

2006 Purdue Faculty Survey Report

Executive Summary

Overall Job Satisfaction

Job satisfaction is high among faculty at Purdue University as demonstrated by the high percentage (73%) that say they are satisfied (45%) or very satisfied (28%) with their job at Purdue.

Overall Satisfaction with Particular Aspects of Purdue University

More than a majority of the faculty expressed satisfaction with all six of the aspects of Purdue investigated: (1) Prestige of the Unit (85% very satisfied or satisfied); (2) benefits (84%); (3) access to research facilities (82%); (4) balance between research and teaching (73%); (5) opportunities available for spouse/partner (61%); and (6) salary (58%). Clearly the least satisfying aspect among faculty was salaries.

Comparison With The 2001 Survey: There were significant gains in satisfaction for several aspects:

Satisfaction with the prestige of one's unit increased from 76% satisfied in 2001 to 85% satisfied in the current survey.

Satisfaction with access to research facilities increased from 69% in 2001 to 82%.

Satisfaction with salaries increased from 46% satisfied in 2001 to 58% satisfied this time.

Overall Satisfaction with Purdue's Reputation

Over 80% of the faculty is satisfied with Purdue's reputation:

Very satisfied or satisfied with Purdue's reputation in the state, 94%

Very satisfied or satisfied with Purdue's national reputation, 88%

Very satisfied or satisfied with Purdue's international reputation, 87%

Factors Positively Influencing the Decision to Accept a Purdue Position

Among those accepting positions at Purdue in the last five years, the most popular reasons given for that decision are:

Prestige of the Unit	88%
Balance between Research and Teaching	80%

Benefits	77%
Access to Research Facilities	74%
Start-up Package	66%
Salary	63%

Things that Faculty Like Most and Would Most Like to Change about Purdue University

When asked to spontaneously mention things they like most about Purdue, the aspects most frequently mentioned first are: Collegiality (14%), Atmosphere (work environment, friendliness, and campus) (12%), and Reputation (7%).

When asked to spontaneously mention the things they would most like to change, the aspects faculty first mentioned most were: Administration and administrative goals (12%), Salary (8%), Balance between research and teaching (6%), Diversity (6%), and Facilities (5%).

The Decision To Become a Faculty Member at Purdue University

Decision to join the faculty again: When asked if they had to decide all over again whether to be a faculty member at Purdue, 65% of the faculty in the current survey said they would choose to do so again. Only 9% of the faculty would not choose to accept a job at Purdue.

COMPARISON WITH THE 2001 SURVEY: The percentage of faculty saying they would choose to join Purdue again is 9 percentage points higher than in the 2001 survey.

Seriously considered leaving Purdue: A third of the faculty have very seriously considered leaving Purdue (33%), and 38% of the faculty say they have considered leaving somewhat seriously. A comparable percentage of the faculty gave similar answers in 2001—33% very seriously considered leaving and 42% somewhat seriously.

Main motivations for considering leaving: The most popular motivations for considering leaving are:

Higher salary	83%
To live in a different part of the country	76%
To enhance spouse's/partner's career	73%
For a position of higher rank, responsibility or visibility	68%

More prestigious unit	63%
Join a unit where one would be more appreciated	61%

Adequate Institutional Support and Resources to Meet Scholarship and Teaching Responsibilities

Institutional Support: In every area, a sizeable majority of faculty feel that support is adequate to meet their responsibilities:

Off-campus Internet and e-mail	85%
Support from unit head	75%
Teaching Technology training	67%
Study design and data analysis	60%
Teaching assistants or graders	59%
Grant writing preparation and assistance	58%

Institutional Resources: Except for the adequacy of Unit Travel Funds, a majority of the faculty feel the other mentioned resources are adequate to meet research and teaching responsibilities. The most highly rated of these resources are:

Access to information on funding opportunities	83%
Library resources	80%
Office space	77%
Well-equipped classrooms	76%
Equipment and supplies	73%

Attitudes about Class Size

Slightly more than a third of the faculty (38%) thinks that the size of classes had increased over the last five years. Only 8% of faculty felt that class sizes had decreased over that period.

The size of classes is rated as a big or moderate problem at Purdue by 61% of faculty.

Perceived Importance of Factors Considered in Tenure Reviews

The perceived importance of two areas have increased significantly over the period 2001-2006: The percentage of faculty who agreed that tenure decisions depend to an important degree on the quality of published research/creative work increased by 16 percentage points. The percentage of the faculty who think that tenure decisions depend heavily on outside evaluations increased by 10

percentage points. The importance of the other factors in tenure reviews have not changed significantly in the perceptions of faculty.

The areas that most faculty agree are important in tenure reviews are:

Quality of creative/research work produced	80%
Securing a grant or fellowship	78%
Receiving outside evaluations	60%

Perceptions of the Criteria and Processes Used for Tenure Review

Perceptions of the criteria and processes used for tenure review are uniformly positive among faculty. Over 70% of the faculty ranks the criteria and processes positively. Further the responses given this year do not differ significantly from those given in 2001.

Perceived Importance of Factors in Annual Merit Reviews

The largest change in the perceived importance of factors in annual merit reviews is for the quality of research/creative work produced that increased by 13 percentage points since 2001.

The most important factors in annual merit reviews according to faculty are:

Quality of research/creative work produced	62%
Doing a fair share of committee and service work	59%
Getting along with the right people	58%

Perceptions of the Criteria and Processes Used for the Annual Merit Review

There was a significant decline in the percentage of faculty agreeing that the annual merit review process in their unit is clearly defined, falling from 48% in 2001 to 40% in 2006.

The rest of the criteria show a high degree of consistency in the ratings given to them by faculty. The highest percentage of faculty agreed that the process has significant value for faculty development (64%), and that the criteria used to reach merit decisions are generally appropriate (63%).

Perceived Areas of Influence in One's Unit

There was significant growth in several areas of perceived influence in one's unit between 2001 and 2006.

Growth in perceived influence in determining teaching schedules—40% in 2001 and 58% in 2006

Determining faculty course loads—19% in 2001 and 35% in 2006

Determining class size—15% in 2001 and 29% in 2006

Determining annual merit pay increases received—25% in 2001 and 38% in 2006

Determining subjects taught—60% in 2001 and 73% in 2006

Selecting next unit head—50% in 2001 and 62% in 2006

Allocating resources—20% in 2001 and 30% in 2006

The one area in which faculty perceive that they have less influence over the last five years is in affecting the overall climate/culture of Purdue—60% in 2001 and 34% in 2006.

The areas in which faculty perceive their greatest influence include:

Selecting graduate students	81%
Making unit curriculum decisions	79%
Selecting new faculty	79%
Determining subjects taught	79%
Securing facilities and equipment for research or creative work	63%
Selecting the next unit head	62%

Workload and Stress

Faculty feels the greatest pressure from the pace of work in their units—86% agreed that this was a source of stress. The source of stress is the level of output expected by the faculty member's unit; 69% of faculty agrees that this is a source of stress. The other sources of stress are an excessive workload that interferes with personal life (54%), and feeling burned out by work (50%).

Work-Related Sources of Stress during the Last Two Years

The top sources of work-related stress among faculty are:

Research and publishing demands	89%
Institutional procedures and red tape	83%
Committee work	80%
Promotion and tenure processes	71%
Teaching load	64%

These sources of stress have not changed significantly over the last 5 years (2001-2006).

Personal Sources of Stress

The personal sources of stress in faculty members' lives have not changed between 2001 and 2006. Both the ranking of stressors and the percentage of faculty finding them as sources of stress have not changed significant over the five years.

The personal sources of stress are:

Being a part of a dual-career couple	70%
Care of elderly parent	47%
Child care	44%
After-school care	38%

Sources of Harassing or Disparaging Remarks

Faculty members are most likely to report harassing or disparaging remarks about faculty, students or staff in the following areas:

Research area	34%
Theoretical or methodological orientation	27%
Gender	27%
National origin or ancestry	20%
Religion	19%
Race	16%
Color	11%

Perceptions of Fairness in One's Unit

Faculty agree that their units are fair in the distribution of office space (75%), in the distribution of support services and other resources (65%), and in giving a preferential teaching assignment at a critical point in their careers (60%). Fewer than a majority agree that lab space (49%), tenure clock extensions (46%) and salaries (43%) are fairly distributed.

Perceptions that One's Unit Is Valued

Perception that faculty across the University value one's unit: Faculty from Management (80%) and Veterinary Medicine (80%) are most likely to see faculty from other units as valuing their unit. These two schools are followed by Agriculture and Engineering where 74% of the faculty of each school see their units as being valued by other faculty. The schools with the lowest perceptions of their esteem among other faculty are Liberal Arts (36% agree), Technology (40%) and Education (41%).

Perception that central university administrators value one's unit: Faculty members from Pharmacy and Pharmaceutical Sciences are most likely to see administrative officials as respecting their unit (60%). The colleges/schools least like to see administrative officials as valuing their units are: Agriculture (38%), Management (38%), and Veterinary Medicine (39%).

Satisfaction with Purdue's Campus

As measured by the percentage of faculty satisfied or very satisfied, the following aspects of Purdue's campus are most highly rated:

Personal safety	96%
Bus service	90%
Recreational facilities	80%
Professional and personal counseling services	79%
Parking	79%
Cultural activities	78%

The faculty is least satisfied with the following aspects of campus:

Child care services	20%
Accommodations for bicyclists	47%
Ethnic and racial diversity	56%

Satisfaction in the following areas grew significantly between 2001 and 2006: Ethnic and racial diversity satisfaction increased by 18 percentage points; campus members' acceptance of those different from themselves, dining facilities, cultural activities, and parking all increased by 13 percentage points.