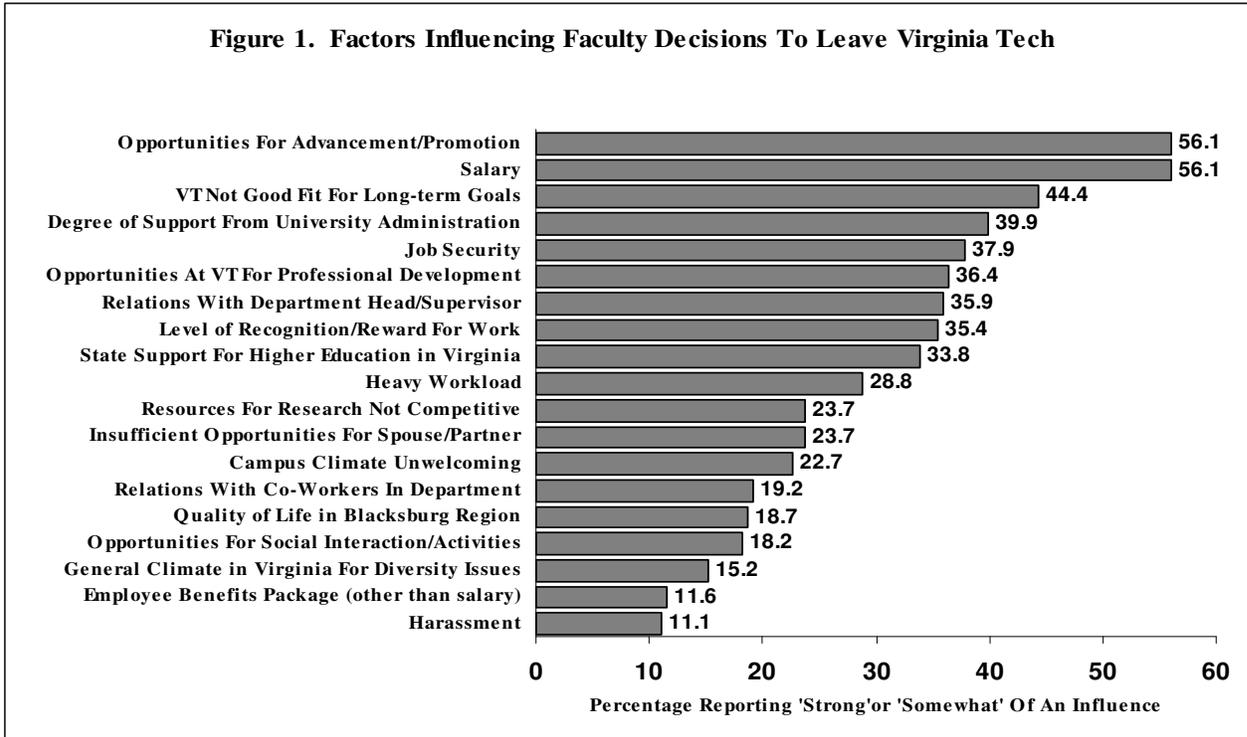
	% Respondents
Found Employment Elsewhere, Salary Not Specified*	29.8
Found Employment Elsewhere, Salary Increased From That at VT	27.3
Job Ended/Terminated Due To Lack of Funds	19.8
Relocated Due To Employment of Spouse/Partner/Family Member	12.0
Felt Pressured or Was Encouraged To Leave	7.9
Left To Pursue Education/Degree	5.8
Found Employment Elsewhere, Salary Stayed About The Same As at VT	3.7
University Administration/Policies, Quality of University	3.7
Harassment/Poor Treatment	2.9
Still Seeking Employment Elsewhere	2.5
Department Policies/Department Leadership	2.5
Family/Health Issues	2.1
Found Employment Elsewhere, Salary Decreased From That at VT	1.7
Workload Too Heavy	1.7
Lack of Opportunities/Pay	1.7

*The 2004 Exit Survey did not ask respondents to specify salary increase/decrease.

A survey item listing a variety of possible influences on faculty decisions to leave Virginia Tech was included in the survey. Respondents who left Virginia Tech because their contract ended or their funding was terminated did not answer this survey item.



Figure 1 depicts the factors cited by former faculty as influences on their decision to leave Virginia Tech.



There were a number of statistically significant differences in survey responses regarding the factors that influenced faculty decisions to leave Virginia Tech. The statistically significant differences on this survey item by gender and race were:

- Women more likely than men to cite relations with co-workers
- Women more likely than men to cite opportunities for social interaction
- Women more likely than men to cite harassment
- Men more likely than women to cite salary
- Men more likely than women to cite resources for research
- Men more likely than women to cite opportunities for advancement
- Men more likely than women to cite opportunities for professional development
- Men more likely than women to cite state support for higher education
- Minorities more likely than whites to cite salary
- Minorities more likely than whites to cite quality of life in Blacksburg
- Minorities more likely than whites to cite general climate in Virginia for diversity
- White faculty more likely than minorities to cite state support for higher education



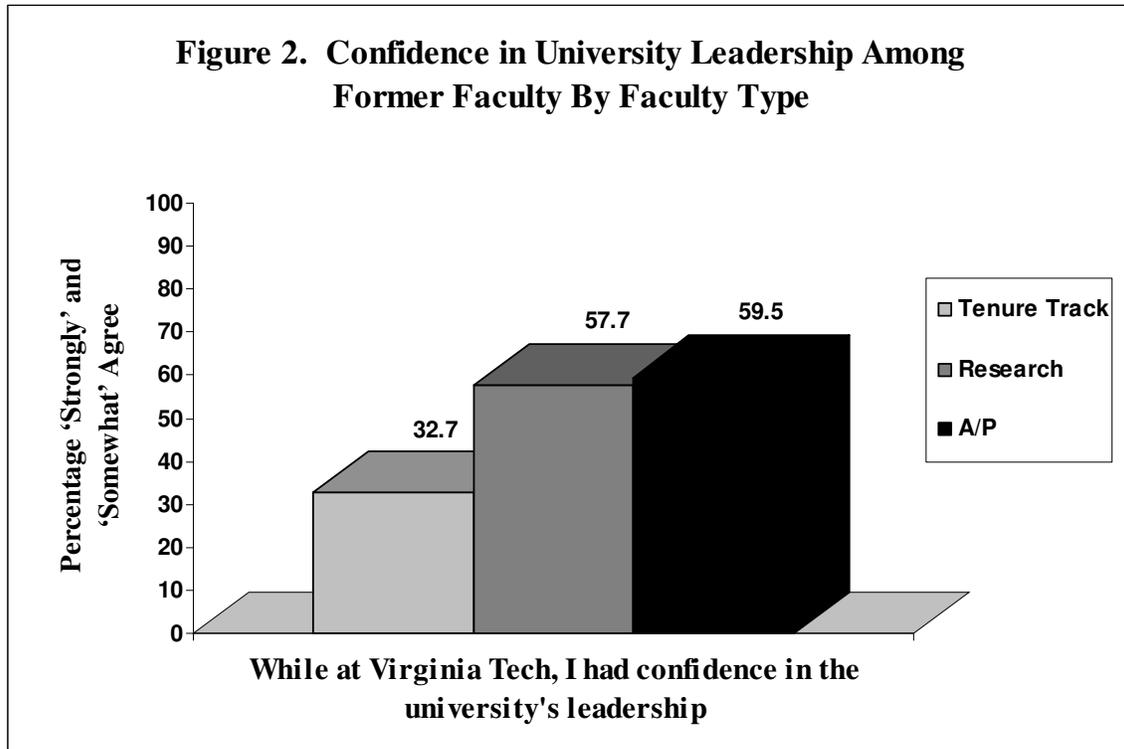
- African Americans more likely than other minorities to cite campus climate
- African Americans more likely than other minorities to cite general climate in VA for diversity
- Other minorities more likely than African Americans to cite lack of opportunities for spouse/partner

A number of statistically significant differences in responses regarding influences on faculty decisions to leave Virginia Tech are also evident across faculty types (i.e., tenure track faculty, research faculty, or administrative/professional faculty). The statistically significant differences on this survey item by faculty type were:

- Tenure track more likely than research and A/P to cite resources for research not competitive
- Tenure track more likely than research and A/P to cite campus climate at Virginia Tech unwelcoming
- Tenure track more likely than research and A/P to cite degree of support from university administration
- Tenure track more likely than research and A/P to cite state support for higher education in Virginia
- Tenure track more likely than research and A/P to cite Virginia Tech not a good fit for long-term goals and interests
- Tenure track more likely than research to cite general climate in Virginia for diversity
- Tenure track more likely than A/P to cite lack of opportunities for professional development in field
- Tenure track more likely than A/P to cite insufficient opportunities for spouse/partner
- Tenure track and A/P faculty more likely than research to cite heavy workload
- Research more likely than tenure track and A/P to cite job security
- Research more likely than A/P to cite opportunities at Virginia Tech for professional development
- A/P more likely than tenure track to cite salary
- A/P more likely than tenure track to cite opportunities for advancement and promotion
- A/P more likely than research to cite relations with department head/supervisor
- A/P more likely than research to cite state support for higher education in Virginia

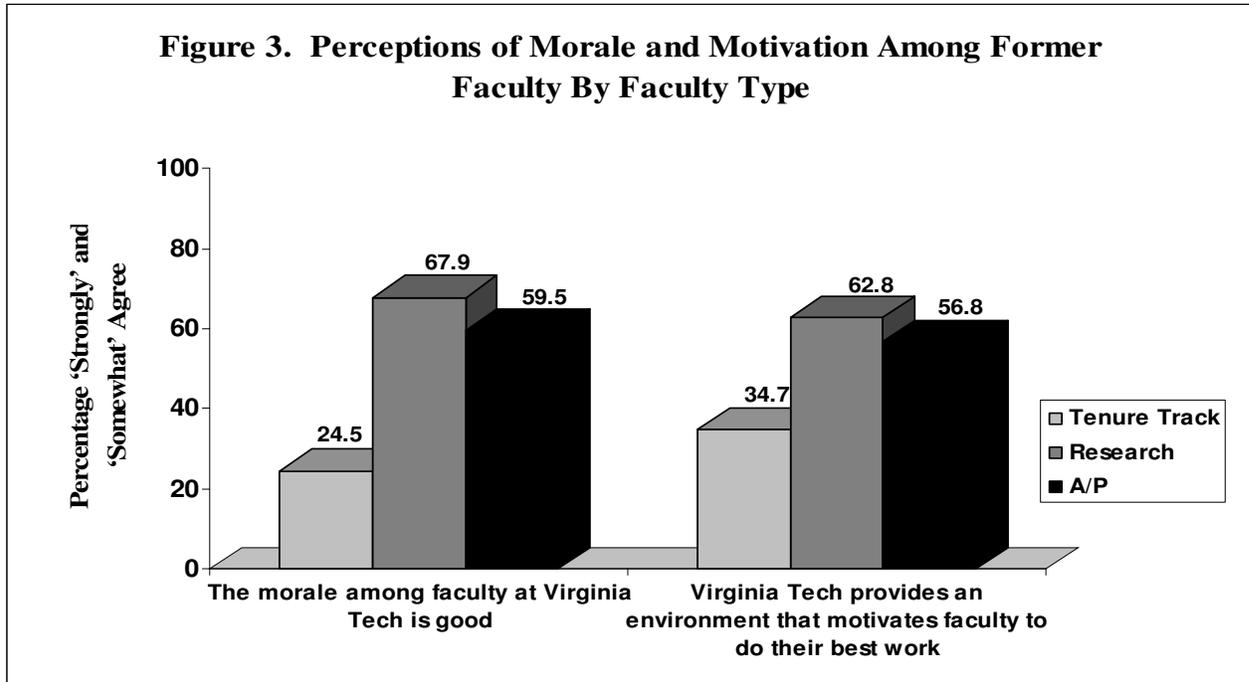
Confidence in University Leadership

Although more than half of faculty respondents (53%) expressed confidence in the leadership of Virginia Tech, there are some substantial differences in confidence in university leadership when responses to this item are viewed by respondent race and faculty type. Specifically, minority faculty expressed more confidence than white faculty in university leadership. The majority of both research faculty (58%) and administrative/professional faculty (60%) either ‘strongly’ or ‘somewhat’ agreed that while at Virginia Tech, they had confidence in the university’s leadership. In contrast, only one-third (33%) of tenure track faculty expressed confidence in the university’s leadership. Within the different faculty types, a statistically significant difference by race in the responses among research faculty is evident on this item. Specifically, minority research faculty expressed more confidence in university leadership than did white research faculty. The overall disparity in perceptions regarding university leadership across faculty types is depicted in **Figure 2**.



Faculty Morale and Motivation

The combined responses for all Faculty Exit Survey respondents reveal that the majority of faculty (54%) who left the university agree that the morale among faculty at Virginia Tech is good. This item was also included in the 2005 *ADVANCE VT*-sponsored survey of currently employed faculty (item worded identically other than tense). Interestingly, fewer current faculty agreed (49%) that the morale among faculty members is good than did faculty members who are no longer at the university (54%). Among former faculty responding to the Exit Survey there were a number of statistically significant differences. Specifically, white faculty were less likely than former faculty of other races to agree that the morale among faculty at Virginia Tech is good. This group was also less likely than faculty of other races to agree that Virginia Tech provides an environment that motivates faculty to do their best work. Among research faculty, women were significantly less likely than men to agree that morale among faculty members at Virginia Tech is good. There were also substantial differences across faculty types for these two survey items as depicted in **Figure 3**.



Communication and Opportunities for Faculty Input

Although 7 in 10 respondents agreed that the goals and core values of Virginia Tech are clearly communicated to faculty members, there were a number of survey findings regarding communication that reflect differing perceptions held by respondents in different subgroups. Combined faculty respondent agreement with selected statements regarding communication and opportunities for faculty input are provided in **Table 4**. Across all faculty types, women were significantly less likely than men to agree that free and open input is welcomed at Virginia Tech. Among tenure track faculty specifically, women were also significantly less likely than men to report that they were asked to participate in meetings in which important policy decisions affecting their department were made. Among research faculty, minority respondents were significantly more likely than white respondents to agree that faculty members at Virginia Tech are provided with adequate opportunities to participate in governance. Similarly, minority research faculty were more likely than white research faculty to report that they had a voice in hiring new faculty members in their department while at Virginia Tech. Overall, tenure track faculty were significantly more likely than research faculty to agree they had a voice in hiring within their Virginia Tech department, and that at Virginia Tech they were asked to



