

Introduction

This edition of Research Brief summarizes the results of the second 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 regarding their work environment and current satisfaction so as to represent those views more accurately in planning and resource allocation decisions.

The IUPUI Staff Survey was mailed in the summer of 1999 to all full-time appointed staff and all part-time, non-student employees working a minimum of 20 hours per week for six months prior to the survey mailing. A total of 3,637 staff received the survey. Completed surveys were received from 2,256 staff members. The overall response rate was 62.0%.

This survey was developed based upon the 1997 IUPUI Staff Survey and the 1998 IUPUI Faculty survey. Due to the extensive changes in the survey instrument, comparisons between the 1997 Staff Survey and 1999 Staff Survey were limited. A few comparisons were also viable between the current Staff Survey and the 1998 Faculty Survey. The results of these comparisons will be mentioned, when appropriate, throughout the brief.

This report closely follows the outline of the questionnaire. It includes sections on communication and morale, recognition and rewards, training and development, physical work environments and safety, supervision and management, job satisfaction, overall satisfaction and the quality of IUPUI. The final two sections include items relating to the campus climate for women and minorities. 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. Staff members were also asked to submit open-ended comments about their work experiences at IUPUI and the survey instrument itself. These comments will later be

Highlights

The 1999 IUPUI Staff Survey was completed by three out of five staff, representing a broad cross-section of the IUPUI workforce.

Following closely results of the 1997 Staff Survey, overall job satisfaction is relatively high, but staff are far less satisfied with the recognitions and rewards they receive for their work. Moreover, job satisfaction is closely tied to position level. Directors and supervisors are more satisfied than "front-line" staff, and especially more satisfied than service/maintenance workers.

Since position level appears to be closely tied to job satisfaction, it is important to note differences in the proportions of women and African Americans that occupy high-level positions. However, these differences appear to be closely related to educational attainment. Among IUPUI staff, smaller proportions of women and African Americans hold graduate-level degrees compared to men, whites and members of other ethnic groups. Asian Americans hold the highest proportion of graduate-level degrees and, correspondingly, occupy more research positions compared to whites and members of other ethnic groups.

Chief among staff dissatisfaction with recognitions and rewards is the perception that salary is not closely linked to job performance, and that staff are not consulted regarding their preferences for different types of recognitions and rewards.

Among the various aspects of the working climate measured in the current survey, job satisfaction was most closely related to attitudes toward the unit supervisor and to items related to communication and morale.

The comparative organizational unit profiles provided with this report offer further insight into differences in staff perceptions of the working climate across the campus.

subjected to a content analysis so as to preserve the anonymity of respondents.

The tables, graphs, and charts summarizing responses to each item have been compiled in an appendix that will be referenced throughout this interpretive report. The addendum of this report summarizes important group differences according to a set of summary scales. In addition, comparative profiles were developed for IUPUI's major organizational areas. These comparative profiles are provided to the administrative leadership of each organizational area.

The Characteristics and Representativeness of Survey Respondents

The demographic characteristics of sample respondents are summarized in Tables A1 through A10 of the appendix. The majority of respondents were female (73.2%). However, there was no response bias by gender because these proportions were very similar to overall staff population proportions (70.9% female, 29.0% male). The age distribution also followed the population closely. The median age of all IUPUI staff at the time of this survey was 41 years with over half of all IUPUI staff between the ages of 30 and 50.

Survey respondents included a slightly higher proportion of white, non-Hispanic staff (81.8%) than is found among the staff population (78.8%). African Americans comprised a smaller proportion of respondents (12.5%) than of the general staff population (16.7%). A similar pattern of response bias was noted in the 1997 Staff Survey. This bias follows closely with the under-representation of staff in service/maintenance positions, which include a disproportionately high percentage of African Americans. The small percentages of Asian American (2.9%), Hispanic (1.1%) and Native American (0.5%) respondents closely represented population proportions of these groups.

Nearly half (49.5%) of all IUPUI staff have been employed through the University for less than five years and over one-quarter (26.6%) have been employed at IUPUI for more than ten years. There was a relatively low response rate (37.5%) among staff that have been employed at IUPUI for less than one year. This suggests a response bias according to length of employment. The average response rate for staff that have been employed at IUPUI for more than one year was 62.2%.

A little more than one-half of the responding staff (53.5%) reported that their work involved direct contact

Further Information about the Demographics of the Survey Sample

The inter-relationships among demographic characteristics of the IUPUI survey respondents were examined through cross tabulations.

The gender cross tabulations show that proportionately more men occupy service/maintenance and professional/administrative positions, as compared to female staff who occupy an exceptionally high proportion of clerical positions. Male staff are also more likely to occupy director, management or supervisory roles than are female staff. Although there are equal proportions of male and female staff holding Baccalaureate degrees, female IUPUI staff members are more likely to have a post-high school education without possessing a Bachelor's degree while male staff are more likely to possess a graduate level degree.

As expected, age is closely related to length of employment, with older staff tending to have longer tenures. Age is also related to organizational role, with proportionately more staff between the ages of 30 and 60 occupying management and director roles and younger staff more likely to be in a front-line service provider role. Two out of every three staff (69.8%) 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.

Several differences were also found between groups based on respondents' racial/ethnic group. A majority of the Asian/Pacific Islander employees (62.3%) do not have any student contact, possibly related to the fact that two-thirds of this group are in research and professional/administrative roles, mostly within the Medical School. In a related finding, almost one-half (45.6%) of the Asian American staff have graduate or professional degrees. One in five (19.5%) white staff hold a graduate or professional degree and this proportion is almost identical for staff of Hispanic decent. White staff occupy the highest proportion of professional/administrative positions while Asian American staff occupy a disproportionately high percentage of research positions.

Perhaps the most notable racial difference in staff positions is that African American staff dominate the service/maintenance ranks. The number of African American service/maintenance staff is almost equal

to the total number of all other racial groups occupying this same position. African American staff members at IUPUI are also least likely to have a post-high school education.

Although service/maintenance staff reported the lowest ratings on most of the Staff Survey scales, there are no apparent differences in length of employment among the job categories. That is, despite lower general satisfaction levels, service/maintenance staff stay in their position as long as staff in other job categories.

Research staff are much more likely to have been employed at IUPUI for less than one year. This is probably due to the increasing number of grant-funded research positions, as well as the temporary nature of many of these limited-term projects.

The opposite is true for professional/administrative staff who are most likely to have over ten years of service at IUPUI, rather than less tenure. This follows closely with the observation that employees in supervisory and management positions, including directors, are more likely to have a longer tenure at IUPUI and front-line service providers are more likely to have a shorter tenure.

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 of African Americans have graduate-level degrees. In a notable gender difference, a larger proportion of male staff hold at least a bachelor's degree (58.7%) compared to female staff (44.0%). 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. About one out of ten (12.6%) staff in service/maintenance positions have at least a bachelor's degree, while nearly three out of four (74.1%) staff in professional/administrative positions have at least a bachelor's degree and most have 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.

with students and only 16.9% said they provided some form of student advising. The majority of the respondents were employed in either clerical (35.8%) or professional/administrative positions (39.5%). As previously mentioned, staff in service/maintenance positions had a lower response rate (38.2%) compared to staff in other positions (average response rate of 63.2%). Despite the relatively low response rate among staff in service/maintenance positions, there was still a sufficient number in this category (141) for purposes of analysis.

A majority of respondents (52.6%) identified "front-line service provider" as their organizational role as opposed to supervisor, manager, director, or other. The vast majority of staff have at least some post-high school education (86.4%), nearly half have completed at least a bachelor's degree (48.1%), and approximately one in five have completed a graduate or professional degree program (19.3%). The School of Medicine is the dominant organizational area with 46.6% of respondents.

The characteristics of this sample were very similar to the 1997 IUPUI Staff Survey sample. Notable differences include the percentage of respondents, depending on length of service in unit and type of position. Proportionately more of the 1999 respondents had been in their current unit for over 10 years compared to 1997 respondents. The 1999 sample also included higher proportions of staff in clerical, technical and professional/administrative types of positions. There were no significant differences between the two samples according to gender, age, racial/ethnic group, length of service at IUPUI or highest level of education completed.

Communication and Morale

The first nine items of the survey asked staff to rate their perceptions of communication and morale within their unit. These items related to the exchange of information in their unit, ethics of their co-workers, relationships within their unit and relationships between their unit and other departments or organizations. Responses were indicated on a five-point scale ranging from strongly agree to strongly disagree.

Table A11 summarizes the responses to these items, arranged in order from those receiving the highest ratings to those receiving the lowest ratings (according to the average response on the five-point scale). Items receiving the highest ratings dealt with staff members' understanding of their unit's mission, understanding of

the connection between work and unit goals and working relationships with organizations external to the University, respectively. Items receiving the lowest ratings relate to personal criticisms during disagreements, satisfaction with the amount of information received and climate of trust in unit. However, none of the average ratings for items in this section fell below neutral.

Differences Among IUPUI Staff

Demographic group differences were examined for each individual survey item as well as for summary scores of each section of items¹. Table A13 of the appendix displays the group differences among the communication and morale items according to ten demographic characteristics. The first row on each section of the addendum table shows significant demographic group differences for the overall summary score of communications and morale items. Means are displayed only if there was a statistically significant difference ($p < .01$) for a particular demographic characteristic. For example, none of the individual items or the summary scale for communication and morale differ according to age groups, therefore the mean responses by age are not shown.

Organizational areas were aggregated in order to ensure confidentiality of responses. Organizational areas were grouped together into 14 categories: 6 representing central support units and 8 representing academic units. Differences by organizational area are also addressed in separate organizational area profiles distributed as part of this report package.

Ratings of communication and morale differed according to race/ethnicity, type of position, organizational role, education level and organizational area. Overall, respondents who tended to rate their unit highest in communication and morale included staff who

were of Asian or Multi-racial descent, employed in clinical positions, possess a role as director and hold at least a Master's degree. Staff from the School of Nursing rated communication and morale higher than did staff from any other organizational area. Communication and morale was rated lowest by African American and Native American staff as well as service/maintenance staff and staff working in Administration and Finance or University College.

There were no significant differences in scale scores or item scores between groups based on gender, age or amount of student contact. However, two individual items differed according to length of service at IUPUI. These items referred to the connection between staff's work and goals of their unit and support of colleagues for one another. Staff who have been employed at IUPUI for less than one year rated these items significantly higher than staff with longer tenure.

Recognition and Rewards

The next nine items of the survey were developed to assess staff perceptions of recognition and rewards. Staff were asked to indicate the extent of their agreement with each of the statements in this section on a five-point scale ranging from strongly agree to strongly disagree. Responses are summarized in Table A12 of the appendix. The results are ordered from highest to lowest according to mean extent of agreement.

Overall, staff members seem to be dissatisfied with current recognition and rewards in their units. Recognition and rewards was the lowest rated section of the questionnaire and the only scale score to fall on the negative (disagree) side of the scale. Staff were most critical regarding pay raises for performance and consideration of their preferences for different types of recognition and rewards. Only 20.3% of the respondents reported that pay raises depend on how well staff perform, and less than one in eight staff (11.3%) report having been asked about their preferences for rewards. However, staff members proclaim to have a good understanding of the benefits they receive, with only 9.0% of respondents disagreeing or strongly disagreeing with that item.

Differences Among IUPUI Staff

The second row of each section of the addendum table shows significant differences in the recognition and reward summary scale among age groups, racial/ethnic groups and according to length of service, type of

¹ The IUPUI survey 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 scores represent the average response of all items within the section with the following exceptions: the communication and morale scale does not include items 8 or 9, the recognition and rewards scale does not include item 8, and the performance evaluations scale does not include items 8 or 9. The scale reliability coefficients as measured by Cronbach's alpha, were respectable, with six of the scales exceeding 0.89 and the other five scales exceeding 0.83. 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 (ranging from 0.24 to 0.66), suggesting relatively low discriminant validity despite the high levels of inter-item reliability. Interested readers can contact IMIR for more information regarding these analyses.

position, organizational role, education level and organizational area. Specifically, staff over 60 years old, staff of Asian descent, those who have been employed at IUPUI for less than one year, professional/administrative and research staff were less critical of recognition and rewards compared to other staff. African American staff, longer tenured staff, those in service/maintenance positions, front-line service providers and staff with a certificate, license, trade diploma or associate's degree provided the lowest ratings for this section.

There appears to be a linear relationship between recognition and rewards ratings and organizational role. That is, the higher organizational role a respondent possessed, the higher their ratings tended to be for this section. Although the scale scores for this section did not differ according to student contact, differences were found on one individual item (Table A13). Staff members who provide advising reported less understanding of the benefits that they receive compared to staff members who do not provide advising. Staff from Liberal Arts made the highest ratings on recognition and rewards followed closely by the ratings from School of Nursing staff. School of Science staff and staff from the Law School made the lowest ratings of recognition and rewards.

Training and Development

The third section of the survey asked staff to indicate their extent of agreement with 10 items related to their training and development opportunities. The appendix summarizes the responses to these items in Table A14. Average agreement (72.6%) was highest for the item regarding supportiveness of supervisors to attend training that improves job skills. A large percentage (68.5%) of staff also agreed that overall, the training they have attended has helped them perform better. The only item that fell on the negative (disagree) side of the scale for this section was unit evaluation of the success of training and development, only 26.1% agreed or strongly agreed with this item.

Differences Among IUPUI Staff

The training and development scale differed significantly according to length of service, type of position, organizational role, highest educational level and organizational area (third row of addendum table sections). Sub-group means were highest among staff who have been at IUPUI for less than one year, staff employed in professional/administrative positions, directors, and staff with master's, doctoral, or

professional degrees. Sub-group means were lowest among staff employed at IUPUI for more than 15 years, service/maintenance and technical staff, front-line service providers and those performing "other" organizational roles. Ratings of training and development increased with education level. School of Nursing staff made the highest ratings on this scale and School of Science, Administration and Finance and External Affairs staff made the lowest ratings of training and development.

Table A16 shows that there were some group differences on individual items relating to Fee Courtesy. Staff between the ages of 23-30, staff who have student contact and staff who have taken courses after completing their Bachelor's degree are taking advantage of Fee Courtesy more so than other staff. This coincides with the finding that staff who have been in their unit for less than 1 year reported more recognition and encouragement for taking University courses outside of work. There were no significant sub-group differences according to race or gender.

Performance Evaluations

In the fourth section, respondents indicated their extent of agreement with nine items assessing satisfaction with the way performance appraisals are approached in their units. Responses to these items are presented from highest to lowest mean extent of agreement in Table A15 of the appendix. There was more variation on this scale than any of the others, suggesting discrepancy in the way performance appraisals are conducted across the IUPUI campus.

Staff most strongly agreed that their supervisors provide more positive than negative feedback about their performance and that they would like the opportunity to evaluate their supervisor's performance. At the lower end of the scale, less than one-half (44.8%) of the respondents agreed that they are satisfied with how performance evaluations are conducted in their unit.

Differences Among IUPUI Staff

Group differences were found in the overall scale for this section among gender, length of service, type of position and the organizational role and organizational area variables (row four of addendum table sections). More positive attitudes toward performance evaluations were noted for females, staff who have been employed at IUPUI or in their current unit for less than one year, clinical and professional/administrative employees, as well as managers and School of Nursing staff. Service/

maintenance and Law School staff expressed relatively negative attitudes in this area.

Groups that reported not receiving written performance evaluations were also the groups that reported dissatisfaction with the performance evaluations in their unit. Reciprocally, groups that agreed that performance evaluations were conducted in their unit reported being the most satisfied with the performance evaluations in their unit.

Although age was not associated with overall scale score differences, younger staff reported higher agreement to being provided with information that they could use to improve performance during their last performance appraisal (Table A16). This is most likely related to the fact that age and tenure are highly associated in that younger staff have generally served less time at IUPUI and in their current unit.

Staff members who provide advising reported more of an interest in rating their supervisor's and co-worker's performance than staff members who do not provide advising to students. Technical and service/maintenance staff also gave higher ratings regarding their desire to evaluate supervisor performance, while professional/administrative staff furnished the lowest ratings for this item. There were no significant scale or item differences according to race.

Physical Work Environment and Safety

The fifth section of the questionnaire contained six items that focused on campus and unit working conditions. Table A17 classifies the responses to these items from most to least positive according to the overall average on the five-point agreement scale.

A majority of the staff agreed that their working conditions are safe (75.3%) and that IUPUI is a safe campus (68.9%). Respondents showed fairly positive attitudes toward their working conditions, with the exception of stress experienced by staff members, which was rated closer to neutral with just 47.8% agreeing that stress in their unit is at reasonable levels.

Differences Among IUPUI Staff

For the overall scale relating to these items (fifth row of the addendum table sections), significant differences were found for age, length of service and organizational area. Consistent with earlier findings, staff with less than one year of service at IUPUI or in their current unit had the highest average ratings. However, staff over the

age of 60 actually responded more positively on this scale in comparison to other age categories.

University College staff made the highest ratings of their physical work environment and safety, while Academic Support and UITS staff made the lowest ratings on this scale.

