Research Brief

1996 IUPUI Faculty Survey

Introduction

This edition of Research Brief summarizes the results of the 1996 IUPUI Faculty Survey. The survey was commissioned by the Vice Chancellor for Planning and Institutional Improvement and by the Dean of the Faculties, and conducted by the Office of Information Management and Institutional Research (IMIR). The report was compiled by IMIR staff with special assistance from staff in the Office of the Associate Vice Chancellor for Information Technologies. Surveys were mailed to all full-time faculty affiliated with academic schools on the IUPUI campus. Responses were received from 708 of the 1,358 faculty to whom surveys were sent for a 52% response rate.

The 1996 IUPUI Faculty Survey instrument was designed with input from many campus groups including the Program Review and Assessment Committee, Faculty Council, academic affairs administrators, and the Chancellor and Vice Chancellors. Where appropriate, items common to other survey instruments were utilized. These instruments included the Faculty Scholarly use of Technology Survey, a national survey in which IUPUI faculty participated in the Winter of 1994. Other items were gleaned from several national and international faculty surveys described in the next section of this report. In addition, several items are the same as those administered to IUPUI students through the annual Continuing Student Satisfaction and Priorities Survey. The current report draws upon the results from these other surveys as appropriate to provide comparative references.

This report follows closely the outline of the questionnaire, which included sections on: the quality of IUPUI; the campus environment; the faculty work environment; student welfare; campus services; campus technology support; and the use of instructional methods. Several demographic items were included to assess the representativeness of the sample and to explore important differences in faculty opinions based on these characteristics.

Most of the tables, graphs and charts summarizing the results of the survey have been compiled in an extended appendix. Rather than interweaving these displays into this report, they will be referenced throughout and occasionally supplemented. School-based profiles were generated in a format similar to the appendix and will be distributed to the appropriate schools. Faculty were also allowed to submit open-ended comments on a separate sheet and indicate to whom these comments should be sent. These will be distributed to those parties as requested by the responding faculty. Finally, an appendix was prepared to provide further details on the

Highlights

Over 700 full-time faculty completed the 1996 IUPUI Faculty Survey. The results reported in this edition of *Research Brief* are based on survey responses and comparable data from several national faculty surveys as well as from other IUPUI student surveys. Highlights include:

• Although classified as a public doctoral university, the distribution of IUPUI faculty interest in teaching and research is more similar to that of other public research universities than to other public doctoral universities.

• Faculty tend to rate highest in satisfaction and quality those aspects of campus life closest to their own sphere of work, such as the competence of their departmental colleagues, leadership within their departments, and overall job satisfaction. Faculty tend to rate lower those things with which they have less frequent contact.

• While only one-third of IUPUI faculty are satisfied or very satisfied with the identity and sense of community at IUPUI, these numbers compare closely with results from other national surveys. IUPUI faculty tend to be more satisfied than national samples of faculty with regard to the ratings of clarity of the institution's goals and objectives, but less satisfied with their own salary levels.

• Large differences exist between faculty of the various schools regarding opinions of campus quality, use and opinions of campus services, and needs for technology support. Whether faculty are primarily involved in teaching, research, or administration is also associated with large differences in attitudes and opinions.

• Following national trends, IUPUI faculty have increased their interest in and use of technology greatly within only the last two years. It still appears, though, that faculty use technology more often in support of their research activities than of their teaching activities.

•More than twice as many faculty as two years ago report using several specific information technologies. These include e-mail to students (up from 7% to 17%), multimedia (6.5% to 12%), materials on the Internet (3.4% to 17%), CD-ROM software (2.8% to 8%), and teleconferencing (1.1% to 5%). However, the reported use of some important learning tools has declined, including custom course packets (from 31% to 18%), term papers (28% to 24%), and frequent writing assignments (23% to 14%).

assessment of campus services. These will be sent to the directors of those services. Anyone interested in receiving copies of these various profiles should contact the Office of Information Management and Institutional Research.

The Characteristics and Representative-ness of Survey Respondents

Since the survey was mailed to all full-time faculty (a census sample), representativeness was determined by comparing responses on several demographic questions to data available from the university's human resource information system. Comparisons were available regarding faculty gender, rank, and school affiliation.   Tables A1 through A3 in the appendix show the distribution of respondents compared to the surveyed population as well as to the responses of comparative groups of faculty from several national surveys, including:

- NSOPF-93—The U.S. Dept. of Education National Center for Educational Statistic 1992-93 National Survey of Postsecondary Faculty, including responses from just under 130,000 faculty from 'Public Research' universities and over 63,000 responses from 'Public Doctoral' universities.

- HERI-96—The UCLA Higher Education Research Institute 1995-96 National Faculty Survey, including responses from over 7,300 'Public University' faculty.

- Carnegie-93—The Carnegie Foundation for the Improvement of Teaching's 1991-93 International Survey of the Academic Profession, including responses from just under 1,000 faculty from 'Research I' institutions and nearly 100 faculty from 'Doctoral II' institutions[1]

IUPUI survey respondents differ from non-respondents on two of the three characteristics selected for study: gender and school affiliation. Women faculty are over-represented among respondents (32%) compared to their population proportion (27.4%). And, although the distribution of respondents and non-respondents differs by school, the differences are not so large or systematic as to suggest any particular bias. Table A3 also includes survey response rates by school, which varied from a low of 32% for the School of Business to a high of 82% for Physical Education.

The gender distribution for the IUPUI population falls somewhere between that of the public research and public doctoral national samples from the NSOPF-93. The IUPUI distribution also differs from the Public University cohort

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[1] IUPUI is classified as a Doctoral II institution but will achieve Research I status when the number of Ph.D.s awarded annually surpasses 50 (currently around 30).

included in the HERI-96 survey, which is very similar to the NSOPF-93 Public Doctoral group.

Table A2 includes a comparison of faculty rank distributions between the IUPUI population and the Research I and Doctoral II cohorts from the Carnegie-93 survey as well as with the Public University cohort from the HERI-96 survey. IUPUI differs significantly from all comparison groups. Most notably, IUPUI has the highest percentage of associate professors. Furthermore, IUPUI has lower percentages of full professors compared to the Carnegie Research I and HERI Public University groups, but higher than the Carnegie Doctoral II group. The IUPUI faculty census sample included ranked librarians, research scientists and research scholars. As a result, four-fifths (29) of the "Other academic rank" faculty are found in the School of Medicine (20) and the Libraries and Library Science units (9).

Faculty were asked about their length of service at IUPUI, their principal activity as faculty, and their primary interest. Tables A4 through A6 summarize the responses to these questions, along with comparative data from the national surveys. Nearly one-half of the respondents have been faculty at IUPUI for fewer than 10 years, while more than one-quarter of those responding have seen 20 or more years of service.

Over two in five faculty indicate teaching as their principal activity, just under one-third indicate research, and the remaining one-quarter indicate principal administrative and support roles. Given the large research program within the School of Medicine, Table A5 also includes the distribution of survey respondents by principal activity when excluding Medical School faculty, showing an increase to nearly three in five faculty with primary teaching responsibilities. Compared to faculty from the two national surveys, IUPUI faculty as a whole appear most similar to the public research university sample from the NSOPF survey. When the Medical School is excluded, the distribution is similar to that of the national public doctoral group. It should be noted, though, that the NSOPF-93 Public Doctoral group includes universities that have medical schools. Much larger proportions of the public university faculty included in the HERI survey indicate teaching as their principal activity.

In reviewing responses to the question on principal activity, it was clear that many faculty did not feel comfortable indicating just one activity. Faculty were able to indicate their primary interests along more of a continuum from research through teaching in a separate question. Table A6 shows that IUPUI faculty are almost evenly split in their interests, with a slight majority falling into the research camp when all faculty are considered, and a slight majority favoring teaching when Medical School faculty are excluded. Overall IUPUI faculty interests are most similar to those among the Carnegie Research I group. When Medical School faculty are excluded, IUPUI faculty interests are more similar to those of

the HERI Public University group, but definitely more research-oriented than the Carnegie Doctoral II group.

Table A7 shows the associations among the various demographic items considered in this section. The associations among all but school affiliation are arrayed in a matrix where the crosstabulations above and to the right of the diagonal display the frequency of responses on each characteristic within each level of the compared characteristic. The crosstabulations below and to the left of the diagonal show the joint percentage distributions (with percentage calculations based on the column totals). Statistically significant differences are indicated by the typeface, size and border as indicated in the table notes. For example, the percentage distribution of gender and rank shows a larger percentage of males in the full professor rank compared to females, but larger percentages of females in all other ranks. These differences in percentages are statistically significant, indicating that they would not likely have occurred by virtue of random chance but rather indicate likely true differences in the overall population (all full-time faculty), assuming a representative sample. Men and women faculty indicate teaching as a principal activity in nearly equal proportions. However, if not involved principally in teaching, more women indicate administration and more men research as their principal activity. Correspondingly, more women indicate teaching as their primary interest and more men indicate research.

Faculty rank is associated not only with differences by gender, but also by length of service (longer service associated with higher rank), principal activity (higher percentages of full professors as administrators; associate professors as teaching; assistant professors mostly divided between teaching and research; and other ranked faculty divided between research and administration) and primary interest (full, assistant, and other ranks more interested in research, associated professors in teaching).

The second part of Table A7 shows the differences in gender, rank, years at IUPUI, principal activity, and primary interest by school. The distribution of faculty across each of these characteristics differs significantly by school demonstrating the diversity of IUPUI's academic programs. In fact, responses to most questionnaire items differ by school affiliation. And, although the Medical School was specifically excluded in consideration of the research activity and interest items considered above, there are large differences among all other schools' faculties for those and most other items included in the survey. For example, the respondents from the School of Public and Environmental Affairs indicate higher levels of activity and interest in research than even the Medical School respondents. Also, School of Science faculty show similar interests in research compared to Medical School faculty although their activity leans more toward teaching. Given the large differences in responses by school, separate school profiles and comparative

analyses were generated for each school from which nine or more faculty participated in the survey.

The Quality of IUPUI

The first 15 questions of the survey asked faculty to rate the quality of various dimensions of IUPUI generally and within their departments. Responses were indicated on a scale of excellent, good, fair or poor. Display A8 summarizes the responses to these items. The results are arrayed in order from those items rated of relative highest quality to those rated of relative lowest quality (according to the percentage of faculty who rate the item excellent or good). The items which top the list relate mostly to faculty perceptions of the quality of their colleagues and work within their own departments and programs. Overall, faculty also appear to think more highly of the reputation of their own program compared to the more general reputation of IUPUI in Indiana and nationally—two of the three lowest rated items. Faculty rate graduate students of their respective programs fairly high, while rating the quality of the undergraduate student body rather low. When rating administrative leadership, responses also follow the pattern wherein department leadership tends to be rated more highly than school leadership, which is just above ratings of leadership in central administration. Although the ratings of leadership decrease slightly with 'distance' from the department, it is also clear that they become less polarized. That is, relatively more people respond either 'excellent' or 'poor' regarding department leadership than regarding school or campus leadership, where larger percentages of faculty respond 'good' or 'fair.'

Differences Among IUPUI Faculty

The first section of Table A11 shows where significant differences exist among groups of IUPUI faculty regarding these ratings of quality. For example, women faculty rate the quality of the undergraduate student body more highly than do men. Faculty rank is related to differences in faculty perceptions of three aspects of their respective departments or programs: the quality of professional service; the quality of research; and its national reputation. In all cases, full professors express the highest perceptions of quality, on average. The quality rankings generally decline with rank, except in the case of ratings of research quality, where associate professors express the lowest average perceptions of quality.

Faculty who have worked at IUPUI longer tend to rate the university higher in two areas: the national reputation of their programs; and the quality of graduate students in their school. There were many differences in faculty ratings of quality according principal activity, but the pattern varies across the items. Administrators rate more highly the scholarly and professional competence of their colleagues as well as the quality of central administration. 'Research' faculty rate most

highly the quality of research and rate relatively low the quality of undergraduate students and the reputation of IUPUI nationally. 'Teaching' faculty rate highly the quality of teaching and service and rate relatively low the quality of research and central administrative leadership. Again, faculty tend to rate relatively highly those things closest to their own sphere of work. Differences according to primary interest follow closely with differences according to principal activity, with one addition: faculty more interested in teaching rate more highly the national reputation of their respective programs compared to faculty who are more interested in research.

The first section of the second page of Table A11 shows the differences in quality ratings by school. Given the significant differences for most items, it is interesting to note the uniformity of responses for two items: the scholarly and professional competence of my colleagues; and the quality of administrative leadership in my school.

The Campus Environment

Using a five-point scale ranging from very satisfied to very dissatisfied, faculty rated nine aspects of the IUPUI environment. As Display A9 shows, faculty expressed positive views on average toward six of the nine items. Topping the list was the quality of IUPUI's academic programs, an item which also is highly rated by our students in the Continuing Student Satisfaction and Priorities Survey conducted each spring, although far more students are satisfied or very satisfied (79% compared to 66% of the faculty). Faculty also indicate relatively high levels of satisfaction with IUPUI's connections with the local community and the quality of student academic support programs and services. Like students, faculty indicate more negative views toward parking, although less so than students. Nearly three of five students (59%) are dissatisfied or very dissatisfied with the availability of parking, compared to 37% of faculty. With regard to the cost of parking, students and faculty register similar levels of dissatisfaction, 38% and 39%, respectively. When rating the identity and sense of community at IUPUI, faculty are distributed evenly across the spectrum—one-third positive; one-third neutral;

and one-third negative.

Differences Among IUPUI Faculty

Women faculty are significantly more dissatisfied with parking on campus than are men. The second sections of both the first and second page of Table A11 show where this and other group differences exist among faculty regarding the campus environment. Notable school differences include the relatively low levels of satisfaction with the identity and sense of community at IUPUI among faculty from Business, Herron, Liberal Arts, and Science. It also appears that availability of parking is more of a problem in certain parts of campus and at 16th Street, as indicated by the low ratings among Allied Health, Nursing and Herron faculty.

National Comparisons

The Carnegie survey included two items similar to the IUPUI survey items relating to the clarity of objectives and plans for the campus, and the sense of identity and community. Using a scale of excellent, good, fair, or poor, the Carnegie survey asked respondents to rate the clarity of their institutional mission, and the sense of community on their campuses. Noting these wording and scale differences, Table 1 below shows the percentages of IUPUI respondents who report being satisfied or very satisfied, compared to percentages of the two Carnegie cohorts responding excellent or good. IUPUI faculty feel more positive about campus plans and about the same as the comparison groups regarding the sense of community. It should also be noted that since the IUPUI survey employed a five-point scale (with a neutral category) it is possible that the percentages in Table 1 for IUPUI are conservative estimates of positive feelings compared to the reference groups.

The Faculty Work Environment

Faculty were asked to indicate their satisfaction, using the same five-point satisfaction scale, with a set of 23 items relating to everyday working conditions. Responses are summarized in Display A10. Three-quarters of all faculty say they are satisfied or very satisfied with the contributions made

Table 1. Clarity of Mission and Sense of Community Comparisons

Carnegie Item/ IUPUI Item	IUPUI[a]	Carnegie Research I[b]	Carnegie Doctoral II[b]
Clarity of Mission/		41.2%	40.2%
Clarity of objectives and plans for the campus	46.5%		
Sense of Community/		35.3%	35.5%
Sense of Identity and Community	34.3%		

[a]Percent satisfied or very satisfied. [b]Percent indicating excellent or good

by their colleagues to teaching and service in their departments and programs. Nearly as many express satisfaction with access to research resources through the libraries and with their job overall. More than two-thirds of the faculty are satisfied with their fringe benefits and the emphasis placed on teaching within their unit. Faculty rate positively, but less uniformly, items relating to support for research among their colleagues. Faculty are more divided as to their ratings of morale and as to how research and service are rewarded and evaluated. Finally, faculty indicate their lowest levels of satisfaction with regard to their salary levels: only one in four faculty is satisfied, and nearly one-half express dissatisfaction, including nearly one in five who indicate that they are very dissatisfied.

Differences Among IUPUI Faculty

The last sections of both pages of Table A11 show some group differences in satisfaction with aspects of the faculty work environment. Among the notable differences: women faculty are more dissatisfied with salary levels and faculty morale, and less satisfied with the level of contribution of their department colleagues to research; full and assistant professors are more satisfied overall with their jobs; length of service is negatively associated with satisfaction with salary levels (i.e., longer service associated with more dissatisfaction); and research faculty are less satisfied with faculty development opportunities. Other differences follow closely from the results reported above: research faculty are more concerned about items relating to research, and teaching faculty more with items relating to teaching.

School differences in ratings of the faculty work environment are varied and inconsistent. For example, ratings of faculty morale are relatively high in Allied Health and Journalism, where satisfaction with salary levels is relatively low. On the other hand, satisfaction with salary levels is more neutral in Business and Engineering & Technology where faculty morale is relatively low. Furthermore, faculty did not differ by school in their levels of satisfaction with their job overall.

National Comparisons

The Carnegie survey had two items similar to ones included in this section of the IUPUI survey and the HERI survey had one identical item. The comparisons are summarized in Table 2, below. IUPUI faculty appear to be less satisfied with their salaries than the Research I respondents in the Carnegie survey, even when including the neutral response category for the IUPUI respondents. On the other hand, IUPUI faculty are more satisfied with their salaries compared to the Carnegie Doctoral II respondents. IUPUI faculty are more positive about faculty morale even when considering only the satisfied and very satisfied categories, although it should be noted that the IUPUI item asked about morale specifically within the department or program while the Carnegie item was more general.

In an identically worded item, and using an identical scale, the HERI-96 survey asked respondents to indicate their overall job satisfaction. Table 2 shows that similar percentages of IUPUI and HERI Public University survey respondents indicate they are satisfied or very satisfied overall with their jobs.

The HERI survey also included an item regarding satisfaction with salaries and fringe benefits, using the five-point satisfaction response scale. The IUPUI survey included separate items for salaries and for fringe benefits. As shown below, 27% of IUPUI faculty are satisfied or very satisfied with their salaries. Far more IUPUI faculty (68%) report being satisfied or very satisfied with their fringe benefits. In comparison, 44.7% of public university faculty in the HERI survey were satisfied or very satisfied with salaries and fringe benefits.

Perceptions of Student Welfare

Faculty indicated their level of satisfaction on 13 items regarding support for student welfare. Display A12 summarizes their responses. Faculty generally indicate positive views regarding these items with one exception: the classroom environment for courses taught by faculty in their department or program.

Faculty were also presented three individual items in this section regarding their views towards changing student and faculty priorities for parking and the time they spend with undergraduate students outside class during the school year. Display A13 summarizes the responses to these items, showing that faculty are generally not interested in changing

Table 2. Faculty Work Environment Comparisons

	IUPUI[a]	Carnegie Research I[b]	Carnegie Doctoral II[b]	HERI-96[a]
Academic Salary	27.0% (52.0%)[c]	53.8%	9.7%	
Faculty Morale	47.4% (66.0%)[c]	39.6%	32.2%	
Overall Job Satisfaction	72.9%			74.8%

[a]Percent satisfied or very satisfied. [b]Percent indicating excellent or good. [c]Includes percent responding neutral

Table 3. Hours Spent with Students Outside Class
Excluding Law and Medicine

	Mean	STD	25%'ile	Median	75%'ile
	4.42	6.32	1.00	3.00	5.00

	N	%
None	29	8%
1	76	21%
2	73	20%
3	37	10%
4	30	8%
5	46	13%
6 - 9	30	8%
10 - 19	34	9%
20 +	10	3%
Total	365	100%

current parking arrangements. With regard to time spent with undergraduate students outside class, nearly one-third of the respondents indicated that they spend none. This is not at all surprising given that the survey includes a large proportion of faculty from schools having no undergraduate programs. Table 3 shows that the percentage of faculty who spend no time with students decreases to 8 percent when excluding faculty from the Medical and Law Schools.

Differences Among IUPUI Faculty

Table A14 summarizes significant group differences in

average ratings of satisfaction with items relating to student welfare. Faculty in administrative roles are notably less satisfied with the availability of faculty to talk with undergraduate students outside class than are either teaching or research faculty. It is also interesting to note that as the length of faculty service increases, so too does the average amount of time spent talking with undergraduate students outside class. Once again, there are many significant differences by school in faculty perceptions of student welfare. For example, faculty in Allied Health and Physical Education tend to be more satisfied with various aspects of student welfare, although Allied Health faculty are somewhat dissatisfied with the classroom environment. Faculty from the Herron School of Art are very positive about the availability of computers in public clusters but mostly dissatisfied with their classroom environment, although not as dissatisfied as faculty from the School of Business.

Comparisons to Student Responses

All but one of the student welfare questions correspond to items included in the annual Continuing Student Satisfaction and Priorities Survey administered to a random sample of currently enrolled IUPUI undergraduate degree-seeking students in the Spring of 1996. Table 4 and Figure 1 below compare responses between the two groups both in terms of the percent satisfied or very satisfied, and the mean score on the five-point scale ranging from +2 for very satisfied to -2 for very dissatisfied.

There are large differences between faculty and students

Table 4. Comparison Between Student and Faculty Responses to Student Welfare Items

	Pct Sat/Very Sat		Mean Score		
	Faculty	*Students*	*Faculty*	*Students*	*s.*
Relationship of courses in our major to students' career goals	72%	65%	0.83	0.61	*
Availability of computers in public clusters	70%	76%	0.73	0.85	*
Academic advising available to majors in my unit	67%	54%	0.70	0.40	*
Opp my unit gives students to participate in faculty research	62%	25%	0.63	0.13	*
Students' opportunities to obtain help in using computers	57%	60%	0.48	0.51	
Availability of faculty to talk w/students outside classes	56%	71%	0.48	0.77	*
Students' opportunities to work with other students in groups	55%	60%	0.46	0.61	*
Opp my unit gives students to participate in community svc.	45%	27%	0.43	0.15	*
The use we make of technology in our classrooms in my unit	53%	63%	0.38	0.61	*
Quality of special classrooms (labs, etc.)	51%	68%	0.28	0.67	*
Opp my unit gives students to participate in overseas study	33%	23%	0.17	0.14	
The classroom enviro. for courses of faculty in my unit	37%	48%	-0.20	0.16	*

**p<.01 for independent samples t-test

Figure 1. Comparison Between Faculty and Student Responses to Student Welfare
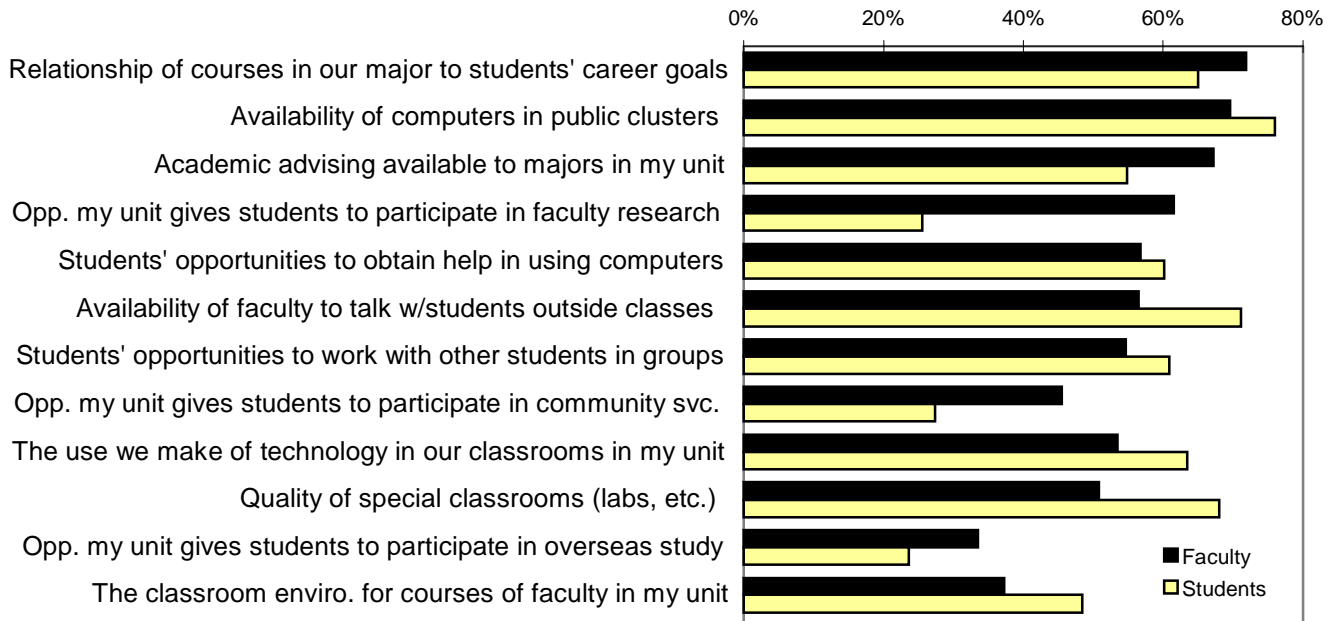
responses to most of these items. Before noting these differences, it is important to keep in mind that the student responses come from undergraduate degree-seeking students only. When considering most of these items, faculty may have in mind both graduate and undergraduate students.

Faculty are significantly more satisfied with the relevance of courses to students' goals and objectives, academic advising, and opportunities for students to engage in faculty research, community service and overseas study. Students, on the other hand, are significantly more satisfied with the availability of computers in public clusters, the availability of faculty outside class, opportunities to work with other students in groups, the use of technology in the classroom, the quality of special classrooms, and the classroom environment more generally. The large differences in satisfaction with student participation in faculty research is likely related to the fact that the responses come from undergraduate students only while many faculty may have been thinking of both undergraduate and graduate students, if not just graduate students, when responding.

Average Use, Importance, and Quality of Campus Services

Faculty were asked to rate a variety of campus services according to three dimensions: their usage of the service (often, occasionally, or never); the importance of that service to IUPUI (very important, somewhat important, or not important), and the quality of the service (excellent, good, fair, or poor). Displays A15, A16, and A18 summarize the results of responses by arraying the services from high to low according to use, perceived importance, and ratings of quality

(among those who cited using the service often or occasionally). Displays A17 and A19 summarize faculty group differences.

Topping the list of usage (Table A15) are those services intended for the entire campus community: mail services; telecommunications systems; parking; libraries; bookstore; and computing services. This is followed by several academic and administrative support services, such as the Office of the Registrar, International Affairs, Admissions, and the relatively new Center for Teaching and Learning. At the bottom of the list are services more exclusively related to students, such as Student Affairs, the Honors Program, and the Offices of Non-Credit and Off-Campus Credit Programs.

With regard to importance (Table A16), faculty rate highest the libraries, followed by Campus Mail Services, Admissions, telecommunications, and the other student registration support services (Financial Aid, Registrar and Bursar). Faculty rate lowest in importance the two offices they use the least (Off-Campus Credit and Non-Credit Programs), as well as Information Management and Institutional Research, the Honors Office, the Testing Center, and the Office of Faculty Records.

The items rated as most important—the libraries—are also among those rated of highest quality among occasional and frequent users as shown in Table A18. Also rated high in quality are the Center on Teaching and Learning, the Office of Faculty Records, the Registrar's Office, International Affairs, Telecommunications, Off-Campus Credit Programs, and Information Management and Institutional Research. Relatively low quality ratings were given to Campus Parking Services, the Bookstore, the Undergraduate Education Center,

Integrated Technologies consulting and computing clusters, Campus Mail Services, and the Office of Student Affairs.

Differences Among IUPUI Faculty

There are many group differences in usage of campus services, as shown in Table A17. Generally, faculty of higher rank, who have been around more years, and especially those in administrative roles, make more use or have more contact with the various administrative services. Although there are relatively few differences in usage by gender, there are many gender differences in perceived importance. Among the 23 rated services, there are significant gender differences in perceived importance of 16, and, in all cases, women faculty rate the service to be of higher importance to IUPUI than do men faculty. There are no school differences in usage for two of the top three used services: telecommunications and parking. Where differences in perceived importance exist by principal activity (Admissions, Center on Teaching and Learning, Faculty Records, Testing Center, and Information Management and Institutional Research), research faculty rate the services of lower importance than do teaching and administrative faculty. As would be expected, faculty in the professional schools (Medicine, Law and Dentistry) use more often and rate as more important the professional libraries. They also tend to use less often, but don't necessarily rate as less important student support offices that serve mostly undergraduate students.

Among the notable group differences in quality ratings among often and occasional users (Table A19), women faculty rate lower campus mail services but male faculty rate lower campus voice, video, data, and network systems. Faculty from Business, Journalism, Liberal Arts, Public & Environmental Affairs, and Science rate the University Library lower in quality on average compared to other IUPUI faculty. The quality of the professional libraries appears to compensate for Science and Business faculty but not for the others. The perceived quality of the University Bookstore is generally higher among those schools served by the Union Building location (Allied Health, Dentistry, Medicine, and Nursing) than among schools served by the Cavanaugh location.

Campus Technology Support

Table A20 summarizes faculty degree of agreement or disagreement with a set of statements relating to their access to and use of technology resources. Group differences in these responses are summarized in the first sections of each page of Table A23. Most faculty report having adequate access to such resources to support their teaching and scholarly activities. Slightly fewer, though still a majority, agree that they made a real effort to learn to use technology resources for their classes. On average, faculty in Physical Education and Science indicate the most positive feelings

toward having adequate access to technologies that support their work, while faculty in the School of Social Work give notably low ratings for faculty access to technology. Additionally, there is a positive relationship between indicating having made an effort to learn to use technologies and identifying teaching as one's primary interest.

While most faculty agree (62%) to some extent that graduates of their programs are generally well-prepared to use computers and other kinds of information resources, nearly one-fourth of do not feel the statement was applicable, or had no basis for judgment. Faculty in Social Work and Business feel somewhat negative, on average, with how their programs prepare graduates for using technology. Faculty from Journalism, Physical Education, Science, and Engineering and Technology are far more positive about preparing graduates of their programs to use technology in their future careers.

Asked to identify areas of technology support that are problematic, most faculty (67%) identified adequate training as a problem to some extent. Slightly more faculty rate technical assistance/user support a *big problem* than any other item. The responses to these items are summarized in Table A21, with group differences summarized in the middle sections of Table A23. Women faculty are more likely than men to report access to instructional classrooms as a *big problem*. Consistent with their positive views toward the access and use of technologies, faculty from the School of Physical Education also express the lowest levels of problems with technology support. Relatively high levels of support problems are expressed by the faculty from Social Work, Business, and Journalism who responded to the survey.

When asked to rate the importance of a variety of specific technologies to their work as faculty, virtually everyone indicates word processing to be important, as shown in Display A22, followed by using e-mail to colleagues on campus and at other campuses. Of far less importance to faculty are technologies that support classroom management or serve as instructional resources for classes.

Comparisons of group responses to these items in the bottom sections of Table A23 reveal that women faculty are more likely than men to attribute higher importance to tools such as e-mail, the on-line catalog, bibliographies, teaching management, and instructional resources. Male faculty are more likely to attribute importance to preparing charts, graphs, and drawings.

Newer faculty consistently rate more technologies as important than do faculty who report longer years of service. For most technologies, importance ratings decrease as years of service increase. Newest faculty, those having 0-4 years at IUPUI, rate more tools as *very important*, notably e-mail, on-line information resources, the on-line library catalog,

materials via the internet, as well as tools for managing research and scholarly work and maintaining a bibliography.

Faculty who identify research as their primary activity or interest are more likely to attribute importance to more of the tools, including charts, graphs, and drawings, followed by e-mail to colleagues on other campuses, on-line resources, tools for managing scholarly work, and access to materials via the Internet. Tools rated more highly by those reporting teaching as their primary activity or interest include classroom presentation tools and tools for managing teaching activities. This difference may suggest that more research activity than teaching activity is being mediated by computational tools at IUPUI.

Finally, faculty from Library programs and Journalism tend to rate high the importance of a variety of supporting technologies, especially compared to colleagues from Herron and Law. Faculty responses did not differ by school with regard to importance of word processing or access to materials via the internet.

Use of Instructional Methods

Faculty were asked to identify the instructional resources and activities used in the first undergraduate course taught during the spring semester. Before drawing conclusions based on the responses to these items, one should note that from 60-80% of faculty returning surveys indicated no current use or intended future use of the alternatives listed. Display A24 summarizes the responses to these items, ordered from highest to lowest levels of current usage. Overall, faculty identify *library reserve materials* as the resource most in current use. This is followed by activities such as student presentations, grading based on specific levels of competence, and multiple choice midterms or finals. Among instructional technologies listed, computer software and video materials are most frequently cited as being currently used. Distance learning, audio/teleconferencing, self-paced instructional software, CD ROMs and computer simulations or courseware are least used currently, as reported by these faculty.

Reflecting on the methods or resources they would like to use, faculty identify CD ROM technology and computer simulations or courseware most often, followed by e-mail to students in class, self-paced instructional software/learning resources, and multimedia presentations. Additionally, it appears that more faculty would like to use audio/teleconferencing and distance learning than currently use these methods.

Differences Among IUPUI Faculty

Where gender differences exist, women faculty tend to indicate higher levels of various non-technology based student learning strategies, compared to men, including custom course packets, student presentations and study teams, and writing assignments. Male faculty indicate a higher likelihood of grading on a curve. As one would expect, faculty with a principal activity or primary interest in teaching, were far more likely to use the various instructional materials cited compared to their research and administrative colleagues.

Among the vast differences in instructional material use by school, faculty in Education are among the most likely to use various writing assignments, student presentations, student teams, distance learning and internet materials in their courses. Faculty in Allied Health, Engineering and Technology, and Physical Education also report high levels of usage of student presentations and student teams. Grading on a curve was highest among faculty in Journalism, Science, and Business, while grading based on specified levels of student competency was highest among faculty in Herron, Education, Allied Health, and Engineering and Technology.

Fewer significant differences exist between groups when faculty identify methods they would like to use. More women indicate a desire to use team teaching in the future, whereas more men would like to use video materials. Faculty from Education and Engineering & Technology indicate higher levels of interest in incorporating more information technologies in their future teaching activities compared to faculty from other IUPUI schools.

Comparisons with the 1994 Scholarly Use of Technology Survey

Many differences are observed between these data and responses by IUPUI faculty to the 1994 Faculty Use of Technology Survey (reported in *Research Brief*, Vol, 3, No. 3, February 1996). To broaden the scope of the 1996 survey several instructional resources and course activities identified as most currently used in 1994 were not included in the 1996 survey (such as required textbooks). However, a number of elements were common between the two surveys, and differences over the course of two years can be reported.

As shown in Table 5, there has been a significant decline in the use of those materials reported to be highest use in the 1994 survey. The use of multiple choice exams, video materials, custom course packets, study teams and group assignments, term papers, and frequent writing assignments have declined considerably over the past two years. On the other hand, there has been a notable increase in the use of an array of information technologies to support teaching and learning. The proportion of faculty who report using e-mail to students, materials on the internet, CD ROMs and audio/teleconferenc-ing have all more than doubled in just the past two years at IUPUI.

That more IUPUI faculty are interested and engaged in computer-mediated communication and use of on-line resources is supported by independently-gathered network

Table 5. Instructional Resources and Course Activities in Use (and Would Like to Use) for all faculty (Two-year Comparison):

	1994 Survey		1996 Survey	
Instructional Resource	*Currently Use*	*Would Like to Use*	*Currently Use*	*Would Like to Use*
Multiple Choice Exams	38.4%	1.4%	27.0%	5.0%
Video	34.9%	7.8%	25.0%	1.0%
Custom course packets	31.2%	5.3%	18.0%	16.0%
Study teams/group assignments	30.2%	4.1%	24.0%	9.0%
Major paper at end of term	28.3%	0.9%	24.0%	5.0%
Library reserve materials	27.0%	4.2%	29.0%	11.0%
Weekly/biweekly writing	23.1%	2.8%	14.0%	8.0%
Computer software	21.4%	12.6%	26.0%	15.0%
Team teaching (w/other faculty)	18.6%	5.1%	18.0%	13.0%
Computer lab assignments	14.7%	9.5%	16.0%	15.0%
Audio	11.7%	3.0%	12.0%	6.0%
Computer simulations/software	7.6%	17.8%	9.0%	21.0%
E-mail to students in class	7.0%	13.1%	17.0%	19.0%
Multimedia	6.5%	12.2%	12.0%	18.0%
Materials found via Internet	3.4%	6.6%	17.0%	14.0%
Self-paced instructional software	3.4%	6.6%	6.0%	18.0%
CD ROM	2.8%	12.0%	8.0%	21.0%
Audio/teleconferencing	1.1%	5.1%	5.0%	11.0%

Items presented in order of highest to lowest current usage among Fall 1994 survey respondents.

utilization data for the same time interval summarized in Table 6. These data suggest that IUPUI reflects national trends in higher education. As reported in his Campus Computing Survey of 1995, Kenneth C. Green, notes:

"The 1995 survey data suggest that upwards of half of all college students and faculty now have some sort of recurring instructional experience with information technology resources and technology-based learning activities. These technology experiences go beyond the routine use of word processing (at one end of the continuum) and the technical expertise of computer programming (at the other); rather, these are experiences that extend the content of the syllabus, enrich classroom discourse, promote communication among class participants, and enhance the learning opportunity."

In terms of barriers to effective use, or problems, common themes emerge in a comparison of IUPUI faculty responses in 1994 and 1996. Inadequate training opportunities and technical assistance/user support continue to be identified as problematic. In 1994, however, most faculty identified lack of funds to purchase hardware/software as a problem. These areas were not included in the 1996 survey, but, as mentioned previously, access to adequate resources does not appear to be a problem to faculty at IUPUI. Additionally, it appears that far fewer gender differences exist in the 1996 data than in 1994.

Finally, in rating the importance of information technology resources to their work, faculty rated a great many resources as more important in 1996 than in 1994, as shown in Table 7.

Summary and Implications

IUPUI faculty present a diverse array of opinions and attitudes regarding the

Table 6. IUPUI Network Utilization

	1994	1995	1996
Physical Ethernet Connections at IUPUI	4,665	6,084	7,859
Campus User IDs	20,000	35,000	55,000
Average Daily E-Mail Messages	94,000	120,000	170,000
Number of World Wide Web Servers	4	7	20*

Source: Integrated Technologies
*Currently, IUPUI web sites average 199,832 hits per month.

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Table 7. Importance of Specific Technology Resources

	1994 Survey	1996 Survey
Word Processing	86.0%	99.0%
Preparing presentations for class	51.1%	92.0%
Preparing graphs/charts/drawings	42.7%	94.0%
Managing research/scholarly work	41.0%	90.0%
Maintaining bibliographic/references	37.7%	86.0%
Access to IUPUI on-line catalog	35.0%	93.0%
Using on-line information services	33.7%	94.0%
E-mail to colleagues at other campuses	30.1%	93.0%
E-mail to IUPUI colleagues	28.0%	93.0%
Managing teaching activities	27.2%	77.0%
Access to materials via the Internet	18.5%	90.0%

Notes.

Items listed in order of importance according to the 1994 Survey.

The 1994 responses represent percent responding '4' or '5' on a 5-point importance scale; the 1996 responses represent the percent responding '2' or '3' on a 3-point importance scale.

IUPUI campus, its programs and services, and the working conditions of faculty. While faculty appear on the whole to be satisfied generally with their work, there are several areas in which they seek improvements. One common concern is over salary levels, although fringe benefits are viewed more positively.

When compared to peer groups of faculty as assessed through several national and international surveys, IUPUI faculty are somewhere in between other public doctoral institutions (as it is classified) and public research institutions. When looking at differences within IUPUI it becomes clear that the campus has elements of both types of institutions within its various schools.

As might be expected in a large and complex organization, IUPUI faculty feel most positive about their immediate circumstances (their own program and close colleagues) than about aspects of the university with which they deal less frequently. But, while many are less than satisfied with the sense of identity and community at IUPUI, they are not any more negative than faculty at other large public universities.