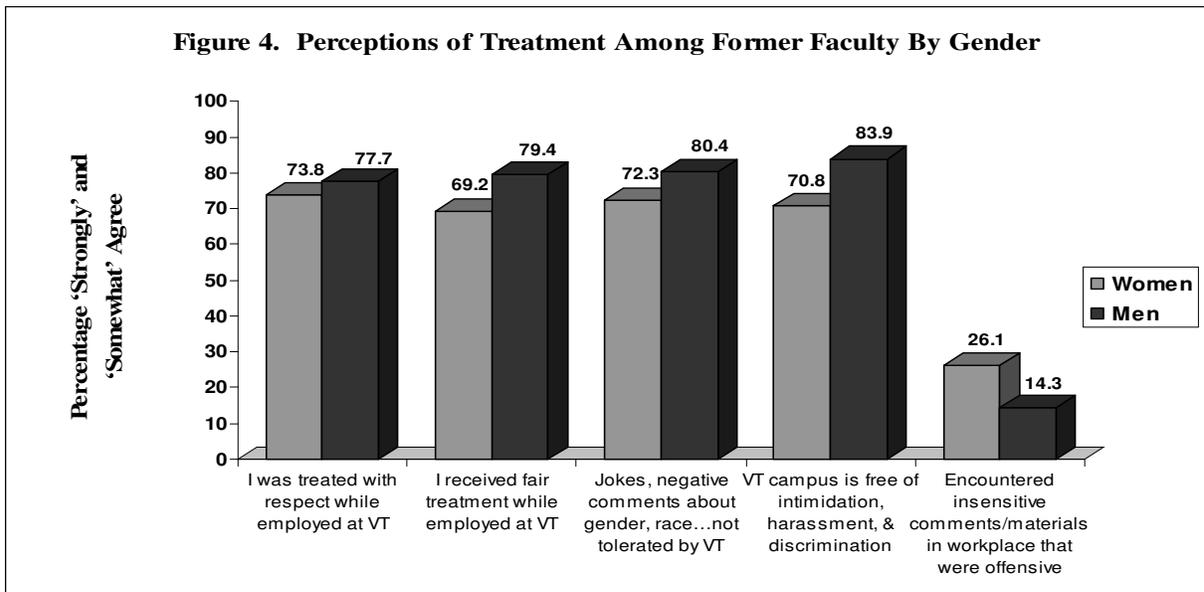
participate in meetings in which important policy decisions affecting their department were made.

Table 4. Respondent Agreement with Statements Regarding Communication & Opportunities For Input

	% 'strongly' or 'somewhat' agree
The goals and core values of Virginia Tech are clearly communicated to faculty	70.2
Faculty members at Virginia Tech are provided adequate opportunities to participate in university governance	66.9
Virginia Tech welcomes free and open input from faculty	64.9
I felt free to express my opinions in my job without worrying about negative results	56.2
I was asked to participate in meetings in which important policy decisions affecting my department were made	54.1
I had a voice in hiring new faculty members in my department	45.9

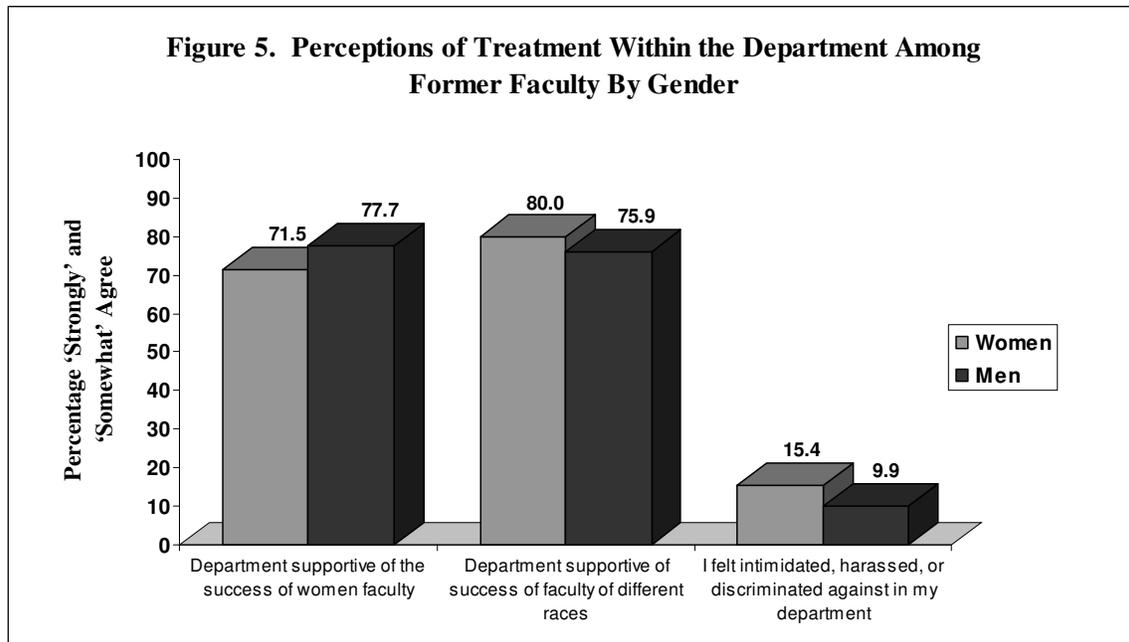
Perceptions of Faculty Treatment

A common finding on employee exit surveys is a disparity in perceptions of employee treatment across different respondent subgroups. These differences in perceptions of treatment are evident in the responses of different subgroups among the Virginia Tech Faculty Exit Survey respondents. Perceptions of treatment among survey respondents varied greatly according to respondent gender. **Figure 4** depicts this gender disparity on items regarding treatment at the university.





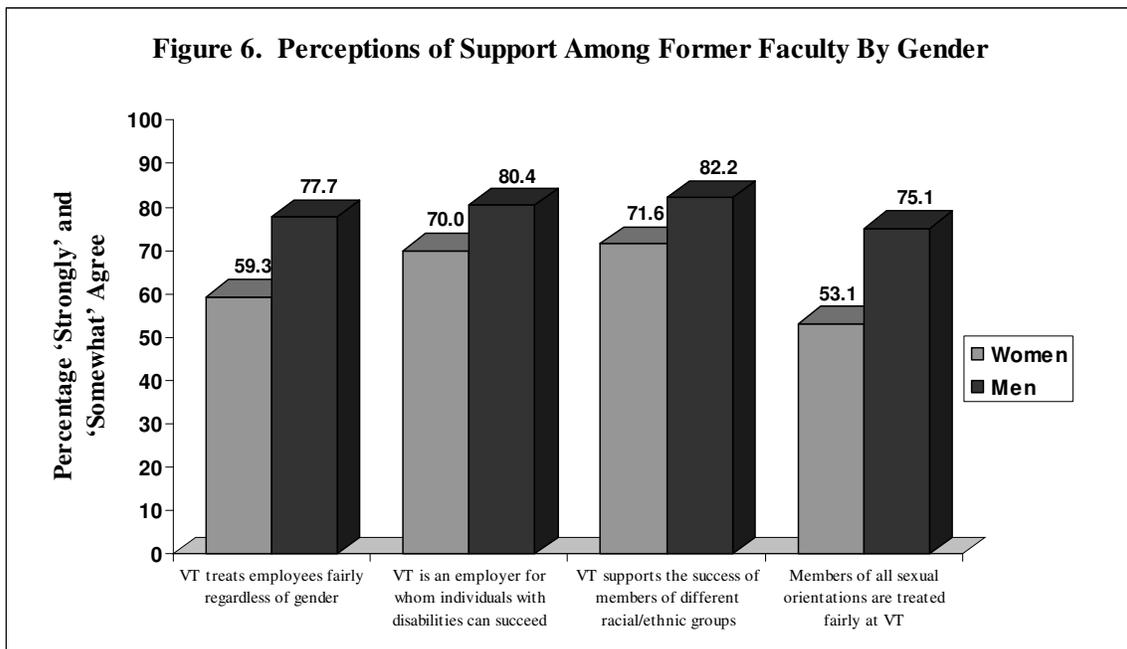
When viewing the responses for all faculty types combined there are no statistically significant differences by respondent race on these selected items regarding faculty treatment. However, among tenure track faculty, minority respondents were significantly less likely than other respondents to agree that jokes, negative comments about gender, race, ethnicity, disability, age, and sexual orientation are not tolerated by Virginia Tech. Among research faculty, minority respondents were also significantly more likely than others to report they had read, heard and/or seen insensitive or disparaging comments or materials in the workplace that they found offensive. Although men were more positive than women regarding departmental treatment of faculty, less prominent differences by gender are evident in department-level items (compared with university-level items) regarding faculty treatment. **Figure 5** depicts the findings for several items intended to measure perceptions of the treatment of faculty within departments. There were no statistically significant differences by respondent race on these items.



Substantial differences by respondent gender may also be seen on a variety of survey items regarding perceptions of support for faculty members in different groups. **Figure 6** depicts these statistically significant differences. Only one of the items regarding support for faculty garnered a statistically significant difference by respondent race when responses from all faculty types are combined. However, African American



respondents in particular were significantly less likely than respondents belonging to other racial minorities to agree that Virginia Tech is an employer for whom individuals with disabilities can succeed. Among tenure track faculty, white respondents were significantly more likely than minority respondents to agree that Virginia Tech treats faculty members fairly regardless of gender or sexual orientation. Similar to the survey findings on other domains, minority faculty among the research faculty group were more favorable than white research faculty. Within this selected group of survey items, minority research faculty were significantly more likely than other respondents to agree that members of all sexual orientations are treated fairly at Virginia Tech.



Department Leadership and Management

While almost 7 in 10 respondents (67%) agreed that their department at Virginia Tech was a good place to work, women were significantly less likely than men to concur with this statement, and white respondents were also significantly less likely to concur than minority respondents. Although the disparity in perceptions regarding department life seems to be shaped by respondent gender, the combined survey responses across all faculty types yielded no statistically significant differences by gender on survey items specifically addressing departmental leadership and management. With regard to departmental leadership and management, race does seem to inform perceptions, with white faculty being significantly less likely than other groups to respond that their



department head provided useful recommendations on how to improve job performance. Comparing the items by respondent faculty type, there is one significant difference on a department leadership item. Administrative and professional faculty were significantly less likely than research faculty to agree that their department at Virginia Tech was well managed. **Table 5** provides an overview of the combined faculty responses on a variety of survey items assessing department leadership and management.

