Faculty turnover, whether through departures to new venues or retirement, is costly for institutions. There are literal costs, such as expenses in recruiting and selecting new faculty, as well as psychic costs, such as severed professional and student-teacher relationships. Some turnover is inevitable as faculty members retire or become too ill to continue working. Occasional limited turnover is even desirable if a faculty member cannot perform at the level required and is asked or decides voluntarily to leave. Much turnover, however, is not inevitable but results from faculty dissatisfaction with their jobs—dissatisfaction that may be subject to correction if administrators and other faculty know what is causing it (e.g., unclear job expectations, heavy work assignments, low salaries). Understanding the factors that affect job satisfaction is critical if institutions are to retain their faculty.

Among public 2-year college faculty, who represented in fall 1998 18% of all full-time and 44% of all part-time faculty (National Center for Education Statistics [NCES], 2001, p. iv), this topic is particularly important because almost half are expected to retire within the next 10 to 15 years (Fugate & Amey, 2000; Rifkin, 2000). Those who remain are subject to job opportunities at other institutions, both within and outside academe (Burnett, 2003). For example, 4-year colleges and universities seeking to fill non– tenure track positions devoted primarily to teaching...