IUPUI faculty and students express different feelings toward many aspects of student welfare. Most notably, faculty believe more strongly that they serve students' advising needs than the students themselves believe. On the other hand, students are more satisfied with the availability of faculty for discussions outside class than are faculty.

Although faculty make little use of many of the administrative support services evaluated in this survey, they generally recognize the importance of these services to the university community. Women faculty tend to view these services as more important than do men.

Faculty indicate the importance of the campus libraries to their work in both their ratings of these services and their usage of library resources. Faculty from the professional schools are generally more positive about all campus libraries, and especially the professional ones, than are faculty from other schools. Among other services most often used by faculty, they rate relatively high the quality of telecommuni-cations systems and relatively low campus mail and parking services. With regard to parking, though, they are less negative than students, and they are not interested in altering parking spot priorities between faculty and students.

Changes in faculty views toward and use of technology support were assessed by following up on questions asked in the 1994 Scholarly Use of Technology Survey. Use of e-mail, resources on the internet, CD ROM software and teleconferencing, all have increased dramatically since 1994. At the same time, reported use of multiple-choice exams, videotapes, custom course packets, student study groups, and major term papers declined considerably. Overall, faculty consider technology resources more important to their work in 1996 than they did in 1994, although they still report usage more for research and scholarly activities than for teaching support.

The 1996 IUPUI faculty survey provides an informative follow-up to the 1994 technology survey and a baseline of faculty opinion across a range of other important areas of the campus conditions for faculty work. While many generalizations and broad group differences were noted in this edition of *Research Brief,* the results may be made even more useful by looking more in-depth at faculty evaluations of specific campus services, and at comparative profiles of faculty within specific schools. Toward this end, the Office of Information Management & Institutional Research is distributing service and school profiles to the appropriate administrative and academic leaders. Members of the campus community are encouraged to contact IMIR with any requests for special analysis, or for discussing the results of this survey and their application to program planning and improvement.

Sample Demographics

The results from the following Faculty Satisfaction profile are tabulated using the responses from 708 faculty.

Comparison Groups

A1. Gender

	N	%
Female	218	32.0%
Male	464	68.0%
TOTAL	682	100.0%
No Answer (Missing Values)	26	(3.7%)

IUPUI	NSOPF-93		HERI-96
Pop.	Pub Res	Pub Doc	Pub Univ
27.4%	23.9%	30.1%	31.2%
72.6%	76.1%	69.9%	68.8%
p<.01(a)	p<.01(b)	p<.05(b)	p<.01(b)

A2. Academic Rank

	N	%
Professor	248	36.2%
Associate professor	238	34.7%
Assistant professor	164	23.9%
Other academic rank/not ranked	36	5.2%
TOTAL	686	100.0%
No Answer (Missing Values)	22	(3.1%)

IUPUI	Carnegie-93		HERI-96
Pop.	Research1	Doctoral II	Pub Univ
35.1%	38.3%	28.1%	41.5%
34.6%	30.3%	21.9%	27.8%
25.7%	24.1%	34.4%	21.7%
4.6%	7.2%	15.6%	9.0%
n.s.(a)	p<.01(b)	p<.01(b)	p<.01(b)

A3. School

	N	%
Allied Health	21	3.1%
Business	6	0.9%
Dentistry	50	7.4%
Education	13	1.9%
Engineering and Technology	25	3.7%
Herron	10	1.5%
Journalism	2	0.3%
Law	15	2.2%
Liberal Arts	80	11.9%
Library Science	16	2.4%
Medicine	281	41.8%
Nursing	44	6.5%
Physical Education	9	1.3%
Public & Environmental Affairs	15	2.2%
Science	75	11.1%
Social Work	11	1.6%
TOTAL	673	100.0%
No Answer (Missing Values)	35	4.9%

IUPUI	
Pop. %	Resp. Rate
2.6%	61.8%
1.4%	31.6%
5.4%	70.4%
2.0%	48.1%
4.0%	47.2%
2.2%	34.5%
0.3%	50.0%
2.7%	42.9%
10.3%	58.8%
3.6%	34.0%
46.4%	45.9%
5.5%	61.1%
0.8%	81.8%
1.6%	71.4%
9.4%	60.5%
1.7%	47.8%
p<.01(a)	

All Statistical Comparisons based on the chi-square test for independence

[a]Comparing survey respondents and non-respondents

[b]Compared to IUPUI population

NSOPF-93: The 1992-93 National Survey of Postsecondary Faculty, U.S. Dept. of Education National Center for Educational Statistics

HERI-96: The1995-96 Higher Education Research Institute (UCLA) National Faculty Survey

Carnegie-93: The 1991-93 International Survey of the Academic Profession, Carnegie Foundation for the Advancement of Teaching

A4. Years as IUPUI Faculty

	N	%	
0 - 4	150	22.6%	
5 - 9	162	24.4%	
10 - 14	72	10.9%	
15 - 19	97	14.6%	
20 - 24	86	13.0%	
25 - 29	81	12.2%	
30 - 34	15	2.3%	
35 - 39	3	0.5%	
TOTAL	666	100.5%	
No Answer (Missing Values)	42	5.9%	

A5. Principal Activity

	N	%		IUPUI	HERI-96	NSOPF-93	
				Excl Med	Pub Univ	Pub Res	Pub Doc
Teaching	267	46.2%		57.4%	80.8%	46.9%	53.4%
Research	178	30.8%		17.6%	13.0%	27.0%	17.0%
Adminstration/Other	133	23.0%		25.0%	6.2%	26.1%	29.6%
Administration	105	18.2%		p<.01(a)	p<.01(b)	p<.01(b)	n.s.(b)
Other college/university services	28	4.8%			p<.01(c)	n.s.(c)	p<.01(c)
TOTAL	578	100.0%					
No Answer (Missing Values)	80	(12.2%)					

A6. Primary Interest

	N	%		IUPUI	HERI-96	Carnegie-93	
				Excl Med	Pub Univ	Res I	Doc II
Much more interest in research/creative work	109	16.1%		9.8%	5.9%	15.2%	3.1%
Interest in both, but tending toward research	260	38.3%		38.3%	43.2%	46.3%	16.7%
Interest in both, but tending toward teaching	218	32.2%		37.8%	36.2%	25.3%	46.9%
Much more interest in teaching	91	13.4%		14.3%	14.7%	13.1%	33.3%
TOTAL	678	100.0%		p<.01(a)	p<.01(b)	p<.01(b)	p<.01(b)
No Answer (Missing Values)	30	(4.2%)			p<.01(c)	p<.01(c)	p<.01(c)

All Statistical Comparisons based on the chi-square test for independence

[a]Comparing Medical School respondents and all other IUPUI respondents

[b]Compared to all but Medical School respondents.

[c]Compared to all IUPUI respondents.

NSOPF-93: The 1992-93 National Survey of Postsecondary Faculty, U.S. Dept. of Education National Center for Educational Statistics

HERI-96: The1995-96 Higher Education Research Institute (UCLA) National Faculty Survey

Carnegie-93: The 1991-93 International Survey of the Academic Profession, Carnegie Foundation for the Advancement of Teaching

A7. Relationships Between Faculty Group Characteristics

	Gender Female	Gender Male	Rank Full	Rank Assoc.	Rank Asst.	Rank Other	Years 0-4	Years 5-9	Years 10-19	Years 20+	Activity Teaching	Activity Research	Activity Admin	Interest Teaching	Interest Research
Gender							*Frequencies Distributions Above Diagonal*								
Female			**50**	**84**	**58**	**23**	49	52	60	49	87	42	71	113	104
Male			**194**	**153**	**103**	**13**	98	110	108	133	177	132	112	192	260
Rank															
Full	**23%**	**42%**					**16**	**36**	**79**	**105**	**73**	**63**	**83**	**101**	**138**
Associate	**39%**	**33%**					**32**	**72**	**65**	**63**	**122**	**43**	**54**	**126**	**110**
Assistant	**27%**	**22%**					**81**	**48**	**17**	**14**	**70**	**56**	**25**	**69**	**94**
Other	**11%**	**3%**					**21**	**6**	**7**	**2**	**0**	**14**	**20**	**10**	**25**
Years at IUPUI															
0-4	23%	22%	**7%**	**14%**	**51%**	**58%**					**40**	**62**	**38**	**41**	**109**
5-9	25%	24%	**15%**	**31%**	**30%**	**17%**					**60**	**52**	**39**	**56**	**102**
10-19	29%	24%	**33%**	**28%**	**11%**	**19%**					**72**	**37**	**41**	**82**	**83**
20+	23%	30%	**44%**	**27%**	**9%**	**6%**					**85**	**21**	**61**	**121**	**60**
Principal Activity															
Teaching	44%	42%	**33%**	**56%**	**46%**	**0%**	**29%**	**40%**	**48%**	**51%**				**177**	**86**
Research	21%	31%	**29%**	**20%**	**37%**	**41%**	**44%**	**34%**	**25%**	**13%**				**6**	**172**
Administration	36%	27%	**38%**	**25%**	**17%**	**59%**	**27%**	**26%**	**27%**	**37%**				**104**	**74**
Primary Interest															
Teaching	52%	42%	**42%**	**53%**	**42%**	**29%**	**27%**	**35%**	**50%**	**67%**	**67%**	**3%**	**58%**		
Research	48%	58%	**58%**	**47%**	**58%**	**71%**	**73%**	**65%**	**50%**	**33%**	**33%**	**97%**	**42%**		

Percentage Distributions Below Diagonal

Statistical test results for the Chi-Square Test for Independence

THICK BORDER and BOLD PRINT indicate p<.01
THIN BORDER and PLAIN PRINT inidicate p<.05

NO BORDER and SMALL PRINT indicate no significant difference (p>.05)

A7 (Continued). Relationships Between Faculty Group Characteristics

	Allied Health	Business	Dentistry	Education	Engineering & Technology	Herron	Journalism	Law	Liberal Arts	Libraries & Library Sciences	Medicine	Nursing	Physical Education	Public & Environmental Affairs	Science	Social Work
Gender							*Number*									
Female	16	3	10	5	3	3	0	5	26	12	63	42	5	5	11	4
Male	5	3	40	8	22	6	2	10	53	4	212	2	4	10	64	7
Rank																
Full	1	2	20	4	7	2	1	8	34	2	113	7	3	4	28	3
Associate	11	3	18	9	13	4	1	3	29	3	77	22	4	6	25	6
Assistant	9	1	10	0	4	4	0	1	17	2	70	13	2	5	21	2
Other	0	0	1	0	1	0	0	3	0	9	20	1	0	0	1	0
Years at IUPUI																
0-4	3	0	11	3	2	2	0	5	7	5	77	<u>5</u>	<u>1</u>	5	18	4
5-9	6	5	14	3	7	1	1	1	24	2	69	<u>8</u>	<u>1</u>	4	13	0
10-19	4	1	12	2	10	1	1	4	21	7	67	<u>11</u>	<u>2</u>	4	14	6
20+	7	0	13	5	5	5	0	5	26	2	61	<u>19</u>	<u>5</u>	2	27	1
Principal Activity																
Teaching	12	1	26	9	20	9	1	7	51	0	51	28	6	1	29	7
Research	1	2	13	0	2	0	0	2	7	0	112	4	0	6	27	0
Administration	6	1	9	4	2	1	1	5	13	15	89	10	3	3	13	4
Primary Interest																
Teaching	15	0	31	11	19	3	1	8	29	8	101	32	9	4	25	5
Research	6	6	19	2	6	7	1	7	48	6	177	12	0	11	47	5
Gender							*Percent*									
Female	76.2%	50.0%	20.0%	38.5%	12.0%	33.3%	0.0%	33.3%	32.9%	75.0%	22.9%	95.5%	55.6%	33.3%	14.7%	36.4%
Male	23.8%	50.0%	80.0%	61.5%	88.0%	66.7%	100.0%	66.7%	67.1%	25.0%	77.1%	4.5%	44.4%	66.7%	85.3%	63.6%
Rank																
Full	4.8%	33.3%	40.8%	30.8%	28.0%	20.0%	50.0%	53.3%	42.5%	12.5%	40.4%	16.3%	33.3%	26.7%	37.3%	27.3%
Associate	52.4%	50.0%	36.7%	69.2%	52.0%	40.0%	50.0%	20.0%	36.3%	18.8%	27.5%	51.2%	44.4%	40.0%	33.3%	54.5%
Assistant	42.9%	16.7%	20.4%	0.0%	16.0%	40.0%	0.0%	6.7%	21.3%	12.5%	25.0%	30.2%	22.2%	33.3%	28.0%	18.2%
Other	0.0%	0.0%	2.0%	0.0%	4.0%	0.0%	0.0%	20.0%	0.0%	56.3%	7.1%	2.3%	0.0%	0.0%	1.3%	0.0%
Years at IUPUI																
0-4	15.0%	0.0%	22.0%	23.1%	8.3%	22.2%	0.0%	33.3%	9.0%	31.3%	28.1%	11.6%	11.1%	33.3%	25.0%	36.4%
5-9	30.0%	83.3%	28.0%	23.1%	29.2%	11.1%	50.0%	6.7%	30.8%	12.5%	25.2%	18.6%	11.1%	26.7%	18.1%	0.0%
10-19	20.0%	16.7%	24.0%	15.4%	41.7%	11.1%	50.0%	26.7%	26.9%	43.8%	24.5%	25.6%	22.2%	26.7%	19.4%	54.5%
20+	35.0%	0.0%	26.0%	38.5%	20.8%	55.6%	0.0%	33.3%	33.3%	12.5%	22.3%	44.2%	55.6%	13.3%	37.5%	9.1%
Principal Activity																
Teaching	63.2%	25.0%	54.2%	69.2%	83.3%	90.0%	50.0%	50.0%	71.8%	0.0%	20.2%	66.7%	66.7%	10.0%	42.0%	63.6%
Research	5.3%	50.0%	27.1%	0.0%	8.3%	0.0%	0.0%	14.3%	9.9%	0.0%	44.4%	9.5%	0.0%	60.0%	39.1%	0.0%
Administration	31.6%	25.0%	18.8%	30.8%	8.3%	10.0%	50.0%	35.7%	18.3%	100.0%	35.3%	23.8%	33.3%	30.0%	18.8%	36.4%
Primary Interest																
Teaching	71.4%	0.0%	62.0%	84.6%	76.0%	30.0%	50.0%	53.3%	37.7%	57.1%	36.3%	72.7%	100.0%	26.7%	34.7%	50.0%
Research	28.6%	100.0%	38.0%	15.4%	24.0%	70.0%	50.0%	46.7%	62.3%	42.9%	63.7%	27.3%	0.0%	73.3%	65.3%	50.0%

Statistical test results for the Chi-Square Test for Independence
  ALL TESTS ARE SIGNIFICANT AT THE P<.001 LEVEL

The results from the following Faculty Satisfaction profile are tabulated using the responses from 708 faculty.

A8. The Quality of IUPUI[a,b]

Rating of IUPUI in the areas of...	Mean	STD	Number of Respondents				No Answ.	Percentage			
			EX	GD	FR	PR		EX	GD	FR	PR
The scholarly & professional competence of my colleagues	3.20	0.66	224	386	70	9	19	33%	56%	10%	1%
The quality of overall professional service in my unit	3.26	0.70	269	321	80	7	31	40%	47%	12%	1%
The quality of overall teaching in my unit	3.14	0.64	185	405	83	5	30	27%	60%	12%	1%
The quality of faculty service to the institution	3.12	0.68	195	391	94	10	18	28%	57%	14%	1%
The quality of graduate students in my school	2.92	0.67	105	383	129	14	77	17%	61%	20%	2%
The national reputation of my program	3.02	0.79	193	328	133	23	31	29%	48%	20%	3%
The reputation of IUPUI in Indianapolis	2.88	0.69	105	416	145	23	19	15%	60%	21%	3%
The quality of administrative leadership in my department	2.87	0.97	205	266	135	80	22	30%	39%	20%	12%
The quality of overall research in my unit	2.88	0.84	168	302	178	37	23	25%	44%	26%	5%
The quality of administrative leadership in my school	2.76	0.87	133	312	172	63	28	20%	46%	25%	9%
The quality of administrative leadership in central admin.	2.73	0.75	89	344	198	34	43	13%	52%	30%	5%
The quality of interdisciplinary teaching & research	2.60	0.80	79	298	239	54	38	12%	44%	36%	8%
The reputation of IUPUI in Indiana	2.58	0.68	44	336	269	32	27	6%	49%	40%	5%
The quality of undergraduate students at IUPUI	2.32	0.73	19	241	282	78	88	3%	39%	45%	13%
The reputation of IUPUI nationally	2.16	0.73	21	179	356	113	39	3%	27%	53%	17%

Percentage of Respondents Selecting Each of the Above Responses

	Valid N[c]
	100% 75% 50% 25% 0% 25% 50% 75% 100%
The scholarly & professional competence of my colleagues	689
The quality of overall professional service in my unit	677
The quality of overall teaching in my unit	678
The quality of faculty service to the institution	690
The quality of graduate students in my school	631
The national reputation of my program	677
The reputation of IUPUI in Indianapolis	689
The quality of administrative leadership in my department	686
The quality of overall research in my unit	685
The quality of administrative leadership in my school	680
The quality of administrative leadership in central admin.	665
The quality of interdisciplinary teaching & research	670
The reputation of IUPUI in Indiana	681
The quality of undergraduate students at IUPUI	620
The reputation of IUPUI nationally	669

[a] *Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR)*

[b] *Results presented in order from highest to lowest percentage of respondents who selected "good" or "excellent"*

[c] *Valid N excludes missing data*

A9. The Campus Environment[a,b]

Satisfaction with IUPUI in the areas of...	Mean	STD	Number of Respondents					Not Appl/	Percentage				
			VS	S	N	D	VD	No Answ.	VS	S	N	D	VD
The quality of academic programs	0.63	0.77	44	411	163	54	8	28	6%	60%	24%	8%	1%
IUPUI's connections with the local community	0.46	0.91	63	292	212	77	17	47	10%	44%	32%	12%	3%
The qual. of student academic supp. progs & svcs	0.33	0.87	29	254	214	86	15	110	5%	42%	36%	14%	3%
The clarity of objectives for next few years at IUPUI	0.31	0.90	32	273	248	72	31	52	5%	42%	38%	11%	5%
The clarity of objectives for next few years in my unit	0.29	1.14	76	277	147	115	60	33	11%	41%	22%	17%	9%
The qual. of student activity supp. progs & svcs	0.18	0.86	17	190	242	83	22	154	3%	34%	44%	15%	4%
The availability of parking on campus	-0.01	1.19	44	256	131	165	93	19	6%	37%	19%	24%	13%
The identity & sense of community at IUPUI	-0.02	1.01	26	206	224	166	54	32	4%	30%	33%	25%	8%
The cost of parking on campus	-0.14	1.18	35	219	168	157	114	15	5%	32%	24%	23%	16%
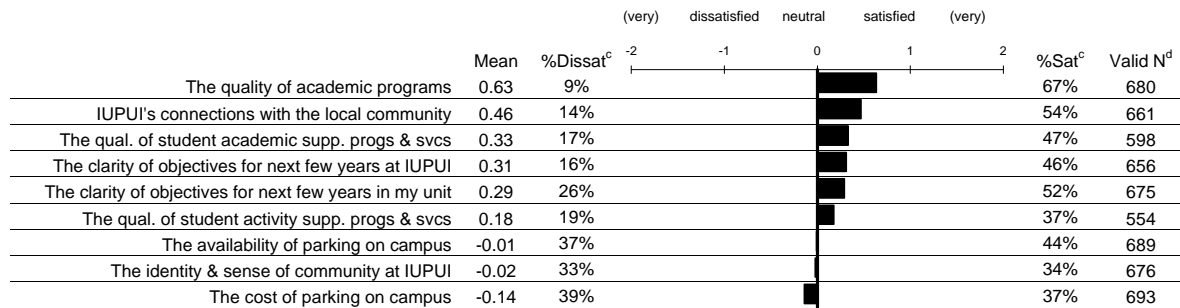
	Mean	%Dissat[c]	(very) dissatisfied neutral satisfied (very) -2 -1 0 1 2	%Sat[c]	Valid N[d]
The quality of academic programs	0.63	9%		67%	680
IUPUI's connections with the local community	0.46	14%		54%	661
The qual. of student academic supp. progs & svcs	0.33	17%		47%	598
The clarity of objectives for next few years at IUPUI	0.31	16%		46%	656
The clarity of objectives for next few years in my unit	0.29	26%		52%	675
The qual. of student activity supp. progs & svcs	0.18	19%		37%	554
The availability of parking on campus	-0.01	37%		44%	689
The identity & sense of community at IUPUI	-0.02	33%		34%	676
The cost of parking on campus	-0.14	39%		37%	693

