

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

The floating bars give you a sense of how reliably the sample mean can be generalized to the population that these data represent; that is, all faculty and/or continuing undergraduate students at IUPUI. The width of the bar generally increases if the sample size decreases or the variation in answers to the item increases. 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.

Sample demographics

The results from the following Faculty Satisfaction profile are tabulated using the responses from 780 faculty.

A1. Gender

	N	%	IUPUI Pop %
Female	281	36.3%	31.4%
Male	494	63.7%	68.6%
TOTAL	775	100.0%	p<.01 ^(a)
No Answer (Missing Values)	5	0.6%	

A2. Race/Ethnicity

	N	%	IUPUI Pop %
African American	16	2.1%	2.4%
American Indian	1	0.1%	0.2%
Asian American	53	6.9%	9.3%
Hispanic	21	2.7%	2.7%
White	646	84.1%	85.4%
Non US resident	10	1.3%	0.0%
Other	21	2.7%	0.0%
TOTAL	768	100.0%	
No Answer (Missing Values)	12	1.5%	0.2%

A3. Academic rank

	N	%	IUPUI Pop %
Professor/Librarian	229	30.0%	31.3%
Associate Professor/Librarian	263	34.4%	33.8%
Assistant Professor/Librarian	230	30.1%	29.9%
Lecturer/Instructor	42	5.5%	5.0%
TOTAL	764	100.0%	
No Answer (Missing Values)	16	2.1%	

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

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

A4. Years as IUPUI faculty

	N	%	IUPUI Pop %
0 - 4	172	29.6%	31.4%
5 - 9	132	22.7%	18.6%
10 - 19	159	27.3%	27.7%
20+	119	20.4%	22.3%
TOTAL	582	100.0%	
No Answer (Missing Values)	198	25.4%	

A5. School

	N	%	IUPUI Pop %	Resp. Rate
Allied Health	21	2.7%	2.3%	57%
Business	16	2.1%	2.2%	46%
Dentistry	53	6.9%	5.8%	57%
Education	16	2.1%	1.3%	76%
Herron School of Art	15	1.9%	1.4%	65%
Law	16	2.1%	2.2%	44%
Liberal Arts	100	13.0%	10.0%	62%
Medicine, Basic Sciences	96	12.5%	6.3%	95%
Medicine, Academic Clinical	237	30.7%	44.6%	33%
Nursing	45	5.8%	4.8%	58%
Physical Education	11	1.4%	0.9%	79%
Public and Environ. Affairs	19	2.5%	1.4%	83%
Science	55	7.1%	7.5%	45%
Social Work	15	1.9%	1.5%	60%
University Library	18	2.3%	2.5%	45%
Engineering & Technology	26	3.4%	3.8%	43%
Other	12	1.6%	1.6%	46%
TOTAL	771	100.0%	p<.01	
No Answer (Missing Values)	9	1.2%		

A6. Relationships between faculty group characteristics

	Gender		Race/Ethnicity						Academic Rank				Years at IUPUI				
	Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./ Librarian	Assoc. Prof./ Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor	0-4	5-9	10-19	20+
Gender																	
Female			9	0	13	6	241	4	7	47	106	97	26	64	53	55	34
Male			7	1	40	15	403	6	14	181	157	132	16	108	78	104	85
Race/Ethnicity																	
African American	3%	1%								0	9	4	3	6	2	2	0
American Indian	0%	0%								0	0	1	0	0	1	0	0
Asian American	5%	8%								13	18	20	2	14	11	9	9
Hispanic	2%	3%								3	6	10	1	5	3	1	2
White	86%	83%								206	221	173	34	128	110	142	104
Non-U.S. Citizen	1%	1%								1	1	7	1	9	0	0	1
Multiracial/Other	3%	3%								3	4	13	1	9	4	3	1
Academic Rank																	
Professor/Librarian	17%	37%	0%	0%	25%	15%	32%	10%	14%					11	24	53	76
Assoc. Prof./Lib.	38%	32%	56%	0%	34%	30%	35%	10%	19%					36	50	81	36
Assist. Prof./Lib.	35%	27%	25%	100%	38%	50%	27%	70%	62%					105	52	16	5
Lecturer/Instructor	9%	3%	19%	0%	4%	5%	10%	5%	5%					18	3	6	1
Years at IUPUI																	
0-4	31%	29%	60%	0%	33%	45%	26%	90%	53%	7%	18%	59%	64%				
5-9	26%	21%	20%	100%	26%	27%	23%	0%	24%	15%	25%	29%	11%				
10-19	27%	28%	20%	0%	21%	9%	29%	0%	18%	32%	40%	9%	21%				
20+	17%	23%	0%	0%	21%	18%	21%	10%	6%	46%	18%	3%	4%				
School																	
Allied Health	6%	1%	0%	0%	0%	0%	3%	0%	0%	2%	4%	3%	0%	1%	2%	3%	6%
Business	2%	2%	6%	0%	0%	0%	2%	10%	0%	0%	1%	3%	12%	3%	4%	1%	0%
Dentistry	7%	7%	6%	0%	0%	10%	7%	10%	5%	7%	6%	7%	7%	5%	7%	8%	7%
Education	3%	2%	6%	0%	0%	5%	2%	0%	0%	2%	3%	1%	0%	1%	4%	3%	2%
Herron	2%	2%	0%	0%	2%	0%	2%	0%	0%	3%	2%	1%	0%	1%	2%	1%	4%
Law	2%	2%	0%	0%	2%	0%	2%	0%	0%	4%	2%	0%	0%	2%	2%	2%	3%
Liberal Arts	15%	12%	6%	0%	6%	20%	13%	0%	32%	11%	11%	10%	52%	16%	5%	17%	11%
Med., Basic Sciences	8%	15%	0%	0%	23%	10%	12%	30%	21%	17%	11%	11%	7%	10%	10%	16%	16%
Med., Academic Clinical	22%	36%	19%	100%	47%	30%	30%	30%	32%	32%	28%	38%	2%	38%	39%	23%	23%
Nursing	15%	0%	25%	0%	2%	0%	6%	0%	0%	4%	7%	8%	2%	4%	7%	6%	6%
Physical Education	1%	1%	0%	0%	0%	5%	2%	0%	0%	1%	2%	1%	2%	0%	2%	2%	2%
Public & Environ. Affairs	3%	2%	0%	0%	0%	5%	3%	0%	0%	2%	5%	1%	0%	2%	2%	2%	3%
Science	5%	9%	6%	0%	8%	10%	7%	10%	0%	7%	10%	4%	7%	5%	6%	9%	10%
Social Work	4%	1%	13%	0%	0%	0%	2%	10%	5%	2%	2%	2%	0%	1%	4%	3%	2%
University Library	4%	2%	0%	0%	0%	5%	3%	0%	0%	1%	3%	4%	0%	4%	2%	3%	3%
Eng. & Tech.	2%	4%	6%	0%	11%	0%	3%	0%	0%	4%	2%	5%	2%	5%	4%	3%	3%
Other	1%	2%	6%	0%	0%	0%	2%	0%	5%	1%	2%	0%	5%	2%	2%	1%	1%

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 continued. Relationships between faculty group characteristics

