

2005 IUPUI Faculty Survey

# *Campus Report*

*Office of Information Management and Institutional Research*

January 2006

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. 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  $2 \times 1.9623 \times$  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.

## Demographics

The results from the following Faculty Satisfaction profile are tabulated using the responses from 1001 faculty.

### A1. Gender

	N	%	IUPUI Pop %
Female	384	38.6%	34.4%
Male	612	61.4%	65.6%
TOTAL	996	100.0%	p<.01(a)
No Answer (Missing Values)	5	0.5%	

### A2. Race/Ethnicity

	N	%	IUPUI Pop %
African American	19	1.9%	2.9%
Asian American	117	11.8%	12.1%
Hispanic	33	3.3%	2.7%
White	825	83.0%	82.2%
TOTAL	994	100.0%	
No Answer (Missing Values)	7	0.7%	

### A3. Academic rank

	N	%	IUPUI Pop %
Professor/Librarian	285	29.3%	26.7%
Associate Professor/Librarian	303	31.1%	30.9%
Assistant Professor/Librarian	294	30.2%	34.5%
Lecturer/Instructor	91	9.4%	8.0%
TOTAL	973	100.0%	p<.01(a)
No Answer (Missing Values)	28	2.8%	

<sup>a</sup> Compared to IUPUI population and based on the chi-square test for independence

### A4. School

	N	%	IUPUI Pop %	Response Rate
Business	21	2.1%	2.0%	57%
Dentistry	46	4.6%	4.9%	49%
Education	18	1.8%	1.4%	67%
Engineering and Technology	37	3.7%	3.6%	54%
Herron School of Art	16	1.6%	1.7%	50%
Law	27	2.7%	3.0%	47%
Liberal Arts	119	11.9%	10.5%	60%
Medicine, Basic Sciences	68	6.8%	5.2%	69%
Medicine, Academic Clinical	412	41.4%	46.4%	47%
Nursing	45	4.5%	4.0%	59%
Phys Educ and Tourism Manag	14	1.4%	1.0%	74%
Public and Environ Affairs	14	1.4%	1.2%	64%
Science	72	7.2%	7.1%	54%
Social Work	14	1.4%	1.3%	58%
University Library	22	2.2%	1.5%	79%
Other	51	5.1%	5.2%	52%
TOTAL	996	100%	p<.01(a)	p<.01(a)
No Answer (Missing Values)	5	0.5%		

**A5. Relationships between faculty group characteristics**

	<b>Gender</b>		<b>Race/Ethnicity</b>				<b>Academic Rank</b>			
	Female	Male	African American	Asian American	Hispanic	White	Prof./ Librarian	Assoc. Prof./ Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor
<b>Gender</b>										
Female			11	34	16	323	69	114	131	56
Male			8	83	17	502	215	189	163	35
<b>Race/Ethnicity</b>										
African American	3%	1%					1	5	10	2
Asian American	9%	14%					19	31	62	4
Hispanic	4%	3%					2	11	15	3
White	84%	82%					261	256	206	82
<b>Academic Rank</b>										
Professor/Librarian	19%	36%	6%	16%	6%	32%				
Assoc. Prof./Lib.	31%	31%	28%	27%	35%	32%				
Assist. Prof./Lib.	35%	27%	56%	53%	48%	26%				
Lecturer/Instructor	15%	6%	11%	3%	10%	10%				
<b>School</b>										
Business	1%	3%	5%	0%	0%	2%	2%	3%	1%	5%
Dentistry	5%	5%	0%	2%	15%	5%	6%	3%	6%	0%
Education	3%	1%	5%	0%	6%	2%	1%	1%	2%	5%
Eng and Tech	2%	5%	5%	7%	3%	3%	4%	3%	4%	3%
Herron School of Art	3%	1%	0%	1%	0%	2%	0%	2%	3%	2%
Law	3%	3%	0%	1%	3%	3%	6%	3%	0%	0%
Liberal Arts	14%	11%	16%	5%	9%	13%	10%	10%	5%	51%
Med., Basic Sciences	4%	8%	0%	15%	0%	6%	12%	6%	5%	1%
Med., Academic Clinical	33%	46%	37%	56%	39%	39%	39%	42%	55%	1%
Nursing	11%	0%	5%	2%	0%	5%	4%	5%	5%	3%
Phys Ed and Tourism Manag	1%	2%	5%	1%	3%	1%	1%	2%	2%	1%
Public and Environ Affairs	1%	2%	5%	1%	3%	1%	2%	2%	1%	0%
Science	5%	9%	5%	8%	12%	7%	7%	8%	5%	14%
Social Work	2%	1%	11%	0%	0%	1%	2%	2%	1%	1%
University Library	3%	2%	0%	0%	3%	3%	1%	4%	2%	0%
Other	8%	3%	0%	2%	3%	6%	5%	5%	4%	11%

Percentage Distributions Below Diagonal

**Statistical test results for the Chi-Square Test for Independence**

**THICK BORDER and BOLD PRINT** indicate p<.01

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

THIN BORDER and PLAIN PRINT indicate p<.05

**A5 continued.** Relationships between faculty group characteristics

	<i>School</i>															
	Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	and Tourism Manag	Public & Environ Affairs	Science	Social Work	University Library	Other
<b>Gender</b>																
Female	5	18	11	9	10	11	54	17	128	43	4	4	19	9	12	30
Male	16	28	7	28	6	16	65	51	284	2	10	10	53	5	10	21
<b>Race/Ethnicity</b>																
African American	1	0	1	1	0	0	3	0	7	1	1	1	2	0	0	
Asian American	0	2	0	8	1	1	6	18	66	2	1	1	9	0	2	
Hispanic	0	5	2	1	0	1	3	0	13	0	1	1	4	0	1	
White	20	39	14	27	15	25	107	50	325	42	11	11	58	12	21	
<b>Academic Rank</b>																
Professor/Librarian	5	17	2	11	1	16	27	33	112	10	3	6	19	5	4	13
Assoc. Prof./Lib.	9	10	3	9	5	10	29	17	126	16	5	6	25	6	13	14
Assist. Prof./Lib.	2	18	7	12	8	1	16	16	161	14	5	2	14	2	5	11
Lecturer/Instructor	5	0	5	3	2	0	46	1	1	3	1	0	13	1	0	10

**Statistical test results for the Chi-Square Test for Independence**

**THICK BORDER and BOLD PRINT** indicate  $p < .01$

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

THIN BORDER and PLAIN PRINT indicate  $p < .05$

**A6. Time allocated to faculty activities**

	Average %	STD	Percentage Categories				
			None	1 - 40%	41 - 60%	61 - 99%	100%
<b>Current Time (N=972)</b>							
Teaching	31%	24	2%	67%	17%	13%	0%
Administration	14%	18	28%	63%	6%	4%	0%
Research	21%	23	18%	64%	10%	8%	0%
Professional Service	20%	24	10%	72%	8%	10%	0%
Serving Students/Faculty	9%	10	18%	81%	1%	0%	0%
Other Activities	4%	7	40%	60%	0%	0%	0%
<b>Ideal Time (N=891)</b>							
Teaching	30%	21	2%	74%	16%	9%	0%
Administration	10%	15	31%	63%	4%	1%	0%
Research	30%	24	9%	63%	15%	13%	0%
Professional Service	17%	19	7%	81%	8%	5%	0%
Serving Students/Faculty	8%	9	16%	83%	1%	0%	0%
Other Activities	4%	6	40%	59%	0%	0%	0%

**A7. Group differences in time allocated to faculty activities**

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

	Gender		Race				Rank			
	Female	Male	African American	Asian American	Hispanic	White	Prof./ Lib.	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor
<b>Current Time</b>										
Teaching	37%	28%					25%	30%	29%	66%
Administration			8%	6%	10%	15%	21%	14%	8%	10%
Research	17%	23%	16%	33%	23%	19%	24%	20%	25%	3%
Professional Service	11%	8%								
Serving Students/Faculty	17%	23%					17%	21%	26%	6%
Other Institutional Service										
<b>Ideal Time</b>										
Teaching	34%	27%					0%	0%	0%	0%
Administration			7%	5%	5%	11%	25%	29%	26%	63%
Research	27%	32%	23%	42%	35%	29%	15%	11%	6%	7%
Professional Service	10%	8%					34%	30%	34%	9%
Serving Students/Faculty	15%	19%					13%	18%	22%	6%
Other Institutional Service										

**A7 continued. School differences in time allocated to faculty activities***Group differences shown where significant (according to an F-test, with  $p < .01$ ).*

	School															
	Business	Dentistry	Education	Eng & Tech	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed and Tourism Manag	Science	Social Work	Public & Environ. Affairs	University Library	Other
<b>Current Time (N= 972)</b>																
Teaching	49%	51%	55%	41%	47%	40%	51%	25%	16%	50%	52%	32%	41%	43%	16%	39%
Administration	14%	12%	8%	17%	9%	21%	13%	7%	13%	14%	14%	18%	10%	16%	33%	26%
Research	16%	13%	13%	19%	12%	16%	13%	49%	23%	13%	8%	16%	26%	13%	5%	13%
Professional Service	8%	9%	13%	11%	16%	11%	11%	9%	6%	12%	12%	14%	11%	12%	25%	8%
Serving Students/Faculty	6%	11%	7%	6%	9%	6%	7%	7%	39%	9%	9%	13%	7%	11%	10%	9%
Other Activities																
<b>Ideal Time (N=891)</b>																
Teaching	48%	44%	47%	38%	42%	42%	45%	19%	18%	45%	46%	34%	36%	28%	16%	36%
Administration	8%	11%	4%	12%	7%	8%	9%	5%	10%	11%	9%	5%	7%	16%	27%	18%
Research	25%	20%	24%	29%	26%	30%	25%	60%	31%	21%	17%	30%	37%	29%	11%	24%
Professional Service	7%	10%	13%	9%	12%	8%	10%	7%	6%	10%	12%	10%	8%	10%	31%	9%
Serving Students/Faculty	8%	12%	9%	7%	9%	7%	7%	7%	31%	8%	12%	15%	8%	12%	10%	10%
Other Activities																

**A8. Quality of IUPUI<sup>ab</sup>**

Rating of IUPUI in the areas of...	Valid N <sup>c</sup>	Mean	STD	Percentage				Confidence Intervals			
				PR	FR	GD	EX	PR	FR	GD	EX
The quality of overall professional service (application of disciplinary expertise) in my department/program	973	3.28	0.72	2%	11%	46%	42%				
The quality of faculty service to the institution in my department/program	981	3.23	0.75	2%	13%	44%	41%				
The quality of overall teaching in my department/program	960	3.23	0.69	1%	12%	51%	36%				
The quality of administrative leadership in my department/program	979	3.00	0.93	9%	17%	39%	35%				
The reputation of IUPUI in Indianapolis	978	2.94	0.66	2%	21%	60%	17%				
The national reputation of my department/program	971	2.91	0.79	4%	24%	49%	23%				
The quality of administrative leadership in my school/program	974	2.89	0.89	8%	22%	43%	27%				
The quality of overall research in my department/program	974	2.87	0.85	6%	25%	44%	25%				
The quality of administrative leadership in IUPUI campus administration	869	2.76	0.77	6%	27%	53%	15%				
The quality of administrative leadership in IU central administration	813	2.52	0.78	9%	38%	45%	8%				
The reputation of IUPUI nationally	912	2.31	0.75	13%	48%	35%	4%				

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

<sup>b</sup> Results presented in order from highest to lowest mean quality ratings.

<sup>c</sup> Valid N excludes missing data.

**A9. Quality of Advising<sup>a</sup>**

	Valid N <sup>b</sup>	Mean	STD	Percentage				Confidence Intervals			
				PR	FR	GD	EX	PR	FR	GD	EX
Overall, how would you rate the quality of academic advising available in your unit	415	2.84	0.87	7%	27%	42%	24%				

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

<sup>b</sup> Valid N excludes missing data.

**A10. Group differences in faculty perceptions of the quality of IUPUI<sup>ab</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank			
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Lib.	Assoc. Prof./ Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor
The quality of overall professional service (application of disciplinary expertise) in my department/program	3.28	3.38	3.22	3.26	3.07	3.16	3.31				
The quality of faculty service to the institution in my department/program	3.23										
The quality of overall teaching in my department/program	3.23	3.33	3.16								
The quality of administrative leadership in my department/program	3.00							3.09	2.92	2.99	3.26
The reputation of IUPUI in Indianapolis	2.94			2.95	3.15	3.09	2.91				
The national reputation of my department/program	2.91							3.00	2.96	2.87	2.69
The quality of administrative leadership in my school/program	2.89							2.94	2.82	2.85	3.18
The quality of overall research in my department/program	2.87	2.99	2.81								
The quality of administrative leadership in IUPUI campus administration	2.76	2.91	2.67								
The quality of administrative leadership in IU central administration	2.52	2.64	2.46								
The reputation of IUPUI nationally	2.31	2.42	2.23								

<sup>a</sup> Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.

<sup>b</sup> Results presented in order from highest to lowest mean quality ratings.

**A10 continued. Group differences in faculty perceptions of the quality of IUPUI<sup>ab</sup>**

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

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ. Affairs	Science	Social Work	University Library	Other
The quality of overall professional service (application of disciplinary expertise) in my department/program	3.28	3.15	3.32	3.44	2.97	3.60	3.19	3.15	3.05	3.35	3.56	3.29	3.71	3.03	3.57	3.29	3.35
The quality of faculty service to the institution in my department/program	3.23																
The quality of overall teaching in my department/program	3.23	3.33	3.13	3.28	3.14	3.63	3.23	3.45	3.11	3.16	3.31	3.71	2.86	3.31	3.43	3.00	3.15
The quality of administrative leadership in my department/program	3.00																
The reputation of IUPUI in Indianapolis	2.94	2.43	3.17	2.83	2.95	2.77	3.00	2.75	2.98	3.02	3.09	2.86	3.29	2.75	2.86	2.55	3.00
The national reputation of my department/program	2.91	3.05	3.14	2.63	2.43	3.07	2.63	2.45	2.59	3.09	3.50	2.50	3.00	2.71	3.21	3.15	2.88
The quality of administrative leadership in my school/program	2.89	3.38	2.35	3.17	3.06	3.13	2.85	2.87	2.82	2.84	3.20	3.00	3.14	2.69	3.77	3.00	3.04
The quality of overall research in my department/program	2.87	3.24	2.69	2.67	2.39	3.20	3.00	2.93	3.19	2.82	3.32	2.14	2.86	3.21	2.50	2.16	2.78
The quality of administrative leadership in IUPUI campus administration	2.76	3.00	2.63	3.00	2.91	2.80	2.55	2.72	2.60	2.68	3.07	2.92	2.86	2.49	3.08	3.23	3.29
The quality of administrative leadership in IU central administration	2.52	2.40	2.57	2.73	2.47	2.58	2.27	2.29	2.40	2.63	2.89	2.92	2.14	2.09	2.92	2.59	2.69
The reputation of IUPUI nationally	2.31	2.05	2.53	2.38	2.35	2.09	1.96	2.26	1.98	2.26	2.78	2.43	2.21	2.20	2.36	2.91	2.72

<sup>a</sup> Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.

<sup>b</sup> Results presented in order from highest to lowest mean quality ratings.

**A11. Group differences in faculty perceptions of the quality of advising<sup>a</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank				
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	
Overall, how would you rate the quality of academic advising available in your unit	2.84											

<sup>a</sup> Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.

**A11 continued. Group differences in faculty perceptions of the quality of advising<sup>a</sup>**

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

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ. Affairs	Science	Social Work	University Library	Other
Overall, how would you rate the quality of academic advising available in your unit	2.84	3.07	2.58	2.38	3.13	2.47	2.38	2.82	NA	NA	2.63	3.67	2.25	3.02	3.00	2.33	3.20

<sup>a</sup> Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.

**A12. Faculty Work Environment<sup>ab</sup>**

Satisfaction with IUPUI in the areas of...	Valid N <sup>c</sup>	Mean	STD	Percentages					Confidence Intervals					
				VD	D	N	S	VS	VD	D	N	S	VS	
The level of collegiality in my department/program	989	1.07	0.95	1%	6%	15%	39%	39%						
Collaboration among my colleagues on projects of mutual interest	984	0.91	0.90	1%	6%	20%	47%	26%						
My overall job satisfaction	985	0.85	0.90	2%	7%	17%	53%	21%						
Technology support for teaching	967	0.85	0.93	2%	6%	21%	47%	24%						
The level of collegiality at IUPUI	515	0.82	0.88	2%	5%	23%	50%	21%						
Fringe benefits (retirement, early retirement, health care, etc.)	984	0.71	0.92	2%	10%	22%	50%	17%						
Technology support for research and scholarly activity	974	0.70	0.95	2%	9%	23%	48%	18%						
Faculty development opportunities through my school	975	0.67	0.93	2%	10%	24%	48%	16%						
Faculty morale in my unit	973	0.66	1.03	2%	14%	19%	45%	20%						
Technology support for students taking classes	909	0.66	1.06	7%	5%	20%	50%	18%						
Faculty development opportunities at IUPUI	950	0.63	0.99	4%	7%	29%	41%	18%						
Rewards and recognition for research and scholarly activity	967	0.61	0.94	3%	9%	26%	48%	14%						
Technology support for administrative activities	936	0.48	1.02	6%	8%	32%	41%	14%						
The relevance and importance of issues addressed by the IUPUI Faculty Council	504	0.43	0.76	1%	7%	47%	38%	7%						
Rewards and recognition for teaching	956	0.43	0.92	3%	13%	31%	44%	9%						
The representativeness of IUPUI Faculty Council for faculty concerns	517	0.37	0.90	4%	8%	44%	35%	9%						
The use of my time spent in department committees and task forces	952	0.34	0.88	2%	15%	33%	44%	5%						
The effectiveness of the IUPUI Faculty Council structure	519	0.30	0.91	5%	9%	47%	32%	8%						
Faculty development opportunities for research and scholarship development	956	0.28	0.91	3%	16%	36%	39%	6%						
The use of my time spent in school committees and task forces	930	0.28	0.91	4%	14%	36%	42%	4%						
Rewards and recognition for professional service	960	0.26	0.95	3%	18%	34%	38%	7%						
Effectiveness of support services for faculty research and scholarship	954	0.24	0.95	3%	20%	34%	37%	7%						
Rewards and recognition for institutional service	957	0.22	0.89	3%	18%	38%	37%	4%						
The use of my time spent in campus-wide committees and task forces	896	0.19	0.95	7%	11%	41%	37%	4%						
Time available for developing research and scholarly activities	950	0.11	0.97	3%	29%	29%	33%	6%						
Institutional funding resources for research and scholarship development	955	0.11	0.94	4%	22%	38%	31%	5%						
Faculty salary levels	956	0.08	0.99	4%	28%	32%	30%	6%						
The professional status accorded part-time faculty	800	-0.08	1.07	14%	15%	42%	25%	5%						
The role part-time faculty have in faculty governance	777	-0.09	1.06	15%	12%	44%	24%	5%						
The adequacy of support for part-time faculty	784	-0.14	1.09	15%	17%	38%	25%	5%						

<sup>a</sup> 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).

<sup>b</sup> Results presented in order from highest to lowest mean satisfaction ratings.

<sup>c</sup> Valid N excludes missing data.

**A13. Group differences in satisfaction with the faculty work environments<sup>ab</sup>**Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$ .

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank			
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Lib.	Assoc. Prof./ Lib.	Assist. Prof./Lib.	Lecturer/ Instructor
The level of collegiality in my department/program	1.07										
Collaboration among my colleagues on projects of mutual interest	0.91										
My overall job satisfaction	0.85										
Technology support for teaching	0.85	0.95	0.78					0.90	0.81	0.74	1.14
The level of collegiality at IUPUI	0.82										
Fringe benefits (retirement, early retirement, health care, etc.)	0.71										
Technology support for research and scholarly activity	0.70										
Faculty development opportunities through my school	0.67	0.77	0.61					0.70	0.57	0.67	0.96
Faculty morale in my unit	0.66										
Technology support for students taking classes	0.66	0.77	0.59					0.66	0.61	0.58	1.02
Faculty development opportunities at IUPUI	0.63	0.84	0.51					0.60	0.58	0.57	1.12
Rewards and recognition for research and scholarly activity	0.61	0.71	0.54								
Technology support for administrative activities	0.48							0.50	0.39	0.44	0.92
The relevance and importance of issues addressed by the IUPUI Faculty Council	0.43										
Rewards and recognition for teaching	0.43							0.58	0.37	0.33	0.49
The representativeness of IUPUI Faculty Council for faculty concerns	0.37										
The use of my time spent in department committees and task forces	0.34							0.42	0.28	0.26	0.59
The effectiveness of the IUPUI Faculty Council structure	0.30										
Faculty development opportunities for research and scholarship development	0.28										
The use of my time spent in school committees and task forces	0.28							0.33	0.27	0.13	0.54
Rewards and recognition for professional service	0.26							0.38	0.10	0.26	0.50
Effectiveness of support services for faculty research and scholarship	0.24										
Rewards and recognition for institutional service	0.22							0.29	0.12	0.19	0.50
The use of my time spent in campus-wide committees and task forces	0.19	0.32	0.10					0.20	0.24	0.00	0.52
Time available for developing research and scholarly activities	0.11	0.00	0.18	-0.26	0.38	0.00	0.09				
Institutional funding resources for research and scholarship development	0.11										
Faculty salary levels	0.08										
The professional status accorded part-time faculty	-0.08										
The role part-time faculty have in faculty governance	-0.09										
The adequacy of support for part-time faculty	-0.14										

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Satisfied, 1=Satisfied, 0=Neutral, -1=Dissatisfied, and -2=Very Dissatisfied.<sup>b</sup> Results presented in order from highest to lowest mean satisfaction ratings.

**A13 Continued. Group differences in satisfaction with the faculty work environments<sup>ab</sup>**Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$ .

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ Affairs	Science	Social Work	University Library	Other
The level of collegiality in my department/program	1.07	1.71	0.98	1.53	1.41	1.31	0.74	1.11	0.75	1.03	1.00	1.21	0.43	1.21	1.29	1.14	1.28
Collaboration among my colleagues on projects of mutual interest	0.91																
My overall job satisfaction	0.85																
Technology support for teaching	0.85	1.00	0.98	1.44	1.08	0.19	1.44	1.10	0.56	0.57	0.77	1.29	1.29	1.13	1.50	0.90	1.24
The level of collegiality at IUPUI	0.82																
Fringe benefits (retirement, early retirement, health care, etc.)	0.71																
Technology support for research and scholarly activity	0.70	0.85	0.72	0.89	0.73	0.25	1.22	0.78	0.45	0.55	1.02	0.86	0.71	0.72	1.36	0.95	1.08
Faculty development opportunities through my school	0.67	0.86	0.49	0.78	1.03	0.44	0.78	0.60	0.45	0.60	1.20	0.86	0.21	0.50	1.36	1.29	0.90
Faculty morale in my unit	0.66	0.95	0.63	0.76	1.16	0.75	0.48	0.53	0.60	0.57	0.68	1.00	0.36	0.82	1.29	0.64	1.04
Technology support for students taking classes	0.66	0.95	0.82	0.94	0.86	0.31	1.37	0.81	0.38	0.34	0.66	1.14	0.71	1.04	1.43	0.67	1.08
Faculty development opportunities at IUPUI	0.63	0.76	0.60	1.33	1.03	0.38	0.59	0.83	0.13	0.35	1.11	1.00	0.71	0.76	1.43	1.19	1.20
Rewards and recognition for research and scholarly activity	0.61	0.40	0.71	0.78	0.77	0.69	0.88	0.55	0.27	0.53	0.98	0.36	0.79	0.59	1.14	0.76	0.90
Technology support for administrative activities	0.48	0.86	0.67	1.17	0.75	0.38	0.76	0.65	0.11	0.24	0.57	0.57	0.43	0.70	1.07	0.76	0.78
The relevance and importance of issues addressed by the IUPUI Faculty Council	0.43																
Rewards and recognition for teaching	0.43	0.76	0.59	0.33	0.75	0.50	0.31	0.41	0.11	0.29	0.73	0.50	0.58	0.50	1.14	0.71	0.69
The representativeness of IUPUI Faculty Council for faculty concerns	0.37																
The use of my time spent in department committees and task forces	0.34																
The effectiveness of the IUPUI Faculty Council structure	0.30																
Faculty development opportunities for research and scholarship development	0.28	0.25	0.18	0.39	0.54	0.63	0.68	0.18	0.15	0.15	0.52	0.50	0.23	0.34	0.79	0.71	0.59
The use of my time spent in school committees and task forces	0.28																
Rewards and recognition for professional service	0.26	0.43	0.35	0.56	0.32	0.19	0.19	0.31	-0.11	0.16	0.40	0.07	0.43	0.39	0.64	0.57	0.65
Effectiveness of support services for faculty research and scholarship	0.24																
Rewards and recognition for institutional service	0.22	0.19	0.23	0.44	0.35	0.07	0.26	0.35	-0.21	0.14	0.49	-0.23	0.14	0.28	0.29	0.43	0.57
The use of my time spent in campus-wide committees and task forces	0.19	0.52	0.27	0.33	0.30	0.13	0.16	0.36	-0.12	-0.02	0.33	0.29	0.38	0.34	0.64	0.52	0.54
Time available for developing research and scholarly activities	0.11																
Institutional funding resources for research and scholarship development	0.11	0.20	0.09	0.28	0.54	0.19	0.59	0.10	-0.02	-0.07	0.34	0.36	-0.08	0.19	0.07	0.57	0.38
Faculty salary levels	0.08	0.24	0.07	-0.06	0.08	-0.07	0.22	-0.09	-0.17	0.23	-0.07	0.14	-0.17	-0.05	0.71	-0.40	0.00
The professional status accorded part-time faculty	-0.08	0.35	0.38	-0.17	-0.14	0.13	0.17	0.04	-0.37	-0.59	0.51	0.93	0.46	0.43	0.46	0.05	0.15
The role part-time faculty have in faculty governance	-0.09	0.32	0.24	0.11	0.09	0.19	0.04	0.12	-0.55	-0.70	0.51	0.86	0.23	0.55	0.31	0.00	0.19
The adequacy of support for part-time faculty	-0.14	0.50	0.27	-0.06	0.32	-0.25	0.30	0.03	-0.55	-0.75	0.34	0.64	0.23	0.40	0.23	0.26	0.19

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Satisfied, 1=Satisfied, 0=Neutral, -1=Dissatisfied, and -2=Very Dissatisfied.<sup>b</sup> Results presented in order from highest to lowest mean satisfaction ratings.

**A14. Campus Environment<sup>ab</sup>**

Satisfaction with IUPUI in the areas of...	Valid N <sup>c</sup>	Mean	STD	Percentages					Confidence Intervals					
				VD	D	N	S	VS	VD	D	N	S	VS	
IUPUI's connections with the local community	958	0.56	0.94	3%	8%	31%	44%	13%						
The clarity of objectives and plans for the next few years in my school	511	0.39	0.93	2%	16%	33%	39%	10%						
The clarity of objectives and plans for the next few years in my department/program	957	0.38	1.04	4%	18%	27%	38%	13%						
The identity and sense of community at IUPUI	959	0.32	0.90	3%	15%	38%	37%	7%						
The availability of parking on campus	939	0.25	1.05	5%	22%	25%	39%	9%						
The cost of parking on campus	950	0.19	1.00	4%	23%	31%	35%	7%						

<sup>a</sup> 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).

<sup>b</sup> Results presented in order from highest to lowest mean satisfaction ratings.

<sup>c</sup> Valid N excludes missing data.

**A15. Faculty satisfaction with the IUPUI campus environment<sup>ab</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank									
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor						
IUPUI's connections with the local community	0.56	0.67	0.49														
The clarity of objectives and plans for the next few years in my school	0.39																
The clarity of objectives and plans for the next few years in my department/program	0.38							0.41	0.29	0.38	0.74						
The identity and sense of community at IUPUI	0.32																
The availability of parking on campus	0.25																
The cost of parking on campus	0.19																

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Satisfied, 1=Satisfied, 0=Neutral, -1=Dissatisfied, and -2=Very Dissatisfied.

<sup>b</sup> Results presented in order from highest to lowest mean satisfaction ratings.

**A15 continued. Faculty satisfaction with the IUPUI campus environment<sup>ab</sup>**

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

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ Affairs	Science	Social Work	University Library	Other
IUPUI's connections with the local community	0.56	0.57	0.74	0.78	0.86	0.81	0.81	0.63	0.14	0.37	0.78	0.79	1.14	0.56	1.07	0.90	0.96
The clarity of objectives and plans for the next few years in my school	0.39	0.62	0.11	0.76	0.57	0.81	0.38	0.12	N/A	N/A	0.61	-0.07	0.00	0.28	1.14	0.65	0.80
The clarity of objectives and plans for the next few years in my department/program	0.38	0.40	0.37	0.59	0.68	1.25	0.42	0.38	0.19	0.24	0.39	0.43	0.08	0.42	1.14	0.81	0.82
The identity and sense of community at IUPUI	0.32	0.67	0.35	0.83	0.65	0.13	0.42	0.46	-0.02	0.15	0.44	0.36	0.54	0.28	0.71	0.62	0.75
The availability of parking on campus	0.25	0.57	0.43	0.33	0.41	-0.20	0.58	0.22	0.61	0.10	0.35	0.50	0.36	0.12	0.64	0.29	0.42
The cost of parking on campus	0.19	0.10	0.28	0.00	0.03	0.20	0.56	0.12	0.52	0.03	0.16	0.57	0.46	0.38	0.71	0.33	0.43

<sup>a</sup> Responses provided on a 5-point scale where 2=Very Satisfied, 1=Satisfied, 0=Neutral, -1=Dissatisfied, and -2=Very Dissatisfied.

<sup>b</sup> Results presented in order from highest to lowest mean satisfaction ratings.

**A16. Campus Climate<sup>ab</sup>**

Agreement with IUPUI in the areas of...	Valid N <sup>c</sup>	Mean	STD	Percentages					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
Faculty and staff in my unit treat all individuals with respect, regardless of their ethnicity, cultural background, or gender orientations	989	1.24	0.91	2%	4%	8%	40%	46%						
My unit is a comfortable working environment for individuals of varied backgrounds and perspectives	990	1.02	0.97	3%	5%	12%	46%	34%						
In meetings, people pay just as much attention when I speak as when other faculty speak	963	0.97	0.89	2%	6%	13%	52%	28%						
Faculty in my unit regard student diversity as critical to achieving IUPUI's mission	941	0.94	0.96	2%	6%	19%	42%	31%						
I am treated fairly in my unit regarding workload assignments	984	0.82	1.05	3%	11%	13%	46%	27%						
Faculty in my unit are supportive of colleagues who want to balance their family and career lives	969	0.81	1.00	3%	8%	18%	47%	25%						
In my unit, I get as much feedback about my work as other faculty do about their work	959	0.77	0.98	2%	10%	19%	46%	22%						
The work I do is valued as highly as the work of other faculty in my unit	986	0.73	1.16	6%	12%	13%	41%	28%						

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

<sup>b</sup> Results presented in order from highest to lowest mean agreement ratings.

<sup>c</sup> Valid N excludes missing data.

**A17. Faculty agreement with the IUPUI campus climate<sup>ab</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank			
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor
Faculty and staff in my unit treat all individuals with respect, regardless of their ethnicity, cultural background, or gender orientations	1.24			0.63	1.01	1.23	1.29				
My unit is a comfortable working environment for individuals of varied backgrounds and perspectives	1.02										
In meetings, people pay just as much attention when I speak as when other faculty speak	0.97			0.63	0.69	1.06	1.02	1.17	0.94	0.90	0.77
Faculty in my unit regard student diversity as critical to achieving IUPUI's mission	0.94							0.93	0.84	0.93	1.36
I am treated fairly in my unit regarding workload assignments	0.82							1.04	0.72	0.77	0.82
Faculty in my unit are supportive of colleagues who want to balance their family and career lives	0.81										
In my unit, I get as much feedback about my work as other faculty do about their work	0.77										
The work I do is valued as highly as the work of other faculty in my unit	0.73							0.96	0.64	0.75	0.51

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree, 1=Agree, 0=Neutral, -1=Disagree, and -2=Strongly Disagree.

<sup>b</sup> Results presented in order from highest to lowest mean agreement ratings.

**A17 continued. Faculty agreement with the IUPUI campus climate<sup>ab</sup>**Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$ .

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ Affairs	Science	Social Work	University Library	Other
Faculty and staff in my unit treat all individuals with respect, regardless of their ethnicity, cultural background, or gender orientations	1.24																
My unit is a comfortable working environment for individuals of varied backgrounds and perspectives	1.02	1.24	0.91	1.39	1.17	1.47	1.11	1.09	0.58	0.95	1.27	1.07	0.64	1.11	1.14	0.95	1.41
In meetings, people pay just as much attention when I speak as when other faculty speak	0.97																
Faculty in my unit regard student diversity as critical to achieving IUPUI's mission	0.94	0.80	0.80	1.72	0.94	1.38	1.25	1.12	0.57	0.79	1.14	1.00	0.50	0.87	1.64	1.10	1.47
I am treated fairly in my unit regarding workload assignments	0.82																
Faculty in my unit are supportive of colleagues who want to balance their family and career lives	0.81																
In my unit, I get as much feedback about my work as other faculty do about their work	0.77																
The work I do is valued as highly as the work of other faculty in my unit	0.73																

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree, 1=Agree, 0=Neutral, -1=Disagree, and -2=Strongly Disagree.<sup>b</sup> Results presented in order from highest to lowest mean agreement ratings.

**A18. Faculty Perceptions of Social Inclusion**

<i>I Have Experienced...</i>	<i>Based on my ..</i>										
	Gender			Race/ Ethnicity			Age	Religious Beliefs	Sexual Orientation	Socio-economic Class	Disabilities
	Male	Female	Total	Minority	Non-Minority	Total					
Negative or disparaging comments	2.6%	15.9%	7.8%	7.7%	3.3%	4.0%	3.1%	3.7%	1.3%	1.2%	0.7%
Not being taken seriously	0.7%	23.4%	9.5%	2.4%	2.3%	2.3%	4.7%	1.1%	0.2%	1.1%	0.4%
Feeling isolated or unwelcome	1.3%	10.9%	5.1%	3.0%	2.9%	2.9%	1.8%	2.2%	0.8%	1.1%	0.1%
Feeling connected to others on campus	0.3%	12.8%	5.1%	3.6%	1.7%	2.0%	2.1%	1.1%	1.7%	0.8%	0.2%
Discouragement in pursuing my career goals	0.5%	9.4%	3.9%	2.4%	0.8%	1.1%	2.6%	0.2%	0.2%	0.5%	0.3%
Discrimination	1.8%	9.9%	4.9%	3.6%	2.2%	2.4%	1.8%	0.5%	0.5%	0.5%	0.2%
Joining a group or organized activity that promotes my interests	0.2%	9.1%	3.6%	1.8%	1.9%	1.9%	0.4%	1.4%	1.2%	0.4%	0.1%
Encouragement in pursuing my career goals	0.5%	7.8%	3.3%	1.8%	3.6%	1.6%	2.3%	0.2%	0.3%	0.3%	0.1%
Offensive language or humor	0.5%	9.6%	4.1%	3.6%	1.8%	2.1%	0.1%	0.8%	1.1%	0.4%	0.3%
Harassment	0.8%	7.6%	3.4%	0.6%	0.7%	0.7%	0.4%	0.4%	0.2%	0.1%	0.1%
Negative or disparaging comments	16	61	78	13	27	40	31	37	13	12	7
Not being taken seriously	4	90	95	4	19	23	47	11	2	11	4
Feeling isolated or unwelcome	8	42	51	5	24	29	18	22	8	11	1
Feeling connected to others on campus	2	49	51	6	14	20	21	11	17	8	2
Discouragement in pursuing my career goals	3	36	39	4	7	11	26	2	2	5	3
Discrimination	11	38	49	6	18	24	18	5	5	5	2
Joining a group or organized activity that promotes my interests	1	35	36	3	16	19	4	14	12	4	1
Encouragement in pursuing my career goals	3	30	33	3	30	16	23	2	3	3	1
Offensive language or humor	3	37	41	6	15	21	1	8	11	4	3
Harassment	5	29	34	1	6	7	4	4	2	1	1

Total Number of Respondents = 1001, including 384 women and 169 minority faculty

Total Responses = 1190

*\*This table was first sorted from left to right from highest to lowest column response subtotals, then from top to bottom from highest to lowest row subtotals. Consequently the upper left hand column shows the most frequently mentioned personal or social attribute and the top row shows the most frequently referenced experiences within the left most column.*

*\*\*Gender and Race/Ethnicity percentages are calculated based on male/female subtotals and minority/non-minority subtotals respectively.*

Upper Courses  Lower Courses

**A19. The Classroom<sup>ab</sup>**

Activities	Upper Division Courses							Introductory Courses							Confidence Intervals			
	N	Mean	STD	Percentages				N	Mean	STD	Percentages				N	ST	O	VO
<i>How often do your students:</i>				N	ST	O	VO	N			N	ST	O	VO				
Communicate with you via e-mail	198	3.59	0.64	0%	9%	24%	68%	152	3.57	0.65	1%	7%	28%	64%				
Receive prompt feedback on their academic performance (written or oral)	197	3.44	0.69	1%	10%	36%	54%	152	3.51	0.64	0%	8%	34%	59%				
Ask questions in this class or contribute to class discussions	199	3.35	0.76	0%	18%	30%	52%	153	3.15	0.81	0%	26%	33%	41%				
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc.) to discuss or complete an assignment in this class	197	3.04	1.08	12%	20%	20%	48%	152	2.98	1.06	12%	21%	24%	43%				
Talk about career plans with you	198	2.90	0.82	1%	35%	36%	28%	152	2.64	0.79	3%	47%	33%	17%				
Work with classmates outside of class to prepare class assignments	198	2.73	0.94	8%	38%	28%	26%	152	2.68	0.92	6%	45%	24%	25%				
Work with classmates on projects during your class	198	2.65	1.10	19%	26%	25%	29%	151	2.61	1.07	18%	30%	25%	27%				
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	194	2.62	1.01	14%	33%	28%	24%	152	2.64	1.01	14%	31%	30%	24%				
Come to class without having completed readings or assignments	197	2.58	0.86	6%	49%	26%	19%	153	2.93	0.81	3%	28%	42%	27%				
Make class presentations	198	2.50	1.04	20%	32%	27%	21%	151	2.15	1.09	36%	28%	19%	17%				
Discuss ideas from their readings or classes with you outside of class	198	2.48	0.77	5%	54%	29%	12%	153	2.38	0.74	7%	56%	28%	8%				
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	196	2.09	1.02	35%	35%	18%	13%	152	2.06	1.18	45%	26%	7%	22%				
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	197	1.96	0.88	32%	47%	13%	8%	151	1.74	0.83	46%	38%	11%	5%				
Participate in a community-based project as part of your course	196	1.89	1.12	52%	23%	8%	16%	152	1.72	1.04	61%	16%	13%	11%				

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Often (VO), 3=Often (O), 2=Sometimes (ST), and 1=Never (N).

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

**A20. Group differences in students' classroom behavior- Upper Division<sup>ab</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank			
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Lib.	Assoc. Prof./ Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor
Communicate with you via e-mail	3.59	3.77	3.45								
Receive prompt feedback on their academic performance (written or oral)	3.44	3.57	3.32	3.29	2.73	3.67	3.49				
Ask questions in this class or contribute to class discussions	3.35										
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc.) to discuss or complete an assignment in this class	3.04										
Talk about career plans with you	2.90	3.13	2.72	3.43	2.27	2.89	2.95				
Work with classmates outside of class to prepare class assignments	2.73										
Work with classmates on projects during your class	2.65										
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.62	2.90	2.39								
Come to class without having completed readings or assignments	2.58			3.43	2.33	3.33	2.52				
Make class presentations	2.50	2.76	2.29								
Discuss ideas from their readings or classes with you outside of class	2.48										
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	2.09										
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	1.96										
Participate in a community-based project as part of your course	1.89										

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Often, 3=Often, 2=Sometimes, and 1=Never.

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

**A20 continued. Group differences in students' classroom behavior- Upper Division<sup>ab</sup>**Group means shown if the results of a one-way analysis of variance test is significant at  $p < .01$ .

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech.	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phy Ed & Tourism Manag	Public & Environ. Affairs	Science	Social Work	University Library	Other
Communicate with you via e-mail	3.59																
Receive prompt feedback on their academic performance (written or oral)	3.44																
Ask questions in this class or contribute to class discussions	3.35	2.86	3.50	3.64	3.12	3.90	4.00	3.37	N/A	N/A	3.44	3.50	3.40	2.93	3.63	N/A	3.76
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc.) to discuss or complete an assignment in this class	3.04	2.93	3.50	3.79	3.53	2.40	3.50	2.88	N/A	N/A	3.17	3.33	2.33	2.47	3.75	N/A	3.47
Talk about career plans with you	2.90	2.79	3.00	3.36	2.65	3.70	2.50	2.63	N/A	N/A	3.33	3.17	2.80	2.52	3.50	N/A	3.12
Work with classmates outside of class to prepare class assignments	2.73	3.21	2.88	3.64	2.88	3.10	3.50	2.28	N/A	N/A	2.28	3.00	2.90	2.45	3.25	N/A	2.76
Work with classmates on projects during your class	2.65	2.43	2.75	3.71	3.00	3.20	3.50	2.40	N/A	N/A	2.56	3.17	1.80	2.10	3.38	N/A	2.88
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.62	1.83	2.00	2.79	2.24	3.00	3.00	2.88	N/A	N/A	2.94	3.17	2.56	1.89	3.63	N/A	3.12
Come to class without having completed readings or assignments	2.58																
Make class presentations	2.50	2.14	2.25	3.29	2.53	3.20	1.50	2.53	N/A	N/A	2.61	3.17	1.89	1.73	2.75	N/A	3.18
Discuss ideas from their readings or classes with you outside of class	2.48																
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	2.09																
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	1.96																
Participate in a community-based project as part of your course	1.89	1.57	1.88	3.29	1.53	2.90	1.50	1.53	N/A	N/A	1.72	2.83	1.67	1.29	2.63	N/A	2.29

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Often, 3=Often, 2=Sometimes, and 1=Never.<sup>b</sup> Results presented in order from highest to lowest mean ratings.

**A20. Group differences in students' classroom behavior- Lower Division<sup>ab</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank				
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	
Communicate with you via e-mail	3.57											
Receive prompt feedback on their academic performance (written or oral)	3.51			4.00	2.78	3.80	3.53					
Ask questions in this class or contribute to class discussions	3.15	3.39	2.94									
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc.) to discuss or complete an assignment in this class	2.98											
Come to class without having completed readings or assignments	2.93											
Work with classmates outside of class to prepare class assignments	2.68	2.92	2.47									
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.64	2.94	2.38									
Talk about career plans with you	2.64											
Work with classmates on projects during your class	2.61	2.99	2.28									
Discuss ideas from their readings or classes with you outside of class	2.38											
Make class presentations	2.15	2.50	1.85									
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	2.06	2.46	1.70					1.47	2.00	1.77	2.42	
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	1.74											
Participate in a community-based project as part of your course	1.72	1.96	1.52									

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Often, 3=Often, 2=Sometimes, and 1=Never.

<sup>b</sup> Results presented in order from highest to lowest mean ratings

**A20 continued. Group differences in students' classroom behavior- Lower Division<sup>ab</sup>**

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

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ Affairs	Science	Social Work	University Library	Other
Communicate with you via e-mail	3.57																
Receive prompt feedback on their academic performance (written or oral)	3.51																
Ask questions in this class or contribute to class discussions	3.15																
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc.) to discuss or complete an assignment in this class	2.98																
Come to class without having completed readings or assignments	2.93																
Work with classmates outside of class to prepare class assignments	2.68																
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.64	1.50	2.00	3.00	1.91	2.60	3.00	3.06	N/A	N/A	2.88	2.57	2.00	1.93	4.00	3.00	3.00
Talk about career plans with you	2.64																
Work with classmates on projects during your class	2.61																
Discuss ideas from their readings or classes with you outside of class	2.38																
Make class presentations	2.15	1.00	2.00	2.00	2.27	3.00	3.00	2.20	N/A	N/A	3.00	2.57	2.00	1.31	4.00	2.67	2.64
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	2.06	1.00	1.67	2.00	1.82	3.20	2.00	2.56	N/A	N/A	1.75	1.29	2.00	1.31	2.00	1.67	2.00
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	1.74																
Participate in a community-based project as part of your course	1.72																

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Often, 3=Often, 2=Sometimes, and 1=Never.

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

**A21. The Classroom continued<sup>ab</sup>**

During the last year, approximately how many hours per week on average have you spent talking with students outside the classroom (excluding regularly scheduled office hours, independent study, & individualized instruction)?	N <sup>a</sup>	Mean	STD	Confidence Intervals						
				0	1	2	3	4	5	
Undergraduate students	462	4.29	4.42						■	
Graduate and Professional students	459	3.52	5.03					■		

<sup>a</sup> Valid N excludes missing data.

**A21. The Classroom continued**

Student hours needed to be adequately prepared for class:	N <sup>b</sup>	Median <sup>a</sup>	Percent of Responses					
			1-5	6-10	11-15	16-20	21-25	31+
Upper Division	195	6.50	39.5	52.3	5.6	2.1	0.5	0.0
Lower Division	150	5.25	52.7	38.7	6.0	2.0	0.0	0.7

<sup>a</sup> The median reflects an estimate in actual hours derived using interpolation from the categorical responses.

<sup>b</sup> Valid N excludes missing data.

Upper Courses  Lower Courses

**A21. The Classroom continued<sup>ab</sup>**

Learning Activities in Class <i>How often do you use...</i>	Upper Courses							Lower Introductory Courses							Confidence Intervals			
	N <sup>c</sup>	Mean	STD	Percentages				N <sup>c</sup>	Mean	STD	Percentages				VL	S	QB	VM
				VL	S	QB	VM				VL	S	QB	VM				
Applying theories or concepts to resolve practical problems or to use in new situations	196	3.40	0.81	2%	14%	25%	59%	151	3.00	0.91	6%	23%	36%	35%				
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	196	3.40	0.73	1%	11%	35%	53%	153	3.18	0.81	2%	19%	38%	41%				
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	197	3.32	0.76	2%	12%	39%	48%	153	3.16	0.83	3%	18%	39%	40%				
Making judgments about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions	196	3.19	0.88	3%	21%	29%	47%	153	2.91	0.98	9%	25%	31%	35%				
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	197	1.92	0.94	41%	35%	17%	8%	153	2.11	0.94	30%	38%	23%	9%				

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Much (VM), 3=Quite a Bit (QB), 2=Some (S), and 1=Very Little (VL).

<sup>b</sup> Results presented in order from highest to lowest means.

<sup>c</sup> Valid N excludes missing data.

**A22. Group differences in students' classroom behavior- Upper Division<sup>ab</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank			
		Female	Male	African American	Asian American	Hispanic	White	Prof/ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor
Applying theories or concepts to resolve practical problems or to use in new situations	3.40										
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.40										
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	3.32										
Making judgments about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions	3.19										
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	1.92										

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Much, 3=Quite a Bit, 2=Some, and 1=Very Little.

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

**A22 continued. Group differences in students' classroom behavior- Upper Division<sup>ab</sup>**

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

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ Affairs	Science	Social Work	University Library	Other
Applying theories or concepts to resolve practical problems or to use in new situations	3.40																
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.40																
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	3.32																
Making judgments about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions	3.19																
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	1.92	2.21	2.63	1.29	1.59	1.40	2.00	1.74	N/A	N/A	2.11	1.67	2.70	2.10	1.75	N/A	2.06

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Much, 3=Quite a Bit, 2=Some, and 1=Very Little.

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

**A22. Group differences in students' classroom behavior- Lower Division<sup>ab</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank			
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.18										
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	3.16										
Applying theories or concepts to resolve practical problems or to use in new situations	3.00										
Making judgments about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions	2.91										
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	2.11										

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Much, 3=Quite a Bit, 2=Some, and 1=Very Little.

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

**A22 continued. Group differences in students' classroom behavior- Lower Division<sup>ab</sup>**

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

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ Affairs	Science	Social Work	University Library	Other
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.18																
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	3.16																
Applying theories or concepts to resolve practical problems or to use in new situations	3.00																
Making judgments about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions	2.91																
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	2.11																

<sup>a</sup> Responses provided on a 4-point scale where 4=Very Much, 3=Quite a Bit, 2=Some, and 1=Very Little.

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

**A23. Civic Engagement<sup>ab</sup>**

Agreement with IUPUI in the areas of...	Valid N <sup>c</sup>	Mean	STD	Percentages					Confidence Intervals <sup>d</sup>					
				SD	D	N	A	SA	SD	D	N	A	SA	
Preparing students for responsible citizenship should be an integral part of the undergraduate experience	974	1.30	0.74	1%	1%	8%	47%	43%						
Faculty in my discipline have a professional obligation to apply their knowledge to problems in society	972	1.30	0.80	1%	3%	9%	40%	47%						
IUPUI has a responsibility to contribute to the economic development of our community	976	1.08	0.85	1%	3%	15%	47%	33%						
The university should facilitate student involvement in community service as part of the undergraduate learning experience	959	1.05	0.85	1%	4%	17%	46%	32%						
Devoting professional or academic expertise to the community is valued highly in my department or program	960	0.61	1.09	6%	10%	23%	40%	21%						
There is a high level of commitment on this campus to civic engagement as an integral part of IUPUI culture	911	0.57	0.89	1%	9%	35%	41%	14%						
There is a high level of commitment in my department or program to promoting the civic engagement of faculty	944	0.23	1.06	6%	18%	35%	29%	12%						
The goal of a scholar is to advance knowledge without regard to the possible implications for society	974	-0.37	1.23	19%	35%	20%	17%	9%						
Attention to civic engagement detracts from the more important work of teaching and scholarship	964	-0.46	1.03	15%	37%	30%	14%	4%						

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

<sup>b</sup> Results presented in order from highest to lowest mean agreement ratings.

<sup>c</sup> Valid N excludes missing data.

<sup>d</sup> The black floating error bar displayed here shows the item's value based on unadjusted scoring. The lightly shaded bar depicts the mean for this item after it has been reverse scored.

**A23 continued. Civic Engagement<sup>ab</sup>**

Over the last three years, how many times have you done each of the following:	N <sup>c</sup>	Mean	STD	Percentages				Confidence Intervals			
				N	OT	O	F	N	OT	O	F
Provided professional services to a community group, business or government organization	976	1.40	1.12	29%	23%	26%	22%				
Gave a talk or presentation to a community organization	980	1.38	1.07	27%	26%	29%	18%				
Participated in a professional capacity on a board or committee of a business, non-profit, or government agency	975	1.23	1.25	44%	15%	16%	25%				
Included in my classes materials or activities that promote civic engagement among students	971	1.02	1.11	46%	19%	21%	14%				
Participated in a campus- or school- sponsored community service event	978	0.93	0.97	43%	29%	21%	8%				
Advocated for a cause or public issue in the community	975	0.83	1.00	51%	24%	16%	9%				
Taught a class that included a significant component of community service (e.g., a service-learning class)	974	0.69	1.05	64%	14%	10%	12%				
Engaged in a research project with a community partner	977	0.67	1.00	62%	19%	10%	10%				
Published an article that addressed civic engagement	976	0.29	0.70	82%	10%	5%	3%				
Participated actively in a campaign for public office	978	0.19	0.57	88%	7%	4%	2%				

<sup>a</sup> Responses provided on a 4-point scale where 4= Frequently (F), 3=Occasionally (O), 2=Once or twice (OT), and 1=Never (N).

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

<sup>c</sup> Valid N excludes missing data.

**A24. Group differences in faculty agreement with the IUPUI civic engagement<sup>ab</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank			
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor
Preparing students for responsible citizenship should be an integral part of the undergraduate experience	1.30	1.40	1.24								
Faculty in my discipline have a professional obligation to apply their knowledge to problems in society	1.30	1.42	1.22								
IUPUI has a responsibility to contribute to the economic development of our community	1.08										
The university should facilitate student involvement in community service as part of the undergraduate learning experience	1.05	1.22	0.94								
Devoting professional or academic expertise to the community is valued highly in my department or program	0.61	0.78	0.51								
There is a high level of commitment on this campus to civic engagement as an integral part of IUPUI culture	0.57	0.77	0.43								
There is a high level of commitment in my department or program to promoting the civic engagement of faculty	0.23	0.38	0.14					0.19	0.11	0.33	0.50
The goal of a scholar is to advance knowledge without regard to the possible implications for society	-0.37	-0.53	-0.28								
Attention to civic engagement detracts from the more important work of teaching and scholarship	-0.46	-0.57	-0.39	-0.89	-0.10	-0.68	-0.49				

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree, 1=Agree, 0=Neutral, -1=Disagree, and -2=Strongly Disagree.

<sup>b</sup> Results presented in order from highest to lowest mean agreement ratings.

**A24 continued. Group differences in faculty agreement with the IUPUI civic engagement<sup>ab</sup>**

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

	Campus-Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ Affairs	Science	Social Work	University Library	Other
Preparing students for responsible citizenship should be an integral part of the undergraduate experience	1.30	1.35	1.43	1.78	1.17	1.50	1.25	1.26	1.09	1.32	1.42	1.50	1.43	1.00	1.71	1.19	1.47
Faculty in my discipline have a professional obligation to apply their knowledge to problems in society	1.30	1.35	1.52	1.94	1.26	1.06	1.50	1.15	1.05	1.33	1.58	1.64	1.64	0.83	1.93	1.10	1.35
IUPUI has a responsibility to contribute to the economic development of our community	1.08	1.15	1.16	1.44	1.31	1.07	1.04	0.75	1.07	1.10	1.27	1.14	1.14	0.92	1.50	1.19	1.15
The university should facilitate student involvement in community service as part of the undergraduate learning experience	1.05	0.50	1.35	1.39	0.97	1.06	1.04	0.95	0.81	1.12	1.33	1.36	1.00	0.58	1.43	1.05	1.13
Devoting professional or academic expertise to the community is valued highly in my department or program	0.61	0.55	0.77	1.56	0.77	1.25	0.81	0.53	0.06	0.44	1.27	1.29	1.57	0.24	1.64	0.81	1.10
There is a high level of commitment on this campus to civic engagement as an integral part of IUPUI culture	0.57	0.55	0.84	0.94	0.73	1.38	0.72	0.84	0.09	0.23	1.04	1.38	1.43	0.47	1.21	0.86	1.11
There is a high level of commitment in my department or program to promoting the civic engagement of faculty	0.23	0.15	0.18	1.33	0.43	1.44	0.50	0.30	-0.42	-0.02	0.82	1.08	1.14	-0.07	1.50	0.29	0.89
The goal of a scholar is to advance knowledge without regard to the possible implications for society	-0.37	-0.30	-0.39	-1.06	-0.51	-0.38	0.15	-0.34	0.00	-0.45	-0.76	0.36	-0.57	0.04	-1.07	-0.19	-0.56
Attention to civic engagement detracts from the more important work of teaching and scholarship	-0.46	-0.45	-0.39	-1.44	-0.54	-0.06	-0.30	-0.57	0.00	-0.50	-0.60	-0.36	-0.93	-0.11	-0.93	-0.57	-0.48

<sup>a</sup> Responses provided on a 5-point scale where 2=Strongly Agree, 1=Agree, 0=Neutral, -1=Disagree, and -2=Strongly Disagree.

<sup>b</sup> Results presented in order from highest to lowest mean agreement ratings.

**A24 continued. Group differences in faculty civic engagement<sup>ab</sup>**

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

	Campus Wide	Gender		Race/Ethnicity				Academic Rank			
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor
Provided professional services to a community group, business or government organization	1.40			1.44	1.03	1.55	1.44	1.61	1.49	1.17	1.17
Gave a talk or presentation to a community organization	1.38			1.61	0.97	1.42	1.42	1.61	1.51	1.11	1.11
Participated in a professional capacity on a board or committee of a business, non-profit, or government agency	1.23							1.56	1.33	0.89	0.93
Included in my classes materials or activities that promote civic engagement among students	1.02	1.22	0.90	1.22	0.61	0.97	1.07	1.03	1.04	0.90	1.36
Participated in a campus- or school-sponsored community service event	0.93	1.14	0.81								
Advocated for a cause or public issue in the community	0.83			0.72	0.52	0.83	0.88				
Taught a class that included a significant component of community service (e.g., a service-learning class)	0.69	0.93	0.54								
Engaged in a research project with a community partner	0.67	0.78	0.61								
Published an article that addressed civic engagement	0.29							0.41	0.27	0.22	0.11
Participated actively in a campaign for public office	0.19										

<sup>a</sup> Responses provided on a 4-point scale where 4=Frequently (F), 3=Occasionally (O), 2=Once or twice (OT), and 1=Never (N).

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

**A24 continued. Group differences in faculty civic engagement<sup>ab</sup>**

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

	Campus Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Enviro. Affairs	Science	Social Work	University Library	Other
Provided professional services to a community group, business or government organization	1.40	1.60	1.69	2.06	1.26	2.06	1.59	1.12	0.97	1.31	1.95	1.86	2.36	1.14	2.07	1.67	1.71
Gave a talk or presentation to a community organization	1.38	1.55	1.40	1.33	1.14	1.88	1.63	1.15	0.86	1.40	1.58	2.07	2.29	1.13	2.64	1.24	1.69
Participated in a professional capacity on a board or committee of a business, non-profit, or government agency	1.23	1.65	1.07	1.61	1.24	1.63	1.62	0.90	1.03	1.19	1.47	1.71	2.64	0.96	2.43	1.10	1.59
Included in my classes materials or activities that promote civic engagement among students	1.02	0.85	1.14	2.28	0.86	1.81	1.52	1.29	0.60	0.78	1.44	1.64	1.85	0.67	2.21	0.68	1.47
Participated in a campus- or school-sponsored community service event	0.93	0.95	1.11	1.94	1.09	0.75	1.23	0.90	0.71	0.75	1.42	1.29	1.77	0.71	1.79	1.43	1.20
Advocated for a cause or public issue in the community	0.83	0.50	0.60	1.72	0.38	1.00	1.15	0.85	0.52	0.82	1.09	0.71	1.08	0.66	2.21	0.90	1.02
Taught a class that included a significant component of community service (e.g., a service-learning class)	0.69	0.40	1.09	1.88	0.69	1.67	0.69	0.69	0.52	0.53	1.27	1.43	1.38	0.29	1.43	0.43	0.86
Engaged in a research project with a community partner	0.67	0.70	0.87	1.39	1.20	1.50	0.42	0.63	0.29	0.49	0.96	1.00	2.21	0.57	1.57	0.86	0.88
Published an article that addressed civic engagement	0.29	0.00	0.09	0.39	0.26	0.44	0.42	0.15	0.44	0.36	0.11	0.43	0.85	0.09	0.50	0.00	0.29
Participated actively in a campaign for public office	0.19	0.00	0.18	0.22	0.03	0.13	0.37	0.25	0.14	0.17	0.33	0.14	0.46	0.06	0.93	0.00	0.29

<sup>a</sup> Responses provided on a 4-point scale where 4=Frequently (F), 3=Occasionally (O), 2=Once or twice (OT), and 1=Never (N).

<sup>b</sup> Results presented in order from highest to lowest mean ratings.

### A25. Quality and Use of Campus Services<sup>ab</sup>

Ratings from faculty who indicated that they have used the services in the past two years.

Rating of IUPUI in the office/service of...	Valid N <sup>c</sup>	Mean	STD	% USE	Percentage				Confidence Intervals				
					PR	FR	GD	EX	PR	FR	GD	EX	
Medical/Law/Dentistry Library (as appropriate)	186	3.52	0.63	38%	1%	4%	38%	58%					
University Library	668	3.43	0.61	68%	1%	5%	46%	49%					
Center for Teaching and Learning	410	3.41	0.71	42%	2%	8%	38%	52%					
Information Mgmt and Institutional Research (IMIR)	120	3.40	0.70	24%	3%	3%	45%	49%					
Center for Service and Learning	159	3.36	0.79	16%	4%	8%	36%	52%					
Counseling and Psychological Services	77	3.25	0.78	16%	1%	17%	38%	44%					
Testing Center	122	3.16	0.77	25%	2%	16%	46%	36%					
University Place Conference Center	651	3.10	0.70	68%	3%	12%	57%	28%					
Community Learning Network	89	3.10	0.80	18%	3%	17%	46%	34%					
Student Life & Diversity Programs	125	3.10	0.68	25%	1%	16%	56%	27%					
University College	197	3.09	0.76	39%	4%	14%	52%	30%					
University Information Technology Services (UITS)	792	3.01	0.81	82%	4%	19%	47%	29%					
Office of International Affairs	306	3.00	0.86	32%	6%	19%	44%	31%					
Adaptive Educational Services	212	3.00	0.79	42%	5%	17%	51%	26%					
Office of Academic Policies, Procedures, and Documentation	113	2.95	0.77	23%	4%	19%	55%	22%					
IU Foundation	344	2.94	0.82	36%	5%	22%	47%	26%					
Graduate Office IUPUI	137	2.89	0.85	27%	8%	18%	52%	23%					
Affirmative Action Office	125	2.89	0.95	13%	13%	13%	47%	27%					
Department of Athletics	88	2.86	0.94	18%	10%	20%	42%	27%					
Human Resources Administration	638	2.82	0.86	66%	8%	22%	48%	21%					
Enrollment Center/Undergraduate Admissions	93	2.82	0.81	19%	9%	17%	58%	16%					
Communications and Marketing	103	2.78	0.95	20%	13%	20%	44%	23%					
Research Compliance Administration (human subjects/biosafety)	503	2.77	0.91	52%	11%	22%	45%	21%					
Office of Housing and Residence Life	50	2.74	0.83	10%	8%	26%	50%	16%					
Sponsored Program Administration (Federal Grants and Contracts)	483	2.71	0.93	50%	12%	25%	42%	21%					
University Bookstores	773	2.56	0.80	80%	10%	32%	48%	10%					
Campus Facility Services (Building Maintenance)	484	2.48	0.91	50%	16%	32%	40%	12%					
Parking and Transportation Services	866	2.41	0.89	89%	18%	32%	40%	10%					
Office of the Bursar	145	2.30	0.95	29%	26%	28%	38%	9%					
Office of the Registrar	264	1.95	0.77	53%	29%	52%	16%	4%					
Student Financial Aid Services	86	1.86	0.80	17%	38%	38%	22%	1%					

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

<sup>b</sup> Results are presented in order from highest to lowest ratings of quality.

<sup>c</sup> Valid N excludes missing data and "not applicable" responses.

**A26. Group differences in perceived quality of campus services (if used in the past two years)<sup>ab</sup>**

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

	Campus-Wide	Gender		Race/Ethnicity				Academic Rank			
		Female	Male	African American	Asian American	Hispanic	White	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor
Medical/Law/Dentistry Library (as appropriate)	3.52			3.00	2.82	3.75	3.56	3.56	3.52	3.63	2.89
University Library	3.43										
Center for Teaching and Learning	3.41										
Information Mgmt and Institutional Research (IMIR)	3.40										
Center for Service and Learning	3.36										
Counseling and Psychological Services	3.25										
Testing Center	3.16										
University Place Conference Center	3.10										
Community Learning Network	3.10										
Student Life & Diversity Programs	3.10										
University College	3.09										
University Information Technology Services (UITS)	3.01										
Office of International Affairs	3.00										
Adaptive Educational Services	3.00										
Office of Academic Policies, Procedures, and Documentation	2.95										
IU Foundation	2.94										
Graduate Office IUPUI	2.89										
Affirmative Action Office	2.89										
Department of Athletics	2.86										
Human Resources Administration	2.82										
Enrollment Center/Undergraduate Admissions	2.82										
Communications and Marketing	2.78										
Research Compliance Administration (human subjects/biosafety)	2.77										
Office of Housing and Residence Life	2.74										
Sponsored Program Administration (Federal Grants and Contracts)	2.71							2.61	2.66	2.98	2.71
University Bookstores	2.56										
Campus Facility Services (Building Maintenance)	2.48										
Parking and Transportation Services	2.41										
Office of the Bursar	2.30										
Office of the Registrar	1.95										
Student Financial Aid Services	1.86										

<sup>a</sup> Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.

<sup>b</sup> Results are presented in order of highest to lowest quality ratings.

**A26 continued. Group differences in perceived quality of campus services (if used in the past two years)<sup>ab</sup>**

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

	Campus Wide	School															
		Business	Dentistry	Education	Eng & Tech	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Phys Ed & Tourism Manag	Public & Environ Affairs	Science	Social Work	University Library	Other
Medical/Law/Dentistry Library (as appropriate)	3.52																
University Library	3.43	3.41	3.76	3.67	3.45	3.38	3.39	3.42	3.42	3.36	3.51	3.67	3.36	3.13	3.79	3.80	3.48
Center for Teaching and Learning	3.41																
Information Mgmt and Institutional Research (IMIR)	3.40																
Center for Service and Learning	3.36																
Counseling and Psychological Services	3.25																
Testing Center	3.16																
University Place Conference Center	3.10																
Community Learning Network	3.10																
Student Life & Diversity Programs	3.10																
University College	3.09																
University Information Technology Services (UITS)	3.01																
Office of International Affairs	3.00																
Adaptive Educational Services	3.00																
Office of Academic Policies, Procedures, and Documentation	2.95																
IU Foundation	2.94																
Graduate Office IUPUI	2.89																
Affirmative Action Office	2.89																
Department of Athletics	2.86																
Human Resources Administration	2.82																
Enrollment Center/Undergraduate Admissions	2.82																
Communications and Marketing	2.78																
Research Compliance Administration (human subjects/biosafety)	2.77																
Office of Housing and Residence Life	2.74																
Sponsored Program Administration (Federal Grants and Contracts)	2.71																
University Bookstores	2.56	2.10	2.85	2.81	2.54	2.54	2.37	2.25	2.91	2.68	2.80	2.50	2.00	2.32	2.50	2.75	2.49
Campus Facility Services (Building Maintenance)	2.48	2.22	1.87	2.83	2.10	2.83	2.58	2.66	2.57	2.60	2.50	2.70	2.29	2.45	2.71	1.84	2.43
Parking and Transportation Services	2.41	2.30	2.30	2.78	2.65	2.43	2.24	2.34	2.59	2.29	2.63	2.58	2.69	2.36	2.33	2.70	2.79
Office of the Bursar	2.30																
Office of the Registrar	1.95																
Student Financial Aid Services	1.86																

<sup>a</sup> Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.

<sup>b</sup> Results are presented in order of highest to lowest quality ratings.