[a] *Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD).*

[b] *Results presented in order from highest to lowest mean satisfaction ratings.*

[c] *Dissatisfied values include dissatisfied and very dissatisfied; satisfied values include satisfied and*

[d] *Valid N excludes missing data and those responding "not applicable"*

Notes: Percentages do not add to 100% because of excluded neutral category

Mean includes neutral responses but excludes "not applicable" responses

A10. The Faculty Work Environment[a,b]

Satisfaction with IUPUI in the areas of...	Mean	STD	Number of Respondents					Not Appl/	Percentage				
			VS	S	N	D	VD	No Answ.	VS	S	N	D	VD
Level of contribution of colleagues in my unit to prof. svc.	0.88	0.85	146	354	120	41	7	40	22%	53%	18%	6%	1%
Level of contribution of colleagues in my unit to teaching	0.83	0.88	128	378	99	57	9	37	19%	56%	15%	8%	1%
Access through the library to things I need for my research	0.77	1.08	158	341	75	63	37	34	23%	51%	11%	9%	5%
My overall job satisfaction	0.75	0.90	109	389	102	73	10	25	16%	57%	15%	11%	1%
Fringe benefits (retirement, health care, etc.)	0.68	0.94	104	361	133	64	20	26	15%	53%	20%	9%	3%
Emphasis placed on teaching in my unit	0.64	0.99	98	355	111	75	25	44	15%	53%	17%	11%	4%
Emphasis placed on professional service in my unit	0.61	0.92	82	353	147	71	17	38	12%	53%	22%	11%	3%
Level of collegiality in my unit	0.59	1.13	134	303	120	79	46	26	20%	44%	18%	12%	7%
Collaboration among my colleagues on projects of mutual interest	0.56	0.98	91	323	152	85	22	35	14%	48%	23%	13%	3%
Level of contribution of colleagues in my unit to research	0.56	1.07	107	316	127	87	35	36	16%	47%	19%	13%	5%
Faculty development opportunities at IUPUI	0.52	0.93	76	294	189	69	19	61	12%	45%	29%	11%	3%
Emphasis placed on research in my unit	0.51	1.05	85	350	104	110	31	28	13%	51%	15%	16%	5%
Rewards and recognition for research & scholarly activity	0.41	1.03	67	317	150	101	36	37	10%	47%	22%	15%	5%
Level of collegiality at IUPUI	0.34	0.91	41	267	224	84	23	69	6%	42%	35%	13%	4%
The role of peer review in evaluating research	0.32	0.96	40	279	194	95	29	71	6%	44%	30%	15%	5%
Faculty development opportunities in my unit	0.27	1.07	62	274	178	120	47	27	9%	40%	26%	18%	7%
Faculty morale in my unit	0.10	1.19	57	267	127	149	83	25	8%	39%	19%	22%	12%
Rewards and recognition for professional service	0.09	1.01	25	249	191	150	44	49	4%	38%	29%	23%	7%
The role of peer review in evaluating professional service	0.06	0.93	17	195	250	115	39	92	3%	32%	41%	19%	6%
The role of peer review in evaluating teaching	0.03	0.99	21	207	205	140	44	91	3%	34%	33%	23%	7%
Rewards and recognition for teaching	-0.02	1.09	30	230	164	173	64	47	5%	35%	25%	26%	10%
Rewards and recognition for institutional service	-0.09	0.97	11	193	224	167	53	60	2%	30%	35%	26%	8%
Faculty salary levels	-0.36	1.09	13	170	169	209	116	31	2%	25%	25%	31%	17%

(continued)

A10 (Continued). The Faculty Work Environment[a,b]

	Mean	%Dissat[c]	(very) dissatisfied neutral satisfied (very)	%Sat[c]	Valid N[d]
Level of contribution of colleagues in my unit to prof. svc.	0.88	7%		75%	668
Level of contribution of colleagues in my unit to teaching	0.83	10%		75%	671
Access through the library to things I need for my research	0.77	15%		74%	674
My overall job satisfaction	0.75	12%		73%	683
Fringe benefits (retirement, health care, etc.)	0.68	12%		68%	682
Emphasis placed on teaching in my unit	0.64	15%		68%	664
Emphasis placed on professional service in my unit	0.61	13%		65%	670
Level of collegiality in my unit	0.59	18%		64%	682
Collaboration among my colleagues on projects of mutual interest	0.56	16%		62%	673
Level of contribution of colleagues in my unit to research	0.56	18%		63%	672
Faculty development opportunities at IUPUI	0.52	14%		57%	647
Emphasis placed on research in my unit	0.51	21%		64%	680
Rewards and recognition for research & scholarly activity	0.41	20%		57%	671
Level of collegiality at IUPUI	0.34	17%		48%	639
The role of peer review in evaluating research	0.32	19%		50%	637
Faculty development opportunities in my unit	0.27	25%		49%	681
Faculty morale in my unit	0.10	34%		47%	683
Rewards and recognition for professional service	0.09	29%		42%	659
The role of peer review in evaluating professional service	0.06	25%		34%	616
The role of peer review in evaluating teaching	0.03	30%		37%	617
Rewards and recognition for teaching	-0.02	36%		39%	661
Rewards and recognition for institutional service	-0.09	34%		31%	648
Faculty salary levels	-0.36	48%		27%	677

[a] Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD).

[b] Results presented in order from highest to lowest mean satisfaction ratings.

[c] Dissatisfied values include dissatisfied and very dissatisfied; satisfied values include satisfied and very satisfied

[d] Valid N excludes missing data and those responding "not applicable"

Notes: Percentages do not add to 100% because of excluded neutral category

  Mean includes neutral responses but excludes "not applicable" responses

A11. Group Differences in Perceptions of Overall Quality and the Campus and Faculty Work Environments

Group means shown if the results of a one-way analysis of variance test is significant at p<.01

	Campus-Wide	Gender		Rank				Years at IUPUI				Principal Activity			Primary Interest	
		Female (N=218)	*Male* (N=464)	*Full* (N=248)	*Assoc* (N=238)	*Asst* (N=164)	*Other* (N=36)	*0 - 4* (N=150)	*5 - 9* (n=162)	*10 - 19* (n=169)	*20 +* (N=185)	*Teaching* (N=267)	*Research* (N=178)	*Admin.* (N=183)	*Teaching* (N=309)	*Research* (N=369)
Quality of IUPUI																
The quality of overall professional svc. in my unit	3.26			3.35	3.20	3.22	2.97					3.19	3.14	3.37		
The scholarly & professional competence of my colleagues	3.20															
The quality of overall teaching in my unit	3.14											3.23	2.97	3.15		
The quality of faculty svc. to the institution	3.12											3.20	2.94	3.16		
The national reputation of my program	3.02			3.13	3.02	2.86	2.87	2.83	3.07	3.06	3.11				3.12	2.93
The quality of graduate students in my school	2.92							2.77	2.84	2.98	3.06	3.01	2.70	3.01	3.05	2.80
The quality of overall research in my unit	2.88			3.02	2.76	2.80	2.91					2.73	3.06	2.86	2.71	3.01
The reputation of IUPUI in Indianapolis	2.88															
The quality of administrative leadership in my dept.	2.87															
The quality of administrative leadership in my school	2.76															
The quality of administrative leadership in central admin.	2.73											2.68	2.58	2.94		
The quality of interdisciplinary teaching & research	2.60															
The reputation of IUPUI in Indiana	2.58															
The quality of undergraduate students at IUPUI	2.32	2.45	2.27									2.46	2.11	2.38	2.51	2.17
The reputation of IUPUI nationally	2.16											2.22	1.98	2.25	2.25	2.08
*Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR)																
Campus Environment																
The quality of academic programs	0.63											0.78	0.37	0.73	0.78	0.50
IUPUI's connections with the local community	0.46							0.29	0.34	0.46	0.68					
The qual. of student academic supp. progs & svcs	0.33															
The clarity of objectives for next few years at IUPUI	0.31															
The clarity of objectives for next few years in my unit	0.29															
The qual. of student activity supp. progs & svcs	0.18															
The availability of parking on campus	-0.01	-0.36	0.15	0.18	-0.15	-0.11	0.15								-0.16	0.09
The identity & sense of community at IUPUI	-0.02							-0.13	-0.09	-0.14	0.19				0.13	-0.15
The cost of parking on campus	-0.14	-0.33	-0.06									-0.30	0.07	-0.09	-0.33	-0.01
**Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD)																
Faculty Work Environment																
Level of contribution of colleagues in my unit to prof. svc.	0.88											0.93	0.71	0.99		
Level of contribution of colleagues in my unit to teaching	0.83											1.02	0.62	0.80		
Access through the library to things I need for my research	0.77														0.94	0.66
My overall job satisfaction	0.75			0.89	0.61	0.82	0.53									
Fringe benefits (retirement, health care, etc.)	0.68															
Emphasis placed on teaching in my unit	0.64											0.77	0.40	0.71		
Emphasis placed on professional svc. in my unit	0.61											0.58	0.48	0.79		
Level of collegiality in my unit	0.59															
Collaboration among colleagues on projects of mutual interest	0.56															
Level of contribution of colleagues in my unit to research	0.56	0.37	0.64					0.47	0.60	0.33	0.81					
Faculty development opportunities at IUPUI	0.52											0.54	0.38	0.70		
Emphasis placed on research in my unit	0.51															
Rewards and recognition for research & scholarly activity	0.41														0.62	0.24
Level of collegiality at IUPUI	0.34											0.24	0.33	0.52		
The role of peer review in evaluating research	0.32															
Faculty development opportunities in my unit	0.27															
Faculty morale in my unit	0.10	-0.08	0.18													
Rewards and recognition for professional svc.	0.09															
The role of peer review in evaluating professional svc.	0.06														-0.07	0.16
The role of peer review in evaluating teaching	0.03															
Rewards and recognition for teaching	-0.02														-0.17	0.09
Rewards and recognition for institutional svc.	-0.09															
Faculty salary levels	-0.36	-0.59	-0.24					-0.04	-0.34	-0.39	-0.53					
**Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD)																

Note. The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

A11(Continued). Group Differences in Perceptions of Overall Q **A23 (Continued).** Group Differences in Perceptions about Technology Support
Group means shown if the results of a one-way analysis of variance test is significant at p<.01

	Campus-Wide	ALHT (N=21)	BUS (N=6)	DENT (N=50)	EDUC (N=13)	EGTC (N=25)	HERR (N=10)	JOUR (N=2)	LAW (N=15)	LBA (N=80)	LIBR (N=16)	MED (N=281)	NURS (N=44)	PED (N=9)	SPEA (N=15)	SCI (N=75)	SWK (N=11)
Quality of IUPUI*																	
The quality of overall professional svc. in my unit	3.26	3.33	3.00	3.46	3.23	2.63	3.10	3.50	2.80	3.21	3.19	3.34	3.27	3.56	3.53	2.93	3.70
The scholarly & professional competence of my colleagues	3.20																
The quality of overall teaching in my unit	3.14	3.62	2.83	3.22	3.23	3.04	3.40	3.00	2.93	3.39	3.09	3.06	3.08	3.56	3.00	3.03	2.90
The quality of faculty svc. to the institution	3.12	3.19	2.33	3.20	3.38	2.75	3.00	3.00	3.14	3.32	3.31	3.07	3.27	4.00	2.87	2.92	3.36
The national reputation of my program	3.02	3.65	3.20	3.56	2.85	2.42	2.90	3.50	2.40	2.58	3.14	3.17	3.43	2.22	3.13	2.65	2.55
The quality of graduate students in my school	2.92	3.22	3.33	3.30	3.08	2.61	1.00	2.50	2.80	2.61	3.10	2.91	3.20	2.71	2.73	2.78	3.11
The quality of overall research in my unit	2.88	2.57	2.50	3.04	2.69	2.26	2.90	2.50	2.79	3.00	2.23	2.88	2.90	2.22	3.20	3.23	1.91
The reputation of IUPUI in Indianapolis	2.88	3.24	2.50	3.39	3.00	2.56	2.80	3.00	3.00	2.45	2.88	2.95	3.05	2.89	3.00	2.59	2.90
The quality of administrative leadership in my dept.	2.87	3.45	2.00	2.76	2.54	1.96	2.80	3.50	2.87	3.22	2.64	2.86	2.38	3.44	2.73	3.04	3.22
The quality of administrative leadership in my school	2.76																
The quality of administrative leadership in central admin.	2.73	3.05	2.33	2.73	3.00	2.42	2.40	2.50	3.27	2.65	3.00	2.72	2.74	3.22	3.00	2.52	3.40
The quality of interdisciplinary teaching & research	2.60	2.26	1.67	2.88	2.31	2.32	2.30	2.50	2.50	2.64	2.85	2.71	2.23	2.22	2.73	2.53	2.10
The reputation of IUPUI in Indiana	2.58	2.81	1.83	3.17	2.38	2.24	2.60	2.00	2.71	2.29	2.63	2.66	2.82	2.67	2.40	2.19	2.80
The quality of undergraduate students at IUPUI	2.32	2.89	1.67	2.64	2.69	2.40	2.10	2.50	2.45	2.12	2.31	2.36	2.71	2.67	1.93	1.82	2.50
The reputation of IUPUI nationally	2.16	2.55	1.67	2.63	2.00	1.96	2.00	2.00	1.79	2.09	2.33	2.10	2.58	2.33	2.00	2.00	2.30

*Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR)

	Campus-Wide	ALHT	BUS	DENT	EDUC	EGTC	HERR	JOUR	LAW	LBA	LIBR	MED	NURS	PED	SPEA	SCI	SWK
Campus Environment**																	
The quality of academic programs	0.63																
IUPUI's connections with the local community	0.46																
The qual. of student academic supp. progs & svcs	0.33																
The clarity of objectives for next few years at IUPUI	0.31	0.86	-0.50	0.64	0.77	0.25	0.30	0.50	0.67	0.12	0.40	0.26	0.56	0.89	0.47	-0.09	0.64
The clarity of objectives for next few years in my unit	0.29																
The qual. of student activity supp. progs & svcs	0.18	0.32	0.00	0.41	-0.15	0.13	0.00	0.00	0.10	0.07	-0.15	0.35	0.27	0.33	-0.08	-0.14	-0.10
The availability of parking on campus	-0.01	-0.38	0.83	-0.10	0.23	0.28	-1.00	0.00	-0.07	0.09	0.44	0.02	-0.66	-0.11	0.67	0.08	-0.30
The identity & sense of community at IUPUI	-0.02	0.32	-0.50	0.31	0.38	0.21	-0.67	0.00	-0.07	-0.42	0.20	0.07	0.10	0.22	-0.13	-0.50	0.36
The cost of parking on campus	-0.14																

**Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD)

	Campus-Wide	ALHT	BUS	DENT	EDUC	EGTC	HERR	JOUR	LAW	LBA	LIBR	MED	NURS	PED	SPEA	SCI	SWK
Faculty Work Environment**																	
Level of contribution of colleagues in my unit to prof. svc.	0.88	1.24	0.50	1.04	1.00	0.38	0.90	1.50	0.60	0.99	0.81	0.90	1.10	1.56	0.73	0.54	1.27
Level of contribution of colleagues in my unit to teaching	0.83	1.48	0.00	0.96	0.92	0.92	1.30	0.50	0.80	1.09	0.64	0.67	0.86	1.56	0.73	0.82	0.91
Access through the library to things I need for my research	0.77	1.14	-0.33	1.42	1.00	0.41	0.78	0.00	1.00	0.20	0.88	1.10	0.95	1.11	-0.27	-0.19	1.09
My overall job satisfaction	0.75																
Fringe benefits (retirement, health care, etc.)	0.68																
Emphasis placed on teaching in my unit	0.64	1.43	0.83	0.71	0.85	0.42	0.70	1.50	0.27	0.81	0.80	0.55	0.31	1.89	0.47	0.57	0.82
Emphasis placed on professional svc. in my unit	0.61	1.14	0.67	0.71	0.46	-0.04	0.10	1.50	0.60	0.50	0.69	0.72	0.67	1.44	0.53	0.37	0.91
Level of collegiality in my unit	0.59	1.10	0.00	0.31	0.69	0.56	0.10	1.50	0.53	0.78	0.44	0.62	0.12	1.33	0.33	0.85	0.18
Collaboration among colleagues on projects of mutual interest	0.56																
Level of contribution of colleagues in my unit to research	0.56	0.24	-0.17	0.56	0.46	0.13	0.90	0.00	0.40	0.90	-0.20	0.55	0.23	0.22	0.73	1.14	-0.55
Faculty development opportunities at IUPUI	0.52	0.90	-0.33	0.70	0.54	0.60	0.10	0.00	0.43	0.56	0.44	0.32	0.79	1.33	0.73	0.82	0.50
Emphasis placed on research in my unit	0.51	0.57	0.33	0.53	0.54	-0.17	0.60	1.50	0.20	0.69	0.25	0.56	0.16	0.78	0.33	0.89	-0.27
Rewards and recognition for research & scholarly activity	0.41																
Level of collegiality at IUPUI	0.34																
The role of peer review in evaluating research	0.32	0.05	-0.20	0.24	0.38	0.09	-0.22	1.00	0.54	0.61	0.00	0.27	0.60	0.44	0.60	0.47	-0.64
Faculty development opportunities in my unit	0.27																
Faculty morale in my unit	0.10	1.10	-0.67	-0.02	0.23	-0.48	0.20	1.50	0.40	0.08	-0.31	0.09	-0.52	1.33	-0.20	0.55	-0.30
Rewards and recognition for professional svc.	0.09																
The role of peer review in evaluating professional svc.	0.06																
The role of peer review in evaluating teaching	0.03	0.29	-0.50	-0.07	0.15	-0.29	-0.44	0.00	0.23	0.46	0.00	-0.04	0.20	0.44	-0.67	-0.09	-0.36
Rewards and recognition for teaching	-0.02																
Rewards and recognition for institutional svc.	-0.09																
Faculty salary levels	-0.36	-0.95	0.00	-0.18	-0.46	-0.08	-1.00	-2.00	0.07	-0.53	-1.06	-0.12	-1.16	-0.33	0.00	-0.45	-0.36

**Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD)

Note. The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

A12. Perceptions of Student Welfare[a,b]

Satisfaction with IUPUI in the areas of...	Mean	STD	Number of Respondents					Not Appl/	Percentage				
			VS	S	N	D	VD	No Answ.	VS	S	N	D	VD
Relationship of courses in our major to students' career goals	0.83	0.81	103	308	124	34	3	136	18%	54%	22%	6%	1%
Availability of computers in public clusters	0.73	0.85	79	305	115	46	7	156	14%	55%	21%	8%	1%
Academic advising available to majors in my unit	0.70	0.90	89	288	122	52	10	147	16%	51%	22%	9%	2%
Opp. my unit gives students to participate in faculty research	0.63	0.93	91	278	158	61	12	108	15%	46%	26%	10%	2%
Students' opportunities to obtain help in using computers	0.48	0.91	46	251	144	71	11	185	9%	48%	28%	14%	2%
Availability of faculty to talk w/students outside classes	0.48	0.88	45	273	160	76	9	145	8%	48%	28%	10%	2%
Students' opportunities to work with other students in groups	0.46	0.80	24	265	176	57	7	179	5%	50%	33%	11%	1%
Ability of IUPUI to meet eduational needs of entering students	0.43	0.91	34	284	152	72	20	146	6%	51%	27%	13%	4%
Opp. my unit gives students to participate in community svc.	0.39	0.92	54	172	196	63	12	211	11%	35%	39%	13%	2%
The use we make of technology in our classrooms in my unit	0.38	1.00	57	262	151	104	23	111	10%	44%	25%	17%	4%
Quality of special classrooms (labs, etc.)	0.28	0.97	26	258	151	97	27	149	5%	46%	27%	10%	5%
Opp. my unit gives students to participate in overseas study	0.17	0.84	16	122	202	58	14	296	4%	30%	49%	14%	3%
The classroom enviro. for courses of faculty in my unit	-0.20	1.23	36	195	111	165	113	88	6%	31%	18%	27%	18%

	Mean	%Dissat[c]	(very) dissatisfied neutral satisfied (very) -2.00 -1.00 0.00 1.00 2.00	%Sat[c]	Valid N[d]
Relationship of courses in our major to students' career goals	0.83	6%		72%	572
Availability of computers in public clusters	0.73	10%		70%	552
Academic advising available to majors in my unit	0.70	11%		67%	561
Opp. my unit gives students to participate in faculty research	0.63	12%		62%	600
Students' opportunities to obtain help in using computers	0.48	16%		57%	523
Availability of faculty to talk w/students outside classes	0.48	12%		56%	563
Students' opportunities to work with other students in groups	0.46	12%		55%	529
Ability of IUPUI to meet eduational needs of entering students	0.43	16%		57%	562
Opp. my unit gives students to participate in community svc.	0.39	15%		45%	497
The use we make of technology in our classrooms in my unit	0.38	21%		53%	597
Quality of special classrooms (labs, etc.)	0.28	15%		51%	559
Opp. my unit gives students to participate in overseas study	0.17	17%		33%	412
The classroom enviro. for courses of faculty in my unit	-0.20	45%		37%	620

[a] *Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD).*

[b] *Results presented in order from highest to lowest mean satisfaction ratings.*

[c] *Dissatisfied values include dissatisfied and very dissatisfied; satisfied values include satisfied and very satisfied*

[d] *Valid N excludes missing data and those responding "not applicable"*

Notes: Percentages do not add to 100% because of excluded neutral category

Mean includes neutral responses but excludes "not applicable" responses

A13. Perceptions of Student Welfare (continued)

Should students receive preference for the closest parking spaces?[a]

	SA	**A**	**N**	**D**	**SD**	*Missing*	**Mean**	**Std Dev.**
N	9	34	180	275	180	*30*	-0.86	0.91
%	1.3%	5.0%	26.5%	40.6%	26.5%	*(4.2%)*		

[a] Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A) , 0=Neutral (N),
-1=Dissatisfied (D), and -2=Very Dissatisfied (VD)

If it were made available to faculty, how likely would you be to purchase the lower cost "E"
parking sticker with its attendant parking lot restrictions?[b]

	Not at all	Somewhat	Very	*Missing*	**Mean**	**Std Dev.**
N	549	81	44	*34*	1.19	0.56
%	81.45%	12.02%	6.53%	*(4.8%)*		

[b] Responses provided on a 3-point scale where 1=Not at all Likely, 2=Somewhat Likely, and 3=Very Likely

During the last year, approximately how many hours per week on average have you spent
talking with undergraduate students outside the classroom (excluding regularly scheduled
office hours, independent study, & individualized instruction)?

	Mean	STD	25%'ile	Median	75%'ile
	3.33	2.39	1.00	3.00	5.00

	N	%	
None	194	31%	
1	108	17%	
2	94	15%	
3	43	7%	
4	35	6%	
5	58	9%	
6 - 9	31	5%	
10 - 19	42	7%	
20 +	13	2%	
Total	618	100%	
Missing	*90*	*7%*	

A14. Group Differences in Perceptions of Student Welfare
Group means shown if the results of a one-way analysis of variance test is significant at p<.01

	Campus-Wide	Gender		Rank				Years at IUPUI				Principal Activity			Primary Interest	
		Female (N=218)	*Male* (N=464)	*Full* (N=248)	*Assoc* (N=238)	*Asst* (N=164)	*Other* (N=36)	*0 - 4* (N=150)	*5 - 9* (n=162)	*10 - 19* (n=169)	*20 +* (N=185)	*Teaching* (N=267)	*Research* (N=178)	*Admin.* (N=183)	*Teaching* (N=309)	*Research* (N=369)
Perceptions of Student Welfare*																
Relationship of courses in our major to students' career goals	0.83	0.98	0.76													
Availability of computers in public clusters	0.73															
Academic advising available to majors in my unit	0.70											0.86	0.49	0.64		
Opp. my unit gives students to participate in faculty research	0.63			0.80	0.50	0.55	0.63									
Students' opp. to obtain help in using computers	0.48															
Avail.of faculty to talk w/students outside classes	0.48											0.51	0.65	0.24	0.32	0.60
Students' opp. to work with other students in groups	0.46															
Ability of IUPUI to meet educ. needs of entering students	0.43															
Opp. my unit gives students to participate in community svc.	0.39											0.38	0.08	0.57		
The use we make of tech. in our classrooms in my unit	0.38															
Quality of special classrooms (labs, etc.)	0.28															
Opp. my unit gives students to participate in overseas study	0.17															
The classroom enviro. for courses of faculty in my unit	-0.20															

*Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD)
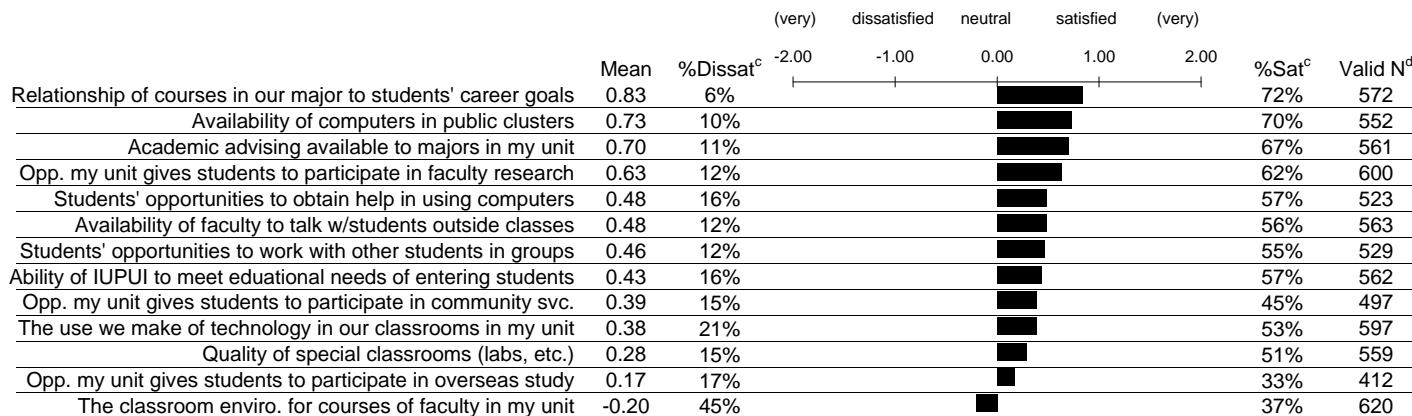
	Campus-Wide															
Give students preference for closest parking spaces**	-0.86															

**Responses provided on a 5-point scale where SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, and SD=Strongly Disagree

	Campus-Wide															
Likelihood of purchasing an 'E' parking sticker?***	1.26															

***Responses provided on a 3-point scale where 1=Not at all, 2=Somewhat, and 3=Very

	Campus-Wide							0 - 4	5 - 9	10 - 19	20 +	Teaching	Research	Admin.		
Hours/week talking to undergraduates outside class	3.15							1.80	2.55	3.27	4.42	4.09	2.28	2.52		

	Campus-Wide	School														
		ALHT (N=21)	*BUS* (N=6)	*DENT* (N=50)	*EDUC* (N=13)	*EGTC* (N=25)	*HERR* (N=10)	*JOUR* (N=2)	*LAW* (N=15)	*LBA* (N=80)	*LIBR* (N=16)	*MED* (N=281)	*NURS* (N=44)	*PED* (N=9)	*SPEA* (N=15)	*SCI* (N=75) / *SWK* (N=11)
Perceptions of Student Welfare*																
Relationship of courses in our major to students' career goals	0.83	1.70	1.00	0.84	1.15	1.08	0.90	1.50	0.92	0.57	0.50	0.69	1.05	1.67	1.00	0.69 / 1.40
Availability of computers in public clusters	0.73	0.95	0.60	0.43	0.92	0.64	1.44	-0.50	0.58	0.65	0.71	0.58	0.74	1.56	0.64	1.24 / 0.20
Academic advising available to majors in my unit	0.70	1.52	0.50	0.83	0.92	0.88	0.60	1.00	0.31	0.87	0.29	0.64	0.48	1.89	0.80	0.38 / 0.50
Opp. my unit gives students to participate in faculty research	0.63	0.17	-0.40	0.90	0.54	0.42	0.13	1.00	0.60	0.26	0.29	0.71	0.61	0.50	0.80	1.08 / -0.40
Students' opp. to obtain help in using computers	0.48	0.37	0.40	0.20	0.82	0.29	0.50	1.00	0.79	0.33	0.54	0.39	0.95	1.00	0.14	0.81 / -0.11
Avail.of faculty to talk w/students outside classes	0.48	1.10	0.33	0.23	0.31	0.70	0.90	1.00	0.77	0.38	0.10	0.51	0.18	0.44	0.40	0.59 / 0.00
Students' opp. to work with other students in groups	0.46	1.06	0.83	0.24	0.83	0.40	0.25	0.50	0.15	0.26	0.08	0.54	0.38	0.89	0.40	0.49 / 0.80
Ability of IUPUI to meet educ. needs of entering students	0.43	1.22	0.17	0.57	0.50	0.33	0.90	0.00	0.64	-0.01	0.21	0.60	0.35	1.56	0.67	0.09 / 0.33
Opp. my unit gives students to participate in community svc.	0.39	0.67	-0.40	0.46	0.62	-0.26	0.40	0.50	0.93	0.56	0.17	0.31	0.45	1.11	0.33	0.07 / 1.50
The use we make of tech. in our classrooms in my unit	0.38	0.52	-0.17	-0.07	0.00	0.40	0.80	1.00	0.38	0.61	0.55	0.24	0.43	1.00	0.00	0.82 / -0.30
Quality of special classrooms (labs, etc.)	0.28	0.45	0.00	-0.34	0.75	0.32	0.40	-0.50	0.36	0.28	-0.08	0.26	0.33	0.78	0.17	0.68 / 0.00
Opp. my unit gives students to participate in overseas study	0.17															
The classroom enviro. for courses of faculty in my unit	-0.20	-0.30	-1.67	-0.51	0.46	0.00	-1.30	-0.50	-0.27	-0.55	0.00	-0.10	-0.48	0.22	-1.00	0.62 / -0.60

*Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD)

	Campus-Wide	ALHT	BUS	DENT	EDUC	EGTC	HERR	JOUR	LAW	LBA	LIBR	MED	NURS	PED	SPEA	SCI / SWK
Give students preference for closest parking spaces**	-0.86	-0.86	-0.67	-1.00	-1.23	-0.72	0.00	-0.50	-1.36	-0.82	-0.19	-0.81	-0.86	-1.00	-1.13	-1.10 / -0.45

**Responses provided on a 5-point scale where SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, and SD=Strongly Disagree

	Campus-Wide	ALHT	BUS	DENT	EDUC	EGTC	HERR	JOUR	LAW	LBA	LIBR	MED	NURS	PED	SPEA	SCI / SWK
Likelihood of purchasing an 'E' parking sticker?***	1.26	1.05	1.00	1.22	1.31	1.48	1.56	2.00	1.00	1.28	1.00	1.21	1.20	1.11	1.29	1.42 / 1.27

***Responses provided on a 3-point scale where 1=Not at all, 2=Somewhat, and 3=Very

	Campus-Wide	ALHT	BUS	DENT	EDUC	EGTC	HERR	JOUR	LAW	LBA	LIBR	MED	NURS	PED	SPEA	SCI / SWK
Hours/week talking to undergraduates outside class	3.15	3.15	1.00	3.64	3.38	10.44	6.11	3.00	1.71	4.41	6.33	1.40	2.52	7.44	2.13	4.49 / 4.00

Note. The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

Average Use and Importance of Campus Services[a]

A15. Average Use[b] of Campus Services by Faculty Members

Service	Avg. Use	Valid N[c]	
			Never 1 2 Often 3
Campus Mail Services	2.80	653	
Telecommunications systems	2.66	623	
Campus Parking Services	2.37	634	
Medical/Law/Dentistry Library	2.33	508	
University Library	2.22	561	
University Bookstore	2.16	623	
Campus voice, video, data & network systems	2.12	469	
Integrated Technologies Consulting/Client Support	1.92	499	
Registrar	1.57	301	
Office of International Affairs	1.47	272	
Admissions	1.46	253	
Center on Teaching & Learning	1.46	261	
Integrated Technologies public computer clusters	1.38	213	
Bursar	1.37	210	
Information Management & Institutional Research	1.35	183	
Undergraduate Education Center	1.32	166	
Financial Aid	1.30	166	
Testing Center	1.29	153	
Office of Faculty Records	1.28	160	
Office of Student Affairs	1.27	157	
Honors Office	1.26	149	
Office of Non-Credit Programs	1.24	138	
Office of Off-Campus Credit Programs	1.14	70	

A16. Average Importance[d] of Campus Services to Faculty Members

Service	Avg. Impor.	Valid N[c]	
			Not Impor. 1 2 Very Impor. 3
University Library	2.96	624	
Medical/Law/Dentistry Library	2.94	584	
Campus Mail Services	2.91	640	
Admissions	2.86	498	
Telecommunications systems	2.84	629	
Financial Aid	2.84	487	
Registrar	2.83	503	
Bursar	2.76	482	
Campus Parking Services	2.74	619	
University Bookstore	2.71	608	
Campus voice, video, data & network systems	2.70	560	
Integrated Technologies Consulting/Client Support	2.67	571	
Integrated Technologies public computer clusters	2.65	493	
Office of Student Affairs	2.52	422	
Undergraduate Education Center	2.49	438	
Center on Teaching & Learning	2.46	511	
Office of International Affairs	2.41	487	
Office of Faculty Records	2.38	414	
Testing Center	2.37	430	
Honors Office	2.37	416	
Information Management & Institutional Research	2.36	402	
Office of Off-Campus Credit Programs	2.23	390	
Office of Non-Credit Programs	2.21	399	

[a] Results are presented in order of highest to lowest ratings of use and importance.

[b] Responses provided on a 3-point scale where 1=Never, 2=Occasionally, and 3=Often.

[c] Valid N excludes missing data.

[d] Responses provided on a 3-point scale where 1=Not Important, 2=Somewhat Important, and 3=Very Important.

A17. Group Differences in Use and Perceived Importance of Campus Services
Group means shown if the results of a one-way analysis of variance test is significant at p<.01

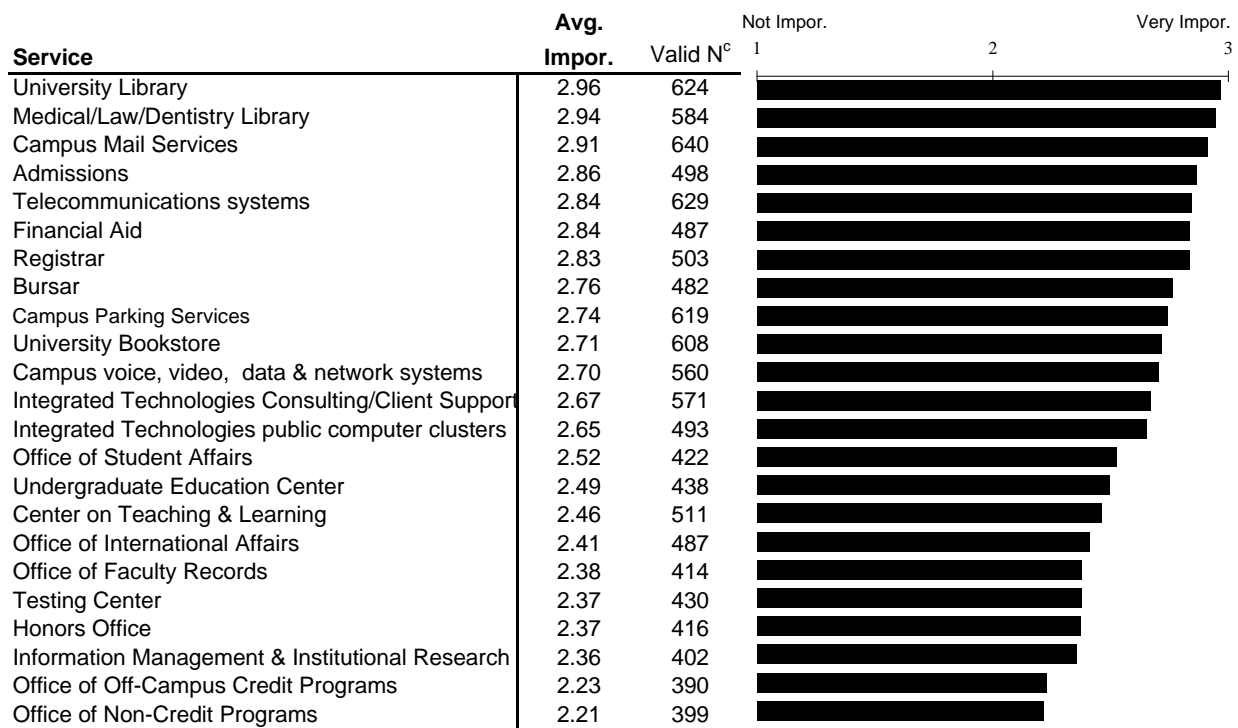|	Campus-Wide	Gender		Rank				Years at IUPUI				Principal Activity			Primary Interest	
		Female (N=218)	Male (N=464)	Full (N=248)	Assoc (N=238)	Asst (N=164)	Other (N=36)	0 - 4 (N=150)	5 - 9 (n=162)	10 - 19 (n=169)	20 + (N=185)	Teaching (N=267)	Research (N=178)	Admin. (N=183)	Teaching (N=309)	Research (N=369)
Use of Campus Services*																
Campus Mail Svcs	2.80							2.68	2.86	2.84	2.79					
Telecommunications systems	2.66	2.33	2.18													
Campus Parking Services	2.37															
Medical/Law/Dentistry Library	2.33											2.13	2.67	2.27	2.21	2.43
University Library	2.22											2.36	2.13	2.09		
University Bookstore	2.16							2.08	2.10	2.26	2.20					
Campus voice, video,data & network sys.	2.12	1.62	1.38													
Integ. Tech. Consulting/Client Support	1.92															
Registrar	1.57			1.66	1.65	1.42	1.23	1.31	1.43	1.65	1.83	1.73	1.34	1.63	1.70	1.47
Office of International Affairs	1.47			1.66	1.42	1.25	1.36								1.36	1.54
Admissions	1.46			1.59	1.49	1.28	1.20	1.28	1.35	1.52	1.63	1.52	1.27	1.54	1.56	1.37
Center on Teaching & Learning	1.46											1.51	1.25	1.59	1.52	1.38
Integ. tech. managed pub. computer clusters	1.38											1.40	1.26	1.47		
Bursar	1.37			1.48	1.38	1.24	1.28	1.25	1.26	1.40	1.54	1.38	1.27	1.49		
Info. Mgmt. & Instit. Research	1.35			1.52	1.31	1.19	1.23	1.19	1.38	1.38	1.44					
Undergraduate Education Ctr.	1.32			1.38	1.38	1.20	1.00	1.15	1.21	1.37	1.49	1.43	1.10	1.38	1.43	1.21
Financial Aid	1.30			1.40	1.35	1.15	1.11	1.18	1.19	1.33	1.47	1.31	1.16	1.46	1.39	1.23
Testing Center	1.29	2.27	2.05					1.15	1.30	1.25	1.40	1.39	1.19	1.26	1.38	1.21
Office of Faculty Records	1.28			1.43	1.22	1.13	1.32	1.12	1.18	1.32	1.47	1.25	1.20	1.44		
Office of Student Affairs	1.27							1.15	1.24	1.26	1.40	1.32	1.15	1.33		
Honors Office	1.26	1.33	1.22	1.30	1.31	1.21	1.00	1.11	1.26	1.28	1.37	1.39	1.14	1.22		
Office of Non-Credit Programs	1.24			1.33	1.21	1.14	1.37	1.14	1.21	1.27	1.35	1.22	1.13	1.39		
Office of Off-Campus Credit Progs.	1.14			1.23	1.12	1.05	1.11	1.07	1.09	1.14	1.24	1.18	1.02	1.24	1.19	1.09
Responses provided on a 3-point scale where 1=Never, 2=Occasionally, and 3=Often																
Importance of Campus Services**																
University Library	2.96															
Medical/Law/Dentistry Library	2.94															
Campus Mail Svcs	2.91															
Admissions	2.86											2.89	2.78	2.94		
Telecommunications systems	2.84															
Financial Aid	2.84	2.96	2.78													
Registrar	2.83	2.91	2.80					2.70	2.81	2.91	2.88				2.90	2.78
Bursar	2.76	2.89	2.71													
Campus Parking Services	2.74	2.77	2.75													
University Bookstore	2.71	2.80	2.67													
Campus voice, video,data & network sys.	2.70	2.84	2.64													
Integ. Tech. Consulting/Client Support	2.67	2.79	2.61													
Integ. tech. managed pub. computer clusters	2.65	2.79	2.58													
Office of Student Affairs	2.52	2.65	2.47													
Undergraduate Education Ctr.	2.49	2.62	2.44													
Center on Teaching & Learning	2.46	2.63	2.37									2.51	2.31	2.53	2.55	2.38
Office of International Affairs	2.41			2.49	2.34	2.32	2.60									
Office of Faculty Records	2.38	2.51	2.32									2.42	2.23	2.47	2.47	2.29
Testing Center	2.37	2.51	2.30									2.44	2.21	2.44	2.47	2.27
Honors Office	2.37	2.48	2.30													
Info. Mgmt. & Instit. Research	2.36	2.49	2.27									2.38	2.19	2.44		
Office of Off-Campus Credit Progs.	2.23															
Office of Non-Credit Programs	2.21	2.35	2.16													
**Responses provided on a 3-point scale where 1=Not At All Important, 2=Somewhat Important, and 3=Very Important*																

