

**2009 IUPUI Faculty Survey  
Campus Summary Report**

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## Executive Summary

- Every three years, the Office of Information Management and Institutional Research (IMIR) administers a survey to a randomly selected group of Indiana University-Purdue University Indianapolis (IUPUI) faculty. This survey was originally designed to assess faculty perceptions of quality, their work environment, the campus climate, and the promotion and tenure process. Beginning with the 2002 survey administration, additional items were added to assess teaching and learning practices, familiarity and utilization of the Principals of Undergraduate Learning (PUL's) and degree of civic engagement. The following is a report of the responses to this survey.
- In spring 2009, 840 faculty members from all IUPUI schools except medicine were invited to participate. Of those, 356 completed the survey for a response rate of 42%.
- Fifty-one percent of respondents were male, compared to 56% of the entire sample. (Table 1)

### Perceptions of Quality

- [Eight out of ten] respondents rated IUPUI's reputation in Indianapolis as Excellent or Good. Approximately [two-thirds] rated IUPUI's reputation in Indiana the same. (Table 3)
- Forty-two percent of respondents rated the quality of teaching in their department as excellent. (Table 3)

### The Faculty Work Environment

- About 58% of respondents were very satisfied or satisfied with the morale in their department or program, and 49% were very satisfied or satisfied with the morale in their school. (Table 4)
- Twenty-three percent of respondents were very satisfied with the collaboration among colleagues on projects of mutual interest. Forty-one percent were satisfied. (Table 4)
- More than 53% of respondents were very satisfied or satisfied with the rewards and recognition at IUPUI for teaching or for research and scholarly activity. (Table 4)
- Approximately 52% of respondents were very satisfied or satisfied with the faculty development opportunities through their school. (Table 4)
- At least 45% of respondents were very satisfied or satisfied with the clarity of objectives or plans for the next few years in their department or program or in their school. (Table 4)
- Two thirds of respondents rated their overall job satisfaction as very satisfied or satisfied. (Table 4)

### Campus Climate

- Approximately 59% of respondents strongly agreed or agreed that their department or program is a comfortable working environment for individuals of varied backgrounds and perspectives. (Table 5)

- One fourth of respondents strongly agreed that faculty and staff in their department or program treat all individuals with respect, regardless of their ethnicity, cultural background, or gender orientations. Forty-five percent agreed. (Table 5)

### **Promotion and Tenure Process**

- At least 57% of respondents strongly agreed or agreed that the campus provides a variety of programs to assist faculty in the promotion and tenure process, discipline-specific performance expectations are provided by schools, or the performance expectations are consistent with national standards and those of peer institutions. (Table 6)

### **Faculty Perceptions of Social Inclusion**

- Less than 5% of respondents indicated that they have experienced harassment because of their gender, race or ethnicity, sexual orientation, age, a disability, religious beliefs, or socio-economic status. (Table 7)

### **Teaching and Learning**

- About 56% of respondents answered the items in the Teaching and Learning section based on a 300 or 400 level course. (Figure 1)
- Twenty-three percent of respondents reported that students in their class make class presentations very often. Twenty-four percent indicated that students do so often. (Table 8)
- Approximately nine out of ten respondents reported that students in their class communicate with them via e-mail very often or often. (Table 8)

- More than four out of ten respondents indicated that students discuss ideas from their readings or classes with them outside of class very often or often. (Table 8)

- About 68% of respondents reported that they include diverse perspectives in class discussions or writing assignments very often or often. (Table 9)

- Approximately three fourths of respondents indicated that they require students to use an electronic medium to complete an assignment. (Table 9)

- At least 62% of respondents reported that they very much emphasize analyzing or synthesizing in their class. (Table 10)

- More than half of respondents reported that they very much emphasize making judgments or applying theories or concepts in their class. (Table 10)

- Fifty-two percent of respondents indicated that they are very much familiar with the PULs. (Table 11)

- At least 39% of respondents reported that they have very much incorporated the PULs into the undergraduate classes they teach or the undergraduate curriculum. (Table 11)

### **Civic Engagement**

- More than 39% of respondents strongly agreed that faculty in their discipline have a professional obligation to apply their knowledge to problems in society, or that preparing students for responsible citizenship should be an integral part of the undergraduate experience.

**Section 1:  
Demographic Characteristics and School of Sample and Respondents**

**Table 1  
Demographic Characteristics**

|                               | <b>Respondents</b> | <b>Entire Sample</b> |
|-------------------------------|--------------------|----------------------|
|                               | <i>Percentages</i> |                      |
| <b>Gender</b>                 |                    |                      |
| Female                        | 48.9               | 44.4                 |
| Male                          | 51.1               | 55.6                 |
| <b>Ethnicity</b>              |                    |                      |
| African-American              | 3.9                | 5.4                  |
| Asian-American                | 10.4               | 11.3                 |
| Caucasian                     | 82.9               | 79.0                 |
| Hispanic                      | 2.5                | 3.8                  |
| Native American/Alaska Native | 0.3                | 0.5                  |
| <b>Years of Service</b>       |                    |                      |
| Less than 1 year              | 5.3                | 4.8                  |
| 1-3 years                     | 18.3               | 17.7                 |
| 4-10 years                    | 29.8               | 30.6                 |
| 11-20 years                   | 26.4               | 26.2                 |
| 21 years or more              | 20.2               | 20.7                 |

**Table 2**  
**Respondents by School**

|  | <b>Respondents</b> | <b>Entire Sample</b> |
|--|--------------------|----------------------|
|  | <i>Percentages</i> |                      |
| School of Liberal Arts                                 | 22.5               | 22.5                 |
| School of Science                                      | 14.6               | 16.3                 |
| School of Dentistry                                    | 10.1               | 10.7                 |
| School of Nursing                                      | 8.7                | 7.7                  |
| School of Engineering and Technology                   | 8.1                | 9.5                  |
| Kelley School of Business                              | 7.0                | 5.4                  |
| School of Physical Education and<br>Tourism Management | 5.6                | 3.5                  |
| Herron School of Art and Design                        | 4.8                | 4.2                  |
| School of Education                                    | 3.9                | 4.0                  |
| School of Law  | 3.7                | 4.9                  |
| School of Social Work                                  | 3.7                | 3.7                  |
| School of Public and<br>Environmental Affairs          | 3.4                | 2.7                  |
| School of Informatics                                  | 2.2                | 3.2                  |
| School of Journalism                                   | 0.6                | 0.4                  |
| University College                                     | 0.6                | 0.2                  |
| School of Continuing Studies                           | 0.0                | 0.2                  |
| Other Academic Programs                                | 0.6                | 0.8                  |

**Section 2:  
Perceptions of Quality**

**Table 3  
Perceptions of Quality**

|  | N <sup>^</sup> | Excellent          | Good | Fair | Poor | Mean <sup>a</sup> |
|--|----------------|--------------------|------|------|------|-------------------|
|  |                | <i>Percentages</i> |      |      |      |                   |
| The reputation of IUPUI nationally   | 346            | 9.2                | 43.4 | 36.7 | 10.7 | 2.51              |
| The reputation of IUPUI in Indiana   | 354            | 14.7               | 52.8 | 27.4 | 5.1  | 2.77              |
| The reputation of IUPUI in Indianapolis  | 353            | 33.4               | 47.6 | 16.4 | 2.5  | 3.12              |
| The national reputation of my department/program                                 | 346            | 21.7               | 43.9 | 23.1 | 11.3 | 2.76              |
| The quality of teaching in my department/program                                 | 355            | 42.0               | 47.3 | 8.5  | 2.3  | 3.29              |
| The quality of research in my department/program                                 | 344            | 27.6               | 47.4 | 20.1 | 4.9  | 2.98              |
| The quality of professional service (in the discipline) in my department/program | 347            | 39.2               | 45.2 | 12.4 | 3.2  | 3.20              |
| The quality of service to the institution in my department/program               | 351            | 39.3               | 47.9 | 10.5 | 2.3  | 3.24              |
| The quality of administrative leadership in my department/program                | 349            | 32.4               | 38.1 | 20.3 | 9.2  | 2.94              |
| The quality of administrative leadership in my school                            | 351            | 23.1               | 43.3 | 23.9 | 9.7  | 2.80              |
| The quality of administrative leadership in IUPUI campus administration          | 347            | 10.7               | 50.7 | 25.4 | 13.3 | 2.59              |
| The quality of administrative leadership in IU Central administration            | 327            | 6.4                | 43.4 | 37.6 | 12.5 | 2.44              |

<sup>a</sup> Scale:4= "Excellent", 3= "Good", 2= "Fair" 1="Poor"

<sup>^</sup>Excludes those who marked "Not Applicable"

**Section 3:  
The Faculty Work Environment**

**Table 4  
The Faculty Work Environment**

|  | N <sup>^</sup> | Very Satisfied     | Satisfied | Neutral | Dissatisfied | Very Dissatisfied | Mean <sup>a</sup> |
|--|----------------|--------------------|-----------|---------|--------------|-------------------|-------------------|
|  |                | <i>Percentages</i> |           |         |              |                   |                   |
| Faculty morale in my department/program                                      | 353            | 12.5               | 45.9      | 16.4    | 18.1         | 7.1               | 3.39              |
| Faculty morale in my school  | 351            | 6.8                | 41.9      | 26.5    | 19.4         | 5.4               | 3.25              |
| Faculty morale at IUPUI  | 319            | 3.8                | 48.6      | 37.9    | 8.5          | 1.3               | 3.45              |
| Collaboration among colleagues on projects of mutual interest                | 350            | 22.9               | 40.9      | 21.4    | 12.6         | 2.3               | 3.69              |
| The level of collegiality in my department/program                           | 352            | 33.8               | 36.6      | 15.6    | 9.1          | 4.8               | 3.86              |
| The level of collegiality in my school                                       | 353            | 17.8               | 40.8      | 26.6    | 13.0         | 1.7               | 3.60              |
| The level of collegiality at IUPUI   | 335            | 11.0               | 49.3      | 26.6    | 11.0         | 2.1               | 3.56              |
| Rewards and recognition at IUPUI for teaching                                | 347            | 11.2               | 44.1      | 19.9    | 16.1         | 8.6               | 3.33              |
| Rewards and recognition at IUPUI for research and scholarly activity         | 339            | 13.3               | 43.7      | 24.8    | 13.3         | 5.0               | 3.47              |
| Rewards and recognition at IUPUI for professional service (in my discipline) | 342            | 5.8                | 28.1      | 36.5    | 20.8         | 8.8               | 3.01              |
| Rewards and recognition at IUPUI for service to the institution              | 345            | 5.5                | 31.9      | 35.7    | 20.0         | 7.0               | 3.09              |
| Technology support for teaching  | 354            | 27.7               | 47.5      | 13.3    | 7.6          | 4.0               | 3.87              |
| Technology support for research and scholarly activity                       | 337            | 19.6               | 46.3      | 21.7    | 8.3          | 4.2               | 3.69              |
| Technology support for students taking classes                               | 344            | 22.7               | 49.1      | 16.9    | 7.3          | 4.1               | 3.79              |
| Technology support for administrative activities                             | 305            | 19.3               | 43.3      | 26.6    | 8.2          | 2.6               | 3.69              |
| Faculty development opportunities through my school                          | 345            | 13.3               | 38.3      | 25.5    | 15.1         | 7.8               | 3.34              |
| Faculty development opportunities at IUPUI                                   | 344            | 18.6               | 45.3      | 22.7    | 8.1          | 5.2               | 3.64              |

<sup>a</sup> Scale: 5= "Very Satisfied", 4= "Satisfied", 3= "Neutral", 2= "Dissatisfied", 1= "Very Dissatisfied"

<sup>^</sup>Excludes those who marked "Not Applicable"

**Table 4 (cont.)  
The Faculty Work Environment**

|   | N <sup>^</sup> | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied | Mean <sup>a</sup> |
|---|----------------|----------------|-----------|---------|--------------|-------------------|-------------------|
| <i>Percentages</i>  |                |                |           |         |              |                   |                   |
| The effectiveness of the IUPUI Faculty Council structure                          | 313            | 4.5            | 34.8      | 42.5    | 10.2         | 8.0               | 3.18              |
| The representativeness of the IUPUI Faculty Council for faculty concerns          | 313            | 6.7            | 37.7      | 39.3    | 10.9         | 5.4               | 3.29              |
| The relevance and importance of issues addressed by the IUPUI Faculty Council     | 313            | 8.6            | 36.1      | 37.1    | 13.4         | 4.8               | 3.30              |
| Time available for developing research and scholarly activities                   | 342            | 3.2            | 24.6      | 25.1    | 31.9         | 15.2              | 2.69              |
| Effectiveness of support services for faculty research and scholarship            | 336            | 4.5            | 32.7      | 30.7    | 22.3         | 9.8               | 3.00              |
| Institutional funding resources for research and scholarship development          | 334            | 4.8            | 28.4      | 30.5    | 26.3         | 9.9               | 2.92              |
| Faculty development opportunities for research and scholarship                    | 339            | 4.1            | 36.6      | 28.9    | 20.4         | 10.0              | 3.04              |
| The adequacy of support for part-time faculty                                     | 282            | 4.6            | 17.7      | 29.1    | 31.2         | 17.4              | 2.61              |
| The role of part-time faculty have in faculty governance                          | 278            | 5.0            | 21.9      | 42.1    | 18.0         | 12.9              | 2.88              |
| The professional status accorded part-time faculty                                | 299            | 5.4            | 26.8      | 33.4    | 23.4         | 11.0              | 2.92              |
| The clarity of objectives/plans for the next few years in my department/program   | 349            | 12.0           | 40.7      | 20.9    | 18.3         | 8.0               | 3.30              |
| The clarity of objectives/plans for the next few years in my school               | 347            | 8.6            | 36.9      | 28.5    | 16.4         | 9.5               | 3.19              |
| The clarity of objectives/plans for the next few years at IUPUI                   | 344            | 6.7            | 37.2      | 34.3    | 14.5         | 7.3               | 3.22              |
| The clarity of objectives/plans for the next few years at Indiana University (IU) | 331            | 5.1            | 27.5      | 39.9    | 17.8         | 9.7               | 3.01              |
| Faculty salary levels   | 353            | 1.7            | 16.4      | 17.3    | 35.1         | 29.5              | 2.26              |
| Fringe benefits (retirement, healthcare, etc.)                                    | 351            | 15.4           | 45.0      | 19.7    | 12.8         | 7.1               | 3.49              |
| Overall job satisfaction  | 354            | 11.9           | 54.8      | 18.4    | 10.7         | 4.2               | 3.59              |

<sup>a</sup> Scale: 5= "Very Satisfied", 4= "Satisfied", 3= "Neutral", 2= "Dissatisfied", 1= "Very Dissatisfied"

<sup>^</sup>Excludes those who marked "Not Applicable"

**Section 4:  
Campus Climate**

**Table 5  
Campus Climate**

|   | N <sup>^</sup> | Strongly Agree | Agree | Neutral            | Disagree | Strongly Disagree | Mean <sup>a</sup> |
|---|----------------|----------------|-------|--------------------|----------|-------------------|-------------------|
|   |                |                |       | <i>Percentages</i> |          |                   |                   |
| In meetings, people pay just as much attention when I speak as when other faculty speak   | 350            | 12.5           | 45.9  | 16.4               | 18.1     | 7.1               | 3.93              |
| I am treated fairly in my department/program regarding workload assignments   | 352            | 6.8            | 41.9  | 26.5               | 19.4     | 5.4               | 3.71              |
| The work I do is valued as highly as the work of other faculty in my department/program   | 353            | 3.8            | 48.6  | 37.9               | 8.5      | 1.3               | 3.57              |
| In my department/program, I get as much feedback about my work as other faculty do about their work   | 348            | 22.9           | 40.9  | 21.4               | 12.6     | 2.3               | 3.69              |
| Faculty in my department/program are supportive of colleagues who want to balance their family and career lives   | 347            | 33.8           | 36.6  | 15.6               | 9.1      | 4.8               | 3.76              |
| My department/program is a comfortable working environment for individuals of varied backgrounds and perspectives   | 351            | 17.8           | 40.8  | 26.6               | 13.0     | 1.7               | 3.92              |
| Faculty in my department/program regard student diversity as critical to achieving IUPUI's mission  | 347            | 26.3           | 52.0  | 12.0               | 7.7      | 2.0               | 3.92              |
| Faculty and staff in my department/program treat all individuals with respect, regardless of their ethnicity, cultural background, or gender orientations | 353            | 25.0           | 44.6  | 12.2               | 12.5     | 5.7               | 4.18              |

<sup>a</sup> Scale: 5= "Strongly Agree", 4= "Agree", 3= "Neutral", 2= "Disagree", 1= "Strongly Disagree"

<sup>^</sup>Excludes those who marked "Not Applicable"

**Section 5:  
Promotion and Tenure Process**

**Table 6  
Promotion and Tenure Process**

|  | N <sup>^</sup> | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Mean <sup>a</sup> |
|--|----------------|----------------|-------|---------|----------|-------------------|-------------------|
| <i>Percentages</i>   |                |                |       |         |          |                   |                   |
| Tenure track faculty in my department are assigned mentors and given other support during the tenure process                               | 317            | 15.8           | 36.3  | 23.3    | 12.9     | 11.7              | 3.32              |
| The campus guidelines for promotion and tenure are available to faculty considering promotion and/or tenure                                | 341            | 33.4           | 52.5  | 9.4     | 2.1      | 2.6               | 4.12              |
| The campus and/or school provides a variety of programs to assist faculty in the promotion and/or tenure process                           | 341            | 20.8           | 47.8  | 19.4    | 8.2      | 3.8               | 3.74              |
| Discipline-specific performance expectations for faculty seeking promotion and/or tenure are provided by the schools                       | 339            | 16.2           | 41.3  | 18.6    | 15.6     | 8.3               | 3.42              |
| Performance expectations for faculty seeking promotion and/or tenure are consistent with national standards and those of peer institutions | 329            | 16.1           | 42.9  | 24.3    | 10.9     | 5.8               | 3.53              |

<sup>a</sup> Scale: 5="Strongly Agree", 4= "Agree", 3= "Neutral", 2="Disagree", 1="Strongly Disagree"

<sup>^</sup>Excludes those who marked "Not Applicable"

**Section 6**  
**Faculty Perceptions of Social Inclusion**

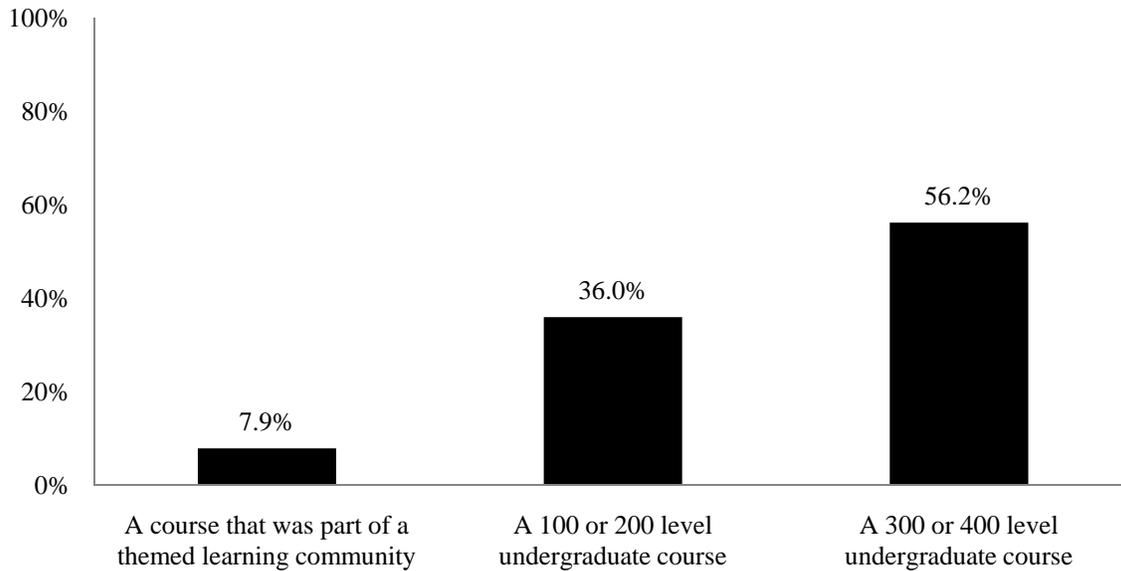
**Table 7**  
**Faculty Perceptions of Social Inclusion**

| <i>I Have Experienced...</i>                                     | <i>Based on my ..</i> |                            |                               |            |                     |                              |                                      |
|--|-----------------------|----------------------------|-------------------------------|------------|---------------------|------------------------------|--------------------------------------|
|  | <b>Gender</b>         | <b>Race/<br/>Ethnicity</b> | <b>Sexual<br/>Orientation</b> | <b>Age</b> | <b>Disabilities</b> | <b>Religious<br/>Beliefs</b> | <b>Socio-<br/>economic<br/>Class</b> |
| <i>Percentages</i>   |                       |                            |                               |            |                     |                              |                                      |
| Negative or disparaging comments                                 | 10.6                  | 6.2                        | 2.2                           | 8.1        | 2.2                 | 4.8                          | 2.8                                  |
| Harassment   | 4.2                   | 1.1                        | 0.6                           | 0.3        | 0.0                 | 0.8                          | 0.3                                  |
| Discrimination   | 6.4                   | 2.8                        | 0.3                           | 3.1        | 0.8                 | 1.4                          | 0.0                                  |
| Feeling isolated or unwelcome                                    | 7.3                   | 4.5                        | 1.1                           | 3.9        | 0.3                 | 1.4                          | 0.6                                  |
| Offensive language or humor                                      | 4.5                   | 2.5                        | 1.4                           | 1.1        | 0.3                 | 1.7                          | 1.4                                  |
| Not being taken seriously  | 11.2                  | 3.1                        | 0.3                           | 7.6        | 0.0                 | 1.1                          | 0.3                                  |
| Discouragement in pursuing my academic goals                     | 5.9                   | 3.4                        | 0.3                           | 3.6        | 0.0                 | 0.3                          | 0.0                                  |
| Encouragement in pursuing my academic goals                      | 2.5                   | 2.2                        | 0.3                           | 0.8        | 0.0                 | 0.0                          | 0.6                                  |
| Feeling connected to others on campus                            | 6.4                   | 4.5                        | 1.4                           | 2.5        | 0.0                 | 1.7                          | 1.1                                  |
| Joining a group or organized activity that promotes my interests | 3.1                   | 3.4                        | 0.3                           | 0.6        | 0.0                 | 1.1                          | 0.6                                  |

## Section 7 Teaching and Learning

**Figure 1**

**Please indicate on which of the following courses you will be basing your answers.**



**Table 8  
Frequency of Student Behaviors**

| <i>How often do students in your class:</i>  | <b>N</b> | <b>Very Often</b>  | <b>Often</b> | <b>Sometimes</b> | <b>Never</b> | <b>Mean<sup>a</sup></b> |
|--|----------|--------------------|--------------|------------------|--------------|-------------------------|
|  |          | <i>Percentages</i> |              |                  |              |                         |
| Ask questions in class or contribute to class discussions                            | 281      | 45.9               | 32.0         | 21.4             | 0.7          | 3.23                    |
| Make class presentations   | 279      | 22.9               | 24.4         | 31.2             | 21.5         | 2.49                    |
| Prepare two or more drafts of a paper or assignment before receiving a grade         | 275      | 16.0               | 18.9         | 26.2             | 38.9         | 2.12                    |
| Communicate with you via email   | 280      | 57.5               | 32.9         | 9.3              | 0.4          | 3.48                    |
| Discuss grades or assignments with you   | 280      | 33.9               | 40.7         | 24.6             | 0.7          | 3.08                    |
| Talk about career plans with you   | 279      | 24.0               | 30.1         | 41.6             | 4.3          | 2.74                    |
| Discuss ideas from their readings or classes with you outside of class               | 279      | 12.5               | 28.3         | 49.8             | 9.3          | 2.44                    |
| Work with you on activities other than coursework (committees, student groups, etc.) | 278      | 8.6                | 14.0         | 49.3             | 28.1         | 2.03                    |

<sup>a</sup> Scale: 4= "Very Often", 3= "Often", 2= "Sometimes" 1= "Never"

**Table 9**  
**Frequency of Class Content and Activities**

| <i>In your class, how often do you:</i>  | <b>N</b> | <b>Very Often</b>  | <b>Often</b> | <b>Sometimes</b> | <b>Never</b> | <b>Mean <sup>a</sup></b> |
|--|----------|--------------------|--------------|------------------|--------------|--------------------------|
|  |          | <i>Percentages</i> |              |                  |              |                          |
| Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments  | 278      | 38.8               | 28.8         | 18.3             | 14.0         | 2.92                     |
| Require students in your course to have serious conversations with students of a different race or ethnicity than their own  | 276      | 15.6               | 18.5         | 23.2             | 42.8         | 2.07                     |
| Require students in your course to have serious conversations with students who are very different from them in terms of religious beliefs, political orientations, or personal values | 273      | 18.7               | 15.0         | 22.7             | 43.6         | 2.09                     |
| Require students to work with classmates on projects during class  | 278      | 41.4               | 23.4         | 20.5             | 14.7         | 2.91                     |
| Require students to work with classmates outside of class to prepare class assignments   | 272      | 23.5               | 21.3         | 29.4             | 25.7         | 2.43                     |
| Require students to use an electronic medium (list-serv, chat group, Oncourse, Internet, etc.) to complete an assignment   | 276      | 54.7               | 20.7         | 14.1             | 10.5         | 3.20                     |
| Encourage students to participate in co-curricular activities (campus organizations, student government, intramural sports, etc.)  | 277      | 18.4               | 20.9         | 36.5             | 24.2         | 2.34                     |
| Encourage students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)   | 277      | 25.3               | 25.6         | 37.9             | 11.2         | 2.65                     |

<sup>a</sup> Scale: 4= "Very Often", 3= "Often", 2= "Sometimes" 1= "Never"

**Table 10**  
**Higher Order Thinking**

| <i>To what extent have you emphasized the following mental activities in your class</i>  | N   | Very Much | Quite a Bit | Some | Very Little | Mean <sup>a</sup> |
|--|-----|-----------|-------------|------|-------------|-------------------|
| <i>Percentages</i>   |     |           |             |      |             |                   |
| <b>Memorizing</b> facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form  | 278 | 12.2      | 26.3        | 34.5 | 27.0        | 2.24              |
| <b>Analyzing</b> the basic elements of an idea, experience, or theory such as examining a particular case or simulation in depth and considering its components                        | 277 | 65.0      | 29.2        | 5.8  | 0.0         | 3.59              |
| <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships   | 279 | 62.0      | 29.4        | 7.5  | 1.1         | 3.52              |
| <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions | 279 | 50.9      | 31.5        | 14.0 | 3.6         | 3.30              |
| <b>Applying</b> theories or concepts to resolve problems or to use in new situations   | 277 | 54.9      | 32.1        | 10.5 | 2.5         | 3.39              |

<sup>a</sup> Scale: 4= "Very Much", 3= "Quite a Bit", 2= "Some" 1= "Very Little"

**Table 11**  
**Principals of Undergraduate Learning**

| <i>Principles of Undergraduate Learning (PULS)</i>   | N   | Very Much | Quite a Bit | Some | Very Little | Mean <sup>a</sup> |
|--|-----|-----------|-------------|------|-------------|-------------------|
| <i>Percentages</i>   |     |           |             |      |             |                   |
| To what extent are you familiar with the PULs  | 279 | 52.3      | 27.6        | 10.8 | 9.3         | 3.23              |
| To what extent have you incorporated the PULs in the undergraduate classes you teach               | 240 | 39.6      | 35.0        | 14.6 | 10.8        | 3.03              |
| To what extent has your department incorporated the PULs in the undergraduate curriculum           | 235 | 41.3      | 27.2        | 20.4 | 11.1        | 2.99              |
| To what extent do you evaluate student learning of the PULs in the undergraduate classes you teach | 244 | 35.7      | 30.7        | 18.9 | 14.8        | 2.87              |

<sup>a</sup> Scale: 4= "Very Much", 3= "Quite a Bit", 2= "Some" 1= "Very Little"

**Section 8  
Civic Engagement**

**Table 12  
Civic Engagement**

|  | N <sup>^</sup> | Strongly Agree     | Agree | Neutral | Disagree | Strongly Disagree | Mean <sup>a</sup> |
|--|----------------|--------------------|-------|---------|----------|-------------------|-------------------|
|  |                | <i>Percentages</i> |       |         |          |                   |                   |
| Faculty in my discipline have a professional obligation to apply their knowledge to problems in society                      | 253            | 39.1               | 40.7  | 13.4    | 3.6      | 3.2               | 4.09              |
| The university should facilitate student involvement in community service as a part of the undergraduate learning experience | 236            | 38.1               | 39.4  | 13.1    | 3.8      | 5.5               | 4.01              |
| The goal of a scholar is to advance knowledge without regard to the possible implications for society                        | 257            | 23.3               | 28.8  | 16.3    | 16.7     | 14.8              | 3.29              |
| Preparing students for responsible citizenship should be an integral part of the undergraduate experience                    | 254            | 39.8               | 45.7  | 9.4     | 1.6      | 3.5               | 4.17              |
| IUPUI has a responsibility to contribute to the economic development of our community  | 251            | 33.1               | 45.4  | 15.5    | 2.8      | 3.2               | 4.02              |
| Devoting professional or academic expertise to the community is valued highly in my department/program                       | 250            | 28.8               | 41.6  | 18.0    | 4.4      | 7.2               | 3.80              |
| Attention to civic engagement detracts from the more important work of teaching and scholarship                              | 247            | 19.0               | 25.1  | 20.2    | 18.2     | 17.4              | 3.10              |
| There is a high level of commitment on this campus to civic engagement as an integral part of IUPUI culture                  | 270            | 30.4               | 44.1  | 20.0    | 2.6      | 3.0               | 3.96              |
| There is a high level of commitment in my department/program to promoting the civic engagement of faculty                    | 259            | 25.9               | 40.5  | 18.9    | 7.7      | 6.9               | 3.71              |

<sup>a</sup> Scale: 5= "Strongly Agree", 4= "Agree", 3= "Neutral", 2= "Disagree", 1= "Strongly Disagree"

<sup>^</sup>Excludes those who marked "Not Applicable"