Unlike most scales, there were no overall differences according to type of position or organizational role and overall, most of the demographic groups seem to view their working environments similarly.

Item differences by group centered around the lowest rated item, stress experienced by staff members (Table A20). Racial differences were found on two individual items with Hispanic staff more positive about their physical working conditions and Native American staff much more negative about the stress experienced by staff members in their unit.

There were two notable response differences according to student contact. Staff members who provide advising rated the stress experienced in their unit more negatively than staff members who do not provide advising, and staff members who do not have contact with students rated the safety of their working conditions higher than staff members who do have contact with students.

Research staff rated the stress experienced in their units much more positively than other staff. Service/maintenance staff rated the safety of their working conditions lower than staff in other positions.

Supervision/Management

The sixth section of the survey focused on aspects of the leadership in respondents' units. The twelve items in this section were also rated on a five-point scale ranging from strongly agree to strongly disagree. The responses are presented in order from highest to lowest mean extent of agreement in Table A18 of the appendix.

The majority of respondents (75.9%) agreed that their supervisors are not dependent on subordinates for personal friendships. The lowest rated item in the section still fell in the range of slight agreement with 49.4% agreeing that their supervisor personally recognizes the contributions of individuals on a regular basis.

Differences Among IUPUI Staff

Group differences for the overall scale scores (sixth row of addendum table sections) included differences by length of service at IUPUI, type of position and organizational role. The findings were similar to previous sections with staff who have been employed at IUPUI for a relatively short time, providing more positive ratings than their longer-tenured co-workers, service/maintenance staff were less positive than staff in other positions and directors and managers were more positive than staff in front-line service provider or “other” roles.

Group differences among the individual items in this section are displayed in Table A20 of the appendix. Only one item significantly differed according to age groups, workers under 23 years of age responded less positively to the item regarding supervisors’ distribution of work among staff in a fair manner. Respondents over 60 years of age reported the highest agreement with this item.

School of Nursing staff provided the most positive marks for supervisors supporting a free exchange of ideas, demonstrating that quality is important and not being dependent on subordinates for personal friendships. There were no scale or item differences depending on gender or student contact.

Job Satisfaction

The seventh section of the survey employed the five-point agreement scale to examine nine items relating to staff members’ satisfaction with their current position. The responses for this section are arranged from highest to lowest mean extent of agreement in Table A19 of the appendix. On the whole, the job satisfaction items were rated higher than items in any other section of the survey.

Staff tended to agree that they feel a sense of personal satisfaction when doing their job well and that they like the work they do in their current position. The remaining items in this section received average ratings indicating agreement, with the exception of the two items that fell in the neutral range of the scale. These items related to the distribution of work among staff. For these items, about two of four staff responded on the positive side of the scale and one of four staff responded negatively.

Differences Among IUPUI Staff

Group differences in the overall scale scores for this section are displayed in the seventh row in each section of the addendum table. Group differences in item means are displayed in Table A20 of the appendix.

Job satisfaction scale scores differed significantly among age groups as well as position and organizational role categories. Older workers reported higher job satisfaction than younger workers. The differences in position type and organizational roles repeat the pattern where staff in higher level positions, especially those in the role of director, were more positive than staff in lower level positions and those with less of a supervisory role.

Several of the individual items differed according to gender with women responding more positively than men. Item differences also show that newer staff were more likely to agree that work is well balanced and fairly distributed among staff, but less likely to agree that their job is challenging enough. Staff who have earned a Bachelor’s degree but not a graduate-level degree were less positive about the work they are doing in their current position, having adequate challenges from their job, comprehension of job responsibilities and making use of their skills and abilities. There were no scale or item differences in job satisfaction according to race.

Although there was not a significant difference in the job satisfaction scale by organizational area, several organizational units strongly agreed that they have the appropriate supplies, materials and equipment to perform well, while External Affairs staff reported significantly lower agreement with this item.

Overall Satisfaction

The next section of the survey consisted of 15 questions that asked staff to indicate, on a five-point scale ranging from very satisfied to very dissatisfied, their overall feelings of satisfaction with working at IUPUI. Items in this section referred to unit characteristics as well as characteristics of IUPUI in general. Responses to these items are arranged in order from highest to lowest mean extent of satisfaction and are presented in Table A21 of the appendix.

None of the average responses exceeded the “satisfied” level, but only three items, which relate to parking and salary levels, received average ratings that fell on the negative (dissatisfied) side of the scale. Staff members

reported the most satisfaction with the quality of academic programs and their overall job satisfaction. Only 3.9% of the respondents reported being dissatisfied or very dissatisfied with the quality of academic programs, and only 11.5% reported being dissatisfied or very dissatisfied with their job overall.

Two other items received average ratings that were slightly more positive than neutral. These items dealt with the quality of student academic support programs and services as well as fringe benefits. The remainder of the items fell in the neutral range of the scale.

Although both items ranked in the neutral range, there was some disparity between ratings of development opportunities at IUPUI and development opportunities in individual units. Clarity of objectives and plans was rated similarly for both IUPUI and individual units.

Overall, staff seem to be dissatisfied with the availability and cost of parking on campus. By far, staff reported the least satisfaction with their salary levels. Only one of five (20.7%) respondents were either satisfied or very satisfied with their salary levels and over half (55.7%) responded negatively to this item.

Differences Among IUPUI Staff

The overall job satisfaction scale differed by age, length of service at IUPUI, type of position, organizational role, educational level and organizational area (row 8 of addendum table sections). These results followed a pattern similar to previous survey sections with staff over 60 years old, those with less than one year of service at IUPUI, professional/administrative staff, directors and staff holding graduate degrees responding most positively.

Technical staff and supervisors were among the groups reporting to be the least satisfied overall, in addition to service/maintenance staff, front-line service providers, staff who describe their organizational role as "other" and staff with less than a Bachelor's degree. There were gender differences for four items and, as was with the earlier sections, women had higher average responses than male staff.

Group differences by item can be found in Table A23 of the appendix. One item differed with regard to race/ethnicity. Native American respondents reported significantly less satisfaction with the quality of student academic support programs and services when compared to other staff. Interestingly, staff that have no student contact made higher ratings of salary levels and fringe benefits compared to staff that do have contact with

students. This is likely influenced by the relationships between student contact, type of position and organizational role. That is, directors and professional/administrative staff are more likely to be in positions that do not involve student contact and these groups generally made higher ratings across all survey sections. The School of Nursing, Liberal Arts, External Affairs and the Other Academic Area staff had the highest ratings of overall satisfaction and School of Science, School of Law and Administration and Finance staff had the lowest ratings of overall satisfaction.

Comparisons Between 1997 IUPUI Staff Survey results and 1999 Staff Survey results

Many of the overall satisfaction items were also included in the 1997 Staff survey. There were two statistically significant ($p < .01$) differences in staff responses from the 1997 survey to the current 1999 survey. Specifically, 1999 respondents rated their overall job satisfaction higher (0.78 on the five-point scale ranging from -2 to +2) than did 1997 respondents (0.57). However, 1997 respondents were more positive regarding fringe benefits (0.72) than were 1999 respondents (0.52). Although statistically significant, these changes are not substantively large.

Comparisons Between IUPUI Staff and Faculty

The 1998 IUPUI Faculty Survey also included some of the same items in this overall satisfaction section. Staff indicated significantly higher levels of satisfaction ($p < .01$) with the identity and sense of community at IUPUI, the quality of academic programs, and the quality of student academic support. Faculty were significantly more satisfied with the clarity of objectives at IUPUI, unit morale, level of collegiality in unit, salary levels, fringe benefits, development opportunities and parking. As with comparing 1997 and 1999 staff responses, these changes are statistically significant but do not represent substantive differences.

Quality of IUPUI

Responses regarding the quality of IUPUI were indicated on a four-point scale with anchors of excellent, good, fair, or poor. Table A22 summarizes the responses to these items. The results are arranged in order from those receiving the highest average rating to those receiving the lowest average rating (with highest being the ratings closest to excellent).

Staff rated highest the reputation of IUPUI in Indianapolis, the quality of graduate and graduate-professional students at IUPUI, and the quality of

technology available to staff, respectively. Seven out of ten staff feel that the quality of the technology available to get their work done is either good or excellent. Staff rated IUPUI's reputation in Indianapolis better than IUPUI's statewide reputation, replicating the ratings made by staff in 1997.

All of the items in this section fell in the "good" range with the exception of the item regarding quality of work spaces at IUPUI. Over half (56.6%) of the respondents felt the quality of offices, classrooms, labs and training facilities are fair or poor.

Differences Among IUPUI Staff

Scale ratings of the quality of IUPUI differed by gender, age, student contact and organizational area (addendum table, row 9). Unlike most of the scales, however, there were no scale differences among groups according to length of service, type of position, organizational role or education level. Female staff, staff over the age of 60, those who do not provide advising to students and School of Nursing staff made the highest ratings of quality. Although there were no differences according to race/ethnicity in the overall scale, several individual items in this section differed by racial category (Table A23). Interestingly, Hispanic staff tended to rate the reputation of IUPUI in Indiana lower than other racial groups, although the average rating was still good.

Another interesting finding was that service/maintenance staff made uncharacteristically high ratings on several items compared to staff occupying other positions. These items included the reputation of IUPUI in Indiana and the quality of work spaces at IUPUI. Clinical staff, who had a tendency to make high ratings on other survey sections, rated the quality of workspaces and the quality of technology lower than other staff.

Contradictory to patterns found in earlier sections, directors and staff possessing graduate degrees were more critical regarding the reputation of IUPUI. Staff possessing master's, doctoral, or professional degrees also rated the quality of undergraduate students at IUPUI lower than other staff.

Comparisons Between 1997 IUPUI Staff Survey results and 1999 Staff Survey results

IUPUI staff that completed the Staff Survey in 1997 rated aspects of quality more positively than 1999 respondents. Items that differed significantly ($p < .01$) between 1997 and 1999 include the reputation of IUPUI, the quality of administrative leadership in central

administration, the quality of graduate and undergraduate students and the quality of technology available to staff, but none of these differences were substantively large.

Comparisons Between IUPUI Staff and Faculty

Where significant ($p < .01$) differences existed between staff and faculty, faculty rated the reputation of IUPUI higher and the quality of students lower. Faculty also rated their own service to the institution higher than did staff. The only substantive difference among these ratings was in relation to the quality of undergraduate students at IUPUI. Staff ratings fell in the "good" range while faculty ratings of the quality of undergraduates were "fair" on average.

Campus Climate for Women

Table A24 summarizes the extent of respondent agreement with 13 statements about the campus climate for women at IUPUI. These items are sorted from high to low in terms of a five-point scale, similar to the agreement scale used in the first seven sections of the survey. The first seven items are worded so that strong agreement reflects a positive response and strong disagreement reflects a negative response. Conversely, the last six items are worded such that strong agreement reflects a negative response and strong disagreement reflects a positive response.

Average staff responses were slightly positive for all items with a few items falling closer to "neutral". The most positive response came in reply to the item asking if sex discrimination is a big problem at IUPUI. Over five out of nine (72.3%) staff disagreed that sex discrimination is a big problem and only 8.0% of staff agreed with this statement.

The least positive items in this section fell into the "neutral" range. These items included staff being supportive of female colleagues who want to balance their family and job obligations, male staff being comfortable developing friendships with female staff and senior staff respecting junior male and female staff equally. Although none of the items had overwhelmingly positive ratings on average, the campus climate for women scale had one of the highest mean ratings of all of the survey scales (addendum table, row 10).

Differences Among IUPUI Staff

The overall scale for this section was created so that higher scores indicate positive ratings of the climate for

women. In other words, the last six items shown in Table A24 were reverse coded prior to aggregation. Row 10 of the addendum table summarizes the group differences in the overall scale scores for this section.

Similar to faculty responses to these items, men rate the climate for women more positively than do women. There were also differences in the scale score according to age, length of service, type of position, organizational role and education level. Staff between the ages of 41 and 50 years, those who have been employed at IUPUI for more than ten years or in their current unit for more than five years, staff holding service/maintenance positions, those who describe their organizational role as “other” and staff whose education does not exceed the high school level made the lowest ratings of campus climate for women. The highest ratings on this scale came from staff under the age of 23, staff who have been at IUPUI or in their current unit for less than one year, research and professional/administrative staff, directors and staff who have earned at least a Bachelor’s degree.

Table A26 summarizes the group differences for the individual items in this section. Although there were no overall scale differences according to race/ethnicity, staff of Asian or Hispanic descent were least likely to agree that sex discrimination is a big problem at IUPUI or that it is common for a female staff member to present an idea and get no response, and then for a male staff member to present the same idea and be acknowledged. African American staff were the most likely to agree with the latter statement.

There were no significant differences between the organizational areas on the climate for women scale or individual items within this section.

Comparisons Between IUPUI Staff and Faculty

Comparisons with faculty were possible on all items in this section as well as the campus climate for minorities section because these items were adapted in part from the 1998 Faculty Survey. There were statistically significant ($p < .01$) but no substantive differences for eight items in this section. For seven of the eight items that differ significantly, average faculty ratings were more positive. However, staff ratings were more positive for the statement that most members are supportive of female colleagues who want to balance their family and job obligations.

Campus Climate for Minorities

The final section of the 1999 Staff Survey consisted of 12 questions relating to the campus climate for minorities. Respondents were most positive about staff members’ comfort in providing services to individuals of all racial/ethnic groups. Staff also responded positively to the general race relations in their unit with 69.3% agreement. Staff were slightly less positive about the general race relations at IUPUI, but three of five (59.1%) staff still agreed that race relations are good at IUPUI. Nearly two-thirds (65.4%) of staff report that they often work together with minority staff.

The lowest rated item was the slightly negative reaction about receiving adequate training in how to provide staff services to individuals who are members of diverse racial/cultural/socio-economic groups.

The campus climate for minorities scale received an overall rating that was noticeably lower than the rating for the campus climate for women scale. The average campus-wide rating for the climate for minorities scale fell into the “neutral” range (last row of addendum table).

Differences Among IUPUI Staff

The usual group differences among position type, organizational role and education level characterize this section, along with differences by gender and, most notably, racial/ethnic group. As with the campus climate for women scale, female staff rated the campus climate for minorities lower than male staff. Among the racial/ethnic groups, Hispanic staff were the most positive regarding climate for minorities followed closely by White and then Asian/Pacific Islander staff. African American staff provided the least positive responses for this section.

The highest ratings of the campus climate for minorities came from those groups who are generally more positive about the working climate at IUPUI. These include clinical and professional/administrative staff, directors and staff with education beyond a Bachelor’s degree. Staff groups that include the largest proportion of African Americans had the lowest ratings on this scale. This includes service/maintenance staff, those who describe their organizational role as “other” and staff with a high school diploma or less. Interestingly, staff members who provide advising rated diversity as being more critical to their unit’s mission than did staff members who do not provide advising (Table A26).

There were no significant differences between the organizational areas on the overall scale for this section, although ratings for several individual items differed significantly according to organizational area.

Comparisons Between IUPUI Staff and Faculty

As with the campus climate for women section, direct comparison was possible between staff and faculty for all items in this section. IUPUI staff members were significantly ($p < .01$) more satisfied with recruiting and retention of minority staff as well as with training in how to provide services to diverse individuals. Staff members were also more likely than faculty to agree that they often work together with minority colleagues. On the other hand, faculty had significantly ($p < .01$) higher ratings for two items regarding the promotion and development of minority individuals and the willingness of colleagues to mentor minority individuals.

Correlates of Job Satisfaction

Table 1 shows the correlations between the job satisfaction summary scale and each other summary scale. The scales are sorted from highest to lowest according to the magnitude of the correlation.

Table 1. Correlations Between Job Satisfaction Scale and Other Summary Scales

	r
Overall Satisfaction	0.65
Supervision and Management	0.64
Communication and Morale	0.63
Recognition and Rewards	0.57
Training and Development	0.56
Performance Evaluations	0.54
Physical Work Environment and Safety	0.42
Quality of IUPUI	0.36
Campus Climate for Minorities	0.31
Campus Climate for Women	0.31

As would be expected, job satisfaction is most highly correlated with overall satisfaction. Among the other scales, perceptions of supervision and management is the next scale most highly correlated with job satisfaction, followed closely by the communication and morale scale. These two scales are also highly

correlated with each other ($r = 0.66$). Recognition and rewards, training and development, and performance evaluations also exhibit moderate correlations with job satisfaction. The scales relating to the campus climate for women and minorities exhibit the lowest correlations with job satisfaction.

Summary of Group Differences

Consistent group differences were noted throughout the sections of this survey according to age group, length of employment at IUPUI, type of position, organizational role, education level and organizational area. Generally, staff over the age of 60 were more positive in their ratings, with the exception of the campus climate for women where staff under the age of 30 gave the highest ratings. Staff who have been employed at IUPUI for less than one year provided the most positive responses for all scales where a significant difference was noted. This pattern held for length of employment in current unit also.

Another consistent finding was that service/maintenance staff were less satisfied in general compared to staff in all other job categories. Professional/administrative and clinical staff were the most positive. Not surprisingly, directors also made more positive ratings especially when compared to front-line service providers. This is confounded by the fact that most directors hold professional/administrative positions. Finally, staff with more education tended to make the most positive ratings and staff with less education tended to respond in more negative ways.

Implications and Uses of the Staff Survey Results

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. 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.

The 1999 IUPUI Staff Survey corroborates some of the central findings of the 1997 survey. Satisfaction with various aspects of the work climate at IUPUI is closely related to the level of one's position. Directors and

managers are generally more positive about the work climate than are “front-line” workers. Staff in service/maintenance positions are the least satisfied. Furthermore, position level is closely related to educational attainment which, in turn, is related to race and gender.

Once again, recognition and rewards emerged as the greatest source of dissatisfaction with the work climate at IUPUI. However, current survey items revealed a close relationship between rewards and recognition, supervisor relationships, and performance evaluations. That is, several of the lowest rated items in both the recognition and supervision sections related closely to performance evaluations. These findings suggest that one focus of improvement efforts should be on the role of performance evaluations in worker-supervisor relationships, and in salary determination.

As with most IUPUI campus-wide surveys, the overall results provide benchmarks and interpretive guidelines that are most useful for examining organizational area profiles. The 1999 IUPUI Staff Survey was specifically designed toward this end. The unit profiles are more closely aligned with the campus’ organizational structure. Moreover, the survey data can be further analyzed to explore questions of interest to specific units. IMIR staff can assist units with this exploration, with the major proviso that individual responses will be kept strictly confidential.

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1999 IUPUI Staff Survey

Campus Profile

APPENDIX
Research Brief, Volume 7, Number 1

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Sample Demographics

The results from the following Staff Satisfaction Profile are tabulated using the responses from 2256 staff.

A1. Gender

	N	%*
Female	1612	73.2%
Male	590	26.8%
TOTAL	2202	100.0%
No Answer (Missing Values)	54	2.4%

A2. Age

	N	%*
Less than 23 years	54	2.4%
23 to 30 years	360	16.3%
31 to 40 years	565	25.5%
41 to 50 years	718	32.5%
51 to 60 years	412	18.6%
Over 60 years	103	4.7%
TOTAL	2212	100.0%
No Answer (Missing Values)	44	2.0%

A3. Racial/Ethnic Group

	N	%*
Asian/Asian Amer./Pacific Islander	63	2.9%
Black/African American	275	12.5%
Caucasian/White (non-Hispanic)	1797	81.8%
Hispanic/Latino	24	1.1%
Native American/American Indian/Aleutian	12	0.5%
Multi-racial	10	0.5%
Other	16	0.7%
TOTAL	2197	100.0%
No Answer (Missing Values)	59	2.6%

A4. Length of Service at IUPUI

	N	%*
Less than 1 year	193	9.2%
1 to 4 years	719	34.3%
5 to 10 years	575	27.4%
11 to 15 years	268	12.8%
More than 15 years	341	16.3%
TOTAL	2096	100.0%
No Answer (Missing Values)	160	7.1%

A5. Length of Service in Unit

	N	%*
Less than 1 year	142	12.9%
1 to 4 years	369	33.6%
5 to 10 years	236	21.5%
11 to 15 years	118	10.8%
More than 15 years	232	21.1%
TOTAL	1097	100.0%
No Answer (Missing Values)	1159	51.4%

A6. Student Contact

	N	%*
No Student Contact	1015	46.4%
Student Contact, No Advising	801	36.6%
Student Contact and Advising	370	16.9%
TOTAL	2186	100.0%
No Answer (Missing Values)	70	3.1%

*Percentages based on valid responses only (i.e. excludes missing values)

A7. Type of Position

	N	%*
Service/Maintenance	141	6.5%
Clerical	779	35.8%
Technical	229	10.5%
Research	136	6.2%
Clinical	33	1.5%
Professional/Administration	859	39.5%
TOTAL	2177	100.0%
No Answer (Missing Values)	79	3.5%



A8. Organizational Role

	N	%*
Director	144	6.8%
Manager	309	14.6%
Supervisor	276	13.1%
Front-line service provider	1112	52.6%
Other	272	12.9%
TOTAL	2113	100.0%
No Answer (Missing Values)	143	6.3%



A9. Highest Education Level Completed

	N	%*
Less than high school or GED	22	1.0%
High school diploma or GED	266	12.6%
Some college courses	447	21.2%
Certificate, license, tech/trade school diploma	192	9.1%
Associate's degree	167	7.9%
Bachelor's degree	402	19.1%
Some graduate courses	194	9.2%
Post-baccalaureate certificate	11	0.5%
Master's degree	340	16.1%
Professional degree (e.g., J.D., M.D., D.D.S., etc.)	22	1.0%
Doctoral degree (Ph.D., Ed.D., DNS, etc.)	34	1.6%
Other	13	0.6%
TOTAL	2110	100.0%
No Answer (Missing Values)	146	6.5%



A10. Organizational Area of Current Position

	N	%*
Academic Support	134	6.1%
Administrative Affairs	363	16.7%
External Affairs	28	1.3%
UITS	88	4.0%
Library	44	2.0%
Medicine/Health Sciences	1015	46.6%
School of Dentistry	149	6.8%
School of Law	38	1.7%
School of Liberal Arts	71	3.3%
School of Nursing	42	1.9%
School of Science	35	1.6%
University College	25	1.1%
All Other Administration	29	1.3%
All Other Academic	118	5.4%
TOTAL	2179	100.0%
No Answer (Missing Values)	77	100.0%



*Percentages based on valid responses only (i.e. excludes missing values)

A11. Communication and Morale^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
I have a good understanding of my unit's mission	2204	1.05	0.92	2%	6%	11%	49%	33%						
I understand the connection between my work and the goals of my unit	2211	1.03	0.88	2%	5%	10%	53%	29%						
My unit has good working relationships with organizations external to the University	2005	0.94	0.80	1%	3%	19%	54%	23%						
Staff members in my unit are honest and ethical	2164	0.75	1.04	4%	8%	20%	43%	24%						
My unit has good working relationships with other units in the University	2104	0.73	0.92	3%	6%	22%	53%	16%						
Members of my work unit support one another	2195	0.56	1.17	7%	13%	17%	41%	22%						
There is a climate of trust in my unit	2196	0.37	1.22	10%	16%	21%	35%	18%						
I am satisfied with the amount of information I receive about what is going on in my unit	2206	0.37	1.17	8%	19%	16%	43%	14%						
When disagreements occur in my unit, ideas are criticized, not people	2153	0.25	1.12	8%	18%	27%	35%	12%						

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

^b Results presented in order from highest to lowest percentage of respondents who selected "agree" or "strongly agree"

^c Valid N excludes missing data

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

A12. Recognition and Rewards^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
I have a good understanding of what benefits I receive	2173	0.81	0.88	3%	6%	15%	59%	17%						
Success stories that occur in my unit are regularly shared among staff members	2143	0.12	1.15	9%	23%	24%	34%	10%						
I am satisfied with the recognition I receive for doing a good job	2207	0.11	1.26	14%	19%	20%	35%	12%						
Staff members in my unit who generate new ideas or who create innovations that lead to improvements are recognized or rewarded	2068	-0.34	1.11	17%	30%	28%	21%	4%						
Outstanding service to customers is recognized or rewarded	1958	-0.42	1.11	18%	33%	26%	19%	4%						
High-performing staff get promoted	1983	-0.52	1.13	23%	30%	26%	16%	4%						
High-performing staff receive non-monetary rewards (e.g., plaque, letter of appreciation, public recognition)	2039	-0.56	1.14	23%	35%	21%	17%	4%						
Pay raises depend on how well staff perform their jobs	2039	-0.72	1.22	35%	26%	18%	16%	4%						
Staff are asked about their preferences for different types of recognition and rewards	1989	-0.80	1.00	28%	38%	23%	10%	2%						

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

^b Results presented in order from highest to lowest percentage of respondents who selected "agree" or "strongly agree"

^c Valid N excludes missing data

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

A13. Group Differences on Communication and Morale, Recognition and Rewards

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						
		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	Hispanic	Native American	Multi-racial	Other
Communication and Morale*																
1. I am satisfied with the amount of information I receive about what is going on in my unit	0.37															
2. I understand the connection between my work and the goals of my unit	1.03															
3. I have a good understanding of my unit's mission	1.05															
4. Members of my work unit support one another	0.56									0.95	0.36	0.58	0.50	0.64	0.60	0.19
5. There is a climate of trust in my unit	0.37															
6. Staff members in my unit are honest and ethical	0.75									0.97	0.37	0.80	0.50	0.36	0.90	0.71
7. When disagreements occur in my unit, ideas are criticized, not people	0.25															
8. My unit has good working relationships with other units in the University	0.73															
9. My unit has good working relationships with organizations external to the University	0.94															
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																
Recognition and Rewards*																
1. I am satisfied with the recognition I receive for doing a good job	0.11															
2. Success stories that occur in my unit are regularly shared among staff members	0.12															
3. High-performing staff receive non-monetary rewards (e.g., plaque, letter of appreciation, public recognition)	-0.56	-0.61	-0.45	-0.54	-0.72	-0.55	-0.63	-0.38	-0.17							
4. Outstanding service to customers is recognized or rewarded	-0.42	-0.47	-0.31	-0.22	-0.48	-0.44	-0.49	-0.33	-0.04							
5. Staff members in my unit who generate new ideas or who create innovations that lead to improvements are recognized or rewarded	-0.34															
6. High-performing staff get promoted	-0.52									0.04	-0.71	-0.51	-0.47	-0.56	-0.40	-0.31
7. Pay raises depend on how well staff perform their jobs	-0.72			-0.44	-0.81	-0.71	-0.82	-0.59	-0.36	-0.18	-0.84	-0.73	-0.20	-0.55	-0.40	-0.94
8. I have a good understanding of what benefits I receive	0.81			0.43	0.74	0.80	0.80	0.91	0.97							
9. Staff are asked about their preferences for different types of recognition and rewards	-0.80			-0.61	-0.96	-0.84	-0.82	-0.71	-0.49	-0.33	-0.85	-0.83	-0.25	-0.90	-0.78	-0.64
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																

A13. Group Differences on Communication and Morale, Recognition and Rewards (continued)

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

	<i>Length of Service at IUPUI</i>					<i>Length of Service in Unit</i>					<i>Student Contact & Advising</i>		
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	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 and Adv.
Communication and Morale*													
1. I am satisfied with the amount of information I receive about what is going on in my unit													
2. I understand the connection between my work and the goals of my unit	1.19	0.94	1.04	1.05	1.02								
3. I have a good understanding of my unit's mission													
4. Members of my work unit support one another	0.86	0.53	0.50	0.57	0.55								
5. There is a climate of trust in my unit													
6. Staff members in my unit are honest and ethical													
7. When disagreements occur in my unit, ideas are criticized, not people													
8. My unit has good working relationships with other units in the University													
9. My unit has good working relationships with organizations external to the University													
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>													
Recognition and Rewards*													
1. I am satisfied with the recognition I receive for doing a good job	0.65	0.10	0.05	0.15	-0.08	0.60	0.07	0.09	-0.02	-0.17			
2. Success stories that occur in my unit are regularly shared among staff members	0.41	0.12	0.03	0.09	0.07								
3. High-performing staff receive non-monetary rewards (e.g., plaque, letter of appreciation, public recognition)	-0.22	-0.61	-0.56	-0.64	-0.54								
4. Outstanding service to customers is recognized or rewarded	-0.10	-0.44	-0.48	-0.40	-0.50								
5. Staff members in my unit who generate new ideas or who create innovations that lead to improvements are recognized or rewarded	0.08	-0.37	-0.42	-0.37	-0.39								
6. High-performing staff get promoted	-0.17	-0.52	-0.60	-0.54	-0.53								
7. Pay raises depend on how well staff perform their jobs													
8. I have a good understanding of what benefits I receive											0.85	0.81	0.68
9. Staff are asked about their preferences for different types of recognition and rewards	-0.51	-0.83	-0.84	-0.85	-0.83								
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>													

A13. Group Differences on Communication and Morale, Recognition and Rewards (continued)

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

	Type of Position						Organizational Role					Highest Education Level					
	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
Communication and Morale*																	
1. I am satisfied with the amount of information I receive about what is going on in my unit	0.22	0.22	0.18	0.49	0.66	0.59	0.74	0.69	0.47	0.22	0.26	0.36	0.32	0.21	0.42	0.42	0.58
2. I understand the connection between my work and the goals of my unit	0.82	0.97	0.95	0.96	1.22	1.16	1.35	1.19	1.03	0.97	0.92						
3. I have a good understanding of my unit's mission	0.85	0.97	0.96	0.93	1.16	1.20	1.42	1.20	1.08	0.99	0.95						
4. Members of my work unit support one another	0.17	0.46	0.34	0.74	0.97	0.75	0.84	0.71	0.65	0.50	0.40	0.43	0.48	0.42	0.63	0.68	0.82
5. There is a climate of trust in my unit	0.11	0.26	0.23	0.68	0.78	0.50											
6. Staff members in my unit are honest and ethical	0.21	0.63	0.61	0.97	1.09	0.93	1.02	0.89	0.76	0.70	0.63	0.63	0.66	0.60	0.82	0.84	1.01
7. When disagreements occur in my unit, ideas are criticized, not people	-0.07	0.11	0.04	0.46	0.28	0.45	0.55	0.43	0.34	0.16	0.14	0.14	0.18	0.11	0.28	0.39	0.47
8. My unit has good working relationships with other units in the University																	
9. My unit has good working relationships with organizations external to the University																	
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																	
Recognition and Rewards*																	
1. I am satisfied with the recognition I receive for doing a good job	-0.13	0.02	-0.08	0.32	0.16	0.30	0.41	0.42	0.10	0.02	0.01						
2. Success stories that occur in my unit are regularly shared among staff members	-0.29	0.01	0.01	0.34	0.31	0.29	0.48	0.31	0.17	0.03	-0.06	0.06	0.03	0.00	0.15	0.18	0.32
3. High-performing staff receive non-monetary rewards (e.g., plaque, letter of appreciation, public recognition)	-0.50	-0.65	-0.62	-0.67	-0.59	-0.44	-0.37	-0.32	-0.56	-0.64	-0.61						
4. Outstanding service to customers is recognized or rewarded	-0.38	-0.57	-0.53	-0.36	-0.42	-0.25	-0.06	-0.18	-0.42	-0.53	-0.50						
5. Staff members in my unit who generate new ideas or who create innovations that lead to improvements are recognized or rewarded	-0.52	-0.49	-0.43	-0.18	-0.35	-0.16	0.04	-0.07	-0.33	-0.45	-0.46	-0.37	-0.41	-0.55	-0.29	-0.20	-0.19
6. High-performing staff get promoted	-0.62	-0.67	-0.83	-0.57	-0.63	-0.27	0.01	-0.11	-0.40	-0.72	-0.66	-0.52	-0.57	-0.68	-0.46	-0.52	-0.36
7. Pay raises depend on how well staff perform their jobs	-1.20	-0.78	-0.92	-0.64	-0.97	-0.52	-0.20	-0.41	-0.72	-0.84	-0.89	-0.77	-0.76	-0.85	-0.72	-0.71	-0.48
8. I have a good understanding of what benefits I receive	0.67	0.72	0.58	0.71	0.65	1.00	1.10	1.01	0.85	0.73	0.74						
9. Staff are asked about their preferences for different types of recognition and rewards							-0.36	-0.66	-0.79	-0.90	-0.87						
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																	

A13. Group Differences on Communication and Morale, Recognition and Rewards (continued)

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

	Organizational Area													
	Academic Support	Admin & Finance	External Affairs	UITs	Other Central Admin	Library	School of Dentistry	School of Law	School of Liberal Arts	School of Medicine	School of Nursing	School of Science	Univ College	Other Academic
Communication and Morale*														
1. I am satisfied with the amount of information I receive about what is going on in my unit														
2. I understand the connection between my work and the goals of my unit														
3. I have a good understanding of my unit's mission														
4. Members of my work unit support one another	0.71	0.28	0.78	0.57	0.72	0.91	0.61	0.19	0.76	0.61	0.88	0.41	0.52	0.62
5. There is a climate of trust in my unit	0.47	0.08	0.44	0.34	0.52	0.30	0.54	0.08	0.55	0.43	0.93	0.37	-0.30	0.45
6. Staff members in my unit are honest and ethical	0.87	0.42	0.79	0.64	0.81	0.86	0.77	0.92	0.83	0.83	1.12	0.74	0.33	0.85
7. When disagreements occur in my unit, ideas are criticized, not people	0.39	0.00	0.56	0.29	0.48	0.33	0.31	0.08	0.46	0.27	0.50	0.09	-0.17	0.49
8. My unit has good working relationships with other units in the University														
9. My unit has good working relationships with organizations external to the University														
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>														
Recognition and Rewards*														
1. I am satisfied with the recognition I receive for doing a good job	0.27	-0.10	0.18	0.07	0.44	0.18	0.32	0.03	0.51	0.12	0.43	0.15	0.25	0.22
2. Success stories that occur in my unit are regularly shared among staff members	0.44	-0.12	0.57	0.05	0.04	0.16	0.29	0.00	0.39	0.10	0.80	-0.38	0.35	0.31
3. High-performing staff receive non-monetary rewards (e.g., plaque, letter of appreciation, public recognition)	-0.33	-0.58	-0.25	-0.48	-1.00	-0.40	-0.27	-0.88	-0.50	-0.63	0.13	-0.87	-0.43	-0.55
4. Outstanding service to customers is recognized or rewarded	-0.14	-0.46	0.04	-0.39	-0.38	-0.38	-0.35	-0.65	-0.10	-0.48	0.05	-0.64	-0.50	-0.40
5. Staff members in my unit who generate new ideas or who create innovations that lead to improvements are recognized or rewarded	-0.15	-0.54	0.08	-0.38	-0.09	-0.12	-0.20	-0.58	-0.01	-0.36	0.12	-0.50	-0.23	-0.33
6. High-performing staff get promoted														
7. Pay raises depend on how well staff perform their jobs	-0.76	-0.98	-0.46	-0.36	-0.58	-0.59	-0.50	-1.06	-0.32	-0.74	-0.62	-0.54	-0.32	-0.53
8. I have a good understanding of what benefits I receive														
9. Staff are asked about their preferences for different types of recognition and rewards	-0.55	-0.73	-0.65	-0.80	-1.21	-0.85	-0.45	-1.30	-0.77	-0.88	-0.60	-1.29	-0.77	-0.84
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>														

A14. Training and Development^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
My supervisor is supportive of my attending training to further improve my job skills	2124	0.84	1.05	5%	7%	16%	45%	28%						
Overall, the training I have attended for my present job has helped me perform my job better	2044	0.72	0.98	4%	7%	20%	50%	19%						
Overall, the training I have attended for my present job has contributed to my personal development	2042	0.59	1.00	4%	9%	26%	45%	16%						
I have training opportunities available to me that are useful for my future career and my personal development	2110	0.40	1.11	7%	14%	24%	40%	14%						
My work schedule gives me adequate opportunities to participate in training that improves my work performance	2147	0.33	1.17	9%	17%	18%	43%	13%						
I take advantage of Fee Courtesy	1737	0.34	1.24	8%	19%	25%	26%	22%						
I am satisfied with the kinds of training currently available to me	2157	0.30	1.09	7%	18%	23%	42%	10%						
Training and career development opportunities are allocated fairly	2074	0.20	1.09	9%	17%	27%	40%	8%						
University courses (for credit or audit) that I take outside of work hours are recognized and encouraged in my unit	1650	0.14	1.12	9%	17%	37%	25%	12%						
My unit evaluates the success of the training and development opportunities being provided to our staff members	1912	-0.17	1.04	11%	27%	36%	21%	5%						

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

^b Results presented in order from highest to lowest percentage of respondents who selected "agree" or "strongly agree"

^c Valid N excludes missing data

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

A15. Performance Evaluations^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
My supervisor provides more positive than negative feedback about my performance	2141	0.65	1.18	9%	7%	17%	44%	23%						
I would like the opportunity to evaluate my supervisor's performance	2121	0.61	1.05	4%	10%	32%	31%	23%						
Written performance evaluations are conducted in my unit	2057	0.49	1.25	10%	15%	10%	45%	20%						
In my unit there have been continuous improvements over time in the way we do things	2096	0.41	1.16	9%	14%	20%	43%	15%						
I would like the opportunity to evaluate my co-workers' performance	2116	0.37	1.08	5%	14%	36%	27%	17%						
Individual goals/objectives for improving work are included in staff performance evaluations	1865	0.34	1.16	9%	14%	23%	41%	13%						
My last performance evaluation provided me with information I could use to improve my performance	1854	0.27	1.17	10%	15%	24%	38%	13%						
Oral performance evaluations are conducted in my unit	2028	0.27	1.24	11%	19%	15%	40%	14%						
I am satisfied with how performance evaluations are conducted in my unit	2020	0.09	1.27	15%	19%	21%	32%	13%						

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

^b Results presented in order from highest to lowest percentage of respondents who selected "agree" or "strongly agree"

^c Valid N excludes missing data

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

A16. Group Differences on Training and Development, Performance Evaluations

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						
		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/ Amer	Af White	Hispanic	Native American	Multi-racial	Other
Training and Development*																
1. Training and career development opportunities are allocated fairly	0.20															
2. I am satisfied with the kinds of training currently available to me	0.30															
3. My work schedule gives me adequate opportunities to participate in training that improves my work performance	0.33															
4. My supervisor is supportive of my attending training to further improve my job skills	0.84															
5. Overall, the training I have attended for my present job has helped me perform my job better	0.72															
6. Overall, the training I have attended for my present job has contributed to my personal development	0.59															
7. I have training opportunities available to me that are useful for my future career and my personal development	0.40															
8. My unit evaluates the success of the training and development opportunities being provided to our staff members	-0.17															
9. I take advantage of Fee Courtesy	0.34			0.32	0.67	0.33	0.25	0.18	0.18							
10. University courses (for credit or audit) that I take outside of work hours are recognized and encouraged in my unit	0.14															
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																
Performance Evaluations*																
1. Written performance evaluations are conducted in my unit	0.49	0.54	0.36													
2. Oral performance evaluations are conducted in my unit	0.27															
3. I am satisfied with how performance evaluations are conducted in my unit	0.09	0.13	-0.07													
4. My last performance evaluation provided me with information I could use to improve my performance	0.27	0.32	0.14	0.54	0.47	0.29	0.16	0.22	0.42							
5. Individual goals/objectives for improving work are included in staff performance evaluations	0.34	0.41	0.19													
6. In my unit there have been continuous improvements over time in the way we do things	0.41															
7. My supervisor provides more positive than negative feedback about my performance	0.65															
8. I would like the opportunity to evaluate my supervisor's performance	0.61															
9. I would like the opportunity to evaluate my co-workers' performance	0.37															
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																

A16. Group Differences on Training and Development, Performance Evaluations (continued)

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

	<i>Length of Service at IUPUI</i>					<i>Length of Service in Unit</i>					<i>Student Contact & Advising</i>		
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	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 and Adv
Training and Development*													
1. Training and career development opportunities are allocated fairly	0.47	0.17	0.10	0.29	0.18								
2. I am satisfied with the kinds of training currently available to me													
3. My work schedule gives me adequate opportunities to participate in training that improves my work performance	0.63	0.31	0.30	0.36	0.21								
4. My supervisor is supportive of my attending training to further improve my job skills	1.15	0.82	0.76	0.88	0.81								
5. Overall, the training I have attended for my present job has helped me perform my job better													
6. Overall, the training I have attended for my present job has contributed to my personal development													
7. I have training opportunities available to me that are useful for my future career and my personal development	0.62	0.38	0.33	0.53	0.26								
8. My unit evaluates the success of the training and development opportunities being provided to our staff members	0.10	-0.18	-0.25	-0.11	-0.23								
9. I take advantage of Fee Courtesy											0.18	0.43	0.45
10. University courses (for credit or audit) that I take outside of work hours are recognized and encouraged in my unit	0.50	0.19	0.09	0.05	0.01	0.51	0.19	0.09	-0.07	-0.01			
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>													
Performance Evaluations*													
1. Written performance evaluations are conducted in my unit													
2. Oral performance evaluations are conducted in my unit	0.60	0.32	0.15	0.24	0.23								
3. I am satisfied with how performance evaluations are conducted in my unit	0.55	0.07	0.03	0.00	-0.02								
4. My last performance evaluation provided me with information I could use to improve my performance	0.77	0.35	0.20	0.17	0.13	0.52	0.30	0.33	0.08	0.05			
5. Individual goals/objectives for improving work are included in staff performance evaluations	0.68	0.36	0.26	0.29	0.34								
6. In my unit there have been continuous improvements over time in the way we do things													
7. My supervisor provides more positive than negative feedback about my performance						0.95	0.62	0.70	0.64	0.48			
8. I would like the opportunity to evaluate my supervisor's performance											0.54	0.61	0.80
9. I would like the opportunity to evaluate my co-workers' performance											0.28	0.42	0.54
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>													

A16. Group Differences on Training and Development, Performance Evaluations (continued)

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

	Type of Position						Organizational Role					Highest Education Level					
	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
Training and Development*																	
1. Training and career development opportunities are allocated fairly	-0.21	0.16	-0.07	0.23	0.07	0.39	0.60	0.38	0.22	0.12	0.14						
2. I am satisfied with the kinds of training currently available to me	0.06	0.20	0.07	0.27	0.13	0.50	0.72	0.52	0.35	0.19	0.25						
3. My work schedule gives me adequate opportunities to participate in training that improves my work performance	0.14	0.27	0.08	0.55	0.07	0.48	0.61	0.45	0.41	0.25	0.34	0.22	0.27	0.27	0.36	0.43	0.53
4. My supervisor is supportive of my attending training to further improve my job skills	0.50	0.80	0.50	0.74	0.70	1.06	1.24	1.01	1.00	0.74	0.75	0.66	0.80	0.83	0.89	0.90	1.01
5. Overall, the training I have attended for my present job has helped me perform my job better	0.53	0.61	0.51	0.54	0.53	0.93	0.99	0.93	0.85	0.62	0.64	0.60	0.62	0.66	0.82	0.82	0.88
6. Overall, the training I have attended for my present job has contributed to my personal development	0.30	0.49	0.39	0.38	0.50	0.80	0.93	0.77	0.74	0.48	0.49	0.44	0.47	0.57	0.68	0.63	0.79
7. I have training opportunities available to me that are useful for my future career and my personal development	0.11	0.28	0.05	0.15	0.20	0.69	0.92	0.65	0.46	0.30	0.27	0.22	0.30	0.34	0.45	0.45	0.69
8. My unit evaluates the success of the training and development opportunities being provided to our staff members																	
9. I take advantage of Fee Courtesy												0.03	0.39	0.56	0.22	0.74	0.17
10. University courses (for credit or audit) that I take outside of work hours are recognized and encouraged in my unit	-0.25	0.08	0.04	0.33	0.14	0.25	0.45	0.29	0.20	0.09	-0.01						
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																	
Performance Evaluations*																	
1. Written performance evaluations are conducted in my unit	-0.15	0.58	0.60	0.37	0.81	0.50											
2. Oral performance evaluations are conducted in my unit	-0.19	0.22	0.30	0.32	0.47	0.37	0.41	0.47	0.34	0.22	0.11						
3. I am satisfied with how performance evaluations are conducted in my unit	-0.26	0.11	-0.05	0.25	0.41	0.15											
4. My last performance evaluation provided me with information I could use to improve my performance	-0.09	0.37	0.27	0.36	0.24	0.25											
5. Individual goals/objectives for improving work are included in staff performance evaluations	-0.14	0.38	0.26	0.42	0.39	0.43											
6. In my unit there have been continuous improvements over time in the way we do things	-0.05	0.33	0.17	0.48	0.33	0.63	0.77	0.66	0.68	0.27	0.20	0.29	0.39	0.32	0.38	0.52	0.59
7. My supervisor provides more positive than negative feedback about my performance	0.33	0.64	0.52	0.59	0.59	0.78											
8. I would like the opportunity to evaluate my supervisor's performance	0.73	0.68	0.76	0.55	0.69	0.47											
9. I would like the opportunity to evaluate my co-workers' performance												0.32	0.43	0.52	0.35	0.37	0.20
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																	

A16. Group Differences on Training and Development, Performance Evaluations (continued)

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

	Organizational Area													
	Academic Support	Admin. & Finance	External Affairs	UITs	Other Central Admin	Library	School of Dentistry	School of Law	School of Liberal Arts	School of Medicine	School of Nursing	School of Science	Univ College	Other Academic
Training and Development*														
1. Training and career development opportunities are allocated fairly	0.34	-0.05	0.22	0.15	0.44	0.00	0.32	0.39	0.24	0.22	0.92	0.09	0.09	0.41
2. I am satisfied with the kinds of training currently available to me	0.47	0.13	0.22	0.28	0.48	0.18	0.46	0.54	0.17	0.28	0.85	0.12	0.59	0.46
3. My work schedule gives me adequate opportunities to participate in training that improves my work performance	0.39	0.22	0.26	0.26	1.07	0.66	0.33	0.46	0.16	0.32	0.88	0.45	0.39	0.52
4. My supervisor is supportive of my attending training to further improve my job skills	1.04	0.65	0.81	0.76	1.46	1.07	0.94	1.06	0.90	0.81	1.40	0.66	0.78	1.09
5. Overall, the training I have attended for my present job has helped me perform my job better	0.93	0.64	0.60	0.67	0.96	0.70	0.75	0.74	0.76	0.68	1.24	0.57	1.10	0.78
6. Overall, the training I have attended for my present job has contributed to my personal development	0.76	0.41	0.52	0.54	0.96	0.81	0.70	0.59	0.61	0.54	1.33	0.53	0.90	0.76
7. I have training opportunities available to me that are useful for my future career and my personal development	0.60	0.26	0.46	0.42	0.89	0.56	0.39	0.49	0.46	0.35	1.00	0.13	0.70	0.66
8. My unit evaluates the success of the training and development opportunities being provided to our staff members	0.12	-0.22	-0.40	-0.09	-0.09	-0.16	-0.01	-0.44	-0.33	-0.21	0.42	-0.65	-0.09	-0.11
9. I take advantage of Fee Courtesy	0.54	0.19	-0.22	0.34	0.46	0.50	0.44	-0.03	0.74	0.29	0.56	0.31	1.05	0.53
10. University courses (for credit or audit) that I take outside of work hours are recognized and encouraged in my unit	0.62	-0.09	-0.18	0.11	0.57	0.32	0.30	-0.04	0.64	0.00	1.07	0.39	0.35	0.57
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>														
Performance Evaluations*														
1. Written performance evaluations are conducted in my unit	0.25	0.18	0.22	1.16	0.14	1.46	0.85	-0.73	0.83	0.54	0.89	0.56	-0.55	0.36
2. Oral performance evaluations are conducted in my unit	0.23	0.01	0.21	0.84	0.43	0.76	0.56	-0.48	0.73	0.23	0.71	0.63	0.17	0.33
3. I am satisfied with how performance evaluations are conducted in my unit	0.23	-0.19	0.00	0.25	-0.04	0.57	0.24	-0.47	0.49	0.12	0.59	0.03	-0.43	0.13
4. My last performance evaluation provided me with information I could use to improve my performance	0.47	0.07	0.04	0.40	0.33	0.58	0.50	-0.25	0.36	0.27	0.88	0.21	0.22	0.26
5. Individual goals/objectives for improving work are included in staff performance evaluations	0.59	0.03	0.08	0.79	0.38	0.45	0.64	-0.38	0.40	0.35	1.03	0.34	0.35	0.47
6. In my unit there have been continuous improvements over time in the way we do things	0.75	0.24	0.29	0.30	0.33	0.67	0.50	-0.06	0.51	0.42	0.85	0.44	0.09	0.46
7. My supervisor provides more positive than negative feedback about my performance	0.78	0.42	0.61	0.64	0.96	0.95	0.80	0.67	0.85	0.64	1.20	0.57	0.75	0.87
8. I would like the opportunity to evaluate my supervisor's performance	0.76	0.69	0.59	0.47	0.72	1.07	0.66	0.47	0.42	0.53	0.70	0.83	1.17	0.54
9. I would like the opportunity to evaluate my co-workers' performance														
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>														

A17. Physical Work Environment and Safety^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
My working conditions are safe	2209	0.79	0.92	3%	7%	14%	58%	17%						
IUPUI is a safe campus	2143	0.73	0.80	2%	5%	25%	56%	13%						
IUPUI treats employee safety as a high priority	2104	0.64	0.94	4%	8%	24%	51%	14%						
For the work I do, my physical working conditions are good	2205	0.55	1.07	6%	12%	15%	52%	14%						
I am satisfied with my physical work environment at IUPUI	2201	0.44	1.14	8%	16%	15%	48%	14%						
The stress experienced by staff members in my unit is at reasonable levels	2184	0.09	1.16	11%	23%	18%	41%	6%						

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

^b Results presented in order from highest to lowest percentage of respondents who selected "agree" or "strongly agree"

^c Valid N excludes missing data

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

A18. Supervision/Management^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
My supervisor is not dependent on his/her subordinates for personal friendships	2105	0.92	1.04	5%	5%	14%	45%	31%						
My supervisor is generally available to discuss issues related to my work	2206	0.83	1.04	4%	8%	14%	48%	26%						
My supervisor has the training and experience needed for his/her position as a supervisor	2147	0.82	1.12	6%	9%	13%	43%	30%						
My supervisor supports free exchanges of opinions and ideas related to work	2184	0.79	1.06	5%	8%	15%	46%	25%						
My supervisor is open to new ways of doing things	2184	0.73	1.10	6%	8%	17%	44%	24%						
My supervisor demonstrates that quality is important in his/her day-to-day activities (e.g., holding meetings to discuss quality issues, interact with others)	2163	0.66	1.13	6%	11%	17%	42%	23%						
My supervisor has the supervisory skills needed in his/her position as a supervisor	2169	0.60	1.18	7%	12%	19%	38%	24%						
My supervisor distributes in a fair way the workload among staff in my unit	2119	0.54	1.13	7%	12%	21%	42%	19%						
I receive adequate guidance from my supervisor to succeed in my job	2185	0.51	1.14	7%	12%	23%	39%	19%						
My supervisor provides staff with constructive suggestions to improve their job performance	2168	0.47	1.13	7%	14%	24%	39%	18%						
My supervisor bases decisions primarily on facts and data rather than on opinions and feelings	2148	0.46	1.16	8%	13%	22%	39%	18%						
My supervisor personally recognizes the contributions of individuals on a regular basis	2161	0.31	1.20	9%	18%	24%	32%	17%						

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

^b Results presented in order from highest to lowest percentage of respondents who selected "agree" or "strongly agree"

^c Valid N excludes missing data

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

A19. Job Satisfaction^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
I feel a sense of personal satisfaction when I do my job well	2232	1.37	0.71	1%	2%	5%	46%	47%						
I like the work I do at my current position	2227	1.18	0.82	1%	3%	9%	49%	37%						
I have the appropriate supplies, materials, and equipment to perform my job well	2233	0.92	0.99	4%	7%	10%	52%	28%						
My job responsibilities are clear so that I know what is expected of me	2229	0.83	1.04	4%	9%	14%	47%	26%						
My job is challenging enough for me	2216	0.82	1.08	3%	12%	15%	40%	30%						
My job makes good use of my skills and abilities	2221	0.73	1.11	5%	13%	14%	43%	26%						
I am satisfied with my involvement in decisions that affect my work	2216	0.53	1.17	6%	17%	16%	39%	21%						
The distribution of work among staff is fair	2153	0.31	1.13	8%	16%	25%	38%	13%						
The distribution of work among staff is well balanced	2159	0.23	1.17	9%	19%	23%	37%	12%						

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

^b Results presented in order from highest to lowest percentage of respondents who selected "agree" or "strongly agree"

^c Valid N excludes missing data

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

A20. Group Differences on Physical Work Environment and Safety, Supervision/Management, Job Satisfaction

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						
		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/Amer	Af White	Hispanic	Native American	Multi-racial	Other
Physical Work Environment and Safety*																
1. I am satisfied with my physical work environment at IUPUI	0.44			0.53	0.56	0.48	0.30	0.43	0.67							
2. For the work I do, my physical working conditions are good	0.55									0.77	0.70	0.52	0.92	0.82	-0.33	0.25
3. The stress experienced by staff members in my unit is at reasonable levels	0.09			0.12	0.23	0.17	-0.05	0.03	0.31	0.58	0.09	0.07	0.46	-0.45	0.33	0.07
4. My working conditions are safe	0.79															
5. IUPUI treats employee safety as a high priority	0.64															
6. IUPUI is a safe campus	0.73															
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																
Supervision/Management*																
1. My supervisor has the training and experience needed for his/her position as a supervisor	0.82															
2. My supervisor has the supervisory skills needed in his/her position as a supervisor	0.60															
3. My supervisor distributes in a fair way the workload among staff in my unit	0.54			0.33	0.53	0.59	0.42	0.66	0.73							
4. My supervisor bases decisions primarily on facts and data rather than on opinions and feelings	0.46															
5. My supervisor supports free exchanges of opinions and ideas related to work	0.79															
6. My supervisor is open to new ways of doing things	0.73															
7. My supervisor demonstrates that quality is important in his/her day-to-day activities (e.g., holding meetings to discuss quality issues, interact with others)	0.66															
8. My supervisor provides staff with constructive suggestions to improve their job performance	0.47															
9. My supervisor personally recognizes the contributions of individuals on a regular basis	0.31															
10. I receive adequate guidance from my supervisor to succeed in my job	0.51															
11. My supervisor is generally available to discuss issues related to my work	0.83															
12. My supervisor is not dependent on his/her subordinates for personal friendships	0.92									0.88	0.65	0.97	0.89	1.30	1.00	0.88
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																
Job Satisfaction*																
1. I like the work I do at my current position	1.18	1.22	1.06	0.81	1.05	1.19	1.18	1.27	1.43							
2. I feel a sense of personal satisfaction when I do my job well	1.37	1.39	1.28	1.11	1.29	1.40	1.34	1.44	1.48							
3. My job is challenging enough for me	0.82			0.30	0.52	0.79	0.89	1.03	1.10							
4. I am satisfied with my involvement in decisions that affect my work	0.53			0.26	0.46	0.59	0.45	0.64	0.74							
5. My job responsibilities are clear so that I know what is expected of me	0.83	0.88	0.71	0.91	0.68	0.81	0.80	0.97	1.17							
6. My job makes good use of my skills and abilities	0.73			0.63	0.51	0.73	0.74	0.89	0.97							
7. The distribution of work among staff is well balanced	0.23			0.12	0.08	0.27	0.14	0.37	0.59							
8. The distribution of work among staff is fair	0.31			0.20	0.20	0.34	0.23	0.43	0.53							
9. I have the appropriate supplies, materials, and equipment to perform my job well	0.92	0.98	0.76													
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																

A20. Group Differences on Physical Work Environment and Safety, Supervision/Management, Job Satisfaction (continued)

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

	<i>Length of Service at IUPUI</i>					<i>Length of Service in Unit</i>					<i>Student Contact & Advising</i>		
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	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 and Adv
Physical Work Environment and Safety*													
1. I am satisfied with my physical work environment at IUPUI													
2. For the work I do, my physical working conditions are good	0.80	0.57	0.53	0.47	0.44	0.61	0.70	0.55	0.60	0.38			
3. The stress experienced by staff members in my unit is at reasonable levels	0.48	0.18	0.02	0.00	-0.10	0.32	0.22	0.00	-0.08	-0.20	0.12	0.12	-0.10
4. My working conditions are safe	1.02	0.80	0.77	0.69	0.73	0.91	0.94	0.66	0.73	0.71	0.86	0.75	0.71
5. IUPUI treats employee safety as a high priority	1.02	0.65	0.62	0.57	0.49	0.91	0.70	0.54	0.59	0.52			
6. IUPUI is a safe campus	0.99	0.73	0.72	0.74	0.65	0.93	0.80	0.63	0.68	0.67			
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>													
Supervision/Management*													
1. My supervisor has the training and experience needed for his/her position as a supervisor	1.23	0.81	0.77	0.76	0.74	1.07	0.83	0.91	0.57	0.80			
2. My supervisor has the supervisory skills needed in his/her position as a supervisor	1.09	0.58	0.51	0.47	0.57	0.90	0.54	0.70	0.36	0.59			
3. My supervisor distributes in a fair way the workload among staff in my unit	0.89	0.57	0.45	0.45	0.45								
4. My supervisor bases decisions primarily on facts and data rather than on opinions and feelings	0.77	0.46	0.42	0.37	0.42								
5. My supervisor supports free exchanges of opinions and ideas related to work	1.11	0.80	0.70	0.73	0.76	1.15	0.76	0.80	0.70	0.77			
6. My supervisor is open to new ways of doing things	1.02	0.71	0.63	0.74	0.74								
7. My supervisor demonstrates that quality is important in his/her day-to-day activities (e.g., holding meetings to discuss quality issues, interact with others)	1.02	0.64	0.56	0.55	0.69								
8. My supervisor provides staff with constructive suggestions to improve their job performance	0.84	0.50	0.37	0.33	0.50	0.82	0.49	0.45	0.35	0.47			
9. My supervisor personally recognizes the contributions of individuals on a regular basis	0.77	0.32	0.21	0.19	0.25								
10. I receive adequate guidance from my supervisor to succeed in my job	0.92	0.50	0.43	0.45	0.51								
11. My supervisor is generally available to discuss issues related to my work	1.17	0.86	0.73	0.68	0.82								
12. My supervisor is not dependent on his/her subordinates for personal friendships													
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>													
Job Satisfaction*													
1. I like the work I do at my current position													
2. I feel a sense of personal satisfaction when I do my job well											1.32	1.37	1.49
3. My job is challenging enough for me	0.81	0.65	0.86	0.89	1.02	0.73	0.70	0.96	0.92	1.04			
4. I am satisfied with my involvement in decisions that affect my work													
5. My job responsibilities are clear so that I know what is expected of me													
6. My job makes good use of my skills and abilities													
7. The distribution of work among staff is well balanced	0.52	0.21	0.14	0.18	0.19								
8. The distribution of work among staff is fair	0.62	0.30	0.22	0.30	0.21	0.70	0.38	0.33	0.34	0.26			
9. I have the appropriate supplies, materials, and equipment to perform my job well													
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>													

A20. Group Differences on Physical Work Environment and Safety, Supervision/Management, Job Satisfaction (continued)

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

	Type of Position						Organizational Role					Highest Education Level					
	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
Physical Work Environment and Safety*																	
1. I am satisfied with my physical work environment at IUPUI																	
2. For the work I do, my physical working conditions are good																	
3. The stress experienced by staff members in my unit is at reasonable levels	-0.03	0.03	0.00	0.52	0.06	0.14											
4. My working conditions are safe	0.56	0.78	0.65	0.70	0.88	0.90											
5. IUPUI treats employee safety as a high priority																	
6. IUPUI is a safe campus																	
*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)																	
Supervision/Management*																	
1. My supervisor has the training and experience needed for his/her position as a supervisor	0.49	0.74	0.69	1.04	1.22	0.96	0.99	0.98	0.94	0.74	0.81						
2. My supervisor has the supervisory skills needed in his/her position as a supervisor	0.38	0.58	0.40	0.65	0.97	0.70	0.78	0.74	0.71	0.50	0.62						
3. My supervisor distributes in a fair way the workload among staff in my unit	0.27	0.51	0.36	0.76	0.97	0.63											
4. My supervisor bases decisions primarily on facts and data rather than on opinions and feelings	0.22	0.39	0.29	0.74	0.75	0.57											
5. My supervisor supports free exchanges of opinions and ideas related to work	0.47	0.73	0.60	0.98	0.94	0.94	0.93	0.96	0.87	0.72	0.77						
6. My supervisor is open to new ways of doing things	0.39	0.66	0.47	0.78	0.97	0.92	0.99	0.92	0.79	0.63	0.70						
7. My supervisor demonstrates that quality is important in his/her day-to-day activities (e.g., holding meetings to discuss quality issues, interact with others)	0.32	0.60	0.45	0.81	0.91	0.81	0.78	0.86	0.69	0.59	0.57						
8. My supervisor provides staff with constructive suggestions to improve their job performance																	
9. My supervisor personally recognizes the contributions of individuals on a regular basis																	
10. I receive adequate guidance from my supervisor to succeed in my job	0.31	0.47	0.29	0.67	0.84	0.63											
11. My supervisor is generally available to discuss issues related to my work	0.52	0.81	0.67	0.93	1.06	0.94											
12. My supervisor is not dependent on his/her subordinates for personal friendships	0.54	0.79	0.75	1.02	1.13	1.13	1.17	1.16	1.07	0.82	0.84	0.70	0.80	0.90	0.99	1.16	1.12
*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)																	
Job Satisfaction*																	
1. I like the work I do at my current position	0.96	1.15	1.15	0.96	1.38	1.29	1.50	1.24	1.26	1.10	1.16	1.27	1.16	1.26	1.04	1.21	1.19
2. I feel a sense of personal satisfaction when I do my job well	1.09	1.35	1.32	1.22	1.34	1.47	1.64	1.44	1.41	1.30	1.35						
3. My job is challenging enough for me	0.54	0.69	0.56	0.60	1.06	1.11	1.35	1.04	0.99	0.67	0.72	0.84	0.79	0.89	0.61	0.89	0.98
4. I am satisfied with my involvement in decisions that affect my work	0.30	0.45	0.31	0.63	0.56	0.70	1.06	0.76	0.67	0.37	0.45						
5. My job responsibilities are clear so that I know what is expected of me							1.12	0.82	0.88	0.80	0.73	1.08	0.85	0.86	0.77	0.65	0.79
6. My job makes good use of my skills and abilities	0.46	0.65	0.59	0.56	0.81	0.95	1.22	0.93	0.86	0.60	0.61	0.90	0.70	0.82	0.60	0.66	0.79
7. The distribution of work among staff is well balanced	-0.01	0.14	0.15	0.40	0.63	0.36											
8. The distribution of work among staff is fair	-0.04	0.21	0.24	0.45	0.75	0.46											
9. I have the appropriate supplies, materials, and equipment to perform my job well	0.49	0.95	0.78	1.07	0.94	0.99											
*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)																	

A20. Group Differences on Physical Work Environment and Safety, Supervision/Management, Job Satisfaction (continued)

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

	Organizational Area													
	Academic Support	Admin & Finance	External Affairs	UITs	Other Central Admin	Library	School of Dentistry	School of Law	School of Liberal Arts	School of Medicine	School of Nursing	School of Science	Univ College	Other Academic
Physical Work Environment and Safety*														
1. I am satisfied with my physical work environment at IUPUI	0.08	0.46	0.15	-0.05	0.45	0.73	0.42	0.55	0.24	0.50	0.71	0.86	0.88	0.43
2. For the work I do, my physical working conditions are good	0.27	0.60	0.50	0.19	0.52	0.86	0.56	0.66	0.49	0.57	0.71	0.91	1.04	0.60
3. The stress experienced by staff members in my unit is at reasonable levels														
4. My working conditions are safe	0.57	0.65	1.12	0.68	0.83	1.11	0.76	0.87	0.94	0.84	0.83	1.06	1.25	0.83
5. IUPUI treats employee safety as a high priority	0.26	0.59	0.88	0.42	0.68	0.88	0.61	0.72	0.56	0.70	0.73	0.74	1.09	0.65
6. IUPUI is a safe campus														
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>														
Supervision/Management*														
1. My supervisor has the training and experience needed for his/her position as a supervisor														
2. My supervisor has the supervisory skills needed in his/her position as a supervisor														
3. My supervisor distributes in a fair way the workload among staff in my unit														
4. My supervisor bases decisions primarily on facts and data rather than on opinions and feelings														
5. My supervisor supports free exchanges of opinions and ideas related to work	0.71	0.59	0.89	0.82	1.00	0.98	0.84	0.71	1.09	0.84	1.10	0.88	0.65	0.81
6. My supervisor is open to new ways of doing things														
7. My supervisor demonstrates that quality is important in his/her day-to-day activities (e.g., holding meetings to discuss quality issues, interact with others)	0.76	0.47	0.78	0.51	0.72	0.71	0.65	0.42	0.93	0.70	1.17	0.41	0.58	0.74
8. My supervisor provides staff with constructive suggestions to improve their job performance														
9. My supervisor personally recognizes the contributions of individuals on a regular basis														
10. I receive adequate guidance from my supervisor to succeed in my job														
11. My supervisor is generally available to discuss issues related to my work														
12. My supervisor is not dependent on his/her subordinates for personal friendships	1.02	0.69	0.93	0.77	1.07	1.12	0.94	0.80	1.15	0.98	1.32	0.72	0.96	0.87
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>														
Job Satisfaction*														
1. I like the work I do at my current position														
2. I feel a sense of personal satisfaction when I do my job well														
3. My job is challenging enough for me														
4. I am satisfied with my involvement in decisions that affect my work														
5. My job responsibilities are clear so that I know what is expected of me														
6. My job makes good use of my skills and abilities														
7. The distribution of work among staff is well balanced														
8. The distribution of work among staff is fair														
9. I have the appropriate supplies, materials, and equipment to perform my job well	1.01	0.62	0.43	0.90	1.28	1.23	1.07	1.05	1.00	0.95	1.19	1.14	1.21	1.03
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>														

A21. Overall Satisfaction^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				VD	D	N	S	VS	VD	D	N	S	VS	
The quality of academic programs	1824	0.80	0.75	1%	3%	26%	56%	14%						
My overall job satisfaction	2213	0.78	0.94	3%	9%	15%	55%	19%						
The quality of student academic support programs and services	1576	0.64	0.81	2%	4%	33%	49%	12%						
Fringe benefits (retirement, early retirement, health care, etc.)	2169	0.52	1.06	6%	12%	21%	46%	15%						
The level of collegiality in my unit	2121	0.40	0.99	5%	12%	31%	42%	10%						
Staff development opportunities at IUPUI	1979	0.37	0.91	4%	10%	38%	41%	8%						
The level of collegiality at IUPUI	1954	0.37	0.81	3%	8%	45%	39%	5%						
The identity and sense of community at IUPUI	2076	0.35	0.87	3%	10%	41%	39%	6%						
The clarity of objectives and plans for the next few years in my unit	2116	0.28	1.02	6%	15%	34%	37%	9%						
The clarity of objectives and plans for the next few years at IUPUI	1989	0.24	0.89	4%	11%	46%	32%	6%						
Staff development opportunities in my unit	2130	0.15	1.06	8%	18%	31%	36%	7%						
Staff morale in my unit	2202	0.11	1.15	11%	20%	24%	36%	8%						
The availability of parking on campus	2176	-0.35	1.22	23%	24%	19%	30%	3%						
The cost of parking on campus	2159	-0.38	1.21	23%	25%	23%	25%	4%						
Staff salary levels	2113	-0.56	1.11	23%	32%	24%	18%	3%						

^a Responses provided on a 5-point scale where -2=Very Dissatisfied (VD), -1=Dissatisfied (D), 0=Neutral (N), 1=Satisfied (S), and 2=Very Satisfied (VS)
^b Results presented in order from highest to lowest percentage of respondents who selected "satisfied" or "very satisfied"
^c Valid N excludes missing data
^d Mean includes neutral responses but excludes "not applicable" responses

A22. Quality of IUPUI^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage				Confidence Intervals			
				PR	FR	GD	EX	PR	FR	GD	EX
Reputation of IUPUI in Indianapolis	2085	2.99	0.67	2%	17%	61%	20%				
Quality of graduate or graduate-professional students at IUPUI	1520	2.93	0.64	2%	19%	63%	16%				
Quality of technology available to staff to get their work done	2038	2.84	0.78	5%	24%	52%	18%				
Reputation of IUPUI in Indiana	1948	2.80	0.73	4%	27%	55%	15%				
Quality of staff service to the institution	1805	2.73	0.68	4%	28%	59%	9%				
Quality of undergraduate students at IUPUI	1470	2.63	0.70	5%	35%	52%	8%				
Quality of administrative leadership in central administration	1629	2.63	0.79	9%	31%	50%	11%				
Quality of work spaces at IUPUI (offices, classrooms, labs, training facilities)	1962	2.31	0.83	18%	38%	38%	6%				

^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 Valid N excludes missing data
^d Note change of scale

A23. Group Differences on Overall Satisfaction and Quality of IUPUI

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						
		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/Amer	Af White	Hispanic	Native American	Multi-racial	Other
Overall Satisfaction*																
1. My overall job satisfaction	0.78	0.82	0.68	0.51	0.71	0.78	0.73	0.91	1.11							
2. The clarity of objectives and plans for the next few years in my unit	0.28			0.10	0.21	0.30	0.22	0.37	0.66							
3. The clarity of objectives and plans for the next few years at IUPUI	0.24			0.20	0.16	0.31	0.16	0.31	0.56							
4. The identity and sense of community at IUPUI	0.35	0.40	0.23	0.33	0.26	0.39	0.27	0.47	0.73							
5. Staff morale in my unit	0.11			0.04	0.10	0.14	0.00	0.22	0.48							
6. The level of collegiality in my unit	0.40			0.38	0.42	0.42	0.30	0.48	0.68							
7. The level of collegiality at IUPUI	0.37															
8. Staff salary levels	-0.56			-0.54	-0.71	-0.54	-0.59	-0.47	-0.17							
9. Fringe benefits (retirement, early retirement, health care, etc.)	0.52															
10. Staff development opportunities in my unit	0.15															
11. Staff development opportunities at IUPUI	0.37	0.42	0.25	0.60	0.50	0.40	0.28	0.37	0.57							
12. The quality of academic programs	0.80	0.84	0.68													
13. The quality of student academic support programs and services	0.64									0.53	0.64	0.67	0.72	-0.20	0.14	0.36
14. The availability of parking on campus	-0.35			-0.63	-0.55	-0.39	-0.33	-0.21	0.05							
15. The cost of parking on campus	-0.38			-0.45	-0.52	-0.41	-0.41	-0.26	0.00							
<i>*Responses provided on a 5-point scale where -2=Very Dissatisfied (VD), -1=Dissatisfied (D), 0=Neutral (N), 1=Satisfied (S), and 2=Very Satisfied (VS)</i>																
Quality of IUPUI*¹																
1. Reputation of IUPUI in Indianapolis	2.99	3.03	2.87	2.76	2.92	2.98	2.99	3.03	3.24							
2. Reputation of IUPUI in Indiana	2.80	2.86	2.62	2.61	2.72	2.81	2.76	2.90	3.07	2.68	2.93	2.79	2.45	2.60	3.00	2.62
3. Quality of administrative leadership in central administration	2.63	2.66	2.54													
4. Quality of staff service to the institution	2.73															
5. Quality of undergraduate students at IUPUI	2.63	2.68	2.49													
6. Quality of graduate or graduate-professional students at IUPUI	2.93	2.97	2.82							2.68	2.85	2.97	2.95	2.83	2.29	2.63
7. Quality of work spaces at IUPUI (offices, classrooms, labs, training facilities)	2.31	2.27	2.40	2.39	2.36	2.32	2.23	2.33	2.60	2.57	2.48	2.27	2.39	2.00	2.00	2.40
8. Quality of technology available to staff to get their work done	2.84			2.79	2.87	2.84	2.75	2.94	2.95							
<i>*Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR)</i>																
<i>¹Note change of scale</i>																

A23. Group Differences on Overall Satisfaction and Quality of IUPUI (continued)

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

	<i>Length of Service at IUPUI</i>					<i>Length of Service in Unit</i>					<i>Student Contact & Advising</i>		
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	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 and Adv
Overall Satisfaction*													
1. My overall job satisfaction	0.95	0.71	0.71	0.91	0.81								
2. The clarity of objectives and plans for the next few years in my unit													
3. The clarity of objectives and plans for the next few years at IUPUI													
4. The identity and sense of community at IUPUI													
5. Staff morale in my unit	0.41	0.11	0.01	0.12	0.07								
6. The level of collegiality in my unit	0.61	0.43	0.30	0.39	0.38								
7. The level of collegiality at IUPUI													
8. Staff salary levels	-0.13	-0.59	-0.61	-0.59	-0.61	-0.19	-0.61	-0.62	-0.56	-0.68	-0.46	-0.60	-0.79
9. Fringe benefits (retirement, early retirement, health care, etc.)	0.75	0.53	0.56	0.50	0.35	0.68	0.66	0.47	0.61	0.26	0.62	0.48	0.35
10. Staff development opportunities in my unit													
11. Staff development opportunities at IUPUI													
12. The quality of academic programs													
13. The quality of student academic support programs and services													
14. The availability of parking on campus													
15. The cost of parking on campus													
<i>*Responses provided on a 5-point scale where -2=Very Dissatisfied (VD), -1=Dissatisfied (D), 0=Neutral (N), 1=Satisfied (S), and 2=Very Satisfied (VS)</i>													
Quality of IUPUI*¹													
1. Reputation of IUPUI in Indianapolis											3.03	3.02	2.83
2. Reputation of IUPUI in Indiana											2.85	2.80	2.66
3. Quality of administrative leadership in central administration											2.68	2.63	2.49
4. Quality of staff service to the institution													
5. Quality of undergraduate students at IUPUI											2.69	2.64	2.49
6. Quality of graduate or graduate-professional students at IUPUI													
7. Quality of work spaces at IUPUI (offices, classrooms, labs, training facilities)													
8. Quality of technology available to staff to get their work done													
<i>*Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR)</i>													
<i>¹Note change of scale</i>													

A23. Group Differences on Overall Satisfaction and Quality of IUPUI (continued)

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

	Type of Position						Organizational Role					Highest Education Level					
	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
Overall Satisfaction*																	
1. My overall job satisfaction	0.63	0.77	0.56	0.61	0.94	0.92	1.10	0.94	0.81	0.69	0.72						
2. The clarity of objectives and plans for the next few years in my unit	0.10	0.20	0.00	0.34	0.38	0.45	0.64	0.42	0.32	0.21	0.16						
3. The clarity of objectives and plans for the next few years at IUPUI	0.17	0.23	0.03	0.25	-0.07	0.35	0.47	0.34	0.16	0.21	0.23						
4. The identity and sense of community at IUPUI	0.29	0.43	0.19	0.27	0.23	0.37											
5. Staff morale in my unit	-0.17	0.05	-0.07	0.38	0.38	0.22	0.38	0.20	0.16	0.06	-0.02						
6. The level of collegiality in my unit	0.17	0.34	0.21	0.58	0.65	0.51						0.34	0.35	0.24	0.46	0.55	0.54
7. The level of collegiality at IUPUI																	
8. Staff salary levels	-0.85	-0.61	-0.79	-0.74	-0.42	-0.34	-0.36	-0.30	-0.57	-0.64	-0.61						
9. Fringe benefits (retirement, early retirement, health care, etc.)	0.35	0.38	0.20	0.12	0.13	0.86	0.92	0.78	0.44	0.44	0.50	0.42	0.47	0.46	0.59	0.47	0.74
10. Staff development opportunities in my unit	-0.17	0.05	-0.17	0.01	-0.06	0.42	0.67	0.40	0.22	0.03	0.05						
11. Staff development opportunities at IUPUI	0.16	0.39	0.18	0.25	0.03	0.48											
12. The quality of academic programs	0.65	0.83	0.64	0.74	0.73	0.86											
13. The quality of student academic support programs and services																	
14. The availability of parking on campus												-0.34	-0.52	-0.53	-0.21	-0.25	-0.15
15. The cost of parking on campus	-0.90	-0.43	-0.65	-0.44	-0.97	-0.14	-0.04	-0.17	-0.38	-0.49	-0.37	-0.60	-0.47	-0.65	-0.26	-0.12	-0.10
*Responses provided on a 5-point scale where -2=Very Dissatisfied (VD), -1=Dissatisfied (D), 0=Neutral (N), 1=Satisfied (S), and 2=Very Satisfied (VS)																	
Quality of IUPUI*¹																	
1. Reputation of IUPUI in Indianapolis	2.99	3.06	2.91	2.91	3.07	2.96						3.09	3.04	3.08	2.93	2.95	2.86
2. Reputation of IUPUI in Indiana	2.93	2.90	2.76	2.68	2.93	2.72	2.63	2.70	2.86	2.81	2.86	2.98	2.87	2.91	2.71	2.65	2.61
3. Quality of administrative leadership in central administration	2.54	2.66	2.42	2.51	2.81	2.69	2.91	2.64	2.48	2.60	2.70						
4. Quality of staff service to the institution																	
5. Quality of undergraduate students at IUPUI	2.74	2.74	2.66	2.44	2.92	2.53						2.81	2.70	2.78	2.60	2.49	2.45
6. Quality of graduate or graduate-professional students at IUPUI	2.80	2.91	2.79	2.87	2.96	3.02	3.15	2.92	2.85	2.93	2.90						
7. Quality of work spaces at IUPUI (offices, classrooms, labs, training facilities)	2.65	2.30	2.25	2.44	2.19	2.26						2.47	2.22	2.29	2.26	2.30	2.37
8. Quality of technology available to staff to get their work done	2.71	2.81	2.59	2.89	2.56	2.94	3.12	2.91	2.84	2.79	2.78	2.77	2.80	2.80	2.83	2.90	2.98
*Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR)																	
¹ Note change of scale																	

A23. Group Differences on Overall Satisfaction and Quality of IUPUI (continued)

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

	Organizational Area													
	Academic Support	Admin & Finance	External Affairs	UITs	Other Central Admin	Library	School of Dentistry	School of Law	School of Liberal Arts	School of Medicine	School of Nursing	School of Science	Univ College	Other Academic
Overall Satisfaction*														
1. My overall job satisfaction														
2. The clarity of objectives and plans for the next few years in my unit														
3. The clarity of objectives and plans for the next few years at IUPUI														
4. The identity and sense of community at IUPUI														
5. Staff morale in my unit	0.21	-0.14	0.54	-0.01	0.14	-0.02	0.30	-0.21	0.29	0.17	0.38	0.18	-0.83	0.27
6. The level of collegiality in my unit	0.44	0.20	0.63	0.32	0.36	0.37	0.45	0.29	0.71	0.44	0.68	0.32	0.08	0.52
7. The level of collegiality at IUPUI														
8. Staff salary levels														
9. Fringe benefits (retirement, early retirement, health care, etc.)														
10. Staff development opportunities in my unit	0.30	-0.02	0.15	0.24	0.54	0.30	0.23	0.03	0.20	0.12	0.83	-0.19	0.43	0.37
11. Staff development opportunities at IUPUI														
12. The quality of academic programs														
13. The quality of student academic support programs and services	0.56	0.52	0.83	0.65	0.94	1.04	0.58	0.76	0.47	0.66	0.89	0.57	1.00	0.75
14. The availability of parking on campus														
15. The cost of parking on campus														
*Responses provided on a 5-point scale where -2=Very Dissatisfied (VD), -1=Dissatisfied (D), 0=Neutral (N), 1=Satisfied (S), and 2=Very Satisfied (VS)														
Quality of IUPUI*¹														
1. Reputation of IUPUI in Indianapolis	2.83	2.97	2.79	2.90	2.97	3.03	3.05	3.06	2.69	3.06	3.15	2.50	2.79	3.01
2. Reputation of IUPUI in Indiana	2.54	2.85	2.29	2.60	2.77	2.61	2.88	2.82	2.48	2.89	3.06	2.28	2.68	2.78
3. Quality of administrative leadership in central administration	2.52	2.59	2.71	2.58	2.91	2.48	2.61	2.86	2.62	2.65	3.15	2.30	2.61	2.79
4. Quality of staff service to the institution														
5. Quality of undergraduate students at IUPUI	2.35	2.68	2.46	2.43	2.57	2.39	2.74	2.58	2.42	2.72	2.73	2.43	2.58	2.65
6. Quality of graduate or graduate-professional students at IUPUI														
7. Quality of work spaces at IUPUI (offices, classrooms, labs, training facilities)	2.13	2.42	1.78	2.24	2.52	2.97	2.03	2.38	2.12	2.31	2.46	2.67	2.54	2.31
8. Quality of technology available to staff to get their work done	2.97	2.72	2.48	2.95	3.24	3.30	2.67	2.94	2.88	2.79	3.33	2.91	3.46	2.95
*Responses provided on a 4-point scale where 4=Excellent (EX), 3=Good (GD), 2=Fair (FR), and 1=Poor (PR)														
¹ Note change of scale														

A24. Climate for Women at IUPUI^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
In meetings, people pay just as much attention when female staff speak as when male staff speak	2130	0.67	1.06	4%	9%	27%	37%	24%						
Co-workers are serious about treating male and female staff equally	2090	0.65	1.00	3%	8%	29%	39%	20%						
The working environment for female staff is about the same as for their male counterparts	2130	0.57	1.09	5%	10%	27%	36%	21%						
Most staff would be as comfortable with a female supervisor as with a male supervisor	2116	0.55	1.06	4%	10%	31%	34%	20%						
Most staff are supportive of female colleagues who want to balance their family and job obligations	2115	0.48	1.05	5%	11%	32%	36%	17%						
Male staff are as comfortable developing friendships with a female staff member as with a male staff member	2109	0.47	0.98	4%	10%	38%	34%	15%						
Senior staff respect junior male and female staff equally	2115	0.40	1.11	7%	13%	32%	32%	17%						
Male staff tend to get more feedback about their performance than female staff do	2100	-0.54	1.11	27%	20%	38%	11%	4%						
Female staff are less likely than their male counterparts to have influence in unit politics and administration	2106	-0.61	1.12	28%	24%	33%	11%	4%						
Female staff don't often speak up when they see an instance of sex discrimination for fear it will jeopardize their job	2090	-0.69	1.15	33%	21%	33%	9%	4%						
Staff who raise issues about the negative treatment of women in this unit find themselves disparaged by their colleagues	2068	-0.72	1.10	32%	22%	35%	7%	4%						
It is not uncommon for a female staff member to present an idea and get no response, and then a male staff member to present the same idea and be acknowledged	2102	-0.87	1.16	41%	21%	26%	8%	4%						
Sex discrimination is a big problem	2097	-1.12	1.08	51%	22%	20%	5%	3%						

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

^b Results presented in order from highest to lowest percentage of respondents who selected "agree" or "strongly agree"

^c Valid N excludes missing data

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

A25. Climate for Minorities at IUPUI^{ab}

Rating of IUPUI in the areas of...	Valid N ^c	Mean ^d	STD	Percentage					Confidence Intervals					
				SD	D	N	A	SA	SD	D	N	A	SA	
Staff in my unit are comfortable providing services to individuals of all racial/ethnic groups	2092	1.05	1.00	3%	5%	18%	35%	40%						
In general, I think that race relations are good in my unit	2093	0.88	1.01	3%	6%	22%	39%	30%						
I often work together with minority staff	2109	0.77	1.11	4%	10%	21%	36%	30%						
In general, I think that race relations are good at IUPUI	2078	0.65	0.92	2%	6%	32%	42%	17%						
Staff in my unit willingly mentor minority staff members	2048	0.54	1.04	5%	7%	37%	31%	20%						
Staff in my unit regard student diversity as critical to achieving IUPUI's mission	2030	0.47	0.99	4%	7%	44%	27%	17%						
My unit does enough to recruit and retain minority staff	2093	0.42	1.17	10%	9%	32%	31%	20%						
On campus, I see books in the library and the bookstore written from a variety of racial/ethnic viewpoints	1947	0.35	0.90	3%	6%	54%	23%	12%						
I see materials in campus media that increase my understanding of individuals from backgrounds different than my own	1979	0.31	0.93	4%	9%	50%	26%	11%						
In my unit, staff who engage in activities to promote the development of minority staff are actively encouraged by their colleagues	2036	0.23	1.00	7%	9%	50%	22%	12%						
Administrators in my unit provide leadership on issues that affect the minority staff	2032	0.18	1.04	8%	11%	47%	23%	11%						
I have received adequate training in how to provide staff services to individuals who are not members of my racial/cultural/socio-economic group	2051	-0.05	1.17	14%	18%	36%	22%	10%						

^a Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)
^b Results presented in order from highest to lowest percentage of respondents who selected "agree" or "strongly agree"
^c Valid N excludes missing data
^d Mean includes neutral responses but excludes "not applicable" responses

A26. Group Differences on Climate for Women and Climate for Minorities

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						
		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/Amer	Af White	Hispanic	Native American	Multi-racial	Other
Campus Climate for Women*																
1. In meetings, people pay just as much attention when female staff speak as when male staff speak	0.67	0.56	0.97	1.00	0.84	0.70	0.55	0.62	0.76							
2. The working environment for female staff is about the same as for their male counterparts	0.57	0.47	0.87													
3. Senior staff respect junior male and female staff equally	0.40	0.30	0.68													
4. Co-workers are serious about treating male and female staff equally	0.65	0.58	0.86	0.88	0.79	0.76	0.51	0.62	0.58							
5. Male staff tend to get more feedback about their performance than female staff do	-0.54	-0.45	-0.83	-0.65	-0.78	-0.59	-0.48	-0.46	-0.33							
6. Staff who raise issues about the negative treatment of women in this unit find themselves disparaged by their colleagues	-0.72	-0.65	-0.94													
7. Most staff would be as comfortable with a female supervisor as with a male supervisor	0.55	0.50	0.71	0.94	0.71	0.57	0.43	0.54	0.62							
8. Male staff are as comfortable developing friendships with a female staff member as with a male staff member	0.47	0.40	0.64	0.98	0.70	0.52	0.31	0.37	0.54							
9. Sex discrimination is a big problem	-1.12	-1.09	-1.24	-1.04	-1.31	-1.15	-1.00	-1.15	-1.16	-1.20	-0.88	-1.16	-1.29	-0.83	-0.60	-0.77
10. It is common for a female staff member to present an idea and get no response, and then a male staff member to present the same idea and be acknowledged	-0.87	-0.76	-1.20	-1.02	-1.03	-0.93	-0.73	-0.89	-0.85	-0.96	-0.58	-0.90	-1.00	-0.75	-0.90	-0.62
11. Most staff are supportive of female colleagues who want to balance their family and job obligations	0.48	0.43	0.61	0.71	0.64	0.53	0.34	0.47	0.62							
12. Female staff are less likely than their male counterparts to have influence in unit politics and administration	-0.61	-0.47	-1.03	-0.80	-0.80	-0.64	-0.54	-0.54	-0.61							
13. Female staff don't often speak up when they see an instance of sex discrimination for fear it will jeopardize their job	-0.69	-0.61	-0.92	-1.00	-0.85	-0.77	-0.61	-0.62	-0.53							
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																
Campus Climate for Minorities*																
1. My unit does enough to recruit and retain minority staff	0.42									0.60	-0.17	0.51	0.67	-0.08	0.11	0.23
2. I have received adequate training in how to provide staff services to individuals who are not members of my racial/cultural/socioeconomic group	-0.05	-0.11	0.13													
3. I often work together with minority staff	0.77															
4. In my unit, staff who engage in activities to promote the development of minority staff are actively encouraged by their colleagues	0.23									0.42	-0.13	0.28	0.48	0.25	-0.22	-0.46
5. Staff in my unit are comfortable providing services to individuals of all racial/ethnic groups	1.05									0.98	0.61	1.13	0.96	0.83	1.00	0.46
6. Staff in my unit willingly mentor minority staff members	0.54									0.49	-0.04	0.64	0.32	0.73	0.22	0.00
7. Staff in my unit regard student diversity as critical to achieving IUPUI's mission	0.47									0.57	0.10	0.53	0.32	0.25	0.33	0.00
8. Administrators in my unit provide leadership on issues that affect the minority staff	0.18	0.13	0.30							0.24	-0.12	0.23	0.23	0.36	0.20	0.17
9. In general, I think that race relations are good in my unit	0.88									0.88	0.36	0.96	0.91	0.75	0.80	0.15
10. On campus, I see books in the library and the bookstore written from a variety of racial/ethnic viewpoints	0.35									0.15	0.03	0.41	0.64	0.45	0.13	0.46
11. I see materials in campus media that increase my understanding of individuals from backgrounds different than my own	0.31									0.33	-0.10	0.37	0.59	0.27	0.50	0.23
12. In general, I think that race relations are good at IUPUI	0.65	0.62	0.75							0.39	0.06	0.76	0.79	0.42	0.50	0.00
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>																

A26. Group Differences on Climate for Women and Climate for Minorities (continued)

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

	Length of Service at IUPUI					Length of Service in Unit					Student Contact & Advising		
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	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 and Adv
Campus Climate for Women*													
1. In meetings, people pay just as much attention when female staff speak as when male staff speak	0.89	0.74	0.63	0.53	0.59	0.82	0.83	0.53	0.65	0.57	0.75	0.61	0.58
2. The working environment for female staff is about the same as for their male counterparts	0.81	0.64	0.53	0.52	0.43						0.67	0.51	0.43
3. Senior staff respect junior male and female staff equally	0.62	0.47	0.30	0.33	0.30								
4. Co-workers are serious about treating male and female staff equally													
5. Male staff tend to get more feedback about their performance than female staff do	-0.73	-0.62	-0.44	-0.52	-0.50								
6. Staff who raise issues about the negative treatment of women in this unit find themselves disparaged by their colleagues													
7. Most staff would be as comfortable with a female supervisor as with a male supervisor	0.74	0.64	0.48	0.46	0.53								
8. Male staff are as comfortable developing friendships with a female staff member as with a male staff member	0.57	0.59	0.36	0.43	0.40								
9. Sex discrimination is a big problem													
10. It is common for a female staff member to present an idea and get no response, and then a male staff member to present the same idea and be acknowledged						-1.12	-1.08	-0.77	-0.86	-0.77	-0.97	-0.76	-0.83
11. Most staff are supportive of female colleagues who want to balance their family and job obligations													
12. Female staff are less likely than their male counterparts to have influence in unit politics and administration													
13. Female staff don't often speak up when they see an instance of sex discrimination for fear it will jeopardize their job	-0.85	-0.83	-0.58	-0.67	-0.61	-0.87	-0.87	-0.55	-0.54	-0.64			
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>													
Campus Climate for Minorities*													
1. My unit does enough to recruit and retain minority staff													
2. I have received adequate training in how to provide staff services to individuals who are not members of my racial/cultural/socioeconomic group													
3. I often work together with minority staff													
4. In my unit, staff who engage in activities to promote the development of minority staff are actively encouraged by their colleagues													
5. Staff in my unit are comfortable providing services to individuals of all racial/ethnic groups													
6. Staff in my unit willingly mentor minority staff members													
7. Staff in my unit regard student diversity as critical to achieving IUPUI's mission											0.36	0.52	0.64
8. Administrators in my unit provide leadership on issues that affect the minority staff													
9. In general, I think that race relations are good in my unit													
10. On campus, I see books in the library and the bookstore written from a variety of racial/ethnic viewpoints													
11. I see materials in campus media that increase my understanding of individuals from backgrounds different than my own													
12. In general, I think that race relations are good at IUPUI													
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>													

A26. Group Differences on Climate for Women and Climate for Minorities (continued)

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

	Type of Position						Organizational Role					Highest Education Level					
	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
Campus Climate for Women*																	
1. In meetings, people pay just as much attention when female staff speak as when male staff speak	0.46	0.54	0.67	0.84	0.61	0.80											
2. The working environment for female staff is about the same as for their male counterparts	0.34	0.42	0.55	0.83	0.65	0.71						0.39	0.45	0.50	0.68	0.77	0.72
3. Senior staff respect junior male and female staff equally	0.17	0.30	0.27	0.63	0.55	0.53	0.79	0.50	0.35	0.36	0.30	0.24	0.30	0.33	0.49	0.43	0.63
4. Co-workers are serious about treating male and female staff equally	0.35	0.53	0.60	0.81	0.81	0.79	0.90	0.75	0.69	0.62	0.54	0.53	0.54	0.55	0.72	0.80	0.86
5. Male staff tend to get more feedback about their performance than female staff do	-0.34	-0.43	-0.48	-0.68	-0.45	-0.68	-0.83	-0.65	-0.49	-0.52	-0.47	-0.23	-0.53	-0.57	-0.70	-0.57	-0.62
6. Staff who raise issues about the negative treatment of women in this unit find themselves disparaged by their colleagues	-0.49	-0.66	-0.59	-0.68	-0.48	-0.85											
7. Most staff would be as comfortable with a female supervisor as with a male supervisor																	
8. Male staff are as comfortable developing friendships with a female staff member as with a male staff member	0.24	0.39	0.54	0.61	0.45	0.54						0.43	0.36	0.37	0.62	0.54	0.51
9. Sex discrimination is a big problem	-0.87	-1.12	-0.92	-1.18	-1.10	-1.19											
10. It is common for a female staff member to present an idea and get no response, and then a male staff member to present the same idea and be acknowledged																	
11. Most staff are supportive of female colleagues who want to balance their family and job obligations																	
12. Female staff are less likely than their male counterparts to have influence in unit politics and administration																	
13. Female staff don't often speak up when they see an instance of sex discrimination for fear it will jeopardize their job																	
*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)																	
Campus Climate for Minorities*																	
1. My unit does enough to recruit and retain minority staff							0.04	0.15	-0.03	-0.06	-0.21						
2. I have received adequate training in how to provide staff services to individuals who are not members of my racial/cultural/socioeconomic group																	
3. I often work together with minority staff	0.85	0.66	0.69	0.81	1.06	0.87	0.97	0.94	0.88	0.72	0.60						
4. In my unit, staff who engage in activities to promote the development of minority staff are actively encouraged by their colleagues	-0.02	0.11	0.19	0.21	0.43	0.38	0.56	0.25	0.25	0.20	0.12	-0.06	0.25	0.12	0.29	0.34	0.38
5. Staff in my unit are comfortable providing services to individuals of all racial/ethnic groups	0.70	0.94	0.99	1.05	1.17	1.21	1.19	1.21	1.05	1.01	0.97	0.84	1.04	1.03	1.12	1.12	1.16
6. Staff in my unit willingly mentor minority staff members	0.25	0.41	0.45	0.63	0.83	0.70	0.79	0.62	0.59	0.51	0.40	0.28	0.51	0.48	0.63	0.69	0.69
7. Staff in my unit regard student diversity as critical to achieving IUPUI's mission	0.30	0.44	0.34	0.37	0.47	0.56											
8. Administrators in my unit provide leadership on issues that affect the minority staff	0.12	0.08	0.02	0.16	0.33	0.34	0.49	0.31	0.19	0.14	0.01						
9. In general, I think that race relations are good in my unit	0.54	0.80	0.86	1.00	0.94	0.99	1.06	0.95	0.94	0.87	0.70						
10. On campus, I see books in the library and the bookstore written from a variety of racial/ethnic viewpoints																	
11. I see materials in campus media that increase my understanding of individuals from backgrounds different than my own																	
12. In general, I think that race relations are good at IUPUI	0.37	0.65	0.62	0.69	0.60	0.71											
*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)																	

A26. Group Differences on Climate for Women and Climate for Minorities (continued)

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

	Organizational Area													
	Academic Support	Admin & Finance	External Affairs	UITs	Other Central Admin	Library	School of Dentistry	School of Law	School of Liberal Arts	School of Medicine	School of Nursing	School of Science	Univ College	Other Academic
Campus Climate for Women*														
1. In meetings, people pay just as much attention when female staff speak as when male staff speak														
2. The working environment for female staff is about the same as for their male counterparts														
3. Senior staff respect junior male and female staff equally														
4. Co-workers are serious about treating male and female staff equally														
5. Male staff tend to get more feedback about their performance than female staff do														
6. Staff who raise issues about the negative treatment of women in this unit find themselves disparaged by their colleagues														
7. Most staff would be as comfortable with a female supervisor as with a male supervisor														
8. Male staff are as comfortable developing friendships with a female staff member as with a male staff member														
9. Sex discrimination is a big problem														
10. It is common for a female staff member to present an idea and get no response, and then a male staff member to present the same idea and be acknowledged														
11. Most staff are supportive of female colleagues who want to balance their family and job obligations														
12. Female staff are less likely than their male counterparts to have influence in unit politics and administration														
13. Female staff don't often speak up when they see an instance of sex discrimination for fear it will jeopardize their job														
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>														
Campus Climate for Minorities*														
1. My unit does enough to recruit and retain minority staff														
2. I have received adequate training in how to provide staff services to individuals who are not members of my racial/cultural/socioeconomic group														
3. I often work together with minority staff	1.02	0.90	0.32	0.57	0.57	0.86	0.66	0.57	0.66	0.76	0.83	0.70	1.67	0.58
4. In my unit, staff who engage in activities to promote the development of minority staff are actively encouraged by their colleagues	0.51	0.19	0.16	0.16	-0.04	0.16	0.17	-0.25	0.42	0.19	0.70	0.03	0.96	0.38
5. Staff in my unit are comfortable providing services to individuals of all racial/ethnic groups														
6. Staff in my unit willingly mentor minority staff members	0.54	0.35	0.42	0.41	0.77	0.67	0.47	0.29	0.61	0.57	1.08	0.53	0.96	0.67
7. Staff in my unit regard student diversity as critical to achieving IUPUI's mission	0.67	0.43	0.60	0.20	0.75	0.58	0.43	0.52	0.44	0.38	0.75	0.66	0.96	0.84
8. Administrators in my unit provide leadership on issues that affect the minority staff														
9. In general, I think that race relations are good in my unit														
10. On campus, I see books in the library and the bookstore written from a variety of racial/ethnic viewpoints	0.59	0.27	0.36	0.38	0.44	1.00	0.30	0.45	0.52	0.29	0.42	0.22	0.58	0.37
11. I see materials in campus media that increase my understanding of individuals from backgrounds different than my own	0.56	0.24	0.44	0.33	0.48	0.72	0.22	0.29	0.51	0.23	0.53	0.13	0.54	0.52
12. In general, I think that race relations are good at IUPUI														
<i>*Responses provided on a 5-point scale where -2=Strongly Disagree (SD), -1=Disagree (D), 0=Neutral (N), 1=Agree (A), and 2=Strongly Agree (SA)</i>														

Group Differences on Survey Summary Scales

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						
		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/Amer	Af White	Hispanic	Native American	Multi-racial	Other
Communication and Morale^a	0.62									0.86	0.45	0.65	0.56	0.44	0.87	0.43
Recognition and Rewards^a	-0.35			-0.18	-0.39	-0.34	-0.41	-0.29	-0.10	0.04	-0.45	-0.35	-0.05	-0.36	-0.32	-0.29
Training and Development^a	0.36															
Performance Evaluations^a	0.35	0.39	0.25													
Physical Work Environment and Safety^a	0.54			0.62	0.62	0.58	0.44	0.51	0.69							
Supervision and Management^a	0.63															
Job Satisfaction^a	0.77			0.59	0.64	0.79	0.73	0.91	1.01							
Overall Satisfaction^{b*}	0.22			0.16	0.19	0.25	0.17	0.27	0.49							
Quality of IUPUI^{c*}	2.73	2.75	2.65	2.67	2.71	2.72	2.69	2.80	2.89							
Campus Climate for Women^a	0.64	0.56	0.89	0.85	0.80	0.69	0.54	0.60	0.62							
Campus Climate for Minorities^a	0.49	0.47	0.56							0.52	0.08	0.56	0.59	0.37	0.37	0.13

	Length of Service at IUPUI					Length of Service in Unit					Student Contact & Advising		
	Less than 1 yr	1-4 yrs	5-10 yrs	11-15 yrs	More than 15 yrs	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 and Adv
Communication and Morale^a													
Recognition and Rewards^a	0.11	-0.36	-0.42	-0.40	-0.41	-0.01	-0.38	-0.35	-0.50	-0.44			
Training and Development^a	0.56	0.35	0.31	0.42	0.27								
Performance Evaluations^a	0.68	0.35	0.25	0.32	0.30	0.61	0.28	0.42	0.27	0.25			
Physical Work Environment and Safety^a	0.82	0.56	0.51	0.47	0.42	0.68	0.65	0.47	0.50	0.38			
Supervision and Management^a	0.98	0.63	0.54	0.55	0.61								
Job Satisfaction^a													
Overall Satisfaction^{b*}	0.39	0.20	0.18	0.25	0.19								
Quality of IUPUI^{c*}											2.75	2.74	2.62
Campus Climate for Women^a	0.81	0.71	0.59	0.57	0.57	0.80	0.76	0.59	0.57	0.56			
Campus Climate for Minorities^a													

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

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

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

* Note change of scale

Group Differences on Survey Summary Scales

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

	Type of Position						Organizational Role					Highest Education Level						
	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
Communication and Morale^a	0.33	0.52	0.47	0.74	0.88	0.80	0.93	0.80	0.68	0.55	0.51	0.57	0.56	0.52	0.66	0.69	0.83	
Recognition and Rewards^a	-0.52	-0.44	-0.47	-0.20	-0.39	-0.19	0.01	-0.12	-0.35	-0.44	-0.43	-0.33	-0.41	-0.48	-0.31	-0.29	-0.20	
Training and Development^a	0.12	0.29	0.15	0.37	0.21	0.54	0.67	0.52	0.45	0.28	0.29	0.25	0.29	0.36	0.37	0.45	0.51	
Performance Evaluations^a	-0.07	0.36	0.30	0.38	0.47	0.43	0.38	0.51	0.46	0.30	0.23							
Physical Work Environment and Safety^a																		
Supervision and Management^a	0.37	0.57	0.44	0.78	0.91	0.76	0.77	0.78	0.72	0.56	0.57							
Job Satisfaction^a	0.50	0.72	0.65	0.76	0.93	0.91	1.10	0.89	0.84	0.69	0.70							
Overall Satisfaction^{b*}	0.02	0.20	0.02	0.18	0.13	0.37	0.48	0.36	0.19	0.17	0.19	0.20	0.20	0.15	0.26	0.28	0.31	
Quality of IUPUI^c																		
Campus Climate for Women^a	0.44	0.55	0.61	0.74	0.61	0.75	0.83	0.69	0.62	0.64	0.56	0.52	0.59	0.60	0.72	0.71	0.73	
Campus Climate for Minorities^a	0.34	0.43	0.40	0.52	0.58	0.59	0.66	0.58	0.53	0.48	0.38	0.35	0.53	0.44	0.52	0.55	0.56	

	Organizational Area													
	Academic Support	Admin & Finance	External Affairs	Other Central Admin	Other Central Admin	Library	School of Dentistry	School of Law	School of Liberal Arts	School of Medicine	School of Nursing	School of Science	Univ. College	Other Academic
Communication and Morale^a	0.76	0.43	0.67	0.55	0.78	0.80	0.69	0.52	0.74	0.65	0.98	0.59	0.47	0.69
Recognition and Rewards^a	-0.16	-0.49	-0.13	-0.33	-0.29	-0.28	-0.15	-0.57	-0.04	-0.37	-0.01	-0.51	-0.21	-0.27
Training and Development^a	0.57	0.22	0.21	0.33	0.72	0.48	0.43	0.42	0.39	0.33	0.94	0.24	0.63	0.56
Performance Evaluations^a	0.42	0.10	0.20	0.59	0.34	0.78	0.58	-0.21	0.60	0.36	0.87	0.45	0.06	0.43
Physical Work Environment and Safety^a	0.28	0.50	0.66	0.29	0.60	0.72	0.54	0.59	0.49	0.57	0.64	0.79	0.86	0.58
Supervision and Management^a														
Job Satisfaction^a														
Overall Satisfaction^{b*}	0.27	0.10	0.39	0.23	0.28	0.25	0.26	0.15	0.34	0.24	0.36	0.11	0.27	0.36
Quality of IUPUI^c	2.62	2.70	2.50	2.68	2.84	2.81	2.70	2.81	2.59	2.76	2.98	2.50	2.83	2.79
Campus Climate for Women^a														
Campus Climate for Minorities^a														

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

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

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

* Note change of scale

1999 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 administered 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 decision-makers understand and respond to the needs and interests of one of the campus' most important resources--the people who staff our programs and services. This questionnaire should take no longer than 40 minutes to complete. 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 STRICTLY CONFIDENTIAL—You are identified by name on the return envelope for response tracking and research purposes only. When your completed survey is received, the survey instrument will be removed from the envelope, your name will be taken off the mailing list for any follow-up mailings, and the envelope will be destroyed. **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 analysis 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
Theresa Martin, Human Resources	274-8931	tmartin@iupui.edu
Melinda L. Phillabaum, Staff Council	274-2731	mphillab@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!

1999 IUPUI Staff Survey

INSTRUCTIONS

Please think about your experiences at IUPUI and in your unit over the past year. When referring to your unit we mean the office, department, or service group that includes the people with whom you work on a day-to-day basis. ***It is very important that you keep the same unit in mind when responding to the items.*** When answering items referring to your “supervisor,” please think of the person you report to directly or the person you most often report to in performing your job.

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. INDICATE YOUR RESPONSE BY CIRCLING THE NUMBER CORRESPONDING TO YOUR ANSWER. THANK YOU.

SCALE

Sections 1 – 7 of this survey use the same scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, and No Basis to Judge.

Sections 8 – 10 of this survey each use different scales described in each of these sections.

Section 1. Communication and Morale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis to Judge
1. I am satisfied with the amount of information I receive about what is going on in my unit	1	2	3	4	5	9
2. I understand the connection between my work and the goals of my unit	1	2	3	4	5	9
3. I have a good understanding of my unit’s mission	1	2	3	4	5	9
4. Members of my work unit support one another	1	2	3	4	5	9
5. There is a climate of trust in my unit	1	2	3	4	5	9
6. Staff members in my unit are honest and ethical	1	2	3	4	5	9
7. When disagreements occur in my unit, ideas are criticized, not people	1	2	3	4	5	9
8. My unit has good working relationships with other units in the University	1	2	3	4	5	9
9. My unit has good working relationships with organizations external to the University	1	2	3	4	5	9

Section 2. Recognition and Rewards

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis to Judge
1. I am satisfied with the recognition I receive for doing a good job	1	2	3	4	5	9
2. Success stories that occur in my unit are regularly shared among staff members	1	2	3	4	5	9
3. High-performing staff receive non-monetary rewards (e.g., plaque, letter of appreciation, public recognition)	1	2	3	4	5	9
4. Outstanding service to customers is recognized or rewarded	1	2	3	4	5	9
5. 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	9
6. High-performing staff get promoted	1	2	3	4	5	9
7. Pay raises depend on how well staff perform their jobs	1	2	3	4	5	9
8. I have a good understanding of what benefits I receive	1	2	3	4	5	9
9. Staff are asked about their preferences for different types of recognition and rewards	1	2	3	4	5	9

(continued on next page)

Section 3a. Training and Development

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis to Judge
1. Training and career development opportunities are allocated fairly	1	2	3	4	5	9
2. I am satisfied with the kinds of training currently available to me	1	2	3	4	5	9
3. My work schedule gives me adequate opportunities to participate in training that improves my work performance	1	2	3	4	5	9
4. My supervisor is supportive of my attending training to further improve my job skills	1	2	3	4	5	9
5. Overall, the training I have attended for my present job has helped me perform my job better	1	2	3	4	5	9
6. Overall, the training I have attended for my present job has contributed to my personal development	1	2	3	4	5	9
7. I have training opportunities available to me that are useful for my future career and my personal development	1	2	3	4	5	9
8. My unit evaluates the success of the training and development opportunities being provided to our staff members	1	2	3	4	5	9
9. I take advantage of Fee Courtesy	1	2	3	4	5	9
10. University courses (for credit or audit) that I take outside of work hours are recognized and encouraged in my unit	1	2	3	4	5	9

Section 3b. Performance Evaluations

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis to Judge
1. Written performance evaluations are conducted in my unit	1	2	3	4	5	9
2. Oral performance evaluations are conducted in my unit	1	2	3	4	5	9
3. I am satisfied with how performance evaluations are conducted in my unit	1	2	3	4	5	9
4. My last performance evaluation provided me with information I could use to improve my performance	1	2	3	4	5	9
5. Individual goals/objectives for improving work are included in staff performance evaluations	1	2	3	4	5	9
6. In my unit there have been continuous improvements over time in the way we do things	1	2	3	4	5	9
7. My supervisor provides more positive than negative feedback about my performance	1	2	3	4	5	9
8. I would like the opportunity to evaluate my supervisor's performance	1	2	3	4	5	9
9. I would like the opportunity to evaluate my co-workers' performance	1	2	3	4	5	9

Section 4. Physical Work Environment and Safety

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis to Judge
1. I am satisfied with my physical work environment at IUPUI	1	2	3	4	5	9
2. For the work I do, my physical working conditions are good	1	2	3	4	5	9
3. The stress experienced by staff members in my unit is at reasonable levels	1	2	3	4	5	9
4. My working conditions are safe	1	2	3	4	5	9
5. IUPUI treats employee safety as a high priority	1	2	3	4	5	9
6. IUPUI is a safe campus	1	2	3	4	5	9

Section 5. Supervision/Management

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis to Judge
1. My supervisor has the <u>training and experience</u> needed for his/her position as a supervisor	1	2	3	4	5	9
2. My supervisor has the <u>supervisory skills</u> needed in his/her position as a supervisor	1	2	3	4	5	9
3. My supervisor distributes in a fair way the workload among staff in my unit	1	2	3	4	5	9
4. My supervisor bases decisions primarily on facts and data rather than on opinions and feelings	1	2	3	4	5	9
5. My supervisor supports free exchanges of opinions and ideas related to work	1	2	3	4	5	9
6. My supervisor is open to new ways of doing things	1	2	3	4	5	9
7. My supervisor demonstrates that quality is important in his/her day-to-day activities (e.g., holding meetings to discuss quality issues, interact with others)	1	2	3	4	5	9
8. My supervisor provides staff with constructive suggestions to improve their job performance	1	2	3	4	5	9
9. My supervisor personally recognizes the contributions of individuals on a regular basis	1	2	3	4	5	9
10. I receive adequate guidance from my supervisor to succeed in my job	1	2	3	4	5	9
11. My supervisor is generally available to discuss issues related to my work	1	2	3	4	5	9
12. My supervisor is <u>not</u> dependent on his/her subordinates for personal friendships	1	2	3	4	5	9

Section 6. Job Satisfaction

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis to Judge
1. I like the work I do at my current position	1	2	3	4	5	9
2. I feel a sense of personal satisfaction when I do my job well	1	2	3	4	5	9
3. My job is challenging enough for me	1	2	3	4	5	9
4. I am satisfied with my involvement in decisions that affect my work	1	2	3	4	5	9
5. My job responsibilities are clear so that I know what is expected of me	1	2	3	4	5	9
6. My job makes good use of my skills and abilities	1	2	3	4	5	9
7. The distribution of work among staff is well balanced	1	2	3	4	5	9
8. The distribution of work among staff is fair	1	2	3	4	5	9
9. I have the appropriate supplies, materials, and equipment to perform my job well	1	2	3	4	5	9

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Section 7. Overall Satisfaction

NOTE CHANGE OF SCALE: Please use the following scale when responding to items in this section—Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, No Basis to Judge

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	No Basis to Judge
1. My overall job satisfaction	1	2	3	4	5	9
2. The clarity of objectives and plans for the next few years in my unit	1	2	3	4	5	9
3. The clarity of objectives and plans for the next few years at IUPUI	1	2	3	4	5	9
4. The identity and sense of community at IUPUI	1	2	3	4	5	9
5. Staff morale in my unit	1	2	3	4	5	9
6. The level of collegiality in my unit	1	2	3	4	5	9
7. The level of collegiality at IUPUI	1	2	3	4	5	9
8. Staff salary levels	1	2	3	4	5	9
9. Fringe benefits (retirement, early retirement, health care, etc.)	1	2	3	4	5	9
10. Staff development opportunities in my unit	1	2	3	4	5	9
11. Staff development opportunities at IUPUI	1	2	3	4	5	9
12. The quality of academic programs	1	2	3	4	5	9
13. The quality of student academic support programs and services	1	2	3	4	5	9
14. The availability of parking on campus	1	2	3	4	5	9
15. The cost of parking on campus	1	2	3	4	5	9

Section 8. Quality of IUPUI

NOTE CHANGE OF SCALE: Please use the following scale when responding to items in this section—Excellent, Good, Fair, Poor, No Basis to Judge

	Excellent	Good	Fair	Poor	No Basis to Judge
16. Reputation of IUPUI in Indianapolis	1	2	3	4	9
17. Reputation of IUPUI in Indiana	1	2	3	4	9
18. Quality of administrative leadership in central administration	1	2	3	4	9
19. Quality of staff service to the institution	1	2	3	4	9
20. Quality of undergraduate students at IUPUI	1	2	3	4	9
21. Quality of graduate or graduate-professional students at IUPUI	1	2	3	4	9
22. Quality of work spaces at IUPUI (offices, classrooms, labs, training facilities)	1	2	3	4	9
23. Quality of technology available to staff to get their work done	1	2	3	4	9

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Section 9. Campus Climate for Women and Minorities

NOTE CHANGE OF SCALE: Please use the following 1 to 5 scale when responding to items in this section—1 indicates “Do Not Agree” and 5 indicates “Strongly Agree”

Campus Climate for Women	In my unit ...	Do Not Agree					Strongly Agree
1. ... in meetings, people pay just as much attention when female staff speak as when male staff speak		1	2	3	4	5	
2. ... the working environment for female staff is about the same as for their male counterparts		1	2	3	4	5	
3. ... senior staff respect junior male and female staff equally		1	2	3	4	5	
4. ... co-workers are serious about treating male and female staff equally		1	2	3	4	5	
5. ... male staff tend to get more feedback about their performance than female staff do		1	2	3	4	5	
6. ... staff who raise issues about the negative treatment of women in this unit find themselves disparaged by their colleagues		1	2	3	4	5	
7. ... most staff would be as comfortable with a female supervisor as with a male supervisor		1	2	3	4	5	
8. ... male staff are as comfortable developing friendships with a female staff member as with a male staff member		1	2	3	4	5	
9. ... sex discrimination is a big problem		1	2	3	4	5	
10. ... it is not uncommon for a female staff member to present an idea and get no response, and then a male staff member to present the same idea and be acknowledged		1	2	3	4	5	
11. ... most staff are supportive of female colleagues who want to balance their family and job obligations		1	2	3	4	5	
12. ... female staff are less likely than their male counterparts to have influence in unit politics and administration		1	2	3	4	5	
13. ... female staff don't often speak up when they see an instance of sex discrimination for fear it will jeopardize their job		1	2	3	4	5	

Campus Climate for Minorities

		Do Not Agree					Strongly Agree
1. My unit does enough to recruit and retain minority staff		1	2	3	4	5	
2. I have received adequate training in how to provide staff services to individuals who are not members of my racial/cultural/socioeconomic group		1	2	3	4	5	
3. I often work together with minority staff		1	2	3	4	5	
4. In my unit, staff who engage in activities to promote the development of minority staff are actively encouraged by their colleagues		1	2	3	4	5	
5. Staff in my unit are comfortable providing services to individuals of all racial/ethnic groups		1	2	3	4	5	
6. Staff in my unit willingly mentor minority staff members		1	2	3	4	5	
7. Staff in my unit regard student diversity as critical to achieving IUPUI's mission		1	2	3	4	5	
8. Administrators in my unit provide leadership on issues that affect the minority staff		1	2	3	4	5	
9. In general, I think that race relations are good in my unit		1	2	3	4	5	
10. On campus, I see books in the library and the bookstore written from a variety of racial/ethnic viewpoints		1	2	3	4	5	
11. I see materials in campus media that increase my understanding of individuals from backgrounds different than my own		1	2	3	4	5	
12. In general, I think that race relations are good at IUPUI		1	2	3	4	5	

Section 10. Demographics

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

1. Gender:
 - Female Male
2. Age:
 - Less than 23 years
 - 23 to 30 years
 - 31 to 40 years
 - 41 to 50 years
 - 51 to 60 years
 - Over 60 years
3. 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):

4. For how many years have you worked...

At IUPUI?	In your current unit?
<input type="radio"/> Less than 1 year	<input type="radio"/> Less than 1 year
<input type="radio"/> 1 - 4 years	<input type="radio"/> 1 - 4 years
<input type="radio"/> 5 - 10 years	<input type="radio"/> 5 - 10 years
<input type="radio"/> 11 - 15 years	<input type="radio"/> 11 - 15 years
<input type="radio"/> More than 15 years	<input type="radio"/> More than 15 years
5. Does your work involve direct contact with students?
 - No YesIf yes, do you provide any student advising?
 - No Yes Not Applicable
6. Which of the following best describes your organizational role?
 - Director
 - Manager
 - Supervisor
 - Front-line service provider
 - Other (please specify):

7. 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, license, tech/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):