	School																
	Allied Health	Business	Dentistry	Education	Herron	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other
Gender																	
Female	18	5	19	8	6	5	41	22	61	42	4	7	13	10	10	5	4
Male	3	10	34	8	9	11	58	74	175	2	7	12	42	5	8	21	8
Race/Ethnicity																	
African American	0	1	1	1	0	0	1	0	3	4	0	0	1	2	0	1	1
American Indian	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Asian American	0	0	0	0	1	1	3	12	25	1	0	0	4	0	0	6	0
Hispanic	0	0	2	1	0	0	4	2	6	0	1	1	2	0	1	0	0
White	20	13	48	14	14	15	84	75	190	40	10	18	44	11	17	19	10
Non-U.S. Citizen	0	1	1	0	0	0	0	3	3	0	0	0	1	1	0	0	0
Multiracial/Other	0	0	1	0	0	0	6	4	6	0	0	0	0	1	0	0	1
Academic Rank																	
Professor/Librarian	4	1	16	5	7	10	24	38	72	8	3	5	16	4	3	8	2
Assoc. Prof./Lib.	10	3	15	9	5	5	28	30	74	17	4	12	25	6	7	5	6
Assist. Prof./Lib.	7	6	17	2	3	0	23	25	86	19	3	2	10	4	8	11	1
Lecturer/Instructor	0	5	3	0	0	0	22	3	1	1	1	0	3	0	0	1	2
Years at IUPUI																	
0-4	2	5	8	1	2	4	28	17	65	7	0	3	8	2	6	9	4
5-9	2	5	9	5	2	2	7	13	51	9	2	3	8	5	2	5	2
10-19	4	2	12	4	1	3	26	25	36	10	3	3	14	4	4	5	1
20+	7	0	8	2	5	3	13	19	27	7	2	4	12	2	3	4	1

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 $p < .05$

A7. Mean differences in time allocated to faculty activities

	Mean %	STDV	Percentage Categories				
			None	1 - 40%	41 - 60%	61 - 99%	100%
Current Time (N= 587)							
Teaching	33	23	3%	67%	18%	13%	0%
Administration	15	20	32%	58%	6%	4%	0%
Research	21	21	19%	64%	12%	5%	0%
Professional Service	8	10	31%	68%	1%	1%	0%
Serving Students/Faculty	20	24	17%	65%	9%	9%	0%
Other Activities	4	8	60%	39%	1%	0%	0%
Ideal Time (N= 477)							
Teaching	31	20	3%	75%	15%	7%	0%
Administration	11	16	38%	55%	4%	2%	0%
Research	31	23	11%	61%	18%	10%	0%
Professional Service	8	9	30%	69%	1%	0%	0%
Serving Students/Faculty	17	19	15%	72%	9%	4%	0%
Other Activities	3	8	59%	40%	0%	0%	0%

A8. Group differences in time allocated to faculty activities

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

	Gender		Rank				Years in Position			
	Female	Male	Full	Assoc	Asst	Lect/Inst	0 - 4	5 - 9	10 - 19	20 +
Current Time (%)										
Teaching	37	31	27	34	32	66				
Research			22	16	8	9				
Administration			22	18	26	3				
Professional Service	10	7								
Serving Students/Faculty			17	21	23	7				
Other Activities	5	3								
Ideal Time (%)										
Teaching			26	32	28	60				
Research			15	12	7	8				
Administration			33	28	34	9				
Professional Service	10	6								
Serving Students/Faculty										
Other Activities	5	3								

A8 continued. School differences in time allocated to faculty activitiesGroup differences shown where significant (according to an F-test, with $p < .01$).

	ALHT	BUS	DENT	EDUC	E&T	HERR	LAW	LART	MED/BS	MED/AC	NURS	PED	SPEA	SCI	SWK	UNLY	OTHER
Current Time (N= 587)																	
Teaching	47	57	50	38	43	46	47	42	25	18	49	73	38	38	38	8	47
Research	26	6	15	18	20	10	15	19	10	13	14	1	16	16	14	41	28
Administration	6	22	15	13	14	16	17	18	38	21	16	6	19	27	18	10	6
Professional Service	11	8	8	14	12	15	9	9	8	4	6	9	12	10	10	27	9
Serving Students/Faculty	9	4	10	12	7	6	9	6	16	43	10	7	9	6	17	9	5
Other Activities																	
Ideal Time (N= 477)																	
Teaching	44	47	47	36	46	35	34	38	21	19	43	58	35	32	35	10	40
Research	20	5	12	14	17	4	10	10	7	10	10	11	6	12	14	33	23
Administration	10	31	19	22	17	41	29	32	50	30	24	13	31	37	27	16	16
Professional Service	14	9	8	10	9	8	13	8	7	4	7	8	9	9	7	26	10
Serving Students/Faculty	10	4	12	12	8	10	9	7	11	35	12	7	13	7	15	10	7
Other Activities																	

A9. Quality of IUPUI^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STDV	Percentage				Confidence Intervals					
				PR	FR	GD	EX	PR	FR	GD	EX		
The quality of overall professional service (application of disciplinary expertise) in my unit	753	3.26	0.69	1%	10%	50%	39%						
The quality of overall teaching in my unit	746	3.23	0.62	1%	8%	59%	32%						
The quality of faculty service to the institution in my unit	749	3.17	0.72	2%	13%	51%	34%						
The quality of administrative leadership in IUPUI campus administration	689	3.00	0.72	2%	19%	55%	24%						
The national reputation of my program (discipline)	740	3.00	0.79	4%	19%	49%	27%						
The reputation of IUPUI in Indianapolis	751	2.98	0.67	1%	20%	59%	20%						
The quality of administrative leadership in my department	742	2.97	0.95	10%	16%	41%	33%						
The quality of administrative leadership in my school	747	2.95	0.89	8%	19%	44%	29%						
The quality of overall research in my unit	744	2.94	0.82	5%	24%	46%	26%						
The reputation of IUPUI in Indiana	727	2.70	0.70	2%	36%	50%	11%						
The quality of administrative leadership in IU central administration	633	2.69	0.76	7%	28%	54%	11%						
The reputation of IUPUI nationally	675	2.29	0.81	16%	47%	31%	7%						

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

^b Results presented in order from highest to lowest mean quality ratings.

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

^d Mean excludes "not applicable" responses.

A10. Group differences in faculty perceptions of the quality of IUPUI^{ab}

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

	Campus-Wide	Gender ^a		Race/Ethnicity ^a						Academic Rank ^c				Years at IUPUI ^f				
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./ Lib.	Assoc. Prof./ Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor	0-4	5-9	10-19	20 +
The quality of overall professional service (application of disciplinary expertise) in my unit	3.26																	
The quality of overall teaching in my unit	3.23																	
The quality of faculty service to the institution in my unit	3.17	3.27	3.12															
The quality of administrative leadership in IUPUI campus administration	3.00										3.19	2.95	2.82	3.19				
The national reputation of my program (discipline)	3.00																	
The reputation of IUPUI in Indianapolis	2.98			3.00	3.00	3.24	2.85	2.95	3.50	3.26								
The quality of administrative leadership in my department	2.97																	
The quality of administrative leadership in my school	2.95																	
The quality of overall research in my unit	2.94																	
The reputation of IUPUI in Indiana	2.70			2.79	4.00	2.92	2.71	2.67	3.10	3.12								
The quality of administrative leadership in IU central administration	2.69																	
The reputation of IUPUI nationally	2.29	2.47	2.18															

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

^b Results presented in order from highest to lowest mean quality ratings.

^c Mean excludes "not applicable" responses.

A10 Continued. Group differences in faculty perceptions of the quality of IUPUI^{ab}

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

	Campus-Wide	School ^c																
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	Univ. Library	Eng. & Tech.	Other
The quality of overall professional service (application of disciplinary expertise) in my unit	3.26	3.57	3.00	3.26	3.56	3.20	2.81	3.17	3.14	3.43	3.32	3.50	3.26	2.93	3.33	2.94	3.08	3.30
The quality of overall teaching in my unit	3.23	3.38	3.38	3.32	3.31	3.60	3.27	3.35	3.17	3.20	3.38	3.73	2.63	3.04	3.00	2.92	3.23	3.20
The quality of faculty service to the institution in my unit	3.17	3.30	3.13	3.27	3.53	3.60	2.69	3.35	2.97	3.19	3.48	3.45	2.53	2.91	3.00	3.06	3.19	3.00
The quality of administrative leadership in IUPUI campus administration	3.00	2.57	3.47	2.96	3.13	2.93	3.19	3.05	2.85	2.99	3.23	3.45	2.84	2.67	3.07	3.19	3.04	3.67
The national reputation of my program (discipline)	3.00	3.38	2.71	3.27	2.93	3.07	2.87	2.47	3.06	3.22	3.58	3.00	2.58	2.54	2.47	3.06	2.52	2.91
The reputation of IUPUI in Indianapolis	2.98	2.90	2.75	3.35	3.25	2.73	3.00	2.65	3.16	3.09	3.11	3.09	2.47	2.74	2.60	2.56	3.19	3.18
The quality of administrative leadership in my department	2.97	3.00	3.44	2.75	3.31	3.29	3.00	3.33	2.62	3.00	3.14	3.20	1.53	2.71	3.55	3.06	2.84	3.50
The quality of administrative leadership in my school	2.95	1.50	3.63	2.62	3.38	2.87	3.31	3.03	2.79	3.08	3.29	3.64	1.67	2.42	3.53	3.33	3.32	3.27
The quality of overall research in my unit	2.94	2.16	3.38	2.67	2.81	2.93	2.94	3.11	3.03	2.97	3.29	2.60	2.79	3.13	2.67	2.07	2.50	2.91
The reputation of IUPUI in Indiana	2.70	2.65	2.50	3.12	2.87	2.47	2.71	2.40	2.81	2.83	2.88	2.91	2.16	2.33	2.36	2.47	2.65	2.80
The quality of administrative leadership in IU central administration	2.69	2.47	3.00	2.76	3.00	2.42	2.81	2.56	2.60	2.81	3.10	2.91	1.95	2.17	3.00	2.81	2.54	3.33
The reputation of IUPUI nationally	2.29	2.44	1.83	2.59	2.33	2.17	2.27	2.21	2.23	2.22	2.95	2.55	1.63	2.11	2.14	2.75	2.17	2.80

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

^b Results presented in order from highest to lowest mean quality ratings.

^c Mean excludes "not applicable" responses.

A11. Faculty Work Environment^{ab}

Satisfaction with IUPUI in the areas of...	Valid N ^c	Mean ^d	STDV	Percentages					Confidence Intervals					
				VD	D	N	S	VS	VD	D	N	S	VS	
The level of collegiality in my unit	766	0.87	1.09	4%	10%	14%	39%	33%						
Technology support for teaching	749	0.85	0.88	2%	7%	17%	53%	21%						
Faculty development opportunities at IUPUI	704	0.83	0.86	1%	6%	23%	50%	21%						
Technology support for research and scholarly activity	740	0.83	0.85	1%	7%	19%	55%	19%						
Technology support for students taking classes	659	0.82	0.80	1%	5%	22%	55%	17%						
Collaboration among my colleagues on projects of mutual interest	752	0.81	0.98	3%	7%	21%	44%	25%						
My overall job satisfaction	760	0.79	0.93	3%	8%	15%	56%	18%						
The level of collegiality at IUPUI	699	0.75	0.83	1%	5%	28%	50%	16%						
Technology support for administrative activities	614	0.63	0.86	2%	7%	29%	51%	12%						
Fringe benefits (retirement, early retirement, health care, etc.)	765	0.61	1.01	4%	12%	21%	47%	16%						
Faculty development opportunities through my school	752	0.61	1.01	3%	11%	23%	45%	17%						
Faculty morale in my unit	765	0.50	1.15	7%	16%	16%	44%	18%						
Rewards and recognition for research and scholarly activity	734	0.49	0.95	4%	11%	27%	49%	10%						
Rewards and recognition for teaching	742	0.42	0.98	5%	13%	27%	47%	8%						
The role of peer review in evaluating research and scholarly activities	684	0.37	0.92	4%	13%	31%	46%	6%						
The representativeness of IUPUI Faculty Council for faculty concerns	576	0.34	0.85	3%	9%	43%	39%	5%						
The effectiveness of the IUPUI Faculty Council structure	571	0.32	0.80	3%	10%	44%	40%	4%						
The relevance and importance of issues addressed by the IUPUI Faculty Council	589	0.31	0.84	3%	10%	45%	38%	5%						
The use of my time spent in department committees and task forces	717	0.28	0.97	5%	17%	26%	48%	4%						
The use of my time spent in campus-wide committees and task forces	569	0.27	0.90	4%	14%	38%	39%	5%						
The use of my time spent in school committees and task forces	670	0.27	0.95	5%	16%	29%	46%	4%						
Rewards and recognition for professional service	732	0.16	0.95	5%	18%	36%	36%	4%						
The role of peer review in evaluating professional service	675	0.13	0.88	4%	17%	43%	32%	3%						
Rewards and recognition for institutional service	713	0.12	0.93	6%	18%	39%	34%	3%						
The role of peer review in evaluating teaching	688	0.11	0.93	5%	19%	39%	33%	4%						
The professional status accorded part-time faculty	488	0.00	0.92	6%	22%	41%	28%	3%						
The role part-time faculty have in faculty governance	451	-0.03	0.89	6%	21%	47%	23%	3%						
The adequacy of support for part-time faculty	481	-0.09	0.98	8%	25%	36%	28%	3%						
Faculty salary levels	764	-0.19	1.12	13%	29%	26%	28%	4%						

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

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

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

^d Mean includes neutral responses but excludes "not applicable" responses.

A12. Group differences in satisfaction with the faculty work environments^{ab}

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c							Academic Rank ^c				Years at IUPUI ^c			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./ Lib.	Assoc. Prof./ Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
The level of collegiality in my unit	0.87																	
Technology support for teaching	0.85	1.03	0.76															
Faculty development opportunities at IUPUI	0.83																	
Technology support for research and scholarly activity	0.83																	
Technology support for students taking classes	0.82	0.93	0.75															
Collaboration among my colleagues on projects of mutual interest	0.81																	
My overall job satisfaction	0.79																	
The level of collegiality at IUPUI	0.75																	
Technology support for administrative activities	0.63									0.61	0.59	0.60	1.17					
Fringe benefits (retirement, early retirement, health care, etc.)	0.61																	
Faculty development opportunities through my school	0.61													0.89	0.54	0.52	0.45	
Faculty morale in my unit	0.50									0.46	0.37	0.62	0.95	0.73	0.58	0.25	0.30	
Rewards and recognition for research and scholarly activity	0.49																	
Rewards and recognition for teaching	0.42																	
The role of peer review in evaluating research and scholarly activities	0.37																	
The representativeness of IUPUI Faculty Council for faculty concerns	0.34	0.47	0.26															
The effectiveness of the IUPUI Faculty Council structure	0.32	0.47	0.24															
The relevance and importance of issues addressed by the IUPUI Faculty Council	0.31	0.51	0.19															
The use of my time spent in department committees and task forces	0.28																	
The use of my time spent in campus-wide committees and task forces	0.27			0.43	0.00	0.62	-0.54	0.28	0.00	-0.14								
The use of my time spent in school committees and task forces	0.27			0.00	0.00	0.68	-0.35	0.26	0.50	0.06								
Rewards and recognition for professional service	0.16													0.38	0.13	-0.12	0.17	
The role of peer review in evaluating professional service	0.13													0.35	0.18	-0.14	0.20	
Rewards and recognition for institutional service	0.12													0.32	0.16	-0.19	0.08	
The role of peer review in evaluating teaching	0.11													0.28	0.13	-0.10	0.16	
The professional status accorded part-time faculty	0.00	-0.21	0.12															
The role part-time faculty have in faculty governance	-0.03	-0.26	0.09															
The adequacy of support for part-time faculty	-0.09	-0.27	0.02	-0.36	0.00	0.44	-0.60	-0.12	0.33	0.63								
Faculty salary levels	-0.19	-0.41	-0.06											0.00	-0.04	-0.31	-0.41	

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

^b Results presented in order from highest to lowest mean quality ratings.

^c Mean excludes "not applicable" responses.

A12 Continued. Group differences in satisfaction with the faculty work environments^{ab}Group means shown if the results of a one-way analysis of variance test is significant at $p < .01$.

	Campus-Wide	School ^c																	
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other	
The level of collegiality in my unit	0.87	1.00	1.56	0.52	0.87	1.00	0.56	1.17	0.62	1.01	0.58	1.45	-0.37	0.76	0.60	0.88	1.19	0.67	
Technology support for teaching	0.85	1.05	1.13	0.98	1.40	0.07	1.60	1.23	0.53	0.69	1.04	1.18	0.32	0.91	1.47	1.08	0.54	0.92	
Faculty development opportunities at IUPUI	0.83	1.00	1.00	0.79	1.20	0.00	0.86	1.14	0.65	0.67	1.07	1.45	0.37	0.76	0.86	1.12	1.19	1.17	
Technology support for research and scholarly activity	0.83	0.67	1.15	0.96	1.27	-0.20	1.38	1.19	0.62	0.68	1.12	0.82	0.63	0.87	1.29	1.18	0.64	0.75	
Technology support for students taking classes	0.82	0.70	1.20	0.82	1.13	0.53	1.46	1.00	0.56	0.69	1.14	1.27	0.39	0.91	1.13	1.00	0.35	1.00	
Collaboration among my colleagues on projects of mutual interest	0.81																		
My overall job satisfaction	0.79	0.43	1.13	0.61	0.47	0.53	1.25	0.89	0.67	0.88	0.96	1.45	-0.05	0.44	0.80	1.17	1.00	0.73	
The level of collegiality at IUPUI	0.75																		
Technology support for administrative activities	0.63	0.56	0.82	0.80	0.79	-0.08	1.23	0.97	0.31	0.50	0.65	1.00	0.27	0.77	1.10	1.06	0.54	0.91	
Fringe benefits (retirement, early retirement, health care, etc.)	0.61																		
Faculty development opportunities through my school	0.61	-0.45	1.00	0.35	0.60	-0.47	1.31	0.96	0.46	0.61	1.02	1.27	-0.37	0.28	0.80	0.82	1.16	0.90	
Faculty morale in my unit	0.50	-0.38	1.27	0.15	0.67	0.33	0.88	0.87	0.25	0.55	0.48	1.55	-1.11	0.44	0.67	0.50	0.96	0.83	
Rewards and recognition for research and scholarly activity	0.49	0.61	0.45	0.28	0.40	-0.13	0.69	0.49	0.19	0.61	0.95	0.60	0.11	0.30	0.71	0.44	0.80	0.64	
Rewards and recognition for teaching	0.42																		
The role of peer review in evaluating research and scholarly activities	0.37	-0.05	0.36	0.07	-0.07	0.50	0.80	0.73	0.24	0.47	0.46	0.11	0.00	0.30	0.23	0.41	0.42	-0.11	
The representativeness of IUPUI Faculty Council for faculty concerns	0.34	0.62	0.44	0.49	0.50	0.50	0.42	0.18	0.06	0.30	0.66	0.64	0.00	0.09	0.50	0.80	0.67	0.56	
The effectiveness of the IUPUI Faculty Council structure	0.32	0.57	0.56	0.39	0.36	0.71	0.45	0.18	0.15	0.27	0.63	0.36	-0.07	0.05	0.60	0.71	0.62	0.56	
The relevance and importance of issues addressed by the IUPUI Faculty Council	0.31	0.76	0.78	0.26	0.46	0.67	0.42	0.32	0.11	0.21	0.57	0.55	-0.07	0.04	0.75	0.67	0.48	0.60	
The use of my time spent in department committees and task forces	0.28	0.67	0.67	0.44	0.07	-0.47	0.38	0.46	0.20	0.34	-0.09	0.55	-0.67	-0.12	0.58	0.12	0.73	0.58	
The use of my time spent in campus-wide committees and task forces	0.27																		
The use of my time spent in school committees and task forces	0.27	0.40	0.50	0.49	0.07	-0.60	0.00	0.32	0.28	0.39	0.00	0.64	-0.58	0.00	0.47	0.06	0.56	0.73	
Rewards and recognition for professional service	0.16																		
The role of peer review in evaluating professional service	0.13																		
Rewards and recognition for institutional service	0.12	0.05	0.33	-0.09	0.07	-0.07	0.53	-0.02	-0.01	0.31	0.11	0.00	-0.63	0.06	-0.07	0.31	0.32	0.50	
The role of peer review in evaluating teaching	0.11	0.00	0.25	-0.11	-0.07	0.29	0.47	0.42	-0.05	0.13	0.39	0.64	-0.61	0.00	0.08	-0.25	0.08	0.13	
The professional status accorded part-time faculty	0.00	-0.40	0.31	0.42	-0.23	-0.40	0.23	-0.27	0.11	0.15	-0.06	-0.11	-0.06	0.00	-0.50	-0.20	-0.05	0.38	
The role part-time faculty have in faculty governance	-0.03																		
The adequacy of support for part-time faculty	-0.09	-0.27	0.73	0.14	-0.31	-1.33	0.11	-0.46	0.11	0.14	0.00	0.00	-0.73	0.06	-0.55	-0.25	0.14	0.11	
Faculty salary levels	-0.19	-0.71	0.56	-0.23	-0.33	-1.40	-0.44	-0.84	-0.01	0.32	-0.75	-0.36	-0.68	-0.65	-0.13	-0.28	0.19	-0.22	

^a Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR).^b Results presented in order from highest to lowest mean quality ratings.^c Mean excludes "not applicable" responses.

A13. Campus Environment^{ab}

Satisfaction with IUPUI in the areas of...	Valid N ^c	Mean ^d	STDV	Percentages					Confidence Intervals					
				VD	D	N	S	VS	VD	D	N	S	VS	
IUPUI's connections with the local community	694	0.57	0.83	1%	8%	36%	44%	11%						
The quality of student academic support programs and services	579	0.55	0.84	2%	9%	30%	50%	9%						
The clarity of objectives and plans for the next few years at IUPUI	690	0.39	0.88	3%	11%	38%	41%	7%						
The quality of student activity programs and services	499	0.37	0.82	1%	13%	38%	43%	5%						
The clarity of objectives and plans for the next few years in my unit	752	0.34	1.13	9%	14%	22%	42%	12%						
The identity and sense of community at IUPUI	722	0.26	0.97	5%	17%	33%	39%	7%						
The availability of parking on campus	753	-0.12	1.19	15%	27%	17%	36%	5%						
The cost of parking on campus	751	-0.12	1.13	13%	26%	25%	32%	4%						

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

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

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

^d Mean includes neutral responses but excludes "not applicable" responses.

A14. Faculty satisfaction with the IUPUI campus environment^{ab}

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c						Academic Rank ^c				Years at IUPUI ^c				
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
IUPUI's connections with the local community	0.57																	
The quality of student academic support programs and services	0.55																	
The clarity of objectives and plans for the next few years at IUPUI	0.39																	
The quality of student activity programs and services	0.37	0.49	0.30												0.59	0.42	0.19	0.25
The clarity of objectives and plans for the next few years in my unit	0.34									0.32	0.21	0.45	0.78					
The identity and sense of community at IUPUI	0.26																	
The availability of parking on campus	-0.12																	
The cost of parking on campus	-0.12																	

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

^b Results presented in order from highest to lowest mean quality ratings

^c Mean excludes "not applicable" responses.

A14 Continued. Faculty satisfaction with the IUPUI campus environment^{ab}

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

	Campus-Wide	School ^c																
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Eviron. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other
IUPUI's connections with the local community	0.57	0.50	0.75	0.93	0.79	0.60	0.67	0.55	0.56	0.47	0.91	0.80	0.32	0.30	0.57	0.65	0.80	0.33
The quality of student academic support programs and services	0.55																	
The clarity of objectives and plans for the next few years at IUPUI	0.39	0.00	0.80	0.21	0.64	0.67	0.64	0.29	0.39	0.36	0.68	0.73	0.05	0.06	1.00	0.71	0.58	0.70
The quality of student activity programs and services	0.37																	
The clarity of objectives and plans for the next few years in my unit	0.34	0.24	0.75	-0.04	0.33	0.87	0.73	0.57	-0.04	0.36	0.69	0.91	-0.89	0.23	1.00	0.17	0.77	0.33
The identity and sense of community at IUPUI	0.26																	
The availability of parking on campus	-0.12	-0.33	0.88	-0.31	0.50	-1.00	0.07	-0.15	-0.15	-0.30	-0.40	0.55	0.11	0.11	0.33	0.50	0.28	0.33
The cost of parking on campus	-0.12																	

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

^b Results presented in order from highest to lowest mean quality ratings.

^c Mean excludes "not applicable" responses.

A15. Campus Climate^{ab}

Agreement with IUPUI in the areas of...	Valid N ^c	Mean ^d	STDV	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	755	1.11	0.96	2%	5%	10%	43%	39%						
In meetings, people pay just as much attention when I speak as when other faculty speak	737	0.99	0.83	1%	5%	14%	54%	26%						
My unit is a comfortable working environment for individuals of varied backgrounds and perspectives	755	0.86	0.99	4%	6%	12%	53%	24%						
I am treated fairly in my unit regarding workload assignments	750	0.81	1.03	4%	9%	11%	52%	24%						
Faculty in my unit regard student diversity as critical to achieving IUPUI's mission	707	0.76	0.95	3%	6%	25%	44%	22%						
In my unit, I get as much feedback about my work as other faculty do about their work	740	0.74	0.96	3%	7%	20%	50%	19%						
The work I do is valued as highly as the work of other faculty in my unit	753	0.70	1.13	5%	12%	15%	43%	25%						
Faculty in my unit are supportive of colleagues who want to balance their family and career lives	731	0.69	1.03	4%	11%	20%	46%	21%						

^a 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).

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

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

^d Mean includes neutral responses but excludes "not applicable" responses.

A16. Faculty agreement with the IUPUI campus climate^{ab}

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c							Academic Rank ^c				Years at IUPUI ^c			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/Instructor	0 - 4	5 - 9	10 - 19	20 +
Faculty and staff in my unit treat all individuals with respect, regardless of their ethnicity, cultural background, or gender orientations	1.11																	
In meetings, people pay just as much attention when I speak as when other faculty speak	0.99																	
My unit is a comfortable working environment for individuals of varied backgrounds and perspectives	0.86									0.88	0.69	0.99	1.20	0.99	0.99	0.65	0.82	
I am treated fairly in my unit regarding workload assignments	0.81																	
Faculty in my unit regard student diversity as critical to achieving IUPUI's mission	0.76																	
In my unit, I get as much feedback about my work as other faculty do about their work	0.74																	
The work I do is valued as highly as the work of other faculty in my unit	0.70																	
Faculty in my unit are supportive of colleagues who want to balance their family and career lives	0.69																	

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

^b Results presented in order from highest to lowest mean quality ratings.

^c Mean excludes "not applicable" responses.

A16 Continued. Faculty agreement with the IUPUI campus climate^{ab}

	Campus-Wide	School ^c																	
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other	
Faculty and staff in my unit treat all individuals with respect, regardless of their ethnicity, cultural background, or gender orientations	1.11	1.38	1.06	1.16	1.47	1.20	0.38	1.33	1.01	1.11	0.86	1.55	0.53	1.10	0.87	1.18	1.35	1.00	
In meetings, people pay just as much attention when I speak as when other faculty speak	0.99																		
My unit is a comfortable working environment for individuals of varied backgrounds and perspectives	0.86	1.00	1.27	0.67	0.93	0.71	0.50	1.23	0.57	0.92	0.58	1.55	0.00	0.77	0.67	1.06	1.19	1.17	
I am treated fairly in my unit regarding workload assignments	0.81																		
Faculty in my unit regard student diversity as critical to achieving IUPUI's mission	0.76	0.95	0.69	0.65	1.47	1.00	0.69	1.00	0.53	0.70	0.91	1.18	0.06	0.33	1.20	1.29	0.84	0.92	
In my unit, I get as much feedback about my work as other faculty do about their work	0.74																		
The work I do is valued as highly as the work of other faculty in my unit	0.70																		
Faculty in my unit are supportive of colleagues who want to balance their family and career lives	0.69	1.00	0.93	0.82	0.67	0.07	0.53	0.92	0.53	0.68	0.62	1.27	-0.39	0.69	0.60	1.00	0.84	1.00	

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

^b Results presented in order from highest to lowest mean quality ratings.

^c Mean excludes "not applicable" responses.

A17. The Classroom^{ab}

Upper Courses Lower Courses

Activities	Upper Division Courses							Introductory Courses							Confidence Intervals			
	N	Mean	STDV	Percentages				N	Mean	STDV	Percentages							
N				ST	O	VO	N				ST	O	VO					
Receive prompt feedback on their academic performance (written or oral)	159	2.46	0.67	1%	8%	36%	55%	116	2.34	0.70	2%	8%	46%	45%				
Ask questions in this class or contribute to class discussions	160	2.25	0.78	0%	21%	34%	46%	117	2.06	0.83	1%	29%	33%	37%				
Communicate with you via e-mail	161	2.25	0.84	1%	24%	26%	50%	116	2.15	0.80	1%	23%	36%	40%				
Work on a paper or project that requires integrating ideas or information from various sources	160	2.13	0.92	6%	20%	31%	44%	115	1.72	1.06	16%	27%	27%	30%				
Discuss grades or assignments with you	160	2.01	0.76	1%	26%	45%	28%	117	1.97	0.78	3%	24%	48%	26%				
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc) to discuss or complete as assignment in this class	161	1.91	1.09	12%	27%	19%	42%	115	1.67	1.14	20%	26%	21%	33%				
Work with classmates outside of class to prepare class assignments	157	1.76	0.94	9%	32%	34%	25%	113	1.33	0.74	10%	54%	30%	6%				
Talk about career plans with you	161	1.75	0.84	3%	42%	32%	23%	116	1.36	0.73	5%	63%	22%	9%				
Come to class without having completed readings or assignments	158	1.69	0.84	3%	46%	30%	21%	117	1.95	0.82	1%	33%	36%	30%				
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	152	1.54	1.00	16%	34%	28%	21%	114	1.48	0.97	18%	31%	35%	16%				
Work with classmates on projects during your class	161	1.52	1.11	20%	35%	16%	28%	117	1.44	1.00	21%	32%	31%	17%				
Discuss ideas from their readings or classes with you outside of class	158	1.51	0.80	6%	51%	30%	13%	117	1.32	0.68	9%	54%	34%	3%				
Make class presentations	161	1.51	0.95	14%	39%	29%	18%	117	1.08	0.93	30%	42%	19%	9%				
Discuss ideas from your readings or class with you outside of this class	161	1.47	0.81	6%	55%	24%	14%	116	1.35	0.77	9%	54%	28%	9%				
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	158	1.11	1.08	37%	30%	16%	16%	115	0.90	1.13	52%	23%	7%	17%				
Tutor or teach other students (paid or voluntary)	150	1.03	0.87	29%	45%	19%	7%	109	1.06	0.83	27%	46%	23%	5%				
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	160	0.82	0.82	39%	44%	13%	4%	116	0.54	0.64	53%	39%	8%	0%				
Participate in a community-based project as part of your course	156	0.71	0.97	58%	22%	12%	8%	115	0.33	0.65	76%	17%	7%	1%				

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

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

A18. Group differences in student's classroom behavior- Upper Division^{ab}

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c						Academic Rank ^c				Years at IUPUI ^c				
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/ Other	Prof./ Librarian	Assoc. Prof./ Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Receive prompt feedback on their academic performance (written or oral)	2.46																	
Ask questions in this class or contribute to class discussions	2.25	2.44	2.04															
Communicate with you via e-mail	2.25																	
Work on a paper or project that requires integrating ideas or information from various sources	2.13																	
Discuss grades or assignments with you	2.01																	
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc) to discuss or complete as assignment in this class	1.91																	
Work with classmates outside of class to prepare class assignments	1.76																	
Talk about career plans with you	1.75																	
Come to class without having completed readings or assignments	1.69																	
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	1.54																	
Work with classmates on projects during your class	1.52																	
Discuss ideas from their readings or classes with you outside of class	1.51																	
Make class presentations	1.51	1.71	1.29															
Discuss ideas from your readings or class with you outside of this class	1.47																	
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	1.11																	
Tutor or teach other students (paid or voluntary)	1.03																	
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	0.82																	
Participate in a community-based project as part of your course	0.71																	

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

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

A18 Continued. Group differences in student's classroom behavior- Upper Division^{ab}

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

	Campus-Wide	School ^c																
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other
Receive prompt feedback on their academic performance (written or oral)	2.46																	
Ask questions in this class or contribute to class discussions	2.25																	
Communicate with you via e-mail	2.25	1.73	2.55	1.75	2.86	1.50	0.00	2.47	1.00	1.75	2.45	2.20	2.33	2.05	2.67	0.00	2.20	2.75
Work on a paper or project that requires integrating ideas or information from various sources	2.13	2.13	2.00	1.00	2.29	2.83	0.00	2.38	0.50	0.50	2.36	2.40	2.56	1.71	2.83	0.00	1.80	2.25
Discuss grades or assignments with you	2.01																	
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc) to discuss or complete as assignment in this class	1.91	1.20	2.18	1.50	2.71	1.33	0.00	1.78	0.00	1.25	2.27	2.20	1.44	2.00	2.67	0.00	2.20	2.50
Work with classmates outside of class to prepare class assignments	1.76	2.07	2.36	1.50	2.57	1.20	0.00	1.48	0.50	1.00	1.76	2.00	2.00	1.36	2.50	0.00	1.70	2.50
Talk about career plans with you	1.75																	
Come to class without having completed readings or assignments	1.69																	
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	1.54	1.36	0.80	0.50	2.14	1.83	0.00	2.03	1.00	0.75	1.73	1.40	2.00	1.11	2.67	0.00	0.56	1.75
Work with classmates on projects during your class	1.52																	
Discuss ideas from their readings or classes with you outside of class	1.51																	
Make class presentations	1.51	1.60	1.27	1.50	2.00	2.00	0.00	1.50	0.50	1.25	1.91	1.60	1.89	0.73	2.00	0.00	1.30	2.25
Discuss ideas from your readings or class with you outside of this class	1.47																	
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	1.11																	
Tutor or teach other students (paid or voluntary)	1.03	1.07	0.89	1.00	2.43	1.00	0.00	0.77	0.50	1.00	1.10	1.20	0.75	1.26	1.40	0.00	0.90	0.25
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	0.82																	
Participate in a community-based project as part of your course	0.71	0.86	0.00	0.50	2.00	0.83	0.00	0.53	0.00	0.00	1.05	0.40	0.56	0.55	1.83	0.00	0.40	0.75

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

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

A19. Group differences in student's classroom behavior- Lower Division^{ab}

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c						Academic Rank ^c				Years at IUPUI ^c				
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Receive prompt feedback on their academic performance (written or oral)	2.34																	
Communicate with you via e-mail	2.15										1.79	1.98	2.24	2.54				
Ask questions in this class or contribute to class discussions	2.06																	
Discuss grades or assignments with you	1.97																	
Come to class without having completed readings or assignments	1.95																	
Work on a paper or project that requires integrating ideas or information from various sources	1.72																	
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc) to discuss or complete as assignment in this class	1.67										1.32	1.39	1.77	2.27				
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	1.48																	
Work with classmates on projects during your class	1.44																	
Talk about career plans with you	1.36																	
Discuss ideas from your readings or class with you outside of this class	1.35																	
Work with classmates outside of class to prepare class assignments	1.33																	
Discuss ideas from their readings or classes with you outside of class	1.32																	
Make class presentations	1.08	1.44	0.83															
Tutor or teach other students (paid or voluntary)	1.06																	
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	0.90	1.24	0.67								0.26	0.76	0.81	1.64				
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	0.54																	
Participate in a community-based project as part of your course	0.33			0.67	0.00	0.50	0.00	0.30	3.00	0.00								

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

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

A19 Continued. Group differences in student's classroom behavior- Lower Division^{ab}

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

	Campus-Wide	School ^c																	
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other	
Receive prompt feedback on their academic performance (written or oral)	2.34																		
Communicate with you via e-mail	2.15																		
Ask questions in this class or contribute to class discussions	2.06																		
Discuss grades or assignments with you	1.97																		
Come to class without having completed readings or assignments	1.95																		
Work on a paper or project that requires integrating ideas or information from various sources	1.72	1.00	2.00	1.17	1.50	1.67	0.00	2.26	0.67	2.00	1.67	1.40	1.75	1.10	3.00	1.50	1.27	1.50	
Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc) to discuss or complete an assignment in this class	1.67																		
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	1.48	2.00	2.00	0.83	1.00	0.50	0.00	1.91	0.67	2.00	1.67	1.67	2.67	1.11	3.00	2.00	0.45	1.25	
Work with classmates on projects during your class	1.44																		
Talk about career plans with you	1.36																		
Discuss ideas from your readings or class with you outside of this class	1.35																		
Work with classmates outside of class to prepare class assignments	1.33	1.00	2.00	1.33	2.00	1.75	0.00	1.11	0.67	0.00	2.00	1.00	2.00	1.35	2.50	1.50	1.73	1.00	
Discuss ideas from their readings or classes with you outside of class	1.32																		
Make class presentations	1.08																		
Tutor or teach other students (paid or voluntary)	1.06																		
Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment	0.90																		
Work with you on activities other than coursework (committees, orientation, student life activities, etc.)	0.54																		
Participate in a community-based project as part of your course	0.33																		

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

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

A20. The Classroom Continued^{ab}

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	Mean	STDV	Confidence Intervals
Undergraduate students	472	4.02	7.55	
Graduate and Professional students	452	3.39	5.02	

Upper Courses Lower Courses

Learning Activities in Class	Upper Courses				Lower Introductory Courses				Confidence Intervals										
	N	Mean	STDV	Percentages				N	Mean	STDV	Percentages				VL	S	QB	VM	
How often do you use...				VL	S	QB	VM				VL	S	QB	VM					
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	162	3.44	0.64	0%	8%	40%	52%	117	3.16	0.78	1%	21%	40%	38%					
Applying theories or concepts to resolve practical problems or to use in new situations	161	3.34	0.78	2%	14%	34%	51%	115	3.01	0.84	3%	24%	40%	32%					
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	162	3.31	0.78	2%	14%	35%	49%	117	3.19	0.79	3%	13%	45%	38%					
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	162	3.15	0.90	6%	17%	34%	43%	117	2.83	0.93	9%	27%	37%	27%					
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	162	1.96	0.88	35%	40%	20%	6%	117	2.09	0.92	29%	43%	19%	9%					

^a 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).

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

	N	Median	Percent of Responses					
			1-5	6-10	11-15	16-20	21-25	31+
Upper Division	159	5.80	47.8	41.5	8.2	1.9	0.6	0
Lower Division	115	4.70	59.1	35.7	4.3	0.9	0	0

^{*}SIR = Semi-interquartile range, a percentile based measure of variability that is equal to the 75th percentile minus the 25th percentile divided by two. Both the Median and SIR reflect an estimate in actual hours derived using interpolation from the categorical responses.

A21. Group differences in student's classroom behavior- Upper Division^{ab}

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c							Academic Rank ^c				Years at IUPUI ^c			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	3.44																	
Applying theories or concepts to resolve practical problems or to use in new situations	3.34	3.51	3.15															
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.31																	
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	3.15																	
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	1.96																	

A21 Continued. Group differences in student's classroom behavior- Upper Division^{ab}

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

	Campus-Wide	School ^c																
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	3.44																	
Applying theories or concepts to resolve practical problems or to use in new situations	3.34																	
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.31																	
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	3.15																	
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	1.96																	

^a 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).

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

A22. Group differences in student's classroom behavior- Lower Division^{ab}

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c						Academic Rank ^c			Years at IUPUI ^c					
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.19																	
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	3.01																	
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	2.83																	
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	2.09																	

A22 Continued. Group differences in student's classroom behavior- Lower Division^{ab}

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

	Campus-Wide	School ^c																
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.19																	
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	3.01																	
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	2.83																	
Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form	2.09																	

^a 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).

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

A23. Perceptions of Student Welfare^{ab}

Extent IUPUI emphasizes the following...	Valid N ^c	Mean	STDV	Percentage				Confidence Intervals			
				VL	S	QB	VM	VL	S	QB	VM
Providing the support students need to help them succeed academically	528	2.75	0.76	5%	30%	50%	15%				
The need for students to spend significant amounts of time studying and on academic work	510	2.42	0.90	18%	34%	38%	11%				
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	470	2.40	0.86	15%	41%	34%	10%				
Helping students cope with their non-academic responsibilities (work, family, etc.)	440	2.14	0.88	25%	42%	25%	7%				
Providing support for students to thrive socially	431	1.92	0.81	33%	46%	17%	4%				

^a 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).

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

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

Extent IUPUI emphasizes the following... ^{ab}	Valid N ^c	Mean	STDV	Percentage				Confidence Intervals			
				Poor	Fair	Good	Excel	Poor	Fair	Good	Excel
Overall, how would you rate the quality of academic advising available to your unit	545	2.90	0.75	4%	23%	54%	20%				

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

^b Results presented in order from highest to lowest mean quality ratings.

^c Mean excludes "not applicable" responses.

A24. Group differences in Perceptions of Student Welfare^{ab}

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c							Academic Rank ^c				Years at IUPUI ^c			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./ Librarian	Assoc. Prof./ Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Providing the support students need to help them succeed academically	2.75																	
The need for students to spend significant amounts of time studying and on academic work	2.42																	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.40																	
Helping students cope with their non-academic responsibilities (work, family, etc.)	2.14																	
Providing support for students to thrive socially	1.92																	

^a 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).

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

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c							Academic Rank ^c				Years at IUPUI ^c			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./ Librarian	Assoc. Prof./ Lib.	Assist. Prof./ Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Overall, how would you rate the quality of academic advising available to your unit	2.90																	

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

^b Results presented in order from highest to lowest mean quality ratings.

^c Mean excludes "not applicable" responses.

A24 Continued. Group differences in perceptions of student welfare^a

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

	Campus-Wide	School ^c																
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other
Providing the support students need to help them succeed academically	2.75	2.44	2.53	2.90	3.08	2.75	2.33	2.66	2.98	2.86	2.90	2.36	2.56	2.81	2.50	2.85	2.38	2.38
The need for students to spend significant amounts of time studying and on academic work	2.42	2.19	2.07	3.08	2.67	2.31	2.50	1.97	2.96	2.84	2.54	2.09	1.59	2.13	1.82	2.27	2.38	2.25
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.40	1.93	2.00	2.86	2.82	2.08	2.10	2.15	2.58	2.71	2.60	2.18	2.00	2.24	2.27	2.55	2.26	2.13
Helping students cope with their non-academic responsibilities (work, family, etc.)	2.14	2.12	1.90	2.30	2.64	2.00	1.88	1.88	2.54	2.32	2.30	1.91	1.71	1.93	1.91	2.27	2.14	2.00
Providing support for students to thrive socially	1.92	1.81	1.91	2.24	2.30	2.00	1.86	1.62	2.37	2.19	1.97	1.82	1.36	1.60	1.67	2.00	1.75	1.33

^a 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).

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

	Campus-Wide	School ^c																
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other
Overall, how would you rate the quality of academic advising available to your unit	2.90	3.16	3.07	3.00	2.79	3.07	2.50	2.89	2.91	2.87	2.61	3.82	2.06	3.00	2.71	3.00	3.08	3.00

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

^b Results presented in order from highest to lowest mean quality ratings.

^c Mean excludes "not applicable" responses.

A25. Quality and Use of Campus Services^{ab}

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 ^c	Mean	STDV	% USE	Percentage				Confidence Intervals				
					PR	FR	GD	EX	PR	FR	GD	EX	
Medical/Law/Dentistry Library	413	3.49	0.58	28%	0%	4%	43%	53%					
Center for Teaching and Learning	316	3.40	0.67	77%	1%	6%	43%	49%					
University Library	541	3.33	0.61	60%	1%	6%	53%	40%					
Center for Service and Learning	73	3.25	0.72	53%	1%	12%	47%	40%					
Information Mgmt and Institutional Research (IMIR)	105	3.24	0.85	24%	5%	12%	37%	46%					
University Place Conference Center	517	3.19	0.70	15%	2%	10%	55%	33%					
Office of International Affairs	193	3.09	0.90	26%	7%	14%	41%	38%					
Community Learning Network	58	3.09	0.82	14%	5%	14%	48%	33%					
Testing Center	103	3.07	0.77	16%	5%	12%	55%	28%					
Office of the Registrar	225	3.03	0.74	16%	4%	14%	57%	25%					
Enrollment Center/Undergraduate Admissions	80	3.00	0.71	10%	3%	18%	58%	23%					
University Information Technology Services (UITS)	546	2.99	0.78	17%	4%	17%	53%	25%					
Counseling and Psychological Services	61	2.98	0.76	79%	5%	15%	57%	23%					
Office of Academic Policies, Procedures, and Documentation	121	2.98	0.75	17%	3%	19%	54%	24%					
University College	178	2.96	0.84	12%	7%	15%	52%	25%					
Adaptive Educational Services	164	2.94	0.83	9%	7%	16%	52%	24%					
Communications and Marketing	105	2.91	0.82	37%	9%	12%	58%	21%					
IU Foundation	248	2.91	0.87	10%	8%	17%	50%	25%					
Graduate Office	162	2.90	0.72	48%	4%	20%	59%	17%					
Research Compliance Administration (human subjects/biosafety)	292	2.87	0.77	13%	5%	21%	55%	18%					
Career Center	82	2.87	0.87	8%	9%	20%	49%	23%					
Student Life & Diversity Programs	85	2.86	0.76	4%	6%	19%	59%	16%					
Affirmative Action	96	2.85	0.91	11%	8%	24%	42%	26%					
Sponsored Program Administration (Federal Grants and Contracts)	329	2.84	0.82	10%	7%	21%	52%	20%					
Intercollegiate Athletics	70	2.81	0.84	75%	7%	24%	49%	20%					
Campus Design, Print, and Mail	240	2.76	0.84	88%	10%	22%	52%	17%					
University Bookstores	597	2.76	0.73	35%	6%	23%	59%	11%					
Bursar Office	121	2.74	0.77	34%	7%	24%	56%	12%					
Human Resources	451	2.73	0.82	12%	9%	23%	53%	14%					
Corporate and Industrial Material Transfer Agreements	66	2.70	0.86	44%	12%	20%	55%	14%					
Student Financial Aid Services	66	2.64	0.94	18%	17%	18%	50%	15%					
Campus Facility Services/Building Maintenance	358	2.37	0.86	86%	16%	39%	36%	9%					
Campus Parking Services	614	2.36	0.86	66%	18%	35%	40%	7%					
Campus Housing	24	2.17	0.92	25%	29%	29%	38%	4%					

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

^b Results are presented in order from highest to lowest ratings of quality.

^c 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)^{ab}

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

	Campus-Wide	Gender ^c		Race/Ethnicity ^c							Academic Rank ^c				Years at IUPUI ^c			
		Female	Male	African American	American Indian	Asian American	Hispanic	White	Non-U.S. Citizen	Multiracial/Other	Prof./ Librarian	Assoc. Prof./Lib.	Assist. Prof./Lib.	Lecturer/ Instructor	0 - 4	5 - 9	10 - 19	20 +
Medical/Law/Dentistry Library	3.49																	
Center for Teaching and Learning	3.40	3.55	3.27															
University Library	3.33																	
Center for Service and Learning	3.25																	
Information Mgmt and Institutional Research (IMIR)	3.24																	
University Place Conference Center	3.19																	
Office of International Affairs	3.09																	
Community Learning Network	3.09																	
Testing Center	3.07																	
Office of the Registrar	3.03										3.24	3.03	2.70	3.24				
Enrollment Center/Undergraduate Admissions	3.00																	
University Information Technology Services (UITS)	2.99										2.83	2.93	3.14	3.24	3.13	3.08	2.89	2.80
Counseling and Psychological Services	2.98																	
Office of Academic Policies, Procedures, and Documentation	2.98																	
University College	2.96																	
Adaptive Educational Services	2.94																	
Communications and Marketing	2.91																	
IU Foundation	2.91																	
Graduate Office	2.90																	
Research Compliance Administration (human subjects/biosafety)	2.87																	
Career Center	2.87																	
Student Life & Diversity Programs	2.86																	
Affirmative Action	2.85																	
Sponsored Program Administration (Federal Grants and Contracts)	2.84																	
Intercollegiate Athletics	2.81																	
Campus Design, Print, and Mail	2.76																	
University Bookstores	2.76																	
Bursar Office	2.74																	
Human Resources	2.73																	
Corporate and Industrial Material Transfer Agreements	2.70																	
Student Financial Aid Services	2.64																	
Campus Facility Services/Building Maintenance	2.37																	
Campus Parking Services	2.36																	
Campus Housing	2.17																	

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

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

^c Mean excludes "not applicable" responses.

A26 Continued. Group differences in perceived quality of campus services (if used in the past two years)^{ab}

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

	Campus-Wide	School ^c																
		Allied Health	Business	Dentistry	Education	Herron Art	Law	Liberal Arts	Medicine, Basic Sciences	Medicine, Academic Clinical	Nursing	Physical Education	Public & Environ. Affairs	Science	Social Work	University Library	Eng. & Tech.	Other
Medical/Law/Dentistry Library	3.49	3.47	2.00	3.48	0.00	0.00	3.42	3.62	3.50	3.53	3.52	3.50	3.67	3.29	4.00	3.25	3.00	3.00
Center for Teaching and Learning	3.40																	
University Library	3.33	3.36	3.20	3.23	3.86	3.20	3.45	3.30	3.29	3.32	3.47	3.40	3.05	3.08	3.67	3.83	3.27	3.60
Center for Service and Learning	3.25	3.33	4.00	3.67	3.50	3.00	0.00	3.41	3.40	2.50	3.00	2.50	3.75	2.60	4.00	4.00	3.50	4.00
Information Mgmt and Institutional Research (IMIR)	3.24																	
University Place Conference Center	3.19																	
Office of International Affairs	3.09																	
Community Learning Network	3.09																	
Testing Center	3.07																	
Office of the Registrar	3.03																	
Enrollment Center/Undergraduate Admissions	3.00																	
University Information Technology Services (UITS)	2.99	2.88	3.13	2.97	3.67	2.63	3.50	3.08	2.84	2.97	3.24	3.30	2.71	2.94	3.47	2.67	2.54	2.88
Counseling and Psychological Services	2.98																	
Office of Academic Policies, Procedures, and Documentation	2.98																	
University College	2.96																	
Adaptive Educational Services	2.94																	
Communications and Marketing	2.91																	
IU Foundation	2.91	2.64	4.00	3.00	3.00	2.00	3.11	2.82	3.00	3.00	3.22	3.63	2.14	2.70	2.86	2.25	3.18	3.00
Graduate Office	2.90																	
Research Compliance Administration (human subjects/biosafety)	2.87																	
Career Center	2.87																	
Student Life & Diversity Programs	2.86																	
Affirmative Action	2.85																	
Sponsored Program Administration (Federal Grants and Contracts)	2.84																	
Intercollegiate Athletics	2.81																	
Campus Design, Print, and Mail	2.76																	
University Bookstores	2.76	3.15	2.73	2.98	2.78	2.15	2.80	2.71	2.79	2.79	3.08	3.00	2.06	2.53	2.60	2.57	2.83	2.57
Bursar Office	2.74																	
Human Resources	2.73																	
Corporate and Industrial Material Transfer Agreements	2.70																	
Student Financial Aid Services	2.64																	
Campus Facility Services/Building Maintenance	2.37																	
Campus Parking Services	2.36	2.42	2.85	2.51	2.77	1.83	2.25	2.50	2.22	2.22	2.42	2.89	2.38	2.28	2.29	2.72	2.50	2.88
Campus Housing	2.17																	

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

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

^c Mean excludes "not applicable" responses.