

IUPUI  
2018 Faculty Survey

Overview of Findings  
Indiana University School of Dentistry

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## **Executive Summary/Potential Action Items**

### **Reasons for Accepting Position at IUPUI by Race**

- People of color in the school of dentistry (17/24, 67%) rate diversity of colleagues as “very important” or “extremely important” significantly more often than white faculty (25%).

### **Satisfaction Overall by School, Gender, and Race**

- Although not necessarily dissatisfied, dental faculty are significantly less satisfied with quality of office space (45% vs. 60%), flexibility in work/life balance (69% vs. 83%), and overall autonomy and independence (76% vs. 87%) compared to non-dental faculty.
- Male faculty respondents (84%) in the dental school are significantly more satisfied with overall job satisfaction compared to female faculty members (65%).
- White faculty within the dental school (33/55, 60%) tend to be more frequently “satisfied” or “very satisfied” with school administration overall than faculty of color (8/22, 36%).

### **Satisfaction with Promotion or Tenure by School**

- Dental faculty participants are significantly less satisfied with assistance in preparing for promotion or tenure compared to non-dental faculty (25% vs. 57%).

### **Reasons to Leave IUPUI**

- Dental faculty rate improved physical work environment (39% vs. 23%) and improved support from immediate supervisor (55% vs. 38%) as “very important” or “extremely important” more often in a hypothetical reason to leave IUPUI compared to non-Dental faculty.

### **Work at IUPUI**

- A large majority of respondents “agree” or “strongly agree” that they have a clear sense of purpose (82%), feel good about their work most of the time (80%), what they do at work is valuable and worthwhile (89%), and there are people at IUPUI who appreciate them as a person (84%).

## About the Faculty Survey

**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:** 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. This report specifically examines responses from faculty members within the IU School of Dentistry (DENT).

### RESPONDENT CHARACTERISTICS:

	<b>DENT Respondents</b>	<b>DENT Invited</b>	<b>All Respondents</b>	<b>All Invited</b>
<i>Female</i>	50.6%	42.1%	54.1%	52.6%
<i>Male</i>	49.4%	57.9%	45.9%	47.4%
<i>White</i>	70.4%	73.4%	78.5%	77.4%
<i>Asian</i>	16.0%	15.9%	10.0%	10.1%
<i>Black/African-American</i>	3.7%	4.7%	6.5%	8.1%
<i>Two or more races</i>	3.7%	3.3%	2.6%	2.4%
<i>Hispanic/Latinx</i>	6.2%	2.3%	2.3%	1.8%
<i>Native Hawaiian/Pacific Islander</i>	0.0%	0.5%	0.0%	0.04%
<i>American Indian/Alaska Native</i>	0.0%	0.0%	0.0%	0.2%
<i>Full-time tenured/tenure-track</i>	32.1%	19.2%	40.7%	30.7%
<i>Full-time non-tenure-track</i>	49.4%	31.3%	31.8%	26.4%
<i>Part-time/associate</i>	18.5%	49.5%	27.5%	42.9%
<b>N</b>	<b>81</b>	<b>214</b>	<b>1170</b>	<b>2380</b>
<b>Response Rate</b>	<b>37.9%</b>		<b>49.2%</b>	<b>--</b>

- School of Dentistry participants' demographic characteristics show slightly fewer responses from female, while more from Asian and Hispanic/Latinx respondents compared to IUPUI faculty participants as a whole.
- Respondents were asked how long they had worked at IUPUI. Within the School of Dentistry, 50.6% have been with the University for 10 or more years.

