IUPUI Faculty Survey – 2015

Overview of Findings

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Survey Research Office
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PURPOSE: To measure indicators related to employment satisfaction, satisfaction with services, and engagement in high impact practices in order to better understand faculty experiences at IUPUI.

METHODS: Survey administered to census of all full-time and part-time faculty (excluding School of Medicine) in spring 2015.

RESPONDENT CHARACTERISTICS:

	All Respondents	All Invited
Female	52.4%	50.0%
Male	47.6%	50.0%
White	80.4%	78.1%
Black	6.1%	6.6%
Hispanic	2.3%	2.2%
Asian	9.1%	10.8%
Other	2.1%	2.3%
34 and under	11.5%	15.0%
35-44	22.0%	23.5%
45-54	24.7%	24.8%
55-64	30.1%	26.9%
65+	11.7%	9.8%
Liberal Arts	21.3%	20.7%
Science	13.1%	13.2%
Dentistry	7.6%	10.7%
Nursing	7.1%	7.6%
ENGT	7.7%	7.4%
Business	6.5%	6.0%
PETM	3.9%	4.2%
Social Work	4.4%	3.8%
Herron	3.6%	3.8%
SPEA	3.7%	3.2%
Public Health	4.0%	3.2%
Education	3.7%	3.0%
Law	2.3%	3.0%
Informatics	2.3%	2.8%
SHRS	2.5%	2.5%
University Library	2.0%	1.5%
Philanthropy	0.6%	0.7%
UGE	1.0%	0.7%
Other	2.7%	2.0%
N	**815**	**1890**
Response Rate	**43%**	**--**

• Participants approximate the demographic characteristics of IUPUI faculty as a whole.

• Faculty from every School participated in the survey.

• Full-time faculty were more likely to respond than part-time faculty. There are 31 part-time faculty who responded to this survey who are also full-time staff at IUPUI.

REPUTATION OF IUPUI:

• Most faculty (71%) rate IUPUI's national reputation as good or excellent – significantly more than in 2009. Rating of reputation does not differ by type of faculty.

• The vast majority of faculty (89%) rate IUPUI's local reputation as good or excellent.

• Faculty were more likely to rate their department/program's reputation nationally as excellent or good than IUPUI as a whole.

FACULTY SATISFACTION:

	Tenure-track Faculty	Lecturer	Part-time Faculty
Overall job satisfaction	2.83	3.18**	3.12***
Overall autonomy and independence	3.10	3.41**	3.41***
Salary	2.21	1.94*	2.08
Flexibility in work/life balance	2.99	3.30**	3.22**
Campus safety	2.96	2.87	2.93
Quality of office space	2.77	2.80	2.29***
Quality of teaching space	2.69	2.82	2.86
Quality of research space	2.31	2.59	2.64*
School administration overall	2.62	2.79	2.95***
Campus administration overall	2.51	2.81**	2.90***
IU administration overall	2.29	2.65***	2.82***
IUPUI Faculty Council as a process of addressing concerns	2.65	2.64	2.76
Opportunity to provide input to your department	3.06	3.05	2.86*
Opportunity to provide input to School administration	2.73	2.70	2.61
Opportunity to provide input to Campus administration	2.38	2.45	2.52
Communication from your department	2.93	2.98	3.05
Communication from School administration	2.71	2.85	2.81**a**
Communication from Campus administration	2.57	2.76*	2.85**b****
N	300	103	208

***p<.001; **p<.01; *p<.05, group compared to tenure-track faculty
Scale: 1 = Not Satisfied; 2 = Somewhat satisfied; 3 = Satisfied; 4 = Very satisfied
a Roughly 14% of Part-time Faculty said "Not Applicable" to this item; Average is based on individuals who did answer
b Roughly 18% of Part-time Faculty said "Not Applicable" to this item; Average is based on individuals who did answer

- Faculty tend to score dimensions of satisfaction between somewhat satisfied and satisfied.
- Lecturers and part-time faculty are more satisfied with a number of dimensions of satisfaction compared to tenure-track faculty.
- 75% of all faculty are satisfied/very satisfied overall with their job at IUPUI *(the average satisfaction increased from 2.87 to 3.00 for full-time faculty since 2009 survey)*.
- 69% of all faculty are satisfied/very satisfied with campus administration overall *(the average satisfaction with campus administration increased from 2.59 to 2.72 since 2009)*.
- 55% of all faculty are satisfied/very satisfied with the opportunity to provide input to campus administration.
- 70% of all faculty are satisfied/very satisfied with the communication from campus administration.
- Over 80% of all full-time faculty are satisfied/very satisfied with health and retirement benefits -- 41% for salary *(average satisfaction with salary (full-time faculty) increased from 1.81 to 2.28 since 2009)*.

	Tenure-track Faculty	Lecturer	Part-time Faculty
Teaching load	2.62	2.47	2.94***
Service load (committees, etc.)	2.56	2.62	2.95***
Opportunities for research	2.71	2.32**	2.67
Opportunities for community engagement	2.98	2.87	2.75*
Rewards and recognition for teaching	2.44	2.16*	2.48
Rewards and recognition for research	2.49	2.55	2.55
Rewards and recognition for service to the institution	2.35	2.23	2.46
Rewards and recognition for community engagement	2.43	2.29	2.48
Rewards and recognition for professional service	2.27	2.34	2.46
Quality of undergraduate students	2.45	2.79**	2.84***
Quality of graduate students	2.54	2.97***	3.07***
Competence of colleagues	3.05	3.47***	3.33**
Professional relationships with colleagues	3.03	3.34**	3.19
Level of collaboration with colleagues	2.87	3.04	3.00
Clerical and administrative support	2.72	3.21***	3.37***
Prospects for career advancement	2.59	2.05***	2.16***
Adequacy of support of part-time faculty	2.02	1.92	2.57***
Mentoring opportunities for faculty	2.43	2.23	2.67*
Faculty development opportunities concerning teaching	2.80	2.68	2.81
Faculty development opportunities concerning research	2.59	2.46	2.59
Faculty development opportunities concerning community engagement	2.62	2.47	2.62

***$p<.001$; **$p<.01$; *$p<.05$, group compared to tenure-track faculty
Scale: 1 = Not Satisfied; 2 = Somewhat satisfied; 3 = Satisfied; 4 = Very satisfied

- Faculty tend to score dimensions of satisfaction between somewhat satisfied (2) and satisfied (3).
- Lecturers are less satisfied with rewards/recognition for teaching than tenure-track faculty.
- 64% of all faculty are satisfied/very satisfied with the quality of undergraduate students (67% for graduate students).
- 81% of all faculty are satisfied/very satisfied with competence of colleagues (81% for professional relationships with colleagues).
- 57% of all tenure-track faculty are satisfied/very satisfied with promotion and tenure process (64% for the assistance in preparing for P and T).
- Part-time faculty rate the adequacy of support for part-time faculty higher than do full-time faculty.

QUALITY OF IUPUI SERVICES:

	Excellent	Good	Fair	Poor	Do not use
Center for Teaching and Learning	46.1%	43.0%	8.8%	2.2%	17.2%
Center for Service and Learning	35.7%	51.1%	10.4%	2.7%	36.9%
Center for Research and Learning	33.8%	53.2%	10.0%	2.9%	41.1%
University Library	52.4%	42.1%	4.6%	0.9%	8.8%
Human Resources Administration	23.8%	50.0%	20.8%	5.4%	15.0%
Office of Equal Opportunity	26.6%	53.3%	14.0%	6.0%	37.8%
Office of Research Administration - Contracts and Grants	23.6%	58.3%	13.2%	4.9%	30.3%
Office of Research Administration - Compliance/Human Subjects	24.3%	54.1%	16.2%	5.4%	34.0%
Counseling and Psychological Services	31.0%	50.0%	14.0%	5.0%	56.8%
Office for Women	30.1%	57.2%	7.5%	5.2%	66.5%
Office of International Affairs	34.0%	51.0%	10.8%	4.2%	38.4%
Multicultural Center	26.2%	57.8%	13.1%	2.9%	59.9%
Adaptive Education Services	36.6%	53.0%	8.5%	1.9%	30.0%
Testing Center	29.4%	57.7%	9.1%	3.8%	52.6%
Technology services (UITS)	32.7%	47.9%	15.9%	3.5%	3.7%
Phone services	19.6%	54.6%	18.6%	7.3%	11.0%
Food services on campus	8.0%	42.3%	32.5%	17.2%	12.0%
Building services	17.4%	58.6%	20.7%	3.2%	6.8%
Facilities services	16.8%	59.3%	20.3%	3.7%	7.4%
Parking services	10.0%	40.4%	30.6%	19.0%	3.6%
Police services	26.4%	59.2%	12.1%	2.2%	11.3%

- Faculty rate the majority of campus services as excellent or good.
- Parking services and food services are rated lower than other services.
- Over 90% of faculty rate University Library as excellent or good (over half as excellent).
- Tenure-track faculty are more likely than part-time faculty and lecturers to use most campus services (exceptions: CAPS, Testing Center, Multicultural Center).
- Overall, part-time faculty are more likely to rate most campus services positively than their counterparts.

QUALITY OF IUPUI SERVICES (1998 v. 2015):

	Excellent/Good 1998	Excellent/Good 2015	Mean 1998	Mean 2015
Center for Teaching and Learning	85%	89%	3.15	3.33
Center for Service and Learning	80%	87%	2.99	3.20
University Library	88%	95%	3.24	3.46
Office of Equal Opportunity	57%	80%	2.53	3.01
Office of Research Administration	73%	80%	2.91	2.99
Office for Women	72%	87%	2.87	3.12
Office of International Affairs	76%	85%	2.96	3.15
Adaptive Education Services	68%	90%	2.76	3.24
Testing Center	66%	87%	2.72	3.13
Technology services (UITS)	53%	81%	2.47	3.10
Building services	36%	76%	2.14	2.90
Parking services	45%	50%	2.29	2.41

- More than half of the services rated in 2015 were also included on the 1998 faculty survey.
- Every item has shown improvement in the 17 years.
- The most dramatic increases include building services (previously listed as building maintenance) which more than doubled the percentage of faculty rating it as excellent or good.
- Other notable increases in perceived quality of IUPUI services include UITS (53% increase), OEO (40% increase), AES (32% improvement), and the Testing Center (32% increase).

HIGH IMPACT PRACTICES AND OTHER ENGAGEMENT:

Percentage of faculty who have done the following in the past two years:	Tenure-track Faculty	Lecturer	Part-time Faculty
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	37.7%	36.6%	14.7%***
Include a study abroad/international travel experience as part of a course	8.4%	10.8%	1.4%*
Require an undergraduate research project as part of your course	55.9%	39.8%*	21.0%***
Teach as part of a Themed Learning Community for first-year students or some other formal program where groups of students take two or more classes together	4.7%	30.1%***	11.9%***
Mentor an undergraduate student on a research project	59.3%	36.6%***	15.4%***
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	44.6%	33.3%	4.9%***
Require students to participate in a community-based project (service-learning) as part of a course	23.3%	32.3%	19.6%
Provide periodic and structured opportunities for reflection	53.1%	57.0%	44.1%
Advise a student organization or group	31.3%	49.5%**	13.4%***

***p<.001; **p<.01; *p<.05, group compared to tenure-track faculty

- Tenure-track faculty are more likely to participate in high-impact practices overall.
- Half of lecturers have advised a student organization in the past two years (compared to 31% of tenure-track faculty).

Percentage of faculty who engage in the following activities occasionally or frequently:	Tenure-track Faculty	Lecturer	Part-time Faculty
Engaged in a collaborative research project with a community partner	44.6%	25.0%**	13.9%***
Served on a board or committee of a local business or civic/ social service agency in a professional capacity	41.9%	39.2%	35.0%
Gave talks to local community organizations	46.9%	34.3%*	36.2%***
Provided professional services to a community group, local business, or government agency for free or reduced rate	41.0%	35.1%	44.4%
Participated in campus (or school) sponsored community service event	29.7%	30.9%	24.0%*

***p<.001; **p<.01; *p<.05, group compared to tenure-track faculty

- Less than half of faculty participate in the community engagement activities above.
- Part-time faculty who are also staff are more likely to engage in these activities.

PRINCIPLES OF LEARNING:

To what extent….	Tenure-track Faculty	Lecturer	Part-time Faculty
are you familiar with the PULs?	79.0%	91.3%**	61.7%***
have you incorporated the PULs in the undergraduate classes you teach? (of those familiar)	70.1%	85.7%***	65.9%
has your department incorporated the PULs in the undergraduate curriculum? (of those familiar)	77.0%	84.6%***	77.5%
do you evaluate student learning of the PULs in the undergraduate classes you teach?* (of those familiar)	53.9%	71.9%***	56.9%

Percentages reported of those who answered "quite a bit" or "very much"
1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
***$p<.001$; **$p<.01$; *$p<.05$

- 79% of tenure-track faculty are familiar with the PULs (compared to over 90% of lecturers and 62% of part-time faculty.
- Of those tenure-track faculty familiar with the PULs, just over half evaluate student learning of the PULs in their undergraduate courses – less likely than both lecturers and part-time faculty.
- There has been no change in familiarity or use of PULs since 2009 (for all faculty).

To what extent….	Tenure-track Faculty	Lecturer	Part-time Faculty
are you familiar with the PGPLs?	38.2%	29.6%*	33.3%
have you incorporated the PGPLs in the undergraduate classes you teach? (of those familiar)	65.0%	74.1%**	50.0%**
has your department incorporated the PGPLs in the undergraduate curriculum? (of those familiar)	33.0%	22.2%**	54.5%***
do you evaluate student learning of the PGPLs in the undergraduate classes you teach? (of those familiar)	26.2%	19.2%	45.5%***

Percentages reported of those who answered "quite a bit" or "very much"
1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
***$p<.001$; **$p<.01$; *$p<.05$

- Overall, faculty are much less familiar with the PGPLs than the PULs.