Research Brief

1998 IUPUI Faculty Survey

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Introduction

This edition of Research Brief summarizes the results of the 1998 IUPUI Faculty Survey. This survey is the second of its kind, following generally the form and format of the survey administered to IUPUI faculty in 1996. The survey was again commissioned by the Dean of the Faculties and by the Vice Chancellor for Planning and Institutional Improvement, and conducted and analyzed by the Office of Information Management and Institutional Research (IMIR). Surveys were mailed to all full-time faculty affiliated with academic schools on the IUPUI campus. Responses were received from 898 of the 1,609 faculty to whom surveys were sent for a 56% response rate.

There were two notable changes incorporated into the 1998 IUPUI Faculty Survey. First, a completely new section was added to assess the campus climate for women and ethnic minority faculty. Second, the section assessing faculty opinions about technology support was reworked and expanded.

The current report emphasizes the new section of the survey on campus climate, the expanded section on technology support, a new item on faculty time allocation, and significant changes in faculty opinions and behaviors since 1996. Interested readers can consult the accompanying detailed item-by-item analyses of survey responses for further details. Item analyses were prepared for the campus as a whole and for each academic school. A separate analysis provides further details on faculty evaluations of administrative services.

Highlights

Nearly 900 full-time faculty completed the 1998 IUPUI Faculty Survey. This year's report focuses on a new section added to assess the campus climate for women and ethnic minority faculty and an expanded section on Technology Support. Also highlighted are changes in faculty attitudes and behaviors since the 1996 Faculty Survey.

- On average, faculty report spending just over a third of their time teaching, and just under one quarter of their time on research. Faculty report that they would like to maintain their commitments to teaching and increase their time on research by reducing time spent on administrative activities.
- Faculty ratings of the quality of various aspects of the campus are down slightly but not significantly, with one exception. Faculty rate significantly lower the quality of IUPUI undergraduate students.
- Faculty were more positive about rewards and recognition for teaching activities, but less positive about rewards and recognition for service activities, compared to the 1996 survey respondents.
- More faculty report using email and the internet as an integral part of their courses and many express a desire to expand their usage of these and several other technologies.
- Faculty are moderately satisfied with access to technologies for teaching, research and other activities, but they are less satisfied with training and support for using these technologies. Faculty opinion varied as to where access, training, and support should be located organizationally. The school was the slightly favored location for access and support and the Center for Teaching and Learning favored slightly for training.
- In general faculty view the climate for women faculty sd mostly favorable, but there were large gender differences, with women responding less favorably then men. Women and men students do not differ as much in their assessment of the campus climate for women students.
- There were some notable differences in comparing the perceptions of student welfare between undergraduate students and faculty. However, student opinions are available only from undergraduates whereas the majority of IUPUI faculty are affiliated with programs that serve mostly, or entirely, graduate and professional students.

Demographics, Activities, and Interests

Gender, Rank, Years of Service and School Affiliation

The 898 respondents to the 1998 faculty survey represent an increase of nearly 200 from the 706 faculty who responded to the 1996 survey. The proportion of women among the respondents was nearly unchanged at 31 percent. As with the 1996 survey, this represents a slight bias in the response pool as women represent just under 29% of the faculty population.

The 1998 sample included larger proportions of assistant and associate rank faculty and librarians, and correspondingly lower proportions of respondents at full or "other" ranks. However, the 1998 respondents more closely match the

population proportions of faculty by rank compared to the 1996 respondents.

The four tables on the first page of the Appendix (Tables A1 through A4) compare the distribution of survey respondents to the faculty population according to gender and rank as well as by years in position and school affiliation. The table on school affiliation (A4) also shows the response rates by school. Faculty response rates were highest among Physical Education faculty (93%) and Basic Science faculty in the Medical School (87%). Response rates were lowest among Herron School of Art faculty (40%) and Academic Clinical faculty in the Medical School (42%). The response rates for all other schools vary between 52 and 69 percent. Since school affiliation was self-reported on the survey, the "Other" categories of the sample and population can not be compared directly. In addition, 17 respondents did not indicate their school affiliation and so are figured into the overall response rate but not into any specific school rate.

Table A5 summarizes differences in gender, rank, and years in position by school. Since we present gender, rank, years in position and school differences for the items considered throughout the rest of this report, it is important to note that these grouping factors are highly related. For example, one can not consider independently gender and school differences on subsequent items, since the gender distribution differs so significantly across schools.

Time Allocated to Faculty Activities

In a change from the 1996 survey, respondents were asked to estimate the percentage of time they currently devote and the time they would ideally like to devote to the activities of teaching, administration, research, services to students or faculty, and other college or university services. Table A6 summarizes the overall responses to these items in two ways. The first set of columns shows the number of faculty who responded to each item and presents the overall mean (average) and standard deviation for the percent indicated for each activity. The second set of columns summarizes the responses according to percentage ranges.

Faculty report spending just over a third of their time teaching, on average, and slightly less than one-quarter of their time engaged in research. Administration and non-student/faculty services each fall slightly below research in average percentage of time, with time devoted to student/faculty services taking up the lowest percentage, but still demanding about one sixth of faculty time. The percentage ranges show that most faculty have some significant level of involvement in each of these activities and few faculty specialize in any one. The only differences between average current and average ideal use of time is that faculty would like to spend more time on research and less time on administration and non-student/faculty service activities.

Table A7 summarizes gender, rank, and years in position differences in time allocated to these activities. There is a large gender difference in time currently allocated to teaching and research, with women spending more time teaching than men, and men spending more time engaged in research compared to women. According to their ideal time allocations, women would still like to spend more time teaching than engaged in research but would reduce their teaching loads slightly to allow for more research. On the other hand, men report that they would like to achieve more of a balance between the two activities but would do so without reducing their already lower teaching commitments.

There were many significant differences in time allocation, current and ideal, by rank, years in position (both shown in Table A7), and school (Table A8). However, despite the many group differences, one finding remains consistent: Faculty would like to balance their time more equally between teaching and research. They generally seek to keep their teaching commitments at current levels and would like to decrease some of their administrative and service activities to find more time for research.

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. Table A9 summarizes the responses to these items, and Tables A10 and A11 show differences in responses according to gender, rank, years in position, and school affiliation. The results are arrayed in order from those items rated of relative highest quality to those rated of relative lowest quality. The responses to these items follow the same pattern as responses to identical questions in the 1996 survey. 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. The items ranked lowest again relate to IUPUI's reputation in the state and nationally and the perceived quality of undergraduate students.

Overall, faculty ratings of quality as expressed through these items were slightly lower on average in 1998 compared to in 1996. However, the only single item that showed a statistically significant decline was the rating of the quality of undergraduate students. Nearly two out of three 1998 respondents (66%) rated undergraduate student quality fair or poor, compared to a smaller majority (58%) indicating so among the 1996 sample. Furthermore, whereas 1996 women faculty rated undergraduates significantly less harshly than did 1996 men, the gender difference did not reach significance for the 1998 sample (as indicated in Table A10).

As in 1996, where gender differences do exist in faculty ratings of quality, women tend to respond with higher ratings of quality. However, fewer items exhibited gender differences

this year, with women rating higher the quality of teaching and service in their units, as well as the quality of administrative leadership in their schools.

Faculty rank was related closely to quality rankings, with significant differences occurring for six of the fifteen items. Where differences exist, associate professors tend to provide the lowest ratings. Years in position yielded only one significant difference: faculty who have served longer tend to rate more highly the quality of graduate students in their respective schools.

Faculty ratings of the quality of IUPUI differed by school for every single item in this section. The school differences are not particularly consistent across items. Table A11 presents the details of these results.

The Campus Environment

The 1998 survey included the same nine items as the 1996 survey regarding faculty satisfaction with the campus environment. As in 1996, the quality of academic programs stands out at the positive end of these ratings, and parking stands out on the negative end. Overall, faculty satisfaction increased slightly across these items with one statistically significant increase. A majority of 1998 respondents (56%) reported being satisfied or very satisfied with the quality of student academic support programs and services, whereas fewer than half (47%) indicated so among the 1996 respondents. This change may well reflect the perceived improvements attendant with the formation of University College.

Table A13 shows that there were few notable differences in faculty responses to these items by gender, rank or years in position. Table A14 displays the significant but inconsistent differences by school in faculty satisfaction with these general features of the campus environment

The Faculty Work Environment

Faculty rated their satisfaction with the working environment through 30 items on the 1998 survey, compared to only 23 related items on the 1996 survey. Nineteen of the items were identical between the two surveys, 12 items were added in 1998, and four were dropped from the previous survey. The new items related mostly to Faculty Council, time spent serving on committees and task forces, and part-time faculty support and representation. Overall responses to these items are summarized in Table A15 and group differences are shown in Tables A16 and A17.

Among the new items on the 1998 survey, faculty rated the ones about time spent serving on committees and task forces in the middle range of all items. These were the most positively rated of the new items. Items related to Faculty Council fell slightly below this level, with nearly half of the respondents indicating a neutral response. The new items regarding part-time faculty support and representation emerged at the bottom of the satisfaction ratings. Only satisfaction with faculty salary levels received lower ratings, although that item improved slightly, but not significantly, compared to the 1996 ratings.

Only two of the 19 common items displayed significant changes since 1996. Specifically, fewer faculty reported any dissatisfaction with rewards and recognition for teaching in 1998 (25%) compared to in 1996 (36%). On the other hand, fewer faculty reported being satisfied or very satisfied with rewards and recognition for professional service in 1998 (34%) compared to in 1996 (42%).

Although gender differences exist among only six of these satisfaction ratings, new items accounted for four of these differences. Women faculty indicated higher levels of satisfaction with the effectiveness and representativeness of the Faculty Council. However, women were even more dissatisfied than men with part-time faculty support and representation. These and other group differences are displayed in Tables A16 and A17.

Use of Instructional Methods

In 1994, IUPUI participated in a national survey of faculty scholarly use of technologies. The survey included questions regarding respondent's current and desired usage of various instructional methods. The items included an array of methods, only some of which made use of relatively long-standing or new technologies. This set of items was expanded and adapted for use in the 1996 IUPUI Faculty Survey. For the 1998 survey, this section was again included, with only minor changes that allow us to track trends while accommodating newly emerging instructional technologies and methods.

Table A18 summarizes responses to these items on the 1998 survey. The order of items, in terms of current usage, has not changed too significantly since 1996. The new items included in the 1998 survey appear scattered through the list. The most popular of the new methods considered is "Problem-Based Learning," which placed in a tie for third on the list.

An item repeated from previous year's surveys asked faculty whether they distributed in class materials found on the Internet. Just under one-quarter of the 1998 respondents (23%) indicated that they currently use such materials in class and an additional 18 percent indicated that they would like to incorporate such materials into their courses. A new item was added to the 1998 survey asking whether faculty used the Internet directly to distribute materials or class assignments to students. About one in seven faculty (14%) indicated currently doing so, and nearly one-quarter (24%) reported that they would like to do so in the future. Two other new

items regarding the use of portfolio assessments and service learning components placed lower in terms of current and desired usage.

Group differences in response to these items appear in Tables A19 (gender, rank, and years in position) and A20 (school). Where gender differences exist, women report higher rates of current usage with one exception. Men are more likely than women to report that they grade students on a curve. Differences in responses by faculty rank are not consistent across items. There are consistent differences, however, by years in position. Newer faculty, especially those in their position for less than five years, report generally lower rates of use of these instructional methods, where differences exist.

Table 1 compares faculty responses to these items across the three available surveys. The items in this table are grouped first according to whether they involve the use of technologies. Within each group the items are sorted according to popularity of current usage in 1998. The table reveals several notable patterns and trends. First, 1998 respondents reported increased use of each instructional method compared to 1996 respondents. In some cases, the increase represents a return to levels reported in the 1994 survey. However, the 1996 and 1998 surveys were administered using more similar methods and so represent a more valid comparison.

Second, faculty's reported use of a few technologies has increased substantially. Specifically, the number of faculty using e-mail communicate with students and using multimedia presentations and resources doubled from 1994 to 1996 and then again in 1998. Use of materials found on the Internet increased by nearly six-fold between 1994 and 1996 from three percent to 17 percent. For 1998 respondents, use of such materials increased another five percentage points to 23. Use of computer simulations, self-paced instructional software and teleconferencing has also increased notably during this time, but the rates of usage remain relatively low, compared to more traditional methods.

Among non-technology based methods, there has been a notable increase in several student centered methods, such as student presentations, competence-based grading, team-teaching, the use of student teams, and students' evaluations of each other's work. However, there was also an increase in the reported use of more traditional methods such as multiple choice exams. Finally, the use of weekly or biweekly writing assignments increased only modestly between 1996 and 1998, but has not rebounded to the level reported in 1994.

Table 1. Changes in Percent of Faculty Currently Using Various Instructional Methods: 1994, 1996, and 1998 Surveys

	1994	1996	1998	sig.[a]
Technology Related Methods				
E-mail to students in class	7%	17%	35%	*
Video	35%	25%	32%	*
Distribute materials found on the Internet	3%	17%	23%	*
Multimedia presentations/resources	7%	12%	22%	*
Computer laboratory assignments	15%	16%	19%	
Audio	12%	12%	14%	
Computer simulations/courseware	8%	9%	13%	
Self-paced instructional software/learning resources	4%	6%	10%	*
Distance/distributed learning		4%	6%	
Audio/teleconferencing	1%	5%	6%	
Other Methods				
Library reserve materials	27%	29%	49%	*
Student presentations		28%	46%	*
Grade based on levels of student competence		28%	39%	*
Multiple choice midterm/final exam		27%	37%	*
Team teaching (w/ other faculty)	19%	18%	35%	*
Study teams/group assignments	30%	24%	33%	*
Essay midterm/final exam		25%	32%	*
Major paper at end of term	28%	24%	28%	
Multiple drafts of written work		21%	24%	
Custom course packets/reprints	31%	18%	23%	*
Weekly feedback to student on performance		16%	23%	*
Grading on a curve		15%	21%	*
Student evaluation of each other's work		11%	19%	*
Weekly/biweekly writing assignments	23%	14%	17%	

Note: The 1994 survey results obtain from a national survey that used slightly different sampling and administration procedures.

[a] *An asterisk indicates that the 1996 and 1998 responses are significantly different according to a Chi-Square test for independence.*

Campus Information Technology Support

As mentioned earlier, the technology support section of the IUPUI Faculty Survey was completely reconstructed for the 1998 survey. The section was expanded to help inform current technology planning efforts associated with the recent reconfiguration of University Information Technology Services across the Indianapolis and Bloomington campuses.

The first portion of the revised section asked faculty generally about their satisfaction with access, training, and support related to using technologies in their own work and in efforts related to student learning and campus administration. Tables A21, A22, and A23 summarize the overall responses to these satisfaction items for access, training, and support, respectively. Demographic and school differences for these items are shown in Tables A24 through A29.

Faculty were somewhat satisfied, on average, with their

access to technologies, especially for their own teaching, research, and service activities (Table A21). Respondents were less satisfied with the availability of training (A22) and support (A23). The most popular response for the training items was more often 'neutral' than 'satisfied' and typically between 20 and 25 percent of faculty indicated some level of dissatisfaction with aspects of training and support. As with the access items, faculty tended to be more satisfied (or less dissatisfied) with training and support related to their own technology needs and less satisfied for training and support related to student and staff use of technology to support learning and administration. An exception to this pattern is the lower ratings of satisfaction in the area of training and especially support for the respondents' own research activities.

Group differences were relatively sparse for these items and especially those related to training. There were no gender differences and only one difference according to years in position. Where differences by rank exist, they follow the pattern seen in most other sections. Associate faculty and lecturers tend to indicate the lowest levels of satisfaction. It is interesting to note that only one of the differences by rank relates to the respondents' own work: access to technology for research purposes. All other rank differences relate to students and staff use of technology.

School differences were also sparse for these technology items compared to most other sections of the survey. There were no school differences among the training items. With regard to access and support, respondents from some schools exhibited consistently positive ratings (Allied Health, Dentistry, Education, Law, Medicine, Nursing, and Science) and most others exhibited mixed ratings. Only Business faculty provided consistently negative ratings.

A second set of items in the revised technology section of the survey asked faculty to indicate the organizational location they believed was most appropriate for providing access, training, and support. Specifically, they were asked if these functions should be located in their school, the IUPUI Center for Teaching and Learning, or University Information Technology Services. Faculty could respond to each location using a five-point scale ranging from 'not at all' (1) to 'entirely' (5). Tables A30 through A38 summarize the overall responses and group differences for these items.

It is apparent from the results that faculty did not consider the location ratings as 'exclusive.' That is, faculty who indicated that access, training, or support should be 'entirely' in one location did not necessarily indicate that it should be 'not at all' in the other locations. In general, though, faculty responses where very mixed with the most popular response being either the midpoint of the scale, or one notch above the midpoint. More respondents favored the school as the location for access and support, with UITS rated second for each of these areas. However, with regard to training, the Center for Teaching and Learning emerged slightly ahead of the school as the favored location. However, given the mix of responses, it appears that faculty expect some level of access, training, and support through each of these organizational locations.

Group differences by gender, rank and years in position were minimal and inconsequential. School differences were more prevalent, giving further evidence to the mixed opinions as to where access, training, and support for information technologies should be organizationally housed.

Campus Climate for Women and Minorities

Items were added to the 1998 IUPUI Faculty Survey as well as to the 1998 continuing undergraduate student survey to assess the campus climate for women and minorities. The short form of an "Academic Climate Scale," developed by researchers at the University of Illinois, Chicago, was used with permission of the authors to assess the campus climate for women faculty. The campus climate for minorities items were developed by the Workplace Environment/ Monitoring the Campus Climate working group of the Commission on Women. Finally, IMIR staff adapted a subset of these items for the continuing student survey.

The appendix provides a summary of the overall item responses to the campus climate for women (Table A39) and minorities (Table A40) items as well as demographic and school differences to both sets of items (Tables A41 through A44). Unfortunately, the survey did not ask faculty to indicate their ethnicity or racial status and so such group comparisons cannot be made.

Another limitation to the current set of survey items is the response scale. Part of the agreement allowing us to use the "Academic Climate Scale" was that we employ the same response scale used by the authors in their research. This "uni-polar" five-point response scale ranged from 1 = "Do Not Agree, to 5 = "Strongly Agree." The midpoints (2, 3, 4) of the scale were not labeled. Although this was the only "degree of agreement" scale on the survey, a five-point "bi-polar" satisfaction scale was used throughout the rest of survey, with individual values labeled as follows: very dissatisfied, dissatisfied, neutral, satisfied, and very satisfied. It is therefore hard to know what respondents' orientations were to the "uni-polar" scale used for the climate assessment items. Was the '3' value seen as a neutral response, or a moderate level of agreement? Does every response above '1' indicate of some level of agreement, or were respondents who chose '2' still thinking in terms of a bi-polar scale and indicating some level of disagreement? Unfortunately, these questions cannot be answered directly. As a result, it is best to view the responses to these items in relative terms, that is, relative to each other and, for a single item, relative among groups of respondents.

The tables in the appendix provide a descriptive label for each item that conveys the essence of the item, but is not the exact wording. The reader is encouraged to consult the actual wording on the survey when in doubt about the precise meaning of an item. A copy of the survey is available through the IMIR web site (http://www.imir.iupui.edu/imir), under the "Assessment Reports" section.

The Academic Climate Scale includes items worded in both positive and negative directions. That is, for some items a greater degree of agreement indicates a "better" climate for women faculty (e.g., "people heed when female faculty speak"), and for other items greater agreement indicates a "poorer" climate for women faculty (e.g., sex discrimination is a big problem"). Because it is difficult to directly compare responses across items worded in opposite directions, Table A39 separates the presentation of items according to the direction of wording. Within each of these sections, items are ranked from highest to lowest in overall average response. Therefore, the top ranked positively worded item, "people heed when female faculty speak," is the most positive aspect of the IUPUI climate for women among these items and the bottom ranked positively worded item, "most faculty support females who balance a family with a career," is the least positive aspect of climate among these items. Conversely, the top ranked negatively worded item, "female faculty don't speak up about observed sex discrimination for fear that their career will be harmed," is the most negative aspect of the campus climate for faculty women among the negatively worded items. And, the bottom ranked negatively worded item, "sex discrimination is a big problem," is the least negative.

For every item, a clear majority of responses is toward the end of the scale that reflects positively on the campus climate for women. It is also interesting to note that if one were to "reverse code" the negatively worded items (i.e., change 1 to 5, 2 to 4, and so on), the distributions of responses would look relatively similar (e.g., between 4 and 8 percent of responses choosing '1', between 30 and 50 percent choosing '5', and so on). This suggests that respondents may have used the scale in a "bi-polar" fashion.

Given the similarities of response distributions, it may be useful to note the few items that diverge most from the pattern. The last three positively worded items and the first negatively worded item stand out in this way. The most divergent of all these items is the last positively worded one, "most faculty support females who balance a family with a career. For only this item did less than half the respondents select one of the two most positive responses (4 and 5 for positively worded items; 1 and 2 for negatively worded items).

Table A40 summarizes the overall responses to the items relating to the campus climate for minorities. All the items in this section were worded in the same, positive direction. Therefore, direct relative comparisons can be made across all the items. The "floating bar" charts used to display the 95% confidence interval for the sample mean response shows that the first three items stand out on the positive side, and the last item on the negative side. (Further details on the floating bar charts are provided in the cover page to the tables and charts.)

Putting the last item aside for a moment, the responses seem to suggest that faculty believe that the climate for current minorities is relatively positive but that efforts to increase the minority presence are less positive.

The lowest ranked item stands out for several reasons. First, it seems relatively similar to the top ranked item, the major difference being whether the reference to who is teaching and who is being taught is to a group that includes the respondent, or to the respondent specifically and to a specific minority student. However, given the general similarity and the other positive responses about working with members of diverse groups, it is quite possible that many respondents misread this item, possibly reading "can teach" as "can't teach."

Gender differences are clear and consistent between male and female faculty in response to the campus climate for women items (Table A41). Without exception, women faculty responded less positively to these aspects of campus climate than did men faculty. It is interesting to note where these differences are greatest and where they are smallest. Among the positively worded items, the largest difference was observed for the item, "women's environment is about the same as male environment." Relatively large differences are also notable for the other three among the top four positively worded items. Among the negatively worded items, the largest differences appear for two items that may be seen as being related: the second item, "female faculty have less influence at department meetings," and the second to last item, "female faculty get no response to an idea yet a male with the same idea gets credit." Small gender differences are most notable for the positively worded item, "most faculty would be as comfortable with a female as a male chair," and the negatively worded item, "faculty who raise issues about the negative treatment of women are disparaged."

Table A42 shows that there were a modest number of gender differences in response to the items regarding the campus climate for minorities. These differences are consistent with those regarding the campus climate for women. That is, where differences exist, women tended to rate the climate less positively than did men.

Since there are large differences in the gender composition of IUPUI's schools, it is not surprising to find significant differences in responses to the climate for women items according to the school affiliation of the respondent (Table A43). For example, mean responses for School of Nursing faculty, who are predominantly female, reflect relatively less positive views of the campus climate for women, while the

mean responses Engineering and Technology faculty, most of whom are male, reflect relatively more positive views. However, the school differences do not always follow closely with school gender distribution. For example, faculty in the Schools of Law and Medicine (and especially faculty in 'Academic Clinical' faculty departments of Medicine) rate the climate for women items less positively even though these two units have majorities of male faculty.

Taken together, the 13 items used to assess the campus climate for women can be formed into a single "academic climate scale." This scale proves to be very reliable for the current sample, with an internal reliability coefficient of 0.93, as measured using Cronbach's alpha. Table 2 summarizes the scale scores for the men and women respondents to the 1998 IUPUI Faculty Survey, first overall and then by school.

Gender differences in the overall climate for women scale are present across most, but not all schools. The largest differences are found in the schools of Business, Social Work, Law, and Physical Education. The smallest differences appear in Nursing, Education, Liberal Arts, and Engineering & Technology.

Although fewer in number, there are significant differences in mean responses to the climate for minorities items by school (Table A44). Moreover, the differences are not consistent across items. That is, schools with relatively low mean responses for one item have relatively high mean responses for other items.

Table 2. Overall Academic Climate Scale by Gender and School

	Female		Male		
	Mean	(n)	Mean	(n)	sig.[a]
Grand Total	3.16	(257)	4.03	(524)	**
Allied Health	3.38	(18)	4.38	(6)	**
Business	2.28	(4)	4.14	(14)	**
Dentistry	2.97	(14)	4.01	(40)	**
Education	4.13	(3)	4.45	(7)	
Engineering & Technology	3.85	(3)	4.42	(22)	
Herron Art	3.47	(3)	4.24	(8)	
Law	2.58	(8)	3.96	(14)	**
Liberal Arts	3.57	(35)	3.98	(54)	*
Med, Basic Sciences	3.11	(17)	3.97	(78)	**
Med, Academic Clinical	2.87	(60)	3.95	(183)	**
Nursing	3.24	(44)	2.94	(4)	
Physical Education	3.38	(6)	4.64	(7)	**
Public & Environ Affairs	3.24	(6)	4.00	(7)	
Science	3.63	(12)	4.26	(52)	**
Social Work	2.56	(7)	4.21	(6)	**
Univ. Library	3.09	(12)	3.96	(9)	*
All Others		(1)	3.52	(3)	
Missing	3.29	(4)	3.95	(10)	

Notes. The total scale score is based on average responses across items and so maintains the same five-point range as the individual items.

*p< .05; p< .01

Table 3. Undergraduate student perceptions of IUPUI climate for women and minorities[ab]

	ValidN[c]	Mean	STD	Percentage					Confidence Intervals				
				Do not agree				Strongly Agree	Do not agree				Strongly Agree
Students reported that...				1	2	3	4	5	1	2	3	4	5
Climate for Women													
Positively worded items													
Faculty are serious about treating males and females equally	1065	4.18	0.89	1%	3%	15%	37%	43%					
Students pay as much attention when females speak in class	1064	4.14	0.93	2%	3%	18%	34%	43%					
Most instructors are supportive of women	1047	3.44	1.13	7%	10%	32%	32%	19%					
Negatively worded items													
Male students get more feedback in class compared to females	1062	1.77	0.98	54%	23%	18%	4%	2%					
Sex discrimination is a big problem	1065	1.54	0.87	66%	19%	11%	3%	1%					
Climate for Minorities													
Positively worded items													
Race relations are good at IUPUI	1048	3.81	0.93	2%	5%	27%	41%	24%					
Faculty incorporate contributions of minorities	1018	3.46	0.99	4%	8%	43%	29%	17%					
Books in libraries and bookstores are written from variety of racial viewpoints	992	3.45	0.94	3%	6%	48%	27%	16%					
IUPUI does enough to recruit minority students	1015	3.29	1.07	8%	8%	49%	19%	17%					
IUPUI does enough to recruit minority faculty and professional staff	1008	3.23	1.09	9%	9%	47%	20%	15%					
Negatively worded item													
Racist incidents on campus are likely to be initiated by non-minorities	975	2.36	1.16	34%	13%	40%	8%	5%					

[a]Results presented in order from highest to lowest average extent of agreement.

[b]Responses provided on a 5-point scale where 1 = Do not agree to 5 = Strongly agree

[c]Valid N excludes missing data

Respondents to the Spring 1998 Continuing Student Survey, which is administered only to undergraduate students, were presented with five items pertaining to the campus climate for women. For comparative purposes, student responses to these items are considered in this report. In general, students indicated positive views toward the climate as reflected through these items, as shown in Table 3. The one possible exception was responses to the item "most instructors are supportive of women." This item was rated relatively less positively, even though many more students agreed that "faculty are serious about treating males and females equally." Keeping in mind the limitations in the scale described earlier, students appear to have more "neutral" and less polar views of the campus climate for minorities. Between 49 and 50 percent of students chose the middle response, '3,' across all but the top rated item, "race relations are good at IUPUI," where they tend to indicate higher levels of agreement.

There were only three statistically significant gender differences across the 11 climate items included in the student survey. In all cases, these differences were very small—no more than 0.22 on a five-point scale. The large sample size makes it possible for such small differences to reach statistical significance. One can conclude that there are <u>not</u> major gender differences in how students feel about the campus climate for minorities and women as reflected in the items included in this survey.

There were notable and consistent racial/ethnic differences in students' response to the climate for women items and especially the climate for minorities items as shown in Table 4. Specifically, African American students consistently express less positive views about these aspects of campus climate. In most cases, "other minorities" do not show signs of viewing the climate less positively than their non-minority counterparts, but this group is small and so there is less "statistical power" to detect differences. Students' views of these aspects of campus climate <u>did not</u> differ according to

Table 4. Racial/ethnic differences in undergraduate student perceptions of campus climate for women[ab]

Group means shown if their is a significance at p<.01

	Campus Wide	Ethnic Background[c]			Confidence Intervals
		African Americans	*Other Minorities*	*All Others*	*African Americans* *Other Minorities* *All Others*
		66	27	989	1 2 3 4 5
Climate for Women					
<u>Positively worded items</u>					
Faculty are serious about treating males and females equally	4.18	3.82	4.26	4.21	
Students pay as much attention when females speak in class	4.14				
Most instructors are supportive of women	3.44	2.88	3.56	3.48	
<u>Negatively worded items</u>					
Male students get more feedback in class compared to females	1.77				
Sex discrimination is a big problem	1.54	2.03	1.41	1.51	
<u>Positively worded items</u>					
Race relations are good at IUPUI	3.81	2.77	3.81	3.88	
Faculty incorporate contributions of minorities	3.46	2.45	3.28	3.54	
Books in libraries and bookstores are written from variety of racial viewpoints	3.45	2.91	3.62	3.48	
IUPUI does enough to recruit minority students	3.29	2.56	3.19	3.35	
IUPUI does enough to recruit minority faculty and professional staff	3.23	2.45	3.12	3.29	
<u>Negatively worded item</u>					
Racist incidents on campus are likely to be initiated by non-minorities	2.36	3.05	2.65	2.30	

[a]Results presented in order from highest to lowest average extent of agreement.

[b]Responses provided on a 5-point scale where 1 = Do not agree to 5 = Strongly agree

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

Table 5. Faculty and student gender differences in perceptions of IUPUI climate for women[ab]
Means shown if variance is significant at p<.01

	Campus[c] Wide	Females[d]		Males[d]		Confidence Intervals
		Students 763	*Faculty* 275	*Students* 319	*Faculty* 606	*female students* *male students* *female faculty* *male faculty*
Positively worded items						
When females speak their comments are duly noted	4.10	4.10	3.37	4.25	4.38	
Faculty are serious about treating female and male equally	4.06	4.12	3.24	4.34	4.19	
Most faculty support females who balance family with a career	3.40	3.39	2.85	3.58	3.59	
Negatively worded items						
Males tend to get more feedback on their performance than females	1.95	1.81	2.75	1.65	1.94	
Sex discrimination is a big problem	1.72	1.58	2.51	1.45	1.73	

[a] *Results presented in order from highest to lowest average extent of agreement*
[b] *Responses provided on a 5-point scale where 1 = Do not agree to 5 = Strongly agree*
[c] *Combined faculty and student means*
[d] *Valid N excludes missing data and those responding "not applicable"*

their school affiliations.

Women represent a majority of students at IUPUI but a minority of faculty. And, since there is a response bias on the student survey in favor of women, the gender distribution of respondents to the student survey (71% female, 29% male) is almost the exact converse of the gender distribution among faculty (31% female, 69% male). Table 5 shows that when examined as four groups (female faculty, male faculty, female students, male students), only the female faculty stand out as rating the climate for women less positively than the other groups. That is, the majority female student population tends to view the climate in the same relative terms as male students and male faculty but the minority female faculty populations have less favorable perceptions. Unfortunately, such comparisons cannot be made among minority and non-minority faculty and students.

Average Use, Importance, and Quality of Campus Services

Consistent with the 1996 survey, 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). Tables A45, A48, and A51 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). Tables A46, A49, and A52 summarize faculty group differences and Tables A47, A50, and A53 display school differences.

There were significant changes in use between 1996 and 1998 in four of the 15 services that were rated in both years. Significant increases were reported for the Center for Teaching and Learning and the Office of Academic and Faculty Records. Significant decreases in use were reported for the relatively frequently used Campus Parking Services and the relatively infrequently used Office of Information Management and Institutional Research.

Changes in perceived importance followed closely with these changes in use with one exception. University Information Technology Services increased in perceived importance despite similar levels of use. Otherwise, the two offices that increased in use increased in perceived importance and those that decreased in use also decreased in perceived importance.

Changes in ratings of quality (among those who at least occasioionally use the service) were mostly independent of changes in ratings of use or importance. Two of the highest rated services, the University Library and The Center for Teaching and Learning, experienced significant changes in rated quality with the ratings for the Library going up and those for the Center for Teaching and Learning going down but still remaining among the highest rated, overall. The Office of Information Management, although experiencing declines in both usage and perceived importance, experienced an increase in perceived quality to become the fourth highest

rated office or service. The University Bookstore experienced a significant increase in perceived quality, but it still remains among the lowest rated services, placing just above University Information Technology Services, Campus Parking Services (which experienced a significant decline in perceived quality) and Building Maintenance.

Perceptions of Student Welfare

Faculty indicated their level of satisfaction on 10 items regarding support for student welfare. Table A55 summarizes the overall responses to these items. Table A56 summarizes responses to faculty estimates of number of hours per week they spend with undergraduate and graduate or professional students outside of the classroom or regularly scheduled office hours. Time spent with graduate or professional students represents a new item on this year's survey. More faculty report spending time with graduate or professional students, which is not surprising given the large number of faculty affiliated with schools having mostly or entirely graduate or professional programs (e.g., Medicine, Dentistry and Law). Table A57 shows group differences and Table A58 summarizes school differences for all the items in this section.

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 1998. Table 6 compares 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. Table 6 also shows, for comparison purposes, the average responses to these items from the 1996 faculty and student surveys.

There are large differences between faculty and students 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.

The results generally follow the same pattern of differences found between the 1996 samples. 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, and community service. Students, on the other hand, are significantly more satisfied with the availability of faculty outside class, the use of technology in the classroom, the quality of special classrooms, and the classroom environment more generally. The large difference in satisfaction with student participation in faculty research is likely related to the fact that the student responses come from only undergraduates.

Both faculty and students indicated slightly more positive responses in 1998 compared to 1996. Furthermore, some of the differences between the two groups have diminished since 1996. The most significant change has been for the item related to the opportunity students have to work with other

Table 6. Comparison Between Student and Faculty Responses to Student Welfare Items

	Pct Sat/Very Sat		Mean Score			1996 Sample Means	
	Faculty	*Students*	*Faculty*	*Students*	*sig.*	*Faculty*	*Students*
Relationship of courses in our major to students' career goals	79%	67%	0.99	0.68	**	0.83	0.61
Academic advising available to majors in my unit	69%	59%	0.76	0.54	**	0.70	0.40
Opp my unit gives students to participate in faculty research	62%	24%	0.66	0.15	**	0.63	0.13
Availability of faculty to talk w/students outside classes	66%	69%	0.65	0.78	**	0.48	0.77
Students' opportunities to work with other students in groups	66%	62%	0.65	0.65		0.46	0.61
The use we make of technology in our classrooms in my unit	59%	68%	0.54	0.70	**	0.38	0.61
Opp my unit gives students to participate in community svc.	50%	27%	0.50	0.17	**	0.43	0.15
Quality of special classrooms (labs, etc.)	51%	65%	0.33	0.61	**	0.28	0.67
The classroom environment for courses of faculty in my unit	39%	45%	-0.11	0.10	**	-0.20	0.16

**p< 01 for independent samples t-test

students in groups where the significant difference in 1996 disappeared completely in the 1998 sample.

Summary and Implications

Despite its length and complexity, a majority of IUPUI faculty (56%) completed the 1998 IUPUI Faculty Survey. Their responses provide a wealth of information regarding the environment for faculty work. This information has direct uses for program development and assessment purposes. However, it is just as useful as a vehicle for gaining a fuller understanding among faculty as to the similarities and differences in working conditions across IUPUI's diverse array of academic programs.

Faculty have in common a desire to reduce some of their administrative burden and thereby increase time available for research activities. They also seek to expand their uses of certain technologies for instruction and research, but vary in opinion as to where it is best to house the support and training they seek. Of course the expanded use of technology, especially for teaching and learning, is yet another demand on faculty time.

The 1998 Faculty Survey includes a first attempt to assess the campus climate for women and minorities. The responses provide some useful data but are limited by our not having collected ethnicity or racial status to explore differences among minorities. Related results from the student survey suggest that membership in a minority group is associated with perceptions of inequity. That is, women faculty, a minority group, report less favorable conditions for women than do men faculty. On the other hand, women students, who represent a majority, report generally favorable conditions for women students. However, African American students, a minority group, report less favorable conditions for minority students than their non-minority peers.

There are some notable differences between faculty and students in their views of student welfare. However, the student opinions available for comparison are only those of undergraduates whereas the faculty represent many programs that serve graduate and professional students. This mismatch points to an interesting paradox regarding the composition of IUPUI faculty and student bodies. About seven out of ten students at IUPUI are undergraduates. However, about six of ten faculty are affiliated with programs that serve almost entirely graduate or professional students. For this reason it is important to examine the results of this survey for each school. Toward this end, we distribute school profiles. And, although it is impractical to write an interpretive report for each school, the staff of IMIR welcome requests for school-specific presentations and follow-up analyses.

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*The appendices, school profiles, and profile of administrative services were constructed by Kellie Tomey, a graduate assistant from the School of Education's Higher Education program.

Appendix - Item-by-Item Summary of Responses to the 1998 IUPUI Faculty Survey

The charts included in this analysis display "floating bars" that represent a 95% confidence interval for the population mean based on the sample of survey respondents. Specifically, the starting point of the bar represents the sample mean minus approximately 2 standard error units and the length of the bar represents approximately 4 standard error units (see technical note below for further details).

The floating bars give you a sense of how reliably the sample mean can be generalized to the population that these data represent; that is, all faculty and/or continuing undergraduate students at IUPUI. The width of the bar generally increases if the sample size decreases or the variation in answers to the item increases. Narrower bars would then occur for items with larger number of respondents or smaller variation among responses.

The floating bars are particularly useful in comparing differences across items. If the bars overlap then the apparent differences in location are not statistically significant. If the bars do not overlap then the difference is statistically significant at the p = .05 level. The reader should note that this is a somewhat conservative test of statistical significance as explained further in the following technical note.

Technical Note

The mean confidence interval uses the t-value associated with a probability level of 0.05 and the degrees of freedom appropriate to each item (i.e., n - 1). For example, for an item with 1000 respondents (df = 999), the corresponding t-value is 1.9623. The mean minus the standard error (standard deviation divided by the square root of the number of respondents) is the starting point for the bar, and 2 x 1.9623 x the standard error is the width of the bar.

Since the item confidence intervals are based on item standard errors, using the non-overlap of bars as an indication of a statistically significant different is more conservative than a t-test between the two items. This is because the corresponding t-test would employ a pooled estimate of the standard error which would generally be lower than the individual item standard errors. The conservativeness of this test is more than offset by the large number of items that one can compare across this survey. Therefore readers should still interpret these differences conservatively.

Sample demographics

The results from the following Faculty Satisfaction profile are tabulated using the responses from 898 faculty.

A1. Gender

	N	%	IUPUI Pop %
Female	275	31.2%	28.5%
Male	606	68.8%	71.5%
TOTAL	881	100.0%	p<.01[a]
No Answer (Missing Values)	17	(1.9%)	

A2. Academic rank

	N	%	IUPUI Pop %
Professor/ librarian	270	30.6%	31.3%
Associate professor/ librarian	320	36.3%	35.0%
Assistant professor/ librarian	260	29.5%	30.6%
Other (Lecturer/Instructor)	32	3.6%	3.2%
TOTAL	882	100.0%	n.s.
No Answer (Missing Values)	16	1.8%	

A3. Years as IUPUI faculty

	N	%
0 - 4	231	26.4%
5 - 9	213	24.3%
10 - 19	227	25.9%
20+	204	23.3%
TOTAL	875	100.0%
No Answer (Missing Values)	23	2.6%

A4. School

	N	%	IUPUI Pop %	Resp. Rate
Allied Health	24	2.7%	2.3%	64.9%
Business	19	2.2%	1.8%	65.5%
Dentistry	60	6.8%	5.6%	66.7%
Education	15	1.7%	1.7%	55.6%
Engineering and Technology	31	3.5%	3.2%	59.6%
Herron School of Art	12	1.4%	1.9%	40.0%
Law	25	2.8%	2.7%	56.8%
Liberal Arts	101	11.5%	9.4%	66.9%
Medicine, Basic Sci	112	12.7%	8.0%	86.8%
Medicine, Academic Clinical	286	32.5%	42.3%	42.0%
Nursing	56	6.4%	5.0%	69.1%
Physical Education	13	1.5%	0.9%	92.9%
Public & Environ Affairs	15	1.7%	1.4%	68.2%
Science	72	8.2%	8.6%	52.2%
Social Work	14	1.6%	1.6%	53.8%
University Library	22	2.5%	2.9%	47.8%
Other	4	0.5%	0.7%	33.3%
TOTAL	881	100.0%	p<.01[a]	
No Answer (Missing Values)	17	1.9%		55.8%[b]

[a] Compared to IUPUI population and based on the chi-square test for independence

[b] Includes the 17 faculty who did not respond to school affiliation item.

[c] Mean based on weighted data

A5. Relationships between faculty group characteristics

	School																
	AHLT	*BUS*	*DENT*	*EDUC*	*E&T*	*HERR*	*LAW*	*LART*	*MED/BS*	*MED/AC*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*	*ULIB*	*OTHER*
Gender									*Number*								
Female	18	4	14	4	3	4	9	36	20	64	50	6	6	13	7	12	1
Male	6	15	46	10	27	8	15	63	89	217	4	7	8	59	7	10	3
Rank																	
Full	4	3	18	5	12	5	13	31	46	78	9	3	4	25	2	5	1
Associate	15	7	19	7	9	2	7	39	33	96	18	4	8	29	8	10	1
Assistant	3	5	21	2	9	5	4	16	29	104	24	5	3	16	3	7	2
Lecturer	1	4	2	0	0	0	0	13	2	3	3	1	0	2	1	0	0
Years at IUPUI																	
0-4	4	7	14	4	10	5	7	12	31	96	8	3	1	8	4	7	2
5-9	5	5	13	1	3	1	4	31	23	75	9	3	6	23	3	6	0
10-19	2	6	17	4	11	1	6	28	30	71	16	2	3	14	3	7	2
20+	13	1	16	5	5	4	6	27	25	40	21	4	5	26	2	2	0
Gender									*Percent*								
Female	75.0%	21.1%	23.3%	28.6%	10.0%	33.3%	37.5%	36.4%	18.3%	22.8%	92.6%	46.2%	42.9%	18.1%	50.0%	54.5%	25.0%
Male	25.0%	78.9%	76.7%	71.4%	90.0%	66.7%	62.5%	63.6%	81.7%	77.2%	7.4%	53.8%	57.1%	81.9%	50.0%	45.5%	75.0%
Rank																	
Full	17.4%	15.8%	30.0%	35.7%	40.0%	41.7%	54.2%	31.3%	41.8%	27.8%	16.7%	23.1%	26.7%	34.7%	14.3%	22.7%	25.0%
Associate	65.2%	36.8%	31.7%	50.0%	30.0%	16.7%	29.2%	39.4%	30.0%	34.2%	33.3%	30.8%	53.3%	40.3%	57.1%	45.5%	25.0%
Assistant	13.0%	26.3%	35.0%	14.3%	30.0%	41.7%	16.7%	16.2%	26.4%	37.0%	44.4%	38.5%	20.0%	22.2%	21.4%	31.8%	50.0%
Other	4.3%	21.1%	3.3%	0.0%	0.0%	0.0%	0.0%	13.1%	1.8%	1.1%	5.6%	7.7%	0.0%	2.8%	7.1%	0.0%	0.0%
Years at IUPUI																	
0-4	16.7%	36.8%	23.3%	28.6%	34.5%	45.5%	30.4%	12.2%	28.4%	34.0%	14.8%	25.0%	6.7%	11.3%	33.3%	31.8%	50.0%
5-9	20.8%	26.3%	21.7%	7.1%	10.3%	9.1%	17.4%	31.6%	21.1%	26.6%	16.7%	25.0%	40.0%	32.4%	25.0%	27.3%	0.0%
10-19	8.3%	31.6%	28.3%	28.6%	37.9%	9.1%	26.1%	28.6%	27.5%	25.2%	29.6%	16.7%	20.0%	19.7%	25.0%	31.8%	50.0%
20+	54.2%	5.3%	26.7%	35.7%	17.2%	36.4%	26.1%	27.6%	22.9%	14.2%	38.9%	33.3%	33.3%	36.6%	16.7%	9.1%	0.0%

Statistical test results for the Chi-Square Test for Independence

ALL TESTS ARE SIGNIFICANT AT THE P<.001 LEVEL

A6. Time allocated to faculty activities, current and ideal

	Mean	SD	Percentage Categories None	1 - 40%	40 - 60%	61 - 99%	100%
Current Time (N=858)							
Teaching	35	25	4.0	54.1	25.1	16.1	0.8
Research	20	21	20.1	60.7	13.2	5.8	0.2
Administration	17	21	29.1	54.1	12.4	4.1	0.4
Serving Students/Faculty	12	15	26.1	68.3	3.5	2.0	0.1
Other Activities	17	23	29.5	54.1	9.1	6.9	0.5
Ideal Time (N=760)							
Teaching	34	22	2.8	55.8	31.1	9.6	0.8
Research	30	22	12.1	53.7	25.0	9.2	0.0
Administration	12	17	35.3	55.4	7.1	2.1	0.1
Serving Students/Faculty	11	12	24.9	71.2	3.0	0.8	0.1
Other Activities	13	19	29.2	57.5	9.5	3.6	0.3

A7. Group differences in time allocated to faculty activities

Group differences shown where significant (according to an F-test, with p<.01,

	Gender		Rank				Years in Position			
	Female 275	Male 606	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
Current Time										
Teaching	42	32	28	37	36	65				
Research	15	22	22	19	21	4	22	23	20	13
Administration			25	16	9	11	12	16	17	24
Serving Students/Faculty										
Other Activities			15	15	21	9	21	17	15	12
Ideal Time										
Teaching	39	32	30	36	33	55	30	32	34	41
Research	25	32	32	30	30	11	33	33	30	22
Administration			17	11	7	13	9	11	14	15
Serving Students/Faculty										
Other Activities			11	12	18	9	17	14	12	10

A8. School differences in time allocated to faculty activities

Group differences shown where significant (according to an F-test, with p<.01,

	ALHT 24	*BUS* 19	*DENT* 60	*EDUC* 15	*E&T* 31	*HERR* 12	*LAW* 25	*LART* 101	*MED/BS* 112	*MED/AC* 286	*NURS* 56	*PED* 13	*SPEA* 15	*SCI* 72	*SWK* 14	*UNLY* 22	*OTHER* 4
Current Time																	
Teaching	40	54	48	44	41	47	47	43	23	24	51	56	35	40	48	19	49
Research	13	23	12	10	17	16	18	18	36	19	10	7	24	28	15	4	21
Administration	29	9	19	14	17	14	14	19	14	16	17	19	19	15	8	38	18
Serving Students/Faculty	13	9	12	19	15	14	17	12	9	11	10	12	10	10	16	30	8
Other Activities	5	4	10	13	10	9	5	9	18	30	12	7	13	7	12	10	6
Ideal Time																	
Teaching	40	48	44	46	44	38	46	41	23	25	51	48	31	36	48	19	42
Research	16	34	20	22	23	39	31	28	48	28	20	16	33	38	28	13	19
Administration	23	6	15	3	14	8	6	14	10	11	7	17	14	10	3	33	21
Serving Students/Faculty	14	8	12	17	10	10	12	11	8	11	8	11	10	10	13	23	10
Other Activities	7	4	10	12	9	6	4	6	11	25	14	7	13	5	8	12	8

A9. Faculty perceptions of the quality of IUPUI[ab]

Rating of IUPUI in the areas of...	Valid N[c]	Mean[d]	STD	Percentage PR	FR	GD	EX	Confidence Intervals PR	FR	GD	EX
Quality of professional service in unit	855	3.20	0.77	2%	15%	43%	40%				
Scholarly/professional competence of colleagues	881	3.19	0.70	2%	11%	53%	34%				
Quality of teaching in unit	858	3.11	0.68	2%	12%	58%	28%				
Quality of faculty service to institution	868	3.09	0.71	2%	16%	54%	29%				
National reputation of program	851	2.98	0.81	4%	22%	47%	28%				
Quality of graduate students in school	752	2.86	0.71	4%	21%	60%	15%				
Quality of administrative leadership in department	858	2.84	0.96	12%	19%	41%	28%				
Quality of research in unit	856	2.84	0.86	7%	25%	45%	23%				
Reputation of IUPUI in Indianapolis	860	2.82	0.67	3%	24%	60%	12%				
Quality of administrative leadership in central administration	777	2.73	0.78	7%	25%	54%	13%				
Quality of administrative leadership in school	861	2.68	0.90	12%	25%	45%	18%				
Quality of interdisciplinary teaching/research	814	2.57	0.83	10%	34%	44%	12%				
Reputation of IUPUI in state	833	2.53	0.70	5%	43%	45%	7%				
Quality of undergraduate students at IUPUI	668	2.19	0.72	16%	50%	31%	2%				
Reputation of IUPUI nationally	737	2.16	0.78	19%	49%	27%	4%				

[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*
[d] *Mean includes neutral responses but excludes "not applicable" responses*

A10. Group differences in faculty perceptions of the quality of IUPUI[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus-Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
	275	606	270	320	260	32	231	213	227	204
Quality of professional service in unit	3.20										
Scholarly/professional competence of colleagues	3.19			3.24	3.08	3.22	3.41				
Quality of teaching in unit	3.11	3.20	3.07								
Quality of faculty service to institution	3.09	3.20	3.04								
National reputation of program	2.98			3.12	2.86	3.00	2.87				
Quality of graduate students in school	2.86							2.77	2.81	2.85	3.01
Quality of administrative leadership in department	2.84										
Quality of research in unit	2.84			3.00	2.69	2.83	2.74				
Reputation of IUPUI in Indianapolis	2.82										
Quality of administrative leadership in central administration	2.73			2.85	2.63	2.68	2.88				
Quality of administrative leadership in school	2.68	2.82	2.62	2.71	2.57	2.75	3.06				
Quality of interdisciplinary teaching/research	2.57										
Reputation of IUPUI in state	2.53			2.48	2.47	2.68	2.40				
Quality of undergraduate students at IUPUI	2.19										
Reputation of IUPUI nationally	2.16										

[a] *Results presented in order from highest to lowest average extent of agreement.*

[b] *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).*

[c] *Mean includes neutral responses but excludes "not applicable" responses*

A11. School differences in faculty perceptions of the quality of IUPUI[ab]

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

		School[c]																
	Camp-Wide	ALHT	BUS	DENT	EDUC	E&T	HERR	LAW	LART	MED/BS	MED/AC	NURS	PED	SPEA	SCI	SWK	ULIB	OTHER
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Quality of professional service in unit	3.20	3.42	2.81	3.25	3.29	2.53	2.83	2.72	3.16	3.16	3.44	3.32	3.23	3.57	2.67	3.36	3.14	3.00
Scholarly/professional competence of colleagues	3.19	3.38	3.16	3.22	3.40	2.80	3.17	2.96	3.21	3.19	3.26	3.25	2.82	3.47	3.15	2.36	3.05	3.00
Quality of teaching in unit	3.11	3.71	3.21	3.14	3.07	3.10	3.50	2.84	3.30	3.14	3.01	3.28	3.23	3.07	2.94	3.00	2.93	3.67
Quality of faculty service to institution	3.09	3.63	2.71	3.17	3.00	2.70	3.33	2.64	3.22	3.06	3.18	3.20	3.38	3.07	2.68	3.00	3.09	2.75
National reputation of program	2.98	3.29	2.84	3.41	3.07	2.07	3.22	2.46	2.50	2.97	3.15	3.52	2.64	3.13	2.63	2.38	3.17	3.33
Quality of graduate students in school	2.86	3.17	3.36	3.12	2.92	2.54	3.00	2.58	2.68	2.75	2.87	3.12	2.86	3.00	2.58	2.71	3.07	3.00
Quality of administrative leadership in department	2.84	3.50	2.58	2.57	2.60	2.86	2.75	2.48	3.32	2.64	2.83	3.15	3.38	2.23	2.68	1.67	2.90	3.50
Quality of research in unit	2.84	2.21	2.80	2.84	2.64	2.17	2.83	2.65	2.84	2.94	2.93	3.04	2.23	3.27	3.16	1.71	2.31	2.00
Reputation of IUPUI in Indianapolis	2.82	2.92	2.06	3.16	2.87	2.65	3.08	2.67	2.59	2.97	2.86	3.02	3.00	3.00	2.55	2.86	2.82	2.50
Quality of administrative leadership in central administration	2.73	3.22	2.41	2.94	2.79	2.59	2.75	3.05	2.85	2.58	2.63	2.80	3.25	2.38	2.52	3.00	3.05	3.00
Quality of administrative leadership in school	2.68	2.78	2.58	2.93	2.60	2.97	2.83	2.80	2.91	2.48	2.63	2.98	3.46	2.33	2.23	1.77	3.00	3.50
Quality of interdisciplinary teaching/research	2.57	2.22	1.93	2.70	2.50	2.24	2.36	2.52	2.45	2.76	2.69	2.35	2.27	3.00	2.58	2.00	2.74	2.50
Reputation of IUPUI in state	2.53	2.54	1.67	2.84	2.50	2.31	2.58	2.43	2.20	2.67	2.66	2.72	2.69	2.43	2.25	2.64	2.41	2.75
Quality of undergraduate students at IUPUI	2.19	2.61	1.74	2.58	2.50	1.97	1.83	2.21	2.08	2.24	2.33	2.44	2.31	1.87	1.77	2.08	2.09	2.00
Reputation of IUPUI nationally	2.16	2.32	1.43	2.42	2.25	1.96	1.82	1.79	2.17	2.11	2.11	2.53	2.46	1.92	2.07	2.50	2.75	2.00

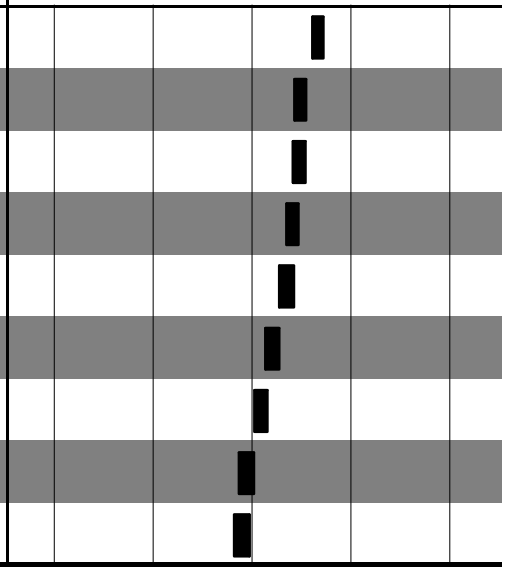
[a] *Results presented in order from highest to lowest average extent of agreement.*

[b] *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).*

[c] *Mean includes neutral responses but excludes "not applicable" responses*

A12. Faculty satisfaction with the IUPUI campus environment[ab]

Satisfaction with IUPUI in the areas of...	Valid N[c]	Mean[d]	STD	Percentages VD	D	N	S	VS	Confidence Intervals VD	D	N	S	VS
Quality of academic programs	850	0.64	0.81	2%	8%	24%	58%	9%					
IUPUI's connections w/community	806	0.47	0.86	2%	10%	36%	44%	8%					
Quality of student academic support programs and services	711	0.46	0.85	3%	10%	30%	51%	5%					
Clarity of future plans at IUPUI	790	0.39	0.85	3%	9%	38%	44%	5%					
Clarity of future plans in unit	860	0.33	1.10	8%	15%	25%	41%	11%					
Quality of student activity support programs and services	642	0.19	0.89	4%	16%	40%	36%	3%					
Identity/sense of community at IUPUI	839	0.07	0.96	6%	21%	37%	32%	4%					
Cost of parking on campus	868	-0.08	1.14	14%	24%	25%	33%	5%					
Availability of parking on campus	873	-0.12	1.17	15%	26%	19%	35%	4%					



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

[d] *Mean includes neutral responses but excludes "not applicable" responses*

A13. Faculty satisfaction with the IUPUI campus environment[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus-Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
	275	606	270	320	260	32	231	213	227	204	
Quality of academic programs	0.64										
IUPUI's connections w/community	0.47										
Quality of student academic support programs and services	0.46										
Clarity of future plans at IUPUI	0.39										
Clarity of future plans in unit	0.33										
Quality of student activity support programs and services	0.19			0.17	0.06	0.33	0.50				
Identity/sense of community at IUPUI	0.07										
Cost of parking on campus	-0.08										
Availability of parking on campus	-0.12	-0.34	-0.02	0.06	-0.26	-0.09	-0.39				

[a] *Results presented in order from highest to lowest average extent of agreement.*

[b] *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).*

[c] *Mean includes neutral responses but excludes "not applicable" responses*

A14. Faculty satisfaction with the IUPUI campus environment[ab]

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

		School[c]																
	Camp-Wide	*ALHT*	*BUS*	*DENT*	*EDUC*	*E&T*	*HERR*	*LAW*	*LART*	*MED/BS*	*MED/AC*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*	*ULIB*	*OTHER*
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Quality of academic programs	0.64	1.00	-0.16	0.84	0.80	0.77	0.82	0.25	0.77	0.46	0.60	0.98	0.92	0.47	0.59	0.69	0.76	0.67
IUPUI's connections w/community	0.47	0.88	-0.11	0.83	0.57	0.50	0.73	0.48	0.44	0.41	0.39	0.57	0.92	0.87	0.30	0.08	0.59	1.00
Quality of student academic support programs and services	0.46																	
Clarity of future plans at IUPUI	0.39	0.83	-0.11	0.67	0.85	0.52	0.64	0.48	0.33	0.24	0.30	0.51	0.85	0.21	0.14	0.85	0.75	0.75
Clarity of future plans in unit	0.33	0.29	-0.32	0.54	0.73	0.60	0.50	0.25	0.47	0.30	0.20	0.69	0.92	0.08	0.28	-0.29	0.67	-0.50
Quality of student activity support programs and services	0.19	0.10	-0.33	0.54	-0.23	-0.04	0.40	-0.20	-0.01	0.32	0.34	0.23	0.08	0.00	0.07	0.07	0.50	0.75
Identity/sense of community at IUPUI	0.07	0.30	-0.26	0.65	0.33	0.26	-0.42	-0.17	-0.06	0.10	0.09	0.09	0.46	0.00	-0.19	-0.07	-0.05	-0.50
Cost of parking on campus	-0.08	0.00	0.53	-0.03	-0.33	-0.19	-0.83	-0.16	-0.12	-0.22	-0.14	-0.35	0.54	0.60	0.09	0.46	0.59	0.00
Availability of parking on campus	-0.12																	

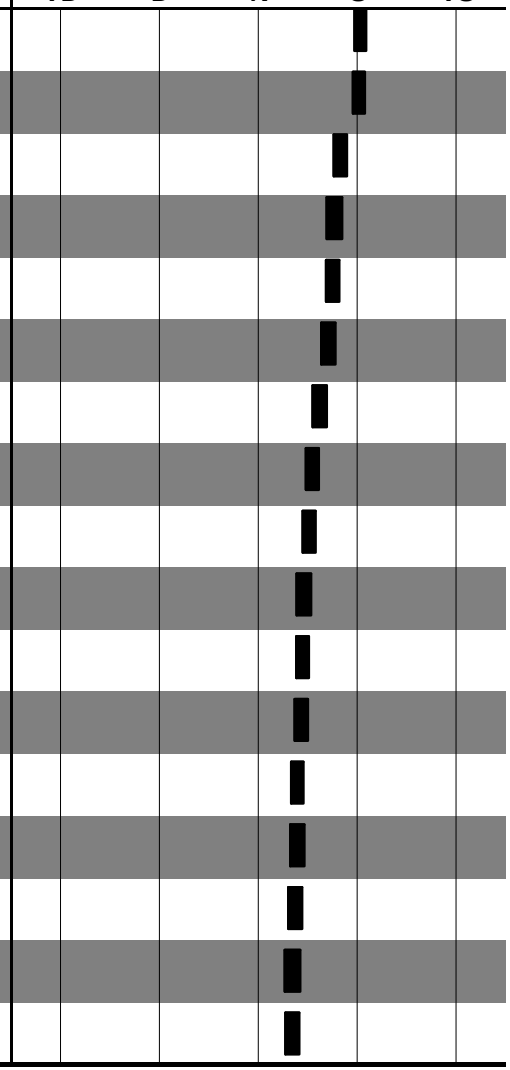
[a] *Results presented in order from highest to lowest average extent of agreement.*

[b] *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).*

[c] *Mean includes neutral responses but excludes "not applicable" responses*

A15. Faculty satisfaction with the IUPUI work environmentab

Satisfaction with IUPUI in the areas of...	Valid N[c]	Mean[d]	STD	Percentages VD	D	N	S	VS	Confidence Intervals VD	D	N	S	VS
Contribution of unit colleagues to professional service	862	0.92	0.85	1%	5%	19%	51%	24%					
Contribution of unit colleagues to teaching	873	0.91	0.88	1%	7%	14%	53%	24%					
Overall job satisfaction	882	0.73	0.97	4%	9%	16%	54%	17%					
Level of collegiality in unit	881	0.67	1.14	6%	12%	16%	42%	24%					
Fringe benefits	882	0.65	0.99	3%	11%	20%	49%	17%					
Contribution of unit colleagues to research	864	0.61	1.02	3%	13%	20%	46%	17%					
Collaboration of colleagues on projects	863	0.52	1.02	4%	13%	26%	42%	15%					
Faculty development opportunities at IUPUI	794	0.45	0.91	3%	9%	36%	42%	10%					
Level of collegiality at IUPUI	782	0.42	0.90	3%	12%	32%	46%	7%					
Faculty development opportunities in unit	869	0.36	1.06	6%	16%	24%	44%	10%					
Use of my time on spent in department committees	810	0.35	0.90	4%	14%	29%	49%	4%					
Rewards/recognition for research	839	0.34	0.96	5%	13%	32%	44%	7%					
Role of peer review to evaluate research	792	0.30	0.87	3%	14%	37%	42%	4%					
Faculty development opportunities in department/school	866	0.30	1.04	7%	16%	27%	42%	9%					
Use of my time on focused task forces	683	0.28	0.90	5%	12%	38%	41%	4%					
Faculty morale in unit	882	0.25	1.14	9%	18%	21%	41%	10%					
Use of my time spent in school committees	736	0.25	0.93	4%	17%	31%	44%	4%					



[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).*

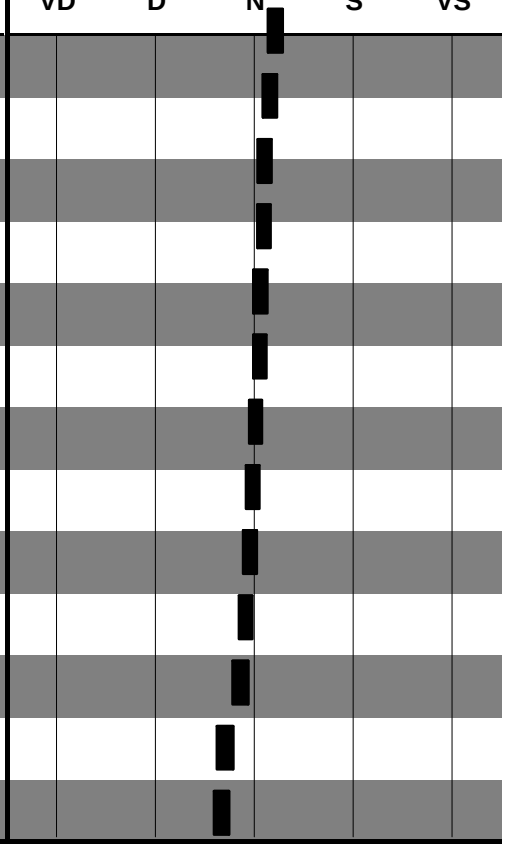
[b] *Results presented in order from highest to lowest mean satisfaction ratings.*

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

[d] *Mean includes neutral responses but excludes "not applicable" responses*

A15 (Continued). Faculty satisfaction with the IUPUI work environment[a,b]

Satisfaction with IUPUI in the areas of...	Valid N[c]	Mean[d]	STD	Percentages VD	D	N	S	VS	Confidence Intervals VD	D	N	S	VS
Use of my time spent in campus-wide committees	616	0.24	0.92	5%	13%	38%	39%	4%					
Rewards/recognition for teaching	844	0.19	1.03	8%	16%	33%	37%	7%					
Use of my time on standing committees	783	0.13	0.96	6%	18%	35%	38%	3%					
Relevency and importance of IUPUI Fac. Coun. issues	682	0.13	0.85	5%	13%	49%	30%	3%					
Representativenss of the IUPUI Faculty Council	663	0.09	0.91	7%	14%	46%	30%	3%					
Effectiveness of the IUPUI Faculty Council	660	0.09	0.84	5%	13%	51%	28%	2%					
Role of peer review to evaluate professional service	760	0.04	0.89	6%	18%	43%	31%	2%					
Role of peer review to evaluate teaching	786	0.02	0.94	7%	21%	37%	33%	2%					
Rewards/recognition for professional service	828	-0.01	0.98	8%	22%	36%	31%	3%					
Rewards/recognition for institutional service	804	-0.05	0.93	8%	21%	42%	27%	2%					
Role part-time faculty have in faculty governance	548	-0.11	0.93	9%	18%	49%	21%	3%					
Adequacy of part-time faculty development support	584	-0.26	0.99	12%	27%	38%	21%	2%					
Faculty salary levels	878	-0.29	1.11	16%	29%	25%	27%	3%					



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

[d] *Mean includes neutral responses but excludes "not applicable" responses*

A16. Group differences in satisfaction with the faculty work environments[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus-Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
	275	606	270	320	260	32	231	213	227	204
Contribution of unit colleagues to professional service	0.92										
Contribution of unit colleagues to teaching	0.91										
Overall job satisfaction	0.73			0.89	0.53	0.78	0.84				
Level of collegiality in unit	0.67			0.68	0.49	0.85	0.75				
Fringe benefits	0.65			0.90	0.51	0.61	0.22	0.53	0.56	0.77	0.78
Contribution of unit colleagues to research	0.61			0.74	0.44	0.64	0.62				
Collaboration of colleagues on projects	0.52										
Faculty development opportunities at IUPUI	0.45										
Level of collegiality at IUPUI	0.42			0.53	0.29	0.50	0.29				
Faculty development opportunities in unit	0.36			0.47	0.15	0.51	0.28				
Use of my time on spent in department committees	0.35										
Rewards/recognition for research	0.34										
Role of peer review to evaluate research	0.30			0.42	0.15	0.34	0.14	0.28	0.20	0.22	0.51
Faculty development opportunities in department/school	0.30			0.37	0.10	0.48	0.10				
Use of my time on focused task forces	0.28										
Faculty morale in unit	0.25			0.25	0.09	0.41	0.48				
Use of my time spent in school committees	0.25										
Use of my time spent in campus-wide committees	0.24										

[a] *Results presented in order from highest to lowest average extent of agreement.*

[b] *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).*

[c] *Mean includes neutral responses but excludes "not applicable" responses*

A16 (Continued). Group differences in satisfaction with the faculty work environments[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus-Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
		275	606	270	320	260	32	231	213	227	204
Rewards/recognition for teaching	0.19	0.34	0.11								
Use of my time on standing committees	0.13										
Relevency and importance of IUPUI Fac. Coun. issues	0.13										
Representativenss of the IUPUI Faculty Council	0.09	0.22	0.02								
Effectiveness of the IUPUI Faculty Council	0.09	0.23	0.02								
Role of peer review to evaluate professional service	0.04										
Role of peer review to evaluate teaching	0.02										
Rewards/recognition for professional service	-0.01			0.12	-0.19	0.07	0.00				
Rewards/recognition for institutional service	-0.05			0.12	-0.26	0.00	0.04				
Role part-time faculty have in faculty governance	-0.11	-0.33	0.00								
Adequacy of part-time faculty development support	-0.26	-0.45	-0.17								
Faculty salary levels	-0.29	-0.46	-0.22					0.02	-0.28	-0.36	-0.55

[a] *Results presented in order from highest to lowest average extent of agreement.*

[b] *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).*

[c] *Mean includes neutral responses but excludes "not applicable" responses*

A17. School differences in satisfaction with the faculty work environments[ab]

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

		School[c]																
	Camp-Wide	ALHT	BUS	DENT	EDUC	E&T	HERR	LAW	LART	MED/BS	MED/AC	NURS	PED	SPEA	SCI	SWK	ULIB	OTHER
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Contribution of unit colleagues to teaching	1.62	1.62	0.74	1.03	1.07	1.06	1.50	0.74	1.17	0.74	0.82	1.00	1.23	0.53	0.75	0.93	0.74	0.00
Contribution of unit colleagues to professional service	1.46	1.46	0.50	0.83	0.93	0.53	1.00	0.50	1.06	0.77	1.04	1.00	1.31	1.07	0.59	1.43	0.86	0.25
Level of collegiality in unit	1.21	1.21	0.63	0.76	1.00	1.13	0.67	0.04	0.78	0.60	0.70	0.43	1.31	0.20	0.56	-0.14	0.59	0.75
Faculty development opportunities at IUPUI	1.13	1.13	-0.17	0.54	0.73	0.87	0.17	0.38	0.33	0.16	0.32	0.73	1.23	0.50	0.55	0.79	0.86	0.75
Representativenss of the IUPUI Faculty Council	0.86	0.86	-0.27	0.42	0.20	0.31	0.10	-0.07	-0.11	-0.08	0.07	0.36	1.00	-0.20	-0.23	-0.17	0.30	0.25
Effectiveness of the IUPUI Faculty Council	0.82	0.82	-0.27	0.39	0.00	0.32	0.30	0.08	-0.03	-0.14	0.05	0.34	0.83	-0.40	-0.19	0.23	0.25	0.25
Level of collegiality at IUPUI	0.79	0.79	0.17	0.67	0.47	0.67	0.20	0.21	0.30	0.38	0.47	0.08	0.58	0.64	0.39	0.42	0.81	-0.25
Overall job satisfaction	0.73																	
Use of my time on spent in department committees	0.67	0.67	0.47	0.31	0.13	0.61	-0.08	-0.11	0.48	0.48	0.41	-0.13	0.38	0.29	0.19	-0.60	0.75	1.00
Fringe benefits	0.65																	
Relevency and importance of IUPUI Fac. Coun. issues	0.64	0.64	-0.50	0.40	0.13	0.15	0.40	0.06	0.15	-0.11	0.08	0.39	0.83	-0.18	-0.08	0.33	0.40	0.25
Rewards/recognition for research	0.58	0.58	-0.07	0.33	0.80	0.47	0.08	0.50	0.30	0.05	0.36	0.73	0.69	0.47	0.30	0.38	0.21	0.25
Faculty development opportunities in unit	0.54	0.54	-0.29	0.47	0.80	0.71	0.08	0.74	0.22	0.30	0.25	0.65	0.85	0.27	0.49	-0.08	0.95	0.25
Collaboration of colleagues on projects	0.52																	
Role of peer review to evaluate teaching	0.42	0.42	-0.67	-0.02	0.33	-0.12	0.18	0.29	0.39	-0.19	-0.07	0.16	0.38	-0.53	-0.23	0.38	0.54	0.00
Faculty development opportunities in department/school	0.38	0.38	-0.28	0.42	0.60	0.87	0.25	0.88	0.00	0.08	0.25	0.63	0.92	0.13	0.42	-0.23	0.95	0.00

[a] *Results presented in order from highest to lowest average extent of agreement.*

[b] *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).*

[c] *Mean includes neutral responses but excludes "not applicable" responses*

A17 (Continued). School differences in satisfaction with the faculty work environments[ab]

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

		School[c]																
	Camp-Wide	ALHT	BUS	DENT	EDUC	E&T	HERR	LAW	LART	MED/BS	MED/AC	NURS	PED	SPEA	SCI	SWK	ULIB	OTHER
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Use of my time spent in school committees	0.38	0.38	0.36	0.35	0.00	0.48	0.42	-0.04	0.14	0.44	0.36	-0.33	0.92	0.27	0.16	-0.79	0.59	0.75
Role of peer review to evaluate research	0.30																	
Faculty morale in unit	0.29	0.29	0.06	0.52	0.53	1.00	0.42	0.00	0.45	0.15	0.16	0.04	0.92	-0.20	0.35	-0.57	0.32	0.00
Use of my time on focused task forces	0.28																	
Contribution of unit colleagues to research	0.25	0.25	0.53	0.41	0.71	0.17	0.75	0.35	0.91	0.54	0.69	0.60	-0.08	0.93	1.08	-0.57	-0.11	-0.25
Use of my time spent in campus-wide committees	0.24																	
Rewards/recognition for teaching	0.19																	
Use of my time on standing committees	0.13																	
Role of peer review to evaluate professional service	0.04																	
Rewards/recognition for professional service	-0.01																	
Rewards/recognition for institutional service	-0.05																	
Role part-time faculty have in faculty governance	-0.11																	
Adequacy of part-time faculty development support	-0.26																	
Faculty salary levels	-0.50	-0.50	-0.37	-0.17	-0.47	-0.20	-1.17	-0.25	-0.57	-0.37	0.04	-0.93	-0.54	0.00	-0.44	-0.38	-0.64	-0.50

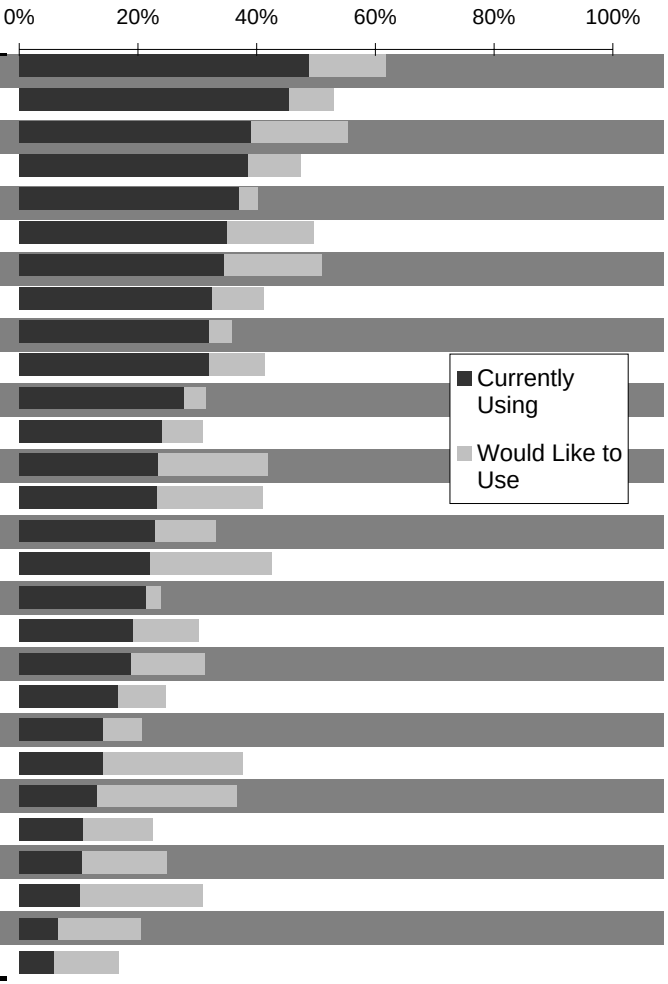
[a] *Results presented in order from highest to lowest average extent of agreement.*

[b] *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).*

[c] *Mean includes neutral responses but excludes "not applicable" responses*

A18. Use of instructional materials[a]

Usage in first undergraduate course you teach this semester …	Number		No Answ.	Percentage	
	Currently Using	Would Like to Use		Currently Using	Would Like to Use
Library reserve materials	439	116	343	49%	13%
Student presentations	409	68	421	46%	8%
Problem based learning	350	147	401	39%	16%
Grade based on levels of student competence	346	80	472	39%	9%
Multiple choice midterm/final exam	333	28	537	37%	3%
E-mail to students in class	315	131	452	35%	15%
Team teaching (w/ other faculty)	310	148	440	35%	16%
Study teams/group assignments	293	78	527	33%	9%
Essay midterm/final exam	287	35	576	32%	4%
Video	287	85	526	32%	9%
Major paper at end of term	250	32	616	28%	4%
Multiple drafts of written work	217	62	619	24%	7%
Custom course packets/reprints	211	166	521	23%	18%
Distribute materials found on the Internet	208	161	529	23%	18%
Weekly feedback to student on performance	206	92	600	23%	10%
Multimedia presentations/resources	198	184	516	22%	20%
Grading on a curve	193	22	683	21%	2%
Student evaluation of each other's work	172	100	626	19%	11%
Computer laboratory assignments	169	112	617	19%	12%
Weekly/biweekly writing assignments	149	73	676	17%	8%
Audio	127	58	713	14%	6%
Distrib materials/assignments via Internet	127	212	559	14%	24%
Computer simulations/courseware	118	212	568	13%	24%
Portfolio assessments	97	106	695	11%	12%
Service learning components	96	128	674	11%	14%
Self-paced instructional software/learning resources	93	186	619	10%	21%
Distance/distributed learning	58	126	714	6%	14%
Audio/teleconferencing	53	98	747	6%	11%



[a] *Results presented in order of highest to lowest percentage of current use.*

A19. Group differences in current use of instructional materials[a]

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

		Gender[b]		Rank[b]				Years in Position[b]			
	Campus-Wide	Female	Male	Full	Assoc	Asst	Lect/Ins	0 - 4	5 - 9	10 - 19	20 +
	275	606	270	320	260	32	231	213	227	204
Percent Currently Using											
Library reserve materials	49%										
Student presentations	46%	55%	41%	44%	53%	37%	56%	35%	50%	44%	55%
Problem based learning	39%										
Grade based on levels of student competence	39%	46%	35%	34%	43%	34%	63%				
Multiple choice midterm/final exam	37%							27%	36%	40%	47%
E-mail to students in class	35%	44%	31%								
Team teaching (w/ other faculty)	35%	41%	32%	39%	38%	26%	28%	26%	36%	40%	38%
Study teams/group assignments	33%	43%	28%	30%	38%	27%	44%	24%	36%	30%	40%
Essay midterm/final exam	32%			37%	35%	24%	22%	21%	37%	32%	39%
Video	32%	39%	29%	26%	40%	24%	56%	23%	38%	33%	35%
Major paper at end of term	28%										
Multiple drafts of written work	24%	36%	19%	26%	27%	16%	47%	16%	33%	24%	23%
Custom course packets/reprints	23%	30%	21%					16%	24%	27%	29%
Distribute materials found on the Internet	23%										
Weekly feedback to student on performance	23%	33%	18%	20%	26%	20%	47%	16%	21%	25%	32%
Multimedia presentations/resources	22%										
Grading on a curve	21%	16%	24%	29%	22%	15%	16%	15%	22%	29%	21%
Student evaluation of each other's work	19%	29%	15%	21%	18%	15%	44%				
Computer laboratory assignments	19%	24%	17%					14%	14%	22%	26%
Weekly/biweekly writing assignments	17%	30%	11%	19%	14%	15%	38%				
Audio	14%	22%	11%					8%	18%	17%	12%
Distrib materials/assignments via Internet	14%										
Computer simulations/courseware	13%										
Portfolio assessments	11%	18%	8%	8%	11%	11%	38%				
Service learning components	11%	16%	9%								
Self-paced instructional software/learning resources	10%										
Distance/distributed learning	6%										
Audio/teleconferencing	6%										

[a] *Results presented in order from highest to lowest percentage of use.*
[b] *Mean includes neutral responses but excludes "not applicable" responses*

A20. School differences in current use of instructional materials[a]

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

		School[b]																
	Campus-Wide	ALHT	BUS	DENT	EDUC	E&T	HERR	LAW	LART	MED/BS	MED/AC	NURS	PED	SPEA	SCI	SWK	ULIB	OTHER
	24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4	
Percent Currently Using																		
Library reserve materials	49%	38%	32%	73%	40%	45%	83%	60%	54%	53%	45%	34%	54%	67%	43%	64%	41%	25%
Student presentations	46%	79%	47%	50%	67%	48%	92%	36%	69%	30%	28%	73%	69%	73%	50%	71%	27%	100%
Problem based learning	39%	46%	68%	72%	73%	55%	67%	52%	30%	43%	29%	34%	38%	33%	38%	29%	18%	75%
Grade based on levels of student competence	39%	83%	47%	55%	60%	42%	75%	20%	51%	36%	17%	61%	69%	53%	53%	57%	9%	75%
Multiple choice midterm/final exam	37%	75%	58%	62%	13%	35%	17%	20%	42%	42%	21%	50%	69%	40%	51%	57%	9%	50%
E-mail to students in class	35%	21%	68%	43%	67%	55%	17%	52%	59%	29%	8%	64%	54%	53%	53%	43%	36%	75%
Team teaching (w/ other faculty)	35%	83%	0%	55%	33%	29%	25%	12%	28%	45%	33%	43%	15%	13%	24%	29%	41%	50%
Study teams/group assignments	33%	71%	74%	40%	73%	58%	42%	24%	49%	15%	11%	59%	62%	60%	38%	79%	27%	50%
Essay midterm/final exam	32%	42%	47%	40%	53%	35%	17%	68%	73%	26%	7%	29%	69%	60%	40%	57%	18%	75%
Video	32%	58%	42%	40%	67%	23%	33%	24%	56%	19%	17%	48%	62%	40%	33%	64%	14%	100%
Major paper at end of term	28%	58%	58%	7%	67%	42%	17%	40%	61%	10%	3%	66%	31%	53%	47%	64%	27%	100%
Multiple drafts of written work	24%	58%	16%	12%	27%	10%	17%	52%	58%	10%	11%	55%	23%	33%	25%	57%	5%	0%
Custom course packets/reprints	23%	42%	32%	23%	33%	23%	8%	40%	30%	18%	14%	79%	8%	33%	19%	7%	5%	50%
Distribute materials found on the Internet	23%	13%	26%	32%	33%	39%	8%	32%	34%	15%	12%	27%	46%	40%	38%	50%	23%	50%
Weekly feedback to student on performance	23%	42%	21%	33%	40%	29%	75%	8%	36%	16%	10%	50%	46%	27%	21%	29%	9%	50%
Multimedia presentations/resources	22%	29%	42%	30%	13%	26%	33%	16%	27%	14%	16%	32%	54%	13%	25%	21%	14%	50%
Grading on a curve	21%	8%	63%	30%	7%	52%	0%	52%	23%	23%	12%	5%	31%	40%	38%	29%	5%	50%
Student evaluation of each other's work	19%	33%	32%	33%	27%	19%	67%	8%	37%	14%	3%	41%	46%	20%	11%	57%	14%	0%
Computer laboratory assignments	19%	54%	37%	12%	27%	58%	25%	0%	23%	11%	5%	36%	38%	20%	39%	14%	18%	75%
Weekly/biweekly writing assignments	17%	25%	16%	8%	47%	26%	8%	8%	51%	5%	2%	41%	31%	20%	18%	21%	9%	50%
Audio	14%	17%	5%	13%	20%	0%	8%	12%	35%	11%	9%	27%	8%	7%	7%	29%	5%	75%
Distrib materials/assignments via Internet	14%	4%	16%	20%	7%	29%	8%	20%	23%	5%	3%	25%	46%	40%	29%	29%	5%	50%
Computer simulations/courseware	13%	25%	53%	10%	27%	55%	0%	0%	7%	12%	5%	16%	31%	13%	31%	0%	0%	25%
Portfolio assessments	11%	8%	11%	3%	33%	10%	92%	0%	29%	1%	1%	23%	46%	27%	6%	64%	0%	25%
Service learning components	11%	25%	0%	8%	13%	6%	0%	12%	10%	4%	9%	25%	31%	33%	4%	50%	9%	0%
Self-paced instructional software/learning resources	10%	38%	0%	13%	13%	19%	8%	8%	7%	8%	7%	27%	15%	7%	10%	0%	0%	25%
Distance/distributed learning	6%	8%	5%	2%	0%	16%	0%	4%	11%	3%	3%	29%	8%	7%	7%	0%	5%	50%
Audio/teleconferencing	6%	17%	5%	2%	7%	6%	0%	4%	3%	3%	7%	23%	0%	7%	1%	7%	5%	25%

[a] *Results presented in order from highest to lowest percentage of use.*

[b] *Mean includes neutral responses but excludes "not applicable" responses*

A21. Faculty satisfaction with Access to available technology resources for[ab]

	Valid N[c]	Mean[d]	STD	Percentages VD	D	N	S	VS	Confidence Intervals VD	D	N	S	VS
My teaching activities	717	0.62	0.99	4%	11%	20%	51%	15%					
My research activities	674	0.54	1.02	4%	12%	23%	47%	14%					
My adminstration and campus service activities	599	0.51	0.93	4%	8%	30%	48%	10%					
Student activities related to classroom instruction	550	0.48	0.90	3%	10%	31%	47%	9%					
Student activities related to research and scholarship	492	0.43	0.91	4%	9%	36%	43%	8%					
Staff activities related to performance of administrative support	544	0.39	0.91	3%	13%	35%	42%	8%					
Student activities related to out-of-class learning	467	0.31	0.94	5%	12%	37%	39%	7%					

A22. Faculty satisfaction with Training in available technology resources for[ab]

	Valid N[c]	Mean[d]	STD	Percentages VD	D	N	S	VS	Confidence Intervals VD	D	N	S	VS
My adminstration and campus service activities	548	0.25	0.93	5%	12%	40%	37%	5%					
My teaching activities	657	0.25	1.02	6%	17%	31%	38%	8%					
Student activities related to classroom instruction	496	0.22	0.93	5%	14%	41%	34%	6%					
My research activities	614	0.17	1.02	7%	17%	35%	35%	7%					
Staff activities related to performance of administrative support	504	0.17	0.90	4%	17%	41%	34%	4%					
Student activities related to research and scholarship	446	0.16	0.97	7%	15%	39%	35%	5%					
Student activities related to out-of-class learning	426	0.12	0.93	6%	16%	42%	33%	4%					

A23. Faculty satisfaction with technology resources Support for[ab]

	Valid N[c]	Mean[d]	STD	Percentages VD	D	N	S	VS	Confidence Intervals VD	D	N	S	VS
My administration and campus service activities	565	0.28	0.98	6%	12%	35%	40%	7%					
My teaching activities	682	0.27	1.09	8%	16%	27%	40%	10%					
Student activities related to classroom instruction	502	0.23	0.94	5%	14%	39%	36%	5%					
Student activities related to research and scholarship	449	0.21	0.92	5%	14%	38%	38%	4%					
Staff activities related to performance of administrative support	513	0.17	0.94	5%	18%	36%	36%	5%					
My research activities	639	0.15	1.11	10%	17%	27%	38%	8%					
Student activities related to out-of-class learning	430	0.13	0.93	7%	14%	42%	34%	3%					

[a] *Results presented in order from highest to lowest average extent of agreement.*
[b] *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).*
[c] *Valid N excludes missing data and those responding "not applicable"*
[d] *Mean includes neutral responses but excludes "not applicable" responses*

A24. Group differences in satisfaction with Access to technology resources for[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus-Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
		275	606	270	320	260	32	231	213	227	204
My teaching activities	0.62										
My research activities	0.54			0.68	0.41	0.60	0.06				
My adminstration and campus service activities	0.51										
Student activities related to classroom instruction	0.48										
Student activities related to research and scholarship	0.43			0.61	0.28	0.43	-0.08				
Staff activities related to performance of administrative support	0.39										
Student activities related to out-of-class learning	0.31			0.39	0.24	0.39	-0.40				

A25. School differences in satisfaction with Access to technology resources for[ab]

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

		School[c]																
	Camp-Wide	*ALHT*	*BUS*	*DENT*	*EDUC*	*E&T*	*HERR*	*LAW*	*LART*	*MED/BS*	*MED/AC*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*	*ULIB*	*OTHER*
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
My teaching activities	0.62	0.81	-0.21	0.56	1.07	0.58	0.50	0.60	0.71	0.49	0.50	0.81	1.17	0.33	0.81	0.77	0.93	1.25
My research activities	0.54																	
My adminstration and campus service activities	0.51	1.00	-0.11	0.50	1.00	0.44	0.27	0.29	0.58	0.56	0.42	0.62	1.00	0.42	0.80	-0.10	0.94	-2.00
Student activities related to classroom instruction	0.48																	
Student activities related to research and scholarship	0.43	0.50	-0.60	0.56	0.82	0.44	0.55	0.23	0.31	0.55	0.34	0.73	0.00	0.09	0.63	0.00	0.60	0.00
Staff activities related to performance of administrative support	0.39																	
Student activities related to out-of-class learning	0.31																	

[a] *Results presented in order from highest to lowest average extent of agreement.*
[b] *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).*
[c] *Mean includes neutral responses but excludes "not applicable" responses*
[d] *Valid N insufficient to report means*

A26. Group differences in satisfaction with Training in technology resources for[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus-Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
		275	606	270	320	260	32	231	213	227	204
My adminstration and campus service activities	0.25										
My teaching activities	0.25										
Student activities related to classroom instruction	0.22										
My research activities	0.17										
Staff activities related to performance of administrative support	0.17			0.27	0.00	0.30	0.00				
Student activities related to research and scholarship	0.16			0.30	0.01	0.21	-0.42				
Student activities related to out-of-class learning	0.12										

A27. School differences in satisfaction with Training in technology resources for[ab]

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

		School[c]																
	Camp-Wide	*ALHT*	*BUS*	*DENT*	*EDUC*	*E&T*	*HERR*	*LAW*	*LART*	*MED/BS*	*MED/AC*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*	*ULIB*	*OTHER*
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
My adminstration and campus service activities	0.25																	
My teaching activities	0.25																	
Student activities related to classroom instruction	0.22																	
My research activities	0.17																	
Staff activities related to performance of administrative support	0.17																	
Student activities related to research and scholarship	0.16																	
Student activities related to out-of-class learning	0.12																	

[a] *Results presented in order from highest to lowest average extent of agreement.*
[b] *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).*
[c] *Mean includes neutral responses but excludes "not applicable" responses*
[d] *Valid N insufficient to report means*

A28. Group differences in satisfaction with Support for technology resources for[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus-Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
		275	606	270	320	260	32	231	213	227	204
My adminstration and campus service activities	0.28							0.39	0.13	0.14	0.45
My teaching activities	0.27										
Student activities related to classroom instruction	0.23										
Student activities related to research and scholarship	0.21			0.38	0.10	0.24	-0.42				
Staff activities related to performance of administrative support	0.17			0.24	0.03	0.36	-0.27				
My research activities	0.15										
Student activities related to out-of-class learning	0.13										

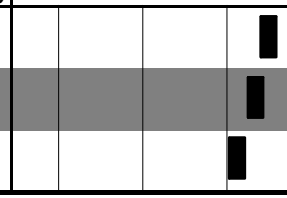
A29. Group differences in satisfaction with Support for technology resources for[ab]

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

		School[c]																
	Camp-Wide	*ALHT*	*BUS*	*DENT*	*EDUC*	*E&T*	*HERR*	*LAW*	*LART*	*MED/BS*	*MED/AC*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*	*ULIB*	*OTHER*
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
My administration and campus service activities	0.28	0.46	-0.25	0.39	1.00	-0.05	0.18	0.27	0.26	0.16	0.24	0.62	0.86	-0.08	0.54	-0.22	0.47	-2.00
My teaching activities	0.27	0.58	-0.83	0.13	0.77	-0.26	0.25	0.35	0.16	0.34	0.27	0.71	0.73	-0.08	0.36	0.33	0.14	0.67
Student activities related to classroom instruction	0.23	0.22	-0.77	0.22	0.20	0.15	0.20	0.33	-0.06	0.19	0.29	0.62	0.60	-0.25	0.43	0.30	0.08	0.67
Student activities related to research and scholarship	0.21	0.15	-0.78	0.47	0.56	0.21	0.22	0.29	-0.04	0.25	0.26	0.63	-0.17	-0.20	0.29	0.00	0.00	-0.67
Staff activities related to performance of administrative support	0.17																	
My research activities	0.15																	
Student activities related to out-of-class learning	0.13																	

[a] *Results presented in order from highest to lowest average extent of agreement.*
[b] *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).*
[c] *Mean includes neutral responses but excludes "not applicable" responses*
[d] *Valid N insufficient to report means*

A30. Faculty perceptions of where Access to campus technology resources should be located[ab]

	Valid N[c]	Mean[d]	STD	Percentage Not at all				Entirely	Confidence Intervals Not at all — Entirely
Your School	666	3.51	1.15	8%	9%	28%	34%	21%	
UITS Services	654	3.35	1.14	8%	12%	31%	32%	16%	
Center for Teaching and Learning	633	3.14	1.16	12%	12%	35%	29%	11%	

A31. Group differences in faculty perceptions of where Access to technology resources should be located[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
		275	606	270	320	260	32	231	213	227	204
Your School	3.51										
UITS Services	3.35							3.54	3.39	3.09	3.44
Center for Teaching and Learning Services	3.14										

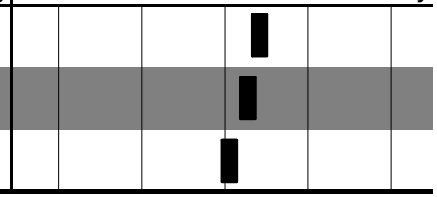
A32. School differences in faculty perceptions of where Access to technology resources should be located[ab]

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

		School[c]																
	Camp-Wide	*ALHT*	*BUS*	*DENT*	*EDUC*	*ENGR*	*HERR*	*LAW*	*LART*	*MED/BS*	*MED/AC*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*	*UNI LY*	*OTHER*
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Your School	3.51	3.24	4.06	3.60	4.00	4.00	4.27	3.47	3.71	3.16	3.38	3.80	3.15	3.54	3.30	3.54	3.41	3.25
UITS Services	3.35	3.68	2.63	3.19	3.27	3.31	2.80	3.06	3.22	3.49	3.40	3.86	3.77	3.08	3.09	3.08	3.82	3.00
Center for Teaching and Learning Services	3.14	3.63	2.53	3.11	3.83	3.04	3.67	2.71	3.27	2.84	3.15	3.55	3.92	3.08	2.91	3.00	2.82	3.50

[a] *Results presented in order from highest to lowest average extent of agreement*
[b] *Responses provided on a 5-point scale where 1 = Not at all here to 5 = Entirely here*
[c] *Valid N excludes missing data and those responding "not applicable"*
[d] *Mean includes neutral responses but excludes "not applicable" responses*

A33. Faculty perceptions of where Training in campus technology resources should be located[ab]

	Valid N[c]	Mean[d]	STD	Percentage Not at all				Entirely	Confidence Intervals Not at all — Entirely
Center for Teaching and Learning Services	642	3.43	1.11	8%	8%	33%	34%	17%	
Your School	660	3.30	1.17	10%	13%	32%	29%	17%	
UITS Services	642	3.08	1.14	12%	16%	37%	25%	11%	

A34. Group differences in faculty perceptions of where Training in technology resources should be available from[a]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
		275	606	270	320	260	32	231	213	227	204
Center for Teaching and Learning	3.43	3.63	3.34								
Your School	3.30										
UITS Services	3.08										

A35. Group differences in faculty perceptions of where Training in technology resources should be available from[a]

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

		School[c]																
	Camp-Wide	*ALHT*	*BUS*	*DENT*	*EDUC*	*ENGR*	*HERR*	*LAW*	*LART*	*MED/BS*	*MED/AC*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*	*UNI LY*	*OTHER*
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Center for Teaching and Learning	3.43	3.74	3.40	3.19	3.69	3.28	3.80	3.07	3.76	2.97	3.38	3.73	3.77	3.77	3.40	3.69	3.47	3.50
Your School	3.30																	
UITS Services	3.08	3.47	2.50	2.96	3.17	2.84	3.10	2.75	3.03	3.35	3.16	3.55	3.54	2.50	2.67	2.92	2.76	2.75

[a] *Results presented in order from highest to lowest average extent of agreement*
[b] *Responses provided on a 5-point scale where 1 = Not at all here to 5 = Entirely here*
[c] *Valid N excludes missing data and those responding "not applicable"*
[d] *Mean includes neutral responses but excludes "not applicable" responses*

A36. Faculty perceptions of where Support for campus technology resources should be located[ab]

	Valid N[c]	Mean[d]	STD	Percentage Not at all				Entirely	Confidence Intervals Not at all	Entirely
Your School	669	3.48	1.22	9%	11%	26%	31%	23%		
UITS Services	650	3.31	1.21	11%	13%	30%	28%	18%		
Center for Teaching and Learning Services	631	3.09	1.21	14%	13%	35%	25%	13%		

A37. Group differences in faculty perceptions of where Support for technology resources should be available from

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
		275	606	270	320	260	32	231	213	227	204
Your School	3.48										
UITS Services	3.31										
Center for Teaching and Learning Services	3.09										

A38. School differences in faculty perceptions of where Support for technology resources should be available from

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

		School[c]																
	Camp-Wide	*ALHT*	*BUS*	*DENT*	*EDUC*	*ENGR*	*HERR*	*LAW*	*LART*	*MED/BS*	*MED/AC*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*	*UNI LY*	*OTHER*
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Your School	3.48	3.00	3.75	3.74	3.80	3.54	4.09	3.71	3.79	3.09	3.33	4.02	2.77	4.15	3.29	3.23	3.56	3.50
UITS Services	3.31	3.90	3.00	2.89	3.55	3.20	2.40	2.75	3.25	3.51	3.34	3.86	4.23	2.50	3.16	3.17	3.59	2.25
Center for Teaching and Learning Services	3.09																	

[a] *Results presented in order from highest to lowest average extent of agreement*
[b] *Responses provided on a 5-point scale where 1 = Not at all here to 5 = Entirely here*
[c] *Valid N excludes missing data and those responding "not applicable"*
[d] *Mean includes neutral responses but excludes "not applicable" responses*

A39. Faculty perceptions of IUPUI climate for women[ab]

Faculty reported that in their department…	Valid N[c]	Mean	STD	Percentage: Do not agree				Strongly Agree	Confidence Intervals: Do not agree – Strongly Agree
Positively worded items									
People heed when female faculty speak	784	4.05	1.16	4%	10%	12%	25%	49%	
Faculty are serious about treating female and male faculty equally	768	3.88	1.19	4%	12%	16%	27%	41%	
Women's environment is about same as male environment	785	3.78	1.28	7%	12%	15%	27%	39%	
Senior faculty respect male and female faculty equally	782	3.69	1.31	8%	14%	16%	25%	37%	
Most faculty would be as comfortable with a female as a male chair	772	3.57	1.26	8%	15%	18%	30%	29%	
Male faculty are as comfortable developing friendships with female faculty as with male	768	3.50	1.17	6%	16%	26%	29%	24%	
Most faculty support females who balance a family with a career	763	3.35	1.17	7%	17%	28%	29%	19%	
Negatively worded items									
Female faculty don't speak up about observed sex discrim for fear career harmed	731	2.41	1.20	30%	23%	29%	12%	6%	
Female faculty have less influence at deptartment meetings	765	2.32	1.30	37%	25%	15%	16%	7%	
Male faculty tend to get more feedback about their performance	736	2.21	1.20	39%	22%	24%	10%	5%	
Faculty who raise issues about the negative treatment of women are disparaged	742	2.11	1.20	43%	23%	20%	8%	6%	
Female faculty get no response to an idea yet a male with the same idea gets credit	767	2.00	1.20	49%	22%	15%	11%	4%	
Sex discrimination is a big problem	772	1.98	1.16	48%	24%	15%	10%	4%	

[a] *Results presented in order from highest to lowest average extent of agreement*
[b] *Responses provided on a 5-point scale where 1 = Do not agree to 5 = Strongly agree*
[c] *Valid N excludes missing data*

A40. Faculty perceptions of IUPUI climate for minorities[ab]

Facuty reported that in their department…	Valid N[c]	Mean	STD	Percentage					Confidence Intervals
				Do not agree				Strongly Agree	Do not agree — Strongly Agree
Faculty in my department are comfortable teaching racially and ethnically diverse groups	764	4.03	0.98	2%	6%	18%	36%	38%	
Faculty in my department willingly mentor minority students, staff and faculty	763	3.98	0.96	2%	5%	21%	38%	34%	
In general, I think that race relations are good in my department	769	3.89	0.97	2%	5%	25%	37%	31%	
In general, I think race relations are good at IUPUI	762	3.56	0.94	2%	9%	36%	37%	16%	
Faculty in my department regard student diversity as critical to achieving IUPUI's mission	752	3.56	1.09	5%	10%	32%	30%	22%	
Faculty actively encourage other faculty who promote the education of minority students	742	3.49	1.06	4%	12%	36%	28%	20%	
Faculty in my department rarely add minority contributions to curricula and discussions	700	3.46	1.04	4%	11%	39%	27%	19%	
Books written from a variety of racial/ethnic viewpoints are in the library	681	3.44	0.93	2%	8%	49%	25%	16%	
There are mat'ls in campus media that incr. my understanding of indiv. of a diff. background from mine	683	3.34	0.99	4%	11%	44%	27%	13%	
Admin. in my department provide leadership on issues that affect the educ. of minority students	740	3.25	1.15	8%	16%	36%	24%	16%	
My department does enough to recruit and retain minorty faculty and professional staff	768	3.24	1.26	11%	18%	27%	26%	19%	
I often collaborate professionally with minority faculty	759	3.24	1.28	11%	19%	24%	26%	20%	
My department does enough to recruit and retain minority students	756	3.18	1.27	13%	17%	27%	25%	18%	
I can teach students who are not of my racial/cultural/socio-econonic group	754	2.80	1.19	14%	30%	29%	16%	11%	

[a] *Results presented in order from highest to lowest average extent of agreement*
[b] *Responses provided on a 5-point scale where 1 = Do not agree to 5 = Strongly agree*
[c] *Valid N excludes missing data*

A41. Group differences in faculty perceptions of campus climate for women[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
	Wide	275	606	270	320	260	32	231	213	227	204
Positively worded items											
People heed when female faculty speak	4.05	3.37	4.38								
Faculty are serious about treating female and male faculty equally	3.88	3.24	4.19								
Women's environment is about same as male environment	3.78	3.04	4.14								
Senior faculty respect male and female faculty equally	3.69	3.01	4.03								
Most faculty would be as comfortable with a female as a male chair	3.57	3.14	3.78								
Male faculty are as comfortable developing friendships with female faculty as with male	3.50	3.01	3.73								
Most faculty support females who balance a family with a career	3.35	2.85	3.59								
Negatively worded items											
Female faculty don't speak up about observed sex discrim for fear career harmed	2.41	2.82	2.21								
Female faculty have less influence at deptartment meetings	2.32	2.98	2.01								
Male faculty tend to get more feedback about their performance	2.21	2.75	1.94								
Faculty who raise issues about the negative treatment of women are disparaged	2.11	2.64	1.86								
Female faculty get no response to an idea yet a male with the same idea gets credit	2.00	2.74	1.65								
Sex discrimination is a big problem	1.98	2.51	1.73								

[a] *Results presented in order from highest to lowest average extent of agreement*

[b] *Responses provided on a 5-point scale where 1 = Do not agree to 5 = Strongly agree*

[c] *Valid N excludes missing data*

A42. Group differences in faculty perceptions of campus climate for minorities[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
	Wide	275	606	270	320	260	32	231	213	227	204
Faculty in my department are comfortable teaching racially and ethnically diverse groups	4.03	3.72	4.18								
Faculty in my department willingly mentor minority students, staff and faculty	3.98	3.84	4.05								
In general, I think that race relations are good in my department	3.89	3.68	3.99								
In general, I think race relations are good at IUPUI	3.56	3.25	3.71								
Faculty in my department regard student diversity as critical to achieving IUPUI's mission	3.56										
Faculty actively encourage other faculty who promote the education of minority students	3.49										
Faculty in my department rarely add minority contributions to curricula and discussions	3.46	3.30	3.54								
Books written from a variety of racial/ethnic viewpoints are in the library	3.44										
There are mat'ls in campus media that incr. my understanding of indiv. of a diff. background from mine	3.34										
Admin. in my department provide leadership on issues that affect the educ. of minority students	3.25										
I often collaborate professionally with minority faculty	3.24										
My department does enough to recruit and retain minorty faculty and professional staff	3.24	2.86	3.43								
My department does enough to recruit and retain minority students	3.18	2.74	3.40								
I can teach students who are not of my racial/cultural/socio-econonic group	2.80	2.62	2.89								

[a] *Results presented in order from highest to lowest average extent of agreement*
[b] *Responses provided on a 5-point scale where 1 = Do not agree to 5 = Strongly agree*
[c] *Valid N excludes missing data*

A43. School differences in faculty perceptions of campus climate for women[ab]

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

		School[c]																
	Camp-Wide	ALHT	BUS	DENT	EDUC	E&T	HERR	LAW	LART	MED/BS	MED/AC	NURS	PED	SPEA	SCI	SWK	ULIB	OTHER
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Positively worded items																		
People heed when female faculty speak	4.05	4.13	3.78	4.28	4.64	4.77	4.45	3.86	4.12	4.22	3.91	3.49	3.77	3.57	4.55	3.31	3.67	3.25
Faculty are serious about treating female and male faculty equally	3.88	3.79	3.83	3.78	4.55	4.48	4.55	3.55	3.86	3.97	3.87	3.16	4.15	4.07	4.36	3.23	3.29	3.00
Women's environment is about same as male environment	3.78	3.71	3.78	3.89	4.45	4.58	4.27	3.52	3.78	3.93	3.73	3.02	3.77	3.36	4.14	3.23	3.19	3.25
Senior faculty respect male and female faculty equally	3.69	3.67	3.72	3.66	4.55	4.42	4.36	3.45	3.68	3.60	3.62	3.02	4.15	3.86	4.33	2.85	3.19	2.75
Most faculty would be as comfortable with a female as a male chair	3.57	3.62	3.61	3.43	4.09	4.12	4.18	3.55	3.83	3.44	3.31	3.86	4.46	3.50	3.77	3.85	3.50	3.50
Male faculty are as comfortable developing friendships with female faculty as with male	3.50																	
Most faculty support females who balance a family with a career	3.35	3.37	3.44	3.43	4.18	4.13	3.00	3.19	3.23	3.33	3.30	2.86	3.92	2.64	3.67	3.31	3.45	3.67
Negatively worded items																		
Female faculty don't speak up about observed sex discrim for fear career harmed	2.41	2.52	2.50	2.67	1.82	1.96	2.44	2.29	2.23	2.34	2.52	2.78	1.83	3.23	2.10	2.08	2.74	2.00
Female faculty have less influence at deptartment meetings	2.32	2.54	2.72	2.24	1.27	1.68	2.27	2.57	2.02	2.41	2.52	2.85	1.92	2.43	1.76	2.69	2.35	2.00
Male faculty tend to get more feedback about their performance	2.21	2.48	2.18	2.27	2.27	1.87	1.70	2.26	2.21	2.01	2.22	3.02	1.54	2.42	1.90	2.58	2.10	2.25
Faculty who raise issues about the negative treatment of women are disparaged	2.11	2.37	2.00	2.00	1.27	1.57	2.56	2.60	2.13	2.07	2.13	2.41	2.31	2.14	1.65	3.00	2.20	2.67
Female faculty get no response to an idea yet a male with the same idea gets credit	2.00	2.22	1.88	1.96	1.36	1.60	1.91	2.17	1.97	1.75	2.05	2.79	1.69	2.00	1.78	2.69	2.26	2.00
Sex discrimination is a big problem	1.98	2.04	1.83	2.02	1.36	1.48	1.55	2.35	1.89	1.97	2.04	2.61	1.85	1.93	1.59	2.42	2.40	1.67

[a] *Results presented in order from highest to lowest average extent of agreement*
[b] *Responses provided on a 5-point scale where 1 = Do not agree to 5 = Strongly agree*
[c] *Valid N excludes missing data*

A44. School differences in faculty perceptions of campus climate for minorities[ab]

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

		School[c]																
	Camp-Wide	ALHT	BUS	DENT	EDUC	E&T	HERR	LAW	LART	MED/BS	MED/AC	NURS	PED	SPEA	SCI	SWK	ULIB	OTHER
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Faculty in my department are comfortable teaching racially and ethnically diverse groups	4.03	3.95	4.41	4.37	4.17	4.40	4.09	3.77	3.92	3.99	4.08	3.69	4.23	3.71	4.13	3.54	3.56	3.00
Faculty in my department willingly mentor minority students, staff and faculty	3.98																	
In general, I think that race relations are good in my department	3.89	3.86	4.13	4.11	4.25	4.50	3.50	3.18	3.76	3.88	3.94	3.88	4.23	3.50	4.03	3.15	3.57	3.00
In general, I think race relations are good at IUPUI	3.56	3.59	3.82	3.81	3.92	4.00	3.36	3.05	3.22	3.54	3.71	3.19	3.85	3.43	3.65	3.00	3.29	2.75
Faculty in my department regard student diversity as critical to achieving IUPUI's mission	3.56	3.77	3.31	3.59	4.50	3.96	3.60	3.29	3.82	3.15	3.45	3.88	3.77	3.50	3.41	3.85	3.79	3.25
Faculty actively encourage other faculty who promote the education of minority students	3.49	3.23	3.12	3.47	4.45	4.17	3.30	3.18	3.52	3.32	3.43	3.77	3.77	3.07	3.59	3.69	3.29	3.25
Faculty in my department rarely add minority contributions to curricula and discussions	3.46																	
Books written from a variety of racial/ethnic viewpoints are in the library	3.44	3.71	3.29	3.30	3.73	3.28	3.30	3.31	3.82	3.36	3.27	3.24	3.83	3.42	3.26	3.69	4.43	3.50
There are mat'ls in campus media that incr. my understanding of indiv. of a diff. background from mine	3.34																	
Admin. in my department provide leadership on issues that affect the educ. of minority students	3.25	2.95	2.76	3.23	3.58	3.63	3.10	3.62	3.38	3.18	3.20	3.52	4.17	2.79	2.97	3.42	2.94	4.25
I often collaborate professionally with minority faculty	3.24	2.95	2.73	3.28	3.75	3.72	2.80	3.05	2.64	3.28	3.44	4.02	3.31	2.21	2.62	4.08	3.30	2.00
My department does enough to recruit and retain minorty faculty and professional staff	3.24																	
My department does enough to recruit and retain minority students	3.18																	
I can teach students who are not of my racial/cultural/socio-econonic group	2.80																	

[a] *Results presented in order from highest to lowest average extent of agreement*

[b] *Responses provided on a 5-point scale where 1 = Do not agree to 5 = Strongly agree*

[c] *Valid N excludes missing data*

A45. Average use of campus services[ab]

Service	Valid N[c]	Mean	STD	Percentage Never	Percentage Occ.	Percentage Often	Confidence Intervals Never	Confidence Intervals Occ.	Confidence Intervals Often
Med/Law/Dent Library	724	2.32	0.81	22%	24%	54%			
University Library	776	2.25	0.72	17%	42%	41%			
University Bookstore	781	2.19	0.57	9%	64%	28%			
University Place Conference Center	766	2.19	0.58	9%	62%	29%			
Campus Parking Services	778	2.16	0.55	9%	67%	24%			
Research and Sponsored Programs	764	2.07	0.75	25%	43%	32%			
University Info. Technology services (UITS)	765	1.96	0.67	24%	55%	20%			
Building Maintennance	763	1.96	0.71	27%	50%	23%			
Publishing Doc and Dist. Srvcs (mail, printing and dup)	751	1.75	0.72	42%	42%	17%			
IU Foundation	757	1.69	0.64	41%	49%	10%			
Graduate School	755	1.63	0.72	51%	35%	14%			
Office of Faculty Development	754	1.61	0.64	47%	44%	9%			
Center for Teaching and Learning	775	1.59	0.59	47%	49%	5%			
Registrar	751	1.57	0.67	53%	37%	10%			
Media Relations	741	1.51	0.61	55%	39%	6%			
Admissions	754	1.47	0.62	60%	34%	7%			
Office of International Affairs	768	1.41	0.61	65%	29%	6%			
Adaptive Educational Services	740	1.41	0.61	66%	27%	7%			
Affirmative Action	747	1.39	0.57	66%	30%	4%			
Bursar	744	1.37	0.55	67%	29%	4%			
Office of Academic and Faculty Records	743	1.35	0.54	69%	28%	3%			
Testing Center	747	1.30	0.56	75%	20%	5%			
Financial Aid	752	1.29	0.52	74%	23%	3%			
Info. Management and Inst. Research (IMIR)	739	1.27	0.53	77%	19%	4%			
Honors Office	737	1.24	0.48	79%	19%	2%			
Campus Interrelations (Stud Activities)	734	1.22	0.47	81%	17%	3%			
Center for Leadership and Service (Srvc Lerning)	736	1.22	0.48	80%	17%	3%			
Career Center	735	1.21	0.48	82%	15%	3%			
Intercollegiate Athletics	740	1.21	0.46	82%	16%	2%			
Office for Women	737	1.20	0.46	83%	14%	3%			
Community Learning Network	733	1.19	0.46	84%	13%	3%			
Neighboorhood Resources	736	1.09	0.37	94%	4%	3%			

[a]Results are presented in order of highest to lowest ratings of use.
[b]Responses provided on a 3-point scale where 1=Never, 2=Occasionally, and 3=Often.
[c]Valid N excludes missing data.

A46. Group differences in average use of campus services[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
	Wide	275	606	270	320	260	32	231	213	227	204
Med/Law/Dent Library	2.32			2.33	2.33	2.37	1.48				
University Library	2.25										
University Place Conference Center	2.19			2.33	2.16	2.10	2.04				
University Bookstore	2.19										
Campus Parking Services	2.16										
Research and Sponsored Programs	2.07			2.35	2.07	1.83	1.39	1.87	2.15	2.16	2.08
Building Maintennance	1.96	2.07	1.91	2.13	2.03	1.70	2.00	1.68	1.97	2.07	2.13
University Info. Technology services (UITS)	1.96										
Publishing Doc and Dist. Srvcs (mail, printing and dup)	1.75	1.87	1.69	1.89	1.78	1.55	1.84	1.48	1.72	1.84	1.95
IU Foundation	1.69			1.98	1.69	1.39	1.52	1.40	1.64	1.79	1.90
Graduate School	1.63			1.90	1.62	1.39	1.44	1.46	1.70	1.65	1.71
Office of Faculty Development	1.61	1.76	1.54	1.66	1.68	1.50	1.50	1.48	1.65	1.58	1.72
Center for Teaching and Learning	1.59	1.69	1.54								
Registrar	1.57	1.67	1.53	1.66	1.61	1.42	1.76	1.35	1.52	1.58	1.83
Media Relations	1.51			1.72	1.53	1.30	1.39	1.31	1.49	1.63	1.59
Admissions	1.47			1.58	1.52	1.29	1.48	1.27	1.46	1.51	1.63
Office of International Affairs	1.41			1.64	1.42	1.20	1.09	1.21	1.36	1.49	1.60
Adaptive Educational Services	1.41	1.53	1.35	1.35	1.47	1.33	1.83	1.24	1.45	1.39	1.51
Affirmative Action	1.39			1.61	1.38	1.17	1.26	1.21	1.34	1.43	1.54
Bursar	1.37			1.48	1.38	1.25	1.38	1.19	1.28	1.40	1.59
Office of Academic and Faculty Records	1.35			1.48	1.35	1.22	1.17	1.22	1.27	1.35	1.53
Testing Center	1.30			1.31	1.35	1.20	1.65	1.12	1.37	1.33	1.41
Financial Aid	1.29			1.40	1.31	1.17	1.33	1.14	1.25	1.33	1.46
Info. Management and Inst. Research (IMIR)	1.27			1.39	1.27	1.19	1.17	1.21	1.27	1.22	1.39
Honors Office	1.24							1.11	1.24	1.26	1.32
Center for Leadership and Service (Srvc Lerning)	1.22			1.29	1.25	1.14	1.13	1.15	1.18	1.25	1.31
Campus Interrelations (Stud Activities)	1.22							1.11	1.24	1.25	1.26
Career Center	1.21							1.09	1.27	1.23	1.24
Intercollegiate Athletics	1.21			1.25	1.23	1.12	1.28				
Office for Women	1.20	1.39	1.10								
Community Learning Network	1.19			1.26	1.20	1.11	1.26	1.08	1.18	1.19	1.31
Neighboorhood Resources	1.09										

[a]Results presented in order from highest to lowest average extent of agreement
[b]Responses provided on a 3-point scale where 1 = Never, 2 = Occasionally, and 3 = Often
[c]Valid N excludes missing data

A47. School differences in average use of campus services[ab]

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

		School[c]																
	Camp-Wide	*ALHT* 24	*BUS* 19	*DENT* 60	*EDUC* 15	*E&T* 31	*HERR* 12	*LAW* 25	*LART* 101	*MED/BS* 112	*MED/AC* 286	*NURS* 56	*PED* 13	*SPEA* 15	*SCI* 72	*SWK* 14	*ULIB* 22	*OTHER* 4
Med/Law/Dent Library	2.32	2.48	1.62	2.71	1.29	1.20	1.29	2.77	1.40	2.79	2.71	2.63	1.22	1.50	1.90	1.30	1.94	1.00
University Library	2.25	2.09	2.63	1.89	2.67	2.41	2.09	2.00	2.74	1.95	1.96	2.33	2.54	2.64	2.67	3.00	2.94	2.75
University Place Conference Center	2.19																	
University Bookstore	2.19	2.35	2.00	2.24	2.17	2.20	2.18	2.10	2.53	2.11	2.06	2.47	2.08	2.40	2.13	2.33	2.05	2.50
Campus Parking Services	2.16																	
Research and Sponsored Programs	2.07	1.82	1.42	2.00	1.80	2.07	1.91	1.65	1.86	2.48	2.08	2.12	2.08	2.07	2.29	2.17	1.53	2.00
Building Maintennance	1.96	2.22	1.79	2.06	1.82	2.04	2.44	2.00	1.98	1.92	1.73	2.38	2.31	1.87	2.00	2.36	2.30	2.00
University Info. Technology services (UITS)	1.96	2.09	2.37	1.69	2.09	2.23	1.91	1.81	2.16	1.79	1.82	1.96	2.31	1.86	2.09	2.25	2.55	2.00
Publishing Doc and Dist. Srvcs (mail, printing and dup)	1.75	2.26	2.42	1.67	2.40	1.67	2.00	1.90	1.97	1.49	1.52	1.98	2.27	2.00	1.84	1.67	1.68	2.00
IU Foundation	1.69	1.91	1.32	1.78	1.50	1.80	1.82	1.90	1.78	1.66	1.58	1.77	2.18	1.60	1.63	1.58	1.76	1.67
Graduate School	1.63	1.59	1.58	1.85	1.90	1.50	1.20	1.30	1.70	1.90	1.36	1.89	1.45	1.67	2.00	1.75	1.22	1.00
Office of Faculty Development	1.61	2.00	1.26	1.54	1.92	1.96	2.09	1.55	1.98	1.29	1.33	1.81	2.17	1.67	1.93	2.00	1.90	1.67
Center for Teaching and Learning	1.59	1.96	1.74	1.48	1.75	1.85	1.55	1.38	1.84	1.26	1.38	1.81	2.00	1.79	1.71	1.92	2.05	2.25
Registrar	1.57	1.70	1.47	1.55	1.70	1.91	2.00	1.40	2.24	1.41	1.17	1.74	2.08	1.67	1.85	1.67	1.44	2.25
Media Relations	1.51																	
Admissions	1.47	1.87	1.21	1.57	1.20	1.91	1.82	1.15	1.68	1.44	1.22	1.48	1.83	1.73	1.72	1.33	1.44	1.50
Office of International Affairs	1.41	1.27	1.11	1.39	1.55	1.67	1.64	1.47	1.74	1.57	1.20	1.40	1.36	1.47	1.49	1.33	1.15	1.50
Adaptive Educational Services	1.41	1.36	1.58	1.08	1.60	1.78	1.70	1.43	1.95	1.10	1.06	1.52	2.00	1.67	1.79	2.08	1.72	1.33
Affirmative Action	1.39	1.45	1.26	1.31	1.75	1.39	1.70	1.70	1.65	1.31	1.17	1.40	1.73	1.53	1.44	1.75	1.60	1.75
Bursar	1.37	1.41	1.16	1.56	1.40	1.61	1.50	1.15	1.55	1.33	1.13	1.56	1.75	1.47	1.54	1.67	1.28	1.25
Office of Academic and Faculty Records	1.35	1.45	1.21	1.35	1.30	1.57	1.70	1.35	1.40	1.25	1.21	1.49	1.82	1.40	1.42	1.45	1.80	1.50
Testing Center	1.30	1.59	1.68	1.70	1.33	1.54	1.30	1.20	1.45	1.13	1.04	1.43	1.67	1.67	1.52	1.25	1.06	1.00
Financial Aid	1.29	1.43	1.16	1.48	1.20	1.43	1.30	1.35	1.45	1.30	1.09	1.28	1.75	1.40	1.40	1.67	1.22	1.00
Info. Management and Inst. Research (IMIR)	1.27	1.32	1.26	1.19	1.50	1.55	1.30	1.20	1.48	1.12	1.11	1.36	1.77	1.27	1.47	1.64	1.28	1.25
Honors Office	1.24	1.27	1.11	1.02	1.50	1.57	1.80	1.15	1.65	1.08	1.04	1.33	1.64	1.13	1.44	1.17	1.06	1.67
Center for Leadership and Service (Srvc Lerning)	1.22	1.32	1.11	1.18	1.40	1.48	1.50	1.00	1.45	1.10	1.07	1.40	1.73	1.60	1.22	1.42	1.17	1.67
Campus Interrelations (Stud Activities)	1.22	1.18	1.16	1.12	1.33	1.41	1.30	1.15	1.61	1.08	1.06	1.09	2.09	1.20	1.30	1.30	1.29	2.00
Career Center	1.21	1.23	1.68	1.12	1.90	1.36	1.30	1.00	1.41	1.08	1.04	1.18	1.64	1.73	1.34	1.36	1.18	1.00
Intercollegiate Athletics	1.21	1.35	1.37	1.15	1.10	1.48	1.30	1.40	1.30	1.14	1.13	1.07	1.92	1.27	1.18	1.00	1.17	1.00
Office for Women	1.20	1.30	1.16	1.08	1.20	1.22	1.40	1.10	1.33	1.08	1.14	1.32	1.45	1.13	1.21	1.55	1.29	1.00
Community Learning Network	1.19	1.18	1.21	1.13	1.22	1.33	1.22	1.11	1.54	1.04	1.06	1.23	1.82	1.20	1.25	1.00	1.22	1.00
Neighboorhood Resources	1.09																	

[a]Results presented in order from highest to lowest average extent of agreement
[b]Responses provided on a 3-point scale where 1 = Never, 2 = Occasionally, and 3 = Often
[c]Valid N excludes missing data

A48. Average percieved importance of campus services[ab]

Service	Valid N[c]	Mean	STD	Percentage			Confidence Intervals		
				Not Imp	Some	Very	Not Imp	Some	Very
University Library	729	2.98	0.16	0%	2%	98%			
Med/Law/Dent Library	669	2.94	0.28	1%	5%	95%			
Admissions	588	2.86	0.41	2%	10%	88%			
Financial Aid	563	2.85	0.40	2%	11%	87%			
Building Maintennance	658	2.82	0.41	1%	16%	83%			
Graduate School	600	2.80	0.44	2%	17%	82%			
Registrar	584	2.80	0.45	2%	16%	82%			
Research and Sponsored Programs	671	2.78	0.46	2%	19%	80%			
University Bookstore	723	2.76	0.47	2%	21%	77%			
Bursar	559	2.74	0.49	2%	21%	77%			
University Info. Technology services (UITS)	689	2.72	0.49	2%	24%	75%			
Campus Parking Services	722	2.68	0.49	1%	30%	69%			
IU Foundation	616	2.57	0.57	4%	35%	61%			
Office of Faculty Development	611	2.56	0.57	4%	36%	60%			
Center for Teaching and Learning	665	2.54	0.58	5%	37%	59%			
University Place Conference Center	707	2.54	0.55	3%	40%	57%			
Publishing Doc and Dist. Srvcs (mail, printing and dup)	596	2.52	0.57	4%	41%	56%			
Office of Academic and Faculty Records	545	2.51	0.59	5%	40%	56%			
Media Relations	578	2.46	0.57	4%	46%	50%			
Office of International Affairs	616	2.43	0.60	6%	46%	49%			
Career Center	498	2.42	0.60	6%	46%	48%			
Affirmative Action	560	2.41	0.67	11%	38%	51%			
Campus Interrelations (Stud Activities)	503	2.41	0.63	8%	44%	49%			
Adaptive Educational Services	529	2.40	0.66	10%	40%	50%			
Testing Center	544	2.35	0.63	9%	48%	43%			
Honors Office	498	2.32	0.61	8%	52%	40%			
Info. Management and Inst. Research (IMIR)	489	2.26	0.64	11%	52%	37%			
Office for Women	529	2.16	0.70	18%	49%	34%			
Community Learning Network	481	2.14	0.62	14%	59%	27%			
Center for Leadership and Service (Srvc Lerning)	504	2.11	0.63	15%	60%	26%			
Intercollegiate Athletics	532	2.05	0.66	20%	56%	24%			
Neighboorhood Resources	442	1.98	0.64	22%	59%	19%			

[a]Results are presented in order of highest to lowest ratings of importance.
[d]Responses provided on a 3-point scale where 1=Not Important, 2=Somewhat Important, and 3=Very Important.
[c]Valid N excludes missing data.

A49. Group differences in percieved importance of campus servicesab

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
	Wide	275	606	270	320	260	32	231	213	227	204
University Library	2.98										
Med/Law/Dent Library	2.94										
Admissions	2.86	2.92	2.82								
Financial Aid	2.85										
Building Maintennance	2.82										
Graduate School	2.80										
Registrar	2.80	2.88	2.76								
Research and Sponsored Programs	2.78			2.84	2.78	2.72	2.47				
University Bookstore	2.76										
Bursar	2.74							2.60	2.79	2.76	2.78
University Info. Technology services (UITS)	2.72										
Campus Parking Services	2.68										
IU Foundation	2.57			2.70	2.53	2.46	2.44				
Office of Faculty Development	2.56	2.67	2.50								
Center for Teaching and Learning	2.54	2.71	2.46	2.39	2.59	2.63	2.61				
University Place Conference Center	2.54										
Publishing Doc and Dist. Srvcs (mail, printing and dup)	2.52	2.63	2.47								
Office of Academic and Faculty Records	2.51										
Media Relations	2.46										
Office of International Affairs	2.43										
Career Center	2.42	2.53	2.37								
Affirmative Action	2.41	2.55	2.33								
Campus Interrelations (Stud Activities)	2.41	2.52	2.35								
Adaptive Educational Services	2.40	2.59	2.30	2.27	2.46	2.40	2.75				
Testing Center	2.35	2.50	2.27								
Honors Office	2.32										
Info. Management and Inst. Research (IMIR)	2.26										
Office for Women	2.16	2.45	1.99								
Community Learning Network	2.14										
Center for Leadership and Service (Srvc Lerning)	2.11	2.26	2.03								
Intercollegiate Athletics	2.05										
Neighboorhood Resources	1.98										

[a]Results presented in order from highest to lowest average extent of agreement

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

[c]Valid N excludes missing data

A50. School differences in percieved importance of campus servicesab

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

		School[c]																
	Camp-Wide	ALHT	BUS	DENT	EDUC	E&T	HERR	LAW	LART	MED/BS	MED/AC	NURS	PED	SPEA	SCI	SWK	ULIB	OTHER
		24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
University Library	2.98																	
Med/Law/Dent Library	2.94	2.91	2.83	2.96	3.00	2.79	2.25	3.00	2.85	2.98	2.99	2.98	2.50	2.67	2.94	2.63	2.94	3.00
Admissions	2.86	2.95	2.87	2.96	2.87	2.90	2.70	2.93	2.91	2.73	2.74	2.97	3.00	3.00	2.89	2.89	3.00	3.00
Financial Aid	2.85																	
Building Maintennance	2.82																	
Graduate School	2.80																	
Registrar	2.80	2.91	2.75	2.91	2.89	2.86	2.56	2.94	2.94	2.62	2.61	2.90	3.00	2.93	2.89	2.80	2.85	3.00
Research and Sponsored Programs	2.78	2.90	2.44	2.89	2.80	2.77	2.89	2.41	2.72	2.85	2.76	2.91	2.70	2.86	2.83	2.75	2.53	3.00
University Bookstore	2.76																	
Bursar	2.74	2.90	2.69	2.91	2.78	2.84	2.38	2.86	2.81	2.60	2.57	2.87	2.91	2.86	2.82	2.73	2.85	3.00
University Info. Technology services (UITS)	2.72																	
Campus Parking Services	2.68																	
IU Foundation	2.57																	
Office of Faculty Development	2.56	2.85	2.31	2.66	2.55	2.68	2.73	2.56	2.61	2.44	2.44	2.78	2.90	2.50	2.52	2.77	2.68	2.67
Center for Teaching and Learning	2.54	2.87	2.25	2.60	2.75	2.65	2.80	2.47	2.57	2.31	2.46	2.79	2.75	2.60	2.39	2.92	2.81	3.00
University Place Conference Center	2.54																	
Publishing Doc and Dist. Srvcs (mail, printing and dup)	2.52	2.86	2.81	2.63	2.90	2.38	2.25	2.53	2.62	2.38	2.36	2.80	2.90	2.27	2.53	2.50	2.44	2.67
Office of Academic and Faculty Records	2.51	2.84	2.47	2.64	2.63	2.53	2.29	2.33	2.73	2.44	2.31	2.59	2.64	2.25	2.52	2.56	2.94	2.67
Media Relations	2.46																	
Office of International Affairs	2.43	2.50	2.06	2.44	2.78	2.48	2.25	2.53	2.58	2.58	2.25	2.55	2.70	2.21	2.38	2.00	2.53	3.00
Career Center	2.42	2.59	2.88	2.37	2.78	2.47	2.38	2.67	2.46	2.21	2.18	2.53	2.80	2.69	2.53	2.63	2.50	2.67
Affirmative Action	2.41	2.68	1.94	2.40	2.55	2.25	2.13	2.82	2.49	2.34	2.29	2.65	2.78	2.38	2.30	2.91	2.53	2.75
Campus Interrelations (Stud Activities)	2.41																	
Adaptive Educational Services	2.40	2.68	2.44	2.20	2.78	2.44	2.33	2.60	2.67	2.14	2.07	2.69	2.90	2.23	2.43	2.83	2.63	2.67
Testing Center	2.35	2.79	2.24	2.65	2.67	2.50	2.00	2.21	2.38	2.24	1.99	2.60	2.83	2.43	2.46	2.11	2.45	3.00
Honors Office	2.32	2.41	2.13	2.30	2.33	2.37	2.25	2.42	2.47	2.22	2.10	2.57	2.44	2.33	2.49	2.14	2.17	2.67
Info. Management and Inst. Research (IMIR)	2.26	2.65	1.85	2.32	2.63	2.33	2.00	2.00	2.41	2.13	2.11	2.60	2.64	1.80	2.20	2.44	2.29	2.67
Office for Women	2.16	2.30	1.56	2.09	2.22	1.67	2.00	2.43	2.27	2.20	2.17	2.59	2.44	1.92	1.82	2.67	2.31	2.75
Community Learning Network	2.14	2.36	2.07	2.33	2.50	2.17	2.00	1.92	2.19	2.10	2.02	2.33	2.50	2.08	1.89	2.75	2.27	2.33
Center for Leadership and Service (Srvc Lerning)	2.11	2.33	1.71	2.11	2.38	1.90	2.43	2.00	2.20	2.09	2.04	2.40	2.44	2.31	1.88	2.44	2.31	2.67
Intercollegiate Athletics	2.05																	
Neighboorhood Resources	1.98																	

[a]Results presented in order from highest to lowest average extent of agreement
[d]Responses provided on a 3-point scale where 1=Not Important, 2=Somewhat Important, and 3=Very Important.
[c]Valid N excludes missing data

A51. Perceptions of the quality of campus services among users[ab]

Ratings from faculty who OFTEN or OCCASIONALLY use the service

Service	Valid N[c]	Mean	STD	Percentage PR	FR	GD	EX	Confidence Intervals PR	FR	GD	EX
Med/Law/Dent Library	541	3.48	0.68	2%	5%	36%	57%				
University Library	625	3.24	0.72	2%	10%	49%	39%				
Center for Teaching and Learning	385	3.15	0.72	2%	13%	52%	33%				
Info. Management and Inst. Research (IMIR)	150	3.06	0.78	4%	15%	51%	29%				
University Place Conference Center	656	3.05	0.75	4%	15%	54%	27%				
Office of Faculty Development	360	3.00	0.79	4%	18%	51%	27%				
Registrar	312	3.00	0.78	5%	17%	53%	26%				
Center for Leadership and Service (Srvc Lerning)	123	2.99	0.67	2%	18%	60%	20%				
Office of Academic and Faculty Records	196	2.98	0.72	3%	17%	58%	21%				
Office of International Affairs	245	2.96	0.83	7%	17%	50%	26%				
Research and Sponsored Programs	525	2.91	0.83	6%	22%	48%	25%				
Office for Women	97	2.87	0.77	4%	25%	52%	20%				
Admissions	269	2.84	0.81	7%	20%	55%	18%				
IU Foundation	398	2.83	0.79	6%	23%	53%	18%				
Bursar	205	2.82	0.78	6%	22%	56%	17%				
Adaptive Educational Services	229	2.76	0.82	8%	25%	51%	17%				
Intercollegiate Athletics	110	2.75	0.67	1%	35%	53%	12%				
Graduate School	323	2.75	0.76	6%	26%	55%	13%				
Publishing Doc and Dist. Srvcs (mail, printing and dup)	409	2.75	0.83	9%	25%	50%	17%				
Neighboorhood Resources	31	2.74	0.89	10%	26%	45%	19%				
Testing Center	162	2.72	0.77	7%	27%	53%	13%				
Financial Aid	171	2.71	0.90	12%	22%	48%	18%				
Community Learning Network	91	2.70	0.75	6%	31%	52%	12%				
Media Relations	300	2.68	0.90	12%	26%	45%	18%				
Honors Office	134	2.63	0.82	11%	25%	53%	10%				
Career Center	113	2.58	0.84	12%	30%	47%	12%				
Campus Interrelations (Stud Activities)	113	2.54	0.87	15%	26%	50%	10%				
Affirmative Action	223	2.53	0.88	15%	29%	45%	12%				
University Bookstore	663	2.53	0.85	14%	30%	46%	10%				
University Info. Technology services (UITS)	548	2.47	0.90	17%	30%	42%	11%				
Campus Parking Services	684	2.29	0.90	23%	32%	38%	7%				
Building Maintennance	535	2.14	0.88	27%	37%	31%	5%				

[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.*

A52. Group differences in perceived quality of campus services (among often and occasional users)[ab]

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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus-Wide	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
		275	606	270	320	260	32	231	213	227	204
Med/Law/Dent Library	3.48			3.64	3.36	3.48	3.14				
University Library	3.24										
Center for Teaching and Learning	3.15										
Info. Management and Inst. Research (IMIR)	3.06										
University Place Conference Center	3.05										
Office of Faculty Development	3.00										
Registrar	3.00										
Center for Leadership and Service (Srvc Lerning)	2.99										
Office of Academic and Faculty Records	2.98										
Office of International Affairs	2.96										
Research and Sponsored Programs	2.91										
Office for Women	2.87										
Admissions	2.84										
IU Foundation	2.83										
Bursar	2.82										
Adaptive Educational Services	2.76										
Intercollegiate Athletics	2.75										
Graduate School	2.75										
Publishing Doc and Dist. Srvcs (mail, printing and dup)	2.75										
Neighboorhood Resources	2.74										
Testing Center	2.72										
Financial Aid	2.71										
Community Learning Network	2.70										
Media Relations	2.68										
Honors Office	2.63										
Career Center	2.58										
Campus Interrelations (Stud Activities)	2.54										
Affirmative Action	2.53										
University Bookstore	2.53										
University Info. Technology services (UITS)	2.47										
Campus Parking Services	2.29										
Building Maintennance	2.14										

[a]Results presented in order from highest to lowest average extent of agreement

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

[c]Valid N excludes missing data

A53. School differences in perceived quality of campus services (among often and occasional users)[ab]

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

		School[c]																
	Campus	*ALHT*	*BUS*	*DENT*	*EDUC*	*E&T*	*HERR*	*LAW*	*LART*	*MED/BS*	*MED/AC*	*NURS*	*PED*	*SPEA*	*SCI*	*SWK*	*ULIB*	*OTHER*
	Wide	24	19	60	15	31	12	25	101	112	286	56	13	15	72	14	22	4
Med/Law/Dent Library	3.48	3.55	2.67	3.51	3.50	3.50		3.35	3.05	3.53	3.61	3.58	3.50	2.25	3.11	3.00	3.23	
University Library	3.24	3.45	2.89	3.38	3.50	3.15	3.30	3.25	3.06	3.32	3.41	3.35	3.77	2.50	2.86	3.42	3.44	3.00
Center for Teaching and Learning	3.15																	
Info. Management and Inst. Research (IMIR)	3.06																	
University Place Conference Center	3.05																	
Office of Faculty Development	3.00																	
Registrar	3.00																	
Center for Leadership and Service (Srvc Lerning)	2.99																	
Office of Academic and Faculty Records	2.98																	
Office of International Affairs	2.96																	
Research and Sponsored Programs	2.91																	
Office for Women	2.87																	
Admissions	2.84																	
IU Foundation	2.83																	
Bursar	2.82																	
Adaptive Educational Services	2.76																	
Intercollegiate Athletics	2.75																	
Graduate School	2.75																	
Publishing Doc and Dist. Srvcs (mail, printing and dup)	2.75	3.19	3.00	2.77	3.22	2.54	3.17	2.92	2.52	2.81	2.71	3.10	3.25	2.46	2.52	3.00	2.30	2.00
Neighboorhood Resources	2.74																	
Testing Center	2.72																	
Financial Aid	2.71																	
Community Learning Network	2.70																	
Media Relations	2.68	3.40	2.33	3.19	3.60	2.70	2.67	2.83	2.52	2.78	2.73	2.80	2.43	2.67	1.88	2.75	3.00	3.00
Honors Office	2.63																	
Career Center	2.58	3.25	1.56	3.25	3.43	2.50	3.00		2.63	2.00	2.25	3.20	3.00	2.11	2.43	3.00	2.33	
Campus Interrelations (Stud Activities)	2.54																	
Affirmative Action	2.53																	
University Bookstore	2.53	2.95	1.93	2.83	2.56	2.21	2.11	2.39	2.28	2.56	2.58	3.14	3.00	1.80	2.23	2.42	3.06	2.00
University Info. Technology services (UITS)	2.47	2.85	1.53	2.55	3.25	2.50	2.00	2.50	2.16	2.46	2.60	2.83	3.00	2.00	2.32	2.33	2.40	2.75
Campus Parking Services	2.29	2.62	2.58	2.40	2.44	2.65	1.80	2.33	2.44	2.11	2.08	2.33	3.00	2.62	2.33	2.10	2.67	2.25
Building Maintennance	2.14	2.14	2.33	1.97	2.57	2.00	1.78	3.07	2.19	1.90	1.99	2.11	2.42	2.09	2.27	2.45	2.78	2.33

[a]Results presented in order from highest to lowest average extent of agreement

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

[c]Valid N excludes missing data

A54. Perceptions of student welfare[ab]

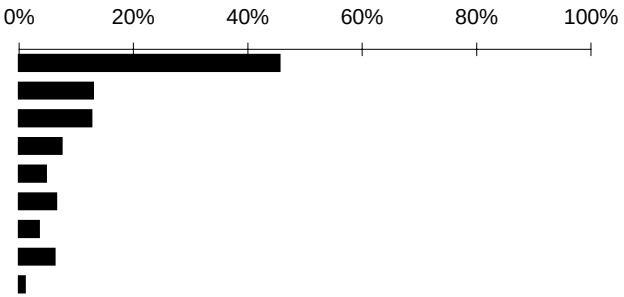
Satisfaction with IUPUI in the areas of...	Valid N[c]	Mean[d]	STD	Percentage VD	D	N	S	VS	Confidence Intervals VD	D	N	S	VS
Relationship of courses in our major to students' career goals	677	0.99	0.79	1%	3%	17%	55%	25%					
Academic advising available to majors in my unit	684	0.76	0.90	1%	8%	21%	50%	19%					
Opportunites my unit provides for students to participate in faculty research	716	0.66	0.94	2%	9%	26%	45%	17%					
Availability of faculty for discussions out of class	692	0.65	0.82	1%	9%	24%	56%	10%					
Students' opportunity to work in groups or teams	644	0.65	0.82	2%	8%	25%	56%	10%					
Use we make of technology in our classrooms in my unit	731	0.54	0.94	2%	12%	26%	46%	13%					
Ability of IUPUI to meet needs of entering students	651	0.54	0.90	3%	11%	24%	53%	9%					
Opportunites my unit provides for students to participate in community service	593	0.50	0.93	2%	11%	37%	36%	14%					
Quality of special classrooms (ie. labs, training facilities, etc.)	638	0.33	1.00	5%	16%	28%	43%	8%					
Classroom environment (light, heat, etc)	746	-0.11	1.18	17%	22%	23%	35%	5%					

[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] *Valid N excludes missing data and those responding "not applicable"*
[d] *Mean includes neutral responses but excludes "not applicable" responses*

A54 (Continued). Perceptions of student welfare

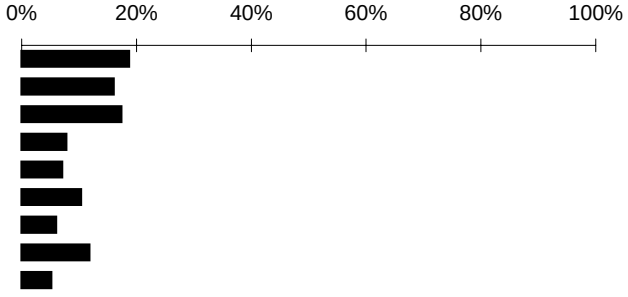
During the last year, approximately how many hours per week on average have you spent talking with undergraduate students outside the classroom (excluding regularly scheduled office hours, independent study, & individualized instruction)?

	Mean	STD	Percentiles
	2.28	4.06	
	N	%	
None	332	45%	
1	94	13%	
2	92	13%	
3	54	7%	
4	34	5%	
5	47	6%	
6 - 9	25	3%	
10 - 19	45	6%	
20 +	7	1%	
Total	730		
Missing	*168*		



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

	Mean	STD	Percentiles
	4.75	7.04	
	N	%	
None	138	19%	
1	118	16%	
2	128	17%	
3	57	8%	
4	52	7%	
5	76	10%	
6 - 9	44	6%	
10 - 19	87	12%	
20 +	38	5%	
Total	738		
Missing	*160*		



A55. 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

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
Perceptions of Student Welfare [ab]	Wide	275	606	270	320	260	32	231	213	227	204
Relationship of courses in our major to students' career goals	0.99	1.15	0.90								
Academic advising available to majors in my unit	0.76										
Opportunites my unit provides for students to participate in faculty research	0.66			0.85	0.56	0.64	0.21				
Availability of faculty for discussions out of class	0.65										
Students' opportunity to work in groups or teams	0.65										
Use we make of technology in our classrooms in my unit	0.54										
Ability of IUPUI to meet needs of entering students	0.54										
Opportunites my unit provides for students to participate in community service	0.50										
Quality of special classrooms (ie. labs, training facilities, etc.)	0.33										
Classroom environment (light, heat, etc)	-0.11	-0.36	0.02								

[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.

		Gender[c]		Rank[c]				Years in Position[c]			
	Campus	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
	Wide	275	606	270	320	260	32	231	213	227	204
Hours/week talking to undergraduates outside class	2.28	2.94	1.98	1.53	2.53	2.47	4.64				
Hours/week talking to graduate/profess. outside class	4.75	3.68	5.21								

[c]Mean includes neutral responses but excludes "not applicable" responses

A56. School 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

		School[c]																
Perceptions of Student Welfare [ab]	Camp-Wide	*ALHT* 24	*BUS* 19	*DENT* 60	*EDUC* 15	*E&T* 31	*HERR* 12	*LAW* 25	*LART* 101	*MED/BS* 112	*MED/AC* 286	*NURS* 56	*PED* 13	*SPEA* 15	*SCI* 72	*SWK* 14	*ULIB* 22	*OTHER* 4
Relationship of courses in our major to students' career goals	0.99	1.57	1.05	1.20	1.00	1.29	1.55	0.85	0.81	0.82	0.87	1.43	1.42	1.07	0.85	0.93	0.50	0.33
Academic advising available to majors in my unit	0.76	1.48	0.65	0.72	0.67	1.07	0.73	0.05	0.83	0.55	0.81	0.58	1.83	1.13	0.62	0.21	0.36	1.75
Opportunites my unit provides for students to participate in faculty research	0.66	0.09	0.17	0.79	0.42	0.21	0.14	0.68	0.41	0.82	0.74	0.78	0.91	0.43	1.39	-0.54	-0.33	-0.25
Availability of faculty for discussions out of class	0.65																	
Students' opportunity to work in groups or teams	0.65	0.86	0.89	1.06	0.58	0.39	0.64	0.41	0.52	0.64	0.69	0.79	1.00	0.69	0.29	1.00	0.56	0.25
Use we make of technology in our classrooms in my unit	0.54	0.35	0.68	0.42	0.42	0.79	0.91	0.00	0.51	0.29	0.51	0.78	0.83	0.20	0.88	0.07	0.84	1.50
Ability of IUPUI to meet needs of entering students	0.54	0.59	0.11	0.83	0.27	0.56	0.55	0.67	0.33	0.63	0.71	0.71	0.92	-0.36	0.32	0.30	0.50	1.00
Opportunites my unit provides for students to participate in community service	0.50	0.59	0.55	0.87	0.83	0.04	0.33	0.54	0.35	0.30	0.42	0.49	1.33	0.93	0.33	1.54	0.30	1.00
Quality of special classrooms (ie. labs, training facilities, etc.)	0.33	0.14	0.50	-0.23	0.54	0.19	-0.09	0.08	0.37	0.35	0.49	0.04	0.92	-0.13	0.48	0.40	0.89	0.75
Classroom environment (light, heat, etc)	-0.11	-0.22	-0.47	-0.41	0.00	0.07	-1.73	-0.50	-0.64	-0.17	0.38	-0.81	0.58	-1.40	0.49	-0.50	0.56	0.25

[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.

		School[c]																
	Camp-Wide	*ALHT* 24	*BUS* 19	*DENT* 60	*EDUC* 15	*E&T* 31	*HERR* 12	*LAW* 25	*LART* 101	*MED/BS* 112	*MED/AC* 286	*NURS* 56	*PED* 13	*SPEA* 15	*SCI* 72	*SWK* 14	*ULIB* 22	*OTHER* 4
Hours/week talking to undergraduates outside class	2.28	4.00	2.69	3.04	3.42	5.74	4.10	0.13	4.02	0.54	0.61	3.66	7.00	3.33	3.47	2.42	3.16	1.00
Hours/week talking to graduate/profess. outside class	4.75	1.64	1.33	5.02	5.75	1.16	1.75	5.14	1.61	6.81	6.93	2.15	1.11	4.62	3.77	4.79	1.56	4.00

[c]Mean includes neutral responses but excludes "not applicable" responses

1998 IUPUI Faculty Survey

Faculty participate in the evaluation of and decision-making about IUPUI's programs and services in many ways. In order to expand this base of participation, the following survey has been 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 15-20 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 envelope for response tracking purposes only. When your response is received the survey instrument will be removed from the envelope 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 Information Management and Institutional Research at 274-8213.

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

Faculty Survey Project
Union Building, Room G003
IUPUI

Thank you in advance for your participation.

(continued on next page)

1998 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; NA = Not applicable/No basis for judgment

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

The Campus Environment

Next, indicate how satisfied 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 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

(continued on next page)

The Faculty Work Environment

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

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 through my department/school	VS	S	N	D	VD	NA
31. Faculty development opportunities at IUPUI	VS	S	N	D	VD	NA
32. Collaboration among my colleagues on projects of mutual interest	VS	S	N	D	VD	NA
33. The level of collegiality in my unit	VS	S	N	D	VD	NA
34. The level of collegiality at IUPUI	VS	S	N	D	VD	NA
35. Faculty salary levels	VS	S	N	D	VD	NA
36. Fringe benefits (retirement, early retirement, health care, etc.)	VS	S	N	D	VD	NA
37. My overall job satisfaction	VS	S	N	D	VD	NA
38. The use of my time on standing committees	VS	S	N	D	VD	NA
39. The use of my time on specially focused task forces	VS	S	N	D	VD	NA
40. Rewards and recognition for teaching	VS	S	N	D	VD	NA
41. Rewards and recognition for research and scholarly activity	VS	S	N	D	VD	NA
42. Rewards and recognition for professional service	VS	S	N	D	VD	NA
43. Rewards and recognition for institutional service	VS	S	N	D	VD	NA
44. The role of peer review in evaluating teaching	VS	S	N	D	VD	NA
45. The role of peer review in evaluating research	VS	S	N	D	VD	NA
46. The role of peer review in evaluating professional service	VS	S	N	D	VD	NA
47. The effectiveness of the IUPUI Faculty Council structure	VS	S	N	D	VD	NA
48. The representativeness of IUPUI Faculty Council in presenting faculty concerns	VS	S	N	D	VD	NA
49. The relevancy and importance of issues addressed by the IUPUI Faculty Council	VS	S	N	D	VD	NA
50. The use of my time spent in department committees	VS	S	N	D	VD	NA
51. The use of my time spent in school committees	VS	S	N	D	VD	NA
52. The use of my time spent in campus-wide committees	VS	S	N	D	VD	NA
53. The adequacy of part-time faculty development support	VS	S	N	D	VD	NA
54. The role part-time faculty have in faculty governance	VS	S	N	D	VD	NA

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

55. Where do you think faculty development can best be managed?

- μ Campus level
- μ School/department level
- μ Combination of campus and school/ department levels

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

19_____

57. Gender:

- μ Female
- μ Male

58. What is your current academic rank?

- μ professor/ librarian
- μ associate professor/ librarian
- μ assistant professor/ librarian
- μ lecturer/ instructor

(continued on next page)

59. How do you currently divide your time between the following activities? How would you ideally like to distribute your time? (Distribute 100 percentage points in each column)

	Current	*Ideal*
Teaching		
Administration		
Research		
Services to students or faculty		
Other college/ university services		
	100%	100%

60. Do you hold a clinical rank in a non-tenure eligible appointment?

μ Yes
μ No

61. In what school or unit listed below is your current academic appointment?

μ Allied Health
μ Business
μ Continuing Studies
μ Dentistry
μ Education
μ Herron School of Art
μ Journalism
μ Library & Info Science
μ Law
μ Liberal Arts
μ Medicine, Basic Sciences
μ Medicine, Academic Clinical
μ Nursing
μ Physical Education
μ Public and Environ. Affairs
μ Science
μ Social Work
μ University Library

Use of Instructional Methods

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*	***Instructional Method***	*Currently Using*	*Would like to use*
62. Library reserve materials/ electronic reserves	μ	μ	76. Grading based on specified levels of student competence	μ	μ
63. Custom course packets/reprints	μ	μ	77. Grading on a curve	μ	μ
64. Student presentations	μ	μ	78. Major paper at end of term	μ	μ
65. Study teams/group assignments	μ	μ	79. E-mail to students in the class	μ	μ
66. Team teaching (with other faculty)	μ	μ	80. Self-paced instructional software/learning resources	μ	μ
67. Problem-based learning	μ	μ	81. Distance/distributed learning	μ	μ
68. Service learning components	μ	μ	82. Video (videotape/videodisc/TV)	μ	μ
69. Portfolio assessments	μ	μ	83. Audio (tapes, records, radio)	μ	μ
70. Weekly/bi-weekly writing assignments	μ	μ	84. Distribution of Materials found on the Internet	μ	μ
71. Weekly feedback to students on their performance	μ	μ	85. Distribution of course materials/ assignments via the Internet	μ	μ
72. Multiple drafts of written work	μ	μ	86. Multimedia presentations/resources	μ	μ
73. Student evaluations of each other's work	μ	μ	87. Computer laboratory assignments	μ	μ
74. Multiple-choice midterm and/or final exam	μ	μ	88. Computer simulations or courseware	μ	μ
75. Essay midterm and/or final exam	μ	μ	89. Audio/teleconferencing	μ	μ

(continued on next page)

Campus Information Technology Support

Please indicate your level of satisfaction with three dimensions of support for information technology: Access (getting to the needed technologies), Training (learning to use available technologies), and Support (dealing with immediate problems and issues), using the following scale:

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

Satisfaction with Information Technology Support for…		**Access** (getting to the needed technologies)						**Training** (learning to use available technologies)						**Support** (dealing with immediate problems and issues)					
90.	My teaching activities	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
91.	My research and scholarly activities	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
92.	My administration and campus service activities	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
93.	Student activities related to classroom instruction	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
94.	Student activities related to out-of-class learning	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
95.	Student activities related to research and scholarship	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
96.	Staff activities related to the performance of administrative support activities	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA

To what extent do you think technology services for access, training, and support should be provided by each of the following administrative units?

Indicate your responses on a scale of 1 to 5, where 1 signifies that the particular type of service be provided 'Not at All' by that unit, and 5 indicates that the particular service should be provided 'Entirely' by that unit.

		Access (getting to the needed technologies)					**Training** (learning to use available technologies)					**Support** (dealing with immediate problems and issues)				
		Not at all				Entirely	Not at all				Entirely	Not at all				Entirely
97.	University Information Technology Services (UITS). (The Indiana University-wide technology organization based in both Indianapolis and Bloomington.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
98.	Center for Teaching and Learning. (The IUPUI based service housed in University Library, and organized under the Office for Faculty Development)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
99.	Your School	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

(continued on next page)

For the items in the following two sections, please indicate the degree to which you agree with each statement by circling a number from 1 to 5, where 1 indicates you do not agree and 5 indicates that you strongly agree.

Campus Climate for Women In this department…	Do Not Agree				Strongly Agree
100. …in meetings people pay just as much attention when female faculty speak as when male faculty speak.	1	2	3	4	5
101. …the working environment for female faculty is about the same as for their male counterparts.	1	2	3	4	5
102. …senior faculty respect junior male and female faculty equally.	1	2	3	4	5
103. …faculty are serious about treating male and female faculty equally.	1	2	3	4	5
104. …male faculty tend to get more feedback about their performance than female faculty do.	1	2	3	4	5
105. …faculty who raise issues about the negative treatment of women in this department find themselves disparaged by their colleagues.	1	2	3	4	5
106. …most faculty would be as comfortable with a female chairperson as with a male chairperson.	1	2	3	4	5
107. …male faculty are as comfortable developing friendships with a female faculty as with a male faculty.	1	2	3	4	5
108. …sex discrimination is a big problem.	1	2	3	4	5
109. …it is not uncommon for a female faculty to present an idea and get no response, and then a male faculty member to present the same idea and be acknowledged.	1	2	3	4	5
110. …most faculty are supportive of female colleagues who want to balance their family and career lives.	1	2	3	4	5
111. …female faculty are less likely than their male counterparts to have influence in departmental politics and administration.	1	2	3	4	5
112. …female faculty don't often speak up when they see an instance of sex discrimination for fear it will jeopardize their career.	1	2	3	4	5

Campus Climate for Minorities	Do Not Agree				Strongly Agree
113. My department does enough to recruit and retain minority students.	1	2	3	4	5
114. My department does enough to recruit and retain minority faculty and professional staff.	1	2	3	4	5
115. I have received adequate training in how to teach students who are not members of my racial/cultural/socioeconomic group.	1	2	3	4	5
116. I often collaborate professionally with minority faculty.	1	2	3	4	5
117. In my department, faculty who engage in activities to promote the education of minority students are actively encouraged by their colleagues.	1	2	3	4	5
118. Faculty in my department are comfortable teaching students of all racial/ethnic groups	1	2	3	4	5
119. Faculty in my department appropriately incorporate the contributions of minority group individuals into their curriculum and multi-cultural perspectives into their classroom discussions.	1	2	3	4	5
120. Faculty in my department willingly mentor minority students, staff and faculty members.	1	2	3	4	5
121. Faculty in my department regard student diversity as critical to achieving IUPUI's mission.	1	2	3	4	5
122. Administrators in my department provide leadership on issues that affect the education of minority students.	1	2	3	4	5
123. In general, I think that race relations are good in my department.	1	2	3	4	5
124. On campus, I see books in the library and bookstore written from a variety of racial/ethnic viewpoints.	1	2	3	4	5
125. I see materials in campus media that increase my understanding of individuals from backgrounds different than my own.	1	2	3	4	5
126. In general, I think that race relations are good at IUPUI.	1	2	3	4	5

(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	Frequency of contact			Importance to Campus			Quality of Service				
	Often	*Occasionally*	*Never*	*Very*	*Somewhat*	*Not Impt.*	*Excellent*	*Good*	*Fair*	*Poor*	*Unknown*
127. Center for Teaching and Learning	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
128. University Library	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
129. Medical/Law/Dentistry Library (as appropriate)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
130. University Information Technology Services (UITS)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
131. Office of International Affairs	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
132. Testing Center	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
133. Office of Academic and Faculty Records	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
134. University Bookstore	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
135. Information Mgmt and Institutional Research (IMIR)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
136. Graduate School	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
137. Admissions	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
138. Financial Aid	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
139. Bursar	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
140. Registrar	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
141. Community Learning Network	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
142. Research and Sponsored Programs	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
143. Campus Interrelations (Student Activities)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
144. Honors Office	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
145. Publishing Document and Distribution Services (Mailing, Printing and Duplicating Services)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
146. Campus Parking Services	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
147. Adaptive Educational Services	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
148. Affirmative Action	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
149. Office of Faculty Development	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
150. Career Center	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
151. Media Relations	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
152. Office for Women	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
153. Center for Leadership and Service (Service Learning)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
154. IU Foundation	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
155. Intercollegiate Athletics	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
156. University Place Conference Center	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
157. Building Maintenance	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
158. Office of Neighborhood Resources	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK

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Perceptions of Student Welfare

Please indicate your level of satisfaction with each of the following aspects of IUPUI student welfare.
Satisfaction scale:

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

159.	The ability of IUPUI to meet the educational needs of entering students	VS	S	N	D	VD	NA
160.	Availability of faculty for discussions with students outside classes	VS	S	N	D	VD	NA
161.	The quality of special classrooms (labs, training facilities)	VS	S	N	D	VD	NA
162.	Students' opportunities to work with other students in groups or teams	VS	S	N	D	VD	NA
163.	The relationship of courses in our major to students' career goals/objectives	VS	S	N	D	VD	NA
164.	The use we make of technology in our classrooms in my unit	VS	S	N	D	VD	NA
165.	Academic advising available to majors in my unit	VS	S	N	D	VD	NA
166.	Opportunities my unit provides for students to participate in community service	VS	S	N	D	VD	NA
167.	Opportunities my unit provides for students to participate in faculty members' research	VS	S	N	D	VD	NA
168.	The classroom environment (lighting, heating, etc.) for courses taught by faculty in my unit	VS	S	N	D	VD	NA

169. During this current academic 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 →) ☐

170. During this current academic year, approximately how many hours**per week** on average have you spent talking with **graduate or professional** students outside the classroom (excluding regularly scheduled office hours, independent study, and individualized instruction)?

(indicate average number of hours →) ☐

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:

- μ the director or person primarily responsible for the office or service
- μ the vice chancellor by whom this office or service is administered
- μ other (specify) _____

Your comments or suggestions: