Research Brief

Introduction

This edition of Research Brief summarizes the results of the 2000 IUPUI Faculty Survey. This survey is the third of its kind, following generally the form and format of the survey administered to IUPUI faculty in 1996 and 1998. 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 within academic schools on the IUPUI campus. Responses were received from 854 of the 1,584 faculty to whom surveys were sent, for a 54 % response rate.

Two notable changes were incorporated in the 2000 IUPUI Faculty Survey. The section regarding instructional methods was replaced with a far more comprehensive Learning Environment section that included questions about instructional methods, resources, schedules and facilities. The section assessing faculty attitudes toward the campus climate for women and minorities was removed from the survey pending further development of the campus Diversity Cabinet. However, faculty were asked to indicate their racial/ethnic group, which was not asked in the prior two administrations of the IUPUI Faculty Survey. In addition to these major changes, a few items were removed, replaced, or slightly reworded to serve campus planning needs.

The current report emphasizes the new section of the survey on the Learning Environment, differences in responses among racial/ethnic groups, and significant changes in faculty opinions and behaviors since 1998. 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 school.

Highlights

Over 800 full-time faculty completed the 2000 IUPUI Faculty Survey. This year's report focuses on a new section of the survey on the Learning Environment, differences in responses among racial/ethnic groups, and significant changes in faculty opinions and behaviors since 1998.

- Just over two-thirds (70%) of the responding faculty indicated that they teach as part of their faculty role. These respondents completed the section on the Learning Environment at IUPUI.

- On average, faculty expect to increase their use of class discussions and other active learning methods and decrease their reliance on lecturing/student note-taking methods. However, lecturing is likely to remain a popular method even after these changes.

- Faculty expect to increase their already "moderate" use of computer technologies to support student learning. Average use of OnCourse and other web-based technologies will increase from "rarely" to "occasionally."

- Few differences in responses were found among self-identified members of minority and non-minority racial/ethnic groups. The relatively small number of minority faculty, and large differences in faculty opinions by school, make it difficult to identify any systematic differences.

- Relatively few changes occurred since 1998 in faculty opinion regarding the quality of IUPUI, the work environment, and perceptions of student welfare, but Medical School faculty indicated more positive changes than other IUPUI faculty.

- In contrast, IUPUI faculty in general academic and non-medical health programs expressed significantly more positive views toward campus information technology support in 2000 than they had in 1998.

Demographics, Activities, and Interests

Gender, Rank, Years of Service and School Affiliation

The proportion of women among the 854 respondents was relatively unchanged at 35 percent. As with this survey in the past, this represents a slight bias in the response pool, as women represent 30 % of the faculty population.

The 2000 sample included slightly larger proportions of full professors and librarians, slightly fewer faculty at the associate rank, and nearly equivalent proportions of respondents at the assistant or "other" ranks. The 1998 sample was reasonably equivalent in terms of faculty rank.

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, race and ethnicity. The table on school affiliation (A5) also shows the response rates by school. Faculty response rates were highest among Basic Science faculty in the Medical School (87%), Physical Education (81%), and Allied Health (78%). Response rates were lowest among those in the University Library (34%) and Academic Clinical faculty in the Medical School (40%). The response rates for all other schools vary between 47 and 69 percent. Since school affiliation was self-reported on the survey, the "Other" categories of the sample and population cannot be compared directly. In addition, 26 respondents did not indicate their school affiliation and so are figured into the overall response rate but not into any specific school rate.

The Learning Environment (New Section)

Faculty who teach formal courses as part of their role at IUPUI were asked to respond to a series of questions about the methods they employ, the resources they use, and the scheduling and location arrangements they prefer. Where relevant, faculty were asked about their current and expected future practices. Slightly more than 600 faculty responded to the items in this section, representing 70% of the total respondents.

Instructional Methods

Previous versions of the Faculty Survey included a checklist of teaching methods on which faculty indicated their current or likely future use. This was replaced with a more focused list of common pedagogies: lecture/note-taking, class discussions, group work, student presentations, laboratory work, guest speakers, and in-class reading/writing. Rather than a simple check-off, faculty were asked to indicate their current use and anticipated future use according to a five-point scale: never, rarely, occasionally, frequently, and very frequently.

Respondents indicated that lecture/note-taking was the most frequently used current instructional method, followed by class discussions (Table A14). However, respondents expected that future use would entail more class discussion and less lecture/note taking, making the two more equal in frequency overall. Respondents also indicated that they expect to use more frequently other active learning methods in the future, including group work and student presentations.

There were notable gender differences in use of instructional methods, with women faculty indicating greater current use of the active learning practices (class discussion, group work, and student presentations) compared to men faculty. Both men and women indicated the same desired changes in use, thereby maintaining the gender difference in anticipated future use.

A Note on Group and School Differences

The results described in this report highlight some differences in faculty responses according to gender, ethnicity, faculty rank, and years at IUPUI. The Appendix shows that faculty responses differ more by school affiliation than by any of these other characteristics. School differences are not highlighted in this report, as they are the focus of the School Profile reports that are distributed separately. However, it is important to note that some of the other group characteristics, and especially gender, cannot be considered as entirely separate from school differences since the gender distribution differs greatly among the schools. The reader should keep this in mind when interpreting the group differences presented in this report.

In a notable difference by faculty rank, lecturers indicated greater use of in-class reading/writing compared to all other faculty ranks. This result likely reflects the large number of English faculty in the lecturer ranks. In one other notable rank difference, anticipated future use of group work was highest among the lower ranks and lowest among the higher ranks. Tables A15a and A15b display these group differences.

Instructional Resources

Faculty were asked about their current and expected future use of a variety of instructional resources. Table 16 shows that the chalk/dry-erase board and overhead projectors rate highest in current use, followed by faculty and student use of technology, various visual aids, podium/lectern, and then video and slide projectors. OnCourse, other web-based courseware, and audio equipment fill out the bottom of the list.

When asked about expected future use, faculty and student use of technology increased significantly, accompanied by slight declines in the use of chalk/dry-erase boards and overhead projectors. Significant increases of use are also expected of OnCourse and other web-based courseware, but these would remain items of occasional use or less for most respondents. One-quarter of the respondents expect never to use OnCourse, and one-third expect never to use any other web-based course system.

Few notable group differences were found in current and expected use of instructional resources (Tables A17a and A17b). Women faculty report higher current and expected use of video equipment. Use of a podium/lectern is most common among faculty who have been at IUPUI 10 years or longer, and especially those who have been at IUPUI for more than 20 years. The use of slide projectors also appears to be greater among faculty of higher rank and especially full professors.

Non-traditional scheduling arrangements

Faculty were asked about their current and expected use of a variety of different scheduling arrangements that departed from traditional periodic use of a classroom. Most faculty indicated that they rarely, if ever, use any of these arrangements now, and expect only a slight increase in their future use of such arrangements (Table A18). Replacing in-class meetings with out of class assignments topped the list of non-traditional arrangements in current use. For the future, faculty expected to replace in-class meetings with online course segments more frequently. But even for this relatively popular item, 40 % of faculty expected that they will never do so, and another 25 % indicated they will rarely do so.

Women faculty indicated greater current and expected use of several of these non-traditional arrangements, including out-of-class assignments, convening off-campus, student conferences/meetings, and combined course sections (Tables A19a and A19b). These gender differences may be associated with the large percentages of women faculty in Nursing and Education, where such non-traditional arrangements are more common (see sidebar on page 2 regarding group and school differences).

Satisfaction with Classroom Facilities

Faculty were asked to think about the most recent classroom in which they have taught and respond to a set of satisfaction questions. Table A20 shows their ratings of satisfaction from highest to lowest. Faculty were most satisfied with the location of their course on campus, followed by availability of equipment, entrance/exit convenience, chalk/dry-erase board, lighting, line of sight with students, quality of equipment, and acoustics. Faculty indicated greatest dissatisfaction with climate control, followed by the comfort of the

furniture, overall appearance, and adaptability of space to meet needs.

Few significant group differences were found in satisfaction with classroom facilities (Table A21). Women were more satisfied with the availability of audio/visual/data equipment, but less satisfied with the climate control. Higher ranked faculty were generally less satisfied with the availability and quality of audio/visual/data equipment. In a rare racial/ethnic difference, African American faculty were notably less satisfied with climate control than members of other racial/ethnic groups.

Course Location

When asked about the criteria for determining class location, faculty rated instructional approach as the most important factor, followed by class size, and proximity to their office location (Table A22). Planned activities, special needs and convenience to students were also rated as important, but less so relative to the other factors considered. Women faculty rated the top three reasons (instructional approach, class size, and proximity to office) as more important and more similar in importance as compared to men faculty (Table A23).

Preferred Class Times

Faculty were most favorable toward classes that meet twice weekly, on either Tuesday-Thursday or Monday-Wednesday (Table A24). Less favorable, but still slightly positive, were classes held only one day per week. Three day classes (Monday-Wednesday-Friday) were less favorable, but still more favorable than either Tuesday-Friday or Thursday-Friday courses. A Saturday only course was the least favorite choice. Women were significantly more favorable toward one day courses than were men (Table A25).

Racial/Ethnic Differences in Responses

Only one significant racial/ethnic difference was noted in the previous Learning Environment section among the 98 ratings reviewed. There were only six items with racial/ethnic differences among the other 54 items on the survey, excluding faculty ratings of administrative services. Among the administrative service ratings, racial/ethnic differences appeared for only one service each with regard to ratings of use, importance and quality.

Before reporting these differences, is it important to note that the number of minority respondents is small, making group comparisons difficult. Table A2 shows that the respondent group, reflecting accurately the faculty population, is 87% white. Asian American faculty comprise the largest minority group, representing 6% of respondents. African American and Hispanic faculty represent 2% each of the respondent group, slightly below their population proportions.

When looking at the specific items that show differences according to racial/ethnic group, no clear pattern emerges. Asian American and Non-U.S. Citizen faculty rate the quality of professional service in their units significantly lower than Hispanics, Whites, and African Americans (Table A9). Whites rate lower the reputation of IUPUI in Indiana compared to minority faculty (Table A9). White faculty are also more critical about their use of time on committees and task forces, whereas Hispanic faculty are notably critical about the professional status accorded part-time faculty and the adequacy of support for part-time faculty (Table A13). Finally, Hispanics are most positive, and Non-U.S. Citizen and Multi-racial/Other faculty most negative about the relationships of courses in their major programs to students' career goals and objectives.

Given the relatively small number of minority respondents, and the difficulty of isolating group effects due to large differences among schools, these racial/ethnic differences should be interpreted with great caution.

Significant Changes: 1996 through 1998

Although the IUPUI Faculty Survey has been modified slightly over the years, many questions have been asked in the same format for all three administrations. We will first examine the changes in items from the survey sections on "The Quality of IUPUI," "The Campus Environment," "The Faculty Work Environment," and "Perceptions of Student Welfare." Following this we consider the "Campus Information Technology Support" items, which were introduced in their current format in the 1998 survey.

Display 1. Significant Changes in Faculty Opinion, 1998 to 2000: **Quality, Work Environment, and Student Welfare Questions**

	Mean Rating				Percent Satisfied/Very Satisfied			
				Difference				Difference
	1996	1998	2000	2000-1998	1996	1998	2000	2000-1998
Positive Change								
Satisfaction Items[a]								
IUPUI Faculty, excluding School of Medicine								
Collaboration of colleagues on projects of mutual interest	0.68	0.46	0.70	0.24	70%	55%	64%	10%
IU School of Medicine Faculty								
Use of technology in our classrooms in unit	0.24	0.44	0.69	0.25	47%	51%	64%	12%
Availability of faculty for discussion out of class	0.51	0.73	0.96	0.23	52%	69%	80%	11%
Faculty salary levels	-0.10	-0.07	0.15	0.22	32%	35%	44%	9%
Rewards/recognition for teaching	-0.11	0.04	0.25	0.21	33%	32%	42%	10%
Quality Ratings[b]					Percent Rating Good or Excellent			
IUPUI Faculty, excluding School of Medicine								
Quality of interdisciplinary teaching/research in unit	2.50	2.46	2.62	0.16	52%	50%	58%	8%
IU School of Medicine Faculty								
The reputation of IUPUI in Indianapolis	2.95	2.89	3.02	0.13	81%	77%	82%	5%
Negative Change								
Satisfaction Items[a]					Percent Dissatisfied/Very Dissatisfied			
IUPUI Faculty, excluding School of Medicine								
Use of my time spent in department committees	NA	0.29	0.05	-0.24	NA	22%	34%	12%

[a]Ratings on a five-point scale: -2=very dissatisfied, -1=dissatisfied, 0=neutral, 1-satisfied, 2-very satisfied

[b]Ratings on a four point scale 1=poor, 2=fair, 3=good, 4=excellent

Changes in Perceptions of Quality, Campus Work Environment and Perceptions of Student Welfare

Display 1 shows those items for which there was a statistically significant change in average response between the 1998 and 2000 administrations. Differences for IU School of Medicine faculty were examined separately from all other IUPUI faculty. For each of these items, the Display includes the average response on the relevant five- or four-point scale, as well as the percentage of respondents who selected the two most extreme categories. For items that changed in a positive direction, the combined percentage choosing the two positive extreme responses is shown (satisfied and very satisfied, or good and excellent). For items that changed in the negative direction, the combined percentage choosing the two negative extremes is shown (dissatisfied and very dissatisfied, or poor and fair).

It is important to note that changes in mean response do not necessarily correspond directly with changes in percent choosing the two extreme categories. For example, if a positive change is marked by more respondents choosing very satisfied and fewer choosing satisfied, the mean will increase without changing the combined percent choosing both categories. The results

shown in Display 1 generally follow this example: the magnitude of the change in mean does not follow closely with the change in percent choosing the two more positive or negative responses.

Display 1 also demarcates the changes in satisfaction items, for which there was a five-point response scale, from quality rating items, for which there was a four-point response scale. The quality ratings show smaller mean changes in large part because of the fewer scale points.

Among faculty in general academic and health programs excluding Medicine, two positive and one negative changes occurred. On the positive side, faculty indicated higher levels of satisfaction with collaborations among colleagues on projects of mutual interest. However, the increase from 1998 to 2000 represented a return to the level of satisfaction expressed in 1996. Faculty also rated higher the quality of interdisciplinary research and teaching in their units. On the negative side, faculty expressed more dissatisfaction with how their time is spent on department committees. When this item was first introduced in 1998, fewer than one-quarter of the faculty indicated that they were dissatisfied or very dissatisfied. Over one-third of the 2000 sample indicated dissatisfaction for this item.

Five positive and no negative changes occurred among IU School of Medicine faculty responding to the survey in 2000 compared to those who responded in 1998. Two of these items came from the "Perceptions of Student Welfare" section of the survey. Medical faculty indicated higher levels of satisfaction with the use of technology in the classroom and the availability of faculty for discussion outside of class. In a related item from the work environment section, School of Medicine faculty indicated more satisfaction with the rewards and recognitions for teaching. School of Medicine faculty also had more positive responses to faculty salary levels. For all of these satisfaction items, the responses of IU School of Medicine faculty show a continuing upward trend from 1996 to 1998 and then to 2000. Finally, Medical School faculty in 2000 rated higher IUPUI's reputation in Indianapolis compared to respondents in the two earlier administrations.

Changes in Perceptions of Campus Information Technology Support

Contrasting with changes shown in Display 1, changes in perceptions of campus information technology support were far more numerous among the general academic and non-medical health faculty than among School of Medicine faculty. In 1998, this section of the survey was introduced with a format that had faculty rate their satisfaction with access (getting to the needed technologies), support (dealing with immediate problems and issues) and training (learning to use available technologies). Each of these dimensions was rated for seven activities: faculty teaching, research, and service; student learning in class, learning out of class, and research; and staff administrative activities.

Display 2 shows that IUPUI non-medical faculty in 2000 indicated significantly higher levels of satisfaction with access for six of the seven activities, with support for four of the activities, and with training for three of the activities. For teaching and research and scholarship activities, faculty indicated higher levels of satisfaction for all three dimensions: access, support, and training.

Medical School faculty indicated fewer changes in their attitudes toward campus information technologies. There were no changes in satisfaction with access or training for any single item. Medical faculty did indicate higher levels of satisfaction with support for three activities: research and scholarship, student out-of-class learning, and teaching.

Office of Information Management and Institutional Research

Display 2. Significant Changes in Faculty Opinion, 1998 to 2000: **Technology Access, Support and Training Items**

	Mean Rating			Percent Satisfied/Very Satisfied		
	1998	2000	Diff.	1998	2000	Diff.
Access						
IUPUI Faculty, excluding School of Medicine						
Teaching	0.65	1.00	0.35	67%	82%	15%
Research and scholarly activities	0.59	0.91	0.32	62%	78%	15%
Student out-of-class learning activities	0.31	0.52	0.21	47%	53%	6%
Adminstrative and campus service activities	0.60	0.80	0.20	62%	70%	7%
Student classroom activities	0.53	0.73	0.20	57%	67%	10%
	0.49	0.68	0.19	54%	63%	9%
Support						
IUPUI Faculty, excluding School of Medicine						
Research and scholarly activities	0.17	0.60	0.43	46%	61%	15%
Teaching	0.30	0.64	0.34	50%	62%	12%
Administrative and campus service activities	0.35	0.60	0.25	50%	59%	9%
Staff activities for administrative support	0.26	0.49	0.23	45%	54%	9%
IU School of Medicine Faculty						
Research and scholarly activities	0.12	0.45	0.33	44%	54%	10%
Student out-of-class learning activities	0.07	0.37	0.30	34%	42%	8%
Teaching	0.24	0.50	0.26	49%	58%	9%
Training						
IUPUI Faculty, excluding School of Medicine						
Research and scholarly activities	0.21	0.53	0.31	43%	57%	15%
Student research and scholarship	0.20	0.42	0.22	41%	52%	11%
Teaching	0.31	0.52	0.21	49%	58%	9%

[a]Ratings on a five-point scale: -2=very dissatisfied, -1=dissatisfied, 0=neutral, 1-satisfied, 2-very satisfied

IUPUI faculty satisfaction with campus information technologies has generally improved between the 1998 and 2000 administrations of the faculty survey. The smaller change in Medical faculty satisfaction has resulted in a growing gap between the two groups. That is, IUPUI faculty outside the School of Medicine are, as a group, more satisfied with the status of campus information technology than are Medical School faculty. This is especially true with regard to issues of access and training.

A careful review of Tables A39 through A41 reveals large differences in faculty satisfaction levels by school. School of Medicine faculty are joined by faculty in the Schools of Dentistry, Science, Business, and Engineering & Technology, in rating relatively low their satisfaction with campus information technologies. At the other end of the spectrum, faculty in Nursing, Education, and Liberal Arts tend to indicate higher levels of satisfaction across the various technology-related items.

Conclusions and Implications

The 2000 IUPUI Faculty Survey provides an overall view of the campus climate for IUPUI faculty. Results from the new section on the IUPUI Learning Environment have already been shared with members of committees that are examining faculty use of instructional resources and planning for the future development of learning facilities at IUPUI.

When the IUPUI faculty survey was first administered in 1996, respondent racial/ethnic identification was not asked, in large part because of the small number of minority faculty at IUPUI. However, this omission made it difficult to perform meaningful analysis of items included in the 1998 survey to assess the campus climate for women and minorities. The 2000 IUPUI faculty survey asked respondents to self-identify their race/ethnicity but did not include the climate items. As expected, the small numbers of minority faculty made it difficult to identify any informative differences among minority and non-minority faculty. These findings

confirm efforts to recruit more minority faculty should remain a high campus and school priority.

The notable positive changes in faculty attitude toward campus information technology support recent investments made in improving the technology infrastructure. These results suggest that efforts by University Information Technology Services, the Center for Teaching and Learning, and school technology committees are generally moving in the right direction. School-specific results indicate areas where further attention is needed.

The IUPUI Faculty includes a diverse array of individuals with varying perspectives and priorities. A campus-wide summary of their responses on a broad-based attitude survey provides a general reading of the campus climate for faculty, but also obscures important differences at the individual, department, and school level. The school profiles that accompany this report provide some additional insight into the variations of faculty across IUPUI's broad array of programs, but even they oversimplify the status of faculty work at IUPUI. The intent of this report is to stimulate thinking about the faculty condition at IUPUI and to generate further questions requiring more targeted inquiry. IMIR staff would be happy to assist members of the community as they develop and pursue answers to those questions.

Appendix - Item-by-Item Summary of Responses to the 2000 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 at IUPUI. The width of the bar generally increases if the sample size decreases or the variation in answers to the item increases. More narrow bars would then occur for items with a 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 difference 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 854 faculty.

A1. Gender

	N	%	IUPUI Pop %
Female	280	34.7%	30.1%
Male	527	65.3%	69.9%
TOTAL	807	100.0%	p<.01(a)
No Answer (Missing Values)	47	5.5%	

A2. Race/Ethnicity

	N	%	IUPUI Pop %
African American	16	2.0%	2.6%
American Indian/Alaskan Native	2	0.2%	0.2%
Asian American	48	6.0%	7.8%
Hispanic	17	2.1%	2.4%
White	701	87.1%	86.8%
Non-U.S. Citizen	10	1.2%	na
Multiracial/Other	11	1.4%	na
TOTAL	805	100.0%	
No Answer (Missing Values)	49	5.7%	0.2%

A3. Academic rank

	N	%	IUPUI Pop %
Professor/Librarian	273	33.9%	31.2%
Associate Professor/Librarian	264	32.8%	34.8%
Assistant Professor/Librarian	230	28.5%	29.7%
Lecturer/Instructor	39	4.8%	4.3%
TOTAL	806	100.0%	
No Answer (Missing Values)	48	5.6%	

A4. Years as IUPUI faculty

	N	%	IUPUI Pop %
0 - 4	220	28.0%	32.0%
5 - 9	157	19.9%	21.0%
10 - 19	201	25.5%	24.5%
20+	209	26.6%	22.5%
TOTAL	787	100.0%	p<.01(a)
No Answer (Missing Values)	67	7.8%	

A5. School

	N	%	IUPUI Pop %	Resp. Rate
Allied Health	29	3.5%	2.3%	78.4%
Business	21	2.5%	2.0%	67.7%
Dentistry	49	5.9%	6.1%	51.0%
Education	17	2.1%	1.6%	65.4%
Law	22	2.7%	2.5%	56.4%
Liberal Arts	96	11.6%	9.3%	65.3%
Medicine, Basic Sciences	97	11.7%	7.1%	86.6%
Medicine, Academic Clinical	272	32.9%	43.0%	39.9%
Nursing	55	6.6%	5.1%	68.8%
Physical Education	13	1.6%	1.0%	81.3%
Public and Environ. Affairs	16	1.9%	1.5%	66.7%
Science	69	8.3%	8.5%	51.1%
Social Work	12	1.4%	1.3%	60.0%
University Library	16	1.9%	3.0%	34.0%
Engineering & Technology	26	3.1%	3.5%	47.3%
Other	18	2.2%	0.1%	47.4%
TOTAL	828	100.0%	p<.01(a)	
No Answer (Missing Values)	26	3.0%		53.3%(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.

A6. Hours allocated to faculty activities, current and ideal

	Mean	SD	None	1 - 40%	41 - 60%	61 - 99%	100%
					Percentage Categories		
Current Hours (N=726)							
Teaching	32	24	4%	60%	18%	18%	0%
Administration	15	20	32%	54%	7%	6%	0%
Research	21	23	21%	56%	12%	10%	0%
Professional Service	20	24	20%	59%	8%	12%	0%
Serving Students/Faculty	8	10	34%	64%	2%	1%	0%
Other Activities	4	7	60%	39%	1%	0%	0%
Ideal Hours (N=636)							
Teaching	31	20	3%	62%	23%	12%	0%
Administration	11	17	40%	50%	6%	3%	0%
Research	30	23	12%	52%	21%	15%	0%
Professional Service	17	20	17%	66%	10%	7%	0%
Serving Students/Faculty	7	10	33%	64%	2%	1%	0%
Other Activities	3	5	64%	36%	0%	0%	0%

A7. Group differences in mean hours allocated to faculty activities

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

	Gender		Rank				Years in Position			
	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
Current Hours										
Teaching	38	29	27	34	30	58	30	28	32	37
Research	16	24	23	18	25	9	25	24	20	16
Administration			22	15	10	12	12	13	17	20
Professional Service			17	20	26	6	24	23	20	14
Serving Students/Faculty	9	7								
Other Activities							2	4	4	5
Ideal Hours										
Teaching	36	30	29	33	30	61	29	29	31	38
Research							38	38	31	29
Administration			18	19	11	16				
Professional Service			19	20	25	10				
Serving Students/Faculty										
Other Activities										

A7 continued. School differences in mean hours allocated to faculty activities

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

	ALHT	BUS	DENT	EDUC	E&T	LAW	MED/BS	MED/AC	NURS	PED	SLA	SPEA	SCI	SWK	ULIB	OTHER
Current Hours																
Teaching	50	46	39	46	40	48	23	16	56	55	40	29	42	39	11	43
Research	6	30	17	11	16	11	48	19	11	7	18	27	24	23	4	16
Administration	26	8	18	20	19	17	13	14	8	15	21	15	13	17	38	14
Professional Service	7	10	14	11	7	9	9	44	10	7	8	10	6	7	13	7
Serving Students/Faculty	8	3	8	8	13	12	5	4	9	11	10	11	11	4	24	14
Other Activities	3	3	4	5	6	3	3	2	5	5	5	8	5	9	11	5
Ideal Hours																
Teaching	50	44	37	38	41	40	23	20	50	58	40	28	35	46	12	35
Research	15	41	27	27	27	23	57	32	26	22	33	38	39	31	10	37
Administration	30	10	18	20	23	21	11	13	14	18	22	18	13	6	47	24
Professional Service	8	12	17	12	9	11	10	39	12	6	10	13	10	11	14	8
Serving Students/Faculty	11	7	11	9	16	21	7	8	12	15	11	9	13	6	27	12
Other Activities																

A8. Quality of IUPUI[ab]

Rating of IUPUI in the areas of...	Valid N[c]	Mean[d]	STD	Percentages				Confidence Intervals			
				PR	FR	GD	EX	PR	FR	GD	EX
The quality of overall professional service (application of disciplinary expertise) in my unit	791	3.22	0.74	2%	12%	47%	39%				
The scholarly and professional competence of my unit colleagues	804	3.21	0.71	2%	10%	52%	36%				
The quality of overall teaching in my unit	791	3.18	0.69	2%	11%	55%	32%				
The quality of faculty service to the institution in my unit	797	3.10	0.76	3%	16%	50%	32%				
The national reputation of my program (discipline)	777	2.99	0.77	3%	21%	50%	26%				
The quality of overall research in my unit	787	2.91	0.84	5%	24%	45%	26%				
The quality of administrative leadership in my department	791	2.88	0.97	12%	18%	40%	30%				
The quality of graduate or graduate-professional students in my school	685	2.86	0.68	3%	23%	59%	15%				
The reputation of IUPUI in Indianapolis	779	2.85	0.71	3%	24%	57%	15%				
The quality of administrative leadership in IUPUI campus administration	725	2.83	0.76	5%	24%	55%	17%				
The quality of interdisciplinary teaching and research in my unit	756	2.72	0.83	7%	30%	46%	17%				
The quality of administrative leadership in my school	790	2.70	0.92	12%	24%	44%	19%				
The reputation of IUPUI in Indiana	759	2.56	0.71	6%	39%	48%	7%				
The quality of administrative leadership in IU central administration	657	2.54	0.79	10%	35%	46%	9%				
The quality of undergraduate students at IUPUI	621	2.25	0.71	13%	51%	34%	2%				
The reputation of IUPUI nationally	695	2.21	0.78	17%	49%	29%	5%				

[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 mean quality ratings.*

[c] *Valid N excludes missing data and "not applicable" responses.*

[d] *Mean excludes "not applicable" responses.*

A9. Group differences in faculty perceptions of the quality of IUPUI[a][b]
Group means shown if the results of a one-way analysis of variance test are significant at p<.01

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/Instructor	0 - 4	5 - 9	10 - 19	20 +
The quality of overall professional service (application of disciplinary expertise) in my unit	3.22	3.33	3.17	3.25	3.00	2.86	3.31	3.26	2.83	2.90					3.09	3.38	3.32	3.15
The scholarly and professional competence of my unit colleagues	3.21																	
The quality of overall teaching in my unit	3.18	3.32	3.11															
The quality of faculty service to the institution in my unit	3.10	3.24	3.04															
The national reputation of my program (discipline)	2.99																	
The quality of overall research in my unit	2.91																	
The quality of administrative leadership in my department	2.88																	
The quality of graduate or graduate-professional students in my school	2.86	2.98	2.81															
The reputation of IUPUI in Indianapolis	2.85																	
The quality of administrative leadership in IUPUI campus administration	2.83																	
The quality of interdisciplinary teaching and research in my unit	2.72																	
The quality of administrative leadership in my school	2.70										2.68	2.62	2.79	3.14	2.89	2.59	2.74	2.59
The reputation of IUPUI in Indiana	2.56	2.67	2.49	3.00	2.00	2.86	2.77	2.52	2.83	2.72								
The quality of administrative leadership in IU central administration	2.54																	
The quality of undergraduate students at IUPUI	2.25	2.37	2.18															
The reputation of IUPUI nationally	2.21	2.36	2.14															

[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 mean quality ratings.*

[c] *Mean excludes "not applicable" responses.*

A9 Continued. 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 are significant at p<.01

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
The quality of overall professional service (application of disciplinary expertise) in my unit	3.22	3.44	2.85	3.21	3.60	2.85	2.95	3.22	3.06	3.42	3.48	3.33	3.13	2.66	3.30	3.31	2.73
The scholarly and professional competence of my unit colleagues	3.21																
The quality of overall teaching in my unit	3.18	3.37	3.05	2.98	3.40	3.23	3.17	3.39	3.15	3.11	3.41	3.75	3.00	3.01	2.80	2.89	3.19
The quality of faculty service to the institution in my unit	3.10	3.33	2.85	3.00	3.47	3.04	2.85	3.47	2.86	3.14	3.56	3.58	2.75	2.45	3.11	3.29	3.13
The national reputation of my program (discipline)	2.99	3.17	2.72	3.40	2.86	2.12	2.84	2.59	2.85	3.22	3.65	2.73	2.53	2.61	2.22	3.07	2.93
The quality of overall research in my unit	2.91	2.23	2.89	2.73	2.93	2.64	2.81	2.96	3.07	2.94	3.35	2.83	2.81	3.06	1.70	2.40	2.93
The quality of administrative leadership in my department	2.88	3.04	3.10	2.67	2.73	2.96	2.72	3.42	2.60	2.86	3.10	3.50	1.54	2.66	2.43	2.87	2.86
The quality of graduate or graduate-professional students in my school	2.86	3.44	3.17	3.17	2.87	2.42	2.68	2.55	2.74	2.99	3.21	2.71	2.53	2.43	2.60	2.50	3.25
The reputation of IUPUI in Indianapolis	2.85	2.58	2.15	3.18	2.60	2.81	3.00	2.54	3.00	3.03	3.14	2.83	2.27	2.50	2.80	2.50	2.80
The quality of administrative leadership in IUPUI campus administration	2.83	3.04	2.67	2.80	2.60	2.81	3.13	3.04	2.67	2.78	3.10	3.17	2.60	2.56	3.25	3.25	2.71
The quality of interdisciplinary teaching and research in my unit	2.72	2.27	2.58	2.74	2.67	2.35	2.53	2.87	2.78	2.85	2.65	2.92	2.75	2.53	2.00	2.64	2.43
The quality of administrative leadership in my school	2.70	2.23	3.05	2.57	2.47	3.08	2.84	3.36	2.37	2.64	3.10	3.67	1.60	2.25	2.25	3.00	2.86
The reputation of IUPUI in Indiana	2.56	2.35	1.74	2.81	2.33	2.27	2.65	2.20	2.69	2.80	2.98	2.33	1.80	2.12	2.67	2.44	2.57
The quality of administrative leadership in IU central administration	2.54	2.73	2.26	2.67	2.38	2.71	2.80	2.39	2.62	2.62	3.03	3.00	2.00	1.98	2.63	2.81	2.21
The quality of undergraduate students at IUPUI	2.25	2.44	1.86	2.71	2.36	2.23	2.15	2.02	2.33	2.44	2.65	2.17	1.64	1.80	2.22	2.07	2.27
The reputation of IUPUI nationally	2.21	2.24	1.67	2.51	2.20	1.92	1.94	2.02	2.20	2.20	2.83	2.18	1.53	2.11	2.67	3.21	2.40

[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 mean quality ratings.*

[c] *Mean excludes "not applicable" responses.*

A10. Campus Environment[ab]

Satisfaction with IUPUI in the areas of...	Valid N[c]	Mean[d]	STD	Percentages					Confidence Intervals				
				VD	D	N	S	VS	VD	D	N	S	VS
IUPUI's connections with the local community	725	0.57	0.83	2%	8%	33%	48%	10%					
The quality of student academic support programs and services	653	0.51	0.86	3%	9%	30%	51%	7%					
The clarity of objectives and plans for the next few years in my unit	786	0.43	1.12	8%	13%	22%	42%	15%					
The clarity of objectives and plans for the next few years at IUPUI	718	0.42	0.86	3%	9%	38%	42%	8%					
The quality of student activity programs and services	606	0.27	0.88	4%	14%	39%	39%	4%					
The identity and sense of community at IUPUI	754	0.20	0.93	4%	19%	37%	34%	6%					
The cost of parking on campus	791	-0.07	1.16	15%	22%	23%	35%	5%					
The availability of parking on campus	795	-0.16	1.20	17%	25%	18%	34%	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 "not applicable" responses.*

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

A11. Faculty satisfaction with the IUPUI campus environment[ab]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
IUPUI's connections with the local community	0.57																	
The quality of student academic support programs and services	0.51	0.67	0.42															
The clarity of objectives and plans for the next few years in my unit	0.43																	
The clarity of objectives and plans for the next few years at IUPUI	0.42	0.64	0.31															
The quality of student activity programs and services	0.27																	
The identity and sense of community at IUPUI	0.20	0.35	0.11															
The cost of parking on campus	-0.07																	
The availability of parking on campus	-0.16										0.03	-0.21	-0.33	-0.03				

[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 quality ratings.*

[c] *Mean excludes "not applicable" responses.*

A11 Continued. Faculty satisfaction with the IUPUI campus environment[ab]

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

	Campus-Wide	School [c]														
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
IUPUI's connections with the local community	0.57	0.88	0.00	0.91	0.40	0.46	0.79	0.69	0.54	0.54	0.82	0.58	0.33	0.16	0.40	1.00	0.71
The quality of student academic support programs and services	0.51	0.73	0.33	0.71	0.29	0.19	0.53	0.34	0.48	0.49	0.90	0.82	0.23	0.37	0.78	0.85	0.40
The clarity of objectives and plans for the next few years in my unit	0.43	0.33	0.43	0.28	0.14	0.73	0.47	0.82	0.10	0.41	0.84	0.75	-0.81	0.28	0.20	0.67	0.75
The clarity of objectives and plans for the next few years at IUPUI	0.42	0.73	0.20	0.44	0.40	0.35	0.86	0.45	0.25	0.36	0.90	0.73	-0.13	0.20	0.70	0.93	0.73
The quality of student activity programs and services	0.27	0.38	0.26	0.58	0.15	0.00	0.23	-0.04	0.40	0.41	0.63	0.09	-0.29	0.07	0.33	0.08	0.15
The identity and sense of community at IUPUI	0.20	0.04	0.05	0.58	-0.07	0.12	0.38	0.26	0.20	0.24	0.62	0.25	-0.81	-0.27	0.20	0.40	0.21
The cost of parking on campus	-0.07	-0.37	0.50	-0.04	-0.87	0.12	-0.11	-0.05	0.36	-0.20	-0.35	0.08	0.27	-0.16	0.67	0.50	-0.25
The availability of parking on campus	-0.16	-0.59	0.60	-0.33	-0.20	0.15	-0.80	0.03	0.29	-0.38	-0.13	0.17	0.27	-0.15	0.22	0.07	-0.20

[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 quality ratings.*

[c] *Mean excludes "not applicable" responses.*

A12. Faculty Work Environment[ab]

Satisfaction with IUPUI in the areas of...	Valid N[c]	Mean[d]	STD	Percentages					Confidence Intervals				
				VD	D	N	S	VS	VD	D	N	S	VS
The level of collegiality in my unit	803	0.78	1.11	5%	10%	14%	43%	28%					
Collaboration among my colleagues on projects of mutual interest	788	0.71	1.00	3%	10%	23%	43%	22%					
My overall job satisfaction	801	0.70	0.93	3%	9%	17%	56%	14%					
Fringe benefits (retirement, early retirement, health care, etc.)	802	0.64	1.00	4%	11%	17%	53%	15%					
Faculty development opportunities at IUPUI	731	0.59	0.88	2%	9%	29%	48%	12%					
The level of collegiality at IUPUI	729	0.55	0.84	2%	8%	32%	49%	9%					
Rewards and recognition for research and scholarly activity	767	0.43	0.99	5%	12%	28%	46%	10%					
Faculty development opportunities through my school	790	0.39	1.07	5%	17%	24%	41%	12%					
Rewards and recognition for teaching	774	0.32	1.00	5%	16%	30%	41%	8%					
The role of peer review in evaluating research	701	0.30	0.91	4%	12%	38%	40%	6%					
Faculty morale in my unit	801	0.28	1.17	9%	19%	15%	45%	11%					
The use of my time spent in campus-wide committees and task forces	613	0.24	0.92	6%	13%	38%	40%	4%					
The use of my time spent in department committees and task forces	765	0.16	0.97	5%	22%	27%	43%	3%					
The use of my time spent in school committees and task forces	723	0.16	0.93	5%	18%	33%	41%	2%					
The representativeness of IUPUI Faculty Council in presenting faculty concerns	612	0.16	0.90	6%	11%	47%	32%	4%					
The relevance and importance of issues addressed by the IUPUI Faculty Council	610	0.15	0.87	5%	14%	47%	31%	4%					
The effectiveness of the IUPUI Faculty Council structure	598	0.09	0.87	7%	11%	51%	29%	2%					
The role of peer review in evaluating teaching	719	0.09	0.94	6%	20%	39%	32%	4%					
The role of peer review in evaluating professional service	707	0.08	0.89	6%	16%	46%	30%	3%					
Rewards and recognition for professional service	766	0.03	0.97	7%	21%	38%	30%	4%					
Rewards and recognition for institutional service	752	0.01	0.96	7%	20%	40%	29%	3%					
The role part-time faculty have in faculty governance	489	-0.08	0.94	9%	17%	49%	22%	3%					
The professional status accorded part-time faculty	519	-0.12	0.93	9%	22%	44%	24%	2%					
Faculty salary levels	797	-0.20	1.13	14%	29%	23%	29%	4%					
The adequacy of support for part-time faculty	523	-0.28	0.95	11%	29%	38%	21%	1%					

[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 "not applicable" responses.

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

A13. Group differences in satisfaction with the faculty work environments[a,b]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/Instructor	0 - 4	5 - 9	10 - 19	20 +
The level of collegiality in my unit	0.78																	
Collaboration among my colleagues on projects of mutual interest	0.71										0.81	0.57	0.72	1.08				
My overall job satisfaction	0.70										0.77	0.58	0.74	1.05				
Fringe benefits (retirement, early retirement, health care, etc.)	0.64										0.82	0.59	0.54	0.51				
Faculty development opportunities at IUPUI	0.59	0.81	0.48								0.47	0.58	0.74	0.81	0.77	0.69	0.45	0.52
The level of collegiality at IUPUI	0.55																	
Rewards and recognition for research and scholarly activity	0.43	0.57	0.37															
Faculty development opportunities through my school	0.39	0.55	0.31								0.32	0.23	0.57	1.00	0.64	0.30	0.33	0.25
Rewards and recognition for teaching	0.32	0.45	0.25								0.38	0.17	0.34	0.74	0.46	0.44	0.28	0.12
The role of peer review in evaluating research	0.30																	
Faculty morale in my unit	0.28										0.28	0.09	0.45	0.89	0.57	0.27	0.17	0.13
The use of my time spent in campus-wide committees and task forces	0.24																	
The use of my time spent in department committees and task forces	0.16			0.50	2.00	0.53	0.36	0.14	1.33	0.00								
The use of my time spent in school committees and task forces	0.16																	
The representativeness of IUPUI Faculty Council in presenting faculty concerns	0.16	0.34	0.06															
The relevance and importance of issues addressed by the IUPUI Faculty Council	0.15	0.39	0.02															
The effectiveness of the IUPUI Faculty Council structure	0.09	0.30	-0.02															
The role of peer review in evaluating teaching	0.09	0.24	0.02												0.27	0.01	-0.09	0.14
The role of peer review in evaluating professional service	0.08																	
Rewards and recognition for professional service	0.03										0.11	-0.11	0.06	0.42	0.23	0.01	-0.07	-0.04
Rewards and recognition for institutional service	0.01														0.23	-0.05	-0.05	-0.09
The role part-time faculty have in faculty governance	-0.08	-0.23	0.01															
The professional status accorded part-time faculty	-0.12			0.11	1.00	0.33	-0.86	-0.15	1.00	-0.11					0.08	-0.11	-0.29	-0.42
Faculty salary levels	-0.20																	
The adequacy of support for part-time faculty	-0.28			0.00	1.00	0.18	-1.43	-0.30	0.50	0.10								

[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 quality ratings.
[c] Mean excludes "not applicable" responses.

A13 Continued. Group differences in satisfaction with the faculty work environments[a,b]

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

	Campus-Wide	Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
The level of collegiality in my unit	0.78	1.07	0.90	0.69	1.13	0.81	0.75	1.21	0.67	0.85	0.69	1.08	-0.67	0.37	-0.10	0.56	0.63
Collaboration among my colleagues on projects of mutual interest	0.71																
My overall job satisfaction	0.70	0.48	0.62	0.63	0.47	0.69	0.94	0.89	0.59	0.76	0.94	1.17	-0.50	0.45	0.80	0.81	0.75
Fringe benefits (retirement, early retirement, health care, etc.)	0.64																
Faculty development opportunities at IUPUI	0.59	0.84	0.38	0.58	0.73	0.69	0.50	0.74	0.25	0.48	1.31	1.25	0.13	0.45	1.10	1.00	0.19
The level of collegiality at IUPUI	0.55	0.58	0.14	0.75	0.27	0.50	0.64	0.69	0.54	0.59	0.65	0.55	-0.13	0.32	0.30	1.00	0.47
Rewards and recognition for research and scholarly activity	0.43	0.36	0.05	0.07	0.20	0.74	0.33	0.51	0.17	0.45	1.06	0.55	0.25	0.52	0.90	0.33	0.00
Faculty development opportunities through my school	0.39	-0.30	0.62	0.29	0.00	0.92	0.70	0.68	0.10	0.33	1.22	0.92	-0.56	0.09	0.30	0.81	-0.13
Rewards and recognition for teaching	0.32																
The role of peer review in evaluating research	0.30																
Faculty morale in my unit	0.28	0.08	0.67	0.17	-0.53	0.92	0.35	0.60	0.22	0.31	0.35	1.08	-1.38	-0.01	0.00	0.00	0.25
The use of my time spent in campus-wide committees and task forces	0.24																
The use of my time spent in department committees and task forces	0.16	-0.37	0.29	0.19	-0.40	-0.12	0.16	0.21	0.36	0.30	-0.02	0.58	-0.44	-0.03	0.00	0.25	0.13
The use of my time spent in school committees and task forces	0.16	-0.42	0.24	0.20	-0.47	-0.27	0.20	0.26	0.33	0.31	-0.02	0.50	-0.38	0.07	-0.10	0.44	0.15
The representativeness of IUPUI Faculty Council in presenting faculty concerns	0.16	0.21	0.40	0.48	-0.14	0.30	0.17	-0.01	-0.04	0.05	0.79	0.67	-0.08	-0.21	0.60	0.60	0.58
The relevance and importance of issues addressed by the IUPUI Faculty Council	0.15	0.26	0.46	0.42	-0.21	0.16	0.08	0.10	0.07	0.05	0.72	0.50	-0.08	-0.21	0.20	0.47	0.64
The effectiveness of the IUPUI Faculty Council structure	0.09	0.13	0.19	0.44	0.14	0.11	0.27	-0.11	-0.06	0.01	0.67	0.67	-0.42	-0.30	0.20	0.67	0.62
The role of peer review in evaluating teaching	0.09	0.32	-0.22	0.05	0.07	-0.22	0.22	0.43	-0.06	-0.02	0.74	0.33	-0.54	-0.16	0.33	0.09	0.07
The role of peer review in evaluating professional service	0.08																
Rewards and recognition for professional service	0.03																
Rewards and recognition for institutional service	0.01																
The role part-time faculty have in faculty governance	-0.08	-0.13	-0.21	-0.14	-0.38	0.00	0.33	-0.42	0.03	0.03	0.06	0.33	0.27	0.13	-0.75	-0.30	-0.50
The professional status accorded part-time faculty	-0.12																
Faculty salary levels	-0.20	-1.11	0.14	-0.19	-0.67	-0.31	-0.25	-0.54	-0.23	0.28	-0.59	-0.33	-0.56	-0.58	0.30	-0.63	-0.44
The adequacy of support for part-time faculty	-0.28	-0.56	-0.40	-0.26	-0.79	-0.26	-0.07	-0.78	-0.05	-0.11	0.08	0.27	-0.60	-0.12	-0.11	-0.67	-0.64

[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 quality ratings.

[c] Mean excludes "not applicable" responses.

A14. The Learning Environment - Instructional Methods[ab]

| Current Use ▢ | Expected Use ▮ |

Instructional Methods	Current Use								Expected Use								Confidence Intervals					
					Percentages								Percentages											
How often do you use...	N[c]	Mean[d]	STD	N	R	O	F	VF	N[c]	Mean[d]	STD	N	R	O	F	VF	N	R	O	F	VF		
Lecture/Note-taking	609	3.08	1.04	2%	7%	15%	31%	44%	582	2.93	1.06	2%	9%	20%	31%	37%							
Class discussions	602	2.86	0.99	3%	6%	21%	43%	28%	572	2.98	0.95	2%	4%	18%	43%	32%							
Group work	587	2.18	1.29	15%	13%	27%	28%	17%	562	2.42	1.25	12%	10%	23%	35%	20%							
Student presentations	587	1.96	1.19	14%	21%	30%	25%	10%	560	2.21	1.11	9%	15%	35%	29%	12%							
Laboratory work	443	1.79	1.59	37%	9%	12%	24%	19%	423	1.85	1.56	34%	9%	14%	23%	19%							
Guest speakers	576	1.39	1.04	22%	36%	28%	11%	3%	552	1.59	1.01	15%	31%	37%	13%	3%							
In-class reading/writing	536	1.02	1.13	43%	27%	16%	10%	3%	507	1.14	1.17	39%	27%	16%	14%	3%							
Other (specify)	72	2.71	1.24	10%	6%	19%	35%	31%	62	3.05	0.98	3%	2%	21%	35%	39%							

[a] *Responses provided on a 5-point scale where 4=Very Frequently (VF), 3=Frequently (F), 2=Occasionally (O), 1=Rarely (R), and 0=Never (N).*
[b] *Results presented in order from highest to lowest mean ratings.*
[c] *Valid N excludes missing data and "not applicable" responses.*
[d] *Mean excludes "not applicable" responses.*

A15a. Group differences in current instructional methods[ab]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Lecture/Note-taking	3.08	2.88	3.19															
Class discussions	2.86	3.09	2.68															
Group work	2.18	2.42	2.03															
Student presentations	1.96	2.20	1.81															
Laboratory work	1.79																	
Guest speakers	1.39																	
In-class reading/writing	1.02										0.99	0.94	0.91	1.81				
Other (specify)	2.71																	

A15b. Group differences in expected instructional methods[ab]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Class discussions	2.98	3.19	2.82															
Lecture/Note-taking	2.93	2.69	3.06															
Group work	2.42	2.67	2.26								2.20	2.47	2.53	2.88				
Student presentations	2.21	2.41	2.07															
Laboratory work	1.85																	
Guest speakers	1.59																	
In-class reading/writing	1.14										1.05	1.10	1.07	1.93				
Other (specify)	3.05																	

[a] *Responses provided on a 5-point scale where 4=Very Frequently (VF), 3=Frequently (F), 2=Occasionally (O), 1=Rarely (R), and 0=Never (N).*

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

[c] *Valid N excludes missing data and "not applicable" responses.*

[d] *Mean excludes "not applicable" responses.*

A15a Continued. Group differences in current instructional methods[ab]

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

	Campus-Wide	School[c]														
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Eviron. Affairs	Science	Social Work	University Library	Other
Lecture/Note-taking	3.08	3.28	3.05	3.42	1.63	3.52	3.50	3.05	3.29	2.74	2.44	3.08	3.50	3.63	3.20	2.60	2.47
Class discussions	2.86	3.17	3.20	2.61	3.44	2.76	3.47	3.12	2.57	2.64	3.24	2.69	3.00	2.35	3.40	3.00	3.24
Group work	2.18	2.61	2.75	2.16	3.00	2.60	1.63	2.30	1.94	1.80	2.53	2.31	2.50	1.69	2.80	2.80	2.18
Student presentations	1.96	2.43	2.10	2.03	2.53	1.92	1.44	1.90	1.77	1.72	2.46	2.23	2.63	1.63	2.30	2.20	2.19
Laboratory work	1.79	2.58	0.33	2.28	1.93	2.68	0.60	0.93	1.89	1.51	1.84	2.45	0.00	2.29	0.00	1.67	2.75
Guest speakers	1.39	2.03	1.37	1.84	1.41	1.16	1.05	1.24	1.47	1.46	1.77	1.46	1.31	0.74	1.60	1.50	1.29
In-class reading/writing	1.02	1.17	0.63	1.00	1.76	1.12	0.80	1.41	0.68	0.66	1.00	1.85	0.47	1.12	1.20	0.60	1.20
Other (specify)	2.71																

A15b Continued. Group differences in expected instructional methods[ab]

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

	Campus-Wide	School[c]														
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Eviron. Affairs	Science	Social Work	University Library	Other
Class discussions	2.98	3.22	3.30	2.83	3.44	2.83	3.50	3.25	2.67	2.73	3.29	2.85	3.06	2.52	3.55	3.40	3.44
Lecture/Note-taking	2.93	3.07	3.00	3.09	1.50	3.39	3.35	3.01	3.25	2.69	1.85	2.92	3.38	3.48	3.27	2.20	2.56
Group work	2.42	2.96	2.90	2.57	3.12	2.87	1.67	2.53	2.16	2.04	2.80	2.38	2.63	1.89	3.09	3.00	2.50
Student presentations	2.21	2.78	2.10	2.43	2.71	2.26	1.82	2.21	1.97	1.83	2.65	2.38	2.75	1.93	2.55	2.60	2.57
Laboratory work	1.85	2.57	0.33	2.41	2.00	2.80	0.89	1.08	1.84	1.64	1.63	2.55	0.00	2.39	0.67	3.00	2.54
Guest speakers	1.59	2.07	1.47	2.09	1.59	1.48	1.17	1.55	1.64	1.56	1.88	1.46	1.60	0.98	1.80	1.80	1.69
In-class reading/writing	1.14	1.35	0.74	1.34	1.94	1.17	0.64	1.43	0.76	0.69	1.07	2.00	0.53	1.31	1.55	1.00	1.60
Other (specify)	3.05																

[a] *Responses provided on a 5-point scale where 4=Very Frequently (VF), 3=Frequently (F), 2=Occasionally (O), 1=Rarely (R), and 0=Never (N).*

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

[c] *Valid N excludes missing data and "not applicable" responses.*

[d] *Mean excludes "not applicable" responses.*

A16. The Learning Environment - Instructional Resources[ab]

Current Use ▢   Expected Use ■

Instructional Resources	Current Use								Expected Use								Confidence Intervals				
				Percentages								Percentages										
How often do you use...	N[c]	Mean[d]	STD	N	R	O	F	VF	N[c]	Mean[d]	STD	N	R	O	F	VF	N	R	O	F	VF
Chalkboard/dry-erase board	596	2.54	1.27	7%	18%	20%	25%	30%	544	2.46	1.30	8%	18%	21%	24%	28%					
Overhead projector	601	2.53	1.32	11%	12%	23%	24%	31%	546	2.41	1.28	10%	16%	25%	25%	25%					
Your use of computer technology	599	2.31	1.35	13%	15%	25%	21%	26%	552	2.90	1.15	6%	5%	19%	31%	39%					
Student use of computer technology	582	2.13	1.32	16%	16%	25%	26%	17%	537	2.65	1.21	7%	10%	21%	33%	28%					
Visual aids (maps, periodic tables, etc.)	564	2.08	1.34	16%	20%	22%	25%	18%	524	2.09	1.34	16%	21%	21%	25%	18%					
Podium/lectern	594	2.07	1.50	22%	19%	13%	22%	24%	539	2.01	1.47	22%	20%	15%	22%	22%					
Video equipment (TV/VCR, etc.)	587	1.73	1.18	18%	25%	31%	18%	8%	537	1.96	1.16	12%	22%	35%	20%	11%					
Slide projector	599	1.70	1.50	34%	14%	19%	17%	17%	542	1.68	1.45	31%	17%	21%	16%	15%					
Laboratory equipment	446	1.45	1.58	46%	11%	12%	13%	17%	398	1.62	1.60	40%	12%	14%	13%	21%					
OnCourse (online computer management system)	546	1.08	1.42	54%	15%	12%	8%	11%	502	1.91	1.47	27%	11%	23%	20%	19%					
Other web-based course management system	529	0.94	1.30	56%	17%	12%	8%	8%	473	1.66	1.41	32%	14%	25%	16%	13%					
Audio equipment (tape/CD player, etc.)	575	0.85	1.00	45%	36%	13%	3%	3%	517	1.04	1.08	37%	35%	17%	6%	4%					
Other (specify)	39	2.67	1.53	21%	3%	5%	33%	38%	40	2.68	1.54	23%	0%	3%	38%	38%					

[a] Responses provided on a 5-point scale where 4=Very Frequently (VF), 3=Frequently (F), 2=Occasionally (O), 1=Rarely (R), and 0=Never (N).
[b] Results presented in order from highest to lowest mean ratings.
[c] Valid N excludes missing data and "not applicable" responses.
[d] Mean excludes "not applicable" responses.

A17a. Group differences in current instructional resources[ab]
Group means shown if the results of a one-way analysis of variance test are significant at p<.01

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/Instructor	0 - 4	5 - 9	10 - 19	20 +
Chalkboard/dry-erase board	2.54																	
Overhead projector	2.53																	
Your use of computer technology	2.31																	
Student use of computer technology	2.13																	
Visual aids (maps, periodic tables, etc.)	2.08																	
Podium/lectern	2.07											1.53	1.95	1.65	1.94	1.96	1.69	2.10	2.45
Video equipment (TV/VCR, etc.)	1.73	1.95	1.59															
Slide projector	1.70											1.92	1.70	1.75	0.55				
Laboratory equipment	1.45																	
OnCourse (online computer management system)	1.08																	
Other web-based course management system	0.94																	
Audio equipment (tape/CD player, etc.)	0.85																	
Other (specify)	2.67																	

A17b. Group differences in expected instructional resources[ab]
Group means shown if the results of a one-way analysis of variance test are significant at p<.01

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/Instructor	0 - 4	5 - 9	10 - 19	20 +
Your use of computer technology	2.90																	
Student use of computer technology	2.65																	
Chalkboard/dry-erase board	2.46																	
Overhead projector	2.41																	
Visual aids (maps, periodic tables, etc.)	2.09																	
Podium/lectern	2.01															1.97	1.55	2.10	2.37
Video equipment (TV/VCR, etc.)	1.96	2.13	1.84															
OnCourse (online computer management system)	1.91																	
Slide projector	1.68											1.80	1.64	1.82	0.67				
Other web-based course management system	1.66																	
Laboratory equipment	1.62																	
Audio equipment (tape/CD player, etc.)	1.04																	
Other (specify)	2.68																	

[a] *Responses provided on a 5-point scale where 4=Very Frequently (VF), 3=Frequently (F), 2=Occasionally (O), 1=Rarely (R), and 0=Never (N).*
[b] *Results presented in order from highest to lowest mean ratings.*
[c] *Valid N excludes missing data and "not applicable" responses.*
[d] *Mean excludes "not applicable" responses.*

A17a Continued. Group differences in current instructional resources[ab]

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

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
Chalkboard/dry-erase board	2.54	2.00	3.20	1.94	1.94	3.12	3.32	3.24	2.27	2.28	2.38	1.92	2.56	2.42	3.11	2.00	2.63
Overhead projector	2.53	2.79	2.85	2.51	3.12	2.96	1.16	2.22	2.76	2.01	3.00	2.77	2.67	3.14	2.60	1.80	1.86
Your use of computer technology	2.31																
Student use of computer technology	2.13	2.11	2.45	2.16	2.71	3.44	1.63	2.01	1.92	1.57	2.33	2.38	1.87	2.30	2.40	3.40	2.40
Visual aids (maps, periodic tables, etc.)	2.08																
Podium/lectern	2.07	2.36	1.60	3.19	0.63	1.32	3.47	1.67	2.58	2.35	1.90	2.00	2.25	1.77	1.00	1.20	1.62
Video equipment (TV/VCR, etc.)	1.73	2.21	1.35	1.78	2.24	1.32	1.26	1.85	1.55	1.51	2.23	2.08	1.27	1.63	2.40	2.25	1.69
Slide projector	1.70	1.75	0.00	3.18	0.41	0.71	0.58	1.00	2.94	2.81	1.60	0.58	0.29	1.03	0.00	0.75	1.69
Laboratory equipment	1.45	2.35	0.15	2.33	1.64	2.55	0.15	0.69	1.46	1.13	1.10	1.73	0.00	2.18	0.00	0.00	1.90
OnCourse (online computer management system)	1.08	0.33	3.15	0.87	1.94	2.24	0.83	1.42	0.74	0.68	1.43	0.33	0.47	0.68	1.50	3.00	0.57
Other web-based course management system	0.94	0.27	0.65	1.29	0.69	1.00	0.83	1.14	0.72	0.60	1.58	0.90	1.00	1.22	0.30	2.50	0.57
Audio equipment (tape/CD player, etc.)	0.85																
Other (specify)	2.67																

A17b Continued. Group differences in expected instructional resources[ab]

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

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
Your use of computer technology	2.90																
Student use of computer technology	2.65	2.65	2.89	2.94	3.18	3.64	2.47	2.42	2.46	2.32	2.91	2.67	2.33	2.61	2.75	3.60	2.60
Chalkboard/dry-erase board	2.46	1.76	3.06	1.91	1.71	3.09	3.28	3.17	2.23	2.19	2.30	1.75	2.50	2.42	2.82	2.20	2.50
Overhead projector	2.41	2.65	2.53	2.31	2.94	2.86	1.33	2.27	2.57	1.99	2.63	2.75	2.50	3.05	2.50	1.80	1.25
Visual aids (maps, periodic tables, etc.)	2.09																
Podium/lectern	2.01	2.20	1.78	2.91	0.63	1.36	3.44	1.76	2.52	2.26	1.65	1.92	2.13	1.74	1.09	1.00	1.73
Video equipment (TV/VCR, etc.)	1.96																
OnCourse (online computer management system)	1.91	1.68	3.39	2.00	2.76	2.45	1.94	2.30	1.50	1.36	2.40	1.09	1.47	1.32	3.08	3.60	1.38
Slide projector	1.68	1.81	0.06	3.06	0.53	0.67	0.83	1.02	2.79	2.79	1.67	0.67	0.29	1.02	0.45	0.75	2.14
Other web-based course management system	1.66	1.38	1.06	2.32	1.58	1.63	1.75	1.75	1.31	1.35	2.21	1.44	1.87	1.76	1.64	3.25	1.31
Laboratory equipment	1.62	2.75	0.17	2.45	1.71	2.83	0.60	0.76	1.57	1.34	1.46	1.80	0.44	2.19	0.38	0.00	2.11
Audio equipment (tape/CD player, etc.)	1.04																
Other (specify)	2.68																

[a] *Responses provided on a 5-point scale where 4=Very Frequently (VF), 3=Frequently (F), 2=Occasionally (O), 1=Rarely (R), and 0=Never (N).*

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

[c] *Valid N excludes missing data and "not applicable" responses.*

[d] *Mean excludes "not applicable" responses.*

A18. The Learning Environment - Non-Traditional Scheduling Arrangements[ab]

Current Use ☐	Expected Use ■

Scheduling Arrangements	Current Use								Expected Use								Confidence Intervals				
				Percentages								Percentages										
How often do you...	N[c]	Mean[d]	STD	N	R	O	F	VF	N[c]	Mean[d]	STD	N	R	O	F	VF	N	R	O	F	VF
Replace in-class meetings with out-of-class assignments	522	0.85	0.92	44%	32%	20%	3%	1%	479	1.18	1.06	33%	30%	26%	9%	3%					
Convene off-campus or elsewhere on campus (library, etc.)	506	0.75	0.94	53%	24%	18%	4%	1%	466	0.99	1.05	43%	24%	25%	5%	3%					
Have courses meet for lengths shorter than one semester	515	0.74	1.17	65%	12%	11%	9%	4%	465	1.03	1.26	51%	15%	18%	11%	5%					
Replace in-class meetings with student conferences/meetings	515	0.65	0.84	55%	27%	16%	2%	1%	474	0.99	1.03	42%	26%	25%	6%	2%					
Reduce the total amount of class meetings during the semester	519	0.54	0.83	63%	24%	10%	3%	1%	473	0.79	1.02	53%	25%	14%	6%	2%					
Replace in-class meetings with online course segments	521	0.50	0.89	69%	18%	8%	3%	2%	483	1.15	1.18	40%	25%	22%	10%	5%					
Combine course sections for "common" class activities	460	0.49	0.85	69%	18%	10%	3%	1%	413	0.77	1.02	55%	22%	16%	5%	2%					
Increase the total amount of class meetings during the semester	518	0.40	0.75	73%	17%	8%	2%	0%	470	0.53	0.84	65%	21%	12%	1%	1%					
Have courses meet for lengths longer than one semester	508	0.38	0.89	80%	10%	5%	4%	2%	459	0.54	0.96	69%	15%	10%	3%	2%					
Other (specify)	20	1.70	1.42	30%	15%	20%	25%	10%	20	1.70	1.45	35%	5%	25%	25%	10%					

[a] *Responses provided on a 5-point scale where 4=Very Frequently (VF), 3=Frequently (F), 2=Occasionally (O), 1=Rarely (R), and 0=Never (N).*

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

[c] *Valid N excludes missing data and "not applicable" responses.*

[d] *Mean excludes "not applicable" responses.*

A19a. Group differences in current use of non-traditional scheduling arrangements[ab]

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

		Gender[c]		Race/Ethnicity[c]								Academic Rank[c]				Years at IUPUI[c]			
	Campus-Wide	Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof / Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Replace in-class meetings with out-of-class assignments	0.85	1.06	0.69															
Convene off-campus or elsewhere on campus (library, etc.)	0.75	0.99	0.57															
Have courses meet for lengths shorter than one semester	0.74																	
Replace in-class meetings with student conferences/meetings	0.65	0.80	0.54															
Reduce the total amount of class meetings during the semester	0.54																	
Replace in-class meetings with online course segments	0.50																	
Combine course sections for "common" class activities	0.49	0.63	0.40															
Increase the total amount of class meetings during the semester	0.40																	
Have courses meet for lengths longer than one semester	0.38																	
Other (specify)	1.70																	

A19b. Group differences in expected use of non-traditional scheduling arrangements[ab]

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

		Gender[c]		Race/Ethnicity[c]								Academic Rank[c]				Years at IUPUI[c]			
	Campus-Wide	Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof / Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Replace in-class meetings with out-of-class assignments	1.18	1.45	0.99															
Replace in-class meetings with online course segments	1.15																	
Have courses meet for lengths shorter than one semester	1.03																	
Replace in-class meetings with student conferences/meetings	0.99	1.19	0.86															
Convene off-campus or elsewhere on campus (library, etc.)	0.99	1.20	0.83															
Reduce the total amount of class meetings during the semester	0.79																	
Combine course sections for "common" class activities	0.77	0.99	0.63															
Have courses meet for lengths longer than one semester	0.54																	
Increase the total amount of class meetings during the semester	0.53																	
Other (specify)	1.70																	

[a] Responses provided on a 5-point scale where 4=Very Frequently (VF), 3=Frequently (F), 2=Occasionally (O), 1=Rarely (R), and 0=Never (N).
[b] Results presented in order from highest to lowest mean ratings.
[c] Valid N excludes missing data and "not applicable" responses.
[d] Mean excludes "not applicable" responses.

A19a Continued. Group differences in current use of non-traditional scheduling arrangements[a][b]

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

	Campus-Wide	Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
Replace in-class meetings with out-of-class assignments	0.85	1.07	1.44	0.91	1.18	1.00	0.72	0.75	0.57	0.52	1.29	1.42	0.33	0.61	1.45	0.80	1.20
Convene off-campus or elsewhere on campus (library, etc.)	0.75	0.85	0.68	0.58	1.88	0.48	0.67	0.95	0.23	0.50	0.80	1.31	0.53	0.54	1.30	0.80	1.93
Have courses meet for lengths shorter than one semester	0.74	1.14	1.30	1.43	0.88	0.23	0.41	0.23	0.74	1.17	0.91	1.08	0.47	0.36	0.55	0.50	0.86
Replace in-class meetings with student conferences/meetings	0.65	0.93	0.79	0.68	1.18	0.43	0.71	0.68	0.53	0.46	0.93	0.58	0.47	0.33	1.20	0.40	0.93
Reduce the total amount of class meetings during the semester	0.54	0.63	0.55	0.97	0.75	0.35	0.63	0.34	0.69	0.28	1.02	0.58	0.20	0.25	0.55	0.60	0.60
Replace in-class meetings with online course segments	0.50	0.44	0.79	0.67	0.31	0.83	0.06	0.36	0.34	0.37	1.15	0.50	0.20	0.45	0.60	0.80	0.60
Combine course sections for "common" class activities	0.49	0.65	0.33	0.48	1.23	0.62	0.33	0.21	0.20	0.57	1.11	0.55	0.36	0.34	1.00	0.00	0.86
Increase the total amount of class meetings during the semester	0.40	0.76	0.25	0.91	0.41	0.33	0.53	0.28	0.38	0.42	0.45	0.17	0.47	0.30	0.27	0.20	0.14
Have courses meet for lengths longer than one semester	0.38	1.14	0.00	1.57	0.56	0.14	0.35	0.11	0.28	0.43	0.38	0.17	0.33	0.17	0.36	0.00	0.14
Other (specify)	1.70																

A19b Continued. Group differences in expected use of non-traditional scheduling arrangements[a][b]

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

	Campus-Wide	Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
Replace in-class meetings with out-of-class assignments	1.18	1.59	1.67	1.13	1.81	1.15	1.06	1.01	0.87	0.77	1.76	1.67	0.92	0.69	2.00	1.60	1.79
Replace in-class meetings with online course segments	1.15	1.48	1.53	1.31	1.59	1.38	0.72	0.94	0.83	0.95	1.89	0.92	0.77	0.79	1.64	2.00	0.93
Have courses meet for lengths shorter than one semester	1.03	1.17	1.75	1.77	1.59	0.78	0.47	0.49	0.96	1.31	1.22	0.83	1.38	0.52	1.36	0.50	1.15
Replace in-class meetings with student conferences/meetings	0.99	1.38	1.21	1.06	1.29	0.79	1.00	0.98	0.85	0.80	1.33	0.83	0.92	0.54	1.33	1.50	1.43
Convene off-campus or elsewhere on campus (library, etc.)	0.99	0.92	1.16	0.80	2.29	0.84	0.59	1.20	0.37	0.55	1.12	1.50	0.92	0.72	1.58	1.40	2.43
Reduce the total amount of class meetings during the semester	0.79	0.96	0.85	1.32	1.19	0.61	0.79	0.56	0.83	0.38	1.34	0.58	0.62	0.46	1.17	0.60	0.86
Combine course sections for "common" class activities	0.77	0.90	0.61	0.74	2.00	1.00	0.43	0.61	0.44	0.64	1.46	0.60	0.33	0.51	1.27	1.25	1.33
Have courses meet for lengths longer than one semester	0.54	1.29	0.25	1.66	1.29	0.32	0.35	0.33	0.43	0.45	0.55	0.18	0.23	0.24	0.82	0.50	0.15
Increase the total amount of class meetings during the semester	0.53																
Other (specify)	1.70																

[a] *Responses provided on a 5-point scale where 4=Very Frequently (VF), 3=Frequently (F), 2=Occasionally (O), 1=Rarely (R), and 0=Never (N).*
[b] *Results presented in order from highest to lowest mean ratings.*
[c] *Valid N excludes missing data and "not applicable" responses.*
[d] *Mean excludes "not applicable" responses.*

A20. Classroom Facilities[ab]

Satisfaction with IUPUI classrooms in the areas of…	Valid N[c]	Mean[d]	STD	Percentages					Confidence Intervals				
				VD	D	N	S	VS	VD	D	N	S	VS
Location on campus	603	1.19	0.83	1%	4%	9%	48%	38%					
Availability of audio/visual/data equipment	578	0.79	0.95	2%	10%	15%	53%	20%					
Entrance/exit convenience	596	0.78	0.81	1%	7%	18%	61%	13%					
Chalkboard/dry-erase board	573	0.76	0.91	3%	8%	15%	60%	15%					
Lighting	605	0.73	1.04	4%	13%	10%	54%	20%					
Lines of sight with students	599	0.71	0.95	3%	10%	14%	58%	15%					
Quality of audio/visual/data equipment	573	0.70	0.97	2%	12%	17%	51%	18%					
Acoustics	601	0.70	1.02	4%	12%	14%	52%	18%					
Instruction station area (teaching area)	581	0.54	0.94	4%	11%	23%	53%	10%					
Availability of laboratory facilities	309	0.48	1.01	6%	12%	21%	51%	10%					
Quality of laboratory facilities	305	0.45	1.02	6%	13%	22%	50%	10%					
Amount of space	604	0.32	1.11	7%	19%	15%	50%	8%					
Furniture – functionality	600	0.30	1.08	7%	18%	25%	41%	10%					
Cleanliness	600	0.29	1.10	7%	19%	26%	38%	11%					
Adaptability of space to meet needs	598	0.21	1.11	9%	18%	24%	42%	8%					
Overall aesthetics/appearance	599	0.17	1.09	9%	19%	28%	37%	8%					
Furniture – comfort	599	0.15	1.14	8%	25%	22%	35%	11%					
Climate control (heat, A/C, etc.)	597	-0.24	1.21	18%	29%	19%	28%	6%					
Other	22	-0.41	1.59	32%	32%	5%	9%	23%					

[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 "not applicable" responses.*

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

A21. Group differences in classroom facilities[ab]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Location on campus	1.19																	
Availability of audio/visual/data equipment	0.79	0.93	0.70								0.60	0.84	0.90	1.03				
Entrance/exit convenience	0.78																	
Chalkboard/dry-erase board	0.76																	
Lighting	0.73																	
Lines of sight with students	0.71																	
Quality of audio/visual/data equipment	0.70										0.51	0.73	0.86	0.85				
Acoustics	0.70																	
Instruction station area (teaching area)	0.54																	
Availability of laboratory facilities	0.48																	
Quality of laboratory facilities	0.45																	
Amount of space	0.32																	
Furniture – functionality	0.30																	
Cleanliness	0.29																	
Adaptability of space to meet needs	0.21																	
Overall aesthetics/appearance	0.17																	
Furniture – comfort	0.15																	
Climate control (heat, A/C, etc.)	-0.24	-0.42	-0.13	-1.09	0.00	0.43	-0.40	-0.28	0.80	-0.09								
Other	-0.41																	

[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 quality ratings.*

[c] *Mean excludes "not applicable" responses.*

A21 Continued. Group differences in classroom facilities[a][b]

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

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
Location on campus	1.19																
Availability of audio/visual/data equipment	0.79	0.96	0.90	0.38	1.35	0.42	0.47	0.86	0.92	0.74	1.16	1.15	0.57	0.71	0.92	0.40	-0.13
Entrance/exit convenience	0.78																
Chalkboard/dry-erase board	0.76																
Lighting	0.73	0.93	1.00	0.29	1.06	0.88	0.05	0.76	0.76	0.90	0.94	0.85	0.44	0.56	1.00	0.00	0.19
Lines of sight with students	0.71																
Quality of audio/visual/data equipment	0.70	0.85	0.60	0.22	1.35	0.50	0.33	0.76	0.87	0.77	0.96	1.08	0.50	0.60	0.92	0.00	-0.38
Acoustics	0.70																
Instruction station area (teaching area)	0.54																
Availability of laboratory facilities	0.48																
Quality of laboratory facilities	0.45																
Amount of space	0.32	0.07	0.20	-0.02	0.65	-0.04	0.42	0.34	0.72	0.50	-0.22	0.69	0.63	0.26	0.25	0.60	-0.06
Furniture – functionality	0.30	0.52	0.50	-0.05	0.06	0.52	-0.32	0.16	0.65	0.67	-0.08	0.69	0.06	0.32	-0.25	-0.40	-0.19
Cleanliness	0.29	0.30	0.25	-0.33	0.06	0.20	1.05	0.30	0.51	0.46	0.25	0.00	0.31	0.16	0.17	0.80	0.00
Adaptability of space to meet needs	0.21																
Overall aesthetics/appearance	0.17	0.48	0.45	-0.15	0.18	0.17	0.00	-0.35	0.52	0.54	0.18	0.31	0.06	0.14	-0.20	-0.20	-0.44
Furniture – comfort	0.15	0.41	0.70	-0.34	-0.47	0.36	-0.68	-0.05	0.63	0.57	-0.30	0.46	-0.06	0.24	-0.42	-1.00	-0.25
Climate control (heat, A/C, etc.)	-0.24	-0.48	-0.35	-0.43	-0.76	0.24	-0.37	-0.42	-0.14	0.32	-0.59	-0.92	-0.93	0.06	-0.58	0.00	-0.94
Other	-0.41																

[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 quality ratings.*

[c] *Mean excludes "not applicable" responses.*

A22. Course Location[ab]

Importance for determining course location…	Valid N[c]	Mean[d]	STD	Percentages					Confidence Intervals				
				VU	U	N	I	VI	VU	U	N	I	VI
Your instructional approach(es)	547	1.32	0.78	1%	2%	10%	40%	48%					
Class size/enrollment	559	1.27	0.88	2%	3%	10%	37%	48%					
Proximity to your departmental/other office	561	1.21	0.90	1%	4%	11%	38%	45%					
Availability of projector for computer or TV/Video	556	1.05	1.08	4%	6%	15%	31%	44%					
Building/classroom characteristics (aesthetics, acoustics, etc.)	554	0.93	0.84	2%	3%	21%	50%	25%					
Convenience to students (parking, relation to other classes, etc.)	555	0.74	0.93	3%	5%	29%	42%	21%					
Special needs of the class (lab equipment, computers, etc.)	554	0.72	1.21	7%	8%	22%	30%	32%					
Planned course-related activities	547	0.71	1.07	5%	7%	28%	35%	26%					
Other	22	0.27	1.55	23%	5%	27%	14%	32%					

[a] Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Neutral (N), -1=Unimportant (U), and -2=Very Unimportant (VU).

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

[c] Valid N excludes missing data and "not applicable" responses.

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

A23. Group differences in course location preferences[a][b]
Group means shown if the results of a one-way analysis of variance test are significant at p<.01

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]					Years at IUPUI[c]		
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Your instructional approach(es)	1.32	1.44	1.24															
Class size/enrollment	1.27	1.44	1.14															
Proximity to your departmental/other office	1.21	1.37	1.09															
Availability of projector for computer or TV/Video	1.05																	
Building/classroom characteristics (aesthetics, acoustics, etc.)	0.93																	
Convenience to students (parking, relation to other classes, etc.)	0.74	0.88	0.64															
Special needs of the class (lab equipment, computers, etc.)	0.72																	
Planned course-related activities	0.71	0.95	0.55															
Other	0.27																	

A23 Continued. Group differences in course location preferences[a][b]
Group means shown if the results of a one-way analysis of variance test are significant at p<.01

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
Your instructional approach(es)	1.32																
Class size/enrollment	1.27	1.29	1.17	0.95	1.76	1.59	1.53	1.44	1.12	0.90	1.57	1.33	1.27	1.36	1.09	1.40	1.53
Proximity to your departmental/other office	1.21	1.61	1.17	1.10	1.35	1.68	0.65	1.25	1.16	0.98	1.41	1.08	1.33	1.22	1.73	1.60	1.00
Availability of projector for computer or TV/Video	1.05	1.11	1.44	1.49	1.00	1.09	0.59	0.88	0.93	0.88	1.51	1.33	0.87	0.85	1.55	1.80	1.14
Building/classroom characteristics (aesthetics, acoustics, etc.)	0.93	1.25	0.89	1.15	0.88	0.86	1.12	0.92	1.01	0.63	1.30	0.83	0.93	0.79	0.82	0.40	1.07
Convenience to students (parking, relation to other classes, etc.)	0.74																
Special needs of the class (lab equipment, computers, etc.)	0.72	1.33	0.83	1.13	0.88	1.29	-0.12	0.20	0.75	0.31	1.31	0.67	0.73	0.71	0.91	1.40	1.47
Planned course-related activities	0.71	1.37	0.35	0.82	1.18	1.05	0.18	0.58	0.47	0.34	1.39	1.17	0.69	0.47	1.27	0.60	1.33
Other	0.27																

[a] *Responses provided on a 5-point scale where 2=Very Important (VI), 1=Important (I), 0=Neutral (N), -1=Unimportant (U), and -2=Very Unimportant (VU).*

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

[c] *Mean excludes "not applicable" responses.*

A24. Preferred Class Times[ab]

Satisfaction with classes held on...	Valid N[c]	Mean[d]	STD	Percentages					Confidence Intervals				
				VU	U	N	F	VF	VU	U	N	F	VF
Tuesday-Thursday	463	1.06	0.96	2%	3%	20%	36%	39%					
Monday-Wednesday	464	0.96	0.99	3%	4%	22%	36%	34%					
Only one day per week (Monday-Friday)	482	0.30	1.30	9%	21%	24%	21%	24%					
Monday-Wednesday-Friday	443	0.00	1.29	16%	21%	26%	22%	15%					
Tuesday-Friday	462	-0.29	1.18	17%	29%	31%	15%	9%					
Thursday-Friday	459	-0.58	1.05	22%	32%	31%	12%	3%					
Saturday only	470	-0.94	1.14	41%	27%	21%	6%	5%					
Other	86	-0.43	1.43	33%	19%	23%	10%	15%					

[a] Responses provided on a 5-point scale where 2=Very Favorable (VF), 1=Favorable (F), 0=Neutral (N), -1=Unfavorable (U), and -2=Very Unfavorable (VU).

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

[c] Valid N excludes missing data and "not applicable" responses.

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

Appendix

A25. Group differences in class time preferences[ab]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Tuesday-Thursday	1.06																	
Monday-Wednesday	0.96																	
Only one day per week (Monday-Friday)	0.30	0.63	0.11															
Monday-Wednesday-Friday	0.00																	
Tuesday-Friday	-0.29																	
Thursday-Friday	-0.58																	
Saturday only	-0.94																	
Other	-0.43	0.38	-0.92															

A25 Continued. Group differences in class time preferences[ab]

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

	Campus-Wide	Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	School[c] Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
Tuesday-Thursday	1.06	1.36	1.41	0.63	1.23	1.60	1.00	1.55	0.93	0.53	0.17	1.18	1.33	1.32	0.11	0.00	1.20
Monday-Wednesday	0.96	1.22	1.39	0.60	1.31	1.45	0.94	1.30	0.79	0.37	0.15	1.42	1.47	1.31	0.11	0.00	1.00
Only one day per week (Monday-Friday)	0.30	0.68	0.50	0.13	0.43	-0.18	-0.53	0.36	-0.22	0.19	1.14	0.75	1.20	-0.21	1.44	0.80	0.64
Monday-Wednesday-Friday	0.00	0.67	-1.00	0.72	0.45	-0.29	0.13	-0.55	0.94	0.14	-0.56	-0.20	-0.67	0.11	-1.00	0.25	-0.57
Tuesday-Friday	-0.29	-0.04	-0.71	0.13	-0.14	-0.52	0.20	-0.34	0.19	-0.16	-0.31	-0.67	-1.21	-0.66	-0.56	0.00	-0.73
Thursday-Friday	-0.58	-0.35	-0.65	-0.17	-0.69	-0.82	-0.12	-0.62	-0.28	-0.24	-0.65	-1.08	-1.36	-0.93	-0.88	-0.33	-0.87
Saturday only	-0.94																
Other	-0.43																

[a] Responses provided on a 5-point scale where 2=Very Favorable (VF), 1=Favorable (F), 0=Neutral (N), -1=Unfavorable (U), and -2=Very Unfavorable (VU).
[b] Results presented in order from highest to lowest mean quality ratings.
[c] Mean excludes "not applicable" responses.

A26. Perceptions of Student Welfare[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
The relationship of courses in our major to students' career goals/objectives	631	1.04	0.73	0%	3%	15%	57%	25%				▮	
Availability of faculty for discussions with students outside classes	672	0.88	0.77	0%	7%	15%	61%	17%				▮	
Academic advising available to majors in my unit	612	0.78	0.85	1%	8%	19%	56%	16%				▮	
Students' opportunities to work with other students in groups or teams	614	0.76	0.73	0%	5%	24%	58%	12%				▮	
The use we make of technology in our classrooms in my unit	658	0.73	0.84	1%	7%	25%	51%	16%				▮	
Opportunities my unit provides for students to participate in faculty members' research	636	0.68	0.90	1%	10%	25%	47%	16%				▮	
Opportunities my unit provides for students to participate in community service	559	0.57	0.86	1%	8%	35%	43%	13%				▮	
The ability of IUPUI to meet the educational needs of entering students	602	0.49	0.89	3%	10%	29%	50%	8%				▮	
The use we make of campus services to help students	583	0.43	0.77	1%	9%	42%	44%	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 "not applicable" responses.
[d] Mean includes neutral responses but excludes "not applicable" responses.

A27. Group differences in perceptions of student welfare[ab]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
The relationship of courses in our major to students' career goals/objectives	1.04			1.27	0.00	0.82	1.50	1.06	0.50	0.56								
Availability of faculty for discussions with students outside classes	0.88																	
Academic advising available to majors in my unit	0.78																	
Students' opportunities to work with other students in groups or teams	0.76																	
The use we make of technology in our classrooms in my unit	0.73	0.87	0.65															
Opportunities my unit provides for students to participate in faculty members' research	0.68										0.80	0.75	0.52	0.27				
Opportunities my unit provides for students to participate in community service	0.57																	
The ability of IUPUI to meet the educational needs of entering students	0.49																	
The use we make of campus services to help students	0.43																	

A27 Continued. Group differences in perceptions of student welfare[ab]

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

|	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
The relationship of courses in our major to students' career goals/objectives	1.04	1.48	0.89	1.12	1.06	1.14	0.93	0.89	0.86	0.99	1.60	1.33	0.93	0.97	1.27	0.70	0.86
Availability of faculty for discussions with students outside classes	0.88	1.00	0.74	0.91	0.71	0.73	0.44	0.77	1.10	0.90	1.29	0.64	1.00	0.81	0.55	0.73	0.38
Academic advising available to majors in my unit	0.78	1.00	0.83	0.93	0.18	0.95	0.43	0.86	0.66	0.77	0.88	1.58	0.60	0.67	0.50	0.20	0.86
Students' opportunities to work with other students in groups or teams	0.76	0.84	1.05	1.14	0.71	0.55	0.58	0.64	0.88	0.76	0.87	0.50	0.57	0.55	1.09	0.73	0.33
The use we make of technology in our classrooms in my unit	0.73	0.70	0.84	0.49	0.65	1.09	0.29	0.63	0.61	0.72	1.31	1.00	0.67	0.87	0.27	0.73	0.53
Opportunities my unit provides for students to participate in faculty members' research	0.68	0.32	-0.38	0.80	0.29	0.88	0.86	0.53	0.82	0.75	0.87	0.50	0.53	1.23	-0.27	0.17	-0.31
Opportunities my unit provides for students to participate in community service	0.57	0.58	0.47	0.58	0.65	0.70	1.00	0.55	0.33	0.55	0.91	0.83	0.62	0.40	1.45	0.00	0.08
The ability of IUPUI to meet the educational needs of entering students	0.49																
The use we make of campus services to help students	0.43																

[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 quality ratings.*

[c] *Mean excludes "not applicable" responses.*

A28 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	Percentages					
	3.48	3.65						
	N	%	0.0%	20.0%	40.0%	60.0%	80.0%	100.0%
None	63	16.0%						
1	76	19.3%						
2	70	17.8%						
3	46	11.7%						
4	24	6.1%						
5	44	11.2%						
6 - 9	30	7.6%						
10 - 19	37	9.4%						
20 +	3	0.8%						
Total	393	100.0%						
Missing	*461*							
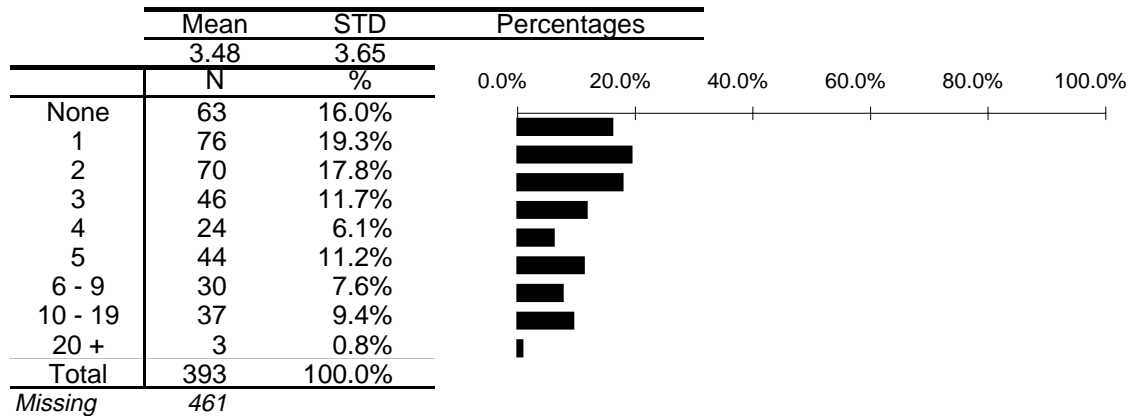
During the last year, approximately how many hours per week on average have you spent
talking with graduate or professional students outside the classroom (excluding regularly scheduled
office hours, independent study, & individualized instruction)?

	Mean	STD	Percentages					
	4.28	4.51						
	N	%	0.0%	20.0%	40.0%	60.0%	80.0%	100.0%
None	24	5.2%						
1	110	23.7%						
2	106	22.8%						
3	38	8.2%						
4	28	6.0%						
5	57	12.3%						
6 - 9	28	6.0%						
10 - 19	58	12.5%						
20 +	15	3.2%						
Total	464	100.0%						
Missing	*390*							
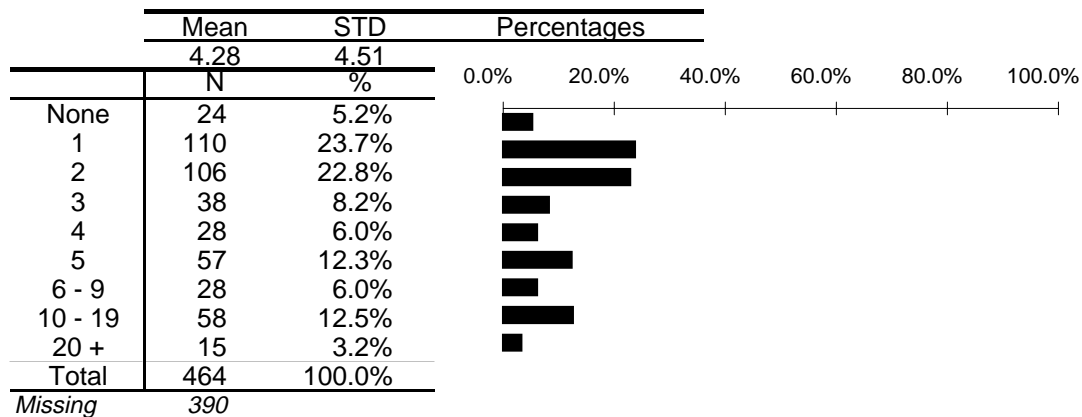
A29. Group differences in perceptions of student welfare [a]

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

	Campus-Wide	Gender[b]		Race/Ethnicity[b]								Academic Rank[b]				Years at IUPUI[b]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other		Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
During this current academic year, approximately how many hours per week on average have you spent talking with **graduate or graduate/professional students** outside the classroom (excluding regularly scheduled office hours, independent study, and individualized instruction)?	4.28																		
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)?	3.48																		

A29 Continued. Group differences in perceptions of student welfare [a]

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

	Campus-Wide	School[b]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
During this current academic year, approximately how many hours per week on average have you spent talking with **graduate or graduate/professional students** outside the classroom (excluding regularly scheduled office hours, independent study, and individualized instruction)?	4.28	2.92	2.23	4.53	3.60	1.73	4.81	2.07	6.36	4.39	4.00	1.80	4.08	4.67	4.63	3.78	6.80
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)?	3.48	5.10	5.43	2.81	2.56	5.29	0.20	4.20	2.50	1.13	4.03	3.91	2.92	4.59	1.13	5.00	4.83

[a] *Results presented in order from highest to lowest mean quality ratings.*

[b] *Mean excludes "not applicable" responses.*

A30. Use of Campus Services[a][b]

Rating of IUPUI in the office/service of...	Valid N[c]	Mean	STD	Percentages			Confidence Intervals		
				Never	Occ.	Often	Never	Occ.	Often
Medical/Law/Dentistry Library (as appropriate)	691	2.25	0.83	25%	25%	50%			
University Library	724	2.21	0.71	17%	45%	38%			
University Information Technology Services (UITS)	715	2.15	0.70	18%	49%	33%			
University Place Conference Center	718	2.14	0.56	10%	67%	24%			
Campus Parking Services	723	2.13	0.54	9%	69%	22%			
University Bookstore	721	2.08	0.50	9%	74%	17%			
Sponsored Program Office (Federal Grants and Contracts)	716	1.89	0.76	35%	41%	24%			
Building Maintenance	704	1.88	0.65	27%	57%	16%			
Human Resources	713	1.85	0.57	25%	66%	10%			
Center for Teaching and Learning	710	1.64	0.63	45%	47%	8%			
Research Compliance Administration (human subjects & biosafety)	703	1.61	0.69	50%	38%	12%			
IU Foundation	701	1.61	0.61	46%	48%	7%			
Registrar	700	1.54	0.62	52%	41%	7%			
Publishing Document and Distribution Services	702	1.46	0.62	61%	33%	7%			
Office of International Affairs	706	1.45	0.63	62%	30%	7%			
Graduate Office	697	1.43	0.59	62%	33%	5%			
Communications and Public Relations	691	1.41	0.55	62%	35%	3%			
University College Administration	693	1.41	0.60	65%	29%	6%			
Office of Academic and Faculty Records	705	1.37	0.54	66%	31%	3%			
Adaptive Education Services	689	1.37	0.54	66%	31%	3%			
Bursar	695	1.32	0.51	70%	28%	2%			
Testing Center	690	1.31	0.54	73%	23%	4%			
Affirmative Action	699	1.31	0.50	71%	27%	2%			
Information Mgmt and Institutional Research (IMIR)	687	1.29	0.51	74%	23%	3%			
Enrollment Center/Undergraduate Admissions	692	1.25	0.51	79%	18%	4%			
Career Center	695	1.24	0.48	78%	19%	2%			
Financial Aid	694	1.22	0.46	80%	19%	2%			
Intercollegiate Athletics	692	1.22	0.46	80%	18%	2%			
Counseling and Psychological Services	686	1.20	0.43	81%	18%	1%			
Community Learning Network	689	1.18	0.44	85%	13%	2%			
Corporate Sponsors and Material Transfer Agreements	690	1.18	0.44	84%	13%	2%			
Student Life & Diversity Programs (formerly Campus Interrelations)	686	1.15	0.37	86%	14%	1%			
Campus Housing	691	1.12	0.34	89%	10%	1%			
Center for Public Service and Leadership	682	1.11	0.34	90%	9%	1%			

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

[b] Results are presented in order of highest to lowest ratings of use.

[c] Valid N excludes missing data.

A31. Group differences in average use of campus services[ab]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Medical/Law/Dentistry Library (as appropriate)	2.25										2.27	2.28	2.30	1.68				
University Library	2.21																	
University Information Technology Services (UITS)	2.15																	
University Place Conference Center	2.14										2.28	2.13	2.05	1.88	2.02	2.15	2.21	2.20
Campus Parking Services	2.13																	
University Bookstore	2.08																	
Sponsored Program Office (Federal Grants and Contracts)	1.89										2.05	1.89	1.83	1.18	1.74	2.04	1.96	1.84
Building Maintenance	1.88																	
Human Resources	1.85																	
Center for Teaching and Learning	1.64	1.76	1.57															
Research Compliance Administration (human subjects/biosafety)	1.61										1.70	1.64	1.57	1.18	1.49	1.70	1.72	1.57
IU Foundation	1.61										1.84	1.57	1.42	1.35	1.36	1.50	1.76	1.78
Registrar	1.54	1.63	1.50								1.61	1.58	1.38	1.85	1.39	1.46	1.58	1.72
Publishing Document and Distribution Services	1.46														1.34	1.44	1.44	1.63
Office of International Affairs	1.45			1.08	0.00	1.68	1.57	1.43	2.20	1.72	1.60	1.41	1.34	1.29				
Graduate Office	1.43										1.58	1.47	1.27	1.18	1.29	1.41	1.53	1.52
Communications and Public Relations	1.41										1.56	1.44	1.26	1.24	1.28	1.40	1.52	1.47
University College Administration	1.41										1.51	1.41	1.25	1.62	1.30	1.34	1.47	1.50
Office of Academic and Faculty Records	1.37										1.45	1.41	1.26	1.30	1.26	1.37	1.38	1.49
Adaptive Education Services	1.37	1.45	1.32								1.33	1.38	1.32	1.68				
Bursar	1.32										1.38	1.31	1.23	1.56	1.21	1.25	1.37	1.43
Testing Center	1.31										1.41	1.31	1.18	1.38	1.18	1.23	1.39	1.40
Affirmative Action	1.31										1.48	1.27	1.13	1.15	1.14	1.21	1.39	1.43
Information Mgmt and Institutional Research (IMIR)	1.29										1.42	1.26	1.18	1.12	1.16	1.24	1.31	1.39
Enrollment Center/Undergraduate Admissions	1.25	1.33	1.21								1.28	1.28	1.15	1.44				
Career Center	1.24	1.31	1.21															
Financial Aid	1.22										1.30	1.21	1.13	1.26	1.14	1.18	1.23	1.34
Intercollegiate Athletics	1.22																	
Counseling and Psychological Services	1.20														1.11	1.18	1.20	1.28
Community Learning Network	1.18																	
Corporate Sponsors and Material Transfer Agreements	1.18	1.11	1.21															
Student Life & Diversity Programs (formerly Campus Interrelations)	1.15																	
Campus Housing	1.12														1.07	1.05	1.13	1.18
Center for Public Service and Leadership	1.11																	

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

[b] *Results are presented in order of highest to lowest ratings of use.*

[c] *Mean excludes "not applicable" responses.*

A31 Continued. Group differences in average use of campus services[ab]

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

	Campus-Wide	Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
Medical/Law/Dentistry Library (as appropriate)	2.25	2.46	1.29	2.79	1.17	1.22	2.61	1.29	2.86	2.57	2.58	1.63	1.46	1.73	1.55	2.00	1.44
University Library	2.21	2.08	2.67	2.02	2.65	2.50	2.11	2.67	1.99	1.78	2.30	2.50	2.80	2.56	2.91	3.00	2.53
University Information Technology Services (UITS)	2.15	2.44	2.44	2.02	2.38	2.18	2.21	2.55	1.96	1.87	2.36	2.42	2.36	2.20	2.45	2.50	2.18
University Place Conference Center	2.14																
Campus Parking Services	2.13																
University Bookstore	2.08	2.29	1.89	2.26	1.88	2.05	2.05	2.39	2.04	1.98	2.13	2.25	2.00	1.98	2.27	2.00	2.00
Sponsored Program Office (Federal Grants and Contracts)	1.89	1.33	1.39	1.71	1.82	1.91	1.32	1.63	2.42	1.95	1.93	1.92	2.00	2.11	1.91	1.44	1.59
Building Maintenance	1.88	2.12	1.94	2.16	1.75	1.81	2.16	1.89	2.03	1.66	1.96	2.25	1.75	1.93	1.73	2.25	2.06
Human Resources	1.85																
Center for Teaching and Learning	1.64	1.92	1.56	1.62	1.75	1.86	1.42	2.04	1.43	1.29	2.07	2.17	1.60	1.82	2.09	2.06	1.82
Research Compliance Administration (human subjects/biosafety)	1.61	1.35	1.11	1.60	1.94	1.24	1.11	1.39	1.94	1.77	1.78	1.58	1.54	1.44	1.73	1.07	1.24
IU Foundation	1.61																
Registrar	1.54	1.58	1.56	1.52	1.63	1.90	1.60	2.13	1.45	1.13	1.69	2.00	1.79	1.89	1.36	1.40	1.71
Publishing Document and Distribution Services	1.46	2.12	1.67	1.41	1.53	1.38	1.74	1.43	1.44	1.31	1.73	2.09	1.43	1.43	1.27	1.50	1.44
Office of International Affairs	1.45	1.33	1.19	1.55	1.71	1.67	1.32	1.59	1.77	1.29	1.42	1.22	1.43	1.55	1.18	1.44	1.63
Graduate Office	1.43	1.42	1.22	1.62	1.47	1.33	1.16	1.52	1.82	1.18	1.62	1.36	1.46	1.73	1.64	1.27	1.18
Communications and Public Relations	1.41	1.29	1.59	1.24	1.63	1.33	1.58	1.47	1.24	1.38	1.47	1.55	1.54	1.43	1.45	1.69	1.71
University College Administration	1.41	1.50	1.65	1.21	1.76	1.62	1.28	1.94	1.26	1.07	1.29	1.70	1.93	1.67	1.64	1.81	1.63
Office of Academic and Faculty Records	1.37	1.58	1.17	1.40	1.63	1.38	1.47	1.43	1.36	1.18	1.59	1.60	1.33	1.50	1.70	1.63	1.56
Adaptive Education Services	1.37	1.48	1.67	1.17	1.71	1.57	1.26	1.91	1.08	1.03	1.34	2.08	1.85	1.66	1.91	1.53	1.29
Bursar	1.32	1.46	1.39	1.43	1.25	1.33	1.30	1.51	1.34	1.12	1.44	1.82	1.23	1.44	1.27	1.27	1.35
Testing Center	1.31	1.50	1.72	1.78	1.44	1.33	1.16	1.48	1.19	1.08	1.34	1.82	1.46	1.46	1.36	1.20	1.24
Affirmative Action	1.31	1.29	1.22	1.36	1.41	1.43	1.37	1.50	1.28	1.16	1.24	1.50	1.43	1.36	1.55	1.50	1.50
Information Mgmt and Institutional Research (IMIR)	1.29	1.38	1.22	1.14	1.75	1.57	1.21	1.57	1.17	1.13	1.27	1.75	1.31	1.37	1.45	1.38	1.18
Enrollment Center/Undergraduate Admissions	1.25	1.50	1.17	1.26	1.27	1.43	1.11	1.57	1.12	1.03	1.30	1.70	1.33	1.51	1.00	1.33	1.29
Career Center	1.24	1.63	1.83	1.02	1.65	1.48	1.11	1.48	1.04	1.00	1.33	1.91	1.85	1.38	1.36	1.25	1.18
Financial Aid	1.22	1.50	1.17	1.36	1.20	1.19	1.37	1.43	1.24	1.05	1.11	1.55	1.08	1.34	1.09	1.33	1.29
Intercollegiate Athletics	1.22	1.17	1.22	1.10	1.18	1.30	1.47	1.38	1.14	1.13	1.14	2.08	1.31	1.30	1.18	1.20	1.24
Counseling and Psychological Services	1.20	1.50	1.00	1.31	1.35	1.20	1.11	1.30	1.17	1.10	1.32	1.50	1.08	1.18	1.40	1.20	1.18
Community Learning Network	1.18	1.21	1.35	1.05	1.29	1.57	1.11	1.43	1.08	1.01	1.26	1.45	1.23	1.25	1.18	1.19	1.38
Corporate Sponsors and Material Transfer Agreements	1.18	1.00	1.06	1.21	1.00	1.09	1.11	1.05	1.47	1.22	1.04	1.09	1.08	1.15	1.00	1.00	1.06
Student Life & Diversity Programs (formerly Campus Interrelations)	1.15	1.17	1.17	1.10	1.19	1.10	1.05	1.33	1.06	1.04	1.27	1.73	1.08	1.20	1.18	1.40	1.24
Campus Housing	1.12	1.24	1.00	1.19	1.06	1.14	1.21	1.15	1.22	1.04	1.05	1.45	1.00	1.19	1.00	1.13	1.00
Center for Public Service and Leadership	1.11	1.17	1.06	1.08	1.44	1.24	1.05	1.27	1.03	1.03	1.10	1.27	1.31	1.18	1.09	1.06	1.00

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

[b] *Results are presented in order of highest to lowest ratings of use.*

[c] *Mean excludes "not applicable" responses.*

A32. Importance of Campus Services[a][b]

Rating of IUPUI in the office/service of...	Valid N[c]	Mean	STD	Percentages			Confidence Intervals		
				NI	SI	VI	NI	SI	VI
University Library	647	2.96	0.25	1%	3%	96%			
Medical/Law/Dentistry Library (as appropriate)	600	2.93	0.31	2%	4%	94%			
University Information Technology Services (UITS)	625	2.81	0.43	2%	16%	82%			
Building Maintenance	597	2.81	0.42	1%	17%	82%			
Sponsored Program Office (Federal Grants and Contracts)	598	2.78	0.45	2%	18%	80%			
Financial Aid	512	2.78	0.48	3%	16%	81%			
Human Resources	613	2.75	0.47	2%	21%	77%			
Registrar	545	2.74	0.49	2%	22%	76%			
Campus Parking Services	653	2.74	0.45	1%	25%	74%			
Enrollment Center/Undergraduate Admissions	496	2.71	0.52	3%	22%	74%			
University Bookstore	647	2.71	0.48	1%	26%	72%			
Bursar	514	2.68	0.53	3%	27%	70%			
Research Compliance Administration (human subjects/biosafety)	544	2.63	0.54	3%	31%	66%			
Office of Academic and Faculty Records	552	2.60	0.55	3%	34%	63%			
Center for Teaching and Learning	575	2.59	0.56	3%	34%	63%			
Graduate Office	512	2.59	0.58	4%	32%	63%			
IU Foundation	565	2.56	0.56	3%	37%	59%			
Communications and Public Relations	531	2.53	0.57	4%	39%	57%			
Career Center	503	2.51	0.60	6%	38%	57%			
Campus Housing	488	2.47	0.60	5%	43%	52%			
University Place Conference Center	645	2.46	0.56	3%	47%	49%			
Counseling and Psychological Services	492	2.44	0.59	5%	46%	49%			
University College Administration	516	2.43	0.64	8%	41%	51%			
Office of International Affairs	552	2.41	0.61	7%	45%	48%			
Publishing Document and Distribution Services	522	2.35	0.58	5%	54%	41%			
Adaptive Education Services	494	2.35	0.65	10%	46%	45%			
Testing Center	493	2.35	0.60	6%	52%	41%			
Affirmative Action	536	2.34	0.70	13%	40%	47%			
Information Mgmt and Institutional Research (IMIR)	466	2.31	0.64	10%	50%	40%			
Corporate Sponsors and Material Transfer Agreements	461	2.31	0.60	8%	54%	38%			
Student Life & Diversity Programs (formerly Campus Interrelations)	480	2.28	0.67	12%	48%	40%			
Community Learning Network	459	2.11	0.60	13%	63%	24%			
Intercollegiate Athletics	524	2.04	0.64	19%	59%	23%			
Center for Public Service and Leadership	450	2.02	0.64	20%	59%	21%			

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

[b] *Results are presented in order from highest to lowest ratings of importance.*

[c] *Valid N excludes missing data.*

A33. Group differences in perceived importance of campus services[ab]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
University Library	2.96																	
Medical/Law/Dentistry Library (as appropriate)	2.93																	
University Information Technology Services (UITS)	2.81																	
Building Maintenance	2.81																	
Sponsored Program Office (Federal Grants and Contracts)	2.78																	
Financial Aid	2.78																	
Human Resources	2.75																	
Registrar	2.74										2.73	2.80	2.63	2.89				
Campus Parking Services	2.74																	
Enrollment Center/Undergraduate Admissions	2.71																	
University Bookstore	2.71																	
Bursar	2.68										2.66	2.79	2.54	2.88				
Research Compliance Administration (human subjects/biosafety)	2.63																	
Office of Academic and Faculty Records	2.60	2.70	2.54															
Center for Teaching and Learning	2.59	2.72	2.51															
Graduate Office	2.59																	
IU Foundation	2.56																	
Communications and Public Relations	2.53																	
Career Center	2.51																	
Campus Housing	2.47																	
University Place Conference Center	2.46	2.35	2.51															
Counseling and Psychological Services	2.44	2.55	2.36															
University College Administration	2.43	2.52	2.36															
Office of International Affairs	2.41																	
Publishing Document and Distribution Services	2.35																	
Adaptive Education Services	2.35	2.51	2.25								2.26	2.44	2.26	2.67				
Testing Center	2.35	2.44	2.29								2.29	2.42	2.27	2.68				
Affirmative Action	2.34	2.51	2.23															
Information Mgmt and Institutional Research (IMIR)	2.31																	
Corporate Sponsors and Material Transfer Agreements	2.31																	
Student Life & Diversity Programs (formerly Campus Interrelations)	2.28	2.45	2.16															
Community Learning Network	2.11																	
Intercollegiate Athletics	2.04			1.88	0.00	2.47	2.25	2.04	2.33	1.83								
Center for Public Service and Leadership	2.02																	

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

[b] *Results are presented in order of highest to lowest ratings of use.*

[c] *Mean excludes "not applicable" responses.*

A33 Continued. Group differences in percieved importance of campus services[a][b]

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

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
University Library	2.96																
Medical/Law/Dentistry Library (as appropriate)	2.93	2.96	2.77	3.00	3.00	2.50	2.94	2.82	2.96	2.99	2.93	2.50	3.00	2.87	2.88	3.00	3.00
University Information Technology Services (UITS)	2.81																
Building Maintenance	2.81																
Sponsored Program Office (Federal Grants and Contracts)	2.78																
Financial Aid	2.78																
Human Resources	2.75																
Registrar	2.74	2.84	2.93	2.72	2.86	2.84	2.84	2.90	2.68	2.51	2.79	2.90	2.73	2.80	3.00	2.85	2.88
Campus Parking Services	2.74																
Enrollment Center/Undergraduate Admissions	2.71																
University Bookstore	2.71																
Bursar	2.68	2.83	2.87	2.69	2.92	2.81	2.76	2.77	2.59	2.46	2.76	2.90	2.88	2.77	2.89	2.75	2.71
Research Compliance Administration (human subjects/biosafety)	2.63																
Office of Academic and Faculty Records	2.60	2.73	2.54	2.69	2.60	2.72	2.67	2.69	2.61	2.42	2.71	2.90	2.56	2.58	2.70	2.69	2.94
Center for Teaching and Learning	2.59	2.64	2.36	2.75	2.81	2.68	2.65	2.68	2.47	2.46	2.78	2.75	2.36	2.46	2.89	2.69	3.00
Graduate Office	2.59																
IU Foundation	2.56																
Communications and Public Relations	2.53																
Career Center	2.51	2.62	2.94	2.28	2.87	2.56	2.76	2.62	2.33	2.35	2.42	2.60	2.56	2.56	2.89	2.75	2.64
Campus Housing	2.47																
University Place Conference Center	2.46	2.33	2.33	2.59	2.33	2.33	2.11	2.26	2.70	2.59	2.40	2.27	2.09	2.44	2.50	2.07	2.50
Counseling and Psychological Services	2.44																
University College Administration	2.43																
Office of International Affairs	2.41																
Publishing Document and Distribution Services	2.35	2.61	2.53	2.43	2.75	2.07	2.32	2.21	2.33	2.31	2.62	2.50	2.11	2.29	2.50	2.21	2.54
Adaptive Education Services	2.35	2.72	2.50	2.19	2.73	2.47	2.25	2.59	1.95	2.12	2.55	2.83	2.30	2.28	2.90	2.46	2.36
Testing Center	2.35	2.56	2.60	2.60	2.73	2.31	2.47	2.37	2.31	2.16	2.50	2.40	2.33	2.23	2.78	2.42	2.29
Affirmative Action	2.34																
Information Mgmt and Institutional Research (IMIR)	2.31																
Corporate Sponsors and Material Transfer Agreements	2.31																
Student Life & Diversity Programs (formerly Campus Interrelations)	2.28	2.59	2.40	2.13	2.71	2.21	2.44	2.33	2.13	2.08	2.58	2.55	2.43	2.04	2.88	2.67	2.57
Community Learning Network	2.11																
Intercollegiate Athletics	2.04																
Center for Public Service and Leadership	2.02																

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

[b] *Results are presented in order of highest to lowest ratings of use.*

[c] *Mean excludes "not applicable" responses.*

A34. Quality of Campus Services[a][b]
Ratings from faculty who *OFTEN* or *OCCASIONALLY* use the service

Rating of IUPUI in the office/service of...	Valid N[c]	Mean	STD	Percentages				Confidence Intervals			
				PR	FR	GD	EX	PR	FR	GD	EX
Medical/Law/Dentistry Library (as appropriate)	484	3.46	0.63	0%	6%	41%	53%				
University Library	554	3.33	0.67	2%	6%	49%	43%				
Center for Teaching and Learning	367	3.25	0.69	1%	12%	48%	39%				
Office of Academic and Faculty Records	210	3.10	0.68	2%	11%	60%	26%				
Center for Public Service and Leadership	55	3.09	0.78	4%	15%	51%	31%				
Information Mgmt and Institutional Research (IMIR)	155	3.08	0.84	6%	14%	46%	34%				
University Place Conference Center	604	3.06	0.79	4%	15%	50%	30%				
Registrar	298	2.99	0.74	5%	13%	60%	22%				
Office of International Affairs	237	2.93	0.85	7%	19%	49%	26%				
Sponsored Program Office (Federal Grants and Contracts)	431	2.87	0.83	7%	22%	50%	22%				
Bursar	184	2.85	0.71	4%	21%	60%	15%				
Research Compliance Administration (human subjects/biosafety)	315	2.84	0.89	10%	19%	47%	23%				
Enrollment Center/Undergraduate Admissions	126	2.83	0.75	5%	23%	56%	16%				
Financial Aid	121	2.82	0.80	6%	25%	51%	18%				
Community Learning Network	88	2.82	0.80	6%	25%	51%	18%				
Graduate Office	235	2.82	0.71	4%	23%	59%	14%				
Career Center	138	2.81	0.83	7%	24%	49%	20%				
Adaptive Education Services	213	2.79	0.83	8%	24%	50%	18%				
Testing Center	171	2.78	0.87	11%	19%	52%	18%				
Intercollegiate Athletics	123	2.76	0.72	4%	28%	55%	12%				
Publishing Document and Distribution Services	252	2.75	0.74	4%	32%	50%	15%				
University College Administration	215	2.75	0.84	11%	19%	55%	15%				
University Information Technology Services (UITS)	558	2.72	0.89	10%	26%	45%	19%				
Communications and Public Relations	234	2.72	0.80	7%	28%	50%	15%				
Counseling and Psychological Services	113	2.72	0.77	8%	24%	57%	12%				
IU Foundation	346	2.69	0.86	10%	26%	48%	16%				
Corporate Sponsors and Material Transfer Agreements	90	2.66	0.77	7%	32%	50%	11%				
Human Resources	496	2.63	0.84	12%	25%	51%	11%				
University Bookstore	612	2.60	0.80	9%	31%	49%	10%				
Affirmative Action	176	2.59	0.94	14%	32%	36%	18%				
Student Life & Diversity Programs (formerly Campus Interrelations)	84	2.51	0.80	11%	36%	45%	8%				
Campus Parking Services	619	2.30	0.89	22%	34%	38%	7%				
Building Maintenance	484	2.27	0.85	21%	36%	39%	5%				
Campus Housing	69	1.78	0.82	43%	38%	16%	3%				

[a] Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR).
[b] Results are presented in order from highest to lowest ratings of quality.
[c] Valid N excludes missing data and "not applicable" responses.

A35. 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 are significant at p<.01

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof/ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Medical/Law/Dentistry Library (as appropriate)	3.46																	
University Library	3.33																	
Center for Teaching and Learning	3.25																	
Office of Academic and Faculty Records	3.10																	
Center for Public Service and Leadership	3.09																	
Information Mgmt and Institutional Research (IMIR)	3.08																	
University Place Conference Center	3.06																	
Registrar	2.99										2.98	3.04	2.71	3.27				
Office of International Affairs	2.93																	
Sponsored Program Office (Federal Grants and Contracts)	2.87																	
Bursar	2.85																	
Research Compliance Administration (human subjects/biosafety)	2.84																	
Enrollment Center/Undergraduate Admissions	2.83																	
Financial Aid	2.82																	
Community Learning Network	2.82																	
Graduate Office	2.82																	
Career Center	2.81																	
Adaptive Education Services	2.79																	
Testing Center	2.78																	
Intercollegiate Athletics	2.76																	
Publishing Document and Distribution Services	2.75																	
University College Administration	2.75																	
University Information Technology Services (UITS)	2.72										2.49	2.82	2.91	2.74	2.96	2.68	2.51	2.72
Communications and Public Relations	2.72																	
Counseling and Psychological Services	2.72																	
IU Foundation	2.69																	
Corporate Sponsors and Material Transfer Agreements	2.66			4.00	0.00	2.70	4.00	2.55	3.50	3.67								
Human Resources	2.63	2.77	2.54															
University Bookstore	2.60																	
Affirmative Action	2.59																	
Student Life & Diversity Programs (formerly Campus Interrelations)	2.51	2.76	2.32															
Campus Parking Services	2.30																	
Building Maintenance	2.27														2.54	2.23	2.08	2.25
Campus Housing	1.78																	

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

[b] Results are presented in order of highest to lowest ratings of use.

[c] Mean excludes "not applicable" responses.

A35 Continued. Group differences in perceived quality of campus services (among often and occasional users)[a][b]

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

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
Medical/Law/Dentistry Library (as appropriate)	3.46																
University Library	3.33	3.38	3.06	3.24	3.71	3.41	3.29	3.34	3.40	3.36	3.52	3.92	2.62	2.95	3.18	3.73	3.21
Center for Teaching and Learning	3.25																
Office of Academic and Faculty Records	3.10																
Center for Public Service and Leadership	3.09																
Information Mgmt and Institutional Research (IMIR)	3.08																
University Place Conference Center	3.06																
Registrar	2.99																
Office of International Affairs	2.93																
Sponsored Program Office (Federal Grants and Contracts)	2.87																
Bursar	2.85																
Research Compliance Administration (human subjects/biosafety)	2.84	3.00	2.50	3.33	2.92	2.83	3.50	2.28	2.88	2.80	3.19	3.17	2.75	3.09	1.71	2.00	3.67
Enrollment Center/Undergraduate Admissions	2.83																
Financial Aid	2.82																
Community Learning Network	2.82																
Graduate Office	2.82																
Career Center	2.81	2.85	1.88	3.00	2.92	2.13	3.00	3.03	2.50	2.33	3.07	3.00	2.50	2.84	2.75	3.40	2.33
Adaptive Education Services	2.79																
Testing Center	2.78	2.90	3.00	2.87	3.20	2.86	3.50	2.22	3.15	2.63	3.00	3.11	3.00	2.54	3.00	2.00	2.75
Intercollegiate Athletics	2.76																
Publishing Document and Distribution Services	2.75																
University College Administration	2.75	3.20	2.70	2.82	2.73	2.09	3.67	2.40	2.65	2.74	2.86	3.14	2.67	2.63	3.50	3.45	2.70
University Information Technology Services (UITS)	2.72																
Communications and Public Relations	2.72	2.83	2.50	3.11	3.00	2.75	3.00	2.26	2.94	2.74	2.88	2.71	2.20	2.23	2.00	2.92	2.67
Counseling and Psychological Services	2.72																
IU Foundation	2.69																
Corporate Sponsors and Material Transfer Agreements	2.66																
Human Resources	2.63	3.10	2.46	2.81	2.92	2.46	2.79	2.52	2.53	2.52	2.93	3.18	1.90	2.75	2.60	2.93	2.73
University Bookstore	2.60	3.14	2.25	2.68	2.31	2.42	2.67	2.33	2.67	2.64	3.00	2.92	2.00	2.51	2.40	2.81	2.33
Affirmative Action	2.59																
Student Life & Diversity Programs (formerly Campus Interrelations)	2.51	2.50	2.00	3.33	2.50	1.25	4.00	2.29	2.83	2.38	3.20	3.13	.	1.82	2.50	2.60	2.75
Campus Parking Services	2.30	2.65	2.47	2.21	2.00	2.58	2.16	2.29	2.44	2.09	2.50	3.00	2.40	2.33	2.56	2.60	2.21
Building Maintenance	2.27	2.48	2.63	1.84	2.67	2.06	3.00	2.28	2.12	2.25	2.46	2.58	2.00	2.21	2.71	2.50	2.00
Campus Housing	1.78																

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

[b] Results are presented in order of highest to lowest ratings of use.

[c] Mean excludes "not applicable" responses.

A36. Faculty satisfaction with <u>Access</u> to available technology resources for[ab]

	Valid N[c]	Mean[d]	STD	Percentages					Confidence Intervals				
				VD	D	N	S	VS	VD	D	N	S	VS
My teaching activities	666	0.91	0.86	1%	6%	16%	54%	23%				■	
My research and scholarly activities	644	0.82	0.86	2%	5%	20%	54%	18%				■	
My administration and campus service activities	556	0.69	0.87	2%	7%	27%	49%	15%				■	
Student activities related to classroom instruction	501	0.65	0.87	2%	7%	29%	49%	14%				■	
Student activities related to research and scholarship	411	0.55	0.84	2%	6%	35%	47%	9%				■	
Staff activities related to the performance of administrative support activities	482	0.53	0.87	2%	8%	34%	46%	10%				■	
Student activities related to out-of-class learning	398	0.49	0.85	3%	7%	40%	41%	10%				■	

A37. Faculty satisfaction with <u>Training</u> in available technology resources for[ab]

	Valid N[c]	Mean[d]	STD	Percentages					Confidence Intervals				
				VD	D	N	S	VS	VD	D	N	S	VS
My teaching activities	598	0.42	0.98	4%	13%	30%	42%	10%			■		
My administration and campus service activities	490	0.41	0.90	3%	10%	37%	40%	9%			■		
My research and scholarly activities	565	0.40	0.96	4%	12%	32%	42%	9%			■		
Student activities related to classroom instruction	446	0.39	0.88	3%	10%	39%	40%	7%			■		
Student activities related to research and scholarship	370	0.35	0.86	4%	9%	40%	42%	5%			■		
Student activities related to out-of-class learning	356	0.32	0.82	3%	8%	48%	35%	6%			■		
Staff activities related to the performance of administrative support activities	436	0.29	0.91	4%	13%	38%	39%	6%			■		

A38. Faculty satisfaction with technology resources <u>Support</u> for[ab]

	Valid N[c]	Mean[d]	STD	Percentages					Confidence Intervals				
				VD	D	N	S	VS	VD	D	N	S	VS
My teaching activities	645	0.58	1.06	4%	13%	22%	42%	18%				■	
My research and scholarly activities	600	0.54	0.98	4%	11%	28%	44%	14%				■	
My administration and campus service activities	516	0.51	0.95	3%	9%	34%	41%	13%				■	
Student activities related to classroom instruction	456	0.44	0.92	3%	10%	36%	41%	10%				■	
Student activities related to research and scholarship	370	0.41	0.88	3%	9%	40%	40%	8%				■	
Student activities related to out-of-class learning	356	0.40	0.87	3%	8%	44%	36%	9%				■	
Staff activities related to the performance of administrative support activities	443	0.36	0.94	4%	12%	37%	38%	9%				■	

[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.*

A39. Group differences in satisfaction with <u>Access</u> to technology resources[a][b]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
My teaching activities	0.91	1.07	0.83								0.77	0.97	0.94	1.25				
My research and scholarly activities	0.82																	
My administration and campus service activities	0.69	0.84	0.62															
Student activities related to classroom instruction	0.65	0.89	0.51															
Student activities related to research and scholarship	0.55																	
Staff activities related to the performance of administrative support activities	0.53	0.67	0.44								0.41	0.56	0.53	1.04				
Student activities related to out-of-class learning	0.49																	

A39 Continued. Group differences in satisfaction with <u>Access</u> to technology resources[a][b]

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

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
My teaching activities	0.91	0.86	0.84	0.86	1.56	0.73	0.95	1.18	0.76	0.78	1.31	1.23	1.14	0.78	1.18	0.73	0.28
My research and scholarly activities	0.82																
My administration and campus service activities	0.69	0.79	0.69	0.43	0.70	0.81	0.83	1.08	0.46	0.52	0.95	0.78	0.92	0.56	0.63	0.93	0.92
Student activities related to classroom instruction	0.65	0.52	0.42	0.45	1.40	0.57	0.36	0.87	0.34	0.54	1.10	0.77	0.75	0.59	1.00	0.89	0.24
Student activities related to research and scholarship	0.55																
Staff activities related to the performance of administrative support activities	0.53	0.56	0.54	0.50	1.00	0.50	0.67	0.91	0.25	0.34	0.76	0.50	0.45	0.48	0.40	1.20	0.85
Student activities related to out-of-class learning	0.49																

[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 quality ratings.

[c] Mean excludes "not applicable" responses.

A40. Group differences in satisfaction with <u>Training</u> in technology resources[ab]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
My teaching activities	0.42																	
My administration and campus service activities	0.41																	
My research and scholarly activities	0.40	0.56	0.32															
Student activities related to classroom instruction	0.39																	
Student activities related to research and scholarship	0.35																	
Student activities related to out-of-class learning	0.32																	
Staff activities related to the performance of administrative support activities	0.29																	

A40 Continued. Group differences in satisfaction with <u>Training</u> in technology resources[ab]

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

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
My teaching activities	0.42	0.52	0.39	0.07	0.69	0.50	0.40	0.66	0.20	0.30	0.98	0.77	0.54	0.35	0.50	0.64	-0.06
My administration and campus service activities	0.41																
My research and scholarly activities	0.40	0.57	0.50	0.31	0.73	0.41	0.56	0.57	0.10	0.32	1.05	0.38	0.63	0.33	0.38	0.62	-0.06
Student activities related to classroom instruction	0.39																
Student activities related to research and scholarship	0.35																
Student activities related to out-of-class learning	0.32																
Staff activities related to the performance of administrative support activities	0.29																

[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 quality ratings.*

[c] *Mean excludes "not applicable" responses.*

A41. Group differences in satisfaction with <u>Support</u> for technology resources[a][b]

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

	Campus-Wide	Gender[c]		Race/Ethnicity[c]							Academic Rank[c]				Years at IUPUI[c]			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
My teaching activities	0.58																	
My research and scholarly activities	0.54																	
My administration and campus service activities	0.51																	
Student activities related to classroom instruction	0.44																	
Student activities related to research and scholarship	0.41																	
Student activities related to out-of-class learning	0.40																	
Staff activities related to the performance of administrative support activities	0.36																	

A41 Continued. Group differences in satisfaction with <u>Support</u> for technology resources[a][b]

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

	Campus-Wide	School[c]															
		Allied Health	Business	Dentistry	Education	Eng. & Tech.	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Other
My teaching activities	0.58	0.73	0.53	0.12	1.13	0.29	0.90	0.91	0.51	0.49	1.16	0.69	0.64	0.21	0.92	0.40	0.06
My research and scholarly activities	0.54	0.63	0.38	0.40	1.09	0.58	0.95	0.71	0.49	0.43	1.07	0.50	0.60	0.17	0.56	1.00	-0.06
My administration and campus service activities	0.51																
Student activities related to classroom instruction	0.44	0.47	0.18	0.06	0.93	0.32	0.60	0.56	0.28	0.42	0.93	0.69	0.58	0.24	0.55	0.33	0.14
Student activities related to research and scholarship	0.41																
Student activities related to out-of-class learning	0.40																
Staff activities related to the performance of administrative support activities	0.36																

[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 quality ratings.*

[c] *Mean excludes "not applicable" responses.*

A42. Primary Source for Technical Support

		Percentages				
	Valid N[a]	Department	School	UITS	Center for Teaching & Learning	Other
Standard desktop computing, such as document preparation, email, phones, and calendaring (software and hardware)	741	51%	38%	9%	0%	2%
Instructional uses, such as class web sites, OnCourse, multi-media presentations, student labs, etc.	593	35%	31%	19%	14%	2%
Research and scholarly activities, such as computational and graphical analysis, on-line library research, database development, etc.	629	47%	34%	9%	6%	4%

[a] *Valid N excludes missing data and "not applicable" responses.*

2000 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 about 30 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 <u>response tracking purposes only</u>. 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 278-2282.

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

Faculty Survey Project
Union Building, Room G003
IUPUI

Thank you in advance for your participation.

2000 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 in my unit	EX	GD	FR	PR	NA
9. The quality of interdisciplinary teaching and research in my unit	EX	GD	FR	PR	NA
10. The scholarly and professional competence of my unit 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 IUPUI campus administration	EX	GD	FR	PR	NA
16. The quality of administrative leadership in IU central administration	EX	GD	FR	PR	NA

The Campus Environment

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

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

17. The clarity of objectives and plans for the next few years in my unit	VS	S	N	D	VD	NA
18. The clarity of objectives and plans for the next few years at IUPUI	VS	S	N	D	VD	NA
19. The identity and sense of community at IUPUI	VS	S	N	D	VD	NA
20. IUPUI's connections with the local community	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

The Faculty Work Environment

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

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

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

50. Gender:
 ❍ Female   ❍ Male

51. Race/Ethnicity (check all that apply):
 ❍ African American   ❍ White
 ❍ American Indian/ Alaskan Native   ❍ Non-U.S. Citizen, not permanent resident
 ❍ Asian American
 ❍ Hispanic   ❍ Other

52. What is your current academic rank?
 ❍ Professor/librarian
 ❍ Associate professor/librarian
 ❍ Assistant professor/librarian
 ❍ Lecturer/instructor

53. Do you hold a clinical rank in a non-tenure eligible appointment?
 ❍ Yes   ❍ No

54. 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		
Professional Service		
Services to students or faculty		
Other institutional service		
	100%	100%

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

_____

56. In what school, unit, or campus listed below is your current primary academic appointment?

- ❍ Allied Health
- ❍ Business
- ❍ Columbus Campus
- ❍ Continuing Studies
- ❍ Dentistry
- ❍ Education
- ❍ Engineering & Technology

- ❍ Herron School of Art
- ❍ Informatics
- ❍ Journalism
- ❍ Library & Info Science
- ❍ Law
- ❍ Liberal Arts
- ❍ Medicine, Basic Sciences

- ❍ Medicine, Academic Clinical
- ❍ Nursing
- ❍ Physical Education
- ❍ Public and Environ. Affairs
- ❍ Science
- ❍ Social Work
- ❍ University Library

The Learning Environment

If you do not teach formal courses as part of your faculty role at IUPUI, please skip to the next section, <u>Perceptions of Student Welfare</u>**.**

Please provide two responses to each item in the following three sections. Use the scale to the left of the item to indicate your current frequency of use. Use the scale to the right side of the item to indicate your expected future frequency of use. For both responses, use the same rating scale:

VF=Very Frequently; F=Frequently; O=Occasionally; R=Rarely; N=Never
NA=Not Applicable/No Basis For Judgment

Instructional <u>Methods</u>

During the course of a semester approximately how often do you currently use each of the following instructional approaches?							Over the course of the next 2-3 years, how often do you anticipate that you will use each of these same instructional approaches?					
Current Use								Expected Future Use				
VF	F	O	R	N	NA	57. Lecture/note-taking	VF	F	O	R	N	NA
VF	F	O	R	N	NA	58. Class discussions	VF	F	O	R	N	NA
VF	F	O	R	N	NA	59. Group work	VF	F	O	R	N	NA
VF	F	O	R	N	NA	60. Student presentations	VF	F	O	R	N	NA
VF	F	O	R	N	NA	61. Guest speakers	VF	F	O	R	N	NA
VF	F	O	R	N	NA	62. Laboratory work	VF	F	O	R	N	NA
VF	F	O	R	N	NA	63. In-class reading/writing	VF	F	O	R	N	NA
						64. Other (specify)						
VF	F	O	R	N	NA	_____	VF	F	O	R	N	NA

Instructional <u>Resources</u>

During the course of a semester, approximately how often do you currently use the following instructional resources while in class?							Over the course of the next 2-3 years, how often do you anticipate that you will use each of the following instructional resources while in class?					
Current Use								Expected Future Use				
VF	F	O	R	N	NA	65. Chalkboard/dry-erase board	VF	F	O	R	N	NA
VF	F	O	R	N	NA	66. Podium/lectern	VF	F	O	R	N	NA
VF	F	O	R	N	NA	67. Visual aids (maps, periodic table, etc.)	VF	F	O	R	N	NA
VF	F	O	R	N	NA	68. Overhead projector	VF	F	O	R	N	NA
VF	F	O	R	N	NA	69. Slide projector	VF	F	O	R	N	NA
VF	F	O	R	N	NA	70. Video equipment (TV/VCR, etc.)	VF	F	O	R	N	NA
VF	F	O	R	N	NA	71. Audio equipment (tape/CD player, etc.)	VF	F	O	R	N	NA
VF	F	O	R	N	NA	72. Your use of computer technology	VF	F	O	R	N	NA
VF	F	O	R	N	NA	73. Student use of computer technology	VF	F	O	R	N	NA
VF	F	O	R	N	NA	74. OnCourse (on-line course management system)	VF	F	O	R	N	NA
VF	F	O	R	N	NA	75. Other web-based course management system	VF	F	O	R	N	NA
VF	F	O	R	N	NA	76. Laboratory equipment	VF	F	O	R	N	NA

Current Use							Expected Future Use					
VF	F	O	R	N	NA	77. Other (specify) _____	VF	F	O	R	N	NA

Non-Traditional Scheduling Arrangements

During the course of a semester, approximately how often do you use each of the following non-traditional room scheduling arrangements?							Over the course of the next 2-3 years, how often do you anticipate that you will use each of the following non-traditional room scheduling arrangements?					
Current Use							Expected Future Use					
VF	F	O	R	N	NA	78. Have courses meet for lengths longer than one semester	VF	F	O	R	N	NA
VF	F	O	R	N	NA	79. Have courses meet for lengths shorter than one semester	VF	F	O	R	N	NA
VF	F	O	R	N	NA	80. Reduce the total amount of class meetings during the semester	VF	F	O	R	N	NA
VF	F	O	R	N	NA	81. Increase the total amount of class meetings during the semester	VF	F	O	R	N	NA
VF	F	O	R	N	NA	82. Replace in-class meetings with out-of-class assignments	VF	F	O	R	N	NA
VF	F	O	R	N	NA	83. Replace in-class meetings with online course segments	VF	F	O	R	N	NA
VF	F	O	R	N	NA	84. Replace in-class meetings with student conferences/meetings	VF	F	O	R	N	NA
VF	F	O	R	N	NA	85. Convene off-campus or elsewhere on campus (library, etc.) Where? _____	VF	F	O	R	N	NA
VF	F	O	R	N	NA	86. Combine course sections for "common" class activities	VF	F	O	R	N	NA
VF	F	O	R	N	NA	87. Other (specify) _____	VF	F	O	R	N	NA

Please note that the response scale changes for each of the remaining sets of items regarding the IUPUI Learning Environment.

Satisfaction with Classroom Facilities: Thinking of the most recent classroom in which you have taught this semester, how satisfied have you been with each of the following?

Response Scale: VS=Very Satisfied; S=Satisfied; N=Neutral; D=Dissatisfied; VD=Very Dissatisfied; NA=Not Applicable/No Basis for Judgment

	VS	S	N	D	VD	NA
88. Location on campus	VS	S	N	D	VD	NA
89. Lighting	VS	S	N	D	VD	NA
90. Acoustics	VS	S	N	D	VD	NA
91. Furniture – comfort	VS	S	N	D	VD	NA
92. Furniture – functionality	VS	S	N	D	VD	NA
93. Cleanliness	VS	S	N	D	VD	NA
94. Climate control (heat, A/C, etc.)	VS	S	N	D	VD	NA
95. Amount of space	VS	S	N	D	VD	NA
96. Adaptability of space to meet needs	VS	S	N	D	VD	NA
97. Chalkboard/dry-erase board	VS	S	N	D	VD	NA
98. Instruction station area (teaching area)	VS	S	N	D	VD	NA
99. Lines of sight with students	VS	S	N	D	VD	NA
100. Entrance/exit convenience	VS	S	N	D	VD	NA
101. Overall aesthetics/appearance	VS	S	N	D	VD	NA
102. Availability of laboratory facilities	VS	S	N	D	VD	NA
103. Quality of laboratory facilities	VS	S	N	D	VD	NA
104. Availability of audio/visual/data equipment	VS	S	N	D	VD	NA

105. Quality of audio/visual/data equipment	VS	S	N	D	VD	NA
106. Other (specify)_____	VS	S	N	D	VD	NA

Course Location: How important are each of the following in your preferences for the location of your classes?
Response Scale: VI = Very Important; I = Important; N = Neutral; U = Unimportant; VU = Very Unimportant

107. Proximity to your departmental/other office	VI	I	N	U	VU
108. Class size/enrollment	VI	I	N	U	VU
109. Your instructional approach(es)	VI	I	N	U	VU
110. Availability of projector for computer or TV/Video	VI	I	N	U	VU
111. Planned course-related activities	VI	I	N	U	VU
112. Special needs of the class (lab equipment, computers, etc.)	VI	I	N	U	VU
113. Building/classroom characteristics (aesthetics, acoustics, etc.)	VI	I	N	U	VU
114. Convenience to students (parking, relation to other classes, etc.)	VI	I	N	U	VU
115. Other (specify) _____	VI	I	N	U	VU

Preferred Class Times: How do you view each of the following class scheduling arrangements?
Response Scale: VF=Very Favorably; F=Favorably; N=Neutral; U=Unfavorably; VU=Very Unfavorably

Day(s) of the Week	VF	F	N	U	VU
116. Monday-Wednesday-Friday	VF	F	N	U	VU
117. Monday-Wednesday	VF	F	N	U	VU
118. Tuesday-Thursday	VF	F	N	U	VU
119. Tuesday-Friday	VF	F	N	U	VU
120. Thursday-Friday	VF	F	N	U	VU
121. Only one day per week (Monday-Friday)	VF	F	N	U	VU
122. Saturday only	VF	F	N	U	VU
123. Other (specify) _____	VF	F	N	U	VU

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**

124. Availability of faculty for discussions with students outside classes	VS	S	N	D	VD	NA
125. The ability of IUPUI to meet the educational needs of entering students	VS	S	N	D	VD	NA
126. Students' opportunities to work with other students in groups or teams	VS	S	N	D	VD	NA
127. The relationship of courses in our major to students' career goals/objectives	VS	S	N	D	VD	NA
128. The use we make of technology in our classrooms in my unit	VS	S	N	D	VD	NA
129. Academic advising available to majors in my unit	VS	S	N	D	VD	NA
130. Opportunities my unit provides for students to participate in community service	VS	S	N	D	VD	NA
131. Opportunities my unit provides for students to participate in faculty members' research	VS	S	N	D	VD	NA
132. The use we make of campus services to help students	VS	S	N	D	VD	NA

133. During this current academic year, approximately how many hours **per week** on average have you spent

talking with **undergraduate** and **graduate or graduate/professional** students outside the classroom (excluding regularly scheduled office hours, independent study, and individualized instruction)?

(indicate average number of hours →)

undergraduate:	graduate/professional:

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.

Office/Service	Frequency of contact			Importance to IUPUI			Quality of Service				
	Often	*Occasionally*	*Never*	*Very*	*Somewhat*	*Not*	*Excellent*	*Good*	*Fair*	*Poor*	*Unknown*
134. Office of Academic and Faculty Records	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
135. Center for Teaching and Learning	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
136. University Library	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
137. Medical/Law/Dentistry Library (as appropriate)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
138. Office of International Affairs	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
139. University College Administration	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
140. Career Center	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. Affirmative Action	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
143. Center for Public Service and Leadership	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
144. Building Maintenance	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
145. University Bookstore	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
146. Publishing Document and Distribution Services	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
147. Campus Parking Services	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
148. Human Resources	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
149. Enrollment Center/Undergraduate Admissions	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
150. Financial Aid	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
151. Bursar	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
152. Registrar	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
153. Communications and Public Relations	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. Testing Center	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
158. Information Mgmt and Institutional Research (IMIR)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
159. Graduate Office	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
160. Sponsored Program Office (Federal Grants and Contracts)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
161. Corporate Sponsors and Material Transfer Agreements	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
162. Research Compliance Administration (human subjects & biosafety)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
163. Student Life & Diversity Programs (formerly Campus Interrelations)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
164. Campus Housing	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
165. Adaptive Education Services	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
166. Counseling and Psychological Services	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK
167. University Information Technology Services (UITS)	OF	OC	NV	VI	SI	NI	EX	GD	FR	PO	DK

Campus Information Technology Support

Please indicate your level of satisfaction with three dimensions of support for information technology, regardless of whom you receive that report from: 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)					
168. My teaching activities	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
169. My research and scholarly activities	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
170. My administration and campus service activities	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
171. Student activities related to classroom instruction	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA	VS	S	N	D	VD	NA
172. 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
173. 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
174. 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

Please circle the appropriate letter to indicate where you obtain your primary technical support for each of the following types of uses or functions

Use or function	Depart-ment	School	University Information Technology Services (UITS)	Center for Teaching & Learning	Other Central Office	Not Applicable
175. Standard desktop computing, such as document preparation, email, phones, and calendaring (software and hardware)	A	B	C	D	E	NA
176. Instructional uses, such as class web sites, OnCourse, multi-media presentations, student labs, etc.	A	B	C	D	E	NA
177. Research and scholarly activities, such as computational and graphical analysis, on-line library research, database development, etc.	A	B	C	D	E	NA

Thank you for taking the time to complete this survey.

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

Comments and Suggestions

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

To which office or service are these comments directed: _____

To whom should these comments be sent:

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

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

     ❍ other (specify) _____

Your comments or suggestions: