

INTRODUCTION
Demographics
Methodology
Response Rate

SATISFACTION WITH PURDUE UNIVERSITY

Q1. Overall Satisfaction with Position at Purdue

Q15. Choosing Purdue

Current Satisfaction with Purdue

Q16. Choosing Again

Q17. and Q18. Motivations for Leaving

Q4. What do you like most about Purdue?

Q5. What would you most like to change about Purdue?

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.

Significant Group Differences

RACE: While all racial groups express a high degree of job satisfaction, there is a significant difference in satisfaction levels. Asians are most satisfied—19% very satisfied and 59% satisfied. The second most satisfied group is white faculty—31% very satisfied and 44% satisfied. Blacks and Others are the least satisfied groups: Among blacks, 8% are very satisfied and 61% are satisfied.

RANK: Assistant (79% very satisfied or satisfied) and full (76% very satisfied or satisfied) are most satisfied with their jobs. The least satisfied group among the ranks is associate professors—67% very satisfied or satisfied.

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.

Significant Group Differences

GENDER: Female faculty members are less satisfied (65%) with the balance between research and teaching than are male faculty (77%).

RACE: Black faculty are more satisfied with spousal/partner opportunities (75% satisfied) than are whites (64%), Others (57%) or Asians (54%).

COLLEGE/SCHOOL:

For Prestige of the Unit, the most satisfied colleges are: Veterinary Medicine (93%), Technology (92%), Pharmacy and Pharmaceutical Sciences (91%), Agriculture (90%), Consumer and Family (87%) and Engineering (86%). The least satisfied colleges/schools are: Liberal Arts, Management and Science (all at 82% very satisfied or satisfied).

For Access to Research Facilities, the most satisfied colleges/schools are: Pharmacy and Pharmaceutical Sciences (90%), Science (87%), Management (86%), Technology (85%), Engineering (84%). The least satisfied are: Consumer and Family and Liberal Arts (77%) and Veterinary Medicine (73%).

For Balance between Research and Teaching, the most satisfied colleges/schools are: Management (91%), Pharmacy and Pharmaceutical Sciences (86%), Science (81%). The least satisfied are: Education (69%), Veterinary Medicine (68%), Technology (52%).

RANK:

Assistant professors are less satisfied than associate and full professors about the opportunities available for spouses/partners, and access to research facilities.

Associate professors are least satisfied with the balance between research and teaching (64% very satisfied or satisfied), compared to assistant (72%) and full (81%) professors.

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%

Significant Group Differences

COLLEGE/SCHOOL:

Some colleges/schools are significantly more satisfied with Purdue's national reputation than others. Among the most satisfied colleges/schools are: Consumer and Family (96%), Technology (96%), Management (95%), and Agriculture (94%). The least satisfied colleges/schools are: Education (86%), Pharmacy and Pharmaceutical Sciences (85%), Liberal Arts (82%), and Science (77%).

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%

Significant Group Differences

GENDER:

Female faculty members are more likely than men to say they accepted a position at Purdue because of the spousal relocation program—females 42%, males 33%.

RACE:

Whites (80%) and Asians (77%) are more likely than blacks (67%) and others (69%) to mention the benefits offered by Purdue as a reason for taking the job.

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.

Significant Group Differences

GENDER:

Male faculty (68%) are more likely to say they would choose to be a faculty member at Purdue again than are women (58%).

RACE:

Whites are more likely to say they would join the faculty again (68%) than any other racial group—blacks (54%), Asians (50%), others (46%).

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.

Significant Group Differences

RANK:

Associate (38%) and full (36%) professors were more likely to very seriously consider leaving than assistant (20%) professors.

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%

Significant Group Differences

GENDER:

Women would be more likely to leave for a less pressured position (52%) than are men (38%).

Women also find a job with a better balance between work and personal life (62%) more attractive than men do (51%).

RACE:

Blacks (73%) and others (92%) are more likely to say they would leave for a more prestigious unit than are Asians (68%) or whites (62%).

Blacks (58%) and others (70%) are more likely to find a more cosmopolitan urban setting more attractive than Asians (36%) or whites (41%).

Blacks (58%) and others (52%) are more likely to find a wider net of social contacts a motivation for leaving than are Asians (20%) or whites (35%).

Blacks (69%) and others (60%) are more likely to find a better balance between work and personal life a motivation for leaving than are Asians (35%) or whites (54%).

RANK:

Assistant and associate professors are more likely to find the following motivations more attractive than full professors:

Reduced teaching load—assistants (35%), associates (38%), full professors (28%)

Wider net of social contacts—assistants (41%), associates (41%), full professors (31%)

Better balance between work and personal life—assistants (56%), associates (65%), full professors (45%).

TEACHING AND RESEARCH ACTIVITIES

Q33 a-f. Number of Times Published or Awarded a Grant in
the Last Two Years

Adequate Institutional Support

Adequate Institutional Resources

Estimated Hours Worked Per Week

Average Number of Courses Taught by College

Number of Graduate Students Overseen

Attitudes About Class Size

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%

Significant Group Differences

GENDER:

Male and female faculty differed in their opinions of the adequacy of library resources. Women are less likely to find resources adequate (75%) compared to men (83%).

RACE:

In several areas of institutional support and resources, blacks are less likely to give positive ratings than whites and Asians.

Institutional support and resources are adequate to meet responsibilities (percent agree or agree strongly):

Grant writing preparation and assistance—blacks 46%, whites 60%, Asians 63%

Study design and data analysis—blacks 36%, whites 63%, Asians 57%

Office space—blacks 62%, whites 77%, Asians 74%

Access to information on funding opportunities—blacks 54%, whites 85%, Asians 93%

RANK:

Assistant professors are less satisfied with the adequacy of space of housing research animals (45%), and study design and data analysis assistance (49%). In both instances over sixty percent of the associate and full professors found both of these adequate in comparison.

Assistant professors are more satisfied with the adequacy of unit travel funds (53%) than are associate (40%) and full (41%) professors.

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.

Significant Group Differences

Perceptions of class size varies by college with 60% of faculty in Consumer and Family Sciences seeing increases in class size, but only 12% in Veterinary Medicine, 19% in Management, 26% in Science and 27% in Education. Over half of some colleges/schools see this as a big or moderate problem:

Consumer and Family	79%
Liberal Arts	67%
Technology	65%
Pharmacy and Pharmaceutical Sciences	61%
Agriculture	58%
Science	57%

PROFESSIONAL DEVELOPMENT
Information on Grants Offered by Purdue

TENURE AND MERIT REVIEW

Perceived Importance of Factors Considered in Tenure
Perceptions of the Criteria and Processes Used for Tenure
Perceived Importance of Factors in Annual Merit Reviews
Perceptions of the Criteria and Processes Used for the
Annual Merit Review

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%

Significant Group Differences

GENDER:

Women are more likely to perceive that the quality of creative/research work (women 58% agree, men 47% agree) and getting along with the right people (women 73%, men 61%) as being more important to tenure decisions than men do.

RACE:

Asians see receiving high teaching evaluations (Asians 63%, whites 37%, blacks 25%), and doing a fair share of committee and service work (Asians 71%, whites 48%, blacks 25%) as being more important in tenure decisions than whites and blacks.

RANK:

Assistant professors tend to see doing a fair share of the committee and service work (assistant professor 65%, associate professor 48%, full professor 42%), and getting along with the right people (assistants 81%, associates 75%, full professors 47%) as being more important in tenure decision than higher ranked professors.

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.

Significant Group Differences

GENDER:

Men are more likely to agree that the criteria used to reach tenures decisions are generally appropriate (men 81%, women 72%) than women.

RACE:

Whites and Asians are more likely to give more positive evaluations than blacks including:

Annual reviews help faculty prepare for eventual promotion and tenure decisions—whites 88%, Asians 85%, blacks 62%

Criteria used to reach tenure decisions are generally appropriate—whites 79%, Asians 83%, blacks 64%

RANK:

Full professors are significantly more likely to hold positive perceptions of some tenure criteria and processes than assistant professors.

Tenure procedures are clearly defined—Assistant professors 58%, full professors 85%

Criteria used to reach tenure decisions are generally appropriate—Assistant professors 76%, full professors 85%

Annual review helps faculty prepare for eventual promotion and tenure decisions—Assistant professors 78%, full professors 87%

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%

Significant Group Differences

GENDER:

Women are more likely to agree that decisions depend almost exclusively on the quantity of research/creative work produced (55%) than are men (40%).

RACE:

Asians are more likely to perceive high teaching evaluations as being important to their annual merit reviews (70%) than whites (42%) or blacks (44%).

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%).

Significant Group Differences

GENDER:

Men are more likely to perceive value for faculty development in annual merit reviews (68%) than women (54%).

RACE:

Whites and Asians are more likely to see the criteria used to reach merit decisions are generally appropriate—whites 65% and Asians 67%--than are blacks (56%).

RANK:

Associate professors are less likely to rate the procedures and criteria as being used fairly than are assistant or full professors:

Processes and criteria used to reach merit decision are applied fairly year to year—Assistant professors 59%, associate professors 42%, full professors 61%

Merit review process has significant value for faculty development—assistant professors 68%, associate professors 51%, full professors 71%

Criteria used to reach merit decisions are generally appropriate—assistant professors 73%, associate professors 52%, full professors 66%

FACULTY VOICE ON CAMPUS
Influence in One's Unit

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%

Significant Group Differences

RACE:

Whites perceive their areas of influence as being greater than blacks in several areas within their units:

- Determining annual merit increases—whites 39% some or substantial influence, Asians 49%, blacks 25%
- Selecting the next unit head—whites 66%, Asians 43%, blacks 39% some or substantial influence
- Strategic planning on the college/school level—whites 50%, Asians 36%, blacks 31%
- Unit curriculum decisions—whites 83%, Asians 47%, blacks 54%
- Selecting new faculty—whites 81%, Asians 66%, blacks 54%

RANK:

Assistant professors see themselves as having less influence in their units than do more senior faculty in the following areas:

- Selecting the unit head—assistants 47%, associates 61%, full professors 72%
- Strategic planning on the college/school level—assistants 39%, associates 42%, full professors 61%
- Strategic planning on the university level—assistants 13%, associates 12%, full professors 22%

Affecting the overall climate—assistants 29%, associates
29%, full professors 43%

Determining the subjects taught in the unit—assistants 66%,
associates 69%, full professors 79%

CLIMATE AT PURDUE
Workload and Stress
Personal Discrimination or Harassment
Perceptions of Fairness
Feeling Valued
Satisfaction with Purdue Campus

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%).

Significant Group Differences

GENDER:

Women feel more pressured to change their research/creative agenda in order to fit into the unit (41%) than do men (31%).

Women are less likely to agree that the unit expects a reasonable level of output from them (63%) than do men (72%).

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).

Significant Group Differences

GENDER:

Women are significantly more likely to be stressed by these work-related sources than are men.

- Research and publishing demands—women 94% agree this is a source of stress, 88% of men agree
- Tenure and promotion processes—women 84% see it as a source of stress and 66% of men
- Interactions with Purdue's IRB—women 67% see it as stressful and 49% of men
- Discrimination—women 47% and men 21%
- Colleague's lack of understanding of family responsibilities—women 38%, men 23%

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%

Significant Group Differences

GENDER:

Women are significantly more likely to name the following as sources of stress than men: Being part of a dual-career couple (women 77%, men 67%); child care (women 57%, men 38%); and after-school care (women 49%, men 32%).

RANK:

Child care and after-school care are more likely to be problems faced by assistant and associate professors who are younger than by full professors. Whereas, caring for an elderly parent is more likely to be a problem for associate or full professors who are older.

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.

Significant Group Differences

RACE:

Blacks are less likely to see preferential teaching assignments, support services and other resources, and office space as being distributed fairly than are whites and Asians.

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 likely 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.