## Reasons for accepting appointment at IUPUI

	DENT Faculty	Non-DENT Faculty
Quality of leadership*	3.96	3.73
Support for teaching	3.95	3.84
Institutional need for my area of expertise*	3.94	3.68
Competence of colleagues	3.94	3.81
Climate/supportive atmosphere	3.91	3.97
Support for professional development*	3.90	3.62
Opportunities to collaborate with colleagues**	3.85	3.52
Department/program reputation**	3.83	3.48
Health science focus***	3.81	2.27
Salary	3.72	3.53
Feelings that I "fit" here	3.63	3.68
Quality of students***	3.56	3.08
Availability of mentors*	3.32	3.00
Support for research/creative work*	3.29	3.60
Quality of labs/equipment**	3.27	2.76
Presence of others like me	3.23	3.15
Research quality	3.14	3.31
IUPUI's reputation	3.14	3.03
Cost of living	3.01	2.88
Opportunities for community engagement	3.01	2.99
Diversity of colleagues*	2.93	3.21
Location of campus	2.93	3.09
Diversity of students	2.80	3.06
Dual career spousal/partner hire program	1.73	1.62

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

- Among dentistry faculty participants, the reasons most often reported as “very important” or “extremely important” for accepting appointment at IUPUI include institutional need for area of expertise (81%), competence of colleagues (77%), quality of leadership (73%), and support for teaching (72%).
- Dental faculty participants are significantly more likely to rate quality of students (72% vs. 38%) and health science focus (73% vs. 24%) as “very important” or “extremely important” compared to non-dental faculty.
- Quality of leadership is most likely to be ranked as “very important” or “extremely important” among adjunct/part-time faculty (13/14, 93%), followed by full-time non-tenure-track (30/40, 75%) and tenured/tenure-track (15/25, 60%).

- Female faculty participants (85%) rate support for professional development as “very important” or “extremely important” significantly more often than male faculty (61%) in the School of Dentistry.
- People of color in the School of Dentistry (17/24, 67%) rate diversity of colleagues as “very important” or “extremely important” significantly more often than white faculty (14/57, 25%).

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

	DENT Faculty	Non-DENT Faculty
Yes, definitely	55.1%	57.3%
Probably	33.3%	31.2%
Probably not	11.5%	9.0%
No, definitely not	0.0%	2.4%

- Dental faculty and non-Dental are almost equally likely to respond “Yes, definitely” or “Probably” when asked if they would choose IUPUI if they had to start again.
- While true for the majority of both groups, male respondents (97%) in the Dental School report they would “probably” or “Yes, definitely” choose to come to IUPUI again more often than female faculty (81%).

**Job Satisfaction**

**JOB SATISFACTION – Overall Items**

	DENT Faculty	Non-DENT Faculty
Health benefits	4.15	4.02
Overall job satisfaction	3.99	3.93
Overall autonomy and independence**	3.97	4.26
Overall benefits	3.90	3.80
Flexibility in work/life balance*	3.79	4.17
Teaching Load	3.72	3.71
Service Load (committees, etc.)	3.71	3.56
Benefits for tuition waivers, remission, or exchange	3.70	3.44
Quality of teaching space	3.56	3.69
Campus safety	3.45	3.58
Quality of research space	3.25	3.43
Salary	3.13	3.13
Quality of office space***	3.00	3.55

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

- Dental faculty are significantly less likely to be satisfied or satisfied with quality of office space (45% vs. 60%) and flexibility in work/life balance (69% vs. 83%) compared to non-dental faculty.
- Male faculty (84%) in the Dental school are significantly more satisfied with overall job satisfaction compared to female faculty participants (65%).
- Concerning quality of research space, tenured/tenure-track faculty (14/25, 56%) are more likely to respond as “satisfied” or “very satisfied” than full-time-non tenure track (4/27, 15%).

**JOB SATISFACTION: Department/School/Campus Level Items**

	DENT Faculty	Non-DENT Faculty
Quality of graduate students*	3.85	3.63
Competence of colleagues	3.79	3.94
Quality of undergraduate students	3.73	3.56
Campus administration overall	3.68	3.61
Level of collaboration with colleagues	3.68	3.72
Campus Strategic Plan	3.65	3.52
Opportunity to provide input to your department	3.63	3.88
IU administration overall*	3.60	3.34
Communication from your department*	3.49	3.82
Communication from Campus administration	3.48	3.53
Diversity of colleagues	3.39	3.52
Opportunity to provide input to Campus administration	3.37	3.28
School administration overall*	3.36	3.63
Opportunity to provide input to School administration	3.32	3.50
Communication from School administration*	3.29	3.55

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

- Male (85%) faculty respondents are significantly more likely to be satisfied/very satisfied with the quality of graduate students compared to female faculty (56%). It is important to note that female faculty participants do not report high levels of dissatisfaction (5%) but have higher levels of saying “neither dissatisfied nor satisfied” (39%).
- White faculty within the Dental school (33/55, 60%) have higher rates of satisfaction with school administration overall compared to Faculty of Color (8/22, 36%).

## **JOB SATISFACTION: Mentoring & Faculty Development**

	DENT Faculty	Non-DENT Faculty
Faculty development opportunities concerning teaching	3.55	3.62
Faculty development opportunities concerning community engagement	3.39	3.43
Mentoring opportunities for faculty	3.36	3.35
Faculty development opportunities concerning Student Affairs	3.34	3.29
Faculty development opportunities concerning research	3.22	3.36
Effectiveness of mentoring outside department	3.22	3.16
Faculty development opportunities concerning being effective mentors for other faculty members	3.21	3.17
Effectiveness of mentoring within department	3.14	3.23

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

- Within the School of Dentistry, over one-fourth of respondents (29%) say that they are “unsatisfied” or “very unsatisfied” with effectiveness of mentoring within their department.
- /Tenured/tenure-track faculty (17/23, 74%) within the School of Dentistry are more satisfied with faculty development opportunities concerning teaching than full-time non-tenure-track faculty (18/35, 51%).
- In regards to faculty development opportunities concerning research, tenured/tenure-track faculty (17/25, 68%) are significantly more satisfied than full-time non-tenure-track (8/33, 24%) among Dental School faculty.



## **JOB SATISFACTION: Resources & Support Available on Campus**

	DENT Faculty	Non-DENT Faculty
<b>Access to research journals provided by campus libraries**</b>	4.30	3.95
<b>Overall services provided by campus libraries to meet my research needs</b>	4.03	3.95
<b>Overall services provided by campus libraries to meet my teaching needs</b>	3.97	3.99
<b>Clerical and administrative support</b>	3.73	3.71
<b>Support available for using Canvas</b>	3.64	3.86
<b>Support for incorporating active learning strategies</b>	3.63	3.81
<b>Support for effective course design (traditional, hybrid, online courses)*</b>	3.55	3.78
<b>Resources available in Student Affairs</b>	3.54	3.65
<b>Support for using technology to enhance learning**</b>	3.52	3.82
<b>Support for incorporating high impact practices (e.g., service learning, undergraduate research, internships)</b>	3.48	3.65
<b>Resources available for research</b>	3.44	3.62
<b>Support for designing effective assignments*</b>	3.41	3.65
<b>Support for meeting the needs of diverse students</b>	3.38	3.57
<b>Support for infusing diversity into the curriculum</b>	3.31	3.47

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

- Dentistry faculty participants (83%) are significantly more likely to report being satisfied or very satisfied with access to research journals provided by campus libraries compared to non-dental faculty respondents (74%).
- Dentistry faculty (56%) are less likely to be satisfied than their non-dentistry peers with support for using technology to enhance learning (69%).
- Tenured/tenure-track faculty (16/24, 67%) in the Dental School report being “satisfied” or “very satisfied” at a higher rate than full-time non-tenure-track (10/32, 31%) participants in regards to resources available for research.

## **JOB SATISFACTION: Opportunities & Rewards**

	DENT Faculty	Non-DENT Faculty
Opportunities for teaching	3.92	3.96
Opportunities for community engagement	3.73	3.90
Rewards and recognition for community engagement	3.29	3.26
Opportunities for research**	3.25	3.67
Rewards and recognition for professional service	3.24	3.17
Rewards and recognition for research	3.22	3.38
Rewards and recognition for teaching	3.22	3.19
Rewards and recognition for service to the institution	3.21	3.19

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

## **JOB SATISFACTION: Promotion or Tenure**

	DENT Faculty	Non-DENT Faculty
Pre-tenure or promotion workshops	3.62	3.77
Clarity of whether I will achieve tenure or promotion	3.18	3.40
Clarity of promotion or tenure procedures	3.11	3.35
Clarity of promotion or tenure standards	3.09	3.28
Effectiveness of promotion or tenure process*	3.02	3.37
Assistance in preparing for promotion or tenure**	2.88	3.45

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

- Dental faculty (25%) participants are significantly less likely to report being satisfied with assistance in preparing for promotion or tenure compared to non-Dental faculty (57%).

## **Tenured/Tenure-Track Assistant Professors, 0-3 years and 3 years or more at IUPUI**

There was insufficient data for assistant professors (0-3 years: n=0; 3+ years: n=2).

## Tenured/Tenure-Track Associate Professors

- More than three-quarters of tenured/tenure-track associate dental faculty (10/12, 83%) participants respond “definitely will” or “probably” when asked if they anticipate going up for full professor.
- Half (6/12, 50%) of tenured/tenure-track associate faculty feel “somewhat” or “very confident” in going up for full.
- Tenured/tenure-track associate professors who indicated anything other than they “definitely will” go up for full were asked what might potentially keep them from submitting their dossier.
  - Most commonly listed reasons include too many administrative responsibilities (4/7) and not feeling confident in the outcome (4/7).

### Stalling After Tenure

- When asked if their unit helps create an environment where “stalling” after tenure does not occur, (7/12, 58%) respond “No”.

## Part-time/Associate Professors

- 9/11 (82%) of part-time dental participants indicate that teaching part-time at IUPUI or other institutions is their primary form of employment

## Satisfaction with aspects of part-time/adjunct teaching at IUPUI

	Very unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very satisfied	Mean
Support available for handling student issues or concerns	0.0%	8.3%	41.7%	33.3%	16.7%	3.58
Connections with others in your unit/department	0.0%	0.0%	50.0%	50.0%	0.0%	3.50
Support available for syllabus creation	0.0%	0.0%	75.0%	25.0%	0.0%	3.25
Onboarding with respect to available teaching resources	0.0%	0.0%	80.0%	20.0%	0.0%	3.20
Connections with Student Affairs units/departments	0.0%	0.0%	81.8%	18.2%	0.0%	3.18
Onboarding with respect to campus policies (e.g., grading, calendar, Title IX)	0.0%	0.0%	81.8%	18.2%	0.0%	3.18
Support available for teaching techniques	0.0%	16.7%	50.0%	33.3%	0.0%	3.17
Support available for incorporating active learning strategies	0.0%	8.3%	66.7%	25.0%	0.0%	3.17
Support available for using Canvas	0.0%	16.7%	66.7%	8.3%	8.3%	3.08

## Pursuing Other Positions

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

- A minority of dental faculty participants (18%) said they have taken active steps in the past three years to pursue an outside position. Of the 13 participants who have taken steps:
  - 100% have actively sought an outside job offer
  - 85% have been selected as a finalist for an outside position
  - 100% have received an official job offer
  - 100% have renegotiated the terms of their employment with IUPUI

## **Importance of Reasons to Leave IUPUI**

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

	DENT Faculty	Non-DENT Faculty
Improved salary	3.88	3.87
Advancement in position level and job scope	3.84	3.69
Improved support from immediate supervisor**	3.42	2.85
Geographic location of new opportunity	3.39	3.40
Improved department climate*	3.39	2.97
Improved work load/life balance*	3.35	3.00
Improved benefits	3.34	3.28
Improved interpersonal work environment*	3.32	2.94
Improved relationships with colleagues*	3.23	2.83
Recipient of competitive recruitment from another institution	3.12	2.93
Opportunity to work at institution with different priorities*	3.09	2.82
Improved physical work environment***	3.05	2.44
Improved campus climate	3.00	2.79
Dual career/partner accommodation	2.34	2.12
Opportunity to pursue a non-academic job	2.09	1.94

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

- Dental faculty rate improved physical work environment (39% vs. 23%) and improved support from immediate supervisor (55% vs. 38%) as “very important” or “extremely important” more often in a hypothetical reason to leave IUPUI compared to non-Dental faculty.
- Male Dental faculty participants (30%) are significantly less likely to rate improved interpersonal work environment as “very important” and “extremely important” compared to female colleagues (67%) in a hypothetical reason to leave IUPUI.
- Faculty participants of color are more likely to rate improved support from immediate supervisor (82% vs. 43%) and being the recipient of competitive recruitment from another institution (77% vs. 38%) as “very important” and “extremely important” compared to White faculty in the Dental School.

## Career Goals/Work at IUPUI

	DENT Faculty	Non-DENT Faculty
What I do at work is valuable and worthwhile	4.31	4.37
My career has a clear sense of purpose	4.13	4.15
There are people at IUPUI who appreciate me as a person	4.13	4.20
I feel good about my work most of the time	4.00	4.03
I believe that I can succeed at IUPUI	3.83	3.98
My career is going well	3.82	3.90
I feel a sense of belonging in my department or workgroup	3.74	3.75
I am achieving most of my professional goals	3.72	3.81
I am optimistic about my future with IUPUI	3.66	3.63
I feel supported and valued at IUPUI	3.58	3.78
In most activities I do at IUPUI, I feel energized	3.55	3.69

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

- Among Dental faculty respondents, over half agreed or strongly agreed with all above statements.
  - A large majority of respondents “agree” or “strongly agree” that they have a clear sense of purpose (82%), feel good about their work most of the time (80%), what they do at work is valuable and worthwhile (89%), and there are people at IUPUI who appreciate them as a person (84%).
- Dental faculty that identify as White (74%) are more likely to “agree” or “strongly agree” that they are optimistic about future at IUPUI compared to People of Color (35%).

## Instructional Strategies

### 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)?	DENT Faculty	Non-DENT Faculty
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)	41.8%	61.8%
Advise a student organization or group	43.1%	30.2%
Required students to work together over the course of a semester on a project or assignment	43.3%	64.4%
Mentor an undergraduate student on a research project	20.0%	38.9%
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	17.1%	36.6%
Require students to work on a project or experience in partnership with the community	22.7%	36.7%
Require students to engage with community or campus members from other cultures	22.7%	31.7%
Require students to participate in a community-based project with service (service learning) as part of a course	20.9%	25.5%
Include global learning activities in the classroom, campus, or community as a part of your course	25.0%	25.9%
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	27.9%	31.8%
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)	16.7%	27.9%
Include a study abroad/international travel experience as part of a course	18.2%	8.8%
Teach a course that addresses themes of diversity, equity, and inclusion	18.2%	39.8%
Require an undergraduate research project as part of your course	10.8%	41.9%
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	8.3%	18.6%

- Dental faculty participants (42%) are less likely than other IUPUI faculty (62%) to provide periodic and structured opportunities for reflection.
- Female dental faculty (31%) are more likely to have employed a course that addresses the themes of diversity, equity, and inclusion compared to male faculty (6%).

### **Encouraging High Impact Practices in Students**

In a typical course, how much do you encourage students to... (almost every class or every class)	DENT Faculty	Non-DENT Faculty
...work with other students on course projects or assignments?	42.0%	56.5%
...ask other students for help understanding course material?	37.2%	50.2%
...engage in discussions with people who are different from them?	35.2%	51.9%
...connect their learning to societal problems or issues?	31.5%	61.3%
...consider diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions, materials, or assignments?	24.6%	59.7%

\*p<.05; \*\*p<.01; \*\*\*p<.001, group compared to non-DENT faculty

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

- Non-Dental faculty are more likely to encourage students to consider diverse perspectives (60% vs. 25%) and connect their learning to societal problems (61% vs. 32%) almost every class or every class when compared to dental faculty.
- Faculty respondents of Color (62%) report encouraging engaging in discussions with people who are different from them “almost every class” or “every class” more so than White faculty (24%).

### **Instructional Strategies Employed in Class**

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):

	DENT Faculty	Non-DENT Faculty
Interactive Lecture - instructor presents course content with periodic planned opportunities for student interaction with the content	59.7%	68.9%
Discussions - instructor engages students in discussions about the course content	55.2%	74.4%
Case study, project, and problem-based learning - students work on assignments that involve analysis and reflection on complex problems or cases	45.5%	44.9%
Lectures - instructor presents course content to the students with limited student participation	41.7%	30.4%



<b>Demonstrations and simulations of course content - instructor shows students how a process works within a particular discipline</b>	39.4%	39.7%
<b>Collaborative learning and group activities - students work in pairs or small groups to discuss course concepts, develop and integrate concepts, and/or complete assignments</b>	33.8%	49.4%

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

- Over half of Dental faculty (60%) say they engage in discussions and interactive lectures “almost every class” or “every class.”
- Non-Dental faculty are more likely to use discussions (74% vs. 55%), collaborative learning (49% vs. 34%) and interactive lectures (69% vs. 60%) “almost every class” or “every class” compared to Dental faculty.

