

Faculty Perspectives Survey Summary
Secure Faculty Survey Committee

The results of the Faculty Perspectives Survey were presented in four parts with each available in its entirety on the Provost's web site. The last report was released in February 2017. The recent survey was undertaken during the spring of 2015. The questionnaire was designed to mimic the prior 2007 study to facilitate comparison. This summary does not include the salary study which is included in Report II.

Response to the survey was strong, with 69 percent of tenure-line faculty responding. The overall response rate was 55 percent but rises to 70 percent when Feinberg School of Medicine (FSM) instructional/clinical faculty are excluded. The response rate was much lower for FSM instructional/clinical faculty compared with other faculty (34 percent, compared with 72 percent not at FSM). Most FSM instructional/clinical faculty are also clinicians, which might be a factor in their low response rate. Because 72 percent of instructional/clinical faculty surveyed were at FSM, this substantially lowered the overall instructional/clinical faculty response rate.

Response Rate by Group	Invited	Responded	Response Rate
Tenured professors	756	525	69%
Tenured associate professors	291	210	72%
Tenure-track	303	192	63%
Subtotal: Tenure-line faculty	1,350	927	69%
Instructional/clinical faculty not in Feinberg School of Medicine (FSM)	492	354	72%
Instructional/clinical faculty in FSM	1,248	429	34%
Subtotal: Instructional/clinical Faculty	1,740	783	45%
Total	3,090	1,710	55%
Total without FSM instructional/clinical faculty	1,842	1,281	70%

The overall response rate was higher than the 50 percent rate for the prior Northwestern faculty survey in 2007. It was below the median of 60 percent for peer Association of American Universities (AAU) institutions but above it with FSM instructional/clinical faculty excluded. The populations surveyed by peer institutions vary.

Women responded at higher rates in each category except for FSM instructional/clinical faculty.

Report I: Faculty Satisfaction with Career and Resources

Faculty were asked to assess their overall satisfaction in the context of their careers at Northwestern. Of tenure-line faculty who responded, 79 percent were very or somewhat satisfied with their career success as faculty members at Northwestern, with 41 percent "very satisfied." This was an improvement over the 74 percent of faculty reporting satisfaction at that

level in the 2007–08 survey. Within tenure-line faculty, tenured full professors were the most satisfied group (82 percent) and tenured associate professors the least satisfied (72 percent). These results are similar to those of a 2013 faculty climate survey at Harvard University in which 81 percent of faculty indicated that they were very (49 percent) or somewhat (32 percent) satisfied with being on the Harvard faculty.

Percent <i>very or somewhat satisfied</i>	Tenure-line			Instructional/Clinical		
	2007	2015		2007	2015	
		Overall			Overall	
		Research/ Creative work	Teaching/ Service		Research/ Creative work	Teaching/ Service
Overall, how satisfied are you being a faculty member at Northwestern? (2007)*	74%	79%		77%	69%	
Library resources	79%	83%		88%	87%	
Office space	71%	81%		67%	72%	
Computer resources	61%	67%		76%	69%	
Technical and research support	59%	58%		67%	54%	
Lab or research space	58%	66%		51%	52%	
Clerical and administrative support	54%	55%	55%	70%	55%	60%
Discretionary funds	46%	52%	42%	30%	38%	33%
Support for securing grants	46%	52%		37%	40%	
Teaching responsibilities (2007)/Type of teaching responsibilities (2015)	81%		84%	84%		79%
Teaching responsibilities (2007)/Amount of teaching (2015)	81%		75%	84%		71%
Advising responsibilities	73%		75%	73%		72%
Access to teaching assistants	63%		57%	50%		47%
Committee and administrative responsibilities	52%		61%	52%		64%

Within the rank of associate professor, those who have been at the rank for ten or more years are much less satisfied (52 percent) than those who have been at the rank less than ten years (78 percent). Men were slightly more satisfied than women (80 percent compared with 78 percent). African American (83 percent), white (80 percent), and Hispanic (79 percent) tenure-line faculty are most satisfied, while Asian American (74 percent) and international tenure-line faculty (62 percent) are less satisfied. Only 25 tenure-line faculty respondents are classified as international.

Overall satisfaction varies by school and division. With “very” or “somewhat” satisfied categories combined, the school reporting the most faculty satisfaction (93 percent) is Education and Social Policy (SESP), with Bienen and Communication faculty the least satisfied. However, 52 percent of Bienen faculty are “very” satisfied, which is the second highest percentage after SESP.

	Tenure-line		NTE	
	N	Satisfied	N	Satisfied
All	872	58%	655	50%
WCAS Social Sciences	137	61%	16	37%
WCAS Natural Sciences	97	51%	27	48%
WCAS Humanities	85	54%	69	21%
Pritzker Law	30	76%	41	46%
Medill	14	57%	14	54%
McCormick	114	48%	26	50%
Kellogg	93	73%	28	64%
Feinberg Medicine	192	58%	346	56%
Education and Social Policy	14	57%		
Communication	67	68%	42	36%
Bienen Music	27	49%	27	22%

Research and Creative Work

When asked to report their satisfaction with resources to support research and creative work, 71 percent of tenure-line faculty and 56 percent of instructional/clinical faculty responded that they were satisfied. The overall pattern between tenure line and NTE faculty is very similar (correlation = .91).

	Correlations			
	Tenure-line		NTE	
	Overall	Research	Overall	Research
Satisfaction with support for research and creative work	0.55		0.51	
Technical and research support	0.32	0.41	0.35	0.52
Support for securing grants	0.30	0.47	0.25	0.51
Discretionary funds (also under teaching)	0.28	0.53	0.27	0.49
Office space	0.27	0.35	0.31	0.30
Lab or research/creative space	0.27	0.40	0.30	0.45
Computing resources	0.24	0.42	0.21	0.35
Library resources	0.23	0.23	0.16	0.19
Clerical and administrative support (also under teaching)	0.22	0.38	0.26	0.38

Teaching and Service

Overall levels of satisfaction with resources for teaching and service were lower than those for research and creative work, with 63 percent of tenure-line faculty and 69 percent of instructional/clinical faculty satisfied with teaching/service support resources. The overall pattern between tenure-line and NTE faculty is somewhat different (correlation = .35), with tenure-line being less satisfied with committee assignments and support from teaching assistants.

	Correlations			
	Tenure-line		NTE	
	Overall	Research	Overall	Research
Satisfaction with support for teaching and service	0.32		0.40	
Clinical responsibilities	0.34	0.38	0.28	0.39
Type of teaching responsibilities	0.32	0.39	0.36	0.46
Amount of teaching responsibilities	0.28	0.37	0.31	0.40
Discretionary funds (also under research)	0.27	0.39	0.33	0.46
Committee and administrative responsibilities	0.24	0.32	0.37	0.42
Clerical and administrative support (also under research)	0.24	0.32	0.25	0.40
Advising responsibilities	0.24	0.38	0.29	0.46
Support from teaching assistants	0.19	0.29	0.30	0.40

Report II: Attitudes about Compensation

Most faculty members reported satisfaction with their salary and benefits. Fifty-eight (58) percent of tenure-line faculty and 50 percent of instructional/clinical faculty say they are satisfied with their salary. Seventy-five (75) percent of tenure-line faculty and 78 percent of instructional/clinical faculty reported being satisfied with their benefits. The survey identified variations in level of satisfaction reported above among genders, racial/ethnic groups, and schools. There is a five percentage point gender gap for tenure-line faculty and a 10 percentage point gender gap for instructional/clinical faculty.

Satisfaction with salary and benefits

	N	Salary	Benefits
		Satisfied	Satisfied
All Tenure-Line	875	58%	75%
All-Tenure Line-Women	253	55%	
All Tenure-Line Men	619	60%	
All NTE	661	50%	78%
All NTE-Women	328	45%	
All NTE-Men	327	55%	

Tenure-line African American faculty had the highest satisfaction with salaries (76 percent). Asian-American and Hispanic faculty reported lower satisfaction with salaries. For Asian-American faculty, only 37 percent of tenure-line and 44 percent of instructional/clinical faculty are satisfied, and for Hispanic faculty, only 46 percent of tenure-line faculty and 32 percent of instructional/clinical faculty are satisfied with their salary.

Satisfaction with salary by race/ethnicity

	Tenure-line		NTE	
	N	Satisfied	N	Satisfied
All	872	58%	655	50%
Asian-American	93	37%	77	44%
African American	34	76%	19	58%
Hispanic	37	46%	16	32%
International	25	68%	20	50%
White	676	60%	508	51%

The variation of satisfaction is wide among faculty based on their Northwestern school or division, with Pritzker and Kellogg faculty most satisfied (76 percent and 73 percent, respectively) and Bienen (49 percent) and McCormick (48 percent) least satisfied for tenure-line faculty. Satisfaction with salary also varies by school for instructional/clinical faculty, from a high of 64 percent for Kellogg down to 37 percent for WCAS Social Sciences, 36 percent for Communication, 22 percent for Bienen, and 21 percent for WCAS Humanities.

Satisfaction with salary by school

	Tenure-line		NTE	
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Report III: Diversity and Inclusion

A majority of tenure-line and instructional/clinical faculty agreed with the diversity and equity statements about Northwestern demonstrating that it values diversity, with lower levels of agreement among instructional/clinical faculty. Women faculty members in both groups—tenure-line and instructional/clinical—reported strikingly lower levels of agreement with all statements than did men faculty. African American and Hispanic/Latino faculty, both tenure-line and instructional, also had low levels of agreement on most statements. Asian American tenure-line faculty most frequently agreed with the statements on diversity and inclusion at higher rates than African American or Hispanic/Latino tenure-line faculty but lower than white and international tenure-line faculty. Results were similar for instructional/clinical Asian American faculty. For example, African American, Hispanic/Latino, and Asian American faculty reported lower levels of agreement than did white faculty with statements about the University valuing diversity of faculty and students.

Women (57 percent), African-American (54 percent), and Hispanic/Latino (51 percent) tenure-line faculty agreed that “within the University, the work climate/culture is supportive regardless of a person’s race/ethnicity,” compared to about 70 percent for all other groups. Patterns were largely similar for instructional/clinical faculty. In terms of supportive climate and equitable opportunities at the department level regardless of race/ethnicity, levels of agreement varied between white (72 percent), international (81 percent), men (76 percent), African American (71 percent), Hispanic/Latino (71 percent), Asian American (63 percent), and women (59 percent) tenure-line faculty. Among instructional/clinical faculty, whites (67 percent) and men (71 percent) also had high levels of agreement, with lower levels of agreement for Hispanic/Latino (51 percent), African American (53 percent) and women (58 percent) faculty.

Striking differences between men and women faculty, both tenure-line and instructional/ clinical, were evident for statements “that the University is supportive regardless of gender” and that “the climate and opportunities for female faculty in my department are equivalent to those for male faculty.” Women’s levels of agreement were in the 50 percent range, while men’s were in the high 70 percent to low 80 percent range.

Report IV: Leadership and Environment

As indicated by the levels of faculty satisfaction from the survey conducted in 2007, the satisfaction with the effectiveness of central administration in managing the University has declined. In 2007, 62 percent of tenure-line faculty were satisfied while 56 percent of tenure-line faculty were satisfied in 2015. Instructional/clinical faculty show a greater decrease in satisfaction; in 2007, 60 percent were satisfied with the effectiveness of leadership of the central administration while 48 percent were satisfied in 2015. Across the demographic characteristics of rank, gender, and race/ethnicity, faculty are consistently more satisfied with the effectiveness of leadership at the departmental level than at the school or central administration levels.

For both tenure-line and instructional/clinical faculty groups, the most satisfied ranks were junior faculty. Conversely, there is a proportion of associate professors who have been in rank for more than ten years who are markedly less satisfied with the effectiveness of their leaders than those in the same rank for nine or fewer years. The satisfaction with leadership reported by women faculty was generally similar to that of men. There were some differences by gender when the faculty were responding to the questions of leadership effectiveness at the school level and the central administration—men were mildly more satisfied with leadership than women.

For tenure-line faculty, African American and international faculty were the two most satisfied racial/ethnic groups across the three levels of leadership. Asian American, white, and Hispanic faculty were the least satisfied tenure-line faculty; in fact, at the school level, these three demographic groups expressed the most dissatisfaction when assessing leadership effectiveness (33 percent, 31 percent, and 30 percent respectively) as compared to the satisfaction with the effectiveness of central administration and departmental leadership. Asian-American faculty were the least satisfied racial/ethnic group of instructional/clinical faculty when assessing leadership at the school.

When assessing the environment and atmosphere, across rank, gender, and race/ethnicity, faculty consistently had the lowest level of agreement with the statement that the departmental/center leadership clearly communicates what is expected of the faculty and provides the faculty with regular feedback when compared with the other three main statements. Alternatively, faculty consistently had the highest level of agreement with the two statements focused on interdisciplinary research and creative work and on intellectual growth.