Note. The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

A17 (Continued). Group Differences in Use and Perceived Importance of Campus Services

Group means shown if the results of a one-way analysis of variance test is significant at p<.01

	Campus-Wide	School															
		ALHT	BUS	DENT	EDUC	EGTC	HERR	JOUR	LAW	LBA	LIBR	MED	NURS	PED	SPEA	SCI	SWK
		(N=21)	(N=6)	(N=50)	(N=13)	(N=25)	(N=10)	(N=2)	(N=15)	(N=80)	(N=16)	(N=281)	(N=44)	(N=9)	(N=15)	(N=75)	(N=11)
Use of Campus Services																	
Campus Mail Svcs	2.80	2.90	3.00	2.90	2.67	2.78	2.50	2.00	2.47	2.86	2.80	2.81	2.79	2.89	2.80	2.82	2.36
Telecommunications systems	2.66																
Campus Parking Services	2.37																
Medical/Law/Dentistry Library	2.33	2.52	2.25	2.88	1.13	1.39	1.29	1.50	2.80	1.48	1.86	2.74	2.49	1.50	1.47	1.91	1.40
University Library	2.22	2.14	2.50	1.80	2.62	2.36	2.10	2.50	2.29	2.83	3.00	1.84	2.37	2.56	2.80	2.62	2.82
University Bookstore	2.16	2.38	1.83	2.31	2.17	2.09	2.00	2.50	1.80	2.56	2.00	2.04	2.23	2.11	2.27	2.10	2.10
Campus voice, video,data & network sys.	2.12	2.25	2.17	1.90	2.69	1.90	1.50	3.00	2.14	2.33	2.40	1.94	2.29	2.22	2.43	2.38	2.09
Integ. Tech. Consulting/Client Support	1.92	2.00	2.33	1.73	2.23	1.57	1.70	2.00	2.00	2.13	2.40	1.80	2.09	2.11	1.73	1.93	2.18
Registrar	1.57	2.00	1.17	1.46	2.00	1.71	1.90	2.00	1.38	2.17	1.54	1.23	1.63	2.11	1.43	1.92	1.73
Office of International Affairs	1.47	1.25	1.33	1.46	1.50	1.55	1.40	2.00	1.29	1.84	1.40	1.40	1.35	1.33	1.47	1.47	1.45
Admissions	1.46	1.80	1.17	1.56	1.67	1.76	1.80	2.00	1.29	1.68	1.40	1.24	1.47	2.00	1.50	1.60	1.36
Center on Teaching & Learning	1.46	1.62	1.50	1.37	1.50	1.30	1.60	2.00	1.43	1.76	2.27	1.27	1.49	1.89	1.57	1.46	1.45
Integ. tech. managed pub. computer clusters	1.38	1.30	1.33	1.28	1.31	1.36	1.70	1.00	1.43	1.43	1.60	1.24	1.48	1.33	1.40	1.64	1.60
Bursar	1.37	1.65	1.00	1.40	1.73	1.52	1.40	1.50	1.14	1.60	1.40	1.22	1.42	1.89	1.14	1.49	1.45
Info. Mgmt. & Instit. Research	1.35	1.20	1.17	1.30	1.50	1.40	1.40	2.00	1.14	1.51	1.14	1.22	1.50	1.33	1.62	1.51	1.90
Undergraduate Education Ctr.	1.32	1.40	1.00	1.06	1.67	1.85	1.10	1.50	1.07	1.84	1.13	1.05	1.21	2.22	1.36	1.73	1.30
Financial Aid	1.30	1.70	1.00	1.44	1.42	1.40	1.60	1.50	1.07	1.47	1.33	1.12	1.26	1.89	1.36	1.45	1.64
Testing Center	1.29	1.45	1.67	1.53	1.40	1.36	1.00	1.50	1.15	1.48	1.00	1.11	1.42	1.44	1.40	1.46	1.18
Office of Faculty Records	1.28	1.50	1.20	1.23	1.45	1.48	1.60	2.00	1.29	1.32	1.60	1.16	1.28	1.67	1.29	1.38	1.55
Office of Student Affairs	1.27	1.30	1.33	1.31	1.50	1.32	1.20	1.50	1.07	1.63	1.14	1.12	1.26	1.78	1.15	1.40	1.20
Honors Office	1.26	1.40	1.17	1.06	1.27	1.45	1.70	2.00	1.07	1.79	1.00	1.05	1.43	1.44	1.17	1.39	1.11
Office of Non-Credit Programs	1.24	1.40	1.00	1.13	1.17	1.40	1.00	1.50	1.21	1.49	1.57	1.14	1.29	1.33	1.08	1.35	1.10
Office of Off-Campus Credit Progs.	1.14	1.10	1.00	1.02	1.08	1.29	1.00	1.00	1.14	1.53	1.14	1.03	1.16	1.00	1.00	1.22	1.10
Responses provided on a 3-point scale where 1=Never, 2=Occasionally, and 3=Often																	
Importance of Campus Services																	
University Library	2.96																
Medical/Law/Dentistry Library	2.94	3.00	3.00	3.00	3.00	2.71	3.00	3.00	2.86	2.88	3.00	2.97	3.00	3.00	2.86	2.89	2.56
Campus Mail Svcs	2.91																
Admissions	2.86	3.00	3.00	2.93	3.00	2.95	3.00	3.00	2.83	2.95	3.00	2.71	2.89	2.89	3.00	2.94	2.90
Telecommunications systems	2.84	2.95	2.67	2.84	2.92	2.77	2.80	2.50	2.62	2.69	2.92	2.91	2.90	2.78	2.85	2.76	2.89
Financial Aid	2.84	2.94	3.00	2.95	3.00	2.84	3.00	3.00	2.58	2.92	3.00	2.69	2.95	2.89	3.00	2.89	2.90
Registrar	2.83	3.00	2.67	2.90	3.00	2.85	2.80	3.00	2.82	2.94	2.91	2.66	2.92	3.00	2.73	2.94	2.90
Bursar	2.76	3.00	2.67	2.88	2.91	2.80	2.71	2.50	2.58	2.78	2.92	2.63	2.86	2.89	2.80	2.82	3.00
Campus Parking Services	2.74																
University Bookstore	2.71	2.95	2.80	2.74	2.83	2.55	2.40	3.00	2.82	2.73	2.73	2.67	2.90	2.67	2.93	2.60	3.00
Campus voice, video,data & network sys.	2.70																
Integ. Tech. Consulting/Client Support	2.67	2.90	2.83	2.56	3.00	2.36	2.75	3.00	2.55	2.62	2.93	2.64	2.86	2.89	2.43	2.65	2.82
Integ. tech. managed pub. computer clusters	2.65	2.82	2.75	2.68	2.82	2.60	3.00	3.00	2.58	2.71	2.85	2.46	2.82	2.50	2.73	2.79	2.80
Office of Student Affairs	2.52																
Undergraduate Education Ctr.	2.49	2.71	1.67	2.61	2.73	2.62	2.67	2.50	2.44	2.64	2.64	2.29	2.47	2.56	2.73	2.56	2.67
Center on Teaching & Learning	2.46	2.80	2.40	2.49	2.50	2.33	2.75	3.00	2.09	2.45	2.67	2.39	2.68	2.78	2.54	2.31	2.73
Office of International Affairs	2.41																
Office of Faculty Records	2.38																
Testing Center	2.37	2.50	2.33	2.55	2.13	2.35	2.50	2.50	2.33	2.40	2.36	2.18	2.55	2.67	2.42	2.52	2.63
Honors Office	2.37																
Info. Mgmt. & Instit. Research	2.36	2.71	1.67	2.46	2.50	2.07	2.50	2.00	2.10	2.36	2.20	2.24	2.56	2.50	2.70	2.29	2.88
Office of Off-Campus Credit Progs.	2.23																
Office of Non-Credit Programs	2.21																
Responses provided on a 3-point scale where 1=Not At All Important, 2=Somewhat Important, and 3=Very Important																	

Note. The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

A18. Perceptions of the Quality of Campus Services Among Users[a,b]

*Ratings from faculty who **OFFEN or OCCASIONALLY** use the service*

Service	Mean Quality	Valid N[c]
Medical/Law/Dentistry Library	3.41	490
Center on Teaching & Learning	3.30	238
University Library	3.13	539
Office of Faculty Records	3.04	145
Registrar	2.98	271
Office of International Affairs	2.97	246
Telecommunications systems	2.96	599
Office of Off-Campus Credit Programs	2.92	62
Information Management & Institutional Research	2.90	166
Campus voice, video, data & network systems	2.82	444
Admissions	2.82	229
Bursar	2.79	184
Testing Center	2.79	138
Office of Non-Credit Programs	2.79	117
Financial Aid	2.78	152
Honors Office	2.72	127
Office of Student Affairs	2.54	140
Campus Mail Services	2.54	623
Integrated Technologies public computer clusters	2.53	195
Integrated Technologies Consulting/Client Support	2.47	479
Undergraduate Education Center	2.46	153
University Bookstore	2.43	579
Campus Parking Services	2.40	608

[a] Results are presented in order of highest to lowest ratings of quality.

[b] Responses provided on a 4-point scale where 1=Poor, 2=Fair, 3=Good, and 4=Excellent.

[c] Valid N excludes missing data and "No basis for judgement" responses.

A19. Group Differences in Perceived Quality of Campus Services (Among Frequent and Occasional Users)
Group means shown if the results of a one-way analysis of variance test is significant at p<.01

	Campus-Wide	Gender		Rank				Years at IUPUI				Principal Activity			Primary Interest	
		Female (N=218)	*Male* (N=464)	*Full* (N=248)	*Assoc* (N=238)	*Asst* (N=164)	*Other* (N=36)	*0 - 4* (N=150)	*5 - 9* (n=162)	*10 - 19* (n=169)	*20 +* (N=185)	*Teaching* (N=267)	*Research* (N=178)	*Admin.* (N=183)	*Teaching* (N=309)	*Research* (N=369)
Medical/Law/Dentistry Library	3.41															
Center on Teaching & Learning	3.30															
University Library	3.13															
Office of Faculty Records	3.04															
Registrar	2.98														3.09	2.82
Office of International Affairs	2.97															
Telecommunications systems	2.96															
Office of Off-Campus Credit Progs.	2.92															
Info. Mgmt. & Instit. Research	2.90											2.82	2.61	3.17		
Campus voice, video,data & network sys.	2.82	3.01	2.73					2.91	2.84	2.98	2.63					
Admissions	2.82											2.64	2.71	3.09		
Bursar	2.79															
Testing Center	2.79															
Office of Non-Credit Programs	2.79															
Financial Aid	2.78											2.48	2.86	3.04		
Honors Office	2.72															
Office of Student Affairs	2.54															
Campus Mail Svcs	2.54	2.42	2.62									2.65	2.63	2.34		
Integ. tech. managed pub. computer clusters	2.53															
Integ. Tech. Consulting/Client Support	2.47														2.63	2.39
Undergraduate Education Ctr.	2.46															
University Bookstore	2.43														2.59	2.30
Campus Parking Services	2.40															

Responses provided on a 4-point scale where 1=Poor, 2=Fair, 3=Good, and 4=Excellent

	Campus-Wide	School															
		ALHT (N=21)	*BUS* (N=6)	*DENT* (N=50)	*EDUC* (N=13)	*EGTC* (N=25)	*HERR* (N=10)	*JOUR* (N=2)	*LAW* (N=15)	*LBA* (N=80)	*LIBR* (N=16)	*MED* (N=281)	*NURS* (N=44)	*PED* (N=9)	*SPEA* (N=15)	*SCI* (N=75)	*SWK* (N=11)
Medical/Law/Dentistry Library	3.41	3.57	3.33	3.61	3.00	3.40	4.00	3.00	3.29	2.71	3.00	3.49	3.36	4.00	2.50	3.18	3.67
Center on Teaching & Learning	3.30																
University Library	3.13	3.39	2.67	3.47	3.46	3.23	3.13	2.50	3.42	2.84	3.08	3.27	3.16	3.78	2.53	2.71	3.64
Office of Faculty Records	3.04	3.38	2.00	3.14	3.25	3.50	2.60	2.50	3.33	3.33	3.57	2.61	2.91	3.80	3.67	3.00	3.00
Registrar	2.98	3.31	3.00	2.72	3.33	2.92	2.33	3.00	3.25	3.16	3.60	2.60	2.89	3.50	2.75	3.02	3.00
Office of International Affairs	2.97																
Telecommunications systems	2.96																
Office of Off-Campus Credit Progs.	2.92																
Info. Mgmt. & Instit. Research	2.90																
Campus voice, video,data & network sys.	2.82																
Admissions	2.82																
Bursar	2.79																
Testing Center	2.79	3.29	3.00	3.18	3.00	2.14		4.00	3.50	2.17		2.81	3.08	2.67	2.75	2.83	3.50
Office of Non-Credit Programs	2.79																
Financial Aid	2.78																
Honors Office	2.72	3.33	2.00	3.00	2.33	2.86	3.60	3.00	4.00	2.47		2.50	2.73	2.75	3.00	2.77	3.00
Office of Student Affairs	2.54																
Campus Mail Svcs	2.54	2.76	3.00	2.79	3.09	2.29	3.00	1.00	2.70	2.48	2.00	2.47	2.28	2.50	2.80	2.90	2.38
Integ. tech. managed pub. computer clusters	2.53																
Integ. Tech. Consulting/Client Support	2.47																
Undergraduate Education Ctr.	2.46																
University Bookstore	2.43	2.95	1.80	2.80	2.64	2.35	2.00	2.00	2.38	2.00	2.42	2.54	2.83	2.88	2.00	2.16	2.63
Campus Parking Services	2.40																

Responses provided on a 4-point scale where 1=Poor, 2=Fair, 3=Good, and 4=Excellent

Note. The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

Campus Technology Support[a]

A23 (Co

A20. Access/Use of Technology Resources[b]

Extent of agreement with …	Mean	STD	Number of Respondents					Not Appl/	Percentage				
			SA	A	N	D	SD	No Answ.	SA	A	N	D	SD
Adequate access to info tech resources to supp. scholarly activities	0.76	1.03	142	340	82	72	26	71	21%	51%	12%	11%	4%
Adequate access to info tech. resources to supp. teaching activities	0.74	1.03	134	323	83	71	24	126	21%	51%	13%	11%	4%
I've made a real effort to learn to use tech. resources for my classes	0.70	1.02	143	240	145	71	14	161	23%	39%	24%	12%	2%
Grads of my prog. are well-prep.to use computers/other info resources	0.56	0.99	84	282	129	82	17	205	14%	47%	22%	14%	3%

	Mean	%Disagr[c]	(strongly) disagree agree (strongly)	%Agree[c]	Valid N[d]
Adequate access to info tech resources to supp. scholarly activities	0.76	15%		73%	662
Adequate access to info tech. resources to supp. teaching activities	0.74	15%		72%	635
I've made a real effort to learn to use tech. resources for my classes	0.70	14%		62%	613
Grads of my prog. are well-prep.to use computers/other info resources	0.56	17%		62%	594
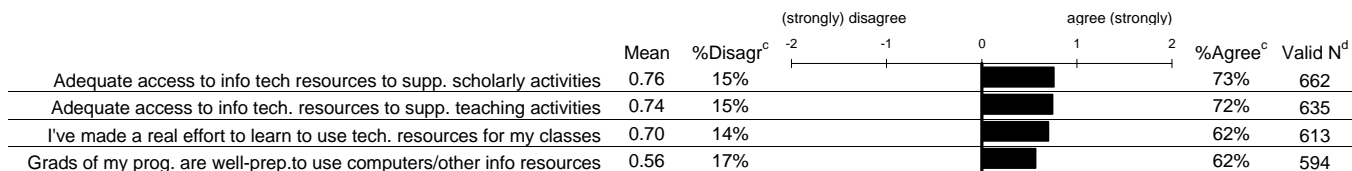
[a] Results presented in order from highest to lowest average extent of agreement.

[b] Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Neutral (N), -1=Disagree (D), and -2=Strongly Disagree (SD).

