2005 IUPUI Faculty Survey

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

The floating bars give you a sense of how reliably the sample mean can be generalized to the population that these data represent; that is, all faculty. The width of the bar generally increases if the sample size decreases or the variation in answers to the item increases. More narrow bars would then occur for items with a larger number of respondents or smaller variation among responses.

The floating bars are particularly useful in comparing differences across items. If the bars overlap, then the apparent differences in location are not statistically significant. If the bars do not overlap, then the difference is statistically significant at the p = .05 level. The reader should note that this is a somewhat conservative test of statistical significance, as explained further in the following technical note.

**Technical Note**

The mean confidence interval uses the t-value associated with a probability level of 0.05 and the degrees of freedom appropriate to each item (i.e., n - 1). For example, for an item with 1000 respondents (df = 999), the corresponding t-value is 1.9623. The mean minus the standard error (standard deviation divided by the square root of the number of respondents) is the starting point for the bar, and 2 x 1.9623 x the standard error is the width of the bar.

Since the item confidence intervals are based on item standard errors, using the non-overlap of bars as an indication of a statistically significant difference is more conservative than a t-test between the two items. This is because the corresponding t-test would employ a pooled estimate of the standard error which would generally be lower than the individual item standard errors. The conservativeness of this test is more than offset by the large number of items that one can compare across this survey. Therefore, readers should still interpret these differences conservatively.
## Demographics

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

### A1. Gender

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
<th>IUPUI Pop</th>
<th>%</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>384</td>
<td>38.6%</td>
<td>34.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>612</td>
<td>61.4%</td>
<td>65.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>996</td>
<td>100.0%</td>
<td>p&lt;.01(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Answer</td>
<td>5</td>
<td>0.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A2. Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N</th>
<th>%</th>
<th>IUPUI Pop</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>19</td>
<td>1.9%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Asian American</td>
<td>117</td>
<td>11.8%</td>
<td>12.1%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>33</td>
<td>3.3%</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>825</td>
<td>83.0%</td>
<td>82.2%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>994</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Answer (Missing Values)</td>
<td>7</td>
<td>0.7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A3. Academic rank

<table>
<thead>
<tr>
<th>Academic rank</th>
<th>N</th>
<th>%</th>
<th>IUPUI Pop</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor/Librarian</td>
<td>285</td>
<td>29.3%</td>
<td>26.7%</td>
<td></td>
</tr>
<tr>
<td>Associate Professor/ Librarian</td>
<td>303</td>
<td>31.1%</td>
<td>30.9%</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor/ Librarian</td>
<td>294</td>
<td>30.2%</td>
<td>34.5%</td>
<td></td>
</tr>
<tr>
<td>Lecturer/Instructor</td>
<td>91</td>
<td>9.4%</td>
<td>8.0%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>973</td>
<td>100.0%</td>
<td>p&lt;.01(a)</td>
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</tr>
<tr>
<td>No Answer (Missing Values)</td>
<td>28</td>
<td>2.8%</td>
<td></td>
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*Compared to IUPUI population and based on the chi-square test for independence*

### A4. School

<table>
<thead>
<tr>
<th>School</th>
<th>N</th>
<th>%</th>
<th>IUPUI Pop</th>
<th>%</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>21</td>
<td>2.1%</td>
<td>2.0%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td>46</td>
<td>4.6%</td>
<td>4.9%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>18</td>
<td>1.8%</td>
<td>1.4%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>37</td>
<td>3.7%</td>
<td>3.6%</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>Herron School of Art</td>
<td>16</td>
<td>1.6%</td>
<td>1.7%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>27</td>
<td>2.7%</td>
<td>3.0%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>119</td>
<td>11.9%</td>
<td>10.5%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Medicine, Basic Sciences</td>
<td>68</td>
<td>6.8%</td>
<td>5.2%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Medicine, Academic Clinical</td>
<td>412</td>
<td>41.4%</td>
<td>46.4%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>45</td>
<td>4.5%</td>
<td>4.0%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>Phys Educ and Tourism Manag</td>
<td>14</td>
<td>1.4%</td>
<td>1.0%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Public and Environ Affairs</td>
<td>14</td>
<td>1.4%</td>
<td>1.2%</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>72</td>
<td>7.2%</td>
<td>7.1%</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>14</td>
<td>1.4%</td>
<td>1.3%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>University Library</td>
<td>22</td>
<td>2.2%</td>
<td>1.5%</td>
<td>79%</td>
<td></td>
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<tr>
<td>Other</td>
<td>51</td>
<td>5.1%</td>
<td>5.2%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>996</td>
<td>100%</td>
<td>p&lt;.01(a)</td>
<td>p&lt;.01(a)</td>
<td></td>
</tr>
</tbody>
</table>
### A5. Relationships between faculty group characteristics

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>African American</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>83</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td><strong>%</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Female</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Male</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td><strong>%</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Business</td>
<td>1%</td>
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<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Education</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Eng and Tech</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Herron School of Art</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Law</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Med., Basic Sciences</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Med., Academic Clinical</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>Nursing</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Phys Ed and Tourism Manag</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Public and Environ Affairs</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Science</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Social Work</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>University Library</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
<td>3%</td>
</tr>
</tbody>
</table>

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

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

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

**NO BORDER and SMALL PRINT** indicate no significant difference (p>0.05)
### A5 continued. Relationships between faculty group characteristics

<table>
<thead>
<tr>
<th>School</th>
<th>Business</th>
<th>Dentistry</th>
<th>Education</th>
<th>Eng &amp; Tech</th>
<th>Herron</th>
<th>Law</th>
<th>Liberal Arts</th>
<th>Basic Sciences</th>
<th>Medicine, Academic</th>
<th>Clinical</th>
<th>Nursing</th>
<th>and Tourism</th>
<th>Manag</th>
<th>Public &amp; Environ</th>
<th>Affairs</th>
<th>Science</th>
<th>Social Work</th>
<th>University Library</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>5</td>
<td>18</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>54</td>
<td>17</td>
<td>128</td>
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<td>4</td>
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<td>9</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>16</td>
<td>28</td>
<td>7</td>
<td>28</td>
<td>6</td>
<td>16</td>
<td>65</td>
<td>51</td>
<td>284</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td>53</td>
<td>5</td>
<td>10</td>
<td>21</td>
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<td><strong>Race/Ethnicity</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<td>0</td>
<td>3</td>
<td>0</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<td>Asian American</td>
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<td>0</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>18</td>
<td>66</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Hispanic</td>
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<td>1</td>
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<td>3</td>
<td>0</td>
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<td>1</td>
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<td></td>
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<td>27</td>
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<td>25</td>
<td>107</td>
<td>50</td>
<td>325</td>
<td>42</td>
<td>11</td>
<td>11</td>
<td>58</td>
<td>12</td>
<td>21</td>
<td>48</td>
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</tr>
<tr>
<td><strong>Academic Rank</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor/Librarian</td>
<td>5</td>
<td>17</td>
<td>2</td>
<td>11</td>
<td>1</td>
<td>16</td>
<td>27</td>
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<td>4</td>
<td>13</td>
<td></td>
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</tr>
<tr>
<td>Assoc. Prof./Lib.</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td>9</td>
<td>5</td>
<td>10</td>
<td>29</td>
<td>17</td>
<td>126</td>
<td>16</td>
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<td>6</td>
<td>25</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist. Prof./Lib.</td>
<td>2</td>
<td>18</td>
<td>7</td>
<td>12</td>
<td>8</td>
<td>1</td>
<td>16</td>
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<td>5</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer/Instructor</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>46</td>
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<td>3</td>
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<td>13</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**NO BORDER and SMALL PRINT** indicate no significant difference ($p > .05$)
### A6. Time allocated to faculty activities

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

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

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race</th>
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</table>
A7 continued. School differences in time allocated to faculty activities

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

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<th>Medicine, Academic Clinical</th>
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<th>Phys Ed and Tourism Manag</th>
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</table>
### A8. Quality of IUPUI\(^{ab}\)

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

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

\(^{b}\) Results presented in order from highest to lowest mean quality ratings.

\(^{c}\) Valid N excludes missing data.

### A9. Quality of Advising\(^d\)

<table>
<thead>
<tr>
<th>Overall, how would you rate the quality of academic advising available in your unit</th>
<th>Valid N(^d)</th>
<th>Mean</th>
<th>STD</th>
<th>PR</th>
<th>FR</th>
<th>GD</th>
<th>EX</th>
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<td></td>
<td>415</td>
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<td>7%</td>
<td>27%</td>
<td>42%</td>
<td>24%</td>
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</table>

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

\(^{d}\) Valid N excludes missing data.
A10. Group differences in faculty perceptions of the quality of IUPUI[^b]

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

<table>
<thead>
<tr>
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<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Academic Rank</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>African American</td>
</tr>
<tr>
<td>The quality of overall professional service (application of disciplinary expertise) in my department/program</td>
<td>3.28</td>
<td>3.22</td>
<td>3.26</td>
</tr>
<tr>
<td>The quality of faculty service to the institution in my department/program</td>
<td>3.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of overall teaching in my department/program</td>
<td>3.23</td>
<td>3.33</td>
<td>3.16</td>
</tr>
<tr>
<td>The quality of administrative leadership in my department/program</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reputation of IUPUI in Indianapolis</td>
<td>2.94</td>
<td>2.95</td>
<td>3.15</td>
</tr>
<tr>
<td>The national reputation of my department/program</td>
<td>2.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of administrative leadership in my school/program</td>
<td>2.89</td>
<td></td>
<td></td>
</tr>
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<td>The quality of overall research in my department/program</td>
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<td>2.81</td>
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<td>The quality of administrative leadership in IUPUI campus administration</td>
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<td>2.67</td>
</tr>
<tr>
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<td>2.64</td>
<td>2.46</td>
</tr>
<tr>
<td>The reputation of IUPUI nationally</td>
<td>2.31</td>
<td>2.42</td>
<td>2.23</td>
</tr>
</tbody>
</table>

[^b]: Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.
[^b]: Results presented in order from highest to lowest mean quality ratings.
### A10 continued. Group differences in faculty perceptions of the quality of IUPUIab

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

<table>
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<th>Campus-Wide</th>
<th>Business</th>
<th>Dentistry</th>
<th>Education</th>
<th>Eng &amp; Tech</th>
<th>Herron</th>
<th>Law</th>
<th>Liberal Arts</th>
<th>Medicine, Basic Sciences</th>
<th>Medicine, Clinical</th>
<th>Nursing</th>
<th>Phys Ed &amp; Tourism</th>
<th>Public &amp; Environ Affairs</th>
<th>Science</th>
<th>Social Work</th>
<th>University Library</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of overall professional service (application of disciplinary expertise) in my department/program</td>
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<tr>
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<td>2.14</td>
<td>2.09</td>
<td>2.92</td>
<td>2.59</td>
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<tr>
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<td>2.31</td>
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<td>2.35</td>
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</table>

a Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.
b Results presented in order from highest to lowest mean quality ratings.

### A11. Group differences in faculty perceptions of the quality of advising

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

<table>
<thead>
<tr>
<th>Campus-Wide</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, how would you rate the quality of academic advising available in your unit</td>
<td>2.84</td>
<td>Female</td>
<td>Male</td>
</tr>
</tbody>
</table>

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

### A11 continued. Group differences in faculty perceptions of the quality of advising

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

<table>
<thead>
<tr>
<th>Campus-Wide</th>
<th>Business</th>
<th>Dentistry</th>
<th>Education</th>
<th>Eng &amp; Tech</th>
<th>Herron</th>
<th>Law</th>
<th>Liberal Arts</th>
<th>Medicine, Basic Sciences</th>
<th>Medicine, Clinical</th>
<th>Nursing</th>
<th>Phys Ed &amp; Tourism</th>
<th>Public &amp; Environ Affairs</th>
<th>Science</th>
<th>Social Work</th>
<th>University Library</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, how would you rate the quality of academic advising available in your unit</td>
<td>2.84</td>
<td>3.07</td>
<td>2.58</td>
<td>2.38</td>
<td>3.13</td>
<td>2.47</td>
<td>2.38</td>
<td>2.82</td>
<td>NA</td>
<td>NA</td>
<td>2.63</td>
<td>3.67</td>
<td>2.25</td>
<td>3.02</td>
<td>3.00</td>
<td>2.33</td>
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</table>

a Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.
### A12. Faculty Work Environment

<table>
<thead>
<tr>
<th>Satisfaction with IUPUI in the areas of...</th>
<th>Valid N</th>
<th>Mean</th>
<th>STD</th>
<th>VD</th>
<th>D</th>
<th>N</th>
<th>S</th>
<th>VS</th>
<th>VD</th>
<th>D</th>
<th>N</th>
<th>S</th>
<th>VS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The level of collegiality in my department/program</td>
<td>989</td>
<td>1.07</td>
<td>0.95</td>
<td>1%</td>
<td>6%</td>
<td>15%</td>
<td>39%</td>
<td>39%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration among my colleagues on projects of mutual interest</td>
<td>984</td>
<td>0.91</td>
<td>0.90</td>
<td>1%</td>
<td>6%</td>
<td>20%</td>
<td>47%</td>
<td>26%</td>
<td></td>
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</tr>
<tr>
<td>My overall job satisfaction</td>
<td>985</td>
<td>0.85</td>
<td>0.90</td>
<td>2%</td>
<td>7%</td>
<td>17%</td>
<td>53%</td>
<td>21%</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Technology support for teaching</td>
<td>967</td>
<td>0.85</td>
<td>0.93</td>
<td>2%</td>
<td>6%</td>
<td>21%</td>
<td>47%</td>
<td>24%</td>
<td></td>
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</tr>
<tr>
<td>The level of collegiality at IUPUI</td>
<td>515</td>
<td>0.82</td>
<td>0.88</td>
<td>2%</td>
<td>5%</td>
<td>23%</td>
<td>50%</td>
<td>21%</td>
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</tr>
<tr>
<td>Fringe benefits (retirement, early retirement, health care, etc.)</td>
<td>984</td>
<td>0.71</td>
<td>0.92</td>
<td>2%</td>
<td>10%</td>
<td>22%</td>
<td>50%</td>
<td>17%</td>
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</tr>
<tr>
<td>Technology support for research and scholarly activity</td>
<td>974</td>
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<td>0.95</td>
<td>2%</td>
<td>9%</td>
<td>23%</td>
<td>48%</td>
<td>18%</td>
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<tr>
<td>Faculty development opportunities through my school</td>
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<td>2%</td>
<td>10%</td>
<td>24%</td>
<td>48%</td>
<td>16%</td>
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<tr>
<td>Faculty morale in my unit</td>
<td>973</td>
<td>0.66</td>
<td>1.03</td>
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<td>14%</td>
<td>19%</td>
<td>45%</td>
<td>20%</td>
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<tr>
<td>Technology support for students taking classes</td>
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<td>0.66</td>
<td>1.06</td>
<td>7%</td>
<td>5%</td>
<td>20%</td>
<td>50%</td>
<td>18%</td>
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<td>Faculty development opportunities at IUPUI</td>
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<td>4%</td>
<td>7%</td>
<td>29%</td>
<td>41%</td>
<td>18%</td>
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</tr>
<tr>
<td>Rewards and recognition for research and scholarly activity</td>
<td>967</td>
<td>0.61</td>
<td>0.94</td>
<td>3%</td>
<td>9%</td>
<td>26%</td>
<td>48%</td>
<td>14%</td>
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<td>7%</td>
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<td>Rewards and recognition for teaching</td>
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<td>13%</td>
<td>31%</td>
<td>44%</td>
<td>9%</td>
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<td>8%</td>
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<tr>
<td>The use of my time spent in department committees and task forces</td>
<td>952</td>
<td>0.34</td>
<td>0.88</td>
<td>2%</td>
<td>15%</td>
<td>33%</td>
<td>44%</td>
<td>5%</td>
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<tr>
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<td>9%</td>
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<tr>
<td>Faculty development opportunities for research and scholarship development</td>
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<td>0.28</td>
<td>0.91</td>
<td>3%</td>
<td>16%</td>
<td>36%</td>
<td>39%</td>
<td>6%</td>
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<td>14%</td>
<td>36%</td>
<td>42%</td>
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<tr>
<td>Rewards and recognition for professional service</td>
<td>960</td>
<td>0.26</td>
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<td>18%</td>
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<td>7%</td>
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<tr>
<td>Effectiveness of support services for faculty research and scholarship</td>
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<td>34%</td>
<td>37%</td>
<td>7%</td>
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<td>Rewards and recognition for institutional service</td>
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<td>18%</td>
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<td>4%</td>
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<td>4%</td>
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<tr>
<td>Time available for developing research and scholarly activities</td>
<td>950</td>
<td>0.11</td>
<td>0.97</td>
<td>3%</td>
<td>29%</td>
<td>29%</td>
<td>33%</td>
<td>6%</td>
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<tr>
<td>Institutional funding resources for research and scholarship development</td>
<td>955</td>
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<td>0.94</td>
<td>4%</td>
<td>22%</td>
<td>38%</td>
<td>31%</td>
<td>5%</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Faculty salary levels</td>
<td>956</td>
<td>0.08</td>
<td>0.99</td>
<td>4%</td>
<td>28%</td>
<td>32%</td>
<td>30%</td>
<td>6%</td>
<td></td>
<td></td>
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<tr>
<td>The professional status accorded part-time faculty</td>
<td>800</td>
<td>-0.08</td>
<td>1.07</td>
<td>14%</td>
<td>15%</td>
<td>42%</td>
<td>25%</td>
<td>5%</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The role part-time faculty have in faculty governance</td>
<td>777</td>
<td>-0.09</td>
<td>1.06</td>
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<td>12%</td>
<td>44%</td>
<td>24%</td>
<td>5%</td>
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<tr>
<td>The adequacy of support for part-time faculty</td>
<td>784</td>
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<td>1.09</td>
<td>15%</td>
<td>17%</td>
<td>38%</td>
<td>25%</td>
<td>5%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

* Responses provided on a 5-point scale where 2=Very Satisfied (VS), 1=Satisfied (S), 0=Neutral (N), -1=Dissatisfied (D), and -2=Very Dissatisfied (VD).
* Results presented in order from highest to lowest mean satisfaction ratings.
* Valid N excludes missing data.
## A13. Group differences in satisfaction with the faculty work environments

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

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Race/Ethnicity</th>
<th>Gender</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American</td>
<td>Asian American</td>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>The level of collegiality in my department/program</td>
<td>1.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration among my colleagues on projects of mutual interest</td>
<td>0.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My overall job satisfaction</td>
<td>0.85</td>
<td>0.95</td>
<td>0.78</td>
</tr>
<tr>
<td>Technology support for teaching</td>
<td>0.63</td>
<td>0.84</td>
<td>0.51</td>
</tr>
<tr>
<td>The level of collegiality at IUPUI</td>
<td>0.63</td>
<td>0.84</td>
<td>0.51</td>
</tr>
<tr>
<td>Fringe benefits (retirement, early retirement, health care, etc.)</td>
<td>0.63</td>
<td>0.84</td>
<td>0.51</td>
</tr>
<tr>
<td>Technology support for research and scholarly activity</td>
<td>0.69</td>
<td>0.71</td>
<td>0.54</td>
</tr>
<tr>
<td>Faculty development opportunities through my school</td>
<td>0.67</td>
<td>0.77</td>
<td>0.61</td>
</tr>
<tr>
<td>Faculty morale in my unit</td>
<td>0.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology support for students taking classes</td>
<td>0.66</td>
<td>0.77</td>
<td>0.59</td>
</tr>
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<td>Faculty development opportunities at IUPUI</td>
<td>0.63</td>
<td>0.84</td>
<td>0.51</td>
</tr>
<tr>
<td>Rewards and recognition for research and scholarly activity</td>
<td>0.61</td>
<td>0.71</td>
<td>0.54</td>
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<tr>
<td>The relevance and importance of issues addressed by the IUPUI Faculty Council</td>
<td>0.43</td>
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<tr>
<td>Rewards and recognition for teaching</td>
<td>0.43</td>
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<td></td>
</tr>
<tr>
<td>The representativeness of IUPUI Faculty Council for faculty concerns</td>
<td>0.37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The use of my time spent in department committees and task forces</td>
<td>0.34</td>
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<tr>
<td>The effectiveness of the IUPUI Faculty Council structure</td>
<td>0.30</td>
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</tr>
<tr>
<td>Faculty development opportunities for research and scholarship development</td>
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<td></td>
<td></td>
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<tr>
<td>The use of my time spent in school committees and task forces</td>
<td>0.28</td>
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<tr>
<td>Rewards and recognition for professional service</td>
<td>0.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of support services for faculty research and scholarship</td>
<td>0.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards and recognition for institutional service</td>
<td>0.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The use of my time spent in campus-wide committees and task forces</td>
<td>0.19</td>
<td>0.32</td>
<td>0.10</td>
</tr>
<tr>
<td>Time available for developing research and scholarly activities</td>
<td>0.11</td>
<td>0.00</td>
<td>0.18</td>
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<td>Institutional funding resources for research and scholarship development</td>
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<td>Faculty salary levels</td>
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</tr>
<tr>
<td>The professional status accorded part-time faculty</td>
<td>-0.06</td>
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<tr>
<td>The role part-time faculty have in faculty governance</td>
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<tr>
<td>The adequacy of support for part-time faculty</td>
<td>-0.14</td>
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</table>
### Appendix

#### Item-by-Item Summary

**A13 Continued. Group differences in satisfaction with the faculty work environments**

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

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

<table>
<thead>
<tr>
<th>School</th>
<th>Campus-Wide</th>
<th>Business</th>
<th>Dentistry</th>
<th>Education</th>
<th>Eng &amp; Tech</th>
<th>Herron</th>
<th>Law</th>
<th>Liberal Arts</th>
<th>Medicine, Basic Sciences</th>
<th>Medicine, Academic Clinical</th>
<th>Nursing</th>
<th>Phys Ed &amp; Tourism Manag</th>
<th>Public &amp; Environ Affairs</th>
<th>Science</th>
<th>Social Work</th>
<th>University Library</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration among my colleagues on projects of mutual interest</td>
<td>0.91</td>
<td>1.71</td>
<td>0.98</td>
<td>1.53</td>
<td>1.41</td>
<td>1.31</td>
<td>0.74</td>
<td>1.11</td>
<td>1.00</td>
<td>1.00</td>
<td>1.21</td>
<td>0.43</td>
<td>1.21</td>
<td>1.14</td>
<td>1.29</td>
<td>1.14</td>
<td>1.28</td>
</tr>
<tr>
<td>My overall job satisfaction</td>
<td>0.82</td>
<td>1.00</td>
<td>0.98</td>
<td>1.44</td>
<td>1.08</td>
<td>0.19</td>
<td>1.44</td>
<td>1.10</td>
<td>0.56</td>
<td>0.57</td>
<td>0.77</td>
<td>1.29</td>
<td>1.29</td>
<td>1.13</td>
<td>1.50</td>
<td>0.90</td>
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<td>0.72</td>
<td>0.89</td>
<td>0.73</td>
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<td>0.45</td>
<td>0.55</td>
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<td>0.72</td>
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<td>0.95</td>
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<td>The level of collegiality at IUPUI</td>
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<td>0.85</td>
<td>0.49</td>
<td>0.78</td>
<td>1.03</td>
<td>0.44</td>
<td>0.78</td>
<td>0.60</td>
<td>0.45</td>
<td>0.60</td>
<td>1.20</td>
<td>0.86</td>
<td>0.21</td>
<td>0.50</td>
<td>1.36</td>
<td>1.29</td>
<td>0.90</td>
</tr>
<tr>
<td>Faculty development opportunities through my school</td>
<td>0.70</td>
<td>0.86</td>
<td>0.95</td>
<td>0.63</td>
<td>0.76</td>
<td>1.16</td>
<td>0.75</td>
<td>0.48</td>
<td>0.53</td>
<td>0.60</td>
<td>0.57</td>
<td>0.68</td>
<td>1.00</td>
<td>0.36</td>
<td>0.82</td>
<td>1.29</td>
<td>0.64</td>
</tr>
<tr>
<td>Faculty morale in my unit</td>
<td>0.82</td>
<td>0.86</td>
<td>0.95</td>
<td>0.82</td>
<td>0.94</td>
<td>0.66</td>
<td>0.31</td>
<td>1.37</td>
<td>0.81</td>
<td>0.38</td>
<td>0.34</td>
<td>0.66</td>
<td>1.14</td>
<td>0.71</td>
<td>1.04</td>
<td>1.43</td>
<td>0.67</td>
</tr>
<tr>
<td>Technology support for students taking classes</td>
<td>0.74</td>
<td>0.76</td>
<td>0.60</td>
<td>1.33</td>
<td>1.03</td>
<td>0.38</td>
<td>0.59</td>
<td>0.83</td>
<td>0.13</td>
<td>0.35</td>
<td>1.11</td>
<td>1.00</td>
<td>0.71</td>
<td>0.76</td>
<td>1.43</td>
<td>1.19</td>
<td>1.20</td>
</tr>
<tr>
<td>Technology support for research and scholarly activity</td>
<td>0.70</td>
<td>0.70</td>
<td>0.85</td>
<td>0.49</td>
<td>0.78</td>
<td>1.03</td>
<td>0.44</td>
<td>0.78</td>
<td>0.60</td>
<td>0.45</td>
<td>0.60</td>
<td>1.20</td>
<td>0.86</td>
<td>0.21</td>
<td>0.50</td>
<td>1.36</td>
<td>1.29</td>
</tr>
<tr>
<td>The relevance and importance of issues addressed by the IUPUI Faculty Council</td>
<td>0.37</td>
<td>0.76</td>
<td>0.59</td>
<td>0.33</td>
<td>0.75</td>
<td>0.50</td>
<td>0.31</td>
<td>0.41</td>
<td>0.11</td>
<td>0.29</td>
<td>0.73</td>
<td>0.50</td>
<td>0.58</td>
<td>0.50</td>
<td>1.14</td>
<td>0.71</td>
<td>0.69</td>
</tr>
<tr>
<td>The representativeness of IUPUI Faculty Council for faculty concerns</td>
<td>0.37</td>
<td>0.76</td>
<td>0.59</td>
<td>0.33</td>
<td>0.75</td>
<td>0.50</td>
<td>0.31</td>
<td>0.41</td>
<td>0.11</td>
<td>0.29</td>
<td>0.73</td>
<td>0.50</td>
<td>0.58</td>
<td>0.50</td>
<td>1.14</td>
<td>0.71</td>
<td>0.69</td>
</tr>
<tr>
<td>The use of my time spent in department committees and task forces</td>
<td>0.34</td>
<td>0.76</td>
<td>0.59</td>
<td>0.33</td>
<td>0.75</td>
<td>0.50</td>
<td>0.31</td>
<td>0.41</td>
<td>0.11</td>
<td>0.29</td>
<td>0.73</td>
<td>0.50</td>
<td>0.58</td>
<td>0.50</td>
<td>1.14</td>
<td>0.71</td>
<td>0.69</td>
</tr>
<tr>
<td>The effectiveness of the IUPUI Faculty Council structure</td>
<td>0.30</td>
<td>0.76</td>
<td>0.59</td>
<td>0.33</td>
<td>0.75</td>
<td>0.50</td>
<td>0.31</td>
<td>0.41</td>
<td>0.11</td>
<td>0.29</td>
<td>0.73</td>
<td>0.50</td>
<td>0.58</td>
<td>0.50</td>
<td>1.14</td>
<td>0.71</td>
<td>0.69</td>
</tr>
<tr>
<td>Faculty development opportunities for research and scholarship development</td>
<td>0.28</td>
<td>0.76</td>
<td>0.59</td>
<td>0.33</td>
<td>0.75</td>
<td>0.50</td>
<td>0.31</td>
<td>0.41</td>
<td>0.11</td>
<td>0.29</td>
<td>0.73</td>
<td>0.50</td>
<td>0.58</td>
<td>0.50</td>
<td>1.14</td>
<td>0.71</td>
<td>0.69</td>
</tr>
<tr>
<td>The use of my time spent in school committees and task forces</td>
<td>0.28</td>
<td>0.76</td>
<td>0.59</td>
<td>0.33</td>
<td>0.75</td>
<td>0.50</td>
<td>0.31</td>
<td>0.41</td>
<td>0.11</td>
<td>0.29</td>
<td>0.73</td>
<td>0.50</td>
<td>0.58</td>
<td>0.50</td>
<td>1.14</td>
<td>0.71</td>
<td>0.69</td>
</tr>
<tr>
<td>Rewards and recognition for professional service</td>
<td>0.26</td>
<td>0.43</td>
<td>0.35</td>
<td>0.56</td>
<td>0.32</td>
<td>0.19</td>
<td>0.19</td>
<td>0.31</td>
<td>-0.11</td>
<td>0.16</td>
<td>0.40</td>
<td>0.07</td>
<td>0.43</td>
<td>0.39</td>
<td>0.64</td>
<td>0.57</td>
<td>0.65</td>
</tr>
<tr>
<td>Effectiveness of support services for faculty research and scholarship</td>
<td>0.24</td>
<td>0.43</td>
<td>0.35</td>
<td>0.56</td>
<td>0.32</td>
<td>0.19</td>
<td>0.19</td>
<td>0.31</td>
<td>-0.11</td>
<td>0.16</td>
<td>0.40</td>
<td>0.07</td>
<td>0.43</td>
<td>0.39</td>
<td>0.64</td>
<td>0.57</td>
<td>0.65</td>
</tr>
<tr>
<td>Rewards and recognition for institutional service</td>
<td>0.22</td>
<td>0.19</td>
<td>0.23</td>
<td>0.44</td>
<td>0.35</td>
<td>0.07</td>
<td>0.26</td>
<td>0.35</td>
<td>-0.21</td>
<td>0.14</td>
<td>0.49</td>
<td>-0.23</td>
<td>0.14</td>
<td>0.28</td>
<td>0.29</td>
<td>0.43</td>
<td>0.57</td>
</tr>
<tr>
<td>The use of my time spent in campus-wide committees and task forces</td>
<td>0.19</td>
<td>0.52</td>
<td>0.27</td>
<td>0.33</td>
<td>0.30</td>
<td>0.13</td>
<td>0.16</td>
<td>0.36</td>
<td>-0.12</td>
<td>-0.02</td>
<td>0.33</td>
<td>0.29</td>
<td>0.38</td>
<td>0.34</td>
<td>0.64</td>
<td>0.52</td>
<td>0.54</td>
</tr>
<tr>
<td>Time available for developing research and scholarly activities</td>
<td>0.11</td>
<td>0.50</td>
<td>0.27</td>
<td>-0.06</td>
<td>0.32</td>
<td>-0.25</td>
<td>0.30</td>
<td>0.03</td>
<td>-0.55</td>
<td>-0.75</td>
<td>0.34</td>
<td>0.64</td>
<td>0.23</td>
<td>0.40</td>
<td>0.23</td>
<td>0.26</td>
<td>0.19</td>
</tr>
<tr>
<td>Institutional funding resources for research and scholarship development</td>
<td>0.11</td>
<td>0.20</td>
<td>0.09</td>
<td>0.28</td>
<td>0.54</td>
<td>0.19</td>
<td>0.59</td>
<td>0.10</td>
<td>-0.02</td>
<td>-0.07</td>
<td>0.34</td>
<td>0.36</td>
<td>-0.08</td>
<td>0.19</td>
<td>0.07</td>
<td>0.57</td>
<td>0.38</td>
</tr>
<tr>
<td>Faculty salary levels</td>
<td>0.08</td>
<td>0.24</td>
<td>0.07</td>
<td>-0.06</td>
<td>0.08</td>
<td>-0.07</td>
<td>0.22</td>
<td>-0.09</td>
<td>-0.17</td>
<td>-0.23</td>
<td>0.07</td>
<td>-0.14</td>
<td>-0.17</td>
<td>-0.05</td>
<td>0.71</td>
<td>-0.40</td>
<td>0.00</td>
</tr>
<tr>
<td>The professional status accorded part-time faculty</td>
<td>-0.08</td>
<td>0.35</td>
<td>0.38</td>
<td>-0.17</td>
<td>-0.14</td>
<td>0.13</td>
<td>0.17</td>
<td>0.04</td>
<td>-0.37</td>
<td>-0.59</td>
<td>0.51</td>
<td>0.93</td>
<td>0.46</td>
<td>0.43</td>
<td>0.46</td>
<td>0.05</td>
<td>0.15</td>
</tr>
<tr>
<td>The role part-time faculty have in faculty governance</td>
<td>-0.09</td>
<td>0.32</td>
<td>0.24</td>
<td>0.11</td>
<td>0.09</td>
<td>0.19</td>
<td>0.04</td>
<td>0.12</td>
<td>-0.55</td>
<td>-0.70</td>
<td>0.51</td>
<td>0.86</td>
<td>0.23</td>
<td>0.55</td>
<td>0.31</td>
<td>0.00</td>
<td>0.19</td>
</tr>
<tr>
<td>The adequacy of support for part-time faculty</td>
<td>-0.14</td>
<td>0.50</td>
<td>0.27</td>
<td>-0.06</td>
<td>0.32</td>
<td>-0.25</td>
<td>0.30</td>
<td>0.03</td>
<td>-0.55</td>
<td>-0.75</td>
<td>0.34</td>
<td>0.64</td>
<td>0.23</td>
<td>0.40</td>
<td>0.23</td>
<td>0.26</td>
<td>0.19</td>
</tr>
</tbody>
</table>
## A14. Campus Environment\(^{ab}\)

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

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

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

\(^c\) Valid N excludes missing data.
### A15. Faculty satisfaction with the IUPUI campus environment\(^{ab}\)

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

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

\(^{a}\) Responses provided on a 5-point scale where 2=Very Satisfied, 1=Satisfied, 0=Neutral, -1=Dissatisfied, and -2=Very Dissatisfied.

\(^{b}\) Results presented in order from highest to lowest mean satisfaction ratings.

### A15 continued. Faculty satisfaction with the IUPUI campus environment\(^{ab}\)

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

<table>
<thead>
<tr>
<th>Campus-Wide</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Dentistry</td>
</tr>
<tr>
<td>IUPUI's connections with the local community</td>
<td>0.56</td>
</tr>
<tr>
<td>The clarity of objectives and plans for the next few years in my school</td>
<td>0.39</td>
</tr>
<tr>
<td>The clarity of objectives and plans for the next few years in my department/program</td>
<td>0.38</td>
</tr>
<tr>
<td>The identity and sense of community at IUPUI</td>
<td>0.32</td>
</tr>
<tr>
<td>The availability of parking on campus</td>
<td>0.25</td>
</tr>
<tr>
<td>The cost of parking on campus</td>
<td>0.19</td>
</tr>
</tbody>
</table>

\(^{a}\) Responses provided on a 5-point scale where 2=Very Satisfied, 1=Satisfied, 0=Neutral, -1=Dissatisfied, and -2=Very Dissatisfied.

\(^{b}\) Results presented in order from highest to lowest mean satisfaction ratings.
### A16. Campus Climate<sup>ab</sup>

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

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

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

<sup>c</sup> Valid N excludes missing data.
A17. Faculty agreement with the IUPUI campus climate

<table>
<thead>
<tr>
<th>Item</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Campus-Wide</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Faculty and staff in my unit treat all individuals with respect,</td>
<td>1.24</td>
<td>0.63</td>
<td>1.01</td>
</tr>
<tr>
<td>regardless of their ethnicity, cultural background, or gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>orientations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My unit is a comfortable working environment for individuals of</td>
<td>1.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>varied backgrounds and perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In meetings, people pay just as much attention when I speak as when</td>
<td>0.97</td>
<td>0.63</td>
<td>0.69</td>
</tr>
<tr>
<td>other faculty speak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in my unit regard student diversity as critical to</td>
<td>0.94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>achieving IUPUI's mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am treated fairly in my unit regarding workload assignments</td>
<td>0.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in my unit are supportive of colleagues who want to balance</td>
<td>0.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their family and career lives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In my unit, I get as much feedback about my work as other faculty</td>
<td>0.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>do about their work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work I do is valued as highly as the work of other faculty in</td>
<td>0.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>my unit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

* Results presented in order from highest to lowest mean agreement ratings.
A17 continued. Faculty agreement with the IUPUI campus climate

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

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

* Responses provided on a 5-point scale where 2=Strongly Agree, 1=Agree, 0=Neutral, -1=Disagree, and -2=Strongly Disagree.
* Results presented in order from highest to lowest mean agreement ratings.
## A18. Faculty Perceptions of Social Inclusion

### I Have Experienced...

<table>
<thead>
<tr>
<th>Perception</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Minority</th>
<th>Non-Minority</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative or disparaging comments</td>
<td>2.6%</td>
<td>15.9%</td>
<td>7.8%</td>
<td>7.7%</td>
<td>3.3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Not being taken seriously</td>
<td>0.7%</td>
<td>23.4%</td>
<td>9.5%</td>
<td>2.4%</td>
<td>2.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Feeling isolated or unwelcome</td>
<td>1.3%</td>
<td>10.9%</td>
<td>5.1%</td>
<td>3.0%</td>
<td>2.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Feeling connected to others on campus</td>
<td>0.3%</td>
<td>12.8%</td>
<td>5.1%</td>
<td>3.6%</td>
<td>1.7%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Discrimination</td>
<td>0.5%</td>
<td>9.4%</td>
<td>3.9%</td>
<td>2.4%</td>
<td>0.8%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Encouragement in pursuing my career goals</td>
<td>1.8%</td>
<td>9.9%</td>
<td>4.9%</td>
<td>3.6%</td>
<td>2.2%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Joining a group or organized activity that promotes my interests</td>
<td>0.2%</td>
<td>9.1%</td>
<td>3.6%</td>
<td>1.8%</td>
<td>1.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Encouragement in pursuing my career goals</td>
<td>0.5%</td>
<td>7.8%</td>
<td>3.3%</td>
<td>1.8%</td>
<td>3.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Offensive language or humor</td>
<td>0.5%</td>
<td>9.6%</td>
<td>4.1%</td>
<td>3.6%</td>
<td>1.8%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Harassment</td>
<td>0.8%</td>
<td>7.6%</td>
<td>3.4%</td>
<td>0.6%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

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

**Total Responses = 1190**

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

**Gender and Race/Ethnicity percentages are calculated based on male/female subtotals and minority/non-minority subtotals respectively.**
### A19. The Classroomab

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

---

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

* Results presented in order from highest to lowest mean ratings.
### A20. Group differences in students' classroom behavior- Upper Division\(^{ab}\)

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

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

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

* Results presented in order from highest to lowest mean ratings.
## A20 continued. Group differences in students' classroom behavior- Upper Division$^{ab}$

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

<table>
<thead>
<tr>
<th>Item</th>
<th>School</th>
<th>Business</th>
<th>Dentistry</th>
<th>Education</th>
<th>Eng &amp; Tech.</th>
<th>Herron</th>
<th>Law</th>
<th>Liberal Arts</th>
<th>Medicine, Basic Sciences</th>
<th>Medicine, Academic Clinical</th>
<th>Nursing</th>
<th>Phy Ed &amp; Tourism</th>
<th>Public &amp; Environ. Affairs</th>
<th>Science</th>
<th>Social Work</th>
<th>University Library</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with you via e-mail</td>
<td>3.59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Receive prompt feedback on their academic performance (written or oral)</td>
<td>3.44</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions in this class or contribute to class discussions</td>
<td>3.35</td>
<td>2.86</td>
<td>3.50</td>
<td>3.64</td>
<td>3.12</td>
<td>3.90</td>
<td>4.00</td>
<td>3.37</td>
<td>N/A</td>
<td>N/A</td>
<td>3.44</td>
<td>3.50</td>
<td>3.40</td>
<td>2.93</td>
<td>3.63</td>
<td>N/A</td>
<td>3.76</td>
</tr>
<tr>
<td>Use an electronic medium (list-serv, chat group, Oncourse, Internet, etc.) to discuss or complete an assignment in this class</td>
<td>3.04</td>
<td>2.93</td>
<td>3.50</td>
<td>3.79</td>
<td>3.53</td>
<td>2.40</td>
<td>3.50</td>
<td>2.88</td>
<td>N/A</td>
<td>N/A</td>
<td>3.17</td>
<td>3.33</td>
<td>2.33</td>
<td>2.47</td>
<td>3.75</td>
<td>N/A</td>
<td>3.47</td>
</tr>
<tr>
<td>Talk about career plans with you</td>
<td>2.90</td>
<td>2.79</td>
<td>3.00</td>
<td>3.36</td>
<td>2.65</td>
<td>2.70</td>
<td>2.50</td>
<td>2.63</td>
<td>N/A</td>
<td>N/A</td>
<td>3.33</td>
<td>3.17</td>
<td>2.80</td>
<td>2.52</td>
<td>3.50</td>
<td>N/A</td>
<td>3.12</td>
</tr>
<tr>
<td>Work with classmates outside of class to prepare class assignments</td>
<td>2.73</td>
<td>3.21</td>
<td>2.88</td>
<td>3.64</td>
<td>2.88</td>
<td>3.10</td>
<td>3.50</td>
<td>2.28</td>
<td>N/A</td>
<td>N/A</td>
<td>2.28</td>
<td>3.00</td>
<td>2.90</td>
<td>2.45</td>
<td>3.25</td>
<td>N/A</td>
<td>2.76</td>
</tr>
<tr>
<td>Work with classmates on projects during your class</td>
<td>2.65</td>
<td>2.43</td>
<td>2.75</td>
<td>3.71</td>
<td>3.00</td>
<td>3.20</td>
<td>3.50</td>
<td>2.40</td>
<td>N/A</td>
<td>N/A</td>
<td>2.56</td>
<td>3.17</td>
<td>1.80</td>
<td>2.10</td>
<td>3.38</td>
<td>N/A</td>
<td>2.88</td>
</tr>
<tr>
<td>Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
<td>2.62</td>
<td>1.83</td>
<td>2.00</td>
<td>2.79</td>
<td>2.24</td>
<td>3.00</td>
<td>3.00</td>
<td>2.88</td>
<td>N/A</td>
<td>N/A</td>
<td>2.94</td>
<td>3.17</td>
<td>2.56</td>
<td>1.89</td>
<td>3.63</td>
<td>N/A</td>
<td>3.12</td>
</tr>
<tr>
<td>Come to class without having completed readings or assignments</td>
<td>2.58</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Make class presentations</td>
<td>2.50</td>
<td>2.14</td>
<td>2.25</td>
<td>3.29</td>
<td>2.53</td>
<td>3.20</td>
<td>1.50</td>
<td>2.53</td>
<td>N/A</td>
<td>N/A</td>
<td>2.61</td>
<td>3.17</td>
<td>1.89</td>
<td>1.73</td>
<td>2.75</td>
<td>N/A</td>
<td>3.18</td>
</tr>
<tr>
<td>Discuss ideas from their readings or classes with you outside of class</td>
<td>2.48</td>
<td></td>
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<tr>
<td>Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment</td>
<td>2.09</td>
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<td></td>
</tr>
<tr>
<td>Work with you on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td>1.96</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Participate in a community-based project as part of your course</td>
<td>1.89</td>
<td>1.57</td>
<td>1.88</td>
<td>3.29</td>
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<td>1.67</td>
<td>1.29</td>
<td>2.63</td>
<td>N/A</td>
<td>2.29</td>
</tr>
</tbody>
</table>

* Responses provided on a 4-point scale where 4=Very Often, 3=Often, 2=Sometimes, and 1=Never.
* Results presented in order from highest to lowest mean ratings.
### Item-by-Item Summary

#### A20. Group differences in students' classroom behavior- Lower Division

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

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

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

*b Results presented in order from highest to lowest mean ratings
### A20 continued. Group differences in students' classroom behavior- Lower Division$^{ab}$

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Campus-Wide Mean</th>
<th>Business</th>
<th>Dentistry</th>
<th>Education</th>
<th>Eng &amp; Tech</th>
<th>Herron</th>
<th>Law</th>
<th>Liberal Arts</th>
<th>Medicine, Basic Sciences</th>
<th>Medicine, Academic Clinical</th>
<th>Nursing</th>
<th>Phys Ed &amp; Tourism Manag</th>
<th>Public &amp; Environ Affairs</th>
<th>Science</th>
<th>Social Work</th>
<th>University Library</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with you via e-mail</td>
<td>3.57</td>
<td>2.00</td>
<td>3.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>1.50</td>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
<td>N/A</td>
<td>2.88</td>
<td>2.57</td>
<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Receive prompt feedback on their academic performance (written or oral)</td>
<td>3.51</td>
<td>2.00</td>
<td>3.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>1.50</td>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
<td>N/A</td>
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<td>2.57</td>
<td>2.00</td>
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<td>2.00</td>
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<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
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<td>3.00</td>
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<td>2.00</td>
<td>1.50</td>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
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<td>2.88</td>
<td>2.57</td>
<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
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<td>2.00</td>
<td>3.00</td>
<td>2.00</td>
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<td>1.50</td>
<td>2.00</td>
<td>3.00</td>
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<td>N/A</td>
<td>2.88</td>
<td>2.57</td>
<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Work with classmates outside of class to prepare class assignments</td>
<td>2.68</td>
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<td>3.00</td>
<td>2.00</td>
<td>2.00</td>
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<td>1.50</td>
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<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
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<td>2.64</td>
<td>1.50</td>
<td>2.00</td>
<td>3.00</td>
<td>2.00</td>
<td>2.00</td>
<td>1.50</td>
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<td>3.00</td>
<td>3.00</td>
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<td>2.88</td>
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<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
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<tr>
<td>Talk about career plans with you</td>
<td>2.64</td>
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<td>3.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
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<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Work with classmates on projects during your class</td>
<td>2.61</td>
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<td>2.00</td>
<td>2.00</td>
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<td>1.50</td>
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<td>N/A</td>
<td>2.88</td>
<td>2.57</td>
<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Discuss ideas from their readings or classes with you outside of class</td>
<td>2.38</td>
<td>2.00</td>
<td>3.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>1.50</td>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
<td>N/A</td>
<td>2.88</td>
<td>2.57</td>
<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Make class presentations</td>
<td>2.15</td>
<td>1.00</td>
<td>2.00</td>
<td>3.00</td>
<td>2.00</td>
<td>2.00</td>
<td>1.50</td>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
<td>N/A</td>
<td>2.88</td>
<td>2.57</td>
<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Prepare two or more drafts of a paper or assignment before receiving a grade for the assignment</td>
<td>2.06</td>
<td>1.00</td>
<td>2.00</td>
<td>3.00</td>
<td>2.00</td>
<td>2.00</td>
<td>1.50</td>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
<td>N/A</td>
<td>2.88</td>
<td>2.57</td>
<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Work with you on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td>1.74</td>
<td>1.00</td>
<td>1.67</td>
<td>2.00</td>
<td>1.82</td>
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<td>1.50</td>
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<td>3.00</td>
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<td>N/A</td>
<td>2.88</td>
<td>2.57</td>
<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Participate in a community-based project as part of your course</td>
<td>1.72</td>
<td>1.00</td>
<td>1.67</td>
<td>2.00</td>
<td>1.82</td>
<td>2.00</td>
<td>1.50</td>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
<td>N/A</td>
<td>2.88</td>
<td>2.57</td>
<td>2.00</td>
<td>1.93</td>
<td>4.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

* Results presented in order from highest to lowest mean ratings.
### A21. The Classroom continued

**During the last year, approximately how many hours per week on average have you spent talking with students outside the classroom (excluding regularly scheduled office hours, independent study, & individualized instruction)?**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>STD</th>
<th>Confidence Intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>462</td>
<td>4.29</td>
<td>4.42</td>
<td></td>
</tr>
<tr>
<td>Graduate and Professional students</td>
<td>459</td>
<td>3.52</td>
<td>5.03</td>
<td></td>
</tr>
</tbody>
</table>

*Valid N excludes missing data.

### A21. The Classroom continued

**Student hours needed to be adequately prepared for class:**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Median</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-5</td>
</tr>
<tr>
<td>Upper Division</td>
<td>195</td>
<td>6.50</td>
<td>39.5</td>
</tr>
<tr>
<td>Lower Division</td>
<td>150</td>
<td>5.25</td>
<td>52.7</td>
</tr>
</tbody>
</table>

*The median reflects an estimate in actual hours derived using interpolation from the categorical responses.

### A21. The Classroom continued

**Learning Activities in Class**

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>Mean</th>
<th>STD</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VL</td>
</tr>
<tr>
<td>Applying theories or concepts to resolve practical problems or to use in new situations</td>
<td>196</td>
<td>3.40</td>
<td>0.81</td>
<td>2%</td>
</tr>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>196</td>
<td>3.40</td>
<td>0.73</td>
<td>1%</td>
</tr>
<tr>
<td>Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components</td>
<td>197</td>
<td>3.32</td>
<td>0.76</td>
<td>2%</td>
</tr>
<tr>
<td>Making judgments about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions</td>
<td>196</td>
<td>3.19</td>
<td>0.88</td>
<td>3%</td>
</tr>
<tr>
<td>Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form</td>
<td>197</td>
<td>1.92</td>
<td>0.94</td>
<td>41%</td>
</tr>
</tbody>
</table>

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

*Valid N excludes missing data.*
### A22. Group differences in students' classroom behavior- Upper Division$^{ab}$

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

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

$^a$ Responses provided on a 4-point scale where 4=Very Much, 3=Quite a Bit, 2=Some, and 1=Very Little.

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

### A22 continued. Group differences in students' classroom behavior- Upper Division$^{ab}$

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

<table>
<thead>
<tr>
<th>School</th>
<th>Campuses/Wide</th>
<th>Business</th>
<th>Dentistry</th>
<th>Education</th>
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<tbody>
<tr>
<td>Applying theories or concepts to resolve practical problems or to use in new situations</td>
<td>3.40</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
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<td>Making judgments about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions</td>
<td>3.19</td>
<td></td>
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<tr>
<td>Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form</td>
<td>1.92</td>
<td>2.21</td>
<td>2.63</td>
<td>1.29</td>
<td>1.59</td>
<td>1.40</td>
<td>2.00</td>
<td>1.74</td>
<td>N/A</td>
<td>N/A</td>
<td>2.11</td>
<td>1.67</td>
<td>2.70</td>
<td>2.10</td>
<td>1.75</td>
<td>N/A</td>
<td>2.06</td>
</tr>
</tbody>
</table>

$^a$ Responses provided on a 4-point scale where 4=Very Much, 3=Quite a Bit, 2=Some, and 1=Very Little.

$^b$ Results presented in order from highest to lowest mean ratings.
A22. Group differences in students’ classroom behavior- Lower Division\textsuperscript{ab}

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

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

\textsuperscript{a} Responses provided on a 4-point scale where 4=Very Much, 3=Quite a Bit, 2=Some, and 1=Very Little.

\textsuperscript{b} Results presented in order from highest to lowest mean ratings.

A22 continued. Group differences in students’ classroom behavior- Lower Division\textsuperscript{ab}

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

<table>
<thead>
<tr>
<th>Campus-Wide</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business</td>
</tr>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>3.18</td>
</tr>
<tr>
<td>Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components</td>
<td>3.16</td>
</tr>
<tr>
<td>Applying theories or concepts to resolve practical problems or to use in new situations</td>
<td>3.00</td>
</tr>
<tr>
<td>Making judgments about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions</td>
<td>2.91</td>
</tr>
<tr>
<td>Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form</td>
<td>2.11</td>
</tr>
</tbody>
</table>

\textsuperscript{a} Responses provided on a 4-point scale where 4=Very Much, 3=Quite a Bit, 2=Some, and 1=Very Little.

\textsuperscript{b} Results presented in order from highest to lowest mean ratings.
## A23. Civic Engagement\(^ab\)

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

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

\(^b\) Results presented in order from highest to lowest mean agreement ratings.

\(^c\) Valid N excludes missing data.

\(^d\) The black floating error bar displayed here shows the item’s value based on unadjusted scoring. The lightly shaded bar depicts the mean for this item after it has been reverse scored.
## A23 continued. Civic Engagement

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

---

a Responses provided on a 4-point scale where 4=Frequently (F), 3=Occasionally (O), 2=Once or twice (OT), and 1=Never (N).
b Results presented in order from highest to lowest mean ratings.
c Valid N excludes missing data.
A24. Group differences in faculty agreement with the IUPUI civic engagement\(^\text{ab}\)

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

<table>
<thead>
<tr>
<th>Campus-Wide</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing students for responsible citizenship should be an integral part of the undergraduate experience</td>
<td>1.30</td>
<td>1.40</td>
<td>1.24</td>
</tr>
<tr>
<td>Faculty in my discipline have a professional obligation to apply their knowledge to problems in society</td>
<td>1.30</td>
<td>1.42</td>
<td>1.22</td>
</tr>
<tr>
<td>IUPUI has a responsibility to contribute to the economic development of our community</td>
<td>1.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The university should facilitate student involvement in community service as part of the undergraduate learning experience</td>
<td>1.05</td>
<td>1.22</td>
<td>0.94</td>
</tr>
<tr>
<td>Devoting professional or academic expertise to the community is valued highly in my department or program</td>
<td>0.61</td>
<td>0.78</td>
<td>0.51</td>
</tr>
<tr>
<td>There is a high level of commitment on this campus to civic engagement as an integral part of IUPUI culture</td>
<td>0.57</td>
<td>0.77</td>
<td>0.43</td>
</tr>
<tr>
<td>There is a high level of commitment in my department or program to promoting the civic engagement of faculty</td>
<td>0.23</td>
<td>0.38</td>
<td>0.14</td>
</tr>
<tr>
<td>The goal of a scholar is to advance knowledge without regard to the possible implications for society</td>
<td>-0.37</td>
<td>-0.53</td>
<td>-0.28</td>
</tr>
<tr>
<td>Attention to civic engagement detracts from the more important work of teaching and scholarship</td>
<td>-0.46</td>
<td>-0.57</td>
<td>-0.39</td>
</tr>
</tbody>
</table>

\(^a\) Responses provided on a 5-point scale where 2=Strongly Agree, 1=Agree, 0=Neutral, -1=Disagree, and -2=Strongly Disagree.

\(^b\) Results presented in order from highest to lowest mean agreement ratings.
### A24 continued. Group differences in faculty agreement with the IUPUI civic engagement

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

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

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

*b* Results presented in order from highest to lowest mean agreement ratings.
### A24 continued. Group differences in faculty civic engagement<sup>ab</sup>

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

<table>
<thead>
<tr>
<th></th>
<th>Campus Wide</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
<td>African American</td>
</tr>
<tr>
<td>Provided professional services to a community group, business or government organization</td>
<td>1.40</td>
<td>1.44</td>
<td>1.03</td>
<td>1.55</td>
</tr>
<tr>
<td>Gave a talk or presentation to a community organization</td>
<td>1.38</td>
<td>1.61</td>
<td>0.97</td>
<td>1.42</td>
</tr>
<tr>
<td>Participated in a professional capacity on a board or committee of a business, non-profit, or government agency</td>
<td>1.23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included in my classes materials or activities that promote civic engagement among students</td>
<td>1.02</td>
<td>1.22</td>
<td>0.90</td>
<td>1.22</td>
</tr>
<tr>
<td>Participated in a campus- or school-sponsored community service event</td>
<td>0.93</td>
<td>1.14</td>
<td>0.81</td>
<td></td>
</tr>
<tr>
<td>Advocated for a cause or public issue in the community</td>
<td>0.83</td>
<td></td>
<td></td>
<td>0.72</td>
</tr>
<tr>
<td>Taught a class that included a significant component of community service (e.g., a service-learning class)</td>
<td>0.69</td>
<td></td>
<td></td>
<td>0.93</td>
</tr>
<tr>
<td>Engaged in a research project with a community partner</td>
<td>0.67</td>
<td>0.78</td>
<td>0.61</td>
<td></td>
</tr>
<tr>
<td>Published an article that addressed civic engagement</td>
<td>0.29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated actively in a campaign for public office</td>
<td>0.19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<sup>b</sup>Results presented in order from highest to lowest mean ratings.
### A24 continued. Group differences in faculty civic engagement$^{ab}$

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

<table>
<thead>
<tr>
<th>School</th>
<th>Campus Wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Dentistry</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>Provided professional services to a community group, business or government organization</td>
<td>1.40</td>
</tr>
<tr>
<td>Gave a talk or presentation to a community organization</td>
<td>1.38</td>
</tr>
<tr>
<td>Participated in a professional capacity on a board or committee of a business, non-profit, or government agency</td>
<td>1.23</td>
</tr>
<tr>
<td>Included in my classes materials or activities that promote civic engagement among students</td>
<td>1.02</td>
</tr>
<tr>
<td>Participated in a campus- or school-sponsored community service event</td>
<td>0.93</td>
</tr>
<tr>
<td>Advocated for a cause or public issue in the community</td>
<td>0.83</td>
</tr>
<tr>
<td>Taught a class that included a significant component of community service (e.g., a service-learning class)</td>
<td>0.69</td>
</tr>
<tr>
<td>Engaged in a research project with a community partner</td>
<td>0.67</td>
</tr>
<tr>
<td>Published an article that addressed civic engagement</td>
<td>0.29</td>
</tr>
<tr>
<td>Participated actively in a campaign for public office</td>
<td>0.19</td>
</tr>
</tbody>
</table>

$^{a}$ Responses provided on a 4-point scale where 4=Frequently (F), 3=Occasionally (O), 2=Once or twice (OT), and 1=Never (N).

$^{b}$ Results presented in order from highest to lowest mean ratings.
### A25. Quality and Use of Campus Services\(^a\)\(^b\)

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

<table>
<thead>
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<th>Valid N</th>
<th>Mean</th>
<th>STD</th>
<th>% USE</th>
<th>PR</th>
<th>FR</th>
<th>GD</th>
<th>EX</th>
<th>Percentage</th>
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<td>16%</td>
<td>56%</td>
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<td>22%</td>
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<td>21%</td>
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<tr>
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<td>17%</td>
<td>58%</td>
<td>16%</td>
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<tr>
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</tr>
<tr>
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<td>32%</td>
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<tr>
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<tr>
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<td>Office of the Registrar</td>
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<td>29%</td>
<td>52%</td>
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</tr>
<tr>
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<td>17%</td>
<td>38%</td>
<td>38%</td>
<td>22%</td>
<td>1%</td>
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</tr>
</tbody>
</table>

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

\(\) Results are presented in order from highest to lowest ratings of quality.

\(\) Valid N excludes missing data and "not applicable" responses.
### A26. Group differences in perceived quality of campus services (if used in the past two years)\(^a\)\(^b\)

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

<table>
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<tr>
<th>Campus-wide</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Academic Rank</th>
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</thead>
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<td></td>
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<td>Male</td>
<td>African American</td>
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<tr>
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<td>3.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Mgmt and Institutional Research (IMIR)</td>
<td>3.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Service and Learning</td>
<td>3.36</td>
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<td></td>
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<tr>
<td>Counseling and Psychological Services</td>
<td>3.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing Center</td>
<td>3.16</td>
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<td></td>
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<tr>
<td>University Place Conference Center</td>
<td>3.10</td>
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<tr>
<td>Community Learning Network</td>
<td>3.10</td>
<td></td>
<td></td>
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<tr>
<td>Student Life &amp; Diversity Programs</td>
<td>3.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University College</td>
<td>3.09</td>
<td></td>
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<tr>
<td>University Information Technology Services (UITS)</td>
<td>3.01</td>
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<td></td>
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<td>Office of International Affairs</td>
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<td>Adaptive Educational Services</td>
<td>3.00</td>
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<td>Office of Academic Policies, Procedures, and Documentation</td>
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<td>IU Foundation</td>
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<tr>
<td>Graduate Office IUPUI</td>
<td>2.89</td>
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<tr>
<td>Affirmative Action Office</td>
<td>2.89</td>
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<tr>
<td>Department of Athletics</td>
<td>2.86</td>
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<tr>
<td>Human Resources Administration</td>
<td>2.82</td>
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<td>Communications and Marketing</td>
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<td>Research Compliance Administration (human subjects/biosafety)</td>
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<tr>
<td>Office of Housing and Residence Life</td>
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<td></td>
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<tr>
<td>Sponsored Program Administration (Federal Grants and Contracts)</td>
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<td>University Bookstores</td>
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<tr>
<td>Campus Facility Services (Building Maintenance)</td>
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<td>Parking and Transportation Services</td>
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<td>Office of the Bursar</td>
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<td>Student Financial Aid Services</td>
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</table>

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

\(^b\) Results are presented in order of highest to lowest quality ratings.
### A26 continued. Group differences in perceived quality of campus services (if used in the past two years)$^a$b

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

<table>
<thead>
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<th>Education</th>
<th>Eng &amp; Tech</th>
<th>Herron</th>
<th>Law</th>
<th>Liberal Arts</th>
<th>Medicine, Basic Sciences</th>
<th>Medicine, Academic Clinical</th>
<th>Nursing</th>
<th>Phys Ed &amp; Tourism Manage</th>
<th>Public &amp; Environ Affairs</th>
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<td>Center for Teaching and Learning</td>
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<td>Information Mgmt and Institutional Research (IMIR)</td>
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*a* Responses provided on a 4-point scale where 4=Excellent, 3=Good, 2=Fair, and 1=Poor.

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