

IUPUI  
2018 Faculty Survey

Overview of Findings – IU School of Liberal Arts

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

### **Reasons for Accepting by School, Position, & Race**

- Liberal Arts faculty participants are significantly less likely to report quality of leadership (53% vs. 70%) and quality of students (18% vs. 44%) as very or extremely important reasons in accepting their appointment compared to other IUPUI faculty.
- Three-quarters or more of full-time non-tenure track (75%) and part-time/associate (77%) liberal arts faculty say that support for teaching was very/extremely important to coming to IUPUI compared to slightly more than half of tenured/tenure-track faculty (54%) in the School.
- Underrepresented faculty from Liberal Arts are significantly more likely to report that IUPUI's reputation (52% vs 24%) and the presence of others like them (74% vs 39%) were very/extremely important reasons for accepting their appointment compared to faculty who are not underrepresented.

### **Job Satisfaction Overall by Gender and Position**

- Among Liberal Arts faculty, one-third of women participants are unsatisfied/very unsatisfied with their service load compared to 16% among their male peers.
- Even when isolating part-time faculty who are not also IUPUI staff, Liberal Arts faculty are more likely to be unsatisfied/very unsatisfied with overall (78% vs 42%) and health (84% vs 42%) benefits compared to other IUPUI part-time faculty respondents.

### **Job Satisfaction at Department/School Level by School**

- Liberal Arts faculty (44%) respondents are significantly less likely to be satisfied/very satisfied with School administration overall compared to other IUPUI faculty (68%).

### **Satisfaction with Mentoring & Development by Race**

- Among Liberal Arts faculty, underrepresented faculty are significantly more likely than non-underrepresented faculty to be "unsatisfied" or "very unsatisfied" with all items regarding mentoring and the School.

### **Satisfaction with Resources & Support by School and Position**

- Liberal Arts faculty respondents are significantly less likely than other faculty at IUPUI to report being at least satisfied with resources available for research (42% vs 62%) as well as clerical and administrative support (34% vs 73%).

### **Reasons to Leave IUPUI by Position**

- Full-time non-tenure track faculty (58%) in Liberal Arts are significantly more likely than tenured/tenure track faculty (38%) to report an improved work load/life balance as a very or extremely important reason to possibly leave their position at IUPUI.

## 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, Survey Research and Evaluation (SRE), a division in 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.

### RESPONDENT CHARACTERISTICS:

	SLA Respondents	SLA Invited	All Respondents	All Invited
<i>Female</i>	53.9%	55.4%	54.1%	52.6%
<i>Male</i>	46.1%	44.6%	45.9%	47.4%
<i>White</i>	81.1%	82.4%	78.5%	77.4%
<i>Asian</i>	6.8%	5.8%	10.0%	10.1%
<i>Black/African-American</i>	6.8%	6.4%	6.5%	8.1%
<i>Two or more races</i>	3.9%	3.3%	2.6%	2.4%
<i>Hispanic/Latinx</i>	1.5%	1.7%	2.3%	1.8%
<i>American Indian/Alaska Native</i>	0%	0.4%	0%	0.2%
<i>Full-time tenured/tenure track</i>	44.2%	35.2%	40.7%	30.7%
<i>Full-time non tenure track</i>	29.1%	27.1%	31.8%	26.4%
<i>Part-time/associate</i>	26.7%	37.7%	27.5%	42.9%
<b>N</b>	<b>206</b>	<b>361</b>	<b>1170</b>	<b>2380</b>
<b>Response Rate</b>	<b>57.1%</b>	<b>--</b>	<b>49.2%</b>	<b>--</b>

- Liberal Arts participants' demographic characteristics are similar to that of IUPUI faculty participants as a whole.
- Full-time faculty, particularly those who are tenured or on tenure-track, were more likely to respond than part-time faculty.
- Respondents were asked how long they had worked at IUPUI. More than half of Liberal Arts faculty (57%) have worked at IUPUI for 10 or more years while the same is true for only 47% of all IUPUI faculty.
- Only 17% of faculty participants from Liberal Arts have worked at IUPUI for 3 years or less compared to 27% for all campus respondents.

## Reasons for accepting appointment at IUPUI

	Liberal Arts Faculty	Non-Liberal Arts Faculty
Climate/supportive atmosphere	3.90	3.98
Support for teaching	3.75	3.87
Competence of colleagues	3.68	3.84
Institutional need for my area of expertise	3.61	3.72
Feelings that I "fit" here	3.57	3.70
Support for research/creative work	3.51	3.60
Support for professional development*	3.46	3.67
Quality of leadership***	3.41	3.82
Opportunities to collaborate with colleagues	3.39	3.57
Salary**	3.36	3.58
Diversity of colleagues	3.20	3.19
Location of campus	3.18	3.06
Department/program reputation***	3.13	3.58
Research quality*	3.12	3.34
Presence of others like me	3.08	3.17
Diversity of students	3.02	3.04
Availability of mentors	2.99	3.03
Cost of living	2.91	2.89
Opportunities for community engagement	2.87	3.02
IUPUI's reputation***	2.76	3.10
Quality of students***	2.64	3.21
Quality of labs/equipment***	2.29	2.90
Dual career spousal/partner hire program	1.72	1.60
Health science focus***	1.55	2.56

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty

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

- Liberal Arts faculty participants are significantly less likely to report the following reasons for accepting their appointment as very or extremely important compared to other IUPUI faculty
  - Quality of leadership (53% vs 70%)
  - Department/program reputation (43% vs 58%)
  - Quality of students (18% vs 44%)
- Three-quarters or more of full-time non-tenure track (75%) and part-time/associate (77%) liberal arts faculty say that support for teaching was very/extremely important to coming to IUPUI compared to slightly more than half of tenured/tenure-track faculty (54%) in the School.
- Underrepresented minority faculty (Black/African-American, Two or More Races, Hispanic/Latinx) from Liberal Arts are significantly more likely to report that IUPUI's reputation (52% vs 24%) and the presence of others like them (74% vs 39%) were very/extremely important reasons for accepting their appointment compared to faculty who are not underrepresented (white/Asian).

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

	Liberal Arts Faculty	Non-Liberal Arts Faculty
Yes, definitely	48.5%	59.1%
Probably	36.6%	30.2%
Probably not	12.4%	8.5%
No, definitely not	2.5%	2.2%

- Less than half of all Liberal Arts participants say they would “yes, definitely” come to IUPUI if they had a chance to do it over again.
- Part-time/associate faculty respondents (65%) are more likely to respond “yes, definitely” compared to both full-time non-tenure track (46%) and tenured/tenure-track (41%) Liberal Arts faculty participants.

**Job Satisfaction**

**JOB SATISFACTION – Overall items**

	Liberal Arts Faculty	Non-Liberal Arts Faculty
Overall autonomy and independence	4.20	4.24
Flexibility in work/life balance	4.03	4.18
Overall job satisfaction**	3.72	3.98
Health benefits***	3.59	4.13
Campus safety	3.58	3.57
Teaching Load*	3.54	3.75
Quality of teaching space***	3.43	3.73
Overall benefits***	3.36	3.91
Service Load (committees, etc.)***	3.28	3.64
Quality of research space**	3.22	3.47
Benefits for tuition waivers, remission, or exchange***	3.09	3.54
Quality of office space***	2.90	3.65
Salary***	2.55	3.26

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty  
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Even though it is the lowest rated item for both groups, Liberal Arts faculty participants (27%) are less likely to be satisfied/very satisfied with salary compared to other IUPUI faculty (53%).
- Among Liberal Arts faculty, one-third of women participants are unsatisfied/very unsatisfied with their service load compared to 16% among their male peers.

- Even when isolating part-time faculty who are not IUPUI staff, Liberal Arts faculty are more likely to be unsatisfied/very unsatisfied with overall (78% vs 42%) and health (84% vs 42%) benefits compared to other IUPUI part-time faculty.

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

	Liberal Arts Faculty	Non-Liberal Arts Faculty
Competence of colleagues	3.87	3.95
Communication from your department	3.86	3.79
Opportunity to provide input to your department	3.79	3.88
Quality of graduate students	3.69	3.64
Quality of undergraduate students	3.55	3.57
Level of collaboration with colleagues**	3.52	3.76
Diversity of colleagues**	3.33	3.56
Communication from School administration***	3.27	3.59
School administration overall***	3.20	3.70
Opportunity to provide input to School administration***	3.20	3.55
Campus administration overall***	3.09	3.73
Communication from Campus administration***	3.08	3.62
Campus Strategic Plan***	3.04	3.64
IU administration overall***	2.87	3.47
Opportunity to provide input to Campus administration***	2.83	3.38

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty  
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Liberal Arts faculty (44%) respondents are significantly less likely to be satisfied/very satisfied with School administration overall compared to other IUPUI faculty (68%).
- Part-time/Associate faculty (20%) in Liberal Arts are significantly less likely to be satisfied/very satisfied compared to both full-time non-tenure track (45%) tenured/tenure-track (53%) faculty in regards to being given opportunities to provide input to School administration.

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

	<b>Liberal Arts Faculty</b>	<b>Non-Liberal Arts Faculty</b>
<b>Faculty development opportunities concerning teaching</b>	3.56	3.62
<b>Faculty development opportunities concerning community engagement</b>	3.37	3.44
<b>Mentoring opportunities for faculty*</b>	3.17	3.39
<b>Effectiveness of mentoring within department</b>	3.16	3.23
<b>Faculty development opportunities concerning Student Affairs***</b>	3.08	3.35
<b>Faculty development opportunities concerning research***</b>	3.06	3.41
<b>Faculty development opportunities concerning being effective mentors for other faculty members**</b>	2.96	3.22
<b>Effectiveness of mentoring outside department**</b>	2.95	3.21

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty

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

- Liberal Arts faculty respondents are significantly less likely than other faculty at IUPUI to be satisfied/very satisfied with faculty development opportunities regarding student affairs (28% vs 39%), research (36% vs 49%) and being effective mentors (28% vs 37%).
- Among Liberal Arts faculty, underrepresented faculty are significantly more likely than non-underrepresented faculty to be “unsatisfied” or “very unsatisfied” with all items regarding mentoring and the School.
  - Mentoring opportunities for faculty (55% vs 24%).
  - Effectiveness of mentoring within the department (52% vs 29%).
  - Faculty development opportunities concerning being effective mentors for other faculty members (55% vs 24%).



## **JOB SATISFACTION: Resources & Support available on campus**

	Liberal Arts Faculty	Non-Liberal Arts Faculty
Overall services provided by campus libraries to meet my teaching needs	4.03	3.98
Access to research journals provided by campus libraries	4.01	3.97
Overall services provided by campus libraries to meet my research needs	3.95	3.96
Support for incorporating active learning strategies	3.77	3.80
Support for using technology to enhance learning	3.76	3.80
Support available for using Canvas	3.73	3.87
Support for effective course design (traditional, hybrid, online courses)	3.73	3.77
Support for incorporating high impact practices (e.g., service learning, undergraduate research, internships)	3.67	3.63
Support for designing effective assignments	3.63	3.63
Resources available in Student Affairs	3.53	3.67
Support for meeting the needs of diverse students	3.49	3.58
Support for infusing diversity into the curriculum	3.43	3.46
Resources available for research***	3.24	3.68
Clerical and administrative support***	2.78	3.91

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty  
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Liberal Arts faculty respondents are significantly less likely than other faculty at IUPUI to report being at least satisfied with resources available for research (42% vs 62%) as well as clerical and administrative support (34% vs 73%).
- Among Liberal Arts participants, tenured/tenure-track faculty (18%) are significantly less likely to be satisfied/very satisfied with clerical and administrative support compared to both full-time non tenure-track faculty (42%) and part-time/associate faculty (54%).
- Female Liberal Arts faculty respondents are more likely than their male peers to be satisfied with support for Canvas (77% vs 56%), but less likely to be satisfied with resources available for research (35% vs 51%).
- Underrepresented minority faculty in Liberal Arts (36%) are less likely to report being satisfied/very satisfied with support for meeting the needs of diverse students compared to non-underrepresented minority faculty in the School (57%).

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

	Liberal Arts Faculty	Non-Liberal Arts Faculty
Opportunities for community engagement	3.85	3.90
Opportunities for teaching*	3.80	3.99
Opportunities for research***	3.37	3.70
Rewards and recognition for community engagement	3.23	3.27
Rewards and recognition for research*	3.18	3.41
Rewards and recognition for professional service	3.08	3.19
Rewards and recognition for teaching	3.07	3.22
Rewards and recognition for service to the institution*	3.03	3.22

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty  
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Faculty participants from Liberal Arts are significantly less likely than faculty in other Schools to report being satisfied or very satisfied with opportunities (50% vs 63%) as well as rewards and recognition (38% vs 47%) for research.

## **JOB SATISFACTION: Promotion OR Tenure**

	Liberal Arts Tenured/ Tenure-Track Faculty	Non-Liberal Arts Tenured/ Tenure-Track Faculty	Liberal Arts Full-time Non-Tenure Track Faculty	Non-Liberal Arts Full-time Non-Tenure Track Faculty
Pre-tenure or promotion workshops	3.64**	3.94	3.52	3.52
Assistance in preparing for promotion or tenure	3.51	3.56	3.33	3.07
Clarity of whether I will achieve tenure or promotion	3.48	3.55	3.37	3.04
Clarity of promotion or tenure procedures	3.45	3.54	2.85	2.95
Effectiveness of promotion or tenure process	3.33	3.57	2.82	2.97
Clarity of promotion or tenure standards	3.31	3.47	2.88	2.91

\*p<.05; \*\*p<.01; \*\*\*p<.01 significant difference of Liberal Arts and Non-Liberal Arts faculty  
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Tenured/tenure-track faculty in Liberal Arts (65%) are significantly less satisfied than other tenured/tenure-track faculty (76%) at IUPUI in regards to pre-tenure or promotion workshops.

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

There are only 2 Liberal Arts faculty participants who are tenured/tenure-track assistant professors who have been at IUPUI for less than 3 years thus no reliable analyses could be completed.

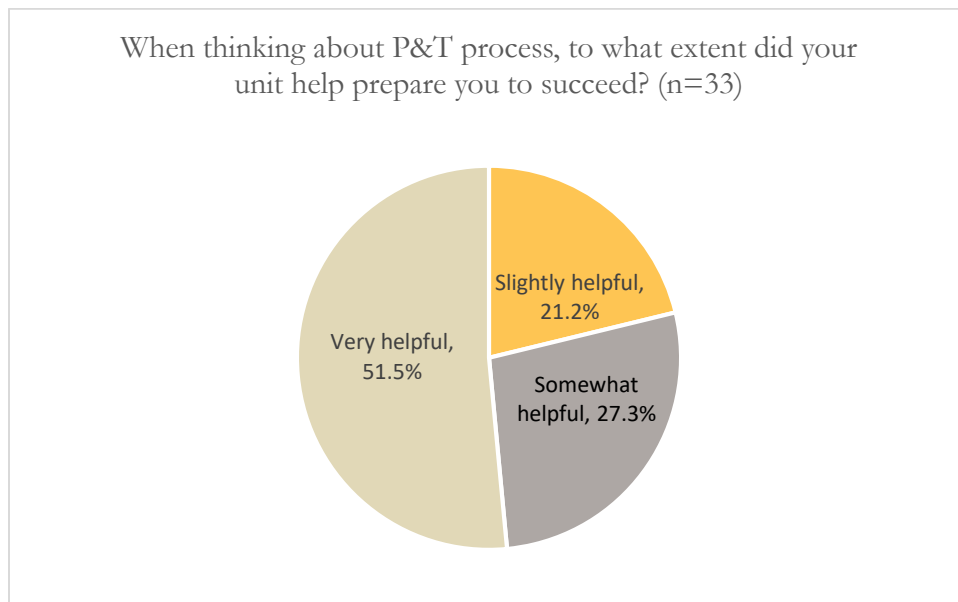
## Tenured/Tenure-Track Assistant Professors, 3 years or more at IUPUI

There are only 9 Liberal Arts faculty participants who are tenured/tenure-track assistant professors who have been at IUPUI for 3 years or more thus no analyses could be completed.

## Tenured/Tenure-Track Associate Professors

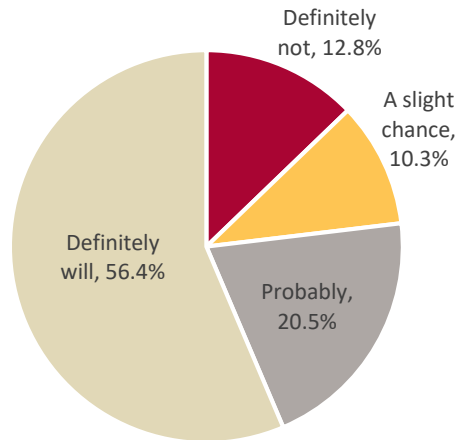
There are 39 participants from Liberal Arts who are tenured/tenure-track associate professors. While analyses were completed, N's are displayed along with percentages to give a more accurate picture.

- 84.6% (n=33/39) of tenured/tenure-track associate professors respondents indicate they had gone through the P&T process at IUPUI. The following questions were asked of those who did:

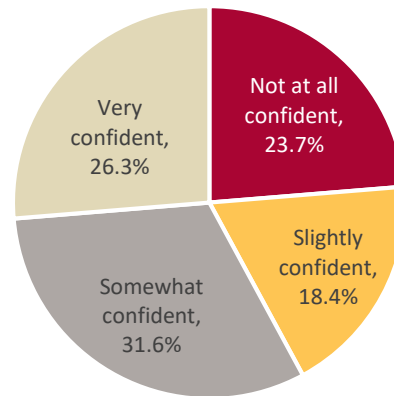


- All tenured/tenure-track associate professors were asked

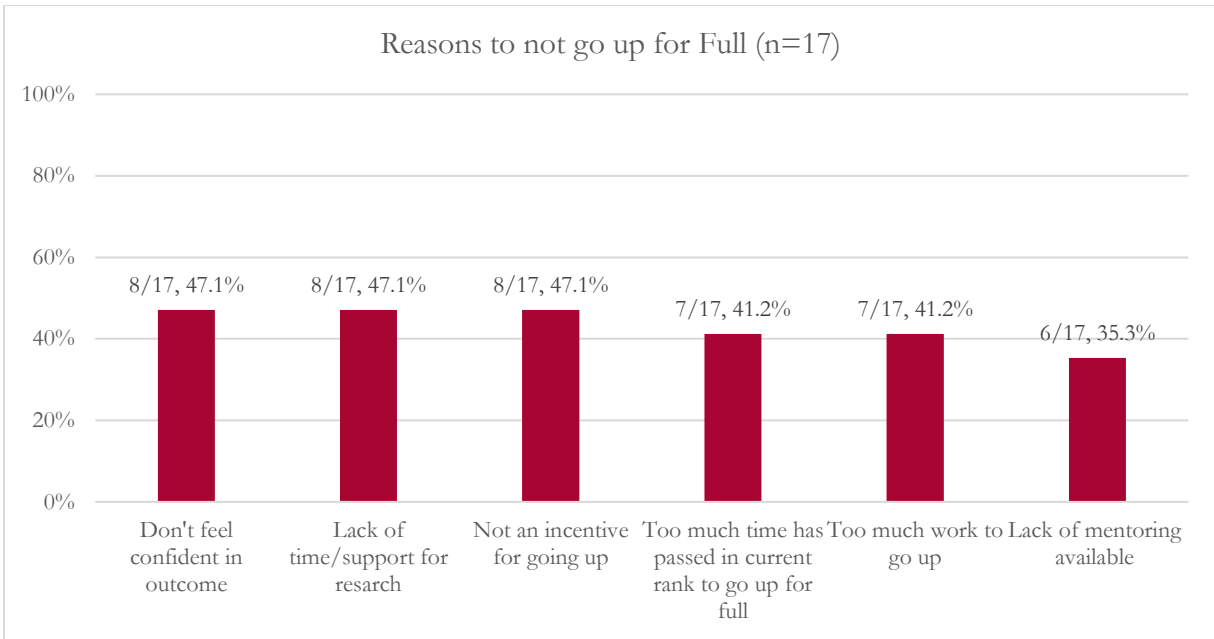
Anticipate going up for Full? (n=39)



Confidence going up for Full (n=38)



- More than three-quarters of tenured/tenure-track associate professors in Liberal Arts (30/39, 77%) participants respond definitely or probably when asked if they anticipate going up for full professor.
- More than half (22/38, 58%) of tenured/tenure-track associate faculty feel somewhat or very confident in going up for full while almost a quarter (9/38, 24%) are not at all 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.



### **Stalling After Tenure**

- When asked if their unit helps create an environment where “stalling” after tenure does not occur, more than two-thirds of associate professor respondents (27/38, 71%) respond “No”.

If they selected “Yes” to preventing stalling, participants were asked to describe what they’re 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 9 participants who commented on ways they’re unit is currently preventing stalling and the 21 comments on things unit could do to help prevent stalling.

#### **Units Currently Help Prevent Stalling By...(9 total comments)**

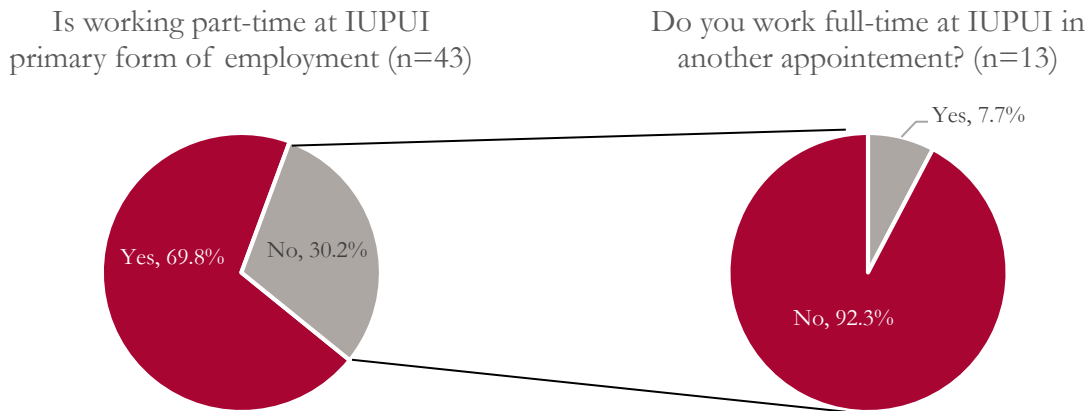
- **Encouragement/Supportive Atmosphere (5 comments)**
  - “Ask and encourage going for promotion.”
  - “Associate professors are asked to discuss their plans for promotion with the chair; the chair encourages associate professors.”

#### **Units Could Help Prevent Stalling By...(21 total comments)**

- **Support/Mentorship (7 comments)**
  - “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.”
  - “There needs to be consistent mentorship of faculty from the moment of hire at all levels.”

- “More actively mentoring faculty and finding mentors that speak to the work we wish to do.”
- **Reduce work load (5 comments)**
  - “Hire enough faculty to share the administrative / service workload.”
  - “There could be a significantly more equitable distribution of department service obligations.”
- **Expectations/Guidelines (4 comments)**
  - “There could be a \*much\* clearer expectation with regard to service.”
  - “Better education for chairs and faculty about P&T expectations, changing standards, and processes.”

## Part-time/Associate Professors



- More than two-thirds of all part-time/associate faculty respondents in Liberal Arts (70%) report that teaching part-time at IUPUI is their primary form of employment which is significantly higher than PT faculty in other Schools (42%).
- Of those who it is not their primary form of employment, (1/13, 8%) also work in a full-time position on campus in another role separate from being a part-time/associate 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 syllabus creation	4.7%	2.3%	27.9%	39.5%	25.6%	3.79
Support available for teaching techniques	4.7%	4.7%	25.6%	41.9%	23.3%	3.74

Support available for handling student issues or concerns	4.7%	7.0%	27.9%	39.5%	20.9%	3.65
Support available for using Canvas	7.0%	11.6%	18.6%	41.9%	20.9%	3.58
Support available for incorporating active learning strategies	4.7%	9.3%	23.3%	51.2%	11.6%	3.56
Onboarding with respect to available teaching resources	4.8%	9.5%	33.3%	40.5%	11.9%	3.45
Onboarding with respect to campus policies (e.g., grading, calendar, Title IX)	4.8%	9.5%	38.1%	35.7%	11.9%	3.40
Connections with others in your unit/department	7.3%	14.6%	24.4%	39.0%	14.6%	3.39
Connections with Student Affairs units/departments	11.9%	11.9%	35.7%	35.7%	4.8%	3.10

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

- Liberal Arts PT faculty did not differ from other instructors on campus in that they are generally satisfied with support and onboarding but are less so in regards to connections with other in their unit as well as Student Affairs.

### **Ways Unit/School can help associate/part-time 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 32 participants who commented

- **Salary/Benefits (17 comments)**
  - “Adjuncts need to get paid more. With no benefits, we should at least receive a proportional salary to our work. I generally get great feedback from my students, better than full-timers, but my pay does not reflect my efforts.”
  - “Benefits given and an increase in salary.”
  - “Higher wages per class, more job stability, health care, some semblance of an opportunity to move from part-time to full-time status.”
  - “I can’t imagine what it would be like to be an adjunct here who didn’t have a full-time job. The extremely low salary, lack of benefits, and lack of connection would make it very unappealing indeed.”
  - “Pay them more money so that it is worth their time and commitment. I am passionate about teaching and I like the overall environment at IUPUI, but I am basically losing money for the time spent I could be working in my full time job.”
  - “Pay us livable wages and provide benefits, and hire us long-term. I work as an adjunct at 4 different schools, with 1-2 classes at each. With this workload, I only make about \$30,000/year, plus I commute for several hours a week. I would rather have 4 classes at one institution, paid a livable wage, where I knew my job was secure.”
- **Communication/Involvement (9 comments)**
  - “Better communication, updates to know what is going on.”

- “Bring us more into the department. I have very little, if any, communication with other members of the department. When I do communicate with them, they are very helpful and supportive, but it is rare. I feel like I drive to campus, teach, and immediately leave unless I have office hours.”
- “I teach online, but I am on-campus, yet I feel very disconnected from the department in which I teach. I’m not on a department listserv (if there is one), and there was no on-boarding process.”
- “My department does a great job of supporting adjuncts. But the School and University as a whole are less welcoming, accommodating, and appreciative of adjuncts. I am not listed on the faculty page of website, get mass emails that I don’t understand (i.e., who is the sender, what is connection to my department, what do these acronyms mean), and no one outside my own department cares what I’m doing research or community engagement wise.”

## **Pursuing Other Positions**

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

- More than a third of faculty participants (38%) said they have taken active steps in the past three years to pursue an outside position, which is higher compared to other faculty at IUPUI (30%). Of those who have taken steps:
  - 93% have actively sought an outside job offer
  - 65% have been selected as a finalist for an outside position
  - 28% have received an official job offer (45% for non-Liberal Arts faculty)
  - 18% 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.

	Liberal Arts Faculty	Non-Liberal Arts Faculty
<b>Improved salary*</b>	4.05	3.83
<b>Advancement in position level and job scope</b>	3.67	3.71
<b>Improved benefits</b>	3.45	3.25
<b>Geographic location of new opportunity</b>	3.33	3.41
<b>Improved work load/life balance</b>	3.05	3.02
<b>Recipient of competitive recruitment from another institution</b>	3.02	2.93
<b>Opportunity to work at institution with different priorities</b>	3.01	2.80
<b>Improved department climate</b>	2.92	3.02
<b>Improved interpersonal work environment</b>	2.90	2.98
<b>Improved campus climate</b>	2.86	2.79
<b>Improved relationships with colleagues</b>	2.75	2.88
<b>Improved physical work environment*</b>	2.65	2.45
<b>Improved support from immediate supervisor**</b>	2.64	2.94
<b>Dual career/partner accommodation</b>	2.17	2.13
<b>Opportunity to pursue a non-academic job</b>	2.04	1.93

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty

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

- Similar to other faculty at IUPUI, an improved salary is the most important reason a Liberal Arts faculty member might leave IUPUI. Slightly more than three-quarters of Liberal Arts faculty (77%) list this as very or extremely important.
- Full-time non-tenure track faculty (58%) in Liberal Arts are significantly more likely than tenured/tenure track faculty (38%) to report an improved work load/life balance as a very or extremely important reason to possibly leave their position at IUPUI.
- Female faculty from Liberal Arts (44%) are significantly more likely than their male peers (29%) to consider improved interpersonal work environment as a possible reason to leave IUPUI.

## Career Goals/Work at IUPUI

	Liberal Arts Faculty	Non-Liberal Arts Faculty
<b>What I do at work is valuable and worthwhile</b>	4.35	4.37
<b>There are people at IUPUI who appreciate me as a person</b>	4.20	4.20
<b>My career has a clear sense of purpose</b>	4.12	4.16
<b>I feel good about my work most of the time</b>	3.90	4.06
<b>I believe that I can succeed at IUPUI**</b>	3.76	4.02
<b>My career is going well***</b>	3.67	3.94
<b>I feel a sense of belonging in my department or workgroup</b>	3.63	3.78
<b>I am achieving most of my professional goals***</b>	3.56	3.86
<b>I feel supported and valued at IUPUI**</b>	3.55	3.82
<b>I am optimistic about my future with IUPUI***</b>	3.25	3.72
<b>In most activities I do at IUPUI, I feel energized*</b>	3.43	3.74

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty

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

- When looking at Liberal Arts faculty, the large majority (92%) agree or strongly agree that what they do at work is valuable and worthwhile.
- Liberal Arts faculty (50%) are significantly less likely to agree or strongly agree that they are optimistic about their future with IUPUI compared to other university faculty (64%).
- Among Liberal Arts faculty, both full-time non-tenure track faculty (60%) and part-time/associate faculty (56%) are significantly less likely than tenured/tenure-track faculty (78%) to agree that their career is going well.

## 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)?	Liberal Arts Faculty	Non-Liberal Arts 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)	68.3%	58.6%
Teach a course that addresses themes of diversity, equity, and inclusion***	62.6%	33.0%
Required students to work together over the course of a semester on a project or assignment	61.1%	63.3%
Require an undergraduate research project as part of your course***	57.0%	35.9%
Mentor an undergraduate student on a research project***	53.4%	34.2%
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	40.9%	34.3%
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)***	40.8%	24.1%
Require students to engage with community or campus members from other cultures***	40.6%	29.0%
Advise a student organization or group	36.7%	29.8%
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	35.0%	30.8%
Require students to work on a project or experience in partnership with the community	34.1%	36.2%
Include global learning activities in the classroom, campus, or community as a part of your course**	34.1%	24.0%
Teach as part of a Themed Learning Community for first-year students or some other formal program where groups of students take two or more classes together***	27.9%	15.4%
Require students to participate in a community-based project with service (service learning) as part of a course	25.6%	25.1%
Include a study abroad/international travel experience as part of a course	10.7%	9.1%

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty

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

- Liberal Arts faculty are significantly more likely to have taught a course that addresses themes of diversity, equity, and inclusion (63% vs 33%) as well as mentored an undergraduate student on a research project (53% vs 34%) compared to other faculty at IUPUI.

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

In a typical course, how much do you encourage students to... (almost every class or every class)	Liberal Arts Faculty	Non-Liberal Arts Faculty
...consider diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions, materials, or assignments?***	79.4%	52.5%
...connect their learning to societal problems or issues?***	74.5%	56.0%
...engage in discussions with people who are different from them?***	63.6%	47.9%
...work with other students on course projects or assignments?	57.6%	55.0%
...ask other students for help understanding course material?	45.9%	50.0%

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty  
Scale: 1 = Never; 2 = Rarely; 3 = Occasionally/Sometimes; 4 = Almost every class; 5 = Every class

- Liberal Arts faculty are significantly more likely in almost every or every class to encourage students to consider diverse perspectives (79% vs 53%), connect learning to societal problems/issues (75% vs 56%) and engage in discussions with people different from them (64% vs 48%) compared to other faculty at IUPUI.

