



IUPUI
2018 Faculty Survey Report

Institutional Research and Decision Support
Institutional Effectiveness and Survey Research Office



OVERVIEW

Robbie Janik

Assistant Director
317-278-0640
rjanikii@iupui.edu

Brad Wolfred

Graduate Assistant
317-278-9233
bwolfred@iu.edu

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

Methods: In 2018, Institutional Effectiveness and Survey Research, an office within Institutional Research and Decision Support, was charged with conducting a survey of all full-time and part-time faculty at IUPUI. The survey was administered to census of all full-time and part-time faculty (excluding School of Medicine) in spring 2018.



**Institutional Research
and Decision Support**

**Institutional
Effectiveness and
Survey Research
Office**

301 University Boulevard
INAD 4053
Indianapolis, IN 46202

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Respondent Characteristics

	All Respondents	All Invited
<i>Female</i>	54.1% (n=633)	52.6% (n=1251)
<i>Male</i>	45.9% (n=537)	47.4% (n=1129)
<i>White</i>	78.5% (n=919)	77.4% (n=1843)
<i>Asian</i>	10.0% (n=117)	10.1% (n=240)
<i>Black/African-American</i>	6.5% (n=76)	8.1% (n=192)
<i>Two or more races</i>	2.6% (n=31)	2.4% (n=57)
<i>Hispanic/Latinx</i>	2.3% (n=27)	1.8% (n=43)
<i>Full-time tenured/tenure track</i>	40.7% (n=476)	30.7% (n=731)
<i>Full-time non tenure track</i>	31.8% (n=372)	26.4% (n=628)
<i>Part-time/associate</i>	27.5% (n=322)	42.9% (n=1021)
<i>Liberal Arts</i>	17.6% (n=206)	15.2% (n=361)
<i>ENGT</i>	10.9% (n=127)	11.5% (n=274)
<i>Science</i>	11.2% (n=131)	11.0% (n=261)
<i>Dentistry</i>	6.9% (n=81)	9.0% (n=214)
<i>Social Work</i>	6.8% (n=79)	7.0% (n=166)
<i>Nursing</i>	6.3% (n=74)	5.7% (n=136)
<i>Business</i>	5.3% (n=62)	5.0% (n=119)
<i>Law</i>	2.2% (n=26)	4.5% (n=106)
<i>PETM</i>	4.3% (n=50)	4.1% (n=97)
<i>Informatics</i>	3.8% (n=44)	3.9% (n=94)
<i>Education</i>	3.6% (n=42)	3.8% (n=90)
<i>SPEA</i>	3.9% (n=46)	3.7% (n=88)
<i>Public Health</i>	4.3% (n=50)	3.6% (n=86)
<i>Herron</i>	3.6% (n=42)	3.3% (n=78)
<i>SHRS</i>	2.8% (n=33)	3.1% (n=73)
<i>University Library</i>	1.8% (n=21)	1.2% (n=29)
<i>Philanthropy</i>	1.2% (n=14)	1.2% (n=29)
<i>UGE</i>	0.8% (n=9)	1.1% (n=26)
<i>Other</i>	2.8% (n=33)	2.2% (n=53)
N	1170	2380
Response Rate	49.2%	--

- Participants approximate the demographic characteristics of the IUPUI faculty as a whole. Faculty members from every School (excluding IUSM) participated in the survey.
- Full-time faculty members, particularly those who are tenured or on tenure-track, were more likely to respond than part-time faculty. 56 part-time faculty members who responded to this survey are also full-time staff at IUPUI.
- Respondents were asked how long they had worked at IUPUI. 47% have been with the University for 10 or more years and 27% have been at IUPUI for 3 years or less.

Respondent Characteristics by Position

	Tenured/tenure-track Faculty	Full-time non tenure track Faculty	Part-time/associate Faculty
Gender			
Female	43.5% (n=207)	62.1% (n=231)	60.6% (n=195)
Male	56.5% (n=269)	37.9% (n=141)	39.4% (n=127)
Race/Ethnicity			
White	74.2% (n=353)	78.0% (n=290)	85.7% (n=276)
Asian	15.5% (n=74)	9.1% (n=34)	2.8% (n=9)
Black/African-American	5.7% (n=27)	7.5% (n=28)	6.5% (n=21)
Two or more races	2.1% (n=10)	3.0% (n=11)	3.1% (n=10)
Hispanic/Latinx	2.5% (n=12)	2.4% (n=9)	1.9% (n=6)
School			
Liberal Arts	19.1% (n=91)	16.1% (n=60)	17.1% (n=55)
ENGT	10.1% (n=48)	9.7% (n=36)	13.4% (n=43)
Science	16.6% (n=79)	10.2% (n=38)	4.3% (n=14)
Dentistry	5.5% (n=26)	10.8% (n=40)	4.7% (n=15)
Social Work	5.3% (n=25)	7.3% (n=27)	8.4% (n=27)
Nursing	3.4% (n=16)	10.2% (n=38)	6.2% (n=20)
Business	2.9% (n=14)	5.6% (n=21)	8.4% (n=27)
Law	2.9% (n=14)	1.6% (n=6)	1.9% (n=6)
PETM	3.2% (n=15)	3.5% (n=13)	6.8% (n=22)
Informatics	4.6% (n=22)	4.3% (n=16)	1.9% (n=6)
Education	3.2% (n=15)	1.6% (n=6)	6.5% (n=21)
SPEA	3.2% (n=15)	2.4% (n=9)	6.8% (n=22)
Public Health	4.0% (n=19)	4.0% (n=15)	5.0% (n=16)
Herron	5.3% (n=25)	1.9% (n=7)	3.1% (n=10)
SHRS	2.3% (n=11)	3.8% (n=14)	2.5% (n=8)
University Library	4.4% (n=21)	0%	0%
Philanthropy	1.7% (n=8)	1.3% (n=5)	0.3% (n=1)
UGE	0.2% (n=1)	0.3% (n=1)	2.2% (n=7)
Other	2.3% (n=11)	5.4% (n=20)	0.6% (n=2)
Time worked at IUPUI			
Less than a year	2.7% (n=13)	11.6% (n=43)	12.1% (n=39)
1-3 years	11.0% (n=52)	18.6% (n=69)	26.1% (n=84)
4-6 years	16.3% (n=77)	14.6% (n=54)	18.3% (n=59)
7-9 years	12.9% (n=61)	9.4% (n=35)	10.6% (n=34)
10+ years	57.1% (n=270)	45.8% (n=170)	32.9% (n=106)
N	476	372	322
Response Rate	65.1%	59.2%	31.5%

Reasons for Accepting Among Underrepresented Groups

- Faculty members from underrepresented race/ethnicities (Black/African-American, Latino/a, Two or more races) are significantly more likely to indicate that opportunities for community engagement (63% vs 35%) and the diversity of colleagues (67% vs 40%) were very/extremely important reasons in making their decision to come to IUPUI compared to non-underrepresented faculty (White, Asian/Asian-American).

Job Satisfaction Among Underrepresented Groups, Gender, and Faculty Type

- Underrepresented faculty participants (34%) are significantly less likely to be satisfied/very satisfied with the diversity of colleagues compared to non-underrepresented minority respondents (60%).
- Among Tenured/Tenure-Track faculty members, female respondents (55%) are significantly less likely to report they are satisfied/very satisfied with their service load compared to their male peers (65%).

Mentoring by Faculty Type

- Part-time/Associate (31%) and full-time non-tenure track faculty participants (29%) are significantly less likely to be satisfied/very satisfied compared to tenured/tenure-track faculty members (43%) in regards to faculty development opportunities to being effective mentors for other faculty

Promotion and Tenure by Gender

- Male faculty (55%) are more likely than female peers (37%) to say they are “very confident” in going up for promotion and tenure.

Tenured/Tenure-Track Assistant Professors at IUPUI For 3 Years or More

- More than one-third of respondents (34%) report being unsatisfied/very unsatisfied with being connected with appropriate mentors when entering their tenure-track position at IUPUI.

Part-Time/Associate Professors

- Just under half of all part-time/associate faculty respondents (47%) report that teaching part-time at IUPUI is their primary form of employment.

Important Reasons to Leave IUPUI by Gender and Underrepresented Groups

- Among tenured/tenure-track faculty members, women (60%) are more likely than men (36%) to indicate that an improved interpersonal work environment would be a very/extremely important factor if they were to choose to leave IUPUI.
- Among tenured/tenure-track faculty members, those from underrepresented race/ethnicities (Black/African-American, Latino/Hispanic, Two or more races) are significantly more likely than their non-underrepresented peers (White, Asian/Asian-American) to indicate advancement in position level and job scope (79% vs 65%) and improved work load/life balance (60% vs 37%) to be very/extremely important reasons to potentially leave IUPUI.

Work at IUPUI

- Among all participants, a large majority agree or strongly agree that what they do at work is valuable and worthwhile (92%) and that there are people at IUPUI who appreciate them as a person (86%).

Reasons for Accepting Appointment at IUPUI: All Faculty

	Not at all	Somewhat	Moderately	Very	Extremely	Mean
Climate/supportive atmosphere	3.6%	6.5%	13.3%	43.0%	33.5%	3.96
Support for teaching	4.9%	7.2%	17.9%	38.2%	31.8%	3.85
Competence of colleagues	4.1%	7.2%	16.2%	48.4%	24.2%	3.82
Quality of leadership	4.6%	8.1%	20.6%	41.3%	25.4%	3.75
Institutional need for my area of expertise	7.8%	6.8%	17.4%	44.0%	24.1%	3.70
Feelings that I "fit" here	6.9%	10.7%	16.7%	39.4%	26.3%	3.68
Support for professional development	8.1%	8.6%	20.9%	36.6%	25.8%	3.64
Support for research/creative work	10.1%	10.2%	18.9%	33.4%	27.5%	3.58
Opportunities to collaborate with colleagues	8.4%	11.2%	22.0%	34.5%	23.8%	3.54
Salary	4.9%	10.0%	29.8%	36.5%	18.8%	3.54
Department/program reputation	7.7%	12.7%	23.9%	33.5%	22.2%	3.50
Research quality	12.8%	13.9%	23.5%	30.1%	19.7%	3.30
Diversity of colleagues	12.7%	13.2%	30.9%	28.9%	14.3%	3.19
Presence of others like me	14.5%	13.7%	27.2%	31.1%	13.5%	3.15
Quality of students	10.7%	15.5%	34.6%	30.5%	8.7%	3.11
Location of campus	16.9%	16.1%	24.7%	26.8%	15.5%	3.08
Diversity of students	15.5%	14.2%	32.0%	27.5%	10.7%	3.04
IUPUI's reputation	11.8%	19.4%	31.6%	27.1%	10.0%	3.04
Availability of mentors	16.8%	18.0%	25.0%	26.6%	13.7%	3.02
Opportunities for community engagement	16.5%	19.1%	26.4%	24.6%	13.4%	2.99
Cost of living	22.6%	12.1%	29.2%	26.2%	10.0%	2.89
Quality of labs/equipment	28.0%	12.0%	25.1%	22.9%	12.1%	2.79
Health science focus	45.1%	12.4%	14.8%	14.8%	12.9%	2.38
Dual career spousal/partner hire program	76.3%	4.9%	6.1%	5.6%	7.1%	1.62

- Among the entire faculty, the most important reasons for accepting appointment at IUPUI include climate/supportive atmosphere (3.96), teaching support (3.85), and competence of colleagues (3.82).
- Female faculty respondents (47%) at IUPUI are significantly more likely to say the availability of mentors was very or extremely important in their decision compared to male peers (32%).
- Faculty members from underrepresented race/ethnicities (Black/African-American, Latino/Hispanic, Two or more races) are significantly more likely to indicate that opportunities for community engagement (63% vs 35%) and the diversity of colleagues (67% vs 40%) were very /extremely important reasons in making their decision to come to IUPUI compared to non-underrepresented faculty (White, Asian/Asian-American).