## **Importance of Classroom Attributes**

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
Spaces in which all students have access to electrical power to support the wide variety of technologies used in learning activities	1.6%	7.8%	32.8%	32.8%	25.0%	3.72
Space that allows for robust sharing of visual data by making it easily available, visible, and/or readable by all students	4.8%	3.2%	30.2%	42.9%	19.0%	3.68
Adequate visibility within a space from students to presenters, to course content, to demonstrations, and to other students	6.3%	6.3%	25.4%	42.9%	19.0%	3.62
Instructors and learners able to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices	4.7%	4.7%	39.1%	34.4%	17.2%	3.55
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)	7.8%	4.7%	31.3%	39.1%	17.2%	3.53
Space that allows easy movements of all students within the space to support communication and to facilitate interaction	10.9%	4.7%	26.6%	42.2%	15.6%	3.47
Furniture with adequate work surface to accommodate several devices and materials that students might bring	4.7%	14.1%	32.8%	34.4%	14.1%	3.39
Furniture that is easily movable and configurable to support a range of learning activities	10.9%	12.5%	28.1%	32.8%	15.6%	3.30
Abundant writable surfaces to facilitate interaction for students and groups (e.g., whiteboards)	4.7%	18.8%	37.5%	32.8%	6.3%	3.17
Able to record presentations, group interactions, or conversations with local and remote students and make these artifacts available asynchronously	10.9%	14.1%	35.9%	29.7%	9.4%	3.13

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

## 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	40.8%	8.5%	14.1%	18.3%	18.3%	2.65
Given talks to local community organizations	31.0%	11.3%	38.0%	11.3%	8.5%	2.55
Provided professional services to a community group, local business, or government agency for free or reduced rate	33.8%	16.9%	19.7%	19.7%	9.9%	2.55
Engaged in a collaborative research project with a community partner	48.6%	20.0%	17.1%	12.9%	1.4%	1.99
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)	29.6%	21.1%	21.1%	22.5%	5.6%	2.54

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

- 37% of Dental faculty report that they “often” or “very often” participate in a professional capacity on a board or committee of a local business or social service agency.

## Results of Community Engaged Research

Please indicate how often the following happens regarding your community-engaged research:

	Never	Seldom	Sometimes	Often	Almost always	Mean
Partners help identify the research questions	25.0%	31.3%	31.3%	12.5%	0.0%	2.31
Your community involvement lead to co-creation of knowledge	33.3%	24.2%	27.3%	12.1%	3.0%	2.27
Partners help determine how findings are disseminated	22.6%	35.5%	32.3%	9.7%	0.0%	2.29
Partners help interpret results, conclusions, or recommendations	22.6%	32.3%	29.0%	12.9%	3.2%	2.42
Community-engaged research resulted in community impact	33.3%	27.3%	30.3%	9.1%	0.0%	2.15
Your community involvement enhanced the rigor of this research	36.4%	30.3%	27.3%	6.1%	0.0%	2.03
Community-engaged research resulted in measurable outcomes and deliverables	30.3%	30.3%	21.2%	15.2%	3.0%	2.30
Partners help with research design or methodology	19.4%	38.7%	32.3%	9.7%	0.0%	2.32
Presented your community engaged research in an academic setting	32.4%	29.4%	17.6%	17.6%	2.9%	2.29
Presented your community engaged research in a community setting	35.3%	32.4%	23.5%	8.8%	0.0%	2.06
Community engaged research was supported by external grants and/or sponsored programs	32.4%	14.7%	35.3%	14.7%	2.9%	2.41
Published your community engaged research in a peer-reviewed journal	38.2%	32.4%	14.7%	11.8%	2.9%	2.09

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