## **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):

	<b>Liberal Arts Faculty</b>	<b>Non-Liberal Arts Faculty</b>
<b>Discussions - instructor engages students in discussions about the course content*</b>	79.9%	71.7%
<b>Interactive Lecture - instructor presents course content with periodic planned opportunities for student interaction with the content</b>	68.5%	68.2%
<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>	50.3%	48.0%
<b>Demonstrations and simulations of course content - instructor shows students how a process works within a particular discipline</b>	37.7%	40.1%
<b>Case study, project, and problem-based learning - students work on assignments that involve analysis and reflection on complex problems or cases**</b>	37.1%	46.7%
<b>Lectures - instructor presents course content to the students with limited student participation</b>	31.3%	31.1%

\*p<.05; \*\*p<.01; \*\*\*p<.01, significant difference of Liberal Arts and Non-Liberal Arts faculty  
Scale: 1 = Never; 2 = Rarely; 3 = Occasionally/Sometimes; 4 = Almost every class; 5 = Every class

## **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
Adequate visibility within a space from students to presenters, to course content, to demonstrations, and to other students	1.7%	3.3%	21.7%	46.7%	26.7%	3.93
Space that allows easy movements of all students within the space to support communication and to facilitate interaction	3.3%	11.7%	15.0%	40.6%	29.4%	3.81
Furniture that is easily movable and configurable to support a range of learning activities	5.0%	11.7%	17.8%	34.4%	31.1%	3.75
Space that allows for robust sharing of visual data by making it easily available, visible, and/or readable by all students	3.9%	13.9%	20.6%	37.8%	23.9%	3.64
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)	5.6%	15.1%	20.7%	32.4%	26.3%	3.59
Abundant writable surfaces to facilitate interaction for students and groups (e.g., whiteboards)	7.8%	11.1%	21.1%	33.9%	26.1%	3.59
Furniture with adequate work surface to accommodate several devices and materials that students might bring	5.6%	17.3%	19.6%	32.4%	25.1%	3.54
Instructors and learners able to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices	9.4%	14.4%	21.7%	31.1%	23.3%	3.44
Space in which all students have access to electrical power to support the wide variety of technologies used in learning activities	13.3%	18.3%	32.2%	21.1%	15.0%	3.06
Able to record presentations, group interactions, or conversations with local and remote students and make these artifacts available asynchronously	31.7%	23.3%	20.6%	15.0%	9.4%	2.47

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

- Liberal Arts faculty (36%) are significantly less likely to report that having a space where all students have access to electrical power to support technologies used in learning activities is very or extremely important comparing to other IUPUI faculty (52%).
  - Both part-time/associate (51%) and full-time non-tenure track faculty (44%) liberal arts faculty were more likely than tenured/tenure-track faculty (24%) in liberal arts to rate this as very/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
Given talks to local community organizations	27.8%	13.4%	28.9%	20.3%	9.6%	2.71
Participated in a professional capacity on a board or committee of a local business or civic/ social service agency	36.9%	12.8%	18.2%	17.1%	15.0%	2.60
Provided professional services to a community group, local business, or government agency for free or reduced rate	39.0%	16.6%	21.9%	16.5%	7.0%	2.35
Engaged in a collaborative research project with a community partner	50.5%	15.1%	16.1%	10.2%	8.1%	2.12
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)	36.2%	28.6%	24.9%	7.0%	3.2%	2.10

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

- Underrepresented faculty in Liberal Arts are more likely to have engaged in a project with a community partner (32% vs 20%) and provided professional services for free or reduced rate (45% vs 27%) often/very often compared to their non-underrepresented peers in the School.

## **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	17.6%	18.8%	30.6%	27.1%	5.9%	2.85
Your community involvement lead to co-creation of knowledge	18.0%	20.2%	30.3%	21.3%	10.1%	2.85
Partners help determine how findings are disseminated	20.0%	18.8%	25.9%	30.6%	4.7%	2.81
Community-engaged research resulted in community impact	21.3%	16.9%	29.2%	24.7%	7.9%	2.81
Your community involvement enhanced the rigor of this research	20.5%	21.6%	29.5%	19.3%	9.1%	2.75
Community-engaged research resulted in measurable outcomes and deliverables	24.7%	15.7%	33.7%	19.1%	6.7%	2.67
Partners help interpret results, conclusions, or recommendations	22.4%	18.8%	31.8%	25.9%	1.2%	2.65
Partners help with research design or methodology	21.2%	24.7%	30.6%	18.8%	4.7%	2.61
Presented your community engaged research in an academic setting	28.3%	16.3%	26.1%	20.7%	8.7%	2.65
Presented your community engaged research in a community setting	29.3%	18.5%	30.4%	18.5%	3.3%	2.48
Community engaged research was supported by external grants and/or sponsored programs	33.7%	18.5%	25.0%	16.3%	6.5%	2.43
Published your community engaged research in a peer-reviewed journal	44.6%	22.8%	20.7%	7.6%	4.3%	2.04

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