

Introduction

This edition of Research Brief summarizes the results of the first IUPUI Staff Survey. The survey was sponsored by the Vice Chancellor for Administration and Finance and administered by staff in the Office of Information Management and Institutional Research (IMIR) in collaboration with IUPUI's Human Resources Administration and Staff Council. The purpose of the survey was to learn more about IUPUI staff attitudes and opinions about the work environment so as to represent those views more accurately in planning and resource allocation decisions.

The IUPUI Staff Survey was mailed in the spring of 1997 to all full-time appointed staff and all part-time, non-student employees who had been working a minimum of 20 hours per week for six months prior to the survey mailing. A total of 3,832 staff received the survey. Completed surveys were received from 2,161 of the recipients, and 126 were returned incomplete. The overall response rate was 58.3%. Of the 2,161 completed surveys, 281 (13%) were excluded from further analyses based on responses of either "strongly disagree" or "moderately disagree" to an item asking whether respondents felt they could be open and honest in completing the survey. Thus, a final sample size of 1,880 was used for analyses of the survey results.

This survey was developed based on a similar survey administered to staff at the University of Michigan, Ann Arbor. Marvin W. Peterson of the Center for the Study of Higher and Postsecondary Education and Kim S. Cameron, then of the School of Business constructed the Michigan survey. As one of the nation's large public research universities, The University of Michigan enrolls just under 37,000 students and employs approximately 3,300 full-time faculty and over 10,000 non-hospital and 7,000 hospital staff. Michigan staff survey respondents represent a sample of just under 5,000 from among the over 10,000 non-hospital employees (47.3% response rate).

Other items for the IUPUI Staff Survey were adapted from the recent IUPUI Faculty Survey and a staff survey developed at Indiana University Southeast (IUS). Comparisons were made, where appropriate, between the results of the IUPUI Staff Survey and the results of these other surveys. IU Southeast is a regional campus of Indiana University that enrolls approximately 5,500

Highlights

The 1997 IUPUI Staff Survey was completed by three out of five staff representing a broad cross-section of the IUPUI workforce.

IUPUI staff think highly of the campus and its academic programs, more so than do faculty. Views of campus quality seem to follow closely with educational level: people with a higher level of attainment are more critical of the campus than are individuals who have fewer years of formal schooling.

IUPUI staff have relatively positive attitudes about a range of aspects of their work environment, especially in comparison to staff who completed a similar survey at the University of Michigan, Ann Arbor.

Staff are most positive about their work units' priorities for providing high quality service and for the continual improvement of those services. They are also generally positive about their relationships with their supervisors and with co-workers.

IUPUI Staff are least positive about the availability of rewards and recognition for their work and the relationship between performance and rewards.

Satisfaction with various aspects of the work environment is closely related to job type. Specifically, staff in service/maintenance positions are consistently less positive than are staff in all other positions, and staff in professional/administrative positions, and especially directors are most positive.

There are consistent differences among ethnic/racial groups in work satisfaction. Asian staff are the most positive and African American staff the least positive on average. However, these differences do not hold up consistently across types of positions. For example, among service/maintenance staff, African Americans are the most positive group on average and Asian staff the least positive.

There are no major gender differences in staff orientations to work. Where there are differences, women tend to be less critical of working conditions than are men.

students and employs about 135 full-time faculty. The IU Southeast Staff Survey was completed by 146 of the campus's near 200 appointed staff.

This report closely follows the outline of the questionnaire. The questionnaire began with a section on general attitudes toward IUPUI that was followed by sections of questions relating more specifically to the respondent's own work unit. These latter sections included: unit philosophy, climate, leadership, relationships with co-workers, approaches to planning, relationships with clients, and use of information to improve the quality of work. Demographic items were also included in the survey to assess the representativeness of the sample and to examine important differences in staff opinions based on these characteristics.

The tables, graphs, and charts summarizing responses to each item have been compiled in an appendix that will be referenced throughout this interpretive report. Profiles by organizational area were generated in a format similar to the appendix. These have been distributed to the organizational leaders. Staff members were also asked to submit open-ended comments about their work experiences at IUPUI, the survey instrument itself, and improvements for any work unit at IUPUI. These comments will later be subjected to a content analysis so as to preserve anonymity and the results will be made available in a separate report. Anyone interested in receiving copies of these various reports should contact the Office of Information Management and Institutional Research.

The Characteristics and Representativeness of Survey Respondents

The demographic characteristics of sample respondents are summarized in Tables A1 through A10 of the appendix. A greater percentage of

Further Information about the Demographics of the Survey Sample

Section A11 in the appendix shows the inter-relationships among demographic characteristics of the IUPUI survey respondents through crosstabulations. Significant relationships, noted by emboldened print, indicate that the distribution of staff across one demographic characteristic differs across levels of the other characteristics. For example (and as expected), age is closely related to length of service at IUPUI and in a particular unit, with older staff tending to have longer tenures. Age is also related to organizational role, with proportionately more older staff in the supervisory and management roles and younger staff more likely to be in a front-line/service provider role. The likelihood of having no post-high school education increases with age. It is also notable that over two-thirds of the staff under 23 years of age have some college level experience without possessing a degree, likely reflecting the portion of the work force that is concurrently enrolled at IUPUI.

Sometimes, the significant relationships among demographic characteristics are difficult to express in simple terms. For example, there is a relationship between gender and age, but not so that women tend to be either younger or older than are men. Rather, there are larger proportions of women in the age ranges of 23-30 and 51-60 compared to men whereas proportionately more men than women are between the ages of 31-40 and over 60. A more notable gender difference is related to the type of position: men dominate the service/maintenance ranks whereas women dominate the clerical ranks. There is also a higher proportion of men in the technical and professional/administrative ranks but a higher proportion of women in clinical and research ranks.

Several differences were also found between groups based on respondents' racial/ethnic group. A majority of the Asian/Pacific Islander employees (72%) do not have any student contact, possibly related to the fact that over two-thirds of this group are in technical, research, and professional/administrative roles, mostly in the Medical School. In a related finding, over one-half of the Asian American staff have graduate or professional degrees. Comparatively, one in five white staff hold a graduate or professional degree and fewer than one in ten African American staff do. Compared to other racial/ethnic groups, a greater percentage of Black/African-American staff (27%) hold service/maintenance positions and are front-line service providers (72%). African Americans are well represented among supervisory ranks but tend to be under-represented in managerial and director positions.

A final area of notable inter-relationships among demographic characteristics relates to respondent educational level. As already indicated, there is a relationship between educational level and race/ethnicity. A relatively high proportion of Asian Americans and relatively low proportion African Americans have graduate-level degrees. In a notable gender difference, a larger proportion of male staff hold at least a bachelor's degree (61%) compared to female staff (46%). The relationships between race, gender, and educational attainment are important, especially when one notes the strong relationships between educational attainment and the type of position and organizational role characteristics. Nearly nine out of ten staff in service/maintenance positions have less than a bachelor's degree while nearly three out of four staff in professional/administrative positions have at least a bachelor's degree and most have at least post-baccalaureate education. The highest levels of educational attainment are also associated with managerial and especially director roles. Thus it is difficult to interpret the relationship between race, gender and the type and level of position within IUPUI without considering educational attainment as a mediating factor.

the respondents to the staff survey were female (72.0%) than male (28.0%), but these proportions are almost identical to the true population proportions (71% female, 29% male) and so there was no response bias by gender. The age distribution also followed the population closely. The median age of respondents was just over 40 years, with half of all respondents reporting ages of 30 to 50. Survey respondents included a higher proportion of white, non-hispanic staff (84.2%) than is found among the staff population (80%). African Americans comprise a smaller proportion of respondents (11%) than of the general staff population (16%). This bias follows closely with the fact that staff in service/maintenance positions, which include a disproportionately high percentage of African Americans, were under-represented among survey respondents. Despite the relative low response rate among staff in Service/Maintenance positions (about 40%), there is still a sufficient number in this category (141) for purposes of analysis. The small percentages of Asian American (3.2%) and other minority staff (1.9% Hispanic, Native American combined) represent closely population proportions of these two groups. Two out of five respondents have worked at IUPUI for less than five years and over one quarter (29%) have been employed at IUPUI for more than ten years. As might be expected, length of service within current unit runs slightly shorter on average than overall length of employment at IUPUI. More than one half of all respondents (54.2%) have been with their current unit for less than five years. A little more than one-half of the responding staff (53.0%) said their work involved direct contact with students. Of these staff, only 27.1% (one out of seven staff overall) said they provided any student advising. Over half of the respondents (67.0%) were employed in either clerical or professional/administrative positions and only 4.8% held clinical positions. A majority (58.4%) identified “front-line service provider” as their organizational role as opposed to having a role supervisor, manager, director, or other. The vast majority of staff have at least some post-high school education (99.6%), one half have completed at least a bachelor’s degree, and one in five have completed a graduate or professional degree program. Reflecting the overall distribution of employees, nearly one half of the staff responding to this survey (44.7%) are employed within the School of Medicine (including Allied Health).

When appropriate, comparisons were made between IUPUI’s and Michigan’s sample demographics. These results are presented in section A12 of the appendix. Notable differences were found between IUPUI and Michigan on the percentage of employees in different gender, racial/ethnic group, type of position, and length of service in current unit groups. Proportionately more of the IUPUI respondents were female compared to Michigan respondents. IUPUI’s sample included slightly

higher percentages of Asian/Pacific Islander and Black/African American staff, and slightly lower percentages of White and Other (Hispanic, Native American, or Multiracial) staff than did Michigan’s. Also, IUPUI’s sample included a greater percentage of technical, clerical, and clinical staff, and a lower percentage of professional/administrative and service/maintenance employees. On average, Michigan staff have been employed in their current units longer than have IUPUI staff. There were only small differences between the two campus samples in age, with IUPUI staff more varied across all age categories and the Michigan staff more clustered around the median age of about 40 years. There was no difference between the two samples in highest level of education attained.

The Perceived Quality of IUPUI

The first 23 items of the survey asked staff to rate different aspects of the quality of IUPUI. Responses were indicated on a scale of excellent, good, fair, or poor. Section A13 summarizes the responses to these items. The results are arranged in order from those receiving the highest rating to those receiving the lowest rating (according to the percentage of staff who rated the item either excellent or good). Items receiving the highest ratings were the reputation of IUPUI in Indianapolis, the quality of graduate and graduate-professional students at IUPUI, and the quality of academic programs, respectively. Interestingly, a large percentage of staff (90%) felt that IUPUI’s reputation in Indianapolis was good, but its statewide reputation was not rated as highly and its nation-wide reputation appeared near the bottom of the list. Much like we find on student and faculty surveys, items receiving the lowest ratings relate to the availability and cost of parking on campus. Over 70% of the staff gave these areas a rating of either “fair” or “poor.” It is also noteworthy that with the exception of the parking items, large numbers of responding staff did not feel qualified to provide an opinion regarding many of these overall quality of IUPUI items.

Differences Among IUPUI Staff

Demographic group differences were examined for each individual survey item as well as for summary scores for each section of items¹. Section A23 of the appendix

¹ The Michigan Staff Survey upon which the IUPUI survey was modeled was developed as a “scale-based” instrument. Each section was constructed such that the items could be pooled and represented by a single summative score. Scale reliability analyses were conducted by the researchers at Michigan and validated through the IUPUI study. The scale reliability coefficients as measured by Cronbach’s alpha, were very high, generally exceeding 0.90. IMIR staff also tested the discriminant validity of the scales by examining the intercorrelations among them. Results showed that there were large intercorrelations among scales suggesting relatively low discriminant validity despite the very high levels of inter-

displays the item-by-item group differences according to each demographic characteristic. Given the large number of items considered, each analyzed for differences across 10 demographic characteristics, Section A23 displays the means by group only if there was a statistically significant difference ($p < .01$) for a particular demographic characteristic. For example, ratings of the reputation of IUPUI in Indianapolis did not differ by gender and so the mean response by gender is not shown. These ratings did differ by age and so these means are reported. Section A24 shows demographic group differences among the overall summary scores for each questionnaire section. Given the highly summative nature of this table, all means are shown, regardless of whether they are significantly different among groups. The significant differences in Section A24 are noted by italicized print. For example, overall ratings for the Campus as a Whole scale did not differ by gender or length of service at IUPUI, but did differ according to age and racial/ethnic group.

Organizational area is the last group difference characteristic considered in Sections A23 and A24. In order to ensure the confidentiality of responses, organizational areas were grouped together into nine aggregate categories: six representing central administrative areas and three for staff employed within academic units. Differences by organizational area are addressed separately in the organizational area profiles distributed as part of this report package. These differences are not discussed in any detail in this report.

Overall, respondents who tended to rate IUPUI highest in quality included staff who were older (over 60 years old), of Asian American descent, employed in clinical positions, or directors. IUPUI was rated lowest in quality by service/maintenance staff and staff performing “other” organizational roles. No significant differences in overall scores occurred between groups based on gender, length of service at IUPUI or in the current unit, amount of student contact, educational attainment or organizational area. Looking at the individual items (Section A23), females rated the campus more highly than males in several areas, as did relatively new staff compared to their longer-tenured colleagues. It is also interesting to note that staff whose positions involve student contact or advising rated the classroom environment significantly lower compared to staff who do not deal with students on a routine basis. Staff with higher levels of educational credentials tended to be more critical of IUPUI, especially regarding the campus’s reputation and the quality of its undergraduate students, compared to staff with fewer years of education.

item reliability. Interested readers can contact IMIR for more information about these analyses.

Comparisons Between IUPUI Staff and Faculty

Several items in this section (1-3, 9-16, and 19) of the survey parallel questions asked of faculty in the 1996 IUPUI Faculty Survey. Comparisons were somewhat complicated because several of these items (9-16) were rated by faculty using a five-point satisfaction scale, rather than the four-point quality scale used in the staff survey. For these items, the percentage of staff who felt an aspect of IUPUI was good or excellent was compared with the percentage of faculty who were either satisfied or very satisfied with this aspect. These results are presented in Section A25 of the appendix. In general, staff rated the quality of IUPUI more highly than did faculty. In particular, Staff thought more highly of IUPUI’s reputation in the city, state, and nation and the quality of undergraduate and graduate students, student academic and support programs, and administrative leadership. These results may correspond closely to the negative relationship between educational attainment and ratings of IUPUI quality in these areas. It is also not surprising that the only area for which faculty members’ ratings were higher than staff ratings was for parking: faculty are more pleased with the availability and cost of parking than are staff.

The Staff Work Environment—Unit Philosophy

The next five items of the survey were developed to assess how staff members in respondents’ units think about the work they do. Staff were asked to indicate the extent of their agreement with each of the statements in this section on a six-point scale ranging from strongly agree to strongly disagree. Responses are summarized in Section A14 of the appendix. The results are ordered from highest to lowest mean extent of agreement. Overall, staff seem to be fairly service-oriented, in that 84% of them either agreed or strongly agreed that highest priority goes to activities linked directly to those they serve. A majority of the staff (81%) felt that employees in their units are well informed about the units’ missions and purposes, and that in their units, work quality was as important as budgetary considerations (77%). Only 45% of the staff either agreed or strongly agreed that stories of successful improvements that occur throughout the university are shared in their units. This was the only item for which the mean fell on the negative (disagree) side of the graph.

Differences Among IUPUI Staff

The overall unit philosophy scale means differed significantly among the racial/ethnic groups and according to type of position. Specifically, staff of Asian descent and those in clinical positions or having a director role were most positive about their units’ work philosophy, whereas Black/African American staff and

those in service/maintenance jobs or front-line service positions were less positive. Although there was not a significant difference in the overall unit philosophy scale by the other demographic characteristics of respondents, there were some differences for individual items. For example, older staff were more likely than their younger colleagues to agree that staff in their unit are included in making major changes to improve service.

Comparisons Between IUPUI Staff and Michigan and IU Southeast Staff

The average response for IUPUI staff for the five items in this section were compared with corresponding items from the Michigan and IU Southeast (IUS) staff surveys. These results are presented in Section A25 of the appendix. Statistically significant mean differences between IUPUI and Michigan occurred on three of the five items. IUPUI staff were more positive on average compared to Michigan staff. It is important to note, however, that the large sample sizes of these surveys makes it possible to attribute statistical significance to relatively small mean differences. To control for this, a second statistical test was used to characterize mean differences as substantively different². Accordingly, none of the item IUPUI-Michigan mean differences in this section were substantive. IUPUI mean responses were statistically and substantively higher than those of the IUS staff for two items: ‘the quality of work has a priority at least as high as budgetary considerations’ and ‘activities that link directly to those the unit serves get first priority.’

Staff Work Environment—Unit Climate

The third section of the survey asked staff to indicate their extent of agreement with 15 items related to characteristics of their work environments. The appendix summarizes the responses to these items in Section A15, arranged from highest to lowest mean extent of agreement. Respondents agreed most strongly that the staff members in their unit are honest and ethical. A large percentage of staff also agreed that their units have good working relationships with other units in the university and that staff members in their units are encouraged to give their very best effort. Lower proportions, although still a majority (63%) of respondents agreed that the methods their units use to resolve conflicts are satisfactory and that their unit is becoming a more enjoyable place to work. Even for the

lowest rated item of this section, over one-half of the respondents (55%) agreed that everyone in their units is involved in a team or work group that suggests ways to improve work. The mean for all items in this section fell on the positive side of the scale (i.e., greater than 3.5 on the 6-point scale)

Differences Among IUPUI Staff

The overall unit climate scale differed significantly by gender, racial/ethnic group, type of position, organizational role, and highest educational level (Section A24). Sub-group means were highest among females, Asian/Pacific Islanders, staff employed in professional/administrative positions, directors, and staff with master’s, doctoral, or professional degrees. Sub-group means were lowest among Black/African American staff, service/maintenance staff, those performing “other” organizational roles, and those holding certificates, licenses, trade school diplomas, or associate’s degrees. Section A23 shows that there were some group differences on individual items for all but one of the other demographic characteristics. There were no differences for any item according to whether staff have contact with students. Among these item differences, the likelihood of agreeing that unit staff members are honest and ethical, and that they are encouraged to work closely with one another, increases with age.

Comparisons Between IUPUI Staff and Michigan and IU Southeast Staff

In comparison with Michigan staff, IUPUI staff responses were statistically significantly higher for every item in this section (Section A24). The only item for which this mean difference was substantive was the lowest rated item: IUPUI staff agreed more strongly than did Michigan staff that everyone in their unit is involved in a team or work group that suggests ways to improve their work. The IUPUI staff means were statistically higher for three items compared to IUS staff, but none of these differences were large enough to be considered substantive.

Staff Work Environment—Planning for Improvement and Innovation

In the fourth section, respondents indicated their extent of agreement with 11 items assessing satisfaction with the way planning is approached in their units. Responses to these items are presented from highest to lowest mean extent of agreement in Section A16 of the appendix. Staff most strongly agreed that their units seek good ideas for improvement anywhere they can find them, and that when staff members are trying out a new idea or technique, mistakes are tolerated. At the lower end of

² Statistically significant mean differences that were equal to or greater than one-third of the item standard deviation for IUPUI respondents were designated as substantively different.

the scale, only 54% of the respondents agreed that staff members in their units are encouraged to take risks to improve their work, and less than one-half (48%) agreed that staff members who generate new ideas in their units are rewarded or recognized. It should be noted that these lowest rated items relate to rewards and recognition, which is addressed more completely by a separate set of items later in the survey.

Differences Among IUPUI Staff

Group differences were found in the overall scale for this section among the racial/ethnic categories, length of service in unit, and the organizational position and role variables. More positive attitudes toward unit planning for improvement and innovation were noted for Asian-Americans, staff who have been employed in their current units for less than one year, professional/administrative employees, and directors. Black/African Americans and staff in service maintenance or front-line service positions expressed relatively negative attitudes in this area. Women were more likely to agree that their units' day-to-day activities are guided by a long-term vision. And, although level of education was not associated with overall scale score differences, there were several item differences by educational level indicating that those with higher educational levels were more positive about their orientation toward unit quality improvement efforts.

Comparisons Between IUPUI Staff and Michigan and IU Southeast Staff

Again, IUPUI staff mean responses were statistically significantly higher than those of Michigan staff for each of these items, but none were substantively higher. There was one item for which IUPUI's mean was both statistically and substantively higher than the responses of IUS staff: IUPUI staff more strongly agreed that their units have specific plans for improving the quality of their work than did IUS staff.

Staff Work Environment—Satisfying Those Served

The fifth section contained eight items that focused on work unit approaches to satisfying those served by the unit. Individuals served could be other IUPUI faculty or staff, students, or members of the community. Section A17 arrays the responses to these items from most to least positive according to the overall average on the six-point agreement scale. The majority of the staff indicate that they are well-informed about who it is that the unit serves (88%) and what these individuals expect of them (85%). Once again, the item in this section that relates to rewards and recognition is at the bottom end of this scale: less than one-half of staff (48%) felt that

individuals who provide outstanding service are recognized or rewarded.

Differences Among IUPUI Staff

For the overall scale relating to these items (Section A24), significant differences were found among the racial/ethnic categories as well as for the type of position and organizational role. Consistent with earlier findings, Black staff and staff in service/maintenance positions had the lowest group averages while Asian staff and individuals in clinical and professional/administrative positions responded more positively as a group. Gender differences were found on three individual items with women more positive about their unit's orientation toward serving others than men. There were two notable group differences on the lowest rated item regarding rewards and recognition for providing outstanding service. Staff who have been employed in their unit for a relatively short time were more positive about such rewards than their longer-tenured co-workers. Staff with higher levels of education also noted more positive attitudes toward rewards and recognition for outstanding service.

Comparisons Between IUPUI Staff and Michigan and IU Southeast Staff

IUPUI staff responses were again statistically significantly higher than those for Michigan staff although none of these means were substantively different. There were no significant or substantive differences between IUPUI and IUS mean responses.

Staff Work Environment—Collecting and Using Information

The sixth section of the survey focused on the use of information to improve the quality of work. The six items in this section were also on a six-point scale ranging from strongly agree to strongly disagree. The responses are presented, in order from highest to lowest mean extent of agreement, in Section A18 of the appendix. Responses to these items did not differ as widely as for other sets of items. The highest average response was at the "slightly agree" level for the item relating to information being given to those most responsible so that improvements can be made. The lowest rated item was the neutral reaction to the one about staff being able to answer based on facts when asked how they know they are improving their work. For all items in this section, more than half the respondents agreed and at least one-third disagreed.

Differences Among IUPUI Staff

Group differences for these items paralleled those of earlier sections with the addition of overall scale

differences by organizational area. For the overall scale score, Asian/Pacific Islanders, professional/administrative staff and directors were the most satisfied overall of their respective groups, and Black/African Americans, service/maintenance staff, and staff employed in “other” organizational roles were the least satisfied of their respective groups. Although no significant differences were found in overall scores based on length of service in current unit, Section A23 of the appendix shows that staff who have been in their units less than one year most strongly agreed and those who have been in their units for 5-10 years agreed least strongly that staff members in their units are provided feedback about whether they’re doing a good job.

Comparisons Between IUPUI Staff and Michigan and IU Southeast Staff

For these items, Section A25 of the appendix shows that all but one of IUPUI’s means (the one for the item stating that staff members are provided feedback about whether they are doing a good job) were statistically significantly higher, but not substantively higher, than Michigan’s. The mean for IUPUI staff was statistically significantly higher than for IUS staff for the item about staff members being provided feedback about whether they are doing a good job. However, this difference was not substantive.

Staff Work Environment—Leadership

The seventh section of the survey employed the six-point agreement scale to examine nine items on aspects of the leadership in respondents’ units. The responses for this section were arranged from highest to lowest mean extent of agreement in Section A19 of the appendix. Only one item received a reasonably high level of endorsement—that the unit leadership communicated the importance of high quality work to staff members. The remaining items in this section received very similar levels of response with that were just slightly positive on average. For each of these items, about three of five staff responded on the positive side of the scale and two of five staff responded more negatively.

Differences Among IUPUI Staff

Once again, group differences in the overall scale score for this section were found for racial/ethnic categories as well as for type of position, organizational role, and organizational area. These differences, shown in Section A24, repeat the pattern where Asian staff and those in higher level positions were more positive about unit leadership and African American staff and those in lower level positions were less positive. In the only item-specific gender difference, women rated unit leadership as more open to change than did men. Older staff were

more likely to agree that unit leaders communicate the importance of high quality work to staff.

Comparisons Between IUPUI Staff and Michigan and IU Southeast Staff

IUPUI staff were statistically significantly more satisfied with every aspect of leadership in this section than were Michigan staff, but none of these items were substantively different (Section A25). No statistically or substantively significant differences occurred between IUPUI and IUS staff.

Staff Work Environment—Unit Staff Members

Section A20 summarizes the extent of respondent agreement with 17 statements about the staff members in their unit. The Michigan researchers found that these items related to two different scales, one about professional development and one about staff relations. Items on the professional development scale assess staff members’ opportunities to participate in training related to continuous improvement and total quality. Items on the staff relations scale assess staff members’ opinions about the working and interpersonal relationships within their units.

Professional Development

Three out of four respondents agree that they have opportunities to participate in training on work improvement concepts and that staff members in their units are expected to improve their work, and not just achieve a target. And, although most staff feel they have opportunities to participate in training activities, only 53% of them feel that their units evaluate the effectiveness of these opportunities.

Differences Among IUPUI Staff—Professional Development

In addition to the types of group differences found for earlier sets of items (race, type of position, organizational role), there were also overall differences for the professional development scale according to gender, educational level, and organizational area. Women tended to view professional development items more positively than did men. But staff with specialized training (certificates, licenses, trade school diplomas and associate’s degrees) tended to be least positive in their responses to these items.

Comparisons Between IUPUI Staff and Michigan and IU Southeast Staff—Professional Development

Since IUPUI staff provided statistically significantly more positive responses than Michigan staff on most items in common to the two surveys, it is probably more

informative that such differences did not exist for three items in this section relating to staff development opportunities (Section A25). For example, IUPUI and Michigan staff had almost identical means for the item “staff members in my unit are provided with opportunities for personal and professional growth.” There was one item for which IUPUI staff means were statistically and substantively higher than for IUS staff. IUPUI staff more strongly agreed that individual goals and objectives for improving work are included in staff performance appraisals.

Staff Relations

Three out of four staff agreed that they have the necessary resources to do their jobs, that staff members in their units know exactly what is expected of them in order to do high quality work and that staff can make and implement decisions that improve their work. Relatively fewer staff, although still the majority, agreed that staff members’ roles in decision-making are increasing, that staff are kept up-to-date about issues affecting their work, that staff can explain their units’ quality philosophy and that their unit actively seeks the opinions and participation of staff members from different backgrounds.

Differences Among IUPUI Staff—Staff Relations

Length of service and educational level join the usual differentiating group characteristics (race, type of position, and organizational role) for the overall scale pertaining to the staff relations items. Staff relations are viewed most positively by staff who have been at IUPUI for less than one year, although the group of longest tenured staff (more than 15 years) are second highest in their ratings of staff relations. The lowest ratings, although still generally positive, were provided by staff who have worked at IUPUI for 5 to 15 years. With regard to educational level differences, it appears that only staff with graduate degrees are notably different, and in this case more positive, with regard to staff relations. As with previous group differences, Asian staff respond very positively as a group and African Americans have the lowest group average. Attitudes toward staff relations are also notably low among service/maintenance staff and high among clinical and professional/administrative staff. Where item differences exist, women are more positive than are men about staff relations.

Comparisons Between IUPUI Staff and Michigan and IU Southeast Staff—Staff Relations

Following earlier patterns, IUPUI staff rated every item in this section statistically significantly higher, but not substantively higher, than did Michigan staff. No

differences were found in responses to these items between IUPUI and IUS staff.

Staff Work Environment—Rewards and Recognition

As noted above, the Michigan survey included several items within their scales that related to rewards and recognition. Believing that this topic was important enough to warrant its own section, Patrick McCarthy, the faculty member who led the IUS staff survey project developed a set of 12 items to assess staff attitudes toward rewards and recognition for their work. Following Dr. McCarthy’s lead, these questions were included in the IUPUI staff survey as a ninth section. Responses to these items are summarized in the same format as previous items in Section A21 of the appendix.

It was noted in the results reported earlier that items relating to rewards and recognition tend to be rated relatively low compared to most other items. Following this trend, the mean responses to all but two of the items in this section fall on the negative side of the graph. Staff are generally dissatisfied with the rewards and recognition they receive for their performance. Only 24% of the staff agreed that they are asked for their preferences for different types of rewards or recognition, and only 33% agreed that pay raises depend on how well staff perform their jobs. Staff seemed somewhat satisfied with only two areas—a majority agreed that their managers provide more positive than negative feedback about their performance, and that high performing staff receive respect and recognition from their co-workers.

Differences Among IUPUI Staff

The usual group differences characterize this section, along with differences by length of service and educational level. Asian/Pacific Islanders, staff who have been at IUPUI for less than a year, staff employed in their current units less than one year, professional/administrative staff, directors, staff possessing master’s, doctoral, or professional degrees were the most satisfied overall of their respective groups. Black/African American staff, staff employed at IUPUI for 5-10 years, staff employed in their current units for 5-10 years, service/maintenance staff, front-line service providers, and staff possessing certificates, licenses, trade school diplomas or associate’s degrees were the least satisfied overall. It is notable that there were no gender or age differences overall or for any specific item in this section.

Comparisons Between IUPUI Staff IU Southeast Staff

IUPUI staff are not alone in their negative views toward staff rewards and recognition. IUS staff were also mostly negative about these items. Where significant differences

existed between the two campuses, IUPUI staff were less dissatisfied than their IUS counterparts. This difference was substantive for one item in particular. Even though nearly one half of IUPUI staff (45%) strongly disagreed that pay raises depend on how well staff perform their jobs, this was far less than the 60% of IUS staff that strongly disagreed.

Staff Work Environment—Job Satisfaction

The final attitudinal section of the survey consisted of seven questions that asked staff to indicate, on a 5-point scale ranging from very satisfied to very dissatisfied, their feelings about their jobs. Responses to these items were arranged in order from highest to lowest mean extent of agreement, and are presented in section A22 of the appendix. Staff members are most satisfied with their relationships with their immediate supervisors and are also fairly satisfied with the fringe benefits they receive. Overall job satisfaction was fairly high in that 60% of the staff were either satisfied or very satisfied with this area and only 13% were dissatisfied or very dissatisfied. By far, staff are least satisfied with their salary levels. Only 24% of the respondents were either satisfied or very satisfied with their salary levels and this is the only item from among this set with a mean on the negative side of the scale. Satisfaction with morale was the second lowest but the mean was notably higher than for the salary level item.

Differences Among IUPUI Staff

The overall job satisfaction scale differed by age (older staff more satisfied), racial/ethnic group (Asian most satisfied, Blacks least satisfied), length of service (shortest and longest tenured most satisfied, middle ranges less satisfied), type of position (Service/Maintenance least satisfied, Professional/Administrative most satisfied), organizational role (directors most satisfied, front line service providers least satisfied), and educational level (college graduates more satisfied). There were gender differences for two items. Women were less dissatisfied with their salary levels and more satisfied with their jobs, overall.

Comparisons between IUPUI Staff and Faculty

None of these items appeared on Michigan’s or IUS’s staff surveys, but some of the items in this section appeared in the IUPUI Faculty Survey. Thus, where appropriate, comparisons were made between IUPUI staff and faculty on these items. The last part of Section A25 of the appendix summarizes this comparison. There was a statistically significant but not substantive difference for one of the four items in common to these two surveys showing that staff are less satisfied with their jobs than are faculty.

Table 1. Differences in Attitudes on Select Scales by Race/Ethnicity and Type of Position

Race/ Ethnicity	Type of Position			Total
	Service/ Maintenance	Professional/ Administrative	All Other Positions	
Percentage Distribution				
Asian/ Pacific Islander	4%	26%	70%	100%
Black/ African American	27%	20%	43%	100%
White	6%	37%	57%	100%
Other Minority	13%	44%	43%	100%
Unit Climate Scale				
Asian/ Pacific Islander	1.60	4.45	5.02	4.77
Black/ African American	3.42	4.06	3.82	3.77
White	3.80	4.41	4.16	4.23
Other	3.95	4.27	3.62	3.92
Rewards and Recognition Scale				
Asian/ Pacific Islander	1.08	3.78	4.12	3.93
Black/ African American	2.79	3.15	2.87	2.91
White	2.60	3.55	3.10	3.23
Other	2.60	3.96	2.39	3.05
Job Satisfaction Scale				
Asian/ Pacific Islander	1.79	3.63	3.72	3.63
Black/ African American	2.91	3.32	3.21	3.16
White	3.06	3.61	3.33	3.41
Other	3.04	3.29	2.73	2.99

Table 2. Job Satisfaction among African American Staff by Gender and Type of Position

Gender	Type of Position			Total
	Service/ Maintenance	Professional/ Administrative	All Other Positions	
Percentage Distribution				
Female	9%	19%	72%	100%
Male	57%	18%	25%	100%
Job Satisfaction Scale				
Female	2.85	3.47	3.21	3.22
Male	2.93	3.00	3.16	3.00
Total	2.91	3.32	3.20	3.15

A Further Note on Demographic Differences

Throughout the sections of this survey there were consistent group differences in responses according to racial/ethnic group, type of position and organizational role. Generally, staff of Asian descent were more positive in their ratings of IUPUI and their work environments. African American staff, on the other hand, tended to respond in more negative ways. Staff in Service/ Maintenance position also provided consistently lower ratings compared to staff in all other types of positions, and especially compared to staff in Professional/ Administrative positions. Related to this finding, directors consistently rated the working conditions at IUPUI more positively than other staff, especially compared to staff in “front-line” service positions.

When some of these factors are viewed together, the picture becomes both clearer and more complicated. Table 1 first shows the distribution of staff within each racial ethnic category across a modified version of the position type. African American staff are over-represented in the service/maintenance category, whereas whites and other minorities are over-represented in the professional/administrative category.

The subsequent sections of Table 1 show the average response to three of the overall scale scores according to the combined grouping of race/ethnicity and position type. The overall difference showing Asians with the highest mean scores and Blacks with the lowest mean scores does not hold up within the various categories. Among service/maintenance staff, it turns out the Asian Americans have the lowest group mean. And, for the Rewards and Recognition scale, African American staff have the highest group average. Finally, while the overall finding seems to hold among the Professional/ Administrative group, the differences are generally smaller among all other position types. It is interesting to note that “other minority” staff (Hispanic, Native

American and Multi-racial) among the “other position types” (clerical, technical, research, and clinical) provide the lowest average response regarding rewards and recognition.

Table 2 further illustrates the interactions among various demographic characteristics by showing the distribution and average overall job satisfaction among only African American staff but categorized by gender

and position type. One interesting finding within this table is that almost three out of five African American male staff at IUPUI are employed in Service/Maintenance positions. African American females, on the other hand, are over-represented among the “other” positions, and most notably among clerical positions within which 42% of all African American Female staff are employed. For the average job satisfaction ratings, it is interesting to note that within the service/maintenance category, Black males have a slightly higher average than Black females, although this difference is not statistically significant. Black females in other positions are not notably more satisfied with their jobs than Black males in other positions. It is only within the professional/administrative category that the gender difference in job satisfaction even approaches significance ($p < .10$)

One cannot readily generalize from a consistent group difference in attitudes without considering the inherent relationships among demographic characteristics. For example, in general African Americans are less satisfied with their jobs than other staff and service/maintenance staff are less satisfied than staff in other types of positions. These two findings might lead one to assume that African Americans in service/maintenance positions might be the least satisfied overall. However, as Table 1 shows, the general racial/ethnic difference findings do not apply to the Service/Maintenance group.

Summary and Implications

It is always difficult and sometimes dangerous to generalize from the results of an attitudinal survey administered to a large and diverse collection of individuals. Having comparative data from other campuses and noting demographic differences may lend credibility to some of these conclusions but it should be noted first and foremost that focusing on average responses often obscures the variability of individuals within groups and leads to over-generalizations, more

commonly known as stereotypes. On the other hand, if viewed cautiously and used as but one source of evidence, there are some patterns in these results that can direct the attention of the IUPUI community toward issues that warrant further consideration.

Using the University of Michigan survey as a starting point has helped to place IUPUI staff responses in a comparative framework. Overall comparisons suggest that IUPUI staff are generally more positive about their work environment than are Michigan staff. Given the large differences among IUPUI staff according to type of position, it is important to consider differences between these two samples in this regard. Table 3 shows that although some notable differences exist between the two campus groups they do not invalidate the attitudinal differences. The Michigan group had a notably higher proportion of staff in both the most (professional/admin) and least (service/maintenance) satisfied groups.

Table 3. Differences in Job Type Between the University of Michigan and IUPUI Samples

<i>Job Type</i>	<i>Michigan</i>	<i>IUPUI</i>
Professional/Admin.	51%	35%
Technical	4%	9%
Clerical	26%	32%
Service/Maintenance	17%	8%
Clinical/Research	3%	16%

IUPUI staff expressed the least positive feelings regarding the rewards and recognition they receive for their job performance. This was not only true for the entire section dedicated to rewards and recognition, but also for individual items that tapped into this area among the other scales. On the other hand, IUPUI staff are no less positive compared to IUS staff. IUPUI staff means were higher than IUS staff means for three of the four items having significant differences. It should also be noted that items relating to rewards and recognition, and especially salary levels, are often rated relatively low in employee surveys.

Many IUPUI staff do not believe that raises and promotions are linked to performance. Although this does not necessarily imply that staff think there should be such a linkage, the low levels of agreement with most items in this area suggest that feelings of dissatisfaction are associated with these beliefs. Since there are often limited resources for monetary rewards and restrictions regarding promotions, one can look to other items in this section for avenues for potential improvement. The lowest rated item in this section was for the statement, "staff are asked about their preferences for different types of rewards and recognition." This suggests that many

work units might profit from talking about the various ways in which good work can be recognized and rewarded and the different preferences among staff for these incentives.

It is not surprising that staff in the highest level positions were most positive about the work environment at IUPUI. It is generally found that job satisfaction is positively associated with the variety and level of skills and the degree of independence and autonomy provided in one's work. While these conditions generally characterize higher level positions, it is possible to increase skill variety and autonomy for a variety of positions. It should also be noted that the types and levels of skills and independence of work that are related to higher level positions go hand in hand with the educational requirements for those positions.

The link between education, position level and job satisfaction is especially important at an institution of higher education where education is so highly valued. This is further illustrated by the fact that job satisfaction was higher among faculty responding to the 1996 Faculty Survey than among the professional and administrative staff responding to the current Staff Survey. Education may very well represent the key to both gratification and mobility in a college or university setting. Given that the campus will always employ staff in a wide range of positions requiring varying levels of education, it is important to promote and facilitate education and training for all staff as well as to recognize and reward good work and conscientious workers at all levels of the organization.

Another dimension to the differences in perspectives among staff in different types of positions is the fact that those in higher level positions often make decisions that affect those in lower level positions. It is therefore important that those in decision-making roles have a clear understanding of the variety of perspectives among IUPUI staff. Most professionals and faculty at IUPUI are presumably involved in work that is intrinsically rewarding. They are also more likely to find opportunities for personal and professional growth through their everyday work experiences. This is not as often the case for staff in clerical or service/maintenance positions. Rewards, recognition, and opportunities for growth and development do not come as naturally from the work itself and so must be addressed as a management issue. On the other hand, this is not a management issue that should be dealt with by management alone. The results of this survey suggest that staff participation in decision-making, particularly as it affects their own work unit and individual roles, should be a high priority in any effort to improve the work

environment at IUPUI, and ultimately to improve the campus environment for staff, faculty, and students.

There is a tendency in a report such as this to focus attention on those items that are among the highest or lowest rated. In some cases, though, a fairly neutral response should command as much or more attention than more extreme responses. For example, it is fairly common for staff to indicate relatively low levels of satisfaction with job rewards and recognitions and so the low levels of satisfaction found in this survey are not below norms for these types of items. On the other hand, the relatively neutral ratings of unit leadership may not meet with the expectations that our campus community has in this area. Readers of this report and the accompanying detailed item-by-item summary should consider comparing response levels to their expectations and not only to the responses of other items.

The IUPUI Staff Survey provides a valuable summary of the satisfaction of staff members in various organizational areas with their experiences at IUPUI. Many generalizations and group differences were discussed in this edition of *Research Brief*. Given the richness of these results and complexity of the IUPUI workforce, separate analyses were generated by organizational area. To save paper, these analyses are distributed to a limited number of individuals in the senior levels of the organizations. Members of the campus community are encouraged to contact IMIR with any questions, requests for special analyses, or to discuss how the results of this survey apply to program planning and improvement.

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1997 IUPUI Staff Survey

Research Brief Appendix

***Item-by-Item Analysis
and
Group Differences***

Sample Demographics

The results from the following Staff Satisfaction Profile are tabulated using the responses from 1880 staff.

A1. Gender

	N	%
Female	1340	72.0%
Male	520	28.0%
TOTAL	1860	100.0%
No Answer (Missing Values)	20	1.1%



A2. Age

	N	%
Less than 23 years	35	1.9%
23 to 30 years	326	17.6%
31 to 40 years	527	28.4%
41 to 50 years	591	31.9%
51 to 60 years	305	16.4%
Over 60 years	71	3.8%
TOTAL	1855	100.0%
No Answer (Missing Values)	25	1.3%



A3. Racial/Ethnic Group

	N	%
Asian/Asian Amer./Pacific Islander	59	3.2%
Black/African American	194	10.6%
Caucasian/White (non-Hispanic)	1539	84.2%
Other	35	1.9%
TOTAL	1827	100.0%
No Answer (Missing Values)	53	2.8%



A4. Length of Service at IUPUI

	N	%
Less than 1 year	164	8.8%
1 to 4 years	585	31.4%
5 to 10 years	573	30.8%
11 to 15 years	220	11.8%
More than 15 years	320	17.2%
TOTAL	1862	100.0%
No Answer (Missing Values)	18	1.0%



A5. Length of Service in Unit

	N	%
Less than 1 year	264	14.2%
1 to 4 years	743	40.0%
5 to 10 years	540	29.1%
11 to 15 years	140	7.5%
More than 15 years	171	9.2%
TOTAL	1858	100.0%
No Answer (Missing Values)	22	1.2%



A6. Does your Work Involve Direct Contact with Students?

	N	%
No	873	47.0%
Yes	984	53.0%
TOTAL	1857	100.0%
No Answer (Missing Values)	23	1.2%
<i>If yes, do you provide any student advising?</i>		
No	463	47.7%
Yes	263	27.1%
Not Applicable	244	25.2%
TOTAL	970	100.0%
No Answer (Missing Values)	910	48.4%



A7. Type of Position

	N	%
Service Maintenance	141	8.1%
Clerical	561	32.2%
Technical	162	9.3%
Research	189	10.8%
Clinical	83	4.8%
Professional/Administrative	606	34.8%
TOTAL	1742	100.0%
No Answer (Missing Values)	138	7.3%



A8. Organizational Role

	N	%
Director	115	7.1%
Manager	279	17.1%
Supervisor	195	12.0%
Front-line service provider	950	58.4%
Other	89	5.5%
TOTAL	1628	100.0%
No Answer (Missing Values)	252	13.4%



A9. Highest Education Level Completed

	N	%
Less than high school or high school diploma	7	0.4%
Some college	195	11.3%
Cert. or license, trade school diploma, assoc. degree	662	38.4%
Bachelor's degree	318	18.5%
Post-bachelor's courses	194	11.3%
Master's, doctoral, or professional degree	347	20.1%
TOTAL	1723	100.0%
No Answer (Missing Values)	157	8.4%



A10. Organizational Area of Current Position

	N	%
Central Administration		
Libraries/Integrated Technologies	169	10.2%
Other Acad/Planning & Instit. Improvement	75	4.5%
Undergraduate Education/Student Affairs	88	5.3%
Administration and Finance	140	8.5%
External Affairs	38	2.3%
All Other Areas of Central Administration	105	6.4%
School Administration		
Medicine/Allied Health	737	44.7%
Liberal Arts or Science	82	5.0%
All Other Schools	215	13.0%
TOTAL	1649	100.0%
No Answer (Missing Values)	231	12.3%



A11. Relationships Between Staff Group Characteristics

	Gender		Age						Racial/Ethnic Group				Length of Svc at IUPUI					Length of Svc in Current Unit				
	Female	Male	Less than 23 yrs	23-30 yrs	31-40 yrs	41-50 yrs	51-60 yrs	Over 60 yrs	Asian/Pacific Is.	Black/Af. Amer	White	Other	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	Over 15 yrs	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	Over 15 yrs
Frequencies Distributions Above Diagonal																						
Gender																						
Female			27	249	362	425	236	37	40	130	1130	20	131	404	413	166	223	210	510	405	98	114
Male			8	77	164	166	68	34	19	63	407	15	33	181	158	52	96	54	232	133	41	56
Age																						
Less than 23 yrs	2%	2%							1	5	27	1	12	23	0	0	0	16	19	0	0	0
23-30 yrs	19%	15%							12	40	265	3	66	183	70	5	2	95	184	42	3	2
31-40 yrs	27%	32%							19	73	410	12	50	176	195	76	29	72	230	176	33	13
41-50 yrs	32%	32%							19	45	507	12	28	143	192	78	148	61	209	194	58	68
51-60 yrs	18%	13%							7	21	267	7	7	49	90	49	110	17	84	99	36	69
Over 60 yrs	3%	7%							1	10	58	0	1	9	21	10	30	3	13	26	9	18
Racial/Ethnic Group																						
Asian/Pacific Islander	3%	4%	3%	4%	4%	3%	2%	1%					10	23	12	7	7	13	27	11	4	3
Black/African American	10%	13%	15%	13%	14%	8%	7%	14%					17	65	55	22	35	22	85	56	12	18
White (non-Hispanic)	86%	81%	79%	83%	80%	87%	88%	84%					131	472	481	185	267	221	598	451	120	144
Other	2%	3%	3%	1%	2%	2%	2%	0%					2	13	11	3	6	1	17	13	1	3
Length of Svc at IUPUI																						
Less than 1 yr	10%	6%	34%	20%	10%	5%	2%	1%	17%	9%	9%	6%						159	4	1	0	0
1-4 yrs	30%	35%	66%	56%	33%	24%	16%	13%	39%	34%	31%	37%						61	519	4	0	0
5-10 yrs	31%	30%	0%	21%	37%	33%	30%	30%	20%	28%	31%	31%						36	153	381	1	1
11-15 yrs	12%	10%	0%	2%	14%	13%	16%	14%	12%	11%	12%	9%						6	30	81	102	0
Over 15 yrs	17%	18%	0%	1%	6%	25%	36%	42%	12%	18%	17%	17%						2	36	72	37	170
Length of Svc in Current Unit																						
Less than 1 yr	16%	10%	46%	29%	14%	10%	6%	4%	22%	11%	14%	3%	97%	10%	6%	3%	1%	62%	54%	56%	44%	49%
1-4 yrs	38%	45%	54%	56%	44%	35%	28%	19%	47%	44%	39%	49%	2%	89%	27%	14%	11%	28%	30%	28%	29%	29%
5-10 yrs	30%	26%	0%	13%	34%	33%	32%	38%	19%	29%	29%	37%	1%	1%	67%	37%	23%	10%	16%	16%	27%	23%
11-15 yrs	7%	8%	0%	1%	6%	10%	12%	13%	7%	6%	8%	3%	0%	0%	0%	47%	12%					
Over 15 yrs	9%	11%	0%	1%	2%	12%	23%	26%	5%	9%	9%	9%	0%	0%	0%	0%	54%					
Student Contact & Advising*																						
No Student Contact	54%	56%	55%	61%	52%	54%	53%	56%	72%	50%	54%	42%	66%	55%	56%	48%	54%	62%	54%	56%	44%	49%
Have Stud. Contact, Don't Provide Advising	29%	28%	39%	28%	33%	27%	26%	27%	11%	28%	30%	31%	29%	28%	29%	28%	32%	28%	30%	28%	29%	29%
Have Stud. Contact & Provide Advising	17%	16%	6%	11%	15%	19%	21%	17%	17%	22%	15%	27%	5%	16%	15%	23%	14%	10%	16%	16%	27%	23%

*This variable was created by combining answers to the two parts of survey question 119.

Statistical test results for the Chi-square Test for Independence

THICK BORDER and BOLD PRINT indicate p<.01
THIN BORDER and PLAIN PRINT indicate p<.05
NO BORDER and SMALL PRINT indicate no significant difference (p>.05)

Relationships Between Staff Group Characteristics (continued)

	Gender		Age						Racial/Ethnic Group				Length of Svc at IUPUI					Length of Svc in Current Unit				
	Female	Male	Less than 23 yrs	23-30 yrs	31-40 yrs	41-50 yrs	51-60 yrs	Over 60 yrs	Asian/Pacific Is.	Black/Af. Amer.	White	Other	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	Over 15 yrs	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	Over 15 yrs
Type of Position																						
Svc/Maint	2%	24%	6%	5%	11%	7%	5%	30%	4%	27%	6%	13%	5%	8%	10%	5%	9%	6%	9%	7%	9%	8%
Clerical	41%	9%	59%	36%	26%	32%	37%	30%	23%	31%	33%	19%	39%	36%	31%	33%	25%	36%	33%	33%	29%	25%
Technical	6%	17%	15%	11%	10%	9%	5%	17%	15%	11%	9%	13%	3%	12%	10%	7%	8%	7%	10%	9%	5%	12%
Research	12%	9%	3%	17%	14%	8%	7%	2%	28%	4%	11%	6%	18%	11%	10%	8%	10%	15%	12%	10%	6%	6%
Clinical	6%	1%	6%	5%	5%	6%	4%	0%	4%	6%	5%	6%	3%	6%	4%	6%	4%	4%	6%	5%	3%	4%
Prof/Admin	33%	40%	12%	26%	35%	39%	42%	21%	26%	20%	37%	44%	32%	28%	36%	40%	44%	32%	29%	37%	48%	46%
Organizational Role																						
Director	6%	11%	0%	2%	7%	8%	11%	3%	5%	5%	7%	16%	7%	4%	7%	8%	12%	6%	5%	8%	10%	15%
Manager	16%	20%	7%	12%	18%	20%	16%	17%	14%	5%	18%	16%	14%	12%	18%	19%	25%	13%	13%	21%	23%	22%
Super.	11%	14%	4%	7%	15%	11%	15%	10%	16%	16%	11%	13%	5%	7%	15%	20%	13%	4%	9%	16%	22%	15%
Front-line Svc. Provider	61%	52%	81%	70%	53%	56%	54%	67%	52%	72%	57%	53%	68%	70%	55%	48%	46%	69%	67%	51%	42%	45%
Other	6%	3%	7%	8%	7%	4%	4%	3%	14%	3%	6%	3%	7%	6%	5%	4%	4%	8%	6%	5%	2%	3%
Highest Education Lvl.																						
Less than HS or HS diploma	12%	11%	6%	7%	8%	13%	18%	33%	9%	20%	11%	13%	6%	11%	13%	13%	15%	7%	10%	14%	18%	13%
Some college	26%	17%	68%	24%	19%	22%	27%	31%	5%	33%	23%	27%	24%	24%	22%	24%	25%	21%	24%	22%	21%	29%
Cert./lic./ trade dip/assoc	16%	12%	15%	12%	17%	16%	14%	5%	4%	19%	15%	13%	16%	15%	14%	14%	17%	17%	15%	14%	13%	19%
Bach. degree	18%	21%	9%	26%	24%	14%	11%	10%	21%	13%	19%	20%	22%	19%	19%	16%	16%	23%	20%	17%	15%	14%
Post-bach. courses	10%	14%	3%	14%	12%	12%	8%	5%	9%	5%	12%	3%	10%	11%	12%	11%	11%	12%	10%	12%	11%	12%
Mast/Doct/ Prof	18%	26%	0%	16%	21%	23%	22%	16%	52%	9%	20%	23%	22%	20%	21%	22%	17%	20%	21%	21%	24%	13%
Organizational Area																						
Libraries/ IT	7%	19%	11%	8%	11%	11%	9%	15%	25%	10%	10%	7%	7%	11%	12%	12%	6%	8%	12%	10%	12%	6%
Oth. Acad/Plng & Instt Imprvmt	5%	3%	7%	4%	6%	3%	5%	5%	4%	5%	4%	14%	4%	4%	4%	4%	6%	4%	5%	4%	2%	6%
Undergrad Ed/Stud Affairs	6%	3%	0%	5%	4%	4%	9%	8%	2%	11%	5%	14%	5%	5%	5%	6%	5%	4%	5%	6%	6%	6%
Admin/ Finance	7%	12%	7%	9%	7%	9%	10%	12%	2%	7%	9%	3%	7%	5%	10%	8%	13%	5%	5%	11%	11%	18%
Ext. Affairs	2%	3%	0%	3%	2%	3%	1%	3%	2%	2%	2%	0%	6%	4%	2%	1%	1%	4%	3%	2%	0%	1%
Oth Areas of Cent. Admin	5%	10%	11%	6%	6%	6%	8%	3%	6%	6%	7%	7%	5%	8%	5%	7%	7%	6%	7%	5%	8%	9%
Med/AHLT	50%	31%	41%	49%	44%	46%	41%	37%	50%	37%	46%	31%	47%	44%	45%	43%	46%	49%	45%	45%	39%	43%
LIBA/ SCI	4%	7%	0%	5%	7%	4%	4%	3%	4%	8%	5%	0%	6%	6%	4%	7%	3%	6%	6%	4%	7%	1%
All Oth. Schools	13%	12%	22%	10%	13%	14%	13%	13%	6%	14%	13%	24%	14%	13%	13%	13%	13%	14%	13%	13%	15%	10%

Statistical test results for the Chi-square Test for Independence

THICK BORDER and BOLD PRINT indicate p<.01
THIN BORDER and PLAIN PRINT indicate p<.05
 NO BORDER and SMALL PRINT indicate no significant difference (p>.05)

Relationships Between Staff Group Characteristics (continued)

	Student Contact & Advising*			Type of Position						Organizational Role					Highest Education Level					
	No Stud. Contact	Stud. Contact, Provide No Adv.	Stud. Contact, Provide Adv.	Svc/Maint	Clerical	Tech.	Research	Clinical	Prof/Admin	Director	Manager	Super.	Front-line Svc. Provider	Other	Less than HS or HS diploma	Some college	Cert./lic./trade dip/assoc	Bach. degree	Post-bach. courses	Mast/Doct/Prof
Gender				Frequencies Distributions Above Diagonal																
Female	617	335	190	23	514	80	145	76	407	63	180	129	700	73	147	323	200	219	130	226
Male	253	127	72	118	44	82	42	7	199	52	99	66	250	16	53	79	58	99	64	121
Age				Percentage Distributions Below Diagonal																
Less than 23 yrs	18	13	2	2	20	5	1	2	4	0	2	1	22	2	2	23	5	3	1	0
23-30 yrs	174	81	31	16	106	33	50	15	77	5	35	21	203	24	22	73	37	80	43	47
31-40 yrs	235	148	69	52	125	49	68	23	173	34	84	68	249	32	37	90	81	117	56	101
41-50 yrs	271	137	96	37	180	48	45	31	216	44	106	59	290	19	71	123	92	81	68	128
51-60 yrs	134	67	53	14	106	15	21	12	122	30	42	39	143	10	48	74	39	29	23	60
Over 60 yrs	35	17	11	20	20	11	1	0	14	2	10	6	40	2	20	19	3	6	3	10
Racial/Ethnic Group				Percentage Distributions Below Diagonal																
Asian/Pacific Islander	33	5	8	2	12	8	15	2	14	2	6	7	23	6	5	3	2	12	5	29
Black/African American	81	46	36	48	56	20	7	11	36	8	8	25	114	4	35	58	33	23	9	16
White (non-Hispanic)	726	401	206	84	477	126	158	68	533	99	252	157	781	77	154	327	213	270	176	290
Other	11	8	7	4	6	4	2	2	14	5	5	4	17	1	4	8	4	6	1	7
Length of Svc at IUPUI				Percentage Distributions Below Diagonal																
Less than 1 yr	90	40	7	7	60	4	28	5	48	9	18	6	90	9	9	37	25	34	16	34
1-4 yrs	284	144	84	43	196	68	60	31	152	21	62	36	360	33	58	129	83	104	63	111
5-10 yrs	275	146	74	53	162	51	54	21	188	34	91	76	272	26	65	116	74	98	60	107
11-15 yrs	90	53	43	10	69	15	17	13	83	17	38	41	96	9	27	48	28	33	22	45
Over 15 yrs	134	80	34	28	74	24	29	13	133	33	70	36	130	12	43	73	49	47	33	50
Length of Svc in Current Unit				Percentage Distributions Below Diagonal																
Less than 1 yr	143	64	23	14	89	18	38	9	78	12	29	9	150	18	18	51	41	55	30	48
1-4 yrs	350	192	104	66	231	69	84	41	205	31	88	60	434	39	70	169	101	136	70	145
5-10 yrs	260	132	73	35	165	48	49	23	187	36	99	76	243	24	68	110	71	85	60	103
11-15 yrs	51	33	31	11	37	7	8	4	62	13	30	28	54	3	23	27	17	19	14	31
Over 15 yrs	68	40	32	12	39	19	10	6	72	22	33	22	66	5	20	46	29	22	19	20
Student Contact & Advising				Percentage Distributions Below Diagonal																
No Student Contact				66	254	80	118	41	264	39	133	79	458	42	104	176	130	156	88	153
Have Stud. Contact, Don't Provide Advising				45	157	38	34	12	150	31	63	65	232	21	52	122	58	88	53	63
Have Stud. Contact & Provide Advising				14	68	23	18	20	95	25	37	30	131	10	18	45	38	36	31	67

*This variable was created by combining answers to the two parts of survey question 119.

Statistical test results for the Chi-square Test for Independence

THICK BORDER and BOLD PRINT indicate p<.01
THIN BORDER and PLAIN PRINT indicate p<.05
 NO BORDER and SMALL PRINT indicate no significant difference (p>.05)

Relationships Between Staff Group Characteristics

	Student Contact & Advising*			Type of Position						Organizational Role					Highest Education Level					
	No Stud. Contact	Stud. Contact, No Adv.	Stud. Contact, Provide Adv.	Svc/Maint	Clerical	Tech.	Research	Clinical	Prof/Admin	Director	Manager	Super.	Front-line Svc. Provider	Other	Less than HS or HS diploma	Some college	Cert./lic./ trade dip/assoc	Bach. degree	Post-bach. courses	Mast/ Doct/ Prof
Type of Position																				
Svc/Maint	8%	10%	6%							1	8	23	94	2	44	38	23	10	1	2
Clerical	31%	36%	29%							1	22	43	370	20	106	218	97	64	29	14
Technical	10%	9%	10%							2	5	14	108	11	12	21	35	41	16	13
Research	14%	8%	8%							2	17	27	104	18	4	11	20	54	33	50
Clinical	5%	3%	8%							1	5	7	59	3	2	6	24	11	11	23
Prof/Admin	32%	34%	40%							103	206	67	156	28	23	91	46	118	85	219
Organizational Role																				
Director	5%	8%	11%	1%	0%	1%	1%	1%	18%						1	7	6	13	16	68
Manager	18%	15%	16%	6%	5%	4%	10%	7%	37%						14	42	25	53	49	83
Super.	11%	16%	13%	18%	9%	10%	16%	9%	12%						24	45	33	37	19	18
Front-line Svc. Provider	61%	56%	56%	73%	81%	77%	62%	79%	28%						117	231	156	162	87	123
Other	6%	5%	4%	2%	4%	8%	11%	4%	5%						3	22	4	26	9	20
Highest Education Lvl.																				
Less than HS or HS diploma	13%	12%	8%	37%	20%	9%	2%	3%	4%	1%	5%	14%	13%	4%						
Some college	22%	28%	19%	32%	41%	15%	6%	8%	16%	6%	16%	26%	26%	26%						
Cert./lic./ trade dip/assoc	16%	13%	16%	19%	18%	25%	12%	31%	8%	5%	9%	19%	18%	5%						
Bach. degree	19%	20%	15%	8%	12%	30%	31%	14%	20%	12%	20%	21%	18%	31%						
Post-bach. courses	11%	12%	13%	1%	5%	12%	19%	14%	15%	14%	18%	11%	10%	11%						
Mast/Doct/ Prof	19%	14%	29%	2%	3%	9%	29%	30%	38%	61%	31%	10%	14%	24%						
Organizational Area																				
Libraries/ IT	11%	12%	6%	16%	11%	31%	1%	0%	8%	0%	8%	11%	12%	11%	9%	8%	9%	14%	12%	8%
Oth. Acad/Plng & Instit Imprvmt	4%	5%	4%	5%	5%	1%	2%	3%	6%	7%	5%	4%	4%	5%	5%	5%	3%	2%	7%	6%
Undergrad Ed/Stud Affairs	1%	5%	10%	5%	6%	4%	1%	5%	7%	10%	4%	5%	5%	8%	4%	6%	4%	4%	2%	9%
Admin/ Finance	11%	6%	5%	5%	10%	2%	0%	0%	14%	21%	17%	4%	6%	3%	14%	8%	9%	8%	8%	6%
Ext. Affairs	2%	4%	3%	7%	2%	0%	1%	0%	3%	6%	2%	2%	2%	1%	3%	2%	2%	4%	2%	1%
Oth Areas of Cent. Admin	6%	6%	5%	23%	7%	5%	4%	6%	5%	2%	4%	8%	8%	5%	11%	8%	9%	5%	4%	3%
Med/AHLT	54%	40%	36%	12%	42%	41%	79%	75%	35%	27%	38%	50%	47%	53%	40%	43%	50%	46%	46%	44%
LIBA/ SCI	3%	5%	9%	0%	6%	5%	5%	1%	6%	6%	5%	4%	5%	4%	2%	3%	1%	8%	11%	5%
All Oth. Schools	7%	18%	21%	28%	11%	11%	8%	9%	16%	21%	16%	12%	12%	11%	12%	15%	13%	10%	8%	16%

*This variable was created by combining answers to the two parts of survey question 119.

Statistical test results for the Chi-square Test for Independence

THICK BORDER and BOLD PRINT indicate p<.01

THIN BORDER and PLAIN PRINT indicate p<.05

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

Relationships Between Staff Group Characteristics (continued)

		<i>Organizational Area</i>								
		Libraries/ IT	Oth. Acad/Plng & Instit Imprvmt	Undergrad Ed/Stud Affairs	Admin/ Finance	Ext. Affairs	Oth Areas of Cent. Admin	Med/AHLT	LIBA/ SCI	All Oth. Schools
Gender										
	Female	86	60	72	88	23	63	596	52	161
	Male	83	14	14	51	15	42	135	29	52
Age										
	Less than 23 yrs	3	2	0	2	0	3	11	0	6
	23-30 yrs	23	11	13	24	8	17	134	14	28
	31-40 yrs	49	26	20	31	10	29	201	31	60
	41-50 yrs	60	17	24	47	14	32	250	24	74
	51-60 yrs	25	15	24	28	4	21	112	11	36
	Over 60 yrs	9	3	5	7	2	2	22	2	8
Racial/Ethnic Group										
	Asian/Pacific Islander	13	2	1	1	1	3	26	2	3
	Black/African American	16	7	17	10	3	9	57	12	22
	White (non-Hispanic)	134	60	64	126	33	90	628	65	177
	Other	2	4	4	1	0	2	9	0	7
Length of Svc at IUPUI										
	Less than 1 yr	10	6	7	10	8	7	67	9	20
	1-4 yrs	56	22	25	25	19	40	223	30	66
	5-10 yrs	61	21	26	48	8	24	221	22	64
	11-15 yrs	24	8	11	16	1	14	83	13	25
	Over 15 yrs	18	17	16	40	2	20	138	8	38
Length of Svc in Current Unit										
	Less than 1 yr	19	9	10	13	10	14	116	14	32
	1-4 yrs	75	32	30	33	18	43	285	36	85
	5-10 yrs	49	21	28	50	8	24	213	20	59
	11-15 yrs	15	2	8	14	0	10	49	9	19
	Over 15 yrs	10	10	10	29	2	14	70	2	16
Student Contact & Advising*										
	No Student Contact	86	32	7	86	13	47	408	23	49
	Have Stud. Contact, Don't Provide Advising	49	20	21	23	16	26	167	21	73
	Have Stud. Contact & Provide Advising	14	10	24	13	6	12	86	22	50

*This variable was created by combining answers to the two parts of survey question 119.
 Statistical test results for the Chi-square Test for Independence

THICK BORDER and BOLD PRINT indicate p<.01
THIN BORDER and PLAIN PRINT indicate p<.05

Relationships Between Staff Group Characteristics (continued)

	<i>Organizational Area</i>								
	Libraries/ IT	Oth. Acad/Ping & Instit Imprvmt	Undergrad Ed/Stud Affairs	Admin/ Finance	Ext. Affairs	Oth Areas of Cent. Admin	Med/AHLT	LIBA/ SCI	All Oth. Schools
Type of Position									
Svc/Maint	14	4	4	4	6	20	10	0	24
Clerical	55	27	28	51	11	34	212	30	56
Technical	44	1	5	3	0	7	58	7	15
Research	1	4	1	0	1	6	131	8	13
Clinical	0	2	4	0	0	5	58	1	7
Prof/Admin	48	35	40	77	19	29	199	33	89
Organizational Role									
Director	0	8	11	23	7	2	30	7	23
Manager	20	13	11	43	6	11	98	13	42
Super.	18	8	8	6	3	14	82	7	19
Front-line Svc. Provider	99	35	40	48	17	64	391	40	98
Other	9	4	6	2	1	4	42	3	9
Highest Education Lvl.									
Less than HS or HS diploma	15	8	6	22	5	18	63	3	19
Some college	30	18	23	30	8	30	157	12	53
Cert./lic./ trade dip/assoc	21	7	9	20	5	19	110	2	29
Bach. degree	41	7	11	23	11	14	133	22	29
Post-bach. courses	22	12	4	14	4	7	84	21	15
Mast/Doct/ Prof	27	19	30	19	4	11	143	17	52
Organizational Area									
Libraries/ IT									
Oth. Acad/Ping & Instit Imprvmt									
Undergrad Ed/Stud Affairs									
Admin/ Finance									
Ext. Affairs									
Oth Areas of Cent. Admin									
Med/AHLT									
LIBA/ SCI									
All Oth. Schools									

Statistical test results for the Chi-square Test for Independence

THICK BORDER and BOLD PRINT indicate p<.01

THIN BORDER and PLAIN PRINT indicate p<.05

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

A 12. Differences between IUPUI and Michigan's Sample Demographics

	IUPUI	Michigan
<i>Gender</i>		
Male	28.0%	34.4%
Female	72.0%	65.6%
<i>Significance</i>	<i>p</i> <.01 ^a	
<i>Age</i>		
Under 23	1.9%	1.1%
23-30	17.6%	17.0%
31-40	28.4%	31.5%
41-50	31.9%	32.0%
51-60	16.4%	14.8%
Over 60	3.8%	3.6%
<i>Significance</i>	<i>p</i> <.05 ^b	
<i>Racial/Ethnic Group</i>		
Asian	3.2%	2.4%
Black	10.6%	6.4%
White	84.2%	87.1%
Other	1.9%	4.2%
<i>Significance</i>	<i>p</i> <.01 ^a	
<i>Highest Education Level</i>		
Less than/equivalent to high school	11.7%	12.4%
Cert/Lic/Assoc.	38.4%	37.5%
Bach/Post-bach	29.7%	30.3%
Mast/Doc/Prof	20.1%	19.7%
<i>Significance</i>	<i>n.s.</i> ^c	
<i>Type of Position</i>		
Prof/Admin	34.8%	50.8%
Technical	9.3%	3.9%
Clerical	32.2%	25.6%
Svc/Maintenance	8.1%	16.7%
Clinical ^d	15.6%	3.0%
<i>Significance</i>	<i>p</i> <.01 ^a	
<i>Length of Service in Unit</i>		
Less than 1 yr	14.2%	10.8%
1-4 yrs	40.0%	36.5%
5-10 yrs	29.1%	32.3%
1-15 yrs	7.5%	9.7%
Greater than 15 yrs.	9.2%	10.7%
<i>Significance</i>	<i>p</i> <.01 ^a	

^aChi-square tests for independence found a significant difference between IUPUI's and Michigan's percentages at *p*<.01.

^bChi-square tests for independence found a significant difference between IUPUI's and Michigan's percentages at *p*<.05.

^cChi-square tests for independence found no significant difference between IUPUI's and Michigan's percentages.

^dThis category for IUPUI includes both clinical and research employees.

A13. The Campus as a Whole

<i>Indicate your rating of IUPUI in the IUPUI in the areas of^a ...</i>	Mean	STD	Number of Respondents				Not App./No Answ.	Percentage			
			PR	FR	GD	EX		PR	FR	GD	EX
The reputation of IUPUI in Indianapolis	3.15	0.61	18	165	1119	472	106	1%	9%	63%	27%
The quality of graduate & graduate-professional students at IUPUI	3.19	0.62	7	127	768	382	596	1%	10%	60%	30%
The quality of academic programs	3.09	0.62	12	175	900	325	468	1%	12%	64%	23%
The technology available to students to support teaching & learning	3.16	0.69	19	161	716	412	572	1%	12%	55%	31%
The technology available to faculty to support teaching & learning	3.16	0.71	28	141	645	389	677	2%	12%	54%	32%
The overall quality of teaching	3.03	0.60	12	186	913	252	517	1%	14%	67%	18%
The scholarly and professional competence of faculty	3.09	0.63	11	197	877	344	451	1%	14%	61%	24%
The technology available to faculty to support research & scholarship	3.13	0.73	27	160	581	358	754	2%	14%	52%	32%
The ability of IUPUI to meet students' educational needs	2.99	0.66	29	222	883	268	478	2%	16%	63%	19%
The reputation of IUPUI in Indiana	2.90	0.64	26	341	1002	236	275	2%	21%	62%	15%
IUPUI's connections with the local community	2.93	0.75	51	352	832	345	300	3%	22%	53%	22%
The technology available to staff to get their work done	2.91	0.80	86	332	829	362	271	5%	21%	52%	22%
The quality of administrative leadership in central administration	2.84	0.76	65	308	735	226	546	5%	23%	55%	17%
The quality of undergraduate students at IUPUI	2.77	0.63	30	354	815	111	570	2%	27%	62%	8%
The quality of student academic support programs & services	2.79	0.74	56	290	643	163	728	5%	25%	56%	14%
The clarity of objectives & plans for the next few years at IUPUI	2.76	0.84	112	362	667	252	487	8%	26%	48%	18%
The classroom environment (lighting, heating, etc.)	2.62	0.79	106	385	605	134	650	9%	31%	49%	11%
The quality of student activity support programs & services	2.59	0.80	104	354	524	112	786	10%	32%	48%	10%
Academic advising available to students	2.58	0.82	119	345	517	121	778	11%	31%	47%	11%
The identify & sense of community at IUPUI	2.60	0.84	174	526	745	212	223	11%	32%	45%	13%
The reputation of IUPUI nationally	2.53	0.81	125	430	526	113	686	10%	36%	44%	9%
The cost of parking on campus	2.05	0.88	545	731	407	112	85	30%	41%	23%	6%
The availability of parking on campus	1.93	0.84	651	690	412	57	70	36%	38%	23%	3%

A13. (continued) The Campus as a Whole (continued)

	%FR/PR ^{b,c}	100% 75% 50% 25% 0% 25% 50% 75% 100%	%EX/GD ^{b,c}	Valid N ^d
The reputation of IUPUI in Indianapolis	10%		90%	1774
The quality of graduate & graduate-professional students at IUPUI	10%		188451%	1284
The quality of academic programs	13%		188448%	1412
The technology available to students to support teaching & learning	14%		188453%	1308
The technology available to faculty to support teaching & learning	14%		188455%	1203
The overall quality of teaching	15%		188444%	1363
The scholarly and professional competence of faculty	15%		188448%	1429
The technology available to faculty to support research & scholarship	17%		188454%	1126
The ability of IUPUI to meet students' educational needs	18%		188446%	1402
The reputation of IUPUI in Indiana	23%		188440%	1605
IUPUI's connections with the local community	26%		188446%	1580
The technology available to staff to get their work done	26%		188449%	1609
The quality of administrative leadership in central administration	28%		188443%	1334
The quality of undergraduate students at IUPUI	29%		188431%	1310
The quality of student academic support programs & services	30%		188439%	1152
The clarity of objectives & plans for the next few years at IUPUI	34%		188442%	1393
The classroom environment (lighting, heating, etc.)	40%		188431%	1230
The quality of student activity support programs & services	42%		188428%	1094
Academic advising available to students	42%		188430%	1102
The identify & sense of community at IUPUI	42%		188431%	1657
The reputation of IUPUI nationally	46%		188424%	1194
The cost of parking on campus	71%		188387%	1795
The availability of parking on campus	74%		188374%	1810

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

^b Results presented in order from highest to lowest percentage of respondents who selected "Good" or "Excellent".

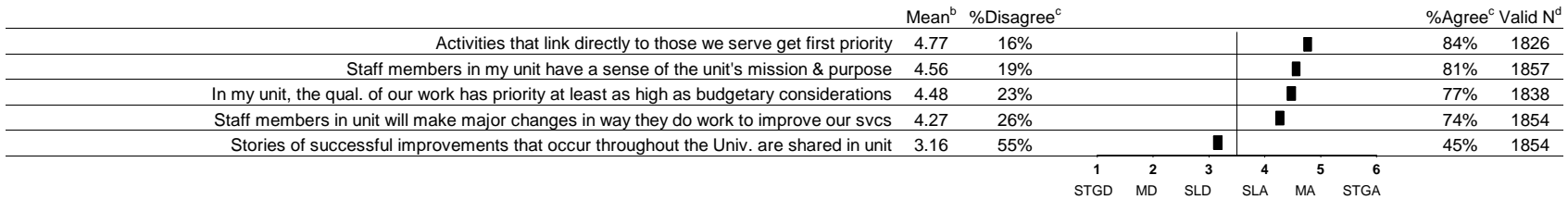
^c %Fair/Poor includes both Fair and Poor; % Excellent/Good includes both Good and Excellent.

^d Valid N excludes missing data.

Your Work Environment

A14. Unit Philosophy

	Mean	STD	Number of Respondents						No Answ.	Percentage						
			STGD	MD	SLD	SLA	MA	STGA		STGD	MD	SLD	SLA	MA	STGA	
Indicate the extent to which you agree/disagree with the following^a:																
Activities that link directly to those we serve get first priority	4.77	1.38	82	86	117	322	501	718	54	4%	5%	6%	18%	27%	39%	
Staff members in my unit have a sense of the unit's mission & purpose	4.56	1.43	91	142	129	326	610	559	23	5%	8%	7%	18%	33%	30%	
In my unit, the qual. of our work has priority at least as high as budgetary considerations	4.48	1.54	140	111	172	317	505	593	42	8%	6%	9%	17%	27%	32%	
Staff members in unit will make major changes in way they do work to improve our svcs	4.27	1.48	135	140	199	404	568	408	26	7%	8%	11%	22%	31%	22%	
Stories of successful improvements that occur throughout the Univ. are shared in unit	3.16	1.54	370	309	345	451	246	133	26	20%	17%	19%	24%	13%	7%	



^a Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).

^b Results presented in order from highest to lowest extent of agreement.

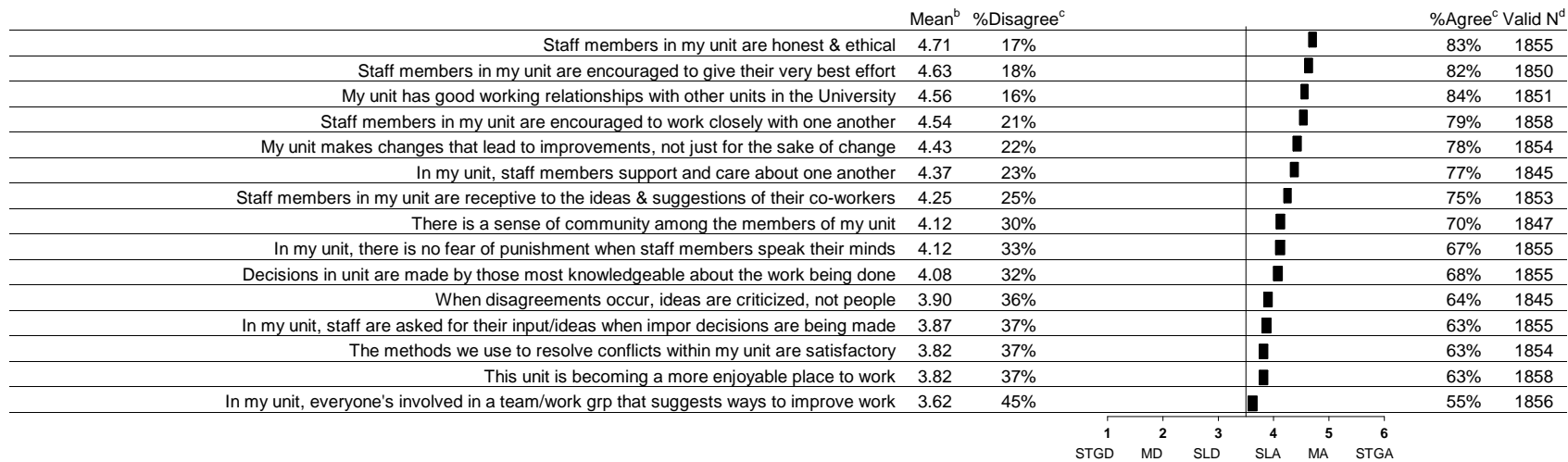
^c Disagree values include slightly disagree, moderately disagree, and strongly disagree; agree values include slightly agree, moderately agree, and strongly agree.

^d Valid N excludes missing data.

Your Work Environment (continued)

A15. Unit Climate

	Mean	STD	Number of Respondents						No Answ.	Percentage						
			STGD	MD	SLD	SLA	MA	STGA		STGD	MD	SLD	SLA	MA	STGA	
Indicate the extent to which you agree/disagree with the following^a:																
Staff members in my unit are honest & ethical	4.71	1.40	92	83	147	303	563	667	25	5%	4%	8%	16%	30%	36%	
Staff members in my unit are encouraged to give their very best effort	4.63	1.44	102	100	139	358	490	661	30	6%	5%	8%	19%	26%	36%	
My unit has good working relationships with other units in the University	4.56	1.26	65	93	130	458	663	442	29	4%	5%	7%	25%	36%	24%	
Staff members in my unit are encouraged to work closely with one another	4.54	1.45	106	105	174	359	527	587	22	6%	6%	9%	19%	28%	32%	
My unit makes changes that lead to improvements, not just for the sake of change	4.43	1.51	147	108	152	388	520	539	26	8%	6%	8%	21%	28%	29%	
In my unit, staff members support and care about one another	4.37	1.46	122	118	188	422	511	484	35	7%	6%	10%	23%	28%	26%	
Staff members in my unit are receptive to the ideas & suggestions of their co-workers	4.25	1.38	100	138	224	477	562	352	27	5%	7%	12%	26%	30%	19%	
There is a sense of community among the members of my unit	4.12	1.55	174	153	221	417	486	396	33	9%	8%	12%	23%	26%	21%	
In my unit, there is no fear of punishment when staff members speak their minds	4.12	1.70	237	150	218	301	450	499	25	13%	8%	12%	16%	24%	27%	
Decisions in unit are made by those most knowledgeable about the work being done	4.08	1.68	241	164	193	300	524	433	25	13%	9%	10%	16%	28%	23%	
When disagreements occur, ideas are criticized, not people	3.90	1.59	214	190	264	382	491	304	35	12%	10%	14%	21%	27%	16%	
In my unit, staff are asked for their input/ideas when impor decisions are being made	3.87	1.72	285	185	210	362	426	387	25	15%	10%	11%	20%	23%	21%	
The methods we use to resolve conflicts within my unit are satisfactory	3.82	1.61	251	185	255	399	484	280	26	14%	10%	14%	22%	26%	15%	
This unit is becoming a more enjoyable place to work	3.82	1.58	245	169	276	422	478	268	22	13%	9%	15%	23%	26%	14%	
In my unit, everyone's involved in a team/work grp that suggests ways to improve work	3.62	1.70	329	186	313	371	345	312	24	18%	10%	17%	20%	19%	17%	



^a Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).

^b Results presented in order from highest to lowest extent of agreement.

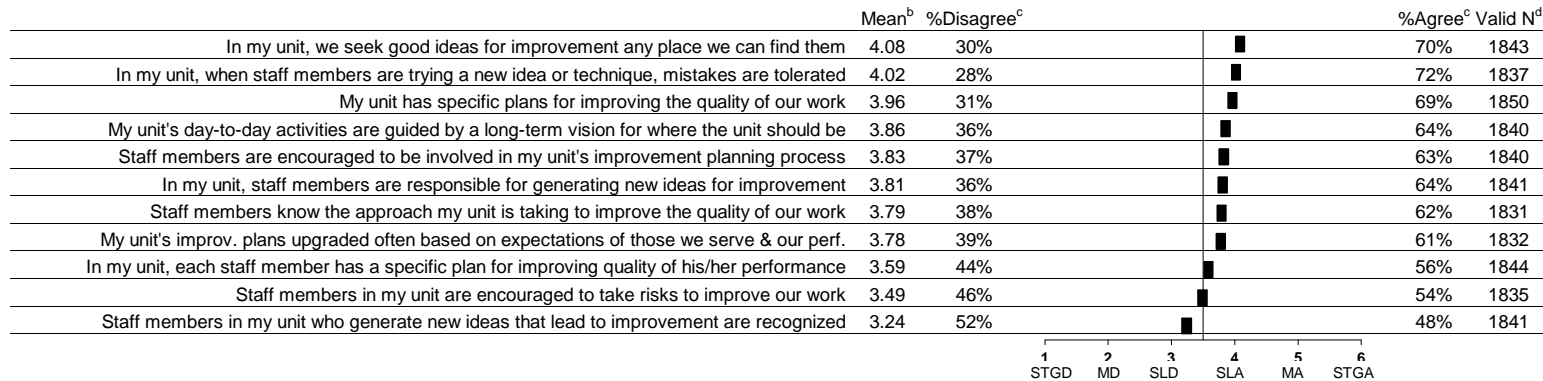
^c Disagree values include slightly disagree, moderately disagree, and strongly disagree; agree values include slightly agree, moderately agree, and strongly agree.

^d Valid N excludes missing data.

Your Work Environment (continued)

A16. Planning for Improvement and Innovation

	Mean	STD	Number of Respondents						No Answ.	Percentage						
			STGD	MD	SLD	SLA	MA	STGA		STGD	MD	SLD	SLA	MA	STGA	
Indicate the extent to which you agree/disagree with the following^a:																
In my unit, we seek good ideas for improvement any place we can find them	4.08	1.50	162	141	242	490	453	355	37	9%	8%	13%	27%	25%	19%	
In my unit, when staff members are trying a new idea or technique, mistakes are tolerated	4.02	1.46	172	139	205	561	481	279	43	9%	8%	11%	31%	26%	15%	
My unit has specific plans for improving the quality of our work	3.96	1.44	157	162	262	540	468	261	30	8%	9%	14%	29%	25%	14%	
My unit's day-to-day activities are guided by a long-term vision for where the unit should be	3.86	1.52	203	169	287	478	434	269	40	11%	9%	16%	26%	24%	15%	
Staff members are encouraged to be involved in my unit's improvement planning process	3.83	1.54	202	195	290	464	407	282	40	11%	11%	16%	25%	22%	15%	
In my unit, staff members are responsible for generating new ideas for improvement	3.81	1.51	205	181	275	524	411	245	39	11%	10%	15%	28%	22%	13%	
Staff members know the approach my unit is taking to improve the quality of our work	3.79	1.46	184	177	327	512	408	223	49	10%	10%	18%	28%	22%	12%	
My unit's improv. plans upgraded often based on expectations of those we serve & our perf.	3.78	1.51	203	183	324	471	405	246	48	11%	10%	18%	26%	22%	13%	
In my unit, each staff member has a specific plan for improving quality of his/her performance	3.59	1.44	211	221	373	510	375	154	36	11%	12%	20%	28%	20%	8%	
Staff members in my unit are encouraged to take risks to improve our work	3.49	1.55	301	191	358	452	356	177	45	16%	10%	20%	25%	19%	10%	
Staff members in my unit who generate new ideas that lead to improvement are recognized	3.24	1.63	419	241	292	421	307	161	39	23%	13%	16%	23%	17%	9%	



^a Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).

^b Results presented in order from highest to lowest extent of agreement.

^c Disagree values include slightly disagree, moderately disagree, and strongly disagree; agree values include slightly agree, moderately agree, and strongly agree.

^d Valid N excludes missing data.

Your Work Environment (continued)

A17. Satisfying Those We Serve

	Mean	STD	Number of Respondents						No Answ.	Percentage						
			STGD	MD	SLD	SLA	MA	STGA		STGD	MD	SLD	SLA	MA	STGA	
Indicate the extent to which you agree/disagree with the following^a:																
Each staff member in my unit can answer the question "Who is it that my unit serves?"	4.92	1.25	52	57	119	316	526	777	33	3%	3%	6%	17%	28%	42%	
Staff members in my unit know what is expected of them by those they serve	4.71	1.27	55	79	141	384	598	593	30	3%	4%	8%	21%	32%	32%	
Those served by my unit can easily give us feedback or make suggestions for improvement	4.12	1.44	125	161	231	497	490	332	44	7%	9%	13%	27%	27%	18%	
We continuously try to solve problems that haven't been recognized yet by those we serve	4.05	1.49	157	165	239	468	485	323	43	9%	9%	13%	25%	26%	18%	
In my unit, staff members often discuss how well we are meeting the needs of those we serve	4.04	1.50	151	173	274	436	478	334	34	8%	9%	15%	24%	26%	18%	
In my unit, staff constantly develop new svcs/processes to meet needs of those we serve	3.93	1.48	163	174	296	487	429	287	44	9%	9%	16%	27%	23%	16%	
In my unit, we constantly seek feedback from those we serve so adjustments can be made	3.88	1.49	167	200	295	461	446	265	46	9%	11%	16%	25%	24%	14%	
In my unit, individuals/teams who provide outstanding service are recognized or rewarded	3.26	1.64	394	254	310	407	279	187	49	22%	14%	17%	22%	15%	10%	

	Mean ^b	%Disagree ^c		%Agree ^c	Valid N ^d
Each staff member in my unit can answer the question "Who is it that my unit serves?"	4.92	12%	■	88%	1847
Staff members in my unit know what is expected of them by those they serve	4.71	15%	■	85%	1850
Those served by my unit can easily give us feedback or make suggestions for improvement	4.12	28%	■	72%	1836
We continuously try to solve problems that haven't been recognized yet by those we serve	4.05	31%	■	69%	1837
In my unit, staff members often discuss how well we are meeting the needs of those we serve	4.04	32%	■	68%	1846
In my unit, staff constantly develop new svcs/processes to meet needs of those we serve	3.93	34%	■	66%	1836
In my unit, we constantly seek feedback from those we serve so adjustments can be made	3.88	36%	■	64%	1834
In my unit, individuals/teams who provide outstanding service are recognized or rewarded	3.26	52%	■	48%	1831

1 2 3 4 5 6
 STGD MD SLD SLA MA STGA

^a Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).

^b Results presented in order from highest to lowest extent of agreement.

^c Disagree values include slightly disagree, moderately disagree, and strongly disagree; agree values include slightly agree, moderately agree, and strongly agree.

^d Valid N excludes missing data.

Your Work Environment (continued)

A18. Collecting and Using Information

	Mean	STD	Number of Respondents						No Answ.	Percentage						
			STGD	MD	SLD	SLA	MA	STGA		STGD	MD	SLD	SLA	MA	STGA	
Indicate the extent to which you agree/disagree with the following^a:																
In unit, info about probs is given to those most responsible so improvements can be made	4.03	1.54	186	152	243	458	457	348	36	10%	8%	13%	25%	25%	19%	
Staff members are provided feedback about whether they are doing a good job	3.79	1.58	244	196	244	468	433	269	26	13%	11%	13%	25%	23%	15%	
My unit has shortened the time it takes to gather and distribute information	3.75	1.43	186	170	329	535	407	183	70	10%	9%	18%	30%	22%	10%	
My unit has clear standards against which we compare our performance	3.56	1.53	267	203	350	454	385	182	39	15%	11%	19%	25%	21%	10%	
Staff members are regularly asked to identify areas needing improvement	3.55	1.53	269	219	340	455	393	176	28	15%	12%	18%	25%	21%	10%	
Staff can answer based on facts when asked how they know they're improving their work	3.50	1.50	262	222	347	498	343	161	47	14%	12%	19%	27%	19%	9%	

	Mean ^b	%Disagree ^c	%Agree ^c	Valid N ^d
In unit, info about probs is given to those most responsible so improvements can be made	4.03	32%	68%	1844
Staff members are provided feedback about whether they are doing a good job	3.79	37%	63%	1854
My unit has shortened the time it takes to gather and distribute information	3.75	38%	62%	1810
My unit has clear standards against which we compare our performance	3.56	45%	55%	1841
Staff members are regularly asked to identify areas needing improvement	3.55	45%	55%	1852
Staff can answer based on facts when asked how they know they're improving their work	3.50	45%	55%	1833

1 2 3 4 5 6
 STGD MD SLD SLA MA STGA

^a Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).

^b Results presented in order from highest to lowest extent of agreement.

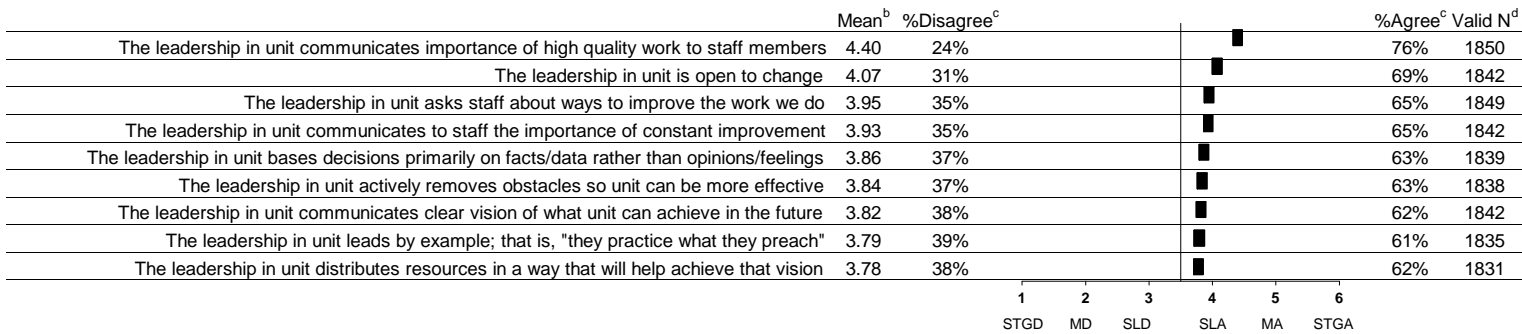
^c Disagree values include slightly disagree, moderately disagree, and strongly disagree; agree values include slightly agree, moderately agree, and strongly agree.

^d Valid N excludes missing data.

Your Work Environment *(continued)*

A19. Leadership

	Mean	STD	Number of Respondents						No Answ.	Percentage					
			STGD	MD	SLD	SLA	MA	STGA		STGD	MD	SLD	SLA	MA	STGA
Indicate the extent to which you agree/disagree with the following^a:															
The leadership in unit communicates importance of high quality work to staff members	4.40	1.55	155	118	162	364	505	546	30	8%	6%	9%	20%	27%	30%
The leadership in unit is open to change	4.07	1.67	237	150	177	406	421	451	38	13%	8%	10%	22%	23%	24%
The leadership in unit asks staff about ways to improve the work we do	3.95	1.62	231	162	256	393	442	365	31	12%	9%	14%	21%	24%	20%
The leadership in unit communicates to staff the importance of constant improvement	3.93	1.56	204	162	279	432	440	325	38	11%	9%	15%	23%	24%	18%
The leadership in unit bases decisions primarily on facts/data rather than opinions/feelings	3.86	1.59	220	186	275	405	449	304	41	12%	10%	15%	22%	24%	17%
The leadership in unit actively removes obstacles so unit can be more effective	3.84	1.65	262	179	232	428	394	343	42	14%	10%	13%	23%	21%	19%
The leadership in unit communicates clear vision of what unit can achieve in the future	3.82	1.63	253	172	273	423	395	326	38	14%	9%	15%	23%	21%	18%
The leadership in unit leads by example; that is, "they practice what they preach"	3.79	1.76	321	180	212	347	397	378	45	17%	10%	12%	19%	22%	21%
The leadership in unit distributes resources in a way that will help achieve that vision	3.78	1.60	242	196	263	448	386	296	49	13%	11%	14%	24%	21%	16%



^a Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).

^b Results presented in order from highest to lowest extent of agreement.

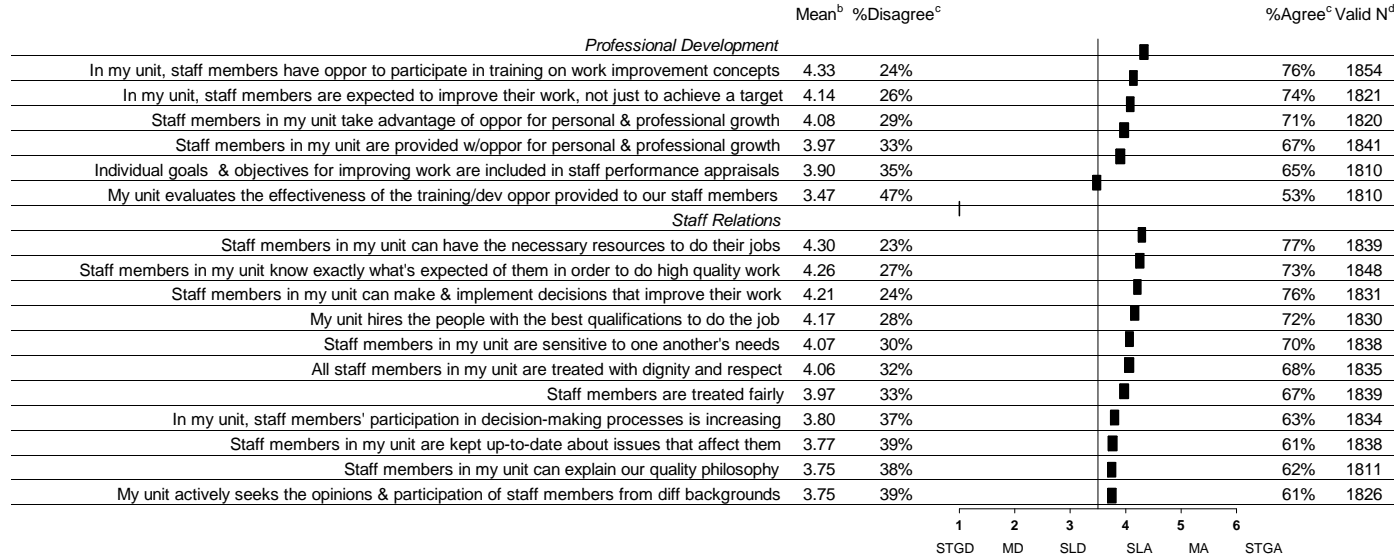
^c Disagree values include slightly disagree, moderately disagree, and strongly disagree; agree values include slightly agree, moderately agree, and strongly agree.

^d Valid N excludes missing data.

Your Work Environment (continued)

A20. Unit Staff Members

	Mean	STD	Number of Respondents						No Answ.	Percentage					
			STGD	MD	SLD	SLA	MA	STGA		STGD	MD	SLD	SLA	MA	STGA
Indicate the extent to which you agree/disagree with the following^a:															
<i>Professional Development</i>															
In my unit, staff members have oppor to participate in training on work improvement concepts	4.33	1.50	143	121	181	430	495	484	26	8%	7%	10%	23%	27%	26%
In my unit, staff members are expected to improve their work, not just to achieve a target	4.14	1.38	119	123	236	548	495	300	59	7%	7%	13%	30%	27%	16%
Staff members in my unit take advantage of oppor for personal & professional growth	4.08	1.38	125	126	270	531	490	278	60	7%	7%	15%	29%	27%	15%
Staff members in my unit are provided w/oppor for personal & professional growth	3.97	1.59	219	149	235	447	441	350	39	12%	8%	13%	24%	24%	19%
Individual goals & objectives for improving work are included in staff performance appraisals	3.90	1.67	264	144	229	412	386	375	70	15%	8%	13%	23%	21%	21%
My unit evaluates the effectiveness of the training/dev oppor provided to our staff members	3.47	1.51	266	222	355	479	330	158	70	15%	12%	20%	26%	18%	9%
<i>Staff Relations</i>															
Staff members in my unit can have the necessary resources to do their jobs	4.30	1.35	89	126	216	475	588	345	41	5%	7%	12%	26%	32%	19%
Staff members in my unit know exactly what's expected of them in order to do high quality work	4.26	1.48	133	134	225	413	519	424	32	7%	7%	12%	22%	28%	23%
Staff members in my unit can make & implement decisions that improve their work	4.21	1.38	112	132	204	513	546	324	49	6%	7%	11%	28%	30%	18%
My unit hires the people with the best qualifications to do the job	4.17	1.52	160	144	212	405	534	375	50	9%	8%	12%	22%	29%	20%
Staff members in my unit are sensitive to one another's needs	4.07	1.51	156	177	227	441	499	338	42	8%	10%	12%	24%	27%	18%
All staff members in my unit are treated with dignity and respect	4.06	1.71	249	164	170	366	415	471	45	14%	9%	9%	20%	23%	26%
Staff members are treated fairly	3.97	1.64	237	157	220	421	410	394	41	13%	9%	12%	23%	22%	21%
In my unit, staff members' participation in decision-making processes is increasing	3.80	1.53	220	173	286	474	435	246	46	12%	9%	16%	26%	24%	13%
Staff members in my unit are kept up-to-date about issues that affect them	3.77	1.62	258	190	266	415	429	280	42	14%	10%	14%	23%	23%	15%
Staff members in my unit can explain our quality philosophy	3.75	1.47	197	171	329	525	370	219	69	11%	9%	18%	29%	20%	12%
My unit actively seeks the opinions & participation of staff members from diff backgrounds	3.75	1.58	246	178	290	447	405	260	54	13%	10%	16%	24%	22%	14%



Note: Michigan found the items in the Unit Staff Members section to have two scales: Professional Development and Staff Relations. The means for these scales are presented separately here.

^a Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).

^b Results presented in order from highest to lowest extent of agreement.

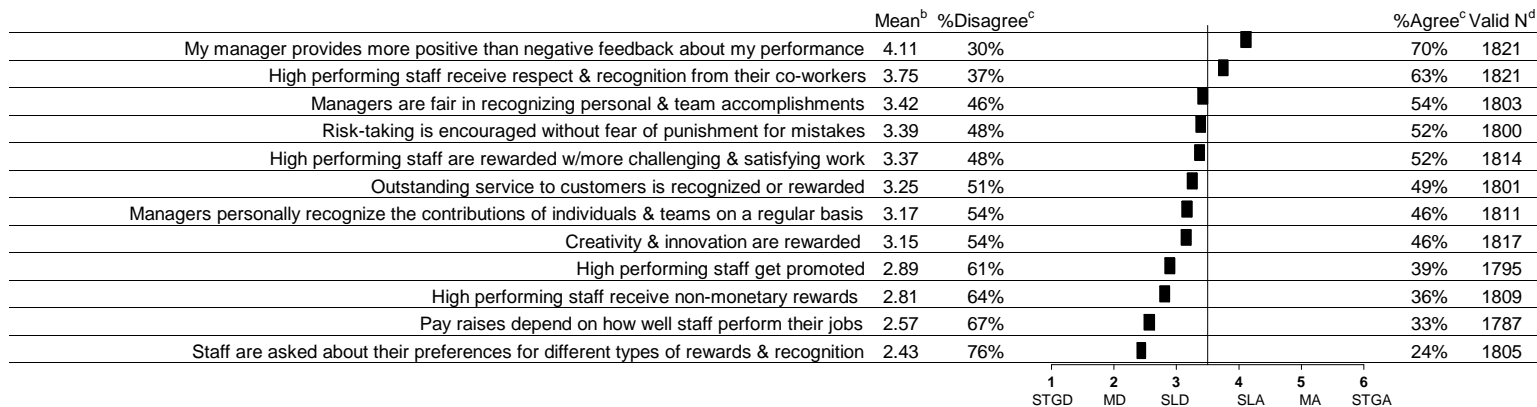
^c Disagree values include slightly disagree, moderately disagree, and strongly disagree; agree values include slightly agree, moderately agree, and strongly agree.

^d Valid N excludes missing data.

Your Work Environment (continued)

A21. Rewards and Recognition

	Mean	STD	Number of Respondents						No Answ.	Percentage					
			STGD	MD	SLD	SLA	MA	STGA		STGD	MD	SLD	SLA	MA	STGA
Indicate the extent to which you agree/disagree with the following^a :															
My manager provides more positive than negative feedback about my performance	4.11	1.72	262	124	167	345	436	487	59	14%	7%	9%	19%	24%	27%
High performing staff receive respect & recognition from their co-workers	3.75	1.57	251	183	234	494	419	240	59	14%	10%	13%	27%	23%	13%
Managers are fair in recognizing personal & team accomplishments	3.42	1.64	357	215	255	455	329	192	77	20%	12%	14%	25%	18%	11%
Risk-taking is encouraged without fear of punishment for mistakes	3.39	1.57	337	201	318	479	301	164	80	19%	11%	18%	27%	17%	9%
High performing staff are rewarded w/more challenging & satisfying work	3.37	1.63	367	221	289	421	343	173	66	20%	12%	16%	23%	19%	10%
Outstanding service to customers is recognized or rewarded	3.25	1.62	404	228	282	446	279	162	79	22%	13%	16%	25%	15%	9%
Managers personally recognize the contributions of individuals & teams on a regular basis	3.17	1.65	447	242	283	395	288	156	69	25%	13%	16%	22%	16%	9%
Creativity & innovation are rewarded	3.15	1.62	455	203	324	426	262	147	63	25%	11%	18%	23%	14%	8%
High performing staff get promoted	2.89	1.59	536	241	323	369	224	102	85	30%	13%	18%	21%	12%	6%
High performing staff receive non-monetary rewards	2.81	1.61	577	271	311	340	186	124	71	32%	15%	17%	19%	10%	7%
Pay raises depend on how well staff perform their jobs	2.57	1.71	806	184	214	271	186	126	93	45%	10%	12%	15%	10%	7%
Staff are asked about their preferences for different types of rewards & recognition	2.43	1.40	682	290	402	268	124	39	75	38%	16%	22%	15%	7%	2%



^a Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).

^b Results presented in order from highest to lowest extent of agreement.

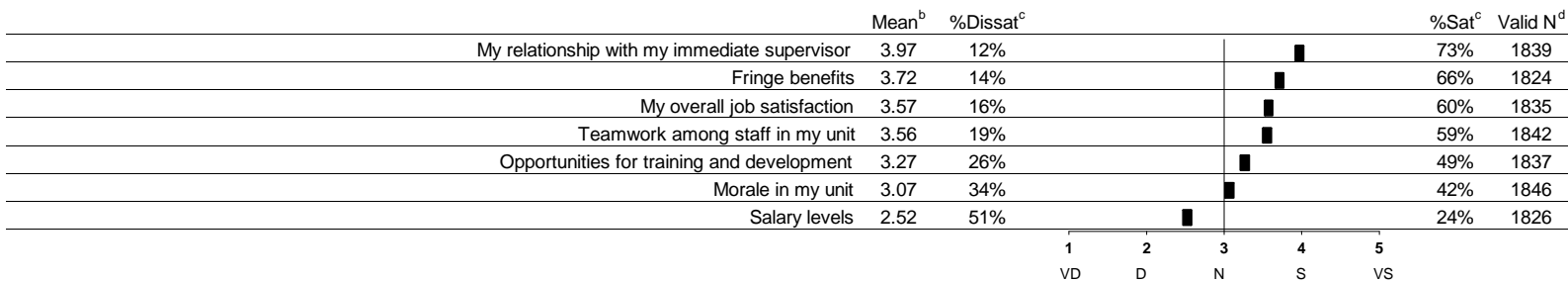
^c Disagree values include slightly disagree, moderately disagree, and strongly disagree; agree values include slightly agree, moderately agree, and strongly agree.

^d Valid N excludes missing data.

Your Work Environment (continued)

A22. Job Satisfaction

	Mean	STD	Number of Respondents					No Answ.	Percentage					
			VD	D	N	S	VS		VD	D	N	S	VS	
Indicate the extent to which you agree/disagree with the following^a:														
My relationship with my immediate supervisor	3.97	1.14	95	119	288	578	759	41	5%	6%	16%	31%	41%	
Fringe benefits	3.72	1.11	115	136	364	745	464	56	6%	7%	20%	41%	25%	
My overall job satisfaction	3.57	1.03	72	225	431	790	317	45	4%	12%	23%	43%	17%	
Teamwork among staff in my unit	3.56	1.15	118	233	397	696	398	38	6%	13%	22%	38%	22%	
Opportunities for training and development	3.27	1.21	197	289	455	621	275	43	11%	16%	25%	34%	15%	
Morale in my unit	3.07	1.22	232	397	448	554	215	34	13%	22%	24%	30%	12%	
Salary levels	2.52	1.15	428	512	449	377	60	54	23%	28%	25%	21%	3%	



^a Responses provided on 5-point scale where 5=Very Satisfied (VS), 4=Satisfied (S), 3=Neutral (N), 2=Dissatisfied (D), and 1=Very Dissatisfied (VD).

^b Results presented in order from highest to lowest extent of agreement.

^c Dissatisfied values include dissatisfied and very dissatisfied; satisfied values include satisfied and very satisfied.

^d Valid N excludes missing data.

A23. Group Differences on All Survey Items

Group means shown if the results of a one-way analysis of variance test is significant at $p < .0$:

	Campus Wide	Gender		Age						Racial/Ethnic Group				Length of Svc at IUPUI				
		Female	Male	Less than 23 yrs	23-30 yrs	31-40 yrs	41-50 yrs	51-60 yrs	Over 60 yrs	Asian/Pacific Is.	Black/Af. Amer	White	Other(Hisp., Nat. Amer., Multiracial)	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs
The Campus as a Whole*																		
The reputation of IUPUI in Indianapolis	3.15			3.15	3.10	3.08	3.19	3.25	3.22									
The reputation of IUPUI in Indiana	2.90			2.77	2.82	2.86	2.94	2.96	3.17									
The reputation of IUPUI nationally	2.53	2.58	2.39							2.56	2.80	2.49	2.32					
The overall quality of teaching	3.03																	
The scholarly and professional competence of faculty	3.09																	
The quality of undergraduate students at IUPUI	2.77	2.80	2.67															
The quality of graduate & graduate-professional students at IUPUI	3.19																	
The quality of administrative leadership in central administration	2.84			2.89	2.78	2.73	2.84	3.02	3.17									
The clarity of objectives & plans for the next few years at IUPUI	2.76			2.72	2.61	2.70	2.79	2.92	3.07									
The identify & sense of community at IUPUI	2.60	2.66	2.45	2.56	2.54	2.52	2.59	2.74	2.89									
IUPUI's connections with the local community	2.93									2.98	2.74	2.96	2.90					
The quality of academic programs	3.09	3.12	3.02															
The quality of student academic support programs & services	2.79	2.83	2.70											2.99	2.85	2.74	2.76	2.69
The quality of student activity support programs & services	2.59	2.64	2.44											2.87	2.64	2.52	2.56	2.49
The availability of parking on campus	1.93			1.83	1.81	1.90	1.93	2.07	2.21	2.21	1.80	1.94	1.66	2.18	1.89	1.83	1.98	2.02
The cost of parking on campus	2.05									2.35	1.77	2.07	1.91					
The ability of IUPUI to meet students' educational needs	2.99																	
Academic advising available to students	2.58													2.90	2.58	2.55	2.52	2.54
The classroom environment (lighting, heating, etc.)	2.62	2.56	2.76															
The technology available to students to support teaching & learning	3.16																	
The technology available to faculty to support teaching & learning	3.16																	
The technology available to faculty to support research & scholarship	3.13																	
The technology available to staff to get their work done	2.91													3.03	2.99	2.83	2.87	2.89
<i>*Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR).</i>																		
Unit Philosophy**																		
Staff members in my unit have a sense of the unit's mission & purpose	4.56	4.62	4.42							4.80	4.21	4.61	4.26					
Staff will make major changes in way they do work to improve our svcs	4.27			4.03	4.10	4.12	4.35	4.51	4.59									
Stories of successful improvements that occur @ Univ. are shared in unit	3.16									4.13	3.26	3.12	3.11					
In unit, qual. of work has priority as high as budgetary considerations	4.48									4.77	4.15	4.52	4.17					
Activities that link directly to those we serve get first priority	4.77																	
<i>**Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																		

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. (continued) Group Differences on All Survey Items (continued)

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

	Length of Svc in Unit					Student Contact & Advising			Type of Position						Organizational Role				
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	No Student Contact	Stud. Contact, Provide No Adv.	Stud. Contact, Provide Adv.	Svc/Maint	Clerical	Tech.	Research	Clinical	Prof/Admin	Director	Manager	Super.	Front-Line Svc Provider	Other
The Campus as a Whole*																			
The reputation of IUPUI in Indianapolis																			
The reputation of IUPUI in Indiana									2.98	2.95	2.95	2.82	3.22	2.80	2.79	2.82	2.89	2.96	2.71
The reputation of IUPUI nationally									2.71	2.64	2.54	2.30	2.96	2.40	2.36	2.33	2.47	2.61	2.30
The overall quality of teaching																			
The scholarly and professional competence of faculty																			
The quality of undergraduate students at IUPUI									2.80	2.84	2.92	2.72	2.86	2.69					
The quality of graduate & graduate-professional students at IUPUI									3.11	3.12	3.13	3.11	3.32	3.29	3.46	3.26	3.12	3.15	3.03
The quality of administrative leadership in central administration									2.59	2.93	2.75	2.58	2.84	2.93	3.19	2.88	2.78	2.79	2.74
The clarity of objectives & plans for the next few years at IUPUI															2.96	2.83	2.73	2.73	2.49
The identify & sense of community at IUPUI									2.64	2.72	2.69	2.46	2.68	2.49					
IUPUI's connections with the local community																			
The quality of academic programs															3.22	3.06	3.04	3.12	2.92
The quality of student academic support programs & services																			
The quality of student activity support programs & services															2.37	2.45	2.52	2.68	2.65
The availability of parking on campus	2.08	1.88	1.90	1.93	2.04				1.89	1.86	1.79	1.95	1.89	2.04	2.31	2.03	1.87	1.90	1.81
The cost of parking on campus									1.76	1.98	1.81	2.05	1.94	2.26	2.54	2.21	1.97	1.94	2.29
The ability of IUPUI to meet students' educational needs																			
Academic advising available to students																			
The classroom environment (lighting, heating, etc.)						2.75	2.58	2.53											
The technology available to students to support teaching & learning	3.29	3.20	3.06	3.14	3.17														
The technology available to faculty to support teaching & learning									3.04	3.18	3.16	2.99	3.19	3.25					
The technology available to faculty to support research & scholarship																			
The technology available to staff to get their work done	3.02	2.97	2.80	2.89	2.84				2.66	2.89	2.96	2.83	2.97	3.00					
<i>*Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR).</i>																			
Unit Philosophy**																			
Staff members in my unit have a sense of the unit's mission & purpose									3.88	4.52	4.39	4.72	4.86	4.73	4.96	4.84	4.46	4.47	4.52
Staff will make major changes in way they do work to improve our svcs									3.81	4.17	4.27	4.26	4.45	4.47	4.67	4.52	4.21	4.13	4.41
Stories of successful improvements that occur @ Univ. are shared in unit									2.76	3.18	3.02	3.02	3.31	3.31	3.56	3.30	3.16	3.06	3.32
In unit, qual. of work has priority as high as budgetary considerations									4.09	4.34	4.39	4.59	4.63	4.67	4.85	4.73	4.46	4.37	4.40
Activities that link directly to those we serve get first priority									4.47	4.82	4.64	4.58	4.88	4.89	5.05	4.97	4.77	4.67	4.62
<i>**Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																			

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. (continued) Group Differences on All Survey Items (continued)

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

	Highest Education Level						Organizational Area									
	Less than HS/HS Dip.	Some College	Cert/lic/ trade dip/ assoc.	Bach. degree	Post-bach courses	Mast/Doct/ Prof	Libraries/ IT	Oth. Acad/Plng & Instit Imprvmt	Undergrad Ed/Stud Affairs	Admin/ Finance	Ext. Affairs	Oth Areas of Cent. Admin	Med/ AHLT	LIBA/ SCI	All Oth. Schools	
The Campus as a Whole*																
The reputation of IUPUI in Indianapolis	3.22	3.13	3.27	3.13	3.18	3.09	3.14	2.92	3.04	3.28	3.25	3.19	3.23	3.90	3.05	
The reputation of IUPUI in Indiana	3.07	2.91	3.11	2.77	2.85	2.78	2.86	2.68	2.82	3.01	2.76	2.90	2.98	2.61	2.80	
The reputation of IUPUI nationally	2.86	2.56	2.72	2.35	2.37	2.34										
The overall quality of teaching							2.92	2.88	3.07	3.04	3.46	3.04	3.08	3.13	2.95	
The scholarly and professional competence of faculty							2.99	2.85	3.03	3.05	3.52	3.18	3.17	3.10	3.01	
The quality of undergraduate students at IUPUI	3.00	2.83	2.91	2.71	2.68	2.61	2.65	2.55	2.62	2.77	3.04	2.77	2.85	2.57	2.73	
The quality of graduate & graduate-professional students at IUPUI	3.10	3.16	3.23	3.06	3.24	3.32	3.07	3.19	3.22	3.39	3.57	3.14	3.20	3.11	3.10	
The quality of administrative leadership in central administration																
The clarity of objectives & plans for the next few years at IUPUI							2.85	2.75	2.69	2.92	3.23	2.69	2.73	2.57	2.81	
The identify & sense of community at IUPUI	2.82	2.73	2.76	2.47	2.37	2.45	2.48	2.50	2.40	2.74	2.80	2.58	2.66	2.36	2.51	
IUPUI's connections with the local community	3.06	2.96	2.94	2.90	2.82	2.92	2.93	2.79	2.78	3.21	3.26	2.87	2.93	2.71	2.94	
The quality of academic programs							2.93	3.05	3.13	3.10	3.39	3.00	3.14	3.00	3.07	
The quality of student academic support programs & services	2.99	2.84	2.83	2.70	2.65	2.77										
The quality of student activity support programs & services	2.83	2.60	2.73	2.51	2.41	2.49	2.53	2.30	2.68	2.49	2.42	2.42	2.71	2.34	2.55	
The availability of parking on campus	1.93	1.75	1.84	1.97	2.02	2.14										
The cost of parking on campus	1.91	1.93	1.86	2.13	2.19	2.34										
The ability of IUPUI to meet students' educational needs																
Academic advising available to students																
The classroom environment (lighting, heating, etc.)																
The technology available to students to support teaching & learning							3.31	3.18	3.18	3.18	3.45	3.11	3.16	3.19	3.00	
The technology available to faculty to support teaching & learning																
The technology available to faculty to support research & scholarship																
The technology available to staff to get their work done							3.11	2.96	3.11	2.88	3.09	2.98	2.89	2.77	2.76	
<i>*Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR).</i>																
Unit Philosophy**																
Staff members in my unit have a sense of the unit's mission & purpose																
Staff will make major changes in way they do work to improve our svcs	4.43	4.18	4.07	4.28	4.24	4.51	4.54	4.53	4.34	4.53	4.82	3.95	4.24	4.21	4.13	
Stories of successful improvements that occur @ Univ. are shared in unit							3.18	3.61	3.52	3.38	3.55	3.23	3.04	3.26	3.05	
In unit, qual. of work has priority as high as budgetary considerations																
Activities that link directly to those we serve get first priority																
<i>**Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. Group Differences on All Survey Items

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

	Gender		Age						Racial/Ethnic Group				Length of Svc at IUPUI					
	Campus Wide	Female	Male	Less than 23 yrs	23-30 yrs	31-40 yrs	41-50 yrs	51-60 yrs	Over 60 yrs	Asian/Pacific Is.	Black/Af. Amer	White	Other(Hisp., Nat. Amer., Multiracial)	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs
Unit Climate*																		
This unit is becoming a more enjoyable place to work	3.82	3.90	3.62							4.69	3.41	3.85	3.50	4.29	3.90	3.77	3.53	3.73
There is a sense of community among the members of my unit	4.12	4.18	3.97							4.63	3.66	4.18	3.68					
Staff members in my unit are encouraged to give their very best effort	4.63	4.69	4.48															
In unit, there's no fear of punishment when staff members speak their minds	4.12	4.19	3.92							4.77	3.69	4.17	3.41					
My unit has good working relationships with other units in the University	4.56	4.65	4.33	4.49	4.38	4.40	4.62	4.86	4.80	4.95	4.30	4.58	4.34					
Decisions in unit made by those most knowledgeable about the work	4.08	4.16	3.88	4.31	4.15	3.87	4.06	4.33	4.25	4.86	3.65	4.11	3.91	4.49	4.12	3.95	3.88	4.15
The methods we use to resolve conflicts within my unit are satisfactory	3.82									4.50	3.42	3.86	3.52	4.11	3.83	3.67	3.74	3.97
In unit, staff are asked for their input when impor decisions are being made	3.87									4.65	3.44	3.91	3.71					
Staff members in my unit are honest & ethical	4.71			4.00	4.44	4.56	4.84	4.99	5.06	5.14	4.10	4.78	4.20					
Staff members in my unit are encouraged to work closely with one another	4.54			4.26	4.42	4.38	4.62	4.69	4.93	4.82	4.18	4.58	4.31					
When disagreements occur, ideas are criticized, not people	3.90									4.52	3.34	3.95	3.65					
In my unit, staff members support and care about one another	4.37									4.88	3.93	4.42	4.17					
Staff in my unit are receptive to ideas/suggestions of their co-workers	4.25									4.78	3.85	4.28	4.09					
My unit makes changes that lead to improvements, not just for change	4.43	4.51	4.22	4.49	4.57	4.19	4.49	4.53	4.51	4.89	3.90	4.48	4.34					
In unit, everyone's involved in team that suggests ways to improve work	3.62	3.71	3.40							4.62	3.40	3.62	3.53					
<i>*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																		
Planning for Improvement and Innovation*																		
My unit has specific plans for improving the quality of our work	3.96																	
Staff know approach unit is taking to improve quality of our work	3.79																	
Staff are encouraged to be involved in unit's improvement planning process	3.83									4.40	3.55	3.84	3.71					
Unit's improv. plans upgraded often based on expectations of served & our perf.	3.78																	
Unit's day-to-day activities are guided by long-term vision where unit should be	3.86	3.92	3.69							4.45	3.62	3.87	3.91					
In unit, ea. staff member has specific plan for improving quality of perf.	3.59									4.38	3.60	3.55	3.51					
In unit, staff are responsible for generating new ideas for improvement	3.81									4.38	3.43	3.83	3.77					
In my unit, we seek good ideas for improvement anyplace we can find them	4.08									4.46	3.76	4.10	4.06					
Staff in unit who generate new ideas that lead to improvement are recognized	3.24									4.02	2.88	3.27	3.17	3.69	3.26	3.11	3.13	3.30
In unit, when staff are trying a new idea or technique, mistakes are tolerated	4.02									4.52	3.64	4.05	3.60					
Staff members in my unit are encouraged to take risks to improve our work	3.49									4.07	3.12	3.53	3.23	3.81	3.55	3.34	3.40	3.54
<i>*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																		

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. (continued) Group Differences on All Survey Items (continued)

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

	Length of Svc in Unit					Student Contact & Advising**			Type of Position						Organizational Role				
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	No Stud. Contact	Stud. Contact, No Adv.	Stud. Contact, Adv.	Svc/ Maint	Clerical	Tech.	Research	Clinical	Prof/ Admin	Director	Manager	Super.	Front-Line Svc Provider	Other
	Unit Climate*																		
This unit is becoming a more enjoyable place to work	4.28	3.89	3.68	3.51	3.49				3.16	3.77	3.73	3.99	4.05	3.98	4.36	4.02	3.76	3.71	3.69
There is a sense of community among the members of my unit									3.55	4.05	4.01	4.22	4.56	4.28	4.55	4.32	3.99	4.09	3.98
Staff members in my unit are encouraged to give their very best effort									4.21	4.61	4.43	4.67	4.92	4.78	5.10	4.82	4.63	4.54	4.59
In unit, there's no fear of punishment when staff members speak their minds									3.47	3.99	3.92	4.35	4.33	4.34	4.67	4.38	4.36	3.96	3.94
My unit has good working relationships with other units in the University									3.99	4.62	4.49	4.51	4.65	4.68	4.94	4.69	4.68	4.47	4.47
Decisions in unit made by those most knowledgeable about the work	4.43	4.11	3.92	3.87	4.07				3.53	3.97	3.88	4.39	4.06	4.29	4.61	4.33	4.35	3.91	3.92
The methods we use to resolve conflicts within my unit are satisfactory															4.32	4.09	4.01	3.67	3.51
In unit, staff are asked for their input when impor decisions are being made	4.24	3.87	3.70	3.81	3.86				3.26	3.60	3.75	4.07	4.00	4.24	4.63	4.27	4.08	3.71	3.71
Staff members in my unit are honest & ethical									4.11	4.54	4.75	4.80	4.87	4.99	5.14	4.94	4.64	4.60	4.60
Staff members in my unit are encouraged to work closely with one another									4.18	4.32	4.62	4.58	4.82	4.74	5.06	4.78	4.57	4.46	4.37
When disagreements occur, ideas are criticized, not people									3.22	3.74	3.97	4.21	4.00	4.11	4.34	4.13	3.97	3.78	3.71
In my unit, staff members support and care about one another									3.82	4.28	4.29	4.46	4.52	4.59					
Staff in my unit are receptive to ideas/suggestions of their co-workers									3.77	4.14	4.25	4.36	4.34	4.42	4.60	4.43	4.28	4.17	4.15
My unit makes changes that lead to improvements, not just for change									3.63	4.36	4.25	4.64	4.51	4.65	4.89	4.68	4.59	4.29	4.36
In unit, everyone's involved in team that suggests ways to improve work									3.07	3.47	3.51	3.84	3.92	3.81	4.19	3.86	3.82	3.46	3.44
<i>(MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and</i>																			
Planning for Improvement and Innovation*																			
My unit has specific plans for improving the quality of our work									3.68	3.83	3.99	3.93	4.09	4.12	4.36	4.13	4.17	3.83	3.99
Staff know approach unit is taking to improve quality of our work									3.46	3.64	3.83	3.81	4.00	3.96	4.26	4.00	4.00	3.65	3.66
Staff are encouraged to be involved in unit's improvement planning process									3.35	3.63	3.72	3.92	3.98	4.12	4.51	4.15	4.04	3.65	3.71
Unit's improv. plans upgraded often based on expectations of served & our perf.									3.46	3.64	3.74	3.93	3.87	3.96	4.25	3.95	4.02	3.67	3.68
Unit's day-to-day activities are guided by long-term vision where unit should be									3.38	3.78	3.69	4.16	3.99	4.01	4.29	4.04	4.06	3.73	3.76
In unit, ea. staff member has specific plan for improving quality of perf.																			
In unit, staff are responsible for generating new ideas for improvement									3.06	3.63	3.73	4.00	4.02	4.09	4.54	4.06	3.96	3.65	3.56
In my unit, we seek good ideas for improvement anyplace we can find them									3.49	3.84	3.99	4.29	4.21	4.39	4.81	4.32	4.27	3.92	3.99
Staff in unit who generate new ideas that lead to improvement are recognized	3.72	3.20	3.09	3.18	3.16				2.46	3.05	3.06	3.47	3.26	3.59	4.08	3.54	3.32	3.07	3.30
In unit, when staff are trying a new idea or technique, mistakes are tolerated									3.47	3.85	3.85	4.27	4.10	4.24	4.55	4.23	4.09	3.90	3.85
Staff members in my unit are encouraged to take risks to improve our work	3.81	3.51	3.31	3.54	3.40				2.59	3.21	3.37	3.74	3.69	3.86	4.27	3.85	3.68	3.29	3.46
<i>(MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and</i>																			

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. (continued) Group Differences on All Survey Items (continued)

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

	Highest Education Level						Organizational Area									
	Less than HS/HS Dip.	Some College	Cert/lic/ trade dip/ assoc.	Bach. degree	Post-bach courses	Mast/ Doct/ Prof	Libraries/ IT	Oth. Acad/Plng & Instit Imprvmt	Undergrad Ed/Stud Affairs	Admin/ Finance	Ext. Affairs	Oth Areas of Cent. Admin	Med/ AHLT	LIBA/ SCI	All Oth. Schools	
Unit Climate*																
This unit is becoming a more enjoyable place to work																
There is a sense of community among the members of my unit	4.13	4.04	3.93	4.13	4.13	4.44										
Staff members in my unit are encouraged to give their very best effort																
In unit, there's no fear of punishment when staff members speak their minds																
My unit has good working relationships with other units in the University																
Decisions in unit made by those most knowledgeable about the work							3.90	4.54	4.16	4.31	4.39	3.72	4.14	4.28	3.78	
The methods we use to resolve conflicts within my unit are satisfactory																
In unit, staff are asked for their input when impor decisions are being made	3.82	3.68	3.72	3.98	3.99	4.21										
Staff members in my unit are honest & ethical	4.65	4.47	4.54	4.73	4.81	5.11	4.86	5.16	4.56	4.78	5.26	4.49	4.70	5.01	4.79	
Staff members in my unit are encouraged to work closely with one another																
When disagreements occur, ideas are criticized, not people	3.83	3.78	3.61	4.02	3.96	4.21										
In my unit, staff members support and care about one another	4.26	4.28	4.27	4.35	4.37	4.71										
Staff in my unit are receptive to ideas/suggestions of their co-workers	4.17	4.14	4.07	4.26	4.26	4.57										
My unit makes changes that lead to improvements, not just for change							4.22	4.96	4.70	4.45	4.66	4.28	4.50	4.63	4.31	
In unit, everyone's involved in team that suggests ways to improve work																
<i>(MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and</i>																
Planning for Improvement and Innovation*																
My unit has specific plans for improving the quality of our work							4.10	4.24	4.33	4.17	4.35	3.89	3.93	3.90	3.70	
Staff know approach unit is taking to improve quality of our work							3.82	4.20	4.29	3.97	4.11	3.70	3.74	3.82	3.63	
Staff are encouraged to be involved in unit's improvement planning process																
Unit's improv. plans upgraded often based on expectations of served & our perf.																
Unit's day-to-day activities are guided by long-term vision where unit should be																
In unit, ea. staff member has specific plan for improving quality of perf.																
In unit, staff are responsible for generating new ideas for improvement	3.72	3.65	3.68	3.83	3.85	4.19										
In my unit, we seek good ideas for improvement anyplace we can find them	4.00	3.97	3.89	4.12	4.18	4.38										
Staff in unit who generate new ideas that lead to improvement are recognized	2.94	3.21	2.93	3.34	3.28	3.67	3.10	3.61	3.59	3.26	3.55	3.04	3.24	3.78	3.25	
In unit, when staff are trying a new idea or technique, mistakes are tolerated	4.03	3.93	3.86	4.05	3.99	4.29										
Staff members in my unit are encouraged to take risks to improve our work	3.26	3.33	3.28	3.61	3.52	3.94										
<i>(MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and</i>																

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. Group Differences on All Survey Items

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

	Campus Wide	Gender		Age						Racial/Ethnic Group				Length of Svc at IUPUI				
		Female	Male	Less than 23 yrs	23-30 yrs	31-40 yrs	41-50 yrs	51-60 yrs	Over 60 yrs	Asian/Pacific Is.	Black/Af. Amer.	White	Other(Hisp., Nat. Amer., Multiracial)	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs
Satisfying Those We Serve*																		
Each staff in unit can answer question "Who is it that my unit serves?"	4.92	5.00	4.71	4.97	4.81	4.79	4.98	5.08	5.10	4.88	4.64	4.96	4.76					
Staff in unit know what's expected of them by those they serve	4.71	4.77	4.56															
In my unit, staff often discuss how well we're meeting needs of those we serve	4.04	4.12	3.85															
In unit, indivs/teams who provide outstanding svc are recognized/rewarded	3.26									4.18	2.99	3.28	3.11					
Those served by unit can give feedback/make suggestions for improvement	4.12																	
In unit, we often seek feedback from those served so adjustments can be made	3.88																	
In unit, staff often dev. new svcs/processes to meet needs of those served	3.93									4.55	3.74	3.92	4.11					
We often try to solve probs that haven't been recognized yet by those served	4.05																	
<i>*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																		
Collecting and Using Information*																		
Staff members are provided feedback about whether they are doing a good job	3.79																	
Staff members are regularly asked to identify areas needing improvement	3.55									4.25	3.46	3.54	3.20					
My unit has shortened the time it takes to gather and distribute information	3.75									4.16	3.43	3.79	3.51					
In unit, info about probs is given to most responsible so improvements can be made	4.03													4.18	3.97	3.95	3.88	4.30
My unit has clear standards against which we compare our performance	3.56																	
Staff can answer based on facts when asked how they know they're improving their work	3.50																	
<i>*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																		
Leadership*																		
The leadership in my unit communicates importance of high quality work to staff	4.40			3.83	4.29	4.28	4.47	4.57	4.71									
The leadership in my unit asks staff members about ways to improve the work we do	3.95																	
The leadership in unit communicates to staff the importance of constant improvement	3.93																	
The leadership in unit bases decisions primarily on facts/data rather than opinions	3.86									4.61	3.59	3.88	3.71	4.14	3.88	3.71	3.80	4.04
The leadership in my unit leads by example; that is, "they practice what they preach"	3.79									4.56	3.06	3.87	3.77					
The leadership in my unit actively removes obstacles so the unit can be more effective	3.84									4.50	3.49	3.86	4.06					
The leadership in unit communicates clear vision of what unit can achieve in the future	3.82																	
The leadership in my unit distributes resources in a way that will help achieve that vision	3.78									4.45	3.38	3.81	3.77					
The leadership in my unit is open to change	4.07	4.15	3.89															
<i>*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																		

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. (continued) Group Differences on All Survey Items (continued)

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

	Length of Svc in Unit					Student Contact & Advising			Type of Position						Organizational Role				
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	No Stud. Contact	Stud. Contact, No Adv.	Stud. Contact, Provide Adv.	Svc/ Maint	Clerical	Tech.	Research	Clinical	Prof/ Admin	Director	Manager	Super.	Front-Line Svc Provider	Other
Satisfying Those We Serve*																			
Each staff in unit can answer question "Who is it that my unit serves?"									4.48	5.04	4.87	4.54	5.23	5.03					
Staff in unit know what's expected of them by those they serve									4.50	4.81	4.72	4.52	5.00	4.72					
In my unit, staff often discuss how well we're meeting needs of those we serve									3.55	3.93	4.04	3.99	4.35	4.24	4.56	4.29	4.10	3.94	3.94
In unit, indivs/teams who provide outstanding svc are recognized/rewarded	3.72	3.26	3.09	3.20	3.14				2.56	3.11	3.04	3.44	3.22	3.59	4.02	3.58	3.26	3.11	3.25
Those served by unit can give feedback/make suggestions for improvement															4.53	4.18	4.30	4.05	3.93
In unit, we often seek feedback from those served so adjustments can be made									3.76	3.63	4.03	3.81	4.10	4.07	4.28	4.05	4.09	3.75	3.93
In unit, staff often dev. new svcs/processes to meet needs of those served									3.56	3.76	3.79	3.85	4.17	4.20	4.50	4.16	4.05	3.79	4.00
We often try to solve probs that haven't been recognized yet by those served									3.77	3.88	3.99	4.04	4.14	4.25	4.42	4.35	4.30	3.90	3.97
<i>Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																			
Collecting and Using Information*																			
Staff members are provided feedback about whether they are doing a good job	4.07	3.80	3.61	3.93	3.71				3.51	3.64	3.74	3.82	3.84	3.96	4.25	4.08	3.95	3.68	3.54
Staff members are regularly asked to identify areas needing improvement									3.21	3.35	3.44	3.57	3.74	3.77	4.09	3.84	3.73	3.42	3.25
My unit has shortened the time it takes to gather and distribute information									3.21	3.69	3.72	3.54	3.80	4.00	4.23	4.01	3.86	3.62	3.65
In unit, info about probs is given to most responsible so improvements can be made									3.64	3.97	3.89	3.93	3.80	4.30	4.61	4.36	4.24	3.85	3.93
My unit has clear standards against which we compare our performance															3.87	3.70	3.85	3.49	3.29
Staff can answer based on facts when asked how they know they're improving their work															3.87	3.64	3.68	3.43	3.29
<i>Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																			
Leadership*																			
The leadership in my unit communicates importance of high quality work to staff									3.97	4.27	4.24	4.54	4.67	4.62	4.96	4.65	4.58	4.25	4.45
The leadership in my unit asks staff members about ways to improve the work we do									3.57	3.74	3.71	4.09	4.05	4.24	4.59	4.26	4.08	3.79	3.79
The leadership in unit communicates to staff the importance of constant improvement									3.57	3.75	3.78	3.94	4.01	4.21	4.57	4.29	4.06	3.77	4.03
The leadership in unit bases decisions primarily on facts/data rather than opinions									3.36	3.76	3.73	4.14	3.96	4.02	4.35	4.05	3.90	3.73	3.89
The leadership in my unit leads by example; that is, "they practice what they preach"	4.18	3.74	3.67	3.69	3.87				3.01	3.58	3.68	3.98	4.00	4.15	4.67	4.17	3.88	3.59	3.76
The leadership in my unit actively removes obstacles so the unit can be more effective	4.14	3.86	3.71	3.68	3.80				3.33	3.72	3.65	3.98	3.93	4.09	4.61	4.08	3.98	3.68	3.74
The leadership in unit communicates clear vision of what unit can achieve in the future									3.37	3.68	3.72	4.08	3.88	4.03	4.52	4.05	3.85	3.70	3.87
The leadership in my unit distributes resources in a way that will help achieve that vision									3.37	3.62	3.60	3.96	3.90	4.04	4.48	4.08	3.88	3.64	3.67
The leadership in my unit is open to change									3.39	3.90	3.82	4.28	4.20	4.42	4.82	4.47	4.17	3.88	3.98
<i>Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>																			

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. (continued) Group Differences on All Survey Items (continued)

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

	Highest Education Level						Organizational Area								
	Less than HS/HS Dip.	Some College	Cert/lic/ trade dip/ assoc.	Bach. degree	Post-bach courses	Mast/ Doct/ Prof	Libraries/ IT	Oth. Acad/Ping & Instit Imprvmt	Undergrad Ed/Stud Affairs	Admin/ Finance	Ext. Affairs	Oth Areas of Cent. Admin	Med/ AHLT	LIBA/ SCI	All Oth. Schools
Satisfying Those We Serve*															
Each staff in unit can answer question "Who is it that my unit serves?"							4.79	5.11	5.49	5.18	5.11	4.88	4.88	4.72	4.83
Staff in unit know what's expected of them by those they serve															
In my unit, staff often discuss how well we're meeting needs of those we serve							4.01	4.37	4.69	4.17	4.39	3.95	3.98	3.95	3.93
In unit, indivs/teams who provide outstanding svc are recognized/rewarded	2.97	3.28	2.96	3.36	3.28	3.65									
Those served by unit can give feedback/make suggestions for improvement															
In unit, we often seek feedback from those served so adjustments can be made	3.98	3.80	3.88	3.86	3.62	4.12	3.77	4.20	4.38	4.01	4.21	3.90	3.74	4.00	3.96
In unit, staff often dev. new svcs/processes to meet needs of those served							3.89	4.33	4.48	3.99	4.16	3.92	3.82	3.96	3.94
We often try to solve probs that haven't been recognized yet by those served							3.96	4.43	4.46	4.37	4.08	4.06	3.96	4.07	4.02
<i>Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>															
Collecting and Using Information*															
Staff members are provided feedback about whether they are doing a good job															
Staff members are regularly asked to identify areas needing improvement							3.46	3.85	4.07	3.91	3.84	3.38	3.47	3.65	3.51
My unit has shortened the time it takes to gather and distribute information															
In unit, info about probs is given to most responsible so improvements can be made							3.98	4.53	4.25	4.40	4.45	3.76	3.94	4.09	4.11
My unit has clear standards against which we compare our performance															
Staff can answer based on facts when asked how they know they're improving their work															
<i>Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>															
Leadership*															
The leadership in my unit communicates importance of high quality work to staff	4.18	4.26	4.38	4.48	4.30	4.62									
The leadership in my unit asks staff members about ways to improve the work we do															
The leadership in unit communicates to staff the importance of constant improvement							3.84	4.38	4.44	4.22	4.11	3.74	3.91	4.02	3.71
The leadership in unit bases decisions primarily on facts/data rather than opinions															
The leadership in my unit leads by example; that is, "they practice what they preach"	3.63	3.67	3.72	3.78	3.76	4.19									
The leadership in my unit actively removes obstacles so the unit can be more effective							3.63	4.38	4.23	4.06	4.19	3.67	3.83	3.95	3.75
The leadership in unit communicates clear vision of what unit can achieve in the future															
The leadership in my unit distributes resources in a way that will help achieve that vision															
The leadership in my unit is open to change							3.86	4.51	4.47	4.38	4.45	4.01	4.05	4.24	3.95
<i>Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).</i>															

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. Group Differences on All Survey Items

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

	Campus Wide	Gender		Age							Racial/Ethnic Group				Length of Svc at IUPUI				
		Female	Male	Less than 23 yrs	23-30 yrs	31-40 yrs	41-50 yrs	51-60 yrs	Over 60 yrs	Asian/Pacific Is.	Black/Af. Amer	White	Other(Hisp., Nat. Amer., Multiracial)	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	
Unit Staff Members*																			
<i>Professional Development**</i>																			
In my unit, staff have oppor to participate in training on work improvement concepts	4.33																		
Individual goals/objectives for improving work are included in staff performance appraisals	3.90	3.97	3.71																
Staff members in my unit are provided w/oppor for personal & professional growth	3.97			3.83	3.92	3.80	4.06	4.23	3.86	4.51	3.56	4.02	3.83	4.33	3.94	3.81	4.08	4.05	
Staff members in my unit take advantage of oppor for personal & professional growth	4.08									4.55	3.75	4.11	4.03						
My unit evaluates effectiveness of training/dev oppor provided to our staff members	3.47																		
In my unit, staff are expected to improve their work, not just to achieve a target	4.14																		
<i>Staff Relations**</i>																			
Staff in my unit know exactly what's expected of them in order to do high quality work	4.26																		
Staff members in my unit can explain our quality philosophy	3.75	3.81	3.59							4.34	3.48	3.77	3.69						
Staff members in my unit can have the necessary resources to do their jobs	4.30	4.37	4.11							4.52	4.04	4.32	3.77						
My unit hires the people with the best qualifications to do the job	4.17	4.25	3.96	4.06	4.08	3.99	4.26	4.40	4.21	4.61	3.73	4.22	3.89	4.39	4.13	4.09	3.97	4.39	
Staff members in my unit can make & implement decisions that improve their work	4.21	4.28	4.06							4.72	3.94	4.24	4.00						
In my unit, staff members' participation in decision-making processes is increasing	3.80									4.35	3.56	3.83	3.49						
All staff members in my unit are treated with dignity and respect	4.06									4.53	3.59	4.12	3.77						
Staff members in my unit are sensitive to one another's needs	4.07									4.38	3.59	4.13	3.94						
Staff members in my unit are kept up-to-date about issues that affect them	3.77			3.83	3.74	3.54	3.82	4.02	4.03					4.13	3.74	3.61	3.74	3.89	
My unit actively seeks opinions/participation of staff members from diff backgrounds	3.75									4.21	3.24	3.80	3.57	4.11	3.79	3.62	3.66	3.76	
Staff members are treated fairly	3.97									4.51	3.34	4.04	3.88	4.35	3.99	3.82	3.86	4.09	
*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).																			
**Michigan found the Unit Staff Members section to have two scales: Professional Development and Staff Relations. The means for these scales are presented separately here.																			
Rewards and Recognition*																			
Outstanding service to customers is recognized or rewarded	3.25									3.95	3.04	3.27	3.11	3.72	3.28	3.10	3.21	3.25	
High performing staff receive non-monetary rewards	2.81									3.64	2.76	2.80	2.57	3.27	2.77	2.69	2.83	2.88	
High performing staff are rewarded w/more challenging & satisfying work	3.37									4.13	2.94	3.40	3.69						
High performing staff get promoted	2.89									3.84	2.50	2.92	2.91	3.42	2.92	2.70	2.91	2.92	
High performing staff receive respect & recognition from their co-workers	3.75									4.25	3.29	3.80	3.74						
Staff are asked about their preferences for different types of rewards & recognition	2.43									3.41	2.40	2.42	2.09	2.77	2.48	2.30	2.42	2.43	
Managers personally recognize contributions of individuals & teams on regular basis	3.17									3.93	2.89	3.18	3.00	3.63	3.18	3.04	3.04	3.22	
Managers are fair in recognizing personal & team accomplishments	3.42									4.13	3.01	3.45	3.23	3.83	3.47	3.28	3.26	3.48	
Pay raises depend on how well staff perform their jobs	2.57									3.36	2.49	2.55	2.26	3.25	2.63	2.38	2.43	2.56	
Risk-taking is encouraged without fear of punishment for mistakes	3.39									4.04	2.96	3.42	2.94	3.80	3.39	3.31	3.20	3.43	
Creativity & innovation are rewarded	3.15									3.80	2.74	3.19	2.97	3.75	3.23	2.98	3.01	3.13	
My manager provides more positive than negative feedback about my performance	4.11									4.62	3.73	4.14	3.89	4.58	4.13	3.99	3.96	4.16	
*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).																			
Job Satisfaction*																			
Morale in my unit	3.07									3.50	2.80	3.09	2.80	3.36	3.09	2.98	3.01	3.07	
Opportunities for training and development	3.27			2.91	3.36	3.12	3.27	3.41	3.40	3.67	2.94	3.31	2.74						
My relationship with my immediate supervisor	3.97			3.56	3.98	3.89	3.97	4.12	4.26	4.20	3.73	4.00	3.59						
Teamwork among staff in my unit	3.56									3.90	3.38	3.58	3.03						
Salary levels	2.52	2.57	2.40							2.84	2.29	2.55	2.26	2.78	2.52	2.39	2.53	2.64	
Fringe benefits	3.72																		
My overall job satisfaction	3.57	3.63	3.42	3.43	3.54	3.44	3.63	3.69	3.90	3.84	3.39	3.60	3.11						
*Responses provided on 5-point scale where 5=Very Satisfied (VS), 4=Satisfied (S), 3=Neutral (N), 2=Dissatisfied (D), and 1=Very Dissatisfied (VD).																			

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. (continued) Group Differences on All Survey Items (continued)

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

	Length of Svc in Unit					Student Contact & Advising			Type of Position						Organizational Role				
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	No Stud. Contact	Stud. Contact, Provide No Adv.	Stud. Contact, Provide Adv.	Svc/Maint	Clerical	Tech.	Research	Clinical	Prof/Admin	Director	Manager	Super.	Front-Line Svc Provider	Other
Unit Staff Members*																			
<i>Professional Development**</i>																			
In my unit, staff have oppor to participate in training on work improvement concepts									3.65	4.19	4.10	4.35	4.52	4.65	5.04	4.58	4.41	4.20	4.30
Individual goals/objectives for improving work are included in staff performance appraisals									2.93	3.86	3.81	3.97	4.20	4.13	4.33	4.19	3.96	3.81	3.86
Staff members in my unit are provided w/oppor for personal & professional growth	4.27	3.90	3.89	4.17	3.93				3.03	3.75	3.70	4.16	4.24	4.41	4.83	4.28	4.09	3.81	3.99
Staff members in my unit take advantage of oppor for personal & professional growth									3.30	3.97	3.88	4.33	4.28	4.36	4.60	4.32	4.18	3.95	4.19
My unit evaluates effectiveness of training/dev oppor provided to our staff members									3.09	3.38	3.38	3.58	3.67	3.62	3.87	3.63	3.62	3.38	3.40
In my unit, staff are expected to improve their work, not just to achieve a target																			
<i>Staff Relations**</i>																			
Staff in my unit know exactly what's expected of them in order to do high quality work																			
Staff members in my unit can explain our quality philosophy									3.11	3.69	3.71	3.90	4.10	3.88	4.32	3.80	3.85	3.67	3.74
Staff members in my unit can have the necessary resources to do their jobs									3.82	4.29	4.19	4.43	4.46	4.39					
My unit hires the people with the best qualifications to do the job	4.38	4.19	4.03	3.91	4.39				3.43	4.08	3.86	4.37	4.34	4.44	4.69	4.45	4.16	4.02	4.17
Staff members in my unit can make & implement decisions that improve their work									3.57	4.16	4.03	4.48	4.38	4.35	4.68	4.39	4.30	4.11	4.20
In my unit, staff members' participation in decision-making processes is increasing									3.07	3.59	3.63	3.93	4.10	4.14	4.51	4.18	3.94	3.61	3.81
All staff members in my unit are treated with dignity and respect									3.35	3.90	3.91	4.16	4.23	4.37	4.88	4.34	4.12	3.89	3.89
Staff members in my unit are sensitive to one another's needs									3.37	3.96	4.04	4.17	4.22	4.28					
Staff members in my unit are kept up-to-date about issues that affect them									3.28	3.51	3.66	3.86	3.98	4.09	4.42	4.09	3.87	3.62	3.69
My unit actively seeks opinions/participation of staff members from diff backgrounds	4.10	3.78	3.59	3.72	3.60				3.11	3.53	3.59	3.85	3.99	4.08	4.42	4.11	3.88	3.57	3.70
Staff members are treated fairly	4.33	4.02	3.77	3.89	3.91				3.37	3.67	3.80	4.23	4.07	4.35	4.72	4.39	4.11	3.77	3.93
*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).																			
**Michigan found the Unit Staff Members section to have two scales: Professional Development and Staff Relations. The means for these scales are presented separately here.																			
Rewards and Recognition*																			
Outstanding service to customers is recognized or rewarded	3.71	3.26	3.09	3.14	3.13				2.75	3.04	3.02	3.35	3.42	3.58	4.05	3.47	3.30	3.11	3.35
High performing staff receive non-monetary rewards	3.19	2.79	2.66	2.77	2.83				2.64	2.57	2.68	2.80	2.70	3.11	3.69	2.96	2.76	2.68	2.84
High performing staff are rewarded w/more challenging & satisfying work									2.78	3.06	3.11	3.55	3.33	3.76	4.22	3.81	3.40	3.18	3.42
High performing staff get promoted	3.32	2.88	2.71	2.90	2.86				2.35	2.58	2.59	2.90	2.73	3.40	3.91	3.42	2.98	2.65	2.96
High performing staff receive respect & recognition from their co-workers									3.00	3.48	3.62	3.96	3.86	4.11	4.49	4.10	3.68	3.63	3.56
Staff are asked about their preferences for different types of rewards & recognition	2.75	2.45	2.29	2.32	2.39				2.15	2.26	2.45	2.37	2.51	2.66	3.10	2.59	2.45	2.30	2.45
Managers personally recognize contributions of individuals & teams on regular basis	3.53	3.21	2.98	3.08	3.08				2.78	2.94	2.90	3.15	3.30	3.52	3.89	3.53	3.10	3.02	3.10
Managers are fair in recognizing personal & team accomplishments	3.74	3.48	3.25	3.26	3.38				2.92	3.16	3.29	3.55	3.49	3.78	4.25	3.73	3.44	3.26	3.38
Pay raises depend on how well staff perform their jobs	3.10	2.55	2.39	2.42	2.50				1.92	2.47	2.44	2.66	2.44	2.80	3.20	2.77	2.53	2.44	2.66
Risk-taking is encouraged without fear of punishment for mistakes	3.80	3.38	3.26	3.28	3.23				2.59	3.17	3.31	3.66	3.49	3.71	4.22	3.62	3.50	3.21	3.34
Creativity & innovation are rewarded	3.73	3.18	2.92	3.01	2.99				2.31	2.89	2.86	3.40	3.24	3.57	4.11	3.43	3.12	2.98	3.34
My manager provides more positive than negative feedback about my performance	4.52	4.11	3.99	4.06	3.96				3.51	4.02	3.81	4.25	4.06	4.41	4.68	4.36	4.20	3.98	3.94
Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).																			
Job Satisfaction*																			
Morale in my unit	3.35	3.10	2.96	2.93	2.92				2.63	2.94	3.01	3.25	3.24	3.23	3.54	3.25	3.01	2.99	2.97
Opportunities for training and development	3.50	3.22	3.18	3.36	3.26				2.61	3.14	3.17	3.41	3.34	3.53	3.92	3.47	3.41	3.12	3.24
My relationship with my immediate supervisor									3.62	3.90	3.88	4.04	4.06	4.14					
Teamwork among staff in my unit									3.30	3.39	3.68	3.69	3.67	3.69	3.93	3.73	3.48	3.49	3.56
Salary levels	2.80	2.47	2.47	2.46	2.54				2.01	2.38	2.37	2.69	2.54	2.75	2.97	2.69	2.56	2.42	2.69
Fringe benefits									3.51	3.54	3.49	3.66	3.73	4.05	4.16	4.01	3.68	3.62	3.71
My overall job satisfaction	3.76	3.55	3.50	3.51	3.68				3.18	3.47	3.43	3.67	3.68	3.75	3.94	3.78	3.64	3.50	3.43
*Responses provided on 5-point scale where 5=Very Satisfied (VS), 4=Satisfied (S), 3=Neutral (N), 2=Dissatisfied (D), and 1=Very Dissatisfied (VD).																			

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A23. (continued) Group Differences on All Survey Items (continued)

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

	Highest Education Level						Organizational Area								
	Less than HS/HS Dip.	Some College	Cert/lic/ trade dip/ assoc.	Bach. degree	Post-bach courses	Mast/ Doct/ Prof	Libraries/ IT	Oth. Acad/Plng & Instit Imprvmt	Undergrad Ed/Stud Affairs	Admin/ Finance	Ext. Affairs	Oth Areas of Cent. Admin	Med/ AHLT	LIBA/ SCI	All Oth. Schools
Unit Staff Members*															
<i>Professional Development**</i>															
In my unit, staff have oppor to participate in training on work improvement concepts	4.17	4.29	4.12	4.36	4.34	4.67	4.23	4.83	4.69	4.49	4.37	4.15	4.27	4.71	4.38
Individual goals/objectives for improving work are included in staff performance appraisals															
Staff members in my unit are provided w/oppor for personal & professional growth	3.75	3.94	3.78	3.98	3.90	4.47									
Staff members in my unit take advantage of oppor for personal & professional growth	3.86	4.03	4.02	4.15	4.05	4.45									
My unit evaluates effectiveness of training/dev oppor provided to our staff members															
In my unit, staff are expected to improve their work, not just to achieve a target															
<i>Staff Relations**</i>															
Staff in my unit know exactly what's expected of them in order to do high quality work	4.51	4.32	4.33	4.16	3.96	4.17									
Staff members in my unit can explain our quality philosophy							3.72	4.12	4.12	3.99	4.24	3.75	3.71	4.00	3.66
Staff members in my unit can have the necessary resources to do their jobs															
My unit hires the people with the best qualifications to do the job	4.05	4.12	3.98	4.16	4.10	4.54	3.98	4.51	4.36	4.33	4.74	4.05	4.19	4.53	4.00
Staff members in my unit can make & implement decisions that improve their work															
In my unit, staff members' participation in decision-making processes is increasing	3.65	3.70	3.64	3.93	3.83	4.07	3.72	4.31	4.05	4.04	4.24	3.59	3.79	3.99	3.71
All staff members in my unit are treated with dignity and respect	3.91	3.92	3.91	4.08	4.04	4.50									
Staff members in my unit are sensitive to one another's needs	3.89	3.91	4.02	4.11	4.08	4.44									
Staff members in my unit are kept up-to-date about issues that affect them	3.73	3.65	3.53	3.82	3.62	4.16									
My unit actively seeks opinions/participation of staff members from diff backgrounds	3.63	3.64	3.50	3.83	3.76	4.10	3.63	4.24	4.20	3.88	4.19	3.51	3.71	3.99	3.72
Staff members are treated fairly	3.80	3.84	3.64	4.05	4.13	4.41									
*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).															
**Michigan found the Unit Staff Members section to have two scales: Professional Development and Staff Relations. The means for these scales are presented separately here.															
Rewards and Recognition*															
Outstanding service to customers is recognized or rewarded	3.20	3.23	2.90	3.41	3.13	3.56	3.01	3.76	3.35	3.16	3.71	3.07	3.26	3.75	3.43
High performing staff receive non-monetary rewards	2.81	2.78	2.51	2.88	2.72	3.13									
High performing staff are rewarded w/more challenging & satisfying work	3.21	3.23	3.01	3.57	3.58	3.74									
High performing staff get promoted	2.79	2.82	2.62	2.91	2.87	3.35									
High performing staff receive respect & recognition from their co-workers	3.51	3.58	3.44	3.86	3.83	4.24									
Staff are asked about their preferences for different types of rewards & recognition															
Managers personally recognize contributions of individuals & teams on regular basis	3.04	3.08	2.89	3.25	3.11	3.50									
Managers are fair in recognizing personal & team accomplishments	3.24	3.36	3.16	3.51	3.47	3.77									
Pay raises depend on how well staff perform their jobs															
Risk-taking is encouraged without fear of punishment for mistakes	3.18	3.23	3.09	3.56	3.47	3.81									
Creativity & innovation are rewarded	2.85	2.98	2.75	3.38	3.21	3.72									
My manager provides more positive than negative feedback about my performance	3.84	4.06	4.02	4.24	4.11	4.40									
*Responses provided on a 6-point scale where 6=Strongly Agree (STGA), 5=Moderately Agree (MA), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2=Moderately Disagree (MD), and 1=Strongly Disagree (STGD).															
Job Satisfaction*															
Morale in my unit	3.04	3.04	2.87	3.08	3.12	3.27	2.96	3.29	3.00	2.89	3.66	2.87	3.09	3.43	3.15
Opportunities for training and development	3.18	3.19	3.09	3.31	3.29	3.56									
My relationship with my immediate supervisor															
Teamwork among staff in my unit	3.61	3.45	3.39	3.51	3.72	3.76									
Salary levels	2.47	2.51	2.36	2.53	2.68	2.69									
Fringe benefits	3.60	3.60	3.63	3.84	3.79	3.90									
My overall job satisfaction															
*Responses provided on 5-point scale where 5=Very Satisfied (VS), 4=Satisfied (S), 3=Neutral (N), 2=Dissatisfied (D), and 1=Very Dissatisfied (VD).															

Note: The "Student Contact & Advising" variable was created by combining responses to the two parts of survey question 119.

A24. Group differences on overall scale scores

	Campus-Wide	Gender		Age						Racial/Ethnic Group				Length of Svc at IUPUI				
		Female	Male	Less than 23 yrs	23-30 yrs	31-40 yrs	41-50 yrs	51-60 yrs	Over 60 yrs	Asian/Pacific Is.	Black/Af. Amer	White	Other (Hispanic, Nat. Amer., Multiracial)	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs
Campus as a Whole	2.78	2.78	2.76	2.77	2.73	2.74	2.78	2.85	2.88	2.90	2.72	2.79	2.62	2.86	2.79	2.75	2.77	2.78
Unit Philosophy	4.24	4.28	4.15	4.19	4.19	4.13	4.27	4.38	4.52	4.64	4.04	4.26	4.07	4.32	4.24	4.15	4.27	4.34
Unit Climate	4.19	4.24	4.06	4.13	4.18	4.04	4.24	4.32	4.35	4.77	3.77	4.23	3.92	4.40	4.19	4.10	4.12	4.27
Planning for Improvement & Innovation	3.77	3.80	3.67	3.93	3.82	3.67	3.77	3.87	3.64	4.34	3.53	3.78	3.69	4.01	3.76	3.68	3.69	3.85
Satisfying those we Serve	4.12	4.16	4.01	4.17	4.08	4.03	4.14	4.23	4.17	4.52	3.93	4.13	4.17	4.20	4.12	4.07	4.08	4.15
Collecting and Using Information	3.70	3.72	3.62	3.82	3.69	3.58	3.71	3.82	3.84	4.23	3.56	3.70	3.51	3.81	3.68	3.60	3.67	3.84
Leadership	3.94	3.99	3.82	3.93	3.93	3.82	3.97	4.09	4.08	4.55	3.62	3.96	3.88	4.19	3.93	3.83	3.87	4.07
Unit Staff Members ^a																		
Professional Development	3.98	4.03	3.86	3.95	3.99	3.87	4.01	4.13	3.92	4.46	3.78	4.00	3.86	4.22	3.96	3.88	4.00	4.03
Staff Relations	4.01	4.05	3.90	4.02	4.02	3.86	4.06	4.14	4.09	4.45	3.65	4.04	3.81	4.26	4.00	3.91	3.92	4.12
Rewards & Recognition	3.21	3.23	3.16	3.27	3.21	3.15	3.20	3.33	3.19	3.93	2.91	3.23	3.05	3.69	3.22	3.08	3.12	3.23
Job Satisfaction	3.38	3.41	3.31	3.20	3.38	3.30	3.40	3.49	3.55	3.63	3.16	3.41	2.99	3.54	3.37	3.31	3.38	3.46

Note: Means which differ significantly from each other are printed in italics.

^aMichigan found this section to have two subscales: "Professional Development" and "Staff Relations".

A24. (continued) Group differences on overall scale scores (continued)

	Campus- Wide	<i>Length of Svc in Unit</i>					<i>Student Contact & Advising</i>			<i>Type of Position</i>					
		Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	No Stud. Contact	Stud. Contact, Provide No Adv.	Stud. Contact, Provide Adv.	Svc Maint	Clerical	Tech.	Research	Clinical	Prof/ Admin
Campus as a Whole	2.78	2.82	2.79	2.75	2.77	2.76	2.79	2.79	2.75	2.68	2.79	2.77	2.74	2.87	2.80
Unit Philosophy	4.24	4.33	4.23	4.19	4.19	4.36	4.21	4.29	4.23	3.80	4.21	4.14	4.22	4.43	4.41
Unit Climate	4.19	4.38	4.20	4.08	4.08	4.20	4.16	4.19	4.20	3.64	4.08	4.10	4.34	4.35	4.39
Planning for Improvement & Innovation	3.77	4.01	3.76	3.66	3.76	3.72	3.74	3.76	3.76	3.25	3.61	3.68	3.92	3.90	3.99
Satisfying Those Served	4.12	4.25	4.12	4.06	4.09	4.03	4.03	4.16	4.14	3.76	4.03	4.09	4.02	4.31	4.29
Collecting and Using Information	3.70	3.84	3.68	3.60	3.78	3.75	3.64	3.71	3.74	3.40	3.59	3.66	3.66	3.75	3.87
Leadership	3.94	4.21	3.94	3.83	3.86	3.93	3.93	3.92	3.93	3.44	3.78	3.77	4.11	4.06	4.20
Unit Staff Members ^a															
Professional Development	3.98	4.19	3.94	3.92	4.06	3.90	3.94	4.00	4.03	3.31	3.87	3.80	4.08	4.21	4.23
Staff Relations	4.01	4.24	4.01	3.91	3.91	4.00	3.98	4.02	4.00	3.40	3.88	3.88	4.13	4.20	4.24
Rewards & Recognition	3.21	3.62	3.21	3.06	3.10	3.15	3.16	3.28	3.22	2.65	3.00	3.00	3.32	3.22	3.55
Job Satisfaction	3.38	3.57	3.36	3.33	3.33	3.39	3.37	3.41	3.37	2.99	3.25	3.29	3.49	3.46	3.59

Note: Means which differ significantly from each other are printed in italics.

^aMichigan found this section to have two subscales: "Professional Development" and "Staff Relations".

A24. (continued) Group differences on overall scale scores (continued)

	Campus-Wide	<i>Organizational Role</i>					<i>Highest Education Level</i>						<i>Organizational Area</i>								
		Director	Manager	Super.	Front-Line Svc Provider	Other	Less than HS/HS Dip.	Some College	Cert/lic/ trade dip/ assoc.	Bach. degree	Post-bach courses	Mast/ Doct/ Prof	Libraries/ IT	Oth. Acad/ Plng & Instit Imprvmt	Under-grad Ed/ Stud Affairs	Admin/ Finance	Ext. Affairs	Oth Areas of Cent. Admin	Med/ AHLT	LIBA/ SCI	All Oth. Schools
Campus as a Whole	2.78	2.90	2.80	2.74	2.78	2.68	2.78	2.76	2.81	2.75	2.78	2.83	2.82	2.70	2.76	2.85	2.94	2.76	2.80	2.70	2.74
Unit Philosophy	4.24	4.61	4.47	4.21	4.13	4.26	4.35	4.23	4.14	4.22	4.19	4.43	4.23	4.58	4.39	4.47	4.56	4.20	4.23	4.23	4.10
Unit Climate	4.19	4.68	4.42	4.27	4.07	4.05	4.19	4.12	4.04	4.17	4.19	4.44	4.15	4.56	4.33	4.26	4.56	4.01	4.21	4.41	4.12
Planning for Improvement & Innovation	3.77	4.34	3.99	3.94	3.62	3.68	3.73	3.71	3.65	3.77	3.75	4.00	3.73	4.09	4.10	3.90	4.07	3.64	3.76	3.87	3.65
Satisfying Those Served	4.12	4.56	4.30	4.23	4.02	4.02	4.12	4.09	4.09	4.09	3.97	4.30	4.05	4.42	4.57	4.25	4.34	4.06	4.05	4.17	4.10
Collecting and Using Information	3.70	4.16	3.94	3.89	3.58	3.48	3.71	3.73	3.63	3.72	3.59	3.79	3.62	4.00	3.99	3.94	3.95	3.55	3.65	3.89	3.67
Leadership	3.94	4.62	4.23	4.04	3.78	3.91	3.84	3.86	3.87	3.96	3.88	4.19	3.80	4.36	4.26	4.15	4.23	3.77	3.93	4.08	3.82
Unit Staff Members ^a																					
Professional Development	3.98	4.53	4.21	4.08	3.87	3.97	3.91	3.98	3.88	4.00	3.90	4.22	3.94	4.30	4.35	4.10	4.19	3.83	3.96	4.29	3.95
Staff Relations	4.01	4.55	4.24	4.11	3.88	3.94	3.96	3.94	3.89	4.03	3.96	4.26	3.92	4.33	4.20	4.12	4.35	3.82	4.03	4.26	3.94
Rewards & Recognition	3.21	3.99	3.49	3.21	3.05	3.21	3.06	3.15	2.92	3.32	3.23	3.57	3.23	3.56	3.35	3.26	3.52	3.02	3.19	3.56	3.29
Job Satisfaction	3.38	3.81	3.58	3.40	3.29	3.37	3.34	3.33	3.26	3.40	3.45	3.57	3.33	3.56	3.38	3.35	3.60	3.21	3.42	3.63	3.38

Note: Means which differ significantly from each other are printed in italics.

^aMichigan found this section to have two subscales: "Professional Development" and "Staff Relations".

A25. Comparisons between IUPUI staff and IUPUI Faculty, Michigan Staff, and IUS Staff

	IUPUI		Sig.
	Staff %EX & GD	IUPUI Faculty %EX & GD or % VS & S	
The Campus as a Whole			
1 The reputation of IUPUI in Indianapolis	89.7%	75.6%	**
2 The reputation of IUPUI in Indiana	77.1%	55.8%	**
3 The reputation of IUPUI nationally	53.5%	29.9%	**
4 The overall quality of teaching	85.5%	N/A	
5 The scholarly and professional competence of faculty ^a	85.4%	88.5%	
6 The quality of undergraduate students at IUPUI	70.7%	41.9%	**
7 The quality of graduate & graduate-professional students at IUPUI ^b	89.6%	77.3%	**
8 The quality of administrative leadership in central administration	72.0%	65.1%	**
9 The clarity of objectives & plans for the next few years at IUPUI	66.0%	46.5%	**
10 The identify & sense of community at IUPUI	57.8%	34.3%	**
11 IUPUI's connections with the local community	74.5%	53.7%	**
12 The quality of academic programs	86.8%	66.9%	**
13 The quality of student academic support programs & services	70.0%	47.3%	**
14 The quality of student activity support programs & services	58.1%	37.4%	**
15 The availability of parking on campus	25.9%	43.5%	**
16 The cost of parking on campus	28.9%	36.7%	**
17 The ability of IUPUI to meet students' educational needs	82.1%	N/A	
18 Academic advising available to students	57.9%	N/A	
19 The classroom environment (lighting, heating, etc.) ^f	60.1%	37.3%	**
20 The technology available to students to support teaching & learning	86.2%	N/A	
21 The technology available to faculty to support teaching & learning	86.0%	N/A	
22 The technology available to faculty to support research & scholarship	83.4%	N/A	
23 The technology available to staff to get their work done	74.0%	N/A	

Note: A value of "N/A" in this table indicates that a comparison was unable to be made between IUPUI and this organization.

^a The wording on the IUPUI Staff and Faculty surveys were slightly different for this item. The faculty survey read "The scholarly and professional competence of my colleagues."

^b The wording on the IUPUI Staff and Faculty surveys were slightly different for this item. The faculty survey read "The quality of graduate or graduate-professional students in my school."

^c The wording on the IUPUI Staff and Faculty surveys were slightly different for this item. The faculty survey read "The classroom environment (lighting, heating, etc.) for courses taught by faculty in my unit"

A25. (continued) Comparisons between IUPUI staff and IUPUI Faculty, Michigan Staff, and IUS Staff (continued)								
	IUPUI Staff Mean	Michigan Mean	Stat. Sig diff btwn IUPUI & Mich	Sub. sig diff btwn IUPUI & Mich	IUPUI Staff Mean	IUS Mean	Stat. sig diff btwn IUPUI & IUS	Sub. sig diff btwn IUPUI & IUS
Unit Philosophy								
24	Staff members in my unit have a sense of the unit's mission & purpose	4.56	4.51		4.56	4.33		
25	Staff members in unit will make major changes in way they do work to improve our svcs	4.27	4.05	**	4.27	4.16		
26	Stories of successful improvements that occur throughout the Univ. are shared in unit	3.16	2.84	**	3.16	3.08		
27	In my unit, the qual. of our work has priority at least as high as budgetary considerations	4.48	4.27	**	4.48	3.96	**	+
28	Activities that link directly to those we serve get first priority	4.77	4.73		4.77	4.31	**	+
	IUPUI Staff Mean	Michigan Mean	Stat. Sig diff btwn IUPUI & Mich	Sub. sig diff btwn IUPUI & Mich	IUPUI Staff Mean	IUS Mean	Stat. sig diff btwn IUPUI & IUS	Sub. sig diff btwn IUPUI & IUS
Unit Climate								
29	This unit is becoming a more enjoyable place to work	3.82	3.45	**	3.82	N/A		
30	There is a sense of community among the members of my unit	4.12	3.82	**	4.12	N/A		
31	Staff members in my unit are encouraged to give their very best effort	4.63	4.42	**	4.63	N/A		
32	In my unit, there is no fear of punishment when staff members speak their minds	4.12	3.77	**	4.12	3.71	**	
33	My unit has good working relationships with other units in the University	4.56	4.36	**	4.56	4.49		
34	Decisions in unit are made by those most knowledgeable about the work being done	4.08	3.67	**	4.08	3.75		
35	The methods we use to resolve conflicts within my unit are satisfactory	3.82	3.40	**	3.82	3.39	**	
36	In my unit, staff are asked for their input/ideas when impor decisions are being made ^e	3.87	3.59	**	3.87	3.74		
37	Staff members in my unit are honest & ethical	4.71	4.55	**	4.71	N/A		
38	Staff members in my unit are encouraged to work closely with one another	4.54	4.28	**	4.54	N/A		
39	When disagreements occur, ideas are criticized, not people	3.90	3.63	**	3.90	3.5	**	
40	In my unit, staff members support and care about one another	4.37	4.15	**	4.37	N/A		
41	Staff members in my unit are receptive to the ideas & suggestions of their co-workers	4.25	4.12	**	4.25	N/A		
42	My unit makes changes that lead to improvements, not just for the sake of change	4.43	4.20	**	4.43	N/A		
43	In my unit, everyone's involved in a team/work grp that suggests ways to improve work ^f	3.62	3.02	**	3.62	3.35		+
	IUPUI Staff Mean	Michigan Mean	Stat. Sig diff btwn IUPUI & Mich	Sub. sig diff btwn IUPUI & Mich	IUPUI Staff Mean	IUS Mean	Stat. sig diff btwn IUPUI & IUS	Sub. sig diff btwn IUPUI & IUS
Planning for Improvement and Innovation								
44	My unit has specific plans for improving the quality of our work	3.96	3.52	**	3.96	3.44	**	+
45	Staff members know the approach my unit is taking to improve the quality of our work	3.79	3.35	**	3.79	4.03		
46	Staff members are encouraged to be involved in my unit's improvement planning process	3.83	3.55	**	3.83	3.89		
47	My unit's improv. plans upgraded often based on expectations of those we serve & our perf.	3.78	3.40	**	3.78	N/A		
48	My unit's day-to-day activities are guided by a long-term vision for where the unit should be	3.86	3.43	**	3.86	3.61		
49	In my unit, each staff member has a specific plan for improving quality of his/her performance	3.59	3.14	**	3.59	3.27		
50	In my unit, staff members are responsible for generating new ideas for improvement	3.81	3.60	**	3.81	3.95		
51	In my unit, we seek good ideas for improvement any place we can find them	4.08	3.86	**	4.08	N/A		
52	Staff members in my unit who generate new ideas that lead to improvement are recognized	3.24	2.99	**	3.24	N/A		
53	In my unit, when staff members are trying a new idea or technique, mistakes are tolerated	4.02	3.90	**	4.02	N/A		
54	Staff members in my unit are encouraged to take risks to improve our work	3.49	3.23	**	3.49	3.69		

A25. (continued) Comparisons between IUPUI staff and IUPUI Faculty, Michigan Staff, and IUS Staff (continued)

	IUPUI Staff Mean	Michigan Mean	Stat. Sig diff btwn IUPUI & Mich	Sub. sig diff btwn IUPUI & Mich	IUPUI Staff Mean	IUS Mean	Stat. sig diff btwn IUPUI & IUS	Sub. sig diff btwn IUPUI & IUS
Unit Staff Members								
<i>Professional Development</i>								
78	In my unit, staff members have oppor to participate in training on work improvement concepts	4.33	4.53	**	4.33	N/A		
79	Individual goals & objectives for improving work are included in staff performance appraisals	3.90	3.81		3.90	3.06	**	+
81	Staff members in my unit are provided w/oppor for personal & professional growth	3.97	4.00		3.97	N/A		
82	Staff members in my unit take advantage of oppor for personal & professional growth	4.08	3.99		4.08	N/A		
88	My unit evaluates the effectiveness of the training/dev oppor provided to our staff members	3.47	3.10	**	3.47	N/A		
89	In my unit, staff members are expected to improve their work, not just to achieve a target	4.14	3.83	**	4.14	N/A		
<i>Staff Relations</i>								
80	Staff members in my unit know exactly what's expected of them in order to do high quality work	4.26	4.01	**	4.26	4.01		
83	Staff members in my unit can explain our quality philosophy	3.75	3.35	**	3.75	N/A		
84	Staff members in my unit can have the necessary resources to do their jobs	4.30	4.10	**	4.30	N/A		
85	My unit hires the people with the best qualifications to do the job	4.17	3.97	**	4.17	N/A		
86	Staff members in my unit can make & implement decisions that improve their work	4.21	4.00	**	4.21	4.30		
87	In my unit, staff members' participation in decision-making processes is increasing	3.80	3.61	**	3.80	N/A		
90	All staff members in my unit are treated with dignity and respect	4.06	3.78	**	4.06	N/A		
91	Staff members in my unit are sensitive to one another's needs	4.07	3.82	**	4.07	N/A		
92	Staff members in my unit are kept up-to-date about issues that affect them ^j	3.77	3.61	**	3.77	3.50		
93	My unit actively seeks the opinions & participation of staff members from diff backgrounds	3.75	3.49	**	3.75	N/A		
94	Staff members are treated fairly	3.97	3.75	**	3.97	N/A		

	IUPUI Staff Mean	Michigan Mean	Stat. Sig diff btwn IUPUI & Mich	Sub. sig diff btwn IUPUI & Mich	IUPUI Staff Mean	IUS Mean	Stat. sig diff btwn IUPUI & IUS	Sub. sig diff btwn IUPUI & IUS
Rewards and Recognition								
95	Outstanding service to customers is recognized or rewarded	3.25	N/A	N/A	3.25	2.97		
96	High performing staff receive non-monetary rewards	2.81	N/A	N/A	2.81	2.84		
97	High performing staff are rewarded w/more challenging & satisfying work	3.37	N/A	N/A	3.37	3.16		
98	High performing staff get promoted	2.89	N/A	N/A	2.89	2.51	**	
99	High performing staff receive respect & recognition from their co-workers	3.75	N/A	N/A	3.75	3.37	**	
100	Staff are asked about their preferences for different types of rewards & recognition	2.43	N/A	N/A	2.43	2.41		
101	Managers personally recognize the contributions of individuals & teams on a regular basis	3.17	N/A	N/A	3.17	3.60		
102	Managers are fair in recognizing personal & team accomplishments	3.42	N/A	N/A	3.42	3.67		
103	Pay raises depend on how well staff perform their jobs	2.57	N/A	N/A	2.57	1.86	**	+
104	Risk-taking is encouraged without fear of punishment for mistakes	3.39	N/A	N/A	3.39	3.82	**	
105	Creativity & innovation are rewarded	3.15	N/A	N/A	3.15	3.13		
106	My manager provides more positive than negative feedback about my performance	4.11	N/A	N/A	4.11	4.27		

Note: A value of "N/A" in this table indicates that a comparison was unable to be made between IUPUI and this organization.

^d The wording on the IUPUI and IU Southeast surveys were slightly different for this item. IU Southeast's read "Staff have a good understanding of our unit's mission".

^e The wording on the IUPUI and IU Southeast surveys were slightly different for this item. IU Southeast's survey read "The director asks staff for ideas and opinions before making important work decisions".

^f The wording on the IUPUI and IU Southeast surveys were slightly different for this item. IU Southeast's survey read "Staff are involved in team(s) that study and suggest ways to improve how we work".

^g For this section, the wording on the IUPUI and IU Southeast surveys were slightly different for these items. IU Southeast's items, unless otherwise noted, began all 'items in this section with "The director...".

^h The wording on the IUPUI and IU Southeast surveys were slightly different for this item. IU Southeast's survey read "The director is actively involved in removing 'obstacles and barriers so we can be more effective.

ⁱ The wording on the IUPUI and IU Southeast surveys were slightly different for this item. IU Southeast's Staff Survey read "Resources are distributed in a way that 'helps us achieve our long-term vision for what this unit should be like'".

^j The wording on the IUPUI and IU Southeast surveys were slightly different for this item. IU Southeast's Staff survey read "Staff are kept well-informed on all issues affecting their job."

**A25. (continued) Comparisons between IUPUI staff and IUPUI Faculty,
Michigan Staff, and IUS Staff (continued)**

	IUPUI Staff Mean	IUPUI Faculty Mean	Stat. Sig diff btwn Staff & Faculty	Sub. sig diff btwn Staff & Faculty
Job Satisfaction				
107 Morale in my unit	3.07	3.10		
108 Opportunities for training and development	3.27	N/A		
109 My relationship with my immediate supervisor	3.97	N/A		
110 Teamwork among staff in my unit	3.56	N/A		
111 Salary levels	2.52	2.64		
112 Fringe benefits	3.72	3.68		
113 My overall job satisfaction	3.57	3.75	**	

Note: A value of "N/A" in this table indicates that a comparison was unable to be made between IUPUI and this organization.

^k *The wording on the IUPUI Staff and Faculty surveys were slightly different for this item. The staff survey read "Morale in my unit" and the faculty survey read "Faculty morale in my unit".*

^l *The wording on the IUPUI Staff and Faculty surveys were slightly different for this item. The staff survey read "Salary levels and the faculty survey read "Faculty salary levels".*

Please note: This document is a copy of the original survey form sent to IUPUI Staff as a means of collecting information on the attitudes and opinions of IUPUI Staff as of Spring 1997. It is supplied here for informational purposes only and it should not be used to respond to the survey itself. If you have any questions about the usage of this document, please call our office at (317) 278-2282.

1997 IUPUI Staff Survey

We invite you to take part in a survey of staff opinion sponsored by the Staff Council in cooperation with Human Resources Administration. The survey is being conducted by the Office of Information Management and Institutional Research (IMIR). This survey is designed to collect staff opinions and perceptions about IUPUI in general and about important aspects of the work environment. The findings will be used to help IUPUI understand and respond to the needs and interests of one of its most important resources--the people who staff our academic and support services. This questionnaire will take only 15-20 minutes to complete and the results will be tabulated by the Office of Information Management and Institutional Research.

DO NOT PLACE YOUR NAME ON THIS SURVEY

ALL ANSWERS WILL BE KEPT CONFIDENTIAL AND ANONYMOUS—You are identified by name on the return envelope for response tracking purposes only. When your completed survey is received, the survey instrument will be removed from the envelope and your name will be taken off the mailing list for any follow-up mailings. **NAMES WILL NEVER BE CONNECTED TO ANSWERS.**

Even your anonymous individual responses will be seen only by research staff in the Office of Information Management and Institutional Research. They will never be shared as individual responses with any other administrators, faculty, or staff at IUPUI or elsewhere. Only summarized group responses will be shared with the campus community. Upon completion of the survey, including extensive analyses of the responses, a report will be made available to all members of the campus community.

If you have any questions or concerns about this survey, or if you would like assistance in completing this survey, please do not hesitate to contact any of the following individuals:

Victor Borden, IMIR	274-8213	vborden@iupui.edu
Hank Miller, Human Resources	274-8931	hmiller@iupui.edu
Virgie Montgomery, Staff Council	274-3931	vmontgom@iupui.edu

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

Staff Survey Project
Union Building Room G003
IUPUI

Thank you in advance for your participation.

1997 IUPUI Staff Survey

The opinions you express here will help IUPUI faculty and administrators in making decisions about a broad range of activities. As you answer these questions, think about your experiences at IUPUI and in your work unit over the past year. **There are no right or wrong answers.** Please answer the questions according to the way you think things are, not the way they should be.

This survey is divided into three sections. The first section asks about your perceptions regarding the IUPUI campus overall. This is followed by a section regarding your specific work environment, and finally by a set of questions regarding your personal characteristics, such as gender, to be used for group analyses.

Section 1. The Campus as a Whole

In this first section, please indicate how you would rate each of the following aspects of IUPUI by circling the appropriate numbers to indicate whether you think the quality is poor (1), fair (2), good (3), or excellent (4). Circle the number '9' in the last column if you feel you do not have enough experience in that area to judge its quality.

	Poor	Fair	Good	Excellent	No basis to judge
1. The reputation of IUPUI in Indianapolis	1	2	3	4	9
2. The reputation of IUPUI in Indiana	1	2	3	4	9
3. The reputation of IUPUI nationally	1	2	3	4	9
4. The overall quality of teaching	1	2	3	4	9
5. The scholarly and professional competence of faculty	1	2	3	4	9
6. The quality of undergraduate students at IUPUI	1	2	3	4	9
7. The quality of graduate or graduate-professional students at IUPUI	1	2	3	4	9
8. The quality of administrative leadership in central administration	1	2	3	4	9
9. The clarity of objectives and plans for the next few years at IUPUI	1	2	3	4	9
10. The identity and sense of community at IUPUI	1	2	3	4	9
11. IUPUI's connections with the local community	1	2	3	4	9
12. The quality of academic programs	1	2	3	4	9
13. The quality of student academic support programs and services	1	2	3	4	9
14. The quality of student activity support programs and services	1	2	3	4	9
15. The availability of parking on campus	1	2	3	4	9
16. The cost of parking on campus	1	2	3	4	9
17. The ability of IUPUI to meet students' educational needs	1	2	3	4	9
18. Academic advising available to students	1	2	3	4	9
19. The classroom environment (lighting, heating, etc.)	1	2	3	4	9
20. The technology available to students to support teaching and learning	1	2	3	4	9
21. The technology available to faculty to support teaching and learning	1	2	3	4	9
22. The technology available to faculty to support research and scholarship	1	2	3	4	9
23. The technology available to staff to get their work done	1	2	3	4	9

(continued on next page)

Section 2. Your Work Environment*

For the questions in this section, please think about the office, department, or service unit in which you work. That is, **please keep in mind the people you work with on a day-to-day basis.** The word "unit" will be used to refer to your immediate work group throughout the remainder of the survey.

A. UNIT PHILOSOPHY

The following items focus on the ways staff members in your unit think about the work they do.

Indicate the extent to which you agree or disagree with each of these statements by circling the corresponding number to the right of the item.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
24. Staff members in my unit have a sense of the unit's unique mission and purpose.	1	2	3	4	5	6
25. Staff members in my unit are willing to make major changes in the way they do their work in order to improve our services.	1	2	3	4	5	6
26. Stories or examples of successful improvements that occur throughout the University are regularly and widely shared among staff members in my unit.	1	2	3	4	5	6
27. In my unit, the quality of our work has a priority at least as high as budgetary considerations.	1	2	3	4	5	6
28. Activities that link directly to those we serve get first priority.	1	2	3	4	5	6

B. UNIT CLIMATE

The following items explore a number of characteristics of your unit's work environment.

Indicate the extent to which you agree or disagree with each of these statements by circling the corresponding number to the right of the item.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
29. This unit is becoming a more enjoyable place to work.	1	2	3	4	5	6
30. There is a sense of community among the members of my unit.	1	2	3	4	5	6
31. Staff members in my unit are encouraged to give their very best effort.	1	2	3	4	5	6
32. In my unit, there is no fear of punishment when staff members speak their minds.	1	2	3	4	5	6
33. My unit has good working relationships with other units in the University.	1	2	3	4	5	6
34. Decisions in my unit are made by those most knowledgeable about the work being done.	1	2	3	4	5	6
35. The methods we use to resolve conflicts within my unit are satisfactory.	1	2	3	4	5	6
36. In my unit, staff members are asked for their input and ideas when important decisions are being made.	1	2	3	4	5	6
37. Staff members in my unit are honest and ethical.	1	2	3	4	5	6
38. Staff members in my unit are encouraged to work closely with one another.	1	2	3	4	5	6
39. When disagreements occur, ideas are criticized, not people.	1	2	3	4	5	6
40. In my unit, staff members support and care about one another.	1	2	3	4	5	6
41. Staff members in my unit are receptive to the ideas and suggestions of their co-workers.	1	2	3	4	5	6
42. In my unit, we make changes that lead to improvements, not just changes for the sake of change.	1	2	3	4	5	6
43. In my unit, everyone is involved in a team or work group that studies and suggests ways to improve our work.	1	2	3	4	5	6

*Most of the questions in this section were taken from a survey developed at the University of Michigan to assess staff perceptions of the work environment. These items are being used with permission of the survey authors, Marvin W. Peterson and Kim S. Cameron, of the University of Michigan Center for the Study of Postsecondary Education.

C. PLANNING FOR IMPROVEMENT AND INNOVATION

The following items explore the ways planning is approached in your unit.

Indicate the extent to which you agree or disagree with each of these statements by circling the corresponding number to the right of the item.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
44. My unit has specific plans for improving the quality of our work.	1	2	3	4	5	6
45. Staff members know the approach my unit is taking to improve the quality of our work.	1	2	3	4	5	6
46. Staff members are encouraged to be involved in my unit's improvement planning process.	1	2	3	4	5	6
47. My unit's improvement plans are regularly upgraded based on the expectations of those we serve and our work performance.	1	2	3	4	5	6
48. My unit's day-to-day activities are guided by a long-term vision for where the unit should be.	1	2	3	4	5	6
49. In my unit, each individual staff member has a specific plan for improving the quality of his or her performance.	1	2	3	4	5	6
50. In my unit, staff members are responsible for generating new ideas and suggestions for improvement.	1	2	3	4	5	6
51. In my unit, we seek good ideas for improvement anyplace we can find them.	1	2	3	4	5	6
52. Staff members in my unit who generate new ideas or who create innovations that lead to improvements are recognized or rewarded.	1	2	3	4	5	6
53. In my unit, when staff members are trying a new idea or technique, mistakes are tolerated.	1	2	3	4	5	6
54. Staff members in my unit are encouraged to take risks to improve our work.	1	2	3	4	5	6

D. SATISFYING THOSE WE SERVE

The following items focus on individuals or groups served by your unit, sometimes referred to as "customers" or "clients." Those served may be internal or external to the campus.

Indicate the extent to which you agree or disagree with each of these statements by circling the corresponding number to the right of the item.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
55. Each staff member in my unit can answer the question: "Who is it that my unit serves?"	1	2	3	4	5	6
56. Staff members in my unit know what is expected of them by those they serve.	1	2	3	4	5	6
57. In my unit, staff members often discuss how well we are meeting the needs and expectations of those we serve.	1	2	3	4	5	6
58. In my unit, individuals or teams who provide outstanding service are recognized or rewarded.	1	2	3	4	5	6
59. Those served by my unit can easily give us feedback or make suggestions for improvement.	1	2	3	4	5	6
60. In my unit, we constantly seek feedback from those we serve so that necessary adjustments can be made.	1	2	3	4	5	6
61. In my unit, staff members are constantly developing new services and processes to meet the needs of those we serve.	1	2	3	4	5	6
62. In my unit, we continuously try to identify and solve problems that have not yet been recognized by those we serve.	1	2	3	4	5	6

E. COLLECTING AND USING INFORMATION

The items that follow focus on the use your unit makes of information to improve the quality of its work.

Indicate the extent to which you agree or disagree with each of these statements by circling the corresponding number to the right of the item.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
63. Staff members are provided feedback about whether they are doing a good job.	1	2	3	4	5	6
64. Staff members are regularly asked to identify areas needing improvement.	1	2	3	4	5	6
65. My unit has shortened the time it takes to gather and distribute information.	1	2	3	4	5	6
66. In my unit, information about problems or complaints is given to those most responsible so improvements can be made.	1	2	3	4	5	6
67. My unit has clear standards against which we compare our performance.	1	2	3	4	5	6
68. Staff members in my unit can give an answer based on facts when asked, "How do you know you're improving your work?"	1	2	3	4	5	6

F. LEADERSHIP

Items in this section explore aspects of your unit's leadership. Depending on your unit, this leadership may be the responsibility of an individual or a group of individuals.

Indicate the extent to which you agree or disagree with each of these statements by circling the corresponding number to the right of the item.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
69. The leadership in my unit communicates the importance of high quality work to staff members.	1	2	3	4	5	6
70. The leadership in my unit asks staff members about ways to improve the work we do.	1	2	3	4	5	6
71. The leadership in my unit communicates the importance of constant improvement in their interactions with staff.	1	2	3	4	5	6
72. The leadership in my unit bases decisions primarily on facts and data rather than primarily on opinions and feelings.	1	2	3	4	5	6
73. The leadership in my unit leads by example; that is, "they practice what they preach."	1	2	3	4	5	6
74. The leadership in my unit is actively involved in removing obstacles and barriers so the unit can be more effective.	1	2	3	4	5	6
75. The leadership in my unit communicates a clear vision of what our unit can achieve in the future.	1	2	3	4	5	6
76. The leadership in my unit distributes resources in a way that will help achieve that vision.	1	2	3	4	5	6
77. The leadership in my unit is open to change.	1	2	3	4	5	6

G. UNIT STAFF MEMBERS

Items in this section explore a variety of topics related to the staff members in your unit.

Indicate the extent to which you agree or disagree with each of these statements by circling the corresponding number to the right of the item.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
78. In my unit, staff members have opportunities to participate in education or training on work improvement concepts or techniques.	1	2	3	4	5	6
79. Individual goals and objectives for improving work are included in staff performance appraisals.	1	2	3	4	5	6
80. Staff members in my unit know exactly what is expected of them in order to do high quality work.	1	2	3	4	5	6

G. UNIT STAFF MEMBERS *CONTINUED*

81. Staff members in my unit are provided with opportunities for personal and professional growth and development.	1	2	3	4	5	6
82. Staff members in my unit take advantage of opportunities for personal and professional growth and development.	1	2	3	4	5	6
83. Staff members in my unit can explain our quality philosophy.	1	2	3	4	5	6
84. Staff members in my unit have the necessary resources to do their job.	1	2	3	4	5	6
85. My unit hires the people with the best qualifications to do the job.	1	2	3	4	5	6
86. Staff members in my unit can make and implement decisions that improve their work.	1	2	3	4	5	6
87. In my unit, staff members' participation in decision-making processes is increasing.	1	2	3	4	5	6
88. My unit evaluates the effectiveness of the training and development opportunities being provided to our staff members.	1	2	3	4	5	6
89. In my unit, staff members are expected to improve in their work, not just to achieve a target or goal.	1	2	3	4	5	6
90. All staff members in my unit are treated with dignity and respect.	1	2	3	4	5	6
91. Staff members in my unit are sensitive to one another's needs.	1	2	3	4	5	6
92. Staff members in my unit are kept up-to-date about issues that affect them.	1	2	3	4	5	6
93. My unit actively seeks the opinions and participation of staff members who represent different backgrounds and viewpoints.	1	2	3	4	5	6
94. Staff members are treated fairly.	1	2	3	4	5	6

H. REWARDS AND RECOGNITION

The next set of items focuses on the rewards and recognition staff receive for their job performance.

Indicate the extent to which you agree or disagree with each of these statements by circling the corresponding number to the right of the item.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
95. Outstanding service to customers is recognized or rewarded.	1	2	3	4	5	6
96. High performing staff receive non-monetary rewards (e.g., plaques, letters of appreciation, public recognition).	1	2	3	4	5	6
97. High performing staff are rewarded with more challenging and satisfying work.	1	2	3	4	5	6
98. High performing staff get promoted.	1	2	3	4	5	6
99. High performing staff receive respect and recognition from their coworkers.	1	2	3	4	5	6
100. Staff are asked about their preferences for different types of rewards and recognition.	1	2	3	4	5	6
101. Managers personally recognize the contributions of individuals and teams on a regular basis.	1	2	3	4	5	6
102. Managers are fair in recognizing personal and team accomplishments.	1	2	3	4	5	6
103. Pay raises depend on how well staff perform their jobs.	1	2	3	4	5	6
104. Risk-taking is encouraged without fear of punishment for mistakes.	1	2	3	4	5	6
105. Creativity and innovation are rewarded.	1	2	3	4	5	6
106. My manager provides more positive than negative feedback about my performance.	1	2	3	4	5	6

I. JOB SATISFACTION

The items in this section relate to your feelings of satisfaction or dissatisfaction with your job.

Indicate your level of satisfaction with each item by circling the corresponding number to the right of the item. Please note that the response scale has changed in this section to indicate level of satisfaction.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
107. Morale in my unit	1	2	3	4	5
108. Opportunities for training and development	1	2	3	4	5
109. My relationship with my immediate supervisor	1	2	3	4	5
110. Teamwork among staff in my unit	1	2	3	4	5
111. Salary levels	1	2	3	4	5
112. Fringe benefits (retirement, time off, health care, etc.)	1	2	3	4	5
113. My overall job satisfaction	1	2	3	4	5

Section 3. Demographics

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

114. Gender:

- female
- male

115. Age:

- less than 23 years
- 23 to 30 years
- 31 to 40 years
- 41 to 50 years
- 51 to 60 years
- over 60 years

116. With which racial/ethnic group do you identify?

- Asian/Asian American/Pacific Islander
- Black/African American
- Caucasian/White (non-Hispanic)
- Hispanic/Latino
- Native American/American Indian/Aleutian
- Multiracial
- Other (please specify):

117. For how many years have you worked at IUPUI (in any position)?

- less than 1 year
- 1 - 4 years
- 5 - 10 years
- 11 - 15 years
- more than 15 years

118. For how many years have you worked in your current unit?

- less than 1 year
- 1 - 4 years
- 5 - 10 years
- 11 - 15 years
- more than 15 years

119. Does your work involve direct contact with students?

- No
- Yes

If yes, do you provide any student advising?

- No
- not applicable

Very Dissatisfied Dissatisfied Neutral Satisfied Very Satisfied

Yes

120. In what type of position are you currently employed?

- Service/Maintenance
- Clerical
- Technical
- Research
- Clinical
- Professional/Administrative
- Other (please specify):

121. Which of the following best describes your organizational role?

- Director
- Manager
- Supervisor
- Front-line service provider
- Other (please specify):

122. What is the highest education level you have completed? (mark only one response)

- less than high school diploma or GED
- high school diploma or GED
- some college courses
- certificate or license
- technical, or trade school diploma
- associate's degree
- bachelor's degree
- some graduate courses
- post-baccalaureate certificate
- master's degree
- professional degree (e.g., J.D., M.D., D.D.S., etc.)
- doctoral degree (Ph.D., Ed.D., DNS, etc.)
- Other (please specify):

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123. In what organizational area is your current position?

- Central Administration
 - Libraries/Integrated Technologies
 - Planning/Testing Center/IMIR
 - Other Academic Affairs
 - Undergraduate Education/Student Affairs
 - Administration and Finance
 - External Affairs
 - All Other Areas of Central Administration
- School Administration
 - Medicine/Allied Health
 - Liberal Arts or Science
 - All Other Schools

124. I felt I could be open and honest in completing this survey

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

What comments would you like to add about your work experiences at IUPUI?

What comments would you like to add about this survey?

Do you have any specific suggestions for improvements that could be implemented in any department, office or work unit at IUPUI? First indicate which unit, and then briefly describe your idea for improvement. Feel free to include extra pages to provide as many suggestions as you would like.

Unit: _____

Suggestion: _____

Unit: _____

Suggestion: _____

Unit: _____

Suggestion: _____

Thank you for taking the time to complete this survey.

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