Table 5. Respondent Agreement with Statements Regarding Department Leadership and Management

	% 'strongly' or 'somewhat' agree
My department head met with me about my job progress at least once a year	75.2
My department head treated me fairly	70.7
Overall, my department was well managed	65.7
My department head communicated performance expectations for my job clearly	65.3
I felt comfortable going to my department head with job-related issues/concerns	63.6
I trusted the leadership of my department	59.9
My department head provided useful recommendations on how I could improve my job performance	58.3

Perceptions Regarding Colleagues and a Sense of Belonging

It is clear from the Faculty Exit Survey findings that former faculty members still have high regard for their Virginia Tech colleagues. Indeed, more than nine in ten (92%) survey respondents indicated that they had a good relationship with their co-workers at Virginia Tech, slightly more than seven in ten respondents (71%) felt that they “fit in” at Virginia Tech, almost eight in ten (79%) agreed they were treated with respect by other members of their department at Virginia Tech, and a full 83 percent noted that most of their co-workers in their department at Virginia Tech seemed committed to doing a good job. Still, these strong collegial relationships did not preclude more than one-third of survey respondents (35%) from agreeing that they felt “excluded from an informal network in their Virginia Tech department in which others seemed to know about policies or opportunities of which they were unaware.”

Although 79 percent of survey respondents indicated that the Virginia Tech campus is a good place to cultivate friendships, women were significantly less likely than men to agree. Likewise, women were significantly less likely than men to report that they were treated with respect by other members of their department at Virginia Tech.

Among tenure track faculty, white respondents were significantly more likely than respondents of other races to view Virginia Tech as a good place to cultivate friendships. White respondents were also more likely to report having a good relationship with their co-workers at Virginia Tech. The direction of this disparity in perceptions may also be seen among research faculty, among whom white respondents



were more likely than respondents of other races to report that colleagues in their Virginia Tech department solicited their opinions about work-related matters. Overall, exactly three-fourths of respondents agreed that colleagues in their department at Virginia Tech had solicited their opinion about work-related matters. Across faculty types however, tenure track faculty and administrative and professional faculty were significantly more likely than research faculty to report such requests from colleagues.

Resources for Faculty

A variety of items addressing resources for faculty were included in the Faculty Exit Survey. **Table 6** provides the combined results for faculty responses to these items.

Table 6. Perceptions Regarding Resources For Faculty	
	% 'strongly' or 'somewhat' agree
I received an adequate orientation when I started my job at Virginia Tech	79.3
At Virginia Tech, I had the equipment and supplies I needed to do my job	74.8
While at Virginia Tech I was given adequate opportunities for training and development related to my job	72.3
Staff support was fairly allocated in my department	68.6
Virginia Tech provides the support that faculty members need to garner funded research projects	58.3
Virginia Tech is a good place to develop the skills and knowledge needed to be a top researcher in my field/to develop the skills and knowledge needed to excel in my job	53.3
Virginia Tech does not value my field of study	42.1

For the combined faculty results, minority respondents were more likely than white respondents to report that they had the equipment and space they needed while at Virginia Tech. Minority respondents were also more likely to agree that they received an adequate orientation when they started their job. Among tenure track respondents however, minority respondents were less likely than white respondents to report that they received adequate opportunities for training while employed at Virginia Tech. Overall, tenure track faculty members were more likely than research and administrative/professional faculty to view Virginia Tech as not valuing their field of study. However, tenure track faculty were significantly more likely than administrative/professional faculty to report they were given adequate opportunities for training and development while at Virginia Tech. Both tenure track and research faculty were significantly more likely than administrative/professional faculty to report that Virginia Tech provides the support that faculty members need to garner funded research projects. Tenure track and research faculty were also both more likely than administrative/professional faculty to agree that Virginia Tech is a good place to develop the skills and knowledge needed to be a top researcher.



Faculty Workload and Work-Life Balance

A number of items related to faculty workload and the work-life balance were included in the Faculty Exit Survey instrument. There were some notable differences in responses to these items according to respondent faculty type. Many of these disparities may stem from the difference in work tasks performed in the different faculty roles (e.g., research faculty logically report less expectations regarding assistance to students and committee work than do tenure track faculty). The findings on a variety of faculty workload and work-life balance survey items are depicted in **Table 7**.

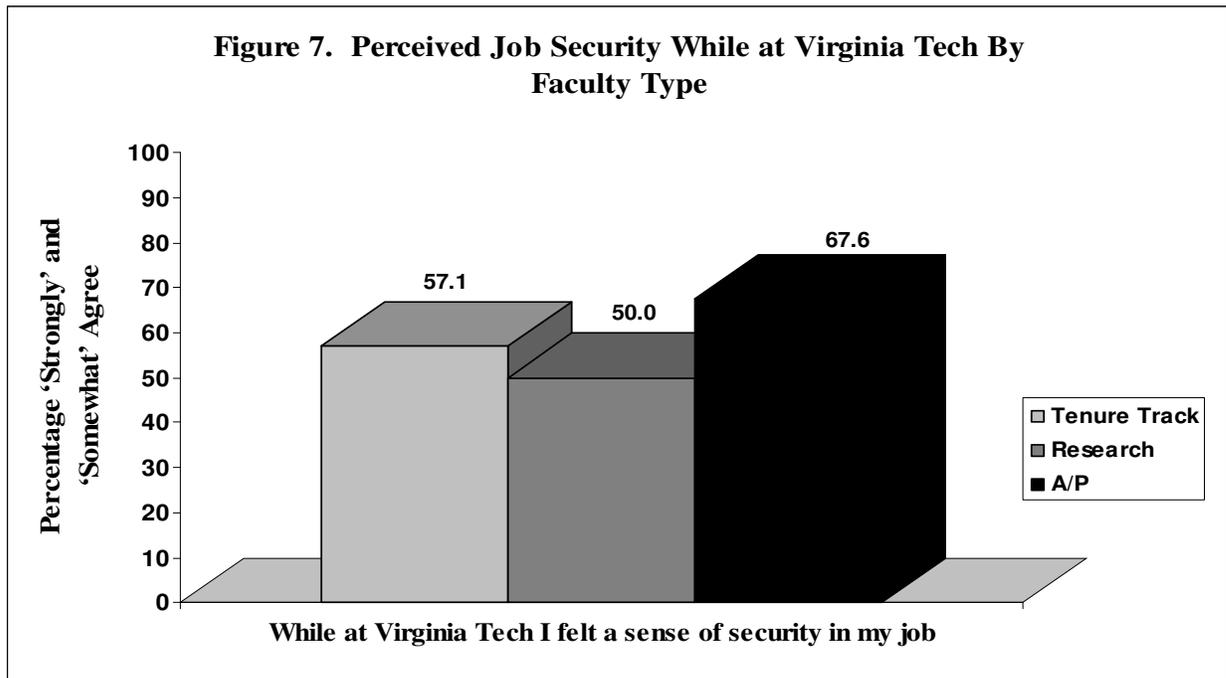
Table 7. Percent Agreement on Workload/Work-Life Balance Items by Faculty Type			
	Tenure Track	Research	A/P
Virginia Tech cares about the family/home life of its faculty	38.8	65.4	56.8
Overall, I was expected to do more work than other members of my department	59.2	34.6	45.9
I was expected to serve on more committees and/or provide more assistance to students than others in my department without appropriate recognition or reward	40.8	14.1	24.3
I felt forced to compromise an unreasonable amount of personal responsibilities and interests due to the work demands of my department	44.9	29.5	44.6
There is a good quality of life in the Blacksburg region	75.5	84.6	89.2
I was able to balance the teaching, research and outreach activities expected of me	65.3	67.9	70.3

In the combined faculty results, minority respondents were significantly more likely than white respondents to agree that Virginia Tech cares about the home life of faculty. However, minority respondents were significantly less likely than white respondents to agree that there is a good quality of life in Blacksburg. Among minority respondents, African Americans in particular were even less likely than other groups to agree that there is a good quality of life in Blacksburg. The direction of this finding is parallel when viewing the survey results of tenure track faculty alone. Specifically, among tenure track faculty respondents, white respondents were more likely than minority respondents to express positive regard for the quality of life in Blacksburg. Among research faculty, minority respondents were more likely than white respondents to agree that Virginia Tech cares about the home life of faculty. Among tenure track faculty, these findings are reversed, with white respondents more likely than minority respondents to agree that Virginia Tech cares about the home life of faculty.



Perceived Job Security

Because many research faculty positions are funded through grants and contracts, or “soft money” alone, it is not surprising that research faculty were less confident with regard to job security than their tenure track and administrative/professional counterparts. There are some statistically significant differences within particular faculty type responses when viewed by respondent race. Specifically, among tenure track faculty, minority respondents felt less secure than white respondents with regard to their jobs. As seen on other survey item domains throughout this summary, the reverse response direction is evident among research faculty, among whom minority respondents were significantly more likely to express confidence with regard to job security at Virginia Tech than white respondents. **Figure 7** provides the combined percentages by respondent faculty type for the job security survey item.



Recognition, Promotion, and Compensation

A number of different survey items measured respondent perceptions regarding recognition, promotion, and compensation at both the departmental and university levels. Overall, tenure track faculty were significantly more likely than research faculty and administrative/professional faculty to feel recognized for their departmental contributions. Tenure track faculty were also significantly more likely than administrative/professional faculty to agree that faculty at



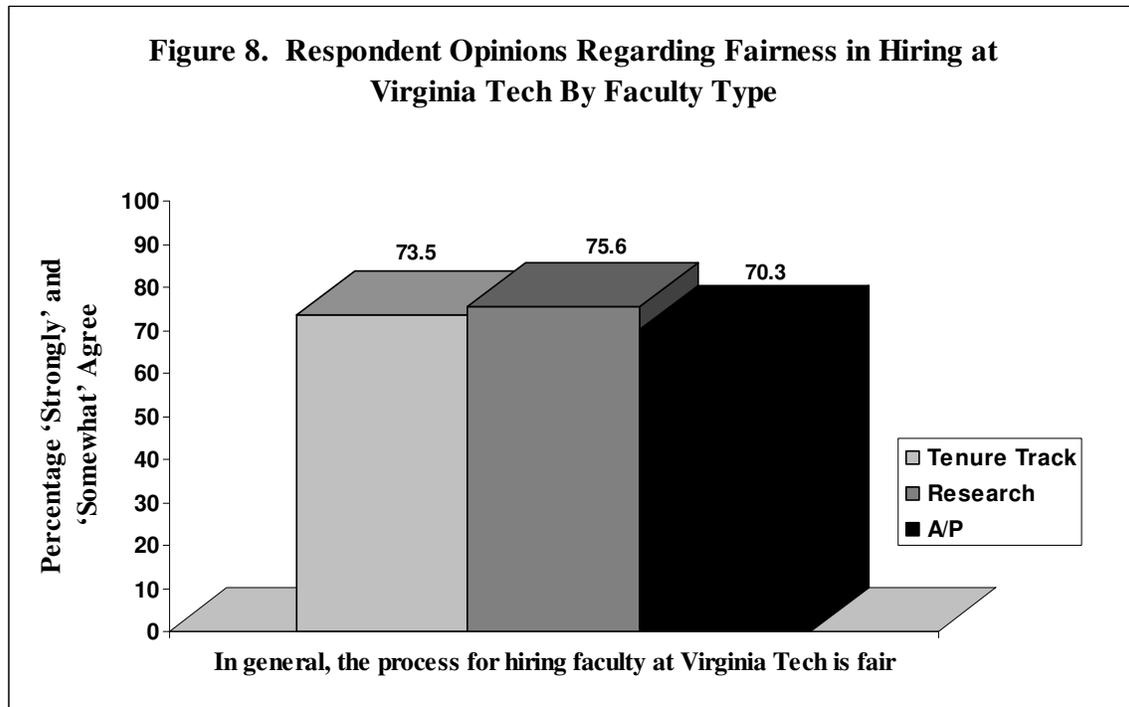
Virginia Tech are usually promoted or given opportunities based on good performance. Among research faculty respondents, minority respondents were more likely than white respondents to agree that Virginia Tech acknowledges the individual efforts of faculty. Among tenure track respondents, minority respondents agreed less than white respondents that promotion and tenure decisions were made fairly in their departments. Tenure track minority respondents were also less likely than white respondents to feel recognized for their contributions to the department. Among tenure track faculty men were significantly more likely than women to feel as if their work was valued in their department, that salary decisions were made fairly in the department, or that they were recognized for the contributions they made to the department. **Table 8** provides the combined faculty results for survey items regarding faculty recognition, promotion, and compensation.

Table 8. Respondent Agreement on Items Regarding Recognition, Promotion, and Compensation

	% 'strongly' or 'somewhat' agree
I was given opportunities to learn and take on new responsibilities in my job	77.3
My performance reviews were based on how well I did my job	73.1
Virginia Tech acknowledges the individual efforts of faculty who do outstanding work	69.4
I felt as if my work was valued in my department	68.6
I was recognized for the contributions I made to the department	62.4
Faculty at Virginia Tech are usually promoted or given opportunities based on good performance	51.7
Promotion and tenure decisions were made fairly in my department	51.2
Salary decisions were made fairly in my department	50.8

Perceptions Regarding Fairness in Hiring

Survey response differences regarding fairness in hiring across respondent faculty types is depicted in **Figure 8**. An important finding is that for the combined faculty results, there were no statistically significant differences by respondent subgroup on a survey item regarding fairness in hiring at Virginia Tech. However, among research faculty respondents, minority respondents expressed more positive views than white respondents. Specifically, minority research faculty were more likely to agree that hiring at Virginia Tech is fair.



III. Discussion and Future Steps

Although Exit Surveys are inherently limited due to their representation of individuals who are no longer with the institution (as opposed to current employees), many of the Virginia Tech Faculty Exit Survey results are particularly useful in that they may be compared with parallel items included on the survey of current faculty. It is also important to note that these baseline Exit Survey results provide a wealth of information regarding faculty members who followed through with leaving employment at Virginia Tech. With slightly more than one-third of currently faculty expressing plans to leave the university within the next two years, the Exit Survey results may prove to be even more valuable.

There are some patterns to the differences in survey responses across respondent subgroups that may also be useful as strategic initiatives proceed in the areas of diversity and campus climate. There were substantial gender differences on survey items regarding faculty treatment and support, as well as a number of significant differences on survey items for tenure track faculty that reveal glaring disparities in perceptions of campus life for minority faculty members in general, and African American faculty members in particular. Another notable pattern across survey domains is the extent to which minority research faculty seem to have more favorable impressions of Virginia Tech than is evident among their tenure track peers. This pattern may be shaped by the



differences in respondent demographic characteristics among research faculty when compared to tenure track faculty respondents. For example, there were substantially more Asian faculty members among the research faculty group than in other groups.

It is also important that the highly favorable findings among the Exit Survey responses are not overlooked. Indeed, more than 7 in 10 former faculty (72%) would recommend Virginia Tech as a good place to work to a colleague, friend, or relative. There were also a variety of favorable open-ended comments provided by faculty respondents who wanted to stay at Virginia Tech but life circumstances mandated that they leave.

These baseline Exit Survey data may assist the university in predicting the factors that drive faculty departures as well as job satisfaction among current employees. A new survey item assessing overall job satisfaction was added to the 2005 Exit Survey to help inform this task.