Reasons for Accepting Appointment at IUPUI by Faculty Type

	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty
Support for research/creative work	4.12	3.39***	3.00***
Climate/supportive atmosphere	3.99	4.02	3.86
Competence of colleagues	3.82	3.86	3.76
Feelings that I "fit" here	3.81	3.75	3.39***
Research quality	3.77	3.11***	2.82***
Institutional need for my area of expertise	3.75	3.70	3.62
Opportunities to collaborate with colleagues	3.62	3.64	3.31***
Salary	3.62	3.68	3.27***
Quality of leadership	3.59	3.95***	3.75*
Support for teaching	3.55	4.11***	3.98***
Support for professional development	3.53	3.96***	3.40
Department/program reputation	3.36	3.58**	3.61**
Presence of others like me	3.21	3.19	3.02*
Cost of living	3.17	2.90**	2.45***
Diversity of colleagues	3.12	3.30*	3.16
Location of campus	3.04	3.09	3.12
Quality of students	2.92	3.24***	3.23***
Diversity of students	2.90	3.12*	3.14**
Opportunities for community engagement	2.89	3.25***	2.85
IUPUI's reputation	2.80	3.12***	3.30***
Availability of mentors	2.79	3.24***	3.12**
Quality of labs/equipment	2.77	2.88	2.71
Health science focus	2.40	2.49	2.22
Dual career spousal/partner hire program	1.81	1.60*	1.37***

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

Scale: 1 = Not important at all; 2 = Somewhat important; 3 = Moderately important; 4 = Very important; 5 = Extremely important

- Tenured/tenure-track faculty participants are significantly more likely to rate research quality and support for research/creative as important compared to full-time non-tenure track faculty while full-time non-tenure track faculty rate support for professional development and availability of mentors more important to accepting a position when compared to tenured/tenure-track faculty.
- Part-time/associate and full-time non-tenure track faculty respondents are significantly more likely to rate IUPUI's reputation and department/program reputation as an important reason for accepting a position at IUPUI compared to tenured/tenure-track faculty members.
- The most common "other" written-in reasons to accept appointment at IUPUI are because faculty members were specifically recruited or wanted flexible scheduling.

If you had to go back and start again, would you come to IUPUI?

	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty	Overall
Yes, definitely	48.6%	60.8%	65.8%	57.2%
Probably	37.0%	28.2%	26.5%	31.3%
Probably not	11.2%	8.3%	7.3%	9.2%
No, definitely not	3.2%	2.8%	0.3%	2.3%

- Both full-time non-tenure track and adjunct faculty participants are significantly more likely to respond “yes, definitely” when asked if they would choose IUPUI if they had to start again compared to tenured/tenure-track faculty.



Job Satisfaction

Overall Items: All Faculty

	Very unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very Satisfied	Mean
Overall autonomy and independence	1.8%	4.3%	7.3%	41.6%	45.0%	4.24
Flexibility in work/life balance	1.9%	5.9%	10.1%	39.6%	42.5%	4.15
Health benefits	5.5%	5.5%	10.1%	38.5%	40.4%	4.03
Overall job satisfaction	2.5%	8.0%	10.5%	51.3%	27.6%	3.93
Overall benefits	5.3%	7.7%	15.3%	44.4%	27.3%	3.81
Teaching Load	2.8%	11.6%	15.8%	51.0%	18.8%	3.71
Quality of teaching space	3.1%	12.0%	17.5%	48.8%	18.6%	3.68
Campus safety	3.1%	13.6%	22.1%	45.6%	15.5%	3.57
Service Load (committees, etc.)	3.1%	10.7%	23.7%	51.2%	11.4%	3.57
Quality of office space	7.9%	15.9%	17.5%	34.7%	23.9%	3.51
Benefits for tuition waivers, remission, or exchange	7.5%	12.9%	26.5%	33.1%	20.1%	3.45
Quality of research space	5.0%	9.1%	38.5%	33.5%	13.9%	3.42
Salary	12.1%	22.6%	16.7%	36.8%	11.7%	3.13

- The majority of faculty participants (87%) report being satisfied/very satisfied with their overall autonomy and independence and 79% are satisfied/very satisfied with their job overall.
- More than four-fifths of all faculty members (82%) report being satisfied/very satisfied with flexibility in their work/life balance.

Overall Items by Faculty Type

	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty
Health benefits	4.25	4.31	2.84***
Overall autonomy and independence	4.19	4.22	4.32*
Flexibility in work/life balance	4.06	4.18	4.25**
Overall benefits	3.97	4.14**	2.86***
Overall job satisfaction	3.85	3.91	4.09***
Teaching Load	3.70	3.59	3.88*
Quality of office space	3.65	3.66	2.91***
Quality of teaching space	3.65	3.67	3.73
Campus safety	3.63	3.49	3.57
Benefits for tuition waivers, remission, or exchange	3.55	3.80**	2.67***
Service Load (committees, etc.)	3.49	3.72**	3.49
Quality of research space	3.45	3.47	3.25*
Salary	3.25	3.14	2.94**

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

Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- 88% of all full-time faculty participants report being satisfied or very satisfied with their health benefits.
- Part-time/Associate faculty members are more likely to report being very unsatisfied/very unsatisfied (35%) with the quality of office space compared to both tenured/tenure-track (21%) and full-time non-tenure track faculty respondents (21%).
- Among Tenured/Tenure-Track faculty members, female respondents (55%) are significantly less likely to report they are satisfied/very satisfied with their service load compared to their male peers (65%).
 - There was no difference between male and female faculty members when looking at full-time non-tenure track faculty.

Department/School/Campus Level Items: All Faculty

	Very Unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very satisfied	Mean
Competence of colleagues	2.2%	6.8%	16.3%	44.7%	29.9%	3.93
Opportunity to provide input to your department	5.6%	8.7%	15.0%	35.4%	35.4%	3.86
Communication from your department	5.6%	10.0%	14.4%	38.4%	31.5%	3.80
Level of collaboration with colleagues	3.0%	10.6%	19.8%	44.6%	22.0%	3.72
Quality of graduate students	3.2%	9.8%	22.9%	46.7%	17.4%	3.65
Campus administration overall	3.3%	9.5%	25.8%	45.3%	16.1%	3.61
School administration overall	6.0%	11.4%	19.0%	42.8%	20.8%	3.61
Quality of undergraduate students	2.2%	12.3%	24.0%	49.6%	11.9%	3.57
Communication from School administration	5.6%	11.8%	25.3%	38.1%	19.2%	3.54
Communication from Campus administration	3.3%	8.3%	34.1%	40.8%	13.4%	3.53
Campus Strategic Plan	2.8%	6.8%	37.7%	39.7%	12.9%	3.53
Diversity of colleagues	3.8%	14.5%	24.8%	40.1%	16.7%	3.52
Opportunity to provide input to School administration	5.9%	13.4%	27.1%	33.6%	20.0%	3.48
IU administration overall	5.9%	13.0%	31.4%	38.6%	11.2%	3.36
Opportunity to provide input to Campus administration	5.3%	13.2%	39.9%	31.3%	10.3%	3.28

- Among all faculty participants, three-quarters report being satisfied/very satisfied with the competence of their colleagues.
- More than two-thirds of all participants report being satisfied/very satisfied with communication they receive (70%) as well as the opportunity to provide input (71%) within their department.
- Slightly more than half of all faculty participants (53%) report being satisfied or very satisfied with the campus strategic plan while 38% have a neutral stance.
- Underrepresented faculty participants (34%) are significantly less likely to be satisfied/very satisfied with the diversity of colleagues compared to non-underrepresented minority respondents (60%).

Department/School/Campus Level Items by Faculty Type

	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty
Opportunity to provide input to your department	3.94	3.88	3.73*
Competence of colleagues	3.84	3.95	4.06**
Communication from your department	3.84	3.79	3.76
Level of collaboration with colleagues	3.77	3.71	3.64
Opportunity to provide input to School administration	3.55	3.55	3.29**
Quality of graduate students	3.52	3.72*	3.87***
Campus administration overall	3.51	3.71**	3.65
Communication from School administration	3.51	3.56	3.55
Communication from Campus administration	3.49	3.58	3.52
School administration overall	3.48	3.68*	3.74**
Campus Strategic Plan	3.48	3.59	3.54
Quality of undergraduate students	3.39	3.66***	3.73***
Diversity of colleagues	3.36	3.53*	3.76***
Opportunity to provide input to Campus administration	3.29	3.35	3.19
IU administration overall	3.16	3.50***	3.52***

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

Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Nearly a quarter of tenured/tenure track faculty members (24%) and one-fifth of full-time non-tenure track faculty respondents (20%) report being unsatisfied/very unsatisfied with the diversity of colleagues which is significantly more compared to part-time/adjunct faculty members (7%).
- More than one-quarter of tenured/tenure track faculty respondents (26%) are unsatisfied/very unsatisfied with IU administration overall which is significantly more than both full-time non-tenure track (14%) and part-time/adjunct (13%) faculty members.

Mentoring & Faculty Development: All Faculty

	Very Unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very Satisfied	Mean
Faculty development opportunities concerning teaching	3.5%	9.6%	27.2%	41.8%	18.0%	3.61
Faculty development opportunities concerning community engagement	2.2%	10.5%	41.0%	35.3%	11.0%	3.42
Faculty development opportunities concerning research	4.4%	13.9%	35.2%	35.4%	11.1%	3.35
Mentoring opportunities for faculty	5.2%	16.3%	28.7%	38.2%	11.6%	3.35
Faculty development opportunities concerning Student Affairs	2.5%	8.8%	52.1%	29.9%	6.8%	3.30
Effectiveness of mentoring within department	8.1%	19.7%	28.1%	30.4%	13.7%	3.22
Faculty development opportunities concerning being effective mentors for other faculty members	5.5%	16.2%	42.7%	27.0%	8.6%	3.17
Effectiveness of mentoring outside department	5.0%	17.2%	42.0%	27.4%	8.3%	3.17

Mentoring & Faculty Development by Faculty Type

	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty
Faculty development opportunities concerning teaching	3.73	3.57*	3.46**
Faculty development opportunities concerning community engagement	3.50	3.41	3.29*
Faculty development opportunities concerning research	3.50	3.24**	3.10***
Mentoring opportunities for faculty	3.44	3.20**	3.39
Faculty development opportunities concerning Student Affairs	3.33	3.31	3.22
Faculty development opportunities concerning being effective mentors for other faculty members	3.31	3.03***	3.10*
Effectiveness of mentoring outside department	3.28	3.02**	3.16
Effectiveness of mentoring within department	3.23	3.08	3.40

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

Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Part-time/Associate (31%) and full-time non-tenure track faculty participants (29%) are significantly less likely to be satisfied/very satisfied compared to tenured/tenure-track faculty members (43%) in regards to faculty development opportunities to being effective mentors for other faculty.
 - This is also true in regards to faculty development opportunities concerning teaching (57% vs 54% vs 65%).

Resources & Support Available On Campus: All Faculty

	Very unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very satisfied	Mean
Overall services provided by campus libraries to meet my teaching needs	0.7%	2.4%	23.3%	44.5%	29.1%	3.99
Access to research journals provided by campus libraries	2.1%	7.0%	16.1%	40.8%	34.1%	3.98
Overall services provided by campus libraries to meet my research needs	1.4%	4.5%	21.6%	42.0%	30.4%	3.95
Support available for using Canvas	2.4%	7.3%	20.0%	43.8%	26.5%	3.85
Support for using technology to enhance learning	1.4%	7.0%	23.5%	46.9%	21.2%	3.80
Support for incorporating active learning strategies	0.8%	5.7%	27.8%	44.7%	21.0%	3.79
Support for effective course design (traditional, hybrid, online courses)	1.3%	6.6%	27.6%	43.4%	21.2%	3.77
Clerical and administrative support	6.1%	12.6%	15.2%	36.4%	29.6%	3.71
Resources available in Student Affairs	2.0%	5.1%	35.6%	40.9%	16.4%	3.65
Support for incorporating high impact practices (e.g., service learning, undergraduate research, internships)	1.4%	6.1%	36.2%	39.5%	16.7%	3.64
Support for designing effective assignments	1.4%	6.3%	34.9%	42.5%	15.0%	3.63
Resources available for research	2.2%	9.1%	30.1%	41.4%	16.8%	3.60
Support for meeting the needs of diverse students	2.2%	10.7%	30.2%	42.4%	14.4%	3.56
Support for infusing diversity into the curriculum	3.1%	8.9%	39.1%	37.0%	11.9%	3.46

- Slightly under half of the faculty (49%) report being satisfied/very satisfied in regards to support for infusing diversity into the curriculum while 39% report being neither unsatisfied nor satisfied.
- Underrepresented faculty respondents are significantly more likely to be unsatisfied/very unsatisfied in regards to support for meeting the needs of diverse students (29% vs 11%).

Resources & Support Available On Campus by Faculty Type

	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty
Overall services provided by campus libraries to meet my research needs	4.00	3.93	3.89
Overall services provided by campus libraries to meet my teaching needs	3.97	4.03	3.97
Access to research journals provided by campus libraries	3.93	4.03	3.99
Support for incorporating active learning strategies	3.76	3.84	3.80
Support for using technology to enhance learning	3.74	3.83	3.84
Support available for using Canvas	3.71	3.96***	3.93**
Resources available for research	3.67	3.60	3.46*
Support for effective course design (traditional, hybrid, online courses)	3.66	3.85**	3.83*
Support for incorporating high impact practices (e.g., service learning, undergraduate research, internships)	3.63	3.70	3.57
Resources available in Student Affairs	3.59	3.65	3.72
Support for designing effective assignments	3.55	3.68*	3.71*
Support for meeting the needs of diverse students	3.46	3.59	3.68**
Clerical and administrative support	3.41	3.79***	4.09***
Support for infusing diversity into the curriculum	3.39	3.45	3.57*

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

Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Tenured/tenure track faculty participants (56%) are significantly less likely to report being satisfied/very satisfied with clerical and administrative support compared to both full-time non-tenure track (70%) and part-time/adjunct (78%) faculty members.
- Full-time non-tenure track (73%) and part-time/adjunct (76%) faculty respondents were significantly more likely to report that they were satisfied/very satisfied with Canvas support compared to tenured/tenure-track faculty members (65%).

Opportunities & Rewards: All Faculty

	Very unsatisfied	Unsatisfied	Neither Satisfied nor unsatisfied	Satisfied	Very satisfied	Mean
Opportunities for teaching	1.0%	5.3%	14.4%	55.5%	23.8%	3.96
Opportunities for community engagement	0.9%	3.0%	26.1%	46.1%	23.9%	3.89
Opportunities for research	2.7%	8.8%	28.0%	43.0%	17.5%	3.64
Rewards and recognition for research	4.2%	10.1%	40.7%	34.7%	10.3%	3.37
Rewards and recognition for community engagement	3.8%	12.8%	44.6%	30.9%	7.9%	3.26
Rewards and recognition for teaching	8.8%	15.7%	33.0%	32.3%	10.2%	3.19
Rewards and recognition for service to the institution	5.5%	15.1%	41.4%	31.3%	6.7%	3.19
Rewards and recognition for professional service	5.5%	14.6%	43.6%	29.6%	6.7%	3.17

Opportunities & Rewards by Faculty Type

	Tenured/Tenure- Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/ Associate Faculty
Opportunities for teaching	3.96	4.07	3.82*
Opportunities for community engagement	3.96	3.94	3.67***
Opportunities for research	3.86	3.46***	3.28***
Rewards and recognition for research	3.44	3.37	3.13**
Rewards and recognition for community engagement	3.32	3.24	3.17*
Rewards and recognition for teaching	3.28	3.15	3.10*
Rewards and recognition for service to the institution	3.22	3.18	3.14
Rewards and recognition for professional service	3.21	3.17	3.10

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

Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- While tenured/tenure-track faculty respondents have significantly higher satisfaction means regarding opportunities for research, it is important to note that full-time non-tenure track (38%) and part-time/associate faculty (44%) have much higher rates of faculty indicating they are neither unsatisfied nor satisfied than tenured/tenure-track faculty members (17%), but not significantly higher rates of dissatisfaction.

Promotion or Tenure

	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty
Pre-tenure or promotion workshops	3.88	3.52***
Assistance in preparing for promotion or tenure	3.55	3.11***
Clarity of whether I will achieve tenure or promotion	3.53	3.09***
Effectiveness of promotion or tenure process	3.52	2.95***
Clarity of promotion or tenure procedures	3.52	2.93***
Clarity of promotion or tenure standards	3.44	2.90***

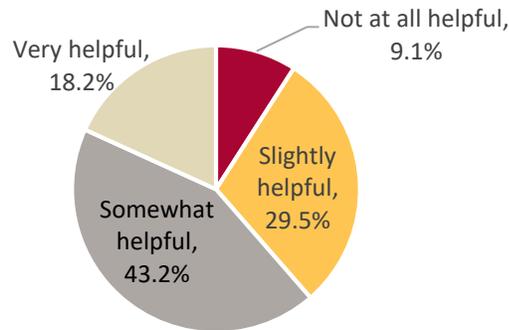
*p<.05; **p<.01; ***p<.001, group compared to tenure-track faculty
 Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- 60.6% of all tenure-track faculty respondents report being satisfied/very satisfied with the effectiveness of the promotion and tenure process (60.8% with assistance in preparing for promotion or tenure).
- Full-time non-tenure track faculty participants are significantly less satisfied with the effectiveness, clarity, and preparation for promotion or tenure than tenured/tenure-track faculty members. It is important to note that non-tenure track faculty members would be giving opinions solely related to promotion.
- Among Tenured/Tenure-Track faculty, female participants (57%) were significantly less likely to be satisfied/very satisfied with the clarity of promotion or tenure procedures compared to their male peers (67%).



Tenured/Tenure-Track Assistant Professors, 0-3 years at IUPUI

When thinking about onboarding, to what extent did your unit help prepare you to succeed in transition to IUPUI? (n=44)



Satisfaction with aspects of transition to a tenure-track position at IUPUI

	Very Unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very Satisfied	Mean
Onboarding with respect to research	2.3%	13.6%	15.9%	54.5%	13.6%	3.64
Orientation with respect to the campus in general	2.3%	15.9%	22.7%	43.2%	15.9%	3.55
Connected with campus resources	2.3%	11.4%	29.5%	47.7%	9.1%	3.50
Provided information about Indianapolis and the community	6.8%	13.6%	22.7%	47.7%	9.1%	3.39
Onboarding with respect to service	2.3%	16.3%	37.2%	32.6%	11.6%	3.35
Onboarding with respect to teaching	14.0%	11.6%	25.6%	30.2%	18.6%	3.28
Provided information about promotion and tenure processes	9.1%	18.2%	18.2%	45.5%	9.1%	3.27
Connected with appropriate mentors	9.3%	20.9%	27.9%	18.6%	23.3%	3.26
Connected with larger campus community	4.7%	18.6%	39.5%	30.2%	7.0%	3.16

Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- The majority of tenured/tenure-track assistant professors, employed at IUPUI for less than 3 years found onboarding either “Somewhat helpful” or “Very helpful” (61.4%).
- Three out of ten respondents (30%) report being unsatisfied or very unsatisfied with being connected with appropriate mentors.

Ways Transition Could Have Been Improved

All respondents in this category were asked to comment on ways their transition could have been improved. Verbatim responses were coded into themes. Listed below are the themes and supporting quotes that are most consistent across the 11 participants who commented.

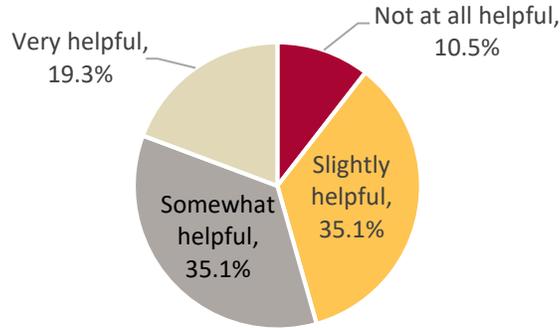
- **Onboarding (7 comments)**

- “The department didn't have a checklist for on-boarding, it all felt very haphazard.”
- “Having the chair actually having a "starting" meeting with me. Explaining me the process of promotion and tenure and the expectations from my departments. Getting my research space actually ready on time, help to place purchase order in for the first big orders more welcoming colleagues (only a few even said hello to me)”
- “I never received an on boarding through the school and was never provided much guidance for the resources available or provided a mentor.”
- “By providing a better overview of the campus administration and their relationship with my unit, as well as explaining faculty organizations/committees, etc, and how one can connect.”
- “My transition largely consisted of people from my department stopping by my office to tell me that they haven't tenured anyone in years and years and how "no one gets tenure" here. It was, at best, unhelpful, and at worst made me seriously wonder what I was even doing here. It made doing research a lot less fun. And having fun doing research and communicating research to students is why I got into this job.”

- **Mentoring (5 comments)**

- “To have an assigned mentor.”
- “It would have been nice to have a mentor who was not also my chair. We are an extremely bottom heavy department at the moment and they've tried to get additional mentoring for all the faculty, but it's hard to get mentored by folks who aren't here.”
- “access to mid-level, senior-level mentors in the department and on campus”

When thinking back to onboarding, to what extent did your unit help prepare you to succeed in transition to IUPUI? (n=57)



Satisfaction with aspects of transition to a tenure-track position at IUPUI

	Very Unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very Satisfied	Mean
Provided information about Indianapolis and the community	3.6%	5.5%	43.6%	40.0%	7.3%	3.42
Connected with campus resources	5.4%	10.7%	39.3%	37.5%	7.1%	3.30
Provided information about promotion and tenure processes	5.5%	16.4%	27.3%	45.5%	5.5%	3.29
Onboarding with respect to teaching	3.6%	19.6%	35.7%	33.9%	7.1%	3.21
Orientation with respect to the campus in general	8.9%	14.3%	33.9%	37.5%	5.4%	3.16
Connected with larger campus community	3.6%	21.8%	41.8%	30.9%	1.8%	3.05
Onboarding with respect to research	5.4%	25.0%	33.9%	32.1%	3.6%	3.04
Connected with appropriate mentors	14.3%	19.6%	28.6%	32.1%	5.4%	2.95
Onboarding with respect to service	5.5%	29.1%	43.6%	20.0%	1.8%	2.84

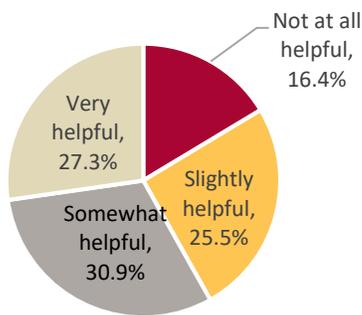
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- The majority of tenured/tenure-track assistant faculty participants who have been at IUPUI for more than 3 years report that their unit/department was either “Slightly helpful” or “Somewhat helpful” (70.2%) in helping them to succeed in their transition to a tenure-track position at IUPUI.
- More than one-third of respondents (34%) report being unsatisfied/very unsatisfied with being connected with appropriate mentors when entering their tenure-track position at IUPUI.

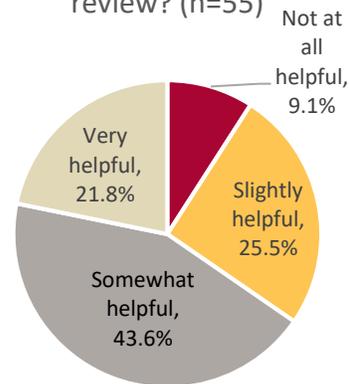
3 Year Review

- 98.2% of tenured/tenure-track assistant professors who had been at IUPUI for at least 3 years report they had completed their 3-year review. Only those respondents were asked the following questions.

When thinking back to onboarding, to what extent did unit help prepare you to succeed in 3-year review?
(n=55)



How helpful was feedback provided during 3-year review? (n=55)



- Almost two-thirds of participants (65%) believe feedback provided during their 3-year review was somewhat or very helpful.

Ways 3 Year Review Process Could Have Been Improved

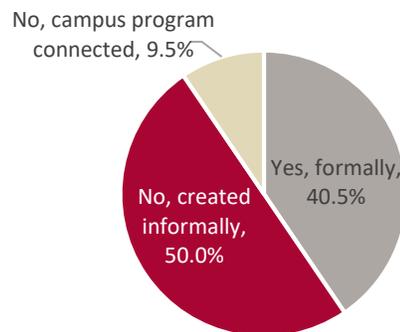
All respondents who had participated in a 3-year review were asked to comment on ways the process could have been improved. Verbatim responses were coded into themes. Listed below are the themes and supporting quotes that are most consistent across the 26 participants who commented.

- **Clearer Expectations (8 comments)**
 - “More clarity from department and school personnel about expectations of a new faculty and new role.”
 - “Clearer consistency in policies at the department, school, and campus level. Access to these policies in one document, rather than having revisions in a document separate from the guidelines at the school level.”
 - “Consensus from senior faculty within unit about what is and is not valued. Improved overlap between unit and campus expectations about what is and what is not valued.”
 - “Standardized expectations across the board. The tenure process in our department seems to depend more on the "likability" of the person rather than his/her competency in the area of excellence.”
- **Better Feedback (6 comments)**
 - “More direct and specific feedback about my trajectory and materials. What I received was fairly vague.”
 - “The feedback I received was mostly about how I had formatted my 3-year review documents. That was helpful for preparing my dossier, but more substantive input on what directions I should consider pursuing for the next 3 years would have been even more helpful.”
 - “Some of the feedback in the review reflected a lack of understanding of book writing and had to be revised. Also my chair indicated that some of the comments were based on what he had seen in other candidates' P&T dossiers and served as reminders for me not to do the same. This was unhelpful as it was not applicable to my packet.”
- **Mentoring (5 comments)**
 - “Connecting with specific mentors and collaborators both on and off campus and suggesting ways to enhance the research mission.”
 - “A mentoring component or engagement that emerges from the review.”
 - “More concrete guidance and mentorship should be provided.”

Tenure Mentoring

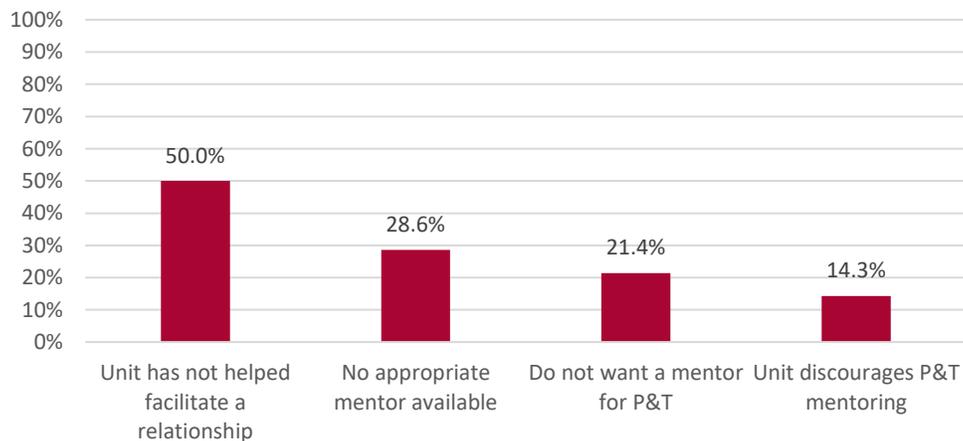
- 75% of respondents indicated they have a mentor for the tenure process. Of those who do:

Did your unit help facilitate relationship with mentor?
(n=42)



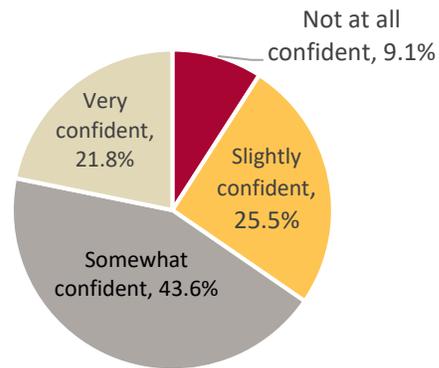
- Those without a mentor, indicate the following factors contribute to not having one for the promotion and tenure process.

What has contributed to not having a mentor for P&T process? (check all that apply) (N=14)



(cont.)

Confidence going up for Promotion and Tenure (n=56)



- Nearly two-thirds of tenured/tenure-track assistant faculty (65%) that have been in their position at IUPUI for more than 3 years report feeling either somewhat or very confident going up for promotion and tenure.
- Male faculty (55%) are more likely than female peers (37%) to say they are “very confident” in going up for promotion and tenure.

How Unit/School Can Better Prepare Faculty for P&T Process

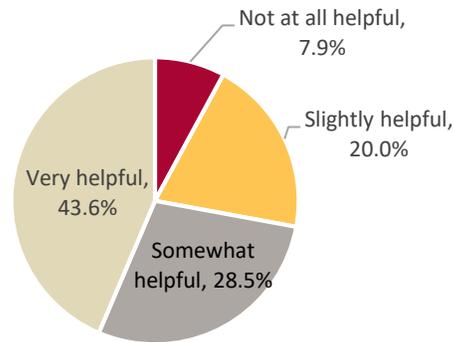
All respondents in this category were asked to comment on ways their unit or school could have better prepared them for the P&T process. Verbatim responses were coded into themes. Listed below are the themes and supporting quotes that are most consistent across the 25 participants who commented.

- **Mentoring (11 comments)**
 - “Consider a structure for more formal mentoring panels.”
 - “Consider formal mentors not primarily based on research expertise but personality ‘fit’.”
 - “Help identify a mentor and have a formal mentorship program throughout the tenure track period.”
 - “I believe a mentor needs to be identified when new faculty on a P & T line are hired. The process was very haphazard for me. When addressing this with administration early on I was asked to pick out someone on my own but I did not know faculty.
- **Interpersonal Skills of Supporters (9 comments)**
 - “Positive motivation rather than fear tactics.”
 - “My department does a good job with this. Other departments in my school are a mixed bag. The trick is: Who is your chair, and how much does he or she care about helping you through the process?”
 - “I guess I'd prefer a mentor that's willing to understand my personal circumstances while also providing accountability.”
- **Clearer Expectations/Standards (7 comments)**
 - “Senior faculty who lay out clear expectations and support progression toward the tenure goal with support/reinforcement rather than a reliance on threats, scare tactics, and moving expectation targets.”
 - “Provided me with clear orientation and expectations at the beginning. The unit expectations were not provided to me until right before my 3rd year review, and the timeline for going up for P&T is hard to find (and my department chair is not paying any attention to it). Couldn't there be a well designed, well written 'guide'? We put so much importance on P&T and yet the documentation at almost all points is hard to collate and parse.
 - “The standards are not clear, what is needed to achieve P and T.”
 - The unit needs clear standards for P&T. Terms such as "independence" and "productivity" are subject to a lot of interpretation and have been detrimental to tenure cases in my unit.

Tenured/Tenure-Track Associate Professors

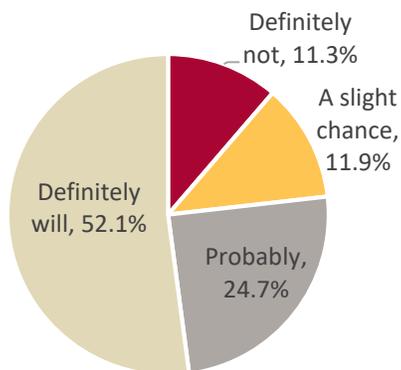
- 85.5% of tenured/tenure-track associate professors respondents indicated they had gone through the P&T process at IUPUI. The following questions were asked of those who did:

When thinking about P&T process, to what extent did your unit help prepare you to succeed? (n=165)

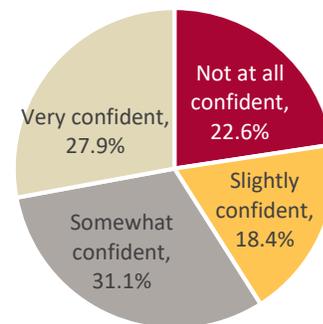


- All tenured/tenure-track associate professors were asked:

Do you anticipate going up for full? (n=194)



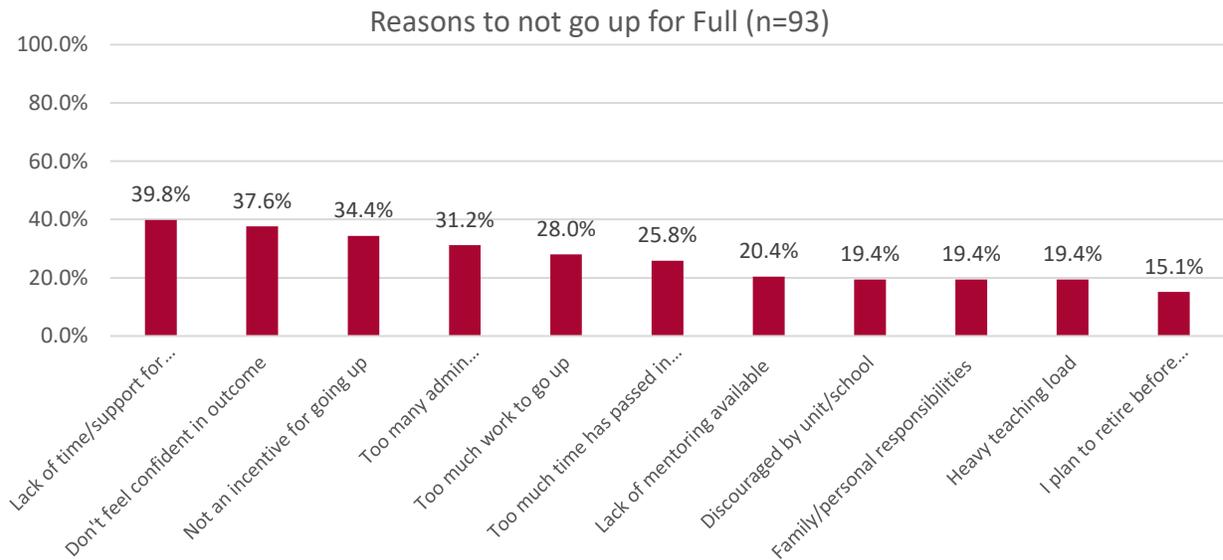
Confidence going up for Full (n=194)



- More than three-quarters of tenured/tenure-track associate faculty participants (77%) participants responded “definitely will” or “probably” when asked if they anticipate going up for full professor.
- More than half (59%) of tenured/tenure-track associate faculty respondents reported feeling somewhat or very confident in going up for full professor.

Tenured/Tenure-Track Associate Professors

- Tenured/tenure-track associate professors who indicated anything other than that they “definitely will” go up for full were asked what reasons might potentially keep them from submitting their dossier. Responses are as follows:



Stalling After Tenure

- When asked if their unit helps create an environment where “stalling” after tenure does not occur, nearly two-thirds of associate professor respondents (66%) respond “No”.

If they selected “Yes” to preventing stalling, participants were asked to describe what their unit is specifically doing to prevent it. If they selected “No” they were asked what their unit could do to improve it. Verbatim responses were coded into themes. Listed below are the themes and supporting quotes that are most consistent across the 51 participants who commented on ways they’re unit is currently preventing stalling and the 97 comments on things unit could do to help prevent stalling.

Units Currently Help Prevent Stalling By... (51 total comments)

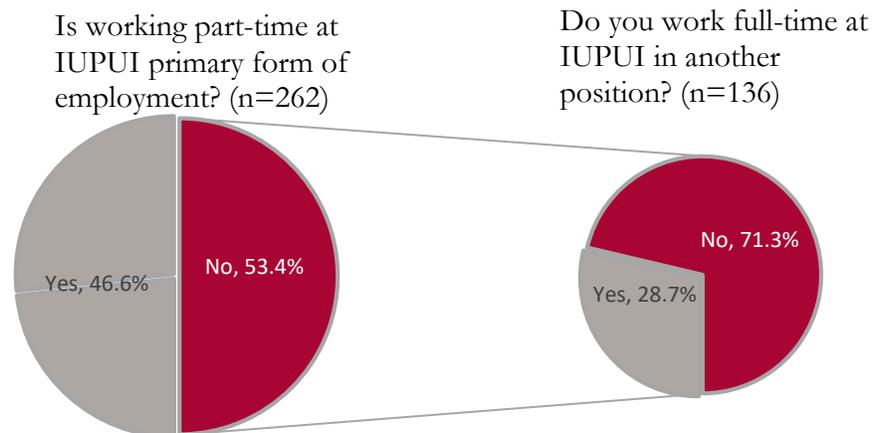
- **Positive Climate/Supportive Atmosphere (17 comments)**
 - “Support from administration and peers.”
 - “Ask and encourage going for promotion.”
 - “Associate professors are asked to discuss their plans for promotion with the chair; the chair encourages associate professors.”
 - “Informal peer support, positive encouragement, and role models demonstrating that there is growth and development after tenure.”
- **Mentoring (16 comments)**
 - “Mentoring junior faculty early.”
 - “Mentoring Academy”
 - “My department created a mentoring program for associate professors.”
 - “My unit has put in place mentoring goals and opportunities for Associate Professors to help them reach full professor rank.”
- **Communication (12 comments)**
 - “Continuous meetings with department chair.”
 - “They keep asking me when I am going up for full.”
 - “Working with us to set up a 5 year plan for how we can advance to full professor.”
 - “Informing the administration of the importance.”
- **Providing opportunities to prepare (12 comments)**
 - “Providing opportunities for leadership and research opportunities.”
 - “Opportunities for collaboration, encouragement writing papers, discussion of sabbatical options.”
 - “Many opportunities are given us for research, community engagement, and international projects.”

(cont.)

Units Could Help Prevent Stalling By... (97 total comments)

- **General support/discussion (43 comments)**
 - “Nurture collaborative environment and encouragement of applying for large collaborative grants.”
 - “Create a sense of faculty community where we talk and discuss each other's research, not just meet to discuss bad news about student retention and administrative issues.”
 - “After getting tenured, I expected some sort of communication from the School and the Campus about next steps, rethinking one's career, etc. I have found resources outside the Campus.”
 - “Create a more inclusive community; have competent leadership that supports diverse professional goals.”
- **Reduce work load (27 comments)**
 - “I feel that if I could have less service and teaching obligations that my research would be stronger.”
 - “Funding to buy out teaching time to focus more on research work or publications on teaching/applied research. I am so bogged down in service/administrative work and teaching that I have very little time to devote to research.”
 - “Hire enough faculty to share the administrative / service workload.”
 - “Mindfulness about excessive administrative workload both including and outside normal job duties.”
- **Mentorship (15 comments)**
 - “Continued mentorship after tenure, and creating an environment where achieving tenure is not the end goal but a step in a larger process where full professor is the expectation.”
 - “Facilitate finding a mentor.”
 - “More actively mentoring faculty and finding mentors that speak to the work we wish to do.”
 - “Have a group of 2-3 faculty in the department mentor Associate Profs until the person being mentored feels that they do not need this any more. I need this.”
- **Better incentives (14 comments)**
 - “Assure that there is more incentive (Salary/benefits).”
 - “Monetary support for research.”
 - “Create more incentives for going to full. At present, the increase in administrative responsibilities create strong disincentives, and the monetary incentives are quite minor, much less than 10% salary increase.”
 - “Better incentives both monetarily and recognition.”

Part-time/Associate Professors



- Just under half of all part-time/associate faculty respondents (47%) report that teaching part-time at IUPUI is their primary form of employment.
- Of those who it is not their primary form of employment, 29% also work in a full-time position on campus in another role separate from being an adjunct professor.

Satisfaction with aspects of part-time/associate teaching at IUPUI

	Very unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very satisfied	Mean
Support available for using Canvas	4.4%	6.3%	17.3%	43.4%	28.7%	3.86
Support available for handling student issues or concerns	2.9%	6.3%	21.0%	43.8%	26.1%	3.84
Support available for syllabus creation	2.6%	5.9%	28.3%	43.1%	20.1%	3.72
Support available for teaching techniques	2.6%	7.8%	26.7%	44.1%	18.9%	3.69
Support available for incorporating active learning strategies	2.6%	7.1%	29.5%	41.4%	19.4%	3.68
Onboarding with respect to campus policies (e.g., grading, calendar, Title IX)	3.0%	7.9%	38.5%	38.1%	12.5%	3.49
Onboarding with respect to available teaching resources	3.0%	10.9%	38.5%	35.1%	12.5%	3.43
Connections with others in your unit/department	5.2%	14.1%	31.9%	33.3%	15.6%	3.40
Connections with Student Affairs units/departments	4.5%	15.8%	45.3%	26.8%	7.5%	3.17

Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Adjunct faculty were, for the most part, most likely to respond that they were “Neither unsatisfied nor satisfied” or “Satisfied” with support and onboarding.

Ways Unit/School can help part-time/associate faculty succeed

All part-time/associate faculty were asked to comment on ways their unit or School could better help them succeed. Verbatim responses were coded into themes. Listed below are the themes and supporting quotes that are most consistent across the 140 participants who commented.

- **Respect/Inclusion (45 comments)**
 - “This school needs to realize that they rely very heavily on adjuncts and that in teaching they are as important as the appointed faculty. They need to treat them with more respect and stop waiting to the last minute to hire.”
 - “Stop making associate faculty feel like we are not faculty. In my department, there are not any associate faculty on the department webpage. That is an insult.”
 - “We need to be incorporated into more school/departmental activities. The sense I get now is that adjunct faculty are used in a rather transactional way. We don't really feel part of the team.”
 - “More opportunities to connect across the department.”
 - “I would like the opportunity to sit in a department meeting with full-time and adjunct to discuss how the classes in the curriculum support each other.”
 - “We are an important part of the department and campus. Treat us like we are valuable. We teach the classes that professors do not want to teach. We teach for the passion of teaching.”
- **Salary/Benefits (43 comments)**
 - “Providing benefits and decent salaries would be a start.”
 - “I do believe that consideration for salary adjustment beyond annual increases would be a valuable movement.
 - “I love teaching students, I only wish my position would be considered for full-time. I work full-time hours for part-time pay.”
 - “Raise the pay rate, of course. Also, extend some benefits such as tuition discount for children, parking waivers, etc.”
 - “Pay us a fair wage for our labor, at the very least offer us benefits.”

(cont.)

- **Orientation/More training (33 comments)**
 - “More after hours events/training. I feel very separated from my colleagues because I work after hours. I am a full time professional outside of IUPUI so I can't come to campus during the day.”
 - “If there was a brief orientation and canvas training.”
 - “Offer webinars on use of IUPUI technology. Provide Syllabus examples for established courses.”
 - “I received little-to-no onboarding in either department I have served as adjunct faculty, outside of being given contact information for a point person in case I "had any questions." The most helpful training I received was through informal meetings with other faculty who taught different sections of the same course.”
 - “Better on boarding about systems and expectations for grading, etc.”
- **Clearer expectations/Communication (21 comments)**
 - “Communicate on a consistent basis and have at least quarterly meetings indicating direction and future planning.”
 - “Better communication, updates to know what is going on.”
 - “Administrators could make it a priority to know PT faculty and communication could be better re: department and unit goals, how those will be accomplished together.”
 - “I do not feel like the department communicates with adjuncts or is inclusive of them. Little to no support with onboarding was given.”
 - More consistency in having regular meetings and updates regarding the direction of the college. I often feel like I'm flying in the dark and unsure if I am being consistent with my department.”

Pursuing Other Positions

All respondents were asked, "In the past three years, have you taken active steps to pursue another position outside IUPUI?"

- Just under a third of faculty participants (31%) said they have taken active steps in the past three years to pursue an outside position. Of those who have taken steps:
 - 89% have actively sought an outside job offer
 - 69% have been selected as a finalist for an outside position
 - 42% have received an official job offer
 - 21% have renegotiated the terms of their employment with IUPUI



Importance of Reasons to Leave IUPUI: All Faculty

All respondents were asked how important each of the following would be if they were to choose to leave IUPUI.

	Not important at all	Somewhat important	Moderately important	Very Important	Extremely Important	Mean
Improved salary	5.7%	6.1%	18.8%	34.4%	34.9%	3.87
Advancement in position level and job scope	9.3%	8.0%	17.5%	34.0%	31.3%	3.70
Geographic location of new opportunity	14.6%	11.0%	20.5%	27.8%	26.0%	3.40
Improved benefits	13.5%	12.1%	26.6%	28.0%	19.7%	3.28
Improved work load/life balance	22.1%	12.9%	22.7%	24.5%	17.8%	3.03
Improved department climate	22.4%	12.8%	23.7%	24.1%	17.0%	3.00
Improved interpersonal work environment	22.3%	14.2%	24.8%	22.0%	16.9%	2.97
Recipient of competitive recruitment from another institution	23.1%	14.0%	23.6%	24.1%	15.2%	2.94
Improved support from immediate supervisor	26.5%	13.3%	20.9%	23.3%	16.0%	2.89
Improved relationships with colleagues	23.0%	15.8%	27.2%	20.4%	13.6%	2.86
Opportunity to work at institution with different priorities	24.1%	14.8%	27.6%	20.4%	13.2%	2.84
Improved campus climate	22.3%	17.8%	28.5%	20.3%	11.1%	2.80
Improved physical work environment	30.9%	20.7%	24.8%	16.4%	7.2%	2.48
Dual career/partner accommodation	55.3%	9.0%	13.2%	11.5%	11.0%	2.14
Opportunity to pursue a non-academic job	55.4%	12.4%	18.5%	9.4%	4.3%	1.95

Something else

Respondents who identified an unaccounted-for reason for potentially leaving IUPUI most often took issue with school funding, traffic, and parking. Some respondents also mentioned their interest in more competent colleagues and students.

Importance of Reasons to Leave IUPUI by Faculty Type

	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty
Advancement in position level and job scope	3.78	3.87	3.36***
Improved salary	3.74	3.92*	4.01**
Geographic location of new opportunity	3.60	3.41*	3.05***
Recipient of competitive recruitment from another institution	3.21	2.94**	2.53***
Improved benefits	3.13	3.34*	3.46**
Opportunity to work at institution with different priorities	3.05	2.99	2.32***
Improved department climate	3.05	3.15	2.74**
Improved interpersonal work environment	3.02	3.11	2.71**
Improved work load/life balance	2.93	3.42***	2.68*
Improved relationships with colleagues	2.89	2.99	2.64*
Improved support from immediate supervisor	2.85	3.10*	2.69
Improved campus climate	2.85	2.95	2.55**
Improved physical work environment	2.48	2.67*	2.27*
Dual career/partner accommodation	2.23	2.11	2.03
Opportunity to pursue a non-academic job	1.60	2.28***	2.09***

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

1 = Not important at all; 2 = Somewhat important; 3 = Moderately important; 4 = Very important; 5 = Extremely important

- Full-time non-tenure track faculty participants (54%) are significantly more likely than tenured/tenure track faculty members (40%) to report an improved work load/life balance as a very or extremely important reason to possibly leave their position at IUPUI.
- Part-time faculty respondents were significantly more likely to be swayed by improved salary as well as the opportunity to pursue a non-academic job than tenured/tenure-track faculty members.
- Among tenured/tenure-track faculty members, women (60%) are more likely than men (36%) to indicate that an improved interpersonal work environment would be a very/extremely important factor if they were to choose to leave IUPUI.
- Among tenured/tenure-track faculty members, those from underrepresented race/ethnicities (Black/African-American, Latino/Hispanic, Two or more races) are significantly more likely than their non-underrepresented peers (White, Asian/Asian-American) to indicate advancement in position level and job scope (79% vs 65%) and improved work load/life balance (60% vs 37%) to be very/extremely important reasons to potentially leave IUPUI.
- For both tenured/tenure-track (64% vs 36%) and full-time non-tenure track faculty members (76% vs 48%) underrepresented faculty respondents are more likely than their non-underrepresented peers to indicate improved benefits being a very/extremely potential reason to accept another position.

Career Goals/Work at IUPUI: All Faculty

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Mean
What I do at work is valuable and worthwhile	0.5%	1.8%	5.9%	44.3%	47.5%	4.37
There are people at IUPUI who appreciate me as a person	1.2%	3.1%	10.2%	45.7%	39.8%	4.20
My career has a clear sense of purpose	1.3%	5.0%	17.2%	44.4%	38.4%	4.15
I feel good about my work most of the time	1.6%	4.5%	12.3%	52.6%	29.1%	4.03
I believe that I can succeed at IUPUI	2.7%	4.7%	17.7%	42.5%	32.4%	3.97
My career is going well	1.9%	6.8%	17.5%	47.9%	26.0%	3.89
I am achieving most of my professional goals	2.8%	10.5%	16.1%	44.7%	25.9%	3.80
I feel supported and valued at IUPUI	4.2%	10.2%	17.7%	40.4%	27.5%	3.77
I feel a sense of belonging in my department or workgroup	6.5%	9.8%	16.4%	36.7%	30.6%	3.75
In most activities I do at IUPUI, I feel energized	3.1%	10.6%	22.4%	42.7%	21.2%	3.68
I am optimistic about my future with IUPUI	4.4%	12.0%	22.3%	38.4%	22.9%	3.64

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

- Among all participants, a large majority agree or strongly agree that what they do at work is valuable and worthwhile (92%) and that there are people at IUPUI who appreciate them as a person (86%).
- When looking at the entire faculty, no differences are found when comparing participants based on gender or race/ethnicity.

Career Goals/Work at IUPUI by Faculty Type

	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty
What I do at work is valuable and worthwhile	4.33	4.36	4.43
My career has a clear sense of purpose	4.25	4.07**	4.08**
There are people at IUPUI who appreciate me as a person	4.17	4.25	4.18
I believe that I can succeed at IUPUI	4.00	3.92	3.99
My career is going well	3.99	3.84*	3.80**
I feel good about my work most of the time	3.96	4.05	4.12*
I am achieving most of my professional goals	3.87	3.75	3.78
I feel supported and valued at IUPUI	3.80	3.73	3.78
I feel a sense of belonging in my department or workgroup	3.76	3.79	3.70
I am optimistic about my future with IUPUI	3.71	3.57	3.60
In most activities I do at IUPUI, I feel energized	3.56	3.68	3.88***

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

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

- While the majority of all respondents believe so, tenured/tenure-track faculty members (87%) are significantly more likely to agree that their career has a clear sense of purpose than full-time non-tenure track (80%) and part-time (80%) faculty participants.
- Part-time faculty respondents (73%) are significantly more likely to agree/strongly agree that they are energized in most activities they do at IUPUI compared to tenured/tenure-track faculty members (57%).

High Impact Practices Completed/In Progress Of in Past 3 Years

In the past three years did you do the following while teaching (have employed or in progress of)?	Do not plan to do	Plan to do	Have employed or in progress of	Have not decided
Required students to work together over the course of a semester on a project or assignment	19.6%	11.2%	62.9%	6.2%
Provide periodic and structured opportunities for reflection (e.g., require students to provide a written paper or give an oral presentation reflecting on their experiences in your course)	20.0%	13.3%	60.4%	6.3%
Teach a course that addresses themes of diversity, equity, and inclusion	41.5%	9.6%	38.4%	10.5%
Require students to work on a project or experience in partnership with the community	40.3%	14.2%	35.8%	9.7%
Mentor an undergraduate student on a research project	42.4%	10.6%	37.6%	9.4%
Require an undergraduate research project as part of your course	41.8%	9.9%	40.5%	7.8%
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	44.5%	9.9%	35.7%	9.9%
Require students to engage with community or campus members from other cultures	45.8%	10.7%	31.1%	12.4%
Advise a student organization or group	46.5%	10.4%	31.1%	12.0%
Include explicit globally-focused learning outcomes in your course syllabus (e.g., use diverse frames of reference and international dialogue to think critically and solve problems)	48.1%	12.2%	27.1%	12.6%
Include global learning activities in the classroom, campus, or community as a part of your course	49.2%	11.3%	25.8%	13.6%
Require students to participate in a community-based project with service (service learning) as part of a course	51.1%	11.7%	25.2%	12.0%
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	55.2%	6.3%	31.6%	6.9%
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	62.2%	8.7%	18.1%	11.0%
Include a study abroad/international travel experience as part of a course	72.3%	8.5%	9.4%	9.8%

- Over half of all faculty members (60%) have provided periodic and structured opportunities for reflection and required students to work together over the course of a semester on a project or assignment.

High Impact Practices Completed/In Progress Of in Past 3 Years by Faculty Type

In the past three years did you do the following while teaching (have employed or in progress of)?	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty
Required students to work together over the course of a semester on a project or assignment	64.9%	67.2%	54.8%
Provide periodic and structured opportunities for reflection (e.g., require students to provide a written paper or give an oral presentation reflecting on their experiences in your course)	62.0%	63.4%*	54.3%
Mentor an undergraduate student on a research project	54.3%	30.2%***	19.5%***
Require an undergraduate research project as part of your course	52.7%	32.4%***	32.5%***
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	52.3%	34.8%***	14.1%***
Teach a course that addresses themes of diversity, equity, and inclusion	40.6%	38.0%	35.3%
Require students to work on a project or experience in partnership with the community	38.4%	39.9%	26.8%
Advise a student organization or group	34.8%	37.4%	16.7%**
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	34.1%	36.0%	22.1%**
Require students to engage with community or campus members from other cultures	31.1%	33.6%	28.2%
Include explicit globally-focused learning outcomes in your course syllabus (e.g., use diverse frames of reference and international dialogue to think critically and solve problems)	29.4%	28.3%	22.0%*
Require students to participate in a community-based project with service (service learning) as part of a course	25.5%	28.3%*	21.1%
Include global learning activities in the classroom, campus, or community as a part of your course	23.6%	30.7%	23.7%
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	12.2%	24.2%*	19.5%
Include a study abroad/international travel experience as part of a course	11.7%	12.5%	1.9%***

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

Scale: 1 = Do not plan to do; 2 = Plan to do; 3 = Have employed or in progress of; 4 = Have not decided

- Tenured/tenure-track faculty participants (54%) are significantly more likely to mentor undergraduate students on research projects and teach culminating senior experiences compared to full-time non-tenure track (30%) and part-time faculty (20%).

High Impact Practices Completed/In Progress (2015 v 2018)

Comparisons are able to be made in regards to employing or being in progress of implementing some high impact practices. Those that are able to be compared are listed below showing changes from the previous faculty survey in 2015 for all faculty as well as specific appointment types.

In the past three years did you do the following while teaching (have employed or in progress of)?	All Faculty		Tenured/Tenure-Track Faculty		Full-time Non-Tenure Track Faculty		Part-Time/Associate Faculty	
	2015	2018	2015	2018	2015	2018	2015	2018
Provide periodic and structured opportunities for reflection (e.g., require students to provide a written paper or give an oral presentation reflecting on their experiences in your course)	52.6%	60.4%	52.3%	62.0%	60.1%	63.4%	44.1%	54.3%
Mentor an undergraduate student on a research project	41.0%	37.6%	58.6%	54.3%	38.2%	30.2%	15.4%	19.5%
Require an undergraduate research project as part of your course	39.2%	40.5%	53.0%	52.7%	35.5%	32.4%	21.0%	32.5%
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	30.7%	35.7%	43.8%	52.3%	34.1%	34.8%	4.9%	14.1%
Advise a student organization or group	31.2%	31.1%	30.8%	34.8%	46.2%	37.4%	13.4%	16.7%
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	31.3%	31.6%	36.7%	34.1%	37.6%	36.0%	14.7%	22.1%
Require students to participate in a community-based project with service (service learning) as part of a course	25.5%	25.2%	22.8%	25.5%	34.1%	28.3%	19.6%	21.1%
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	13.6%	18.1%	6.8%	12.2%	24.3%	24.2%	11.9%	19.5%
Include a study abroad/international travel experience as part of a course	7.1%	9.4%	8.5%	11.7%	9.8%	12.5%	1.4%	1.9%

- Providing periodic and structured opportunities for reflection increased for all faculty respondents from 2015 (53%) to 2018 (60%).
 - The largest increase were for tenured/tenure-track (52% to 62%) and part-time (44% to 54%) faculty members.

Encouraging High Impact Practices in Students: All Faculty

In a typical course, how much do you encourage students to... (almost every class or every class)	Never	Rarely	Occasionally/ Sometimes	Almost every class	Every class
...connect their learning to societal problems or issues?	6.4%	6.4%	28.0%	34.0%	25.3%
...work with other students on course projects or assignments?	4.5%	6.2%	33.8%	38.0%	17.6%
...consider diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions, materials, or assignments?	9.7%	9.0%	24.0%	33.4%	24.0%
...engage in discussions with people who are different from them?	5.2%	6.1%	38.0%	34.4%	16.3%
...ask other students for help understanding course material?	4.7%	8.8%	37.2%	34.8%	14.5%

- More than half of all faculty participants (59%) report that they encourage students to connect their learning to societal problems or issues almost every class or every class.
 - This practice is significantly more likely to be found among women compared to men (66% vs 52%) and underrepresented faculty members compared to non-underrepresented respondents (77% vs 57%).

Encouraging High Impact Practices in Students by Faculty Type

In a typical course, how much do you encourage students to... (almost every class or every class)	Tenured/Tenure-Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/Associate Faculty
...connect their learning to societal problems or issues?	58.9%	55.3%	64.7%*
...consider diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions, materials, or assignments?	55.5%	54.1%	64.2%***
...work with other students on course projects or assignments?	54.4%	57.7%	54.7%
...engage in discussions with people who are different from them?	44.5%	50.3%**	61.2%***
...ask other students for help understanding course material?	43.6%	52.2%**	54.7%*

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

Scale: 1 = Never; 2 = Rarely; 3 = Occasionally/Sometimes; 4 = Almost every class; 5 = Every class

- Part-time/associate faculty participants are significantly more likely to encourage students to engage in discussions with people who are different from them (61% vs 45%) and consider diverse perspectives (64% vs 56%) almost every class or every class when compared to tenured/tenure-track faculty respondents.

Instructional Strategies Employed in Class: All Faculty

Think of a course that you are teaching now or one that you have taught regularly and describe how often you use the following instructional or pedagogical strategies:

	Never	Rarely	Occasionally/ Sometimes	Almost every class	Every class
Discussions	1.4%	4.9%	20.6%	44.7%	28.4%
Interactive Lecture	2.6%	5.5%	23.7%	46.7%	21.6%
Collaborative learning and group activities	6.6%	9.5%	35.4%	32.5%	15.9%
Case study, project, and problem-based learning	6.3%	9.0%	39.8%	33.0%	11.9%
Demonstrations and simulations of course content	8.2%	13.2%	39.0%	28.3%	11.3%
Lectures	11.3%	25.0%	32.5%	22.2%	9.0%

- More than two-thirds of all faculty participants use interactive lectures (68%) and discussions (73%) almost every class or every class.

Instructional Strategies Employed in Class by Faculty Type

Think of a course that you are teaching now or one that you have taught regularly and describe how often you use the following instructional or pedagogical strategies (almost every class or every class):

	Tenured/Tenure- Track Faculty	Full-time Non-Tenure Track Faculty	Part-Time/ Associate Faculty
Discussions - instructor engages students in discussions about the course content	72.3%	72.9%	74.8%
Interactive Lecture - instructor presents course content with periodic planned opportunities for student interaction with the content	65.3%	74.5%**	65.5%
Collaborative learning and group activities - students work in pairs or small groups to discuss course concepts, develop and integrate concepts, and/or complete assignments	45.3%	50.5%*	51.2%
Case study, project, and problem-based learning - students work on assignments that involve analysis and reflection on complex problems or cases	42.7%	46.8%	46.4%
Demonstrations and simulations of course content - instructor shows students how a process works within a particular discipline	35.2%	40.5%*	45.9%**
Lectures - instructor presents course content to the students with limited student participation	34.2%	32.8%	23.9%*

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

Scale: 1 = Never; 2 = Rarely; 3 = Occasionally/Sometimes; 4 = Almost every class; 5 = Every class

- Full-time non-tenure track (41%) and part-time (46%) faculty participants are significantly more likely to report that they use demonstrations and simulations of course content almost every class or every class compared to tenured/tenure-track faculty (35%).

Classroom Attributes

Importance of Classroom Attributes: All Faculty

Please rate how important each classroom attribute is in helping you engage in your preferred instructional approaches or effective instructional strategies:

	Not important at all	Slightly important	Moderately important	Very important	Extremely important	Mean
Adequate visibility within a space from students to presenters, to course content, to demonstrations, and to other students	3.7%	3.1%	20.7%	44.5%	27.9%	3.90
Space that allows easy movements of all students within the space to support communication and to facilitate interaction	6.2%	7.0%	19.7%	40.3%	26.7%	3.74
Space that allows for robust sharing of visual data by making it easily available, visible, and/or readable by all students	5.5%	8.1%	22.7%	36.6%	27.0%	3.72
Furniture with adequate work surface to accommodate several devices and materials that students might bring	7.7%	11.0%	21.8%	34.8%	24.7%	3.58
Instructors and learners able to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices	8.4%	10.0%	22.6%	33.9%	25.1%	3.57
Location of classroom is convenient for me as the instructor (e.g., being close in proximity to my campus office or easy to get to from off-campus locations)	7.3%	9.9%	27.2%	33.2%	22.4%	3.57
Furniture that is easily movable and configurable to support a range of learning activities	10.3%	9.8%	21.0%	32.7%	26.2%	3.55
Abundant writable surfaces to facilitate interaction for students and groups (e.g., whiteboards)	6.8%	10.9%	25.6%	35.1%	21.6%	3.54
Spaces in which all students have access to electrical power to support the wide variety of technologies used in learning activities	10.7%	14.0%	25.9%	26.5%	23.0%	3.37
Able to record presentations, group interactions, or conversations with local and remote students and make these artifacts available asynchronously	23.3%	19.8%	27.6%	18.4%	10.9%	2.74

- The most important classroom attribute to the faculty overall is having visibility from students to presenters/course content/demonstrations and other students with almost three-quarters of all respondents (72%) rating it as being very or extremely important.
- Having a space to all easy movement of students to support communication and interaction is also rated highly with two-thirds (67%) of all faculty respondents rating it as very or extremely important.

Importance of Classroom Attributes by Faculty Type

Please rate how important each classroom attribute is in helping you engage in your preferred instructional approaches or effective instructional strategies:	Tenured/Tenure Track Faculty	Full-time Non-Tenure Track Faculty	Part-time/Associate Faculty
Adequate visibility within a space from students to presenters, to course content, to demonstrations, and to other students	3.82	4.02**	3.87
Space that allows for robust sharing of visual data by making it easily available, visible, and/or readable by all students	3.62	3.83*	3.74
Location of classroom is convenient for me as the instructor (e.g., being close in proximity to my campus office or easy to get to from off-campus locations)	3.56	3.73*	3.25**
Space that allows easy movements of all students within the space to support communication and to facilitate interaction	3.55	3.90***	3.85**
Abundant writable surfaces to facilitate interaction for students and groups (e.g., whiteboards)	3.48	3.66*	3.49
Furniture with adequate work surface to accommodate several devices and materials that students might bring	3.44	3.76***	3.58
Furniture that is easily movable and configurable to support a range of learning activities	3.39	3.75***	3.56
Instructors and learners able to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices	3.30	3.77***	3.78***
Spaces in which all students have access to electrical power to support the wide variety of technologies used in learning activities	3.18	3.62***	3.38
Able to record presentations, group interactions, or conversations with local and remote students and make these artifacts available asynchronously	2.55	3.03***	2.69

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

Scale: 1 = Not important at all; 2 = Slightly; 3 = Moderately; 4 = Very; 5 = Extremely important

- Being able to seamlessly manage audio/visual content across multiple systems is significantly more likely to be very/extremely important for full-time non-tenure track (66%) and part-time (65%) faculty members compared to tenured/tenure track respondents (50%).

Community Engagement

Over the last 3 years, how often have you done each of the following activities?

	Never	Seldom	Sometimes	Often	Very often	Mean
Participated in a professional capacity on a board or committee of a local business or civic/ social service agency	36.0%	11.4%	16.3%	16.2%	20.1%	2.73
Given talks to local community organizations	26.1%	18.1%	29.9%	14.8%	11.1%	2.67
Provided professional services to a community group, local business, or government agency for free or reduced rate	34.9%	14.3%	22.2%	15.8%	12.8%	2.57
Engaged in a collaborative research project with a community partner	46.4%	15.4%	16.7%	11.0%	10.4%	2.24
Participated in a campus- or school-sponsored community service event (e.g., United Day of Caring, Komen Race for the Cure, Dr. Martin Luther King Jr. Day of Service)	37.9%	24.8%	23.8%	8.9%	4.7%	2.18

Scale: 1 =Never; 2 = Seldom; 3 = Sometimes; 4 = Often; 5 = Very often

- Full-time non tenure track faculty members (69%) are more likely to have participated in a campus or school sponsored community service event at all in the last 3 years compared to both tenured/tenure-track (60%) and part-time (56%) faculty participants.
- Tenured/tenure-track faculty respondents (28%) are significantly more likely than both full-time non-tenure track (18%) and part-time/adjunct (14%) faculty members to have engaged in a collaborative research project with a community partner often or very often in the past 3 years.

Results of Community Engaged Research

Please indicate how often the following happens regarding your community-engaged research:	Never	Seldom	Sometimes	Often	Almost always	Mean
Your community involvement lead to co-creation of knowledge	20.7%	12.3%	29.5%	25.1%	12.5%	2.96
Community-engaged research resulted in community impact	20.7%	15.7%	31.7%	21.8%	10.1%	2.85
Your community involvement enhanced the rigor of this research	21.6%	15.6%	29.8%	22.5%	10.5%	2.85
Community-engaged research resulted in measurable outcomes and deliverables	22.0%	16.5%	30.7%	21.1%	9.7%	2.80
Presented your community engaged research in an academic setting	27.6%	16.2%	26.3%	21.5%	8.4%	2.67
Presented your community engaged research in a community setting	28.4%	21.1%	25.4%	18.5%	6.7%	2.54
Community engaged research was supported by external grants and/or sponsored programs	31.0%	17.7%	26.4%	16.4%	8.6%	2.54
Published your community engaged research in a peer-reviewed journal	40.1%	18.2%	22.7%	13.0%	5.9%	2.26

Scale: 1 =Never; 2 = Seldom; 3 = Sometimes; 4 = Often; 5 = Almost always

- Tenured/tenure-track faculty members are significantly more likely to have the following results happen often or very often regarding their community-engaged research compared to full-time non-tenure track faculty participants.
 - Community involvement lead to a co-creation of knowledge (44% vs 30%)
 - Research resulted in community impact (38% vs 26%)
 - Your community involvement enhanced the rigor of this research (40% vs 24%)

Community Partner Involvement

Please indicate how often the following happens regarding community partners when conducting community-engaged research:

	Never	Seldom	Sometimes	Often	Almost always	Mean
Partners help identify the research questions	16.0%	15.0%	30.6%	26.4%	12.0%	3.04
Partners help determine how findings are disseminated	18.5%	18.1%	29.0%	25.4%	8.9%	2.88
Partners help interpret results, conclusions, or recommendations	18.5%	16.5%	32.1%	25.3%	7.6%	2.87
Partners help with research design or methodology	19.2%	25.8%	29.4%	19.2%	6.3%	2.68

Scale: 1 =Never; 2 = Seldom; 3 = Sometimes; 4 = Often; 5 = Almost always

Respondents who identified as engaging in a collaborative research project with a community partner at least seldom were also asked 4 open-ended questions. Individual comments were coded and themes for each question are presented below. Please note that sometimes one comment could sometimes contain multiple themes.

Describe the type of community engaged research you were involved in. (213 comments)

- **Health Sciences/Wellness (58 comments)**
 - “Nurses working with young mothers to help them with life problems as well as health issues.”
 - “Providing public health solutions in the community.”
 - “I conduct research projects with a local advocacy group in Indiana (patients, family members, and community leaders) for breast cancer research.”
 - “Extending access to fresh/whole foods to underserved/food-insecure communities in Indy.”
 - “Worked with Diabetes team at Riley Children's hospital to develop games to teach self-care principles to young Diabetes patients.”
- **Arts/Design/Technology/Media (33 comments)**
 - “Using multimedia technology to visually and sonically present community or environmental data.”
 - “Year long art project and free art classes for community at site of abandoned property in Indianapolis.”
 - “Art related installations in the community to promote goals of partnership organizations.”
 - “In a few classes we create prototype media solutions for campus and community partners. Often user research is done to provide data that supports further development.”
- **Primary/Secondary Education (32 comments)**
 - “Research projects with teachers on culturally relevant teaching.”
 - “Community youth program, workshops, teaching within k-12 schools.”
 - “I engaged in research with a community organization that works with elementary school youths to assess the needs of the population and what programs would benefit the identified population in the schools based on demographics.”

Describe impacts or effects your community engaged research had on the community or community members. (176 comments)

- **Knowledge Dissemination/Increase Visibility & Connection (81 comments)**
 - “Building stronger and much more reciprocally respectful partnerships! My community feels that they have input in ways they have never had before.”
 - “Assisted in spreading information and knowledge about programs in the community.”
 - “Informed agencies of needs, success of services being used.”
 - “Community members feel connected to and supported by the university.”
 - “Researching, presenting, and modeling the value of relationship building and understanding that everyone has a story and that story is valuable and sharing each story builds a stronger community of learners and responsible citizenship.”
 - “I like to think I provided connections to services they would not otherwise have access to and that I improved their opinion of IUPUI.”
- **Products/Process Improvement (51 comments)**
 - “The template and materials is being used in the onboarding, and education of registered nurse in the facility.”
 - “Allowed the partner to save significant money on design fees. Provided a solution that was evidence-based and appropriate to the end users.”
 - “We often enhance the capacity of agencies to do research given infrastructural limitations, time commitments, and available funding.”
 - “Redesign of service delivery to clients; creation of different types of support services to clients.”
 - “Better designed materials to relay information to stakeholders, recommendations that improve program or policy planning.”
- **Improved Health/Wellness (30 comments)**
 - “Interventions shown to be effective have been disseminated by health departments to providers, community organizations, and patients.”
 - “Improved water quality and awareness of environmental issues.”
 - “Oral health in underserved area.”
 - “Introduce students to new food items so they can make more informed choices about nutrition.”

Describe how important community engagement was in your decision to come to IUPUI. (192 comments)

- **Not Important (71 comments)**
 - “It was not relevant in my decision to come to IUPUI.”
 - “I have been engaged in the community (see above), but IUPUI does not define or recognize that engagement as part of my teaching job.”
 - “It played no role in my decision to come because it wasn't emphasized when I came back in the 90s (at least I wasn't aware of it).”
 - “That was not a big factor in my decision, but I appreciate the opportunity to work with community partners.”
- **Very/Extremely important (70 comments)**
 - “Community engagement is the reason I accepted a position as IUPUI.”
 - “Community engagement was a prime reason I moved to IUPUI. I believe in bridging the distance from the academy to the community. Universities, especially state schools, should be a benefit to the communities in which we live.”
 - “I wouldn't be here if IMPACT weren't a major part of the campus mission. That said, community engagement wasn't supported at my school level in the PT process by the committee or the Dean.”
 - “Imperative! If I was not able to work with community members I would leave.”
- **Somewhat Important (31 comments)**
 - “Somewhat important--I was looking for a place with opportunities.”
 - “Not a leading factor.”
- **Became Significant Later (17 comments)**
 - “It was not important coming in, but became important as I developed as a scientist and became involved with the community as a citizen.”
 - “It was not a high priority when I arrive at IUPUI. However, it has become an integral part of my research and training of students.”

Describe any influence this (community engagement) may have had on your intentions to stay or leave IUPUI. (174 comments)

- **Influence to Stay (66 comments)**
 - “Involvement in this research has made me want to stay at IUPUI to continue with ongoing projects.”
 - “Community engagement has been the main reason I have stayed at IUPUI.”
 - “It influences my desire to stay in that I have developed relationships with community leaders with whom I collaborate on a variety of initiatives to support Latinx youth in Indy area.”
 - “IUPUI's community engagement initiatives, the group of engaged scholars on campus, and the institution's support of engaged scholarship was the primary reason why I chose to stay at IUPUI when I was invited to move to a different university.”
 - “Understanding the community and your potential partners is essential to community engaged research...once you have established those partnerships, its hard to leave and start over.”
- **No Influence (42 comments)**
 - “I'm glad it is here, but I don't know that it has a significant influence on whether I leave or stay.”
 - “This hasn't been the driving force behind my decision to stay or leave IUPUI.”
 - “I like the community engagement opportunities I have at IUPUI. Other places would have to have similar resources.”
- **Other Reasons More Important (19 comments)**
 - “The community plays a role, but compensation is key.”
 - “The potential of collaboration not only with outside community but inside IUPUI provides many opportunities for growth which is exciting. However the low salary and dysfunctional and toxic administrative oversight of my school over powers community engagement opportunities.”
 - “The flexible of the work/life role is the most important factor in why I stay in academia.”
 - “If I left the campus it would be due to a desire to bolster my career.”



IUPUI

INSTITUTIONAL RESEARCH AND DECISION SUPPORT

Robbie Janik

Assistant Director

Institutional Effectiveness and Survey Research

317-278-0640

rjanikii@iupui.edu

Brad Wolfred

Graduate Assistant

Institutional Effectiveness and Survey Research

317-278-9233

bwolfred@iu.edu

**301 University Boulevard, INAD 4053
Indianapolis, IN 46202**