[c] Dissatisfied values include dissatisfied and very dissatisfied; satisfied values include satisfied and very satisfied

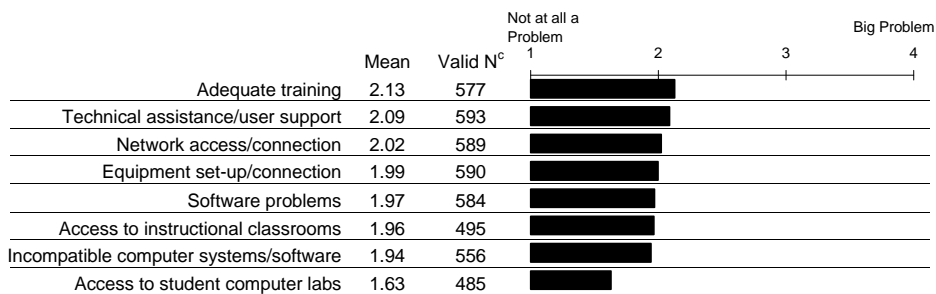[d] Valid N excludes missing data and those responding "not applicable"

Notes: Percentages do not add to 100% because of excluded neutral category

Mean includes neutral responses but excludes "not applicable" responses

Campus Technology Support (continued)[a]

A21. Problems with Technology Support[b]

Experience of problems with …	Mean	STD	Number of Respondents				No Answ.	Percentage			
			BP	MP	SP	NP		BP	MP	SP	NP
Adequate training	2.13	0.98	60	140	190	187	131	10%	24%	33%	32%
Technical assistance/user support	2.09	1.00	72	110	208	203	115	12%	19%	35%	34%
Network access/connection	2.02	0.99	59	117	190	223	119	10%	20%	32%	38%
Equipment set-up/connection	1.99	0.99	60	109	189	232	118	10%	18%	32%	39%
Software problems	1.97	0.93	41	120	202	221	124	7%	21%	35%	38%
Access to instructional classrooms	1.96	1.00	50	87	152	206	213	10%	18%	31%	42%
Incompatible computer systems/software	1.94	0.95	50	88	197	221	152	9%	16%	35%	40%
Access to student computer labs	1.63	0.86	21	58	125	281	223	4%	12%	26%	58%

	Mean	Valid N[c]	Not at all a Problem 1	2	3	Big Problem 4
Adequate training	2.13	577				
Technical assistance/user support	2.09	593				
Network access/connection	2.02	589				
Equipment set-up/connection	1.99	590				
Software problems	1.97	584				
Access to instructional classrooms	1.96	495				
Incompatible computer systems/software	1.94	556				
Access to student computer labs	1.63	485				

[a] Results presented in order from highest to lowest average degree of problems

[b] Responses provided on a 4-point scale where 4=Big Problem (BP), 3=Moderate Problem (MP), 2=Slight Problem (SP), and 1=Not at all a Problem (NP).
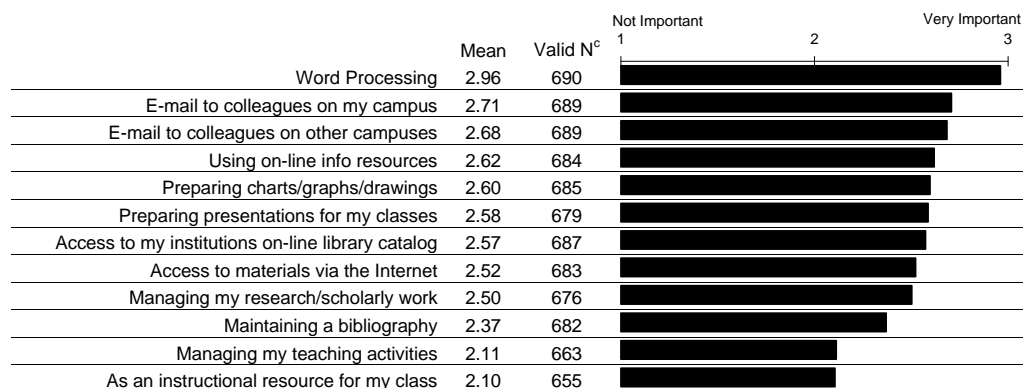
[c] Valid N excludes missing data.

Campus Technology Support (continued)[a]

A22. Importance of Specific Technologies[b]

Importance to your work of …	Mean	STD	Number of Respondents			No Answ.	Percentage		
			VI	SI	NI		VI	SI	NI
Word Processing	2.96	0.22	664	23	3	18	96%	3%	0%
E-mail to colleagues on my campus	2.71	0.59	535	105	49	19	78%	15%	7%
E-mail to colleagues on other campuses	2.68	0.60	521	117	51	19	76%	17%	7%
Using on-line info resources	2.62	0.60	465	176	43	24	68%	26%	6%
Preparing charts/graphs/drawings	2.60	0.61	451	191	43	23	66%	28%	6%
Preparing presentations for my classes	2.58	0.63	449	178	52	29	66%	26%	8%
Access to my institutions on-line library ca	2.57	0.63	445	190	52	21	65%	28%	8%
Access to materials via the Internet	2.52	0.66	419	201	63	25	61%	29%	9%
Managing my research/scholarly work	2.50	0.68	409	196	71	32	61%	29%	11%
Maintaining a bibliography	2.37	0.71	344	245	93	26	50%	36%	14%
Managing my teaching activities	2.11	0.76	230	276	157	45	35%	42%	24%
As an instructional resource for my class	2.10	0.71	204	315	136	53	31%	48%	21%

	Mean	Valid N[c]
Word Processing	2.96	690
E-mail to colleagues on my campus	2.71	689
E-mail to colleagues on other campuses	2.68	689
Using on-line info resources	2.62	684
Preparing charts/graphs/drawings	2.60	685
Preparing presentations for my classes	2.58	679
Access to my institutions on-line library catalog	2.57	687
Access to materials via the Internet	2.52	683
Managing my research/scholarly work	2.50	676
Maintaining a bibliography	2.37	682
Managing my teaching activities	2.11	663
As an instructional resource for my class	2.10	655

[a] Results presented in order from highest to lowest average importance

[b] Responses provided on a 3-point scale where 3=Very Important (VI), 2=Somewhat Important (SI), 1=Not Important (NI).

[c] Valid N excludes missing data.

A23. Group Differences in Perceptions about Technology Support
Group means shown if the results of a one-way analysis of variance test is significant at p<.01

	Campus-Wide	Gender		Rank				Years at IUPUI				Principal Activity			Primary Interest	
		Female (N=218)	*Male* (N=464)	*Full* (N=248)	*Assoc* (N=238)	*Asst* (N=164)	*Other* (N=36)	*0 - 4* (N=150)	*5 - 9* (n=162)	*10 - 19* (n=169)	*20 +* (n=185)	*Teaching* (N=267)	*Research* (N=178)	*Admin.* (N=183)	*Teaching* (N=309)	*Research* (N=369)
Access/Use of Technology Resources																
Adequate access to info tech resources to supp. scholarly activities	0.76															
Adequate access to info tech. resources to supp. teaching activities	0.74															
I've made a real effort to learn to use tech. resources for my classes	0.70														0.85	0.55
Grads of my prog. are well-prep.to use computers/other info resources	0.56															
*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Neutral (N), -1=Disagree (D), and -2=Strongly Disagree (SD)																
Experience with Technology Support*																
Access to student computer labs	3.37															
Incompatible computer systems/software	3.06															
Access to instructional classrooms	3.04	2.16	1.85													
Software problems	3.03															
Equipment set-up/connection	3.01															
Network access/connection	2.98															
Technical assistance/user support	2.91															
Adequate training	2.87															
**Responses provided on a 4-point scale where 4=Big Problem (BP), 3=Moderate Problem (MP), 2=Slight Problem (SP), and 1=Not at all a Problem (NP)																
Importance of Technology Support*																
Word Processing	2.96															
E-mail to colleagues on my campus	2.71	2.84	2.65													
E-mail to colleagues on other campuses	2.68	2.79	2.63					2.83	2.78	2.67	2.50	2.60	2.81	2.68	2.60	2.75
Using on-line info resources	2.62							2.76	2.68	2.61	2.49	2.52	2.73	2.63		
Preparing charts/graphs/drawings	2.60	2.50	2.63					2.73	2.64	2.63	2.42	2.42	2.86	2.59	2.51	2.67
Preparing presentations for my classes	2.58														2.67	2.52
Access to my institutions on-line library catalog	2.57	2.69	2.52					2.78	2.62	2.53	2.45					
Access to materials via the Internet	2.52							2.68	2.61	2.47	2.35	2.44	2.63	2.55		
Managing my research/scholarly work	2.50							2.65	2.54	2.52	2.33	2.35	2.73	2.48	2.35	2.64
Maintaining a bibliography	2.37	2.48	2.31					2.53	2.43	2.30	2.25	2.22	2.55	2.37	2.23	2.49
Managing my teaching activities	2.11	2.23	2.05									2.26	1.93	2.03	2.25	2.01
As an instructional resource for my class	2.10	2.23	2.05													
***Responses provided on a 3-point scale where 3=Very Important (VI), 2=Somewhat Important (SI), and 1=Not Important (NI)																

Note. The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

A23 (Continued). Group Differences in Perceptions about Technology Support

Group means shown if the results of a one-way analysis of variance test is significant at p<.01

	Campus-Wide	School															
		ALHT (N=21)	*BUS* (N=6)	*DENT* (N=50)	*EDUC* (N=13)	*EGTC* (N=25)	*HERR* (N=10)	*JOUR* (N=2)	*LAW* (N=15)	*LBA* (N=80)	*LIBR* (N=16)	*MED* (N=281)	*NURS* (N=44)	*PED* (N=9)	*SPEA* (N=15)	*SCI* (N=75)	*SWK* (N=11)
Access/Use of Technology Resources*																	
Adequate access to info tech resources to supp. scholarly activities	0.76	0.86	0.00	0.65	0.92	0.87	0.40	1.00	0.92	0.55	0.88	0.69	0.93	1.22	0.93	1.13	-0.18
Adequate access to info tech. resources to supp. teaching activities	0.74	0.95	0.00	0.39	0.75	0.63	0.70	1.00	0.82	0.83	0.92	0.66	1.02	1.22	0.64	1.16	-0.18
I've made a real effort to learn to use tech. resources for my classes	0.70	1.05	0.40	0.73	1.08	1.30	1.00	1.50	0.17	0.80	1.80	0.41	0.98	1.11	0.73	0.67	0.36
Grads of my prog. are well-prep.to use computers/other info resources	0.56	0.90	-0.20	0.19	0.83	1.09	0.00	1.50	0.83	0.42	0.33	0.51	0.26	1.33	0.86	1.10	-0.20

*Responses provided on a 5-point scale where 2=Strongly Agree (SA), 1=Agree (A), 0=Neutral (N), -1=Disagree (D), and -2=Strongly Disagree (SD)

	Campus-Wide	*ALHT*	*BUS*	*DENT*	*EDUC*	*EGTC*	*HERR*	*JOUR*	*LAW*	*LBA*	*LIBR*	*MED*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*
Experience with Technology Support**																	
Access to student computer labs	3.37																
Incompatible computer systems/software	3.06																
Access to instructional classrooms	3.04	1.67	1.75	2.43	1.82	2.06	2.13	3.00	2.18	2.00	2.27	1.79	2.17	1.44	2.78	1.66	2.67
Software problems	3.03	1.70	3.17	2.15	1.82	2.33	1.78	2.50	2.17	2.01	2.00	1.92	1.73	1.56	1.80	1.83	2.78
Equipment set-up/connection	3.01	1.95	3.00	2.21	2.00	1.84	2.78	2.00	2.25	2.31	2.29	1.94	1.49	1.56	1.40	1.77	2.56
Network access/connection	2.98	1.90	2.40	2.09	1.92	2.30	2.56	1.50	2.42	2.14	1.93	2.03	1.66	1.44	1.36	1.76	3.22
Technical assistance/user support	2.91	1.65	3.17	2.15	1.83	2.40	2.11	3.00	2.25	2.28	2.23	2.00	1.64	1.63	1.90	2.00	3.11
Adequate training	2.87	1.74	3.00	2.39	1.83	2.37	2.13	3.00	2.00	2.29	2.43	2.04	1.68	2.00	2.10	2.03	3.11

**Responses provided on a 4-point scale where 4=Big Problem (BP), 3=Moderate Problem (MP), 2=Slight Problem (SP), and 1=Not at all a Problem (NP)

	Campus-Wide	*ALHT*	*BUS*	*DENT*	*EDUC*	*EGTC*	*HERR*	*JOUR*	*LAW*	*LBA*	*LIBR*	*MED*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*
Importance of Technology Support**																	
Word Processing	2.96																
E-mail to colleagues on my campus	2.71	2.86	2.83	2.85	3.00	2.76	1.80	3.00	2.50	2.72	3.00	2.62	2.93	2.78	2.93	2.73	2.82
E-mail to colleagues on other campuses	2.68	2.71	2.83	2.71	3.00	2.63	1.80	3.00	2.50	2.75	3.00	2.62	2.86	2.22	2.60	2.78	2.73
Using on-line info resources	2.62	2.57	2.67	2.60	2.69	2.48	1.80	3.00	2.64	2.67	3.00	2.67	2.52	2.44	2.47	2.57	2.60
Preparing charts/graphs/drawings	2.60	2.43	2.50	2.79	2.23	2.68	1.89	2.50	1.64	2.05	2.44	2.79	2.56	2.33	2.53	2.74	2.73
Preparing presentations for my classes	2.58	2.90	2.33	2.83	2.69	2.68	2.40	3.00	2.21	2.37	2.47	2.58	2.81	2.67	2.67	2.42	2.82
Access to my institutions on-line library catalog	2.57	2.57	2.50	2.73	2.62	2.56	2.00	2.50	2.36	2.78	3.00	2.49	2.68	2.44	2.60	2.51	2.82
Access to materials via the Internet	2.52																
Managing my research/scholarly work	2.50	2.30	2.60	2.54	2.38	2.13	2.00	3.00	2.43	2.36	2.75	2.60	2.60	2.11	2.73	2.38	2.82
Maintaining a bibliography	2.37	2.14	2.17	2.63	2.46	2.00	2.20	2.50	2.14	2.14	2.40	2.48	2.67	2.00	2.07	2.11	2.64
Managing my teaching activities	2.11	2.40	2.00	2.26	2.31	2.13	2.20	3.00	2.07	1.92	2.29	2.00	2.48	2.56	2.20	2.08	2.55
As an instructional resource for my class	2.10	2.05	2.40	2.33	2.38	2.24	1.75	2.00	2.07	2.14	2.50	1.93	2.32	2.33	2.29	2.16	2.45

***Responses provided on a 3-point scale where 3=Very Important (VI), 2=Somewhat Important (SI), and 1=Not Important (NI)

Note. The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

A24. Use of Instructional Methods[a]

Usage in first undergraduate course you teach this semester …	Number			Percentage		
	Currently Using	Would Like to Use	No Answ.	Currently Using	Would Like to Use	
Library reserve materials	206	75	427	29%	11%	
Student presentations	201	63	444	28%	9%	
Grading based on specified levels of student competence	197	57	454	28%	8%	
Multiple choice midterm &/or final	193	33	482	27%	5%	
Computer software	186	103	419	26%	15%	
Video	178	71	459	25%	10%	
Essay midterm &/or final	176	44	488	25%	6%	
Study teams/groups/assignments	170	63	475	24%	9%	
Major paper at end of term	168	35	505	24%	5%	
Multiple drafts of written work	151	48	509	21%	7%	
Custom course packets/reprints	128	115	465	18%	16%	
Team teaching	128	91	489	18%	13%	
E-mail to students in the class	123	136	449	17%	19%	
Materials found via the Internet	119	98	491	17%	14%	
Computer lab assignments	114	105	489	16%	15%	
Weekly feedback to students on their performance	110	70	528	16%	10%	
Grading on a curve	106	33	569	15%	5%	
Weekly/bi-weekly writing assignments	101	54	553	14%	8%	
Multimedia presentations/resources	84	127	497	12%	18%	
Audio	82	45	581	12%	6%	
Student evaluations of each other's work	80	80	548	11%	11%	
Computer simulations or courseware	65	146	497	9%	21%	
CD ROM	60	148	500	8%	21%	
Self-paced instruct. software/learning resources	43	130	535	6%	18%	
Audio/teleconferencing	32	76	600	5%	11%	
Distance learning	30	93	585	4%	13%	
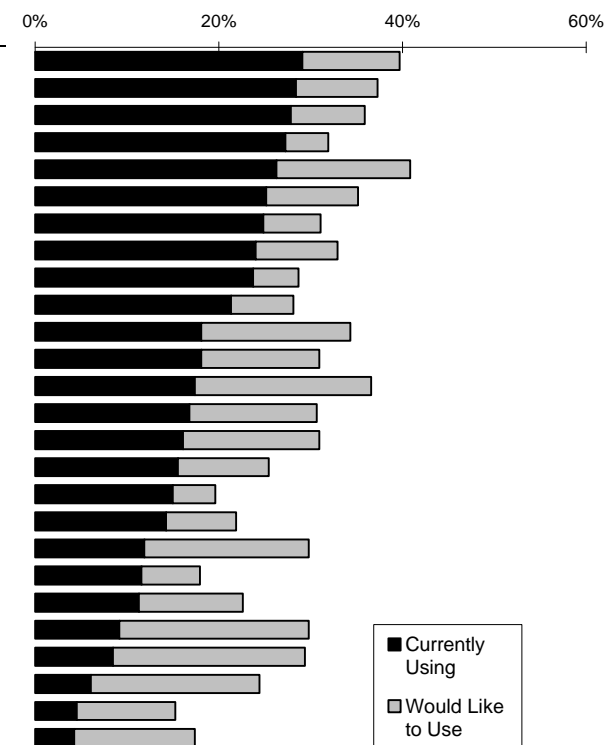
[a] *Results presented in order of highest to lowest percentage of current use.*

A25. Group Differences in Use of Instructional Materials
Group percentages shown if the results of a Chi-Square test for independence is significant at p<.01

	Campus-Wide	Gender Female (N=218)	Male (N=464)	Rank Full (N=248)	Assoc (N=238)	Asst (N=164)	Other (N=36)	Years at IUPUI 0-4 (N=150)	5-9 (n=162)	10-19 (n=169)	20+ (N=185)	Principal Activity Teaching (N=267)	Research (N=178)	Admin. (N=183)	Primary Interest Teaching (N=309)	Research (N=369)
Percent Currently Using																
Library reserve materials	29%			30%	36%	23%	14%					38%	24%	24%		
Custom course packets/reprints	18%	25%	16%					9%	23%	18%	24%	29%	11%	10%	26%	13%
Computer software	26%											36%	16%	25%	31%	23%
Computer lab assignments	16%											26%	6%	14%	22%	12%
Computer simulations or courseware	9%											13%	6%	7%		
Distance learning	4%											6%	0%	5%		
Student presentations	28%	39%	24%	25%	34%	31%	8%					39%	18%	22%		
Multiple drafts of written work	21%	29%	18%									29%	14%	16%		
Study teams/groups/assignments	24%	33%	20%	19%	32%	24%	11%					34%	13%	19%	29%	20%
Team teaching	18%															
E-mail to students in the class	17%											22%	11%	16%		
Weekly/bi-weekly writing assignments	14%											22%	4%	12%	18%	11%
Major paper at end of term	24%	30%	21%									35%	15%	17%		
Video	25%	33%	22%	20%	29%	32%	3%					38%	12%	18%	31%	20%
Audio	12%											18%	6%	8%		
Materials found via the Internet	17%											18%	15%	19%		
Multimedia presentations/resources	12%															
CD ROM	8%															
Audio/teleconferencing	5%															
Self-paced instruct. software/learning resources	6%							1%	4%	10%	8%	10%	2%	4%	9%	3%
Student evaluations of each other's work	11%	19%	8%									19%	5%	8%	16%	8%
Multiple choice midterm &/or final	27%											42%	21%	13%	36%	21%
Essay midterm &/or final	25%											31%	23%	19%		
Weekly feedback to students on their performance	16%											24%	7%	10%		
Grading on a curve	15%	9%	18%									16%	21%	7%		
Grading based on specified levels of student competence	28%			26%	33%	29%	6%					43%	15%	19%	33%	23%
Percent Who Would Like to Use																
Library reserve materials	11%															
Custom course packets/reprints	16%															
Computer software	15%															
Computer lab assignments	15%															
Computer simulations or courseware	21%														26%	16%
Distance learning	13%											18%	8%	14%		
Student presentations	9%															
Multiple drafts of written work	7%															
Study teams/groups/assignments	9%															
Team teaching	13%	18%	11%													
E-mail to students in the class	19%															
Weekly/bi-weekly writing assignments	8%															
Major paper at end of term	5%															
Video	10%	6%	12%													
Audio	6%															
Materials found via the Internet	14%															
Multimedia presentations/resources	18%											26%	13%	13%		
CD ROM	21%											30%	15%	16%	28%	17%
Audio/teleconferencing	11%															
Self-paced instruct. software/learning resources	18%															
Student evaluations of each other's work	11%											16%	9%	7%		
Multiple choice midterm &/or final	5%															
Essay midterm &/or final	6%															
Weekly feedback to students on their performance	10%											14%	8%	6%	13%	7%
Grading on a curve	5%															
Grading based on specified levels of student competence	8%															

Note. The group 'N' represents the overall number of respondents in each group. For any given item, the valid N will generally be less than this number due to missing values.

A25 (Continued). Group Differences in Use of Instructiona **A23 (Continued).** Group Differences in Perceptions about Technology Support

Group percentages shown if the results of a Chi-Square test for independence is significant at p<.01

	Campus-Wide	ALHT (N=21)	BUS (N=6)	DENT (N=50)	EDUC (N=13)	EGTC (N=25)	HERR (N=10)	JOUR (N=2)	LAW (N=15)	LBA (N=80)	LIBR (N=16)	MED (N=281)	NURS (N=44)	PED (N=9)	SPEA (N=15)	SCI (N=75)	SWK (N=11)
Percent Currently Using																	
Library reserve materials	29%	29%	17%	52%	46%	20%	60%	50%	20%	48%	19%	17%	18%	67%	47%	40%	45%
Custom course packets/reprints	18%	43%	50%	28%	54%	24%	0%	0%	20%	20%	13%	8%	50%	22%	47%	9%	9%
Computer software	26%	38%	17%	16%	46%	76%	30%	100%	20%	34%	31%	14%	32%	33%	33%	40%	18%
Computer lab assignments	16%	38%	0%	8%	23%	68%	30%	100%	7%	19%	6%	3%	25%	22%	20%	36%	9%
Computer simulations or courseware	9%	5%	0%	8%	8%	36%	10%	0%	0%	8%	0%	2%	11%	22%	20%	29%	9%
Distance learning	4%	0%	0%	4%	23%	12%	0%	0%	0%	9%	0%	1%	11%	0%	0%	7%	9%
Student presentations	28%	71%	50%	24%	69%	56%	50%	50%	20%	44%	6%	13%	36%	56%	60%	25%	45%
Multiple drafts of written work	21%	29%	50%	28%	77%	28%	30%	50%	13%	39%	0%	10%	30%	11%	40%	20%	36%
Study teams/groups/assignments	24%	62%	50%	22%	62%	72%	30%	50%	7%	43%	19%	7%	30%	67%	53%	21%	36%
Team teaching	18%	57%	0%	38%	31%	24%	0%	0%	7%	14%	19%	17%	18%	11%	7%	9%	18%
E-mail to students in the class	17%	5%	33%	12%	46%	36%	0%	100%	13%	29%	13%	8%	20%	44%	40%	28%	18%
Weekly/bi-weekly writing assignments	14%	19%	0%	8%	54%	28%	0%	50%	7%	41%	0%	2%	23%	56%	27%	16%	18%
Major paper at end of term	24%	52%	50%	16%	77%	60%	10%	50%	20%	54%	6%	6%	36%	33%	73%	17%	45%
Video	25%	52%	50%	26%	54%	24%	30%	50%	13%	46%	13%	13%	34%	67%	27%	25%	36%
Audio	12%	19%	0%	12%	15%	8%	10%	50%	7%	28%	0%	7%	11%	33%	0%	12%	18%
Materials found via the Internet	17%	0%	33%	18%	38%	20%	10%	100%	13%	33%	31%	9%	11%	0%	33%	25%	18%
Multimedia presentations/resources	12%	29%	33%	16%	8%	16%	20%	0%	7%	21%	13%	5%	7%	33%	13%	16%	9%
CD ROM	8%																
Audio/teleconferencing	5%																
Self-paced instruct. software/learning resources	6%																
Student evaluations of each other's work	11%	19%	17%	12%	31%	20%	30%	0%	0%	23%	0%	3%	20%	67%	20%	7%	45%
Multiple choice midterm &/or final	27%	57%	50%	46%	15%	36%	10%	100%	7%	30%	0%	13%	45%	44%	33%	45%	36%
Essay midterm &/or final	25%	43%	33%	24%	46%	32%	30%	100%	20%	64%	13%	9%	11%	67%	67%	29%	45%
Weekly feedback to students on their performance	16%	29%	0%	12%	23%	44%	30%	50%	7%	31%	13%	4%	27%	56%	33%	12%	27%
Grading on a curve	15%	10%	33%	18%	15%	28%	10%	50%	20%	15%	0%	9%	5%	33%	27%	36%	27%
Grading based on specified levels of student competence	28%	57%	33%	30%	62%	56%	70%	50%	13%	49%	6%	8%	48%	44%	40%	36%	27%
Percent Who Would Like to Use																	
Library reserve materials	11%	10%	0%	2%	15%	32%	10%	0%	13%	20%	6%	6%	16%	0%	20%	13%	0%
Custom course packets/reprints	16%	29%	17%	8%	23%	28%	30%	50%	20%	33%	6%	10%	5%	33%	7%	24%	45%
Computer software	15%																
Computer lab assignments	15%																
Computer simulations or courseware	21%	43%	17%	36%	38%	24%	0%	50%	27%	25%	6%	14%	23%	33%	13%	27%	18%
Distance learning	13%	24%	0%	20%	38%	20%	0%	0%	13%	20%	13%	7%	18%	33%	20%	11%	9%
Student presentations	9%	0%	0%	10%	8%	16%	20%	0%	7%	18%	13%	4%	7%	11%	13%	20%	9%
Multiple drafts of written work	7%																
Study teams/groups/assignments	9%																
Team teaching	13%	5%	17%	6%	38%	28%	40%	50%	13%	28%	6%	5%	20%	22%	27%	13%	9%
E-mail to students in the class	19%																
Weekly/bi-weekly writing assignments	8%																
Major paper at end of term	5%																
Video	10%																
Audio	6%																
Materials found via the Internet	14%																
Multimedia presentations/resources	18%	14%	17%	26%	46%	40%	30%	0%	13%	23%	13%	11%	27%	33%	27%	20%	18%
CD ROM	21%	43%	17%	38%	31%	48%	30%	0%	13%	25%	0%	13%	25%	22%	13%	24%	27%
Audio/teleconferencing	11%	5%	0%	18%	46%	24%	0%	0%	7%	19%	6%	6%	14%	22%	7%	5%	27%
Self-paced instruct. software/learning resources	18%	24%	33%	32%	38%	44%	0%	50%	13%	30%	13%	11%	11%	44%	7%	21%	18%
Student evaluations of each other's work	11%	5%	0%	24%	15%	36%	10%	0%	7%	15%	13%	7%	14%	0%	7%	12%	0%
Multiple choice midterm &/or final	5%																
Essay midterm &/or final	6%																
Weekly feedback to students on their performance	10%																
Grading on a curve	5%																
Grading based on specified levels of student competence	8%																

Note. The group 'N' represents the overall number of respondents in each group. For any given analysis, the valid N will generally be less than the this number due to missing values

1996 IUPUI Faculty Survey

Faculty participate in evaluation of and decision-making about IUPUI's programs and services in many ways. In order to expand this base of participation, the Office of Planning and Institutional Improvement has developed the following survey. It is designed to collect faculty opinions and perceptions about IUPUI in general and about several important aspects of the faculty work environment. This questionnaire will take only 10-15 minutes to complete and the results will be tabulated by the Office of Information Management and Institutional Research.

DO NOT PLACE YOUR NAME ON THIS SURVEY

ALL ANSWERS ARE GUARANTEED TO BE CONFIDENTIAL AND ANONYMOUS—You are identified by name on the return envelop for response tracking purposes only. When your response is received the survey instrument will be removed from the envelop and your name will be taken off the mailing list for any follow-up mailings. **NAMES WILL NEVER BE CONNECTED TO ANSWERS.**

If you have any questions, do not hesitate to call the Office of Planning and Institutional Improvement at 274-4111

Please use the enclosed return address envelope to return the questionnaire in <u>Campus Mail</u>. The survey will be delivered to:

<div align="center">

Faculty Survey Project
Union Building Room G003
IUPUI

</div>

Thank you in advance for your participation.

1996 IUPUI Faculty Survey

The opinions you express here will help IUPUI faculty and administrators in making decisions about a broad range of activities. As you answer these questions, think about your experiences at IUPUI over the past year.

The Quality of IUPUI

Please indicate how you would rate each of the following aspects of IUPUI by circling the appropriate letters on the following scale:

EX=Excellent; GD=Good; FR=Fair; PR=Poor

1.	The reputation of IUPUI in Indianapolis	EX	GD	FR	PR
2.	The reputation of IUPUI in Indiana	EX	GD	FR	PR
3.	The reputation of IUPUI nationally	EX	GD	FR	PR
4.	The national reputation of my program (discipline)	EX	GD	FR	PR
5.	The quality of overall teaching in my unit	EX	GD	FR	PR
6.	The quality of overall research in my unit	EX	GD	FR	PR
7.	The quality of overall professional service (application of disciplinary expertise) in my unit	EX	GD	FR	PR
8.	The quality of faculty service to the institution	EX	GD	FR	PR
9.	The quality of interdisciplinary teaching and research	EX	GD	FR	PR
10.	The scholarly and professional competence of my colleagues	EX	GD	FR	PR
11.	The quality of undergraduate students at IUPUI	EX	GD	FR	PR
12.	The quality of graduate or graduate-professional students in my school	EX	GD	FR	PR
13.	The quality of administrative leadership in my department	EX	GD	FR	PR
14.	The quality of administrative leadership in my school	EX	GD	FR	PR
15.	The quality of administrative leadership in central administration	EX	GD	FR	PR

The Campus Environment

Next, indicate how <u>satisfied</u> you are with each of the following aspects of the campus environment by circling the appropriate letters on the following scale:

VS=Very Satisfied; S=Satisfied; N=Neutral; D=Dissatisfied; VD=Very Dissatisfied; NA=Not applicable/No basis for judgment

16.	The clarity of objectives and plans for the next few years in my unit	VS	S	N	D	VD	NA
17.	The clarity of objectives and plans for the next few years at IUPUI	VS	S	N	D	VD	NA
18.	The identity and sense of community at IUPUI	VS	S	N	D	VD	NA
19.	IUPUI's connections with the local community	VS	S	N	D	VD	NA
20.	The quality of academic programs	VS	S	N	D	VD	NA
21.	The quality of student academic support programs and services	VS	S	N	D	VD	NA
22.	The quality of student activity support programs and services	VS	S	N	D	VD	NA
23.	The availability of parking on campus	VS	S	N	D	VD	NA
24.	The cost of parking on campus	VS	S	N	D	VD	NA

The Faculty Work Environment

Continue to use the same scale to rate your satisfaction with the following aspects of the faculty work environment

	VS	S	N	D	VD	NA
25. Faculty morale in my unit	VS	S	N	D	VD	NA
26. The level of contribution by colleagues in my unit to teaching	VS	S	N	D	VD	NA
27. The level of contribution by colleagues in my unit to research	VS	S	N	D	VD	NA
28. The level of contribution by colleagues in my unit to professional service	VS	S	N	D	VD	NA
29. Faculty development opportunities in my unit	VS	S	N	D	VD	NA
30. Faculty development opportunities at IUPUI	VS	S	N	D	VD	NA
31. Collaboration among my colleagues on projects of mutual interest	VS	S	N	D	VD	NA
32. The level of collegiality in my unit	VS	S	N	D	VD	NA
33. The level of collegiality at IUPUI	VS	S	N	D	VD	NA
34. Faculty salary levels	VS	S	N	D	VD	NA
35. Fringe benefits (retirement, early retirement, health care, etc.)	VS	S	N	D	VD	NA
36. Access through the library to materials I need for my research	VS	S	N	D	VD	NA
37. My overall job satisfaction	VS	S	N	D	VD	NA
38. The emphasis placed on teaching in my unit	VS	S	N	D	VD	NA
39. The emphasis placed on research in my unit	VS	S	N	D	VD	NA
40. The emphasis placed on professional service in my unit	VS	S	N	D	VD	NA
41. Rewards and recognition for teaching	VS	S	N	D	VD	NA
42. Rewards and recognition for research and scholarly activity	VS	S	N	D	VD	NA
43. Rewards and recognition for professional service	VS	S	N	D	VD	NA
44. Rewards and recognition for institutional service	VS	S	N	D	VD	NA
45. The role of peer review in evaluating teaching	VS	S	N	D	VD	NA
46. The role of peer review in evaluating research	VS	S	N	D	VD	NA
47. The role of peer review in evaluating professional service	VS	S	N	D	VD	NA

For each of the following items, place an "x" in the appropriate circle:

48. How would you characterize your interests in teaching and research?
    - ❍ Much more interest in research/creative work
    - ❍ Interest in both, but tending toward research
    - ❍ Interest in both, but tending toward teaching
    - ❍ Much more interest in teaching

49. What is your principal activity in your current position?
    - ❍ teaching
    - ❍ administration
    - ❍ research
    - ❍ services to students or faculty
    - ❍ other college/university services

50. Gender:
    - ❍ female
    - ❍ male

51. What is your current academic rank?
    - ❍ professor
    - ❍ associate professor
    - ❍ assistant professor
    - ❍ lecturer
    - ❍ other academic rank/not ranked

52. Do you hold a clinical rank appointment?
    - ❍ professor
    - ❍ associate professor

53. In what year did you begin your faculty position at IUPUI?

    19_____

54. In what school is your current academic appointment?

    _____

Satisfaction scale:

VS=Very Satisfied;   S=Satisfied;   N=Neutral;   D=Dissatisfied;   VD=Very Dissatisfied;
NA=Not applicable/No basis for judgment

Perceptions of Student Welfare

Please indicate your level of satisfaction with each of the following aspects of IUPUI student welfare

55. The ability of IUPUI to meet the educational needs of entering students	VS	S	N	D	VD	NA
56. The availability of computers in public clusters	VS	S	N	D	VD	NA
57. Availability of faculty for discussions with students outside classes	VS	S	N	D	VD	NA
58. The quality of special classrooms (labs, training facilities)	VS	S	N	D	VD	NA
59. Students' opportunities to work with other students in groups or teams	VS	S	N	D	VD	NA
60. The relationship of courses in our major to students' career goals/objectives	VS	S	N	D	VD	NA
61. The use we make of technology in our classrooms in my unit	VS	S	N	D	VD	NA
62. Students' opportunities to obtain help in using computers	VS	S	N	D	VD	NA
63. Academic advising available to majors in my unit	VS	S	N	D	VD	NA
64. Opportunities my unit provides for students to participate in community service	VS	S	N	D	VD	NA
65. Opportunities IUPUI provides for students to participate in overseas study	VS	S	N	D	VD	NA
66. Opportunities my unit provides for students to participate in faculty members' research	VS	S	N	D	VD	NA
67. 67. The classroom environment (lighting, heating, etc.) for courses taught by faculty in my unit	VS	S	N	D	VD	NA

68. Should students receive preference for the closest parking spaces

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
❍	❍	❍	❍	❍

69. If it were made available to faculty, how likely would you be to purchase the lower cost "E" parking sticker with its attendant parking lot restrictions.

Not at all Likely	Somewhat Likely	Very Likely
❍	❍	❍

70. During the last year, approximately how many hours **per week** on average have you spent talking with undergraduate students outside the classroom (excluding regularly scheduled office hours, independent study, and individualized instruction)?

(indicate average number of hours →)

(continued on next page)

Perceptions of Campus Services

Please rate each of the following offices or services by circling your response using the three sets of scales. First indicate your frequency of contact or use, followed by your perceptions of the importance of each service to IUPUI and your judgment of the quality of that office or service.

SERVICE	Contacted or Used			Importance to IUPUI			Quality of Service				
	Often	Occasion-ally	Never	Very Important	Somewhat Important	Not Important	Excellent	Good	Fair	Poor	I have no knowledge
71. Center on Teaching & Learning	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
72. University Library	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
73. Medical/Law/Dentistry Library (as appropriate)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
74. Integrated Technologies Consulting and Client Support	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
75. Campus voice, video, data, and network systems	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
76. Telecommunications systems (telephones, paging, answering/conferencing services)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
77. Integrated Technologies managed public computing clusters	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
78. Office of International Affairs	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
79. Testing Center	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
80. Office of Faculty Records	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
81. University Bookstore	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
82. Information Mgmt & Institutional Research	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
83. Campus mail services	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
84. Admissions	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
85. Financial Aid	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
86. Bursar	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
87. Registrar	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
88. Office of Off-Campus Credit Programs	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
89. Office of Non-Credit Programs (Cont Studies)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
90. Undergraduate Education Center	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
91. Office of Student Affairs	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
92. Honors Office	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
93. Mail Services	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
94. Campus Parking Services	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK

Do you have suggestions for improving any of these offices or services? Please used the enclosed comment sheet to indicate your comments and with whom they should be shared.

Campus Technology Support

Please indicate whether you agree or disagree with each of the following statements by circling the appropriate letters from the following scale:

SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree; NA=Not applicable/No basis for judgment

95. I have adequate access to information technology resources to support my teaching activities	SA	A	N	D	SD	NA
96. I have adequate access to information technology resources to support my scholarly activities	SA	A	N	D	SD	NA
97. Graduates of my program are generally well-prepared to use computers and other kinds of information resources	SA	A	N	D	SD	NA
98. I've made a real effort to learn to use technology resources for my classes	SA	A	N	D	SD	NA

Next, indicate your experience with technology support in each of the following areas using the scale:

NP=Not at all a Problem; SP=Slight Problem; MP=Moderate Problem; BP=Big Problem

99. Technical assistance/user support	NP	SP	MP	BP
100. Adequate training	NP	SP	MP	BP
101. Equipment set-up/connection	NP	SP	MP	BP
102. Software problems	NP	SP	MP	BP
103. Network access/connection	NP	SP	MP	BP
104. Access to student computer labs	NP	SP	MP	BP
105. Access to instructional classrooms	NP	SP	MP	BP
106. Incompatible computer systems/software	NP	SP	MP	BP

Finally, indicate the importance of the each of the following technologies to your work as a faculty member by circling the appropriate letter from the following scale:

VI=Very Important;   SI=Somewhat Important; NI=Not Important

107. Word processing	VI	SI	NI
108. Preparing charts/graphs/drawings	VI	SI	NI
109. Preparing presentations for my classes	VI	SI	NI
110. Maintaining a bibliography or index of references and resources	VI	SI	NI
111. Access to my institution's on-line library catalog	VI	SI	NI
112. Using on-line information resources	VI	SI	NI
113. As an instructional resource for my classes	VI	SI	NI
114. E-mail to colleagues on my campus	VI	SI	NI
115. E-mail to colleagues at other campuses	VI	SI	NI
116. Access to materials via the Internet	VI	SI	NI
117. Managing my teaching activities	VI	SI	NI
118. Managing my research/scholarly work	VI	SI	NI

Use of Instructional Methods

In the first undergraduate course you teach each week this semester, which of the following instructional resources and course activities are you **currently using** or **would you like to use**?

Instructional Method	Currently Using	Would like to use
119. Library reserve materials	☐	☐
120. Custom course packets/reprints	☐	☐
121. Computer software	☐	☐
122. Computer lab assignments	☐	☐
123. Computer simulations or courseware	☐	☐
124. Distance learning	☐	☐
125. Student presentations	☐	☐
126. Multiple drafts of written work	☐	☐
127. Study teams/group assignments	☐	☐
128. Team teaching (with other faculty)	☐	☐
129. E-mail to students in the class	☐	☐
130. Weekly/bi-weekly writing assignments	☐	☐
131. Major paper at end of term	☐	☐
132. Video (videotape/videodisc/TV)	☐	☐
133. Audio (tapes, records, radio)	☐	☐
134. Materials I found via the Internet	☐	☐
135. Multimedia presentations/resources	☐	☐
136. CD ROM	☐	☐
137. Audio/teleconferencing	☐	☐
138. Self-paced instructional software/learning resources	☐	☐
139. Student evaluations of each other's work	☐	☐
140. Multiple-choice midterm and/or final exam	☐	☐
141. Essay midterm and/or final exam	☐	☐
142. Weekly feedback to students on their performance	☐	☐
143. Grading on a curve	☐	☐
144. Grading based on specified levels of student competence	☐	☐

Thank you for taking the time to complete this survey.

Please return it in the enclosed campus mail envelope so we can remove your name from the mailing list

Comments and Suggestions

Please use this sheet to direct any specific comments and suggestions you have regarding campus administrative offices and services. Feel free to make additional copies of this sheet if you would like to provide comments on different offices or services. These comments will be sent directly to the person or persons you indicate below, so please use a separate sheet for providing comments regarding different offices or services.

To which office or service are these comments directed: _____

To whom should these comments be sent:

❍ the director or person primarily responsible for the office or service

❍ the vice chancellor by whom this office or service is administered

❍ other (specify) _____

Your comments or suggestions: