DEPAUL UNIVERSITY
ENROLLMENT MANAGEMENT & MARKETING

Memo

To: Fr. Dennis Holtschneider, President

Dr. Donald Pope-Davis, Provost

Mr. Bob Kozoman, Executive Vice President

From: Dr. Joe Filkins, Institutional Research & Market Analytics

Date: September 16, 2013

Re: 2005-2013 Faculty Climate Survey

Attached please find the results of the 2013 Faculty Climate Survey. This survey was crafted with input from Staff and Faculty Councils; Human Resources; and the Offices of the President, Mission & Values, and Institutional Diversity. Attached are some enumerated charts and data tables highlighting the findings and trends from the three administrations of this survey. For the 2013 administration, a 46% of FT Faculty responded to the survey. Some key findings include:

- Mean scores increased from 2011 across most of the measures, though most of these increases were small. The largest mean increases among the items were seen for Teaching Support, Research Support and Faculty Council.

- Most comparisons in the attached report are to the 2009 survey data rather than 2011 in order to put recent trends in greater context. Although average ratings on all the overall university indices declined from 2009 to 2011, mean scores increased across all of the indices considered, though many of these increases were small (i.e., not statistically significant). Half of the 12 indices rebounded to 2009 levels or higher (see trends per index page that comes after this memo).

- The items with the **highest mean ratings** among faculty include:
    - I have a good understanding of DePaul's mission
    - DePaul is committed to providing education to first-generation college students
    - Overall, I find my work personally satisfying
    - DePaul is committed to providing educational opportunities to students regardless of age, national origin, race, sex, disability, creed, color or sexual orientation
    - I can see the relationship between my work and DePaul's mission
- The items showing the **largest increases** in mean scores from 2009 to 2013 include:
    - Library resources are adequate for my teaching and research needs (two separate items)
    - My college/school provides adequate support for advising students
    - Faculty Council is effective at communicating the concerns of faculty to the administration
    - I can quickly locate relevant policies and/or procedures
- The items with the **lowest mean ratings** include:
    - Appropriate internal constituents are consulted in decision-making processes at DePaul
    - Cooperation/collaborations exists across departments and offices
    - DePaul's workload effectively balances teaching, research, advising, and committee work
    - Departmental service is recognized and rewarded at DePaul
    - Adequate support exists for balancing work and personal life
- The items showing the **largest decreases** in mean scores include:
    - Overall, DePaul has managed its growth effectively
    - Appropriate internal constituents are consulted in decision-making processes at DePaul
    - DePaul's mission and values have informed decision-making at this institution
    - There is a supportive culture for employees from diverse backgrounds at DePaul
    - DePaul values the diversity of its employees

It is intended that these data serve to support the administrative functioning of the university, provide key outcomes metrics for the V|2018 and university accreditation, and inform the university of staff perceptions.

Cc: Dr. David Kalsbeek, Senior Vice President, Enrollment Management and Marketing
Dr. Liz Sanders, Assistant Vice President, Institutional Research & Market Analytics

Faculty Climate Survey Index Trends
(Full-Time Faculty Only)

Faculty Perceptions of Campus Climate

IRMA Research Summary

DePaul University
ENROLLMENT MANAGEMENT AND MARKETING
Institutional Research & Market Analytics

Dr. Joe Filkins, Associate Director
September 2013

About this report

In preparation for the last North Central Accreditation (NCA) visit, a campus climate survey for faculty and staff was created and administered in 2005. The instrument was crafted with input from Staff and Faculty Councils; Human Resources; and the Offices of the President, Mission & Values, and Institutional Diversity. It was decided to biennially survey faculty and staff on these topics; thus, this past winter quarter, faculty and staff were asked again to complete this survey. What follows are some enumerated charts highlighting the findings of the most recent survey of faculty (analysis of staff responses appear in another presentation). Detailed data tables are available by request or via the DePaul Survey Resources homepage (http://surveys.depaul.edu). It is intended that these data serve to support the administrative functioning of the university, provide key outcomes metrics for the current and new strategic plans, and inform the university of staff perceptions.

Executive Summary

- This year, 447 of 979 full-time faculty members completed the survey for a 45.7% response rate. Another 330 PT faculty members also responded. The data presented here are for the FT faculty members only, except where indicated.
- Most comparisons in the attached report are to the 2009 survey data rather than 2011 in order to put recent trends in greater context. Although average ratings on all the overall university indices declined from 2009 to 2011, mean scores increased across all of the indices considered, though many of these increases were small (i.e., not statistically significant). Half of the 12 indices rebounded to 2009 levels or higher (see trends per index on Slide 12).
- The largest mean increases among the items were seen in the Teaching Support, Research Support, and Faculty Council items.
- In all but one theme (Research Support) part-time faculty gave higher mean ratings than full-time faculty, with the largest differences seen for the Collegiality, Leadership and Academic Mission indices.
- University Mission and Teaching Support received the highest mean ratings among indices, though five of the Faculty Council items were among the items with the largest mean increases from 2009.
- While several Diversity items were on the list of items with the largest mean decreases, among the indices, Collegiality and Workload received the lowest ratings.

Interpreting the Statistics

A question that comes up frequently is one of statistical significance. When is a mean increase (or decrease) large enough for it to be deemed significant? Statistical significance is partly a function of the number of respondents. Larger colleges will achieve statistical significance with smaller mean differences. The table below highlights the mean differences needed for statistical significance for each of the colleges. Note how the needed difference increases as the number of respondents decreases.

College	# Respondents (FT Only)	Mean Difference
Liberal Arts	151	0.20
CSH	69	0.30
Business	65	0.29
CDM	37	0.45
Education	29	0.52
Communication	22	0.54
Law	21	0.64
SNL	18	0.55
Theatre	18	0.62
Music	13	0.47
OVERALL	**447**	**0.12**

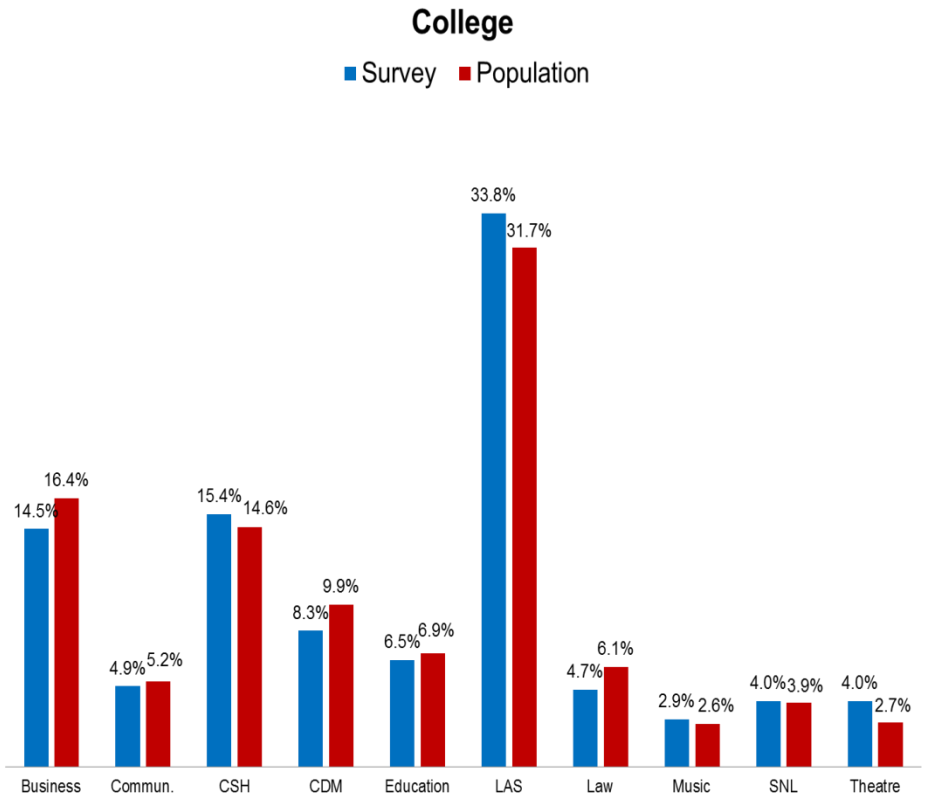
Note: The mean difference needed for statistical significance is based on a .001 significance level. So a mean increase from 3.02 to 3.33 (a mean difference of 0.31) would be statistically significant for Business, CSH and LASS, but not for the other colleges.

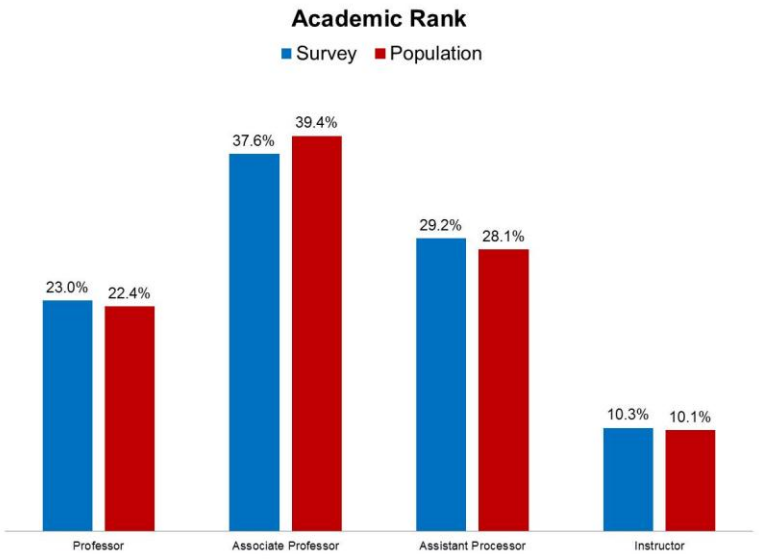
Response Rates

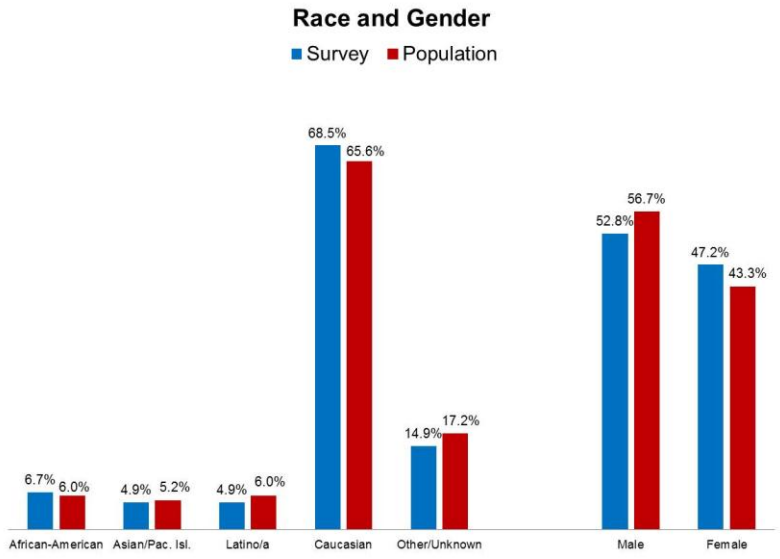
College	Number of Respondents	Total Number of Faculty	Response Rate
Commerce	65	161	40.4%
Communication	22	51	43.1%
CDM	37	97	38.1%
CSH	69	143	48.3%
Education	29	68	42.6%
LAS	151	310	48.7%
Law	21	60	35.0%
Music	13	25	52.0%
SNL	18	38	47.4%
Theatre	18	26	69.2%
TOTAL	**447**	**979**	**45.7%**

These rates are for full-time faculty. Four (4) additional FT Faculty respondents hold administrative positions. Also, another 330 part-time faculty members completed the survey. The overall response rate, including PT and administrative faculty was 25.5%.

Comparison of Survey Respondents to the Population (Full-Time Faculty Only)







About the Survey

- 140 items encompassing 13 themes:
  - University Mission and Values
  - Teaching Support
  - Academic Mission
  - Policies and Procedures
  - Diversity
  - General Experiences
  - Research Support
  - Faculty Council
  - Local Governance
  - Leadership
  - Collegiality
  - Workload
  - Human Resources and Professional Development (covered in a separate report)

- Each item utilized a 5-point agreement scale with higher values indicating more agreement.

- Items within themes were averaged to create an index score for each theme.

- Mean index scores were compared for 2009, 2011 and 2013 surveys by college. Data tables with means and percentages back to 2005 are available.

Ten Highest Rated Items

- Academic Mission: DePaul is committed to providing education to first-generation college students.
- Academic Mission: DePaul is committed to providing educational opportunities to students regardless of age, national origin, race, sex, disability, creed, color or sexual orientation.
- University Mission: I have a good understanding of DePaul's mission.
- General Experiences: Overall, I find my work personally satisfying.
- Teaching and Learning: In my program, faculty play a key role in determining curriculum and pedagogy.
- University Mission: DePaul emphasizes service to others.
- University Mission: DePaul demonstrates a commitment to its urban environment.
- Human Resources: I feel I understand the value of the DePaul University 403(b) retirement Plan.
- Policies and Procedures: I am familiar with DePaul's policies.
- University Mission: I can see the relationship between my work and DePaul's mission.

Ten Lowest Rated Items

- Workload: Department service is recognized and rewarded at DePaul.
- Collegiality: Sufficient opportunities exist for DePaul's faculty and staff to interact in ways that build collegiality.
- Leadership: Appropriate internal constituents are consulted in decision-making processes at DePaul.
- Collegiality: The feedback received from DePaul's staff is considered and responded to appropriately.
- Collegiality: Cooperation/collaborations exists across departments and offices.
- Human Resources: I feel the pay I receive at DePaul is competitive.
- Workload: Professional service to ones discipline is recognized at DePaul.
- Workload: Adequate support exists for balancing work and family life.
- Workload: DePaul's workload effectively balances teaching, research, advising, and committee work.
- Workload: Collaborative projects across colleges and campuses are common.

Ten Largest Increases in Ratings
(from 2009 to 2013)

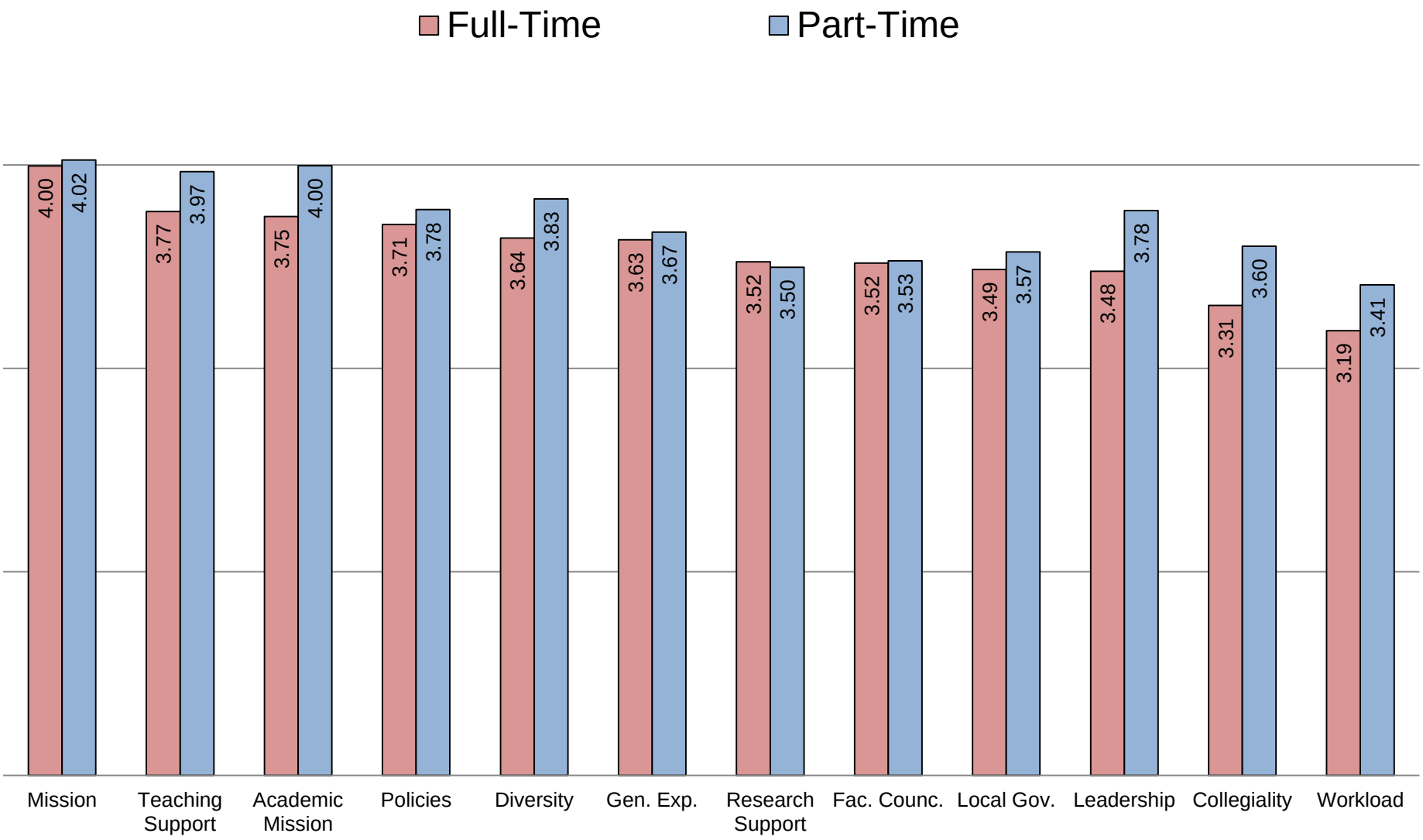
- Research Support: Library resources are adequate for my research needs.
- Teaching Support: Library resources are adequate for my teaching needs.
- Faculty Council: FC is effective at monitoring changes to university policies.
- Faculty Council: FC is effective at proposing new policies.
- Teaching Support: My college/school provides adequate support for advising students.
- Faculty Council: FC is effective at communicating the concerns of faculty to the administration.
- Faculty Council: FC is effective at enhancing faculty participation in university planning.
- Faculty Council: FC is effective at keeping constituents informed and soliciting constituents views when appropriate.
- Research Support: I have received support from external sources for my research.
- Policies and Procedures: I can quickly locate relevant policies and/or procedures.

Ten Largest Decreases in Ratings
(from 2009 to 2013)

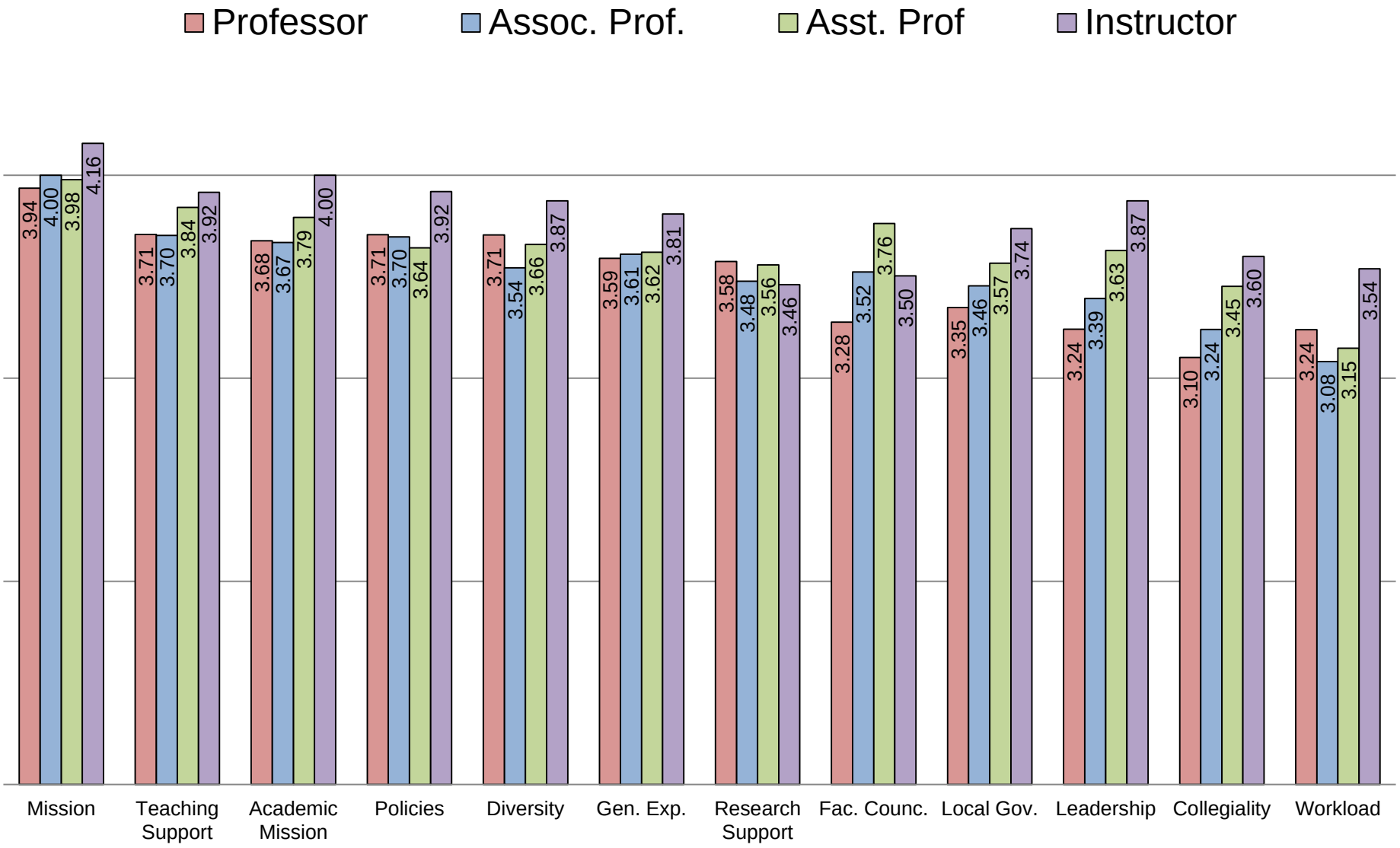
- Diversity: DePaul provides equal career opportunities and advancement for employees of diverse backgrounds.
- Diversity: There is a supportive culture for employees from diverse backgrounds at DePaul.
- Workload: Teaching effectiveness is recognized and rewarded at DePaul.
- University Mission: DePaul's mission and values have informed decision-making at the institution.
- Diversity: DePaul values the diversity of its employees.
- Diversity: DePaul is able to protect the rights of employees by providing a discrimination-free workplace.
- General Experiences: I would recommend DePaul as an employer to friends, family and colleagues.
- University Mission: DePaul provides equal opportunities to employees regardless of age, national origin, race, sex, handicap, creed, color or sexual orientation.
- University Mission: DePaul emphasizes service to others.
- General Experiences: Overall, DePaul has managed its growth effectively.

Faculty Climate Survey Index Trends
(Full-Time Faculty Only)

Mean Index Scores: FT Faculty versus PT Faculty (2013 Data)



Mean Index Scores for All FT Faculty by Rank (2013 Data)



Detailed Findings by Theme

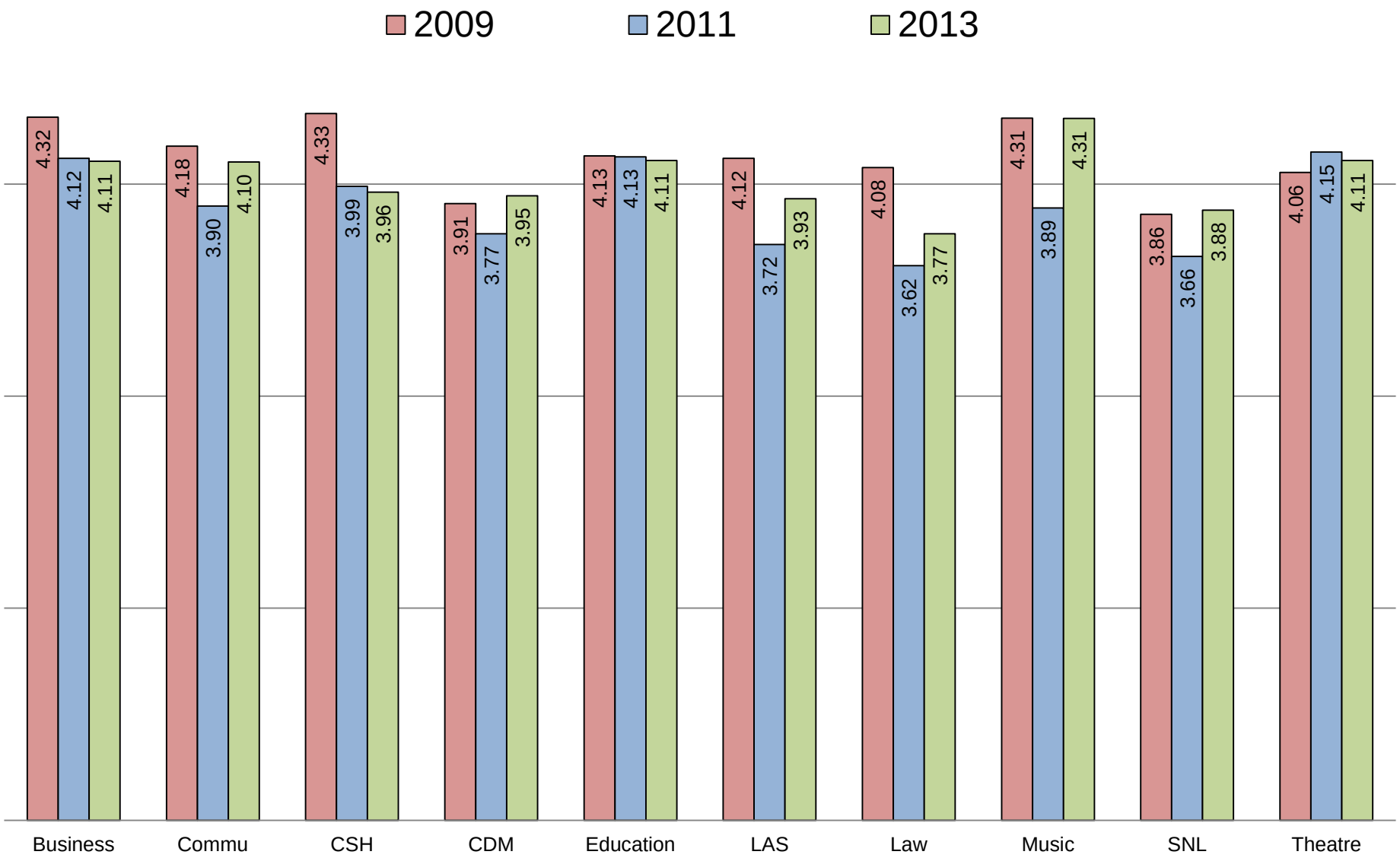
- Items are listed for each theme in descending order from highest to lowest mean rating
  - Items with ↑ showed a significant mean increase from 2009 (at least 0.12 points higher than the 2009 mean)
  - Items with ↔ had mean values roughly equal to those from 2009 (within 0.12 points on either side of the 2009 mean)
  - Items with ↓ showed a significant mean decrease from 2009 (at least 0.12 points lower than the 2009 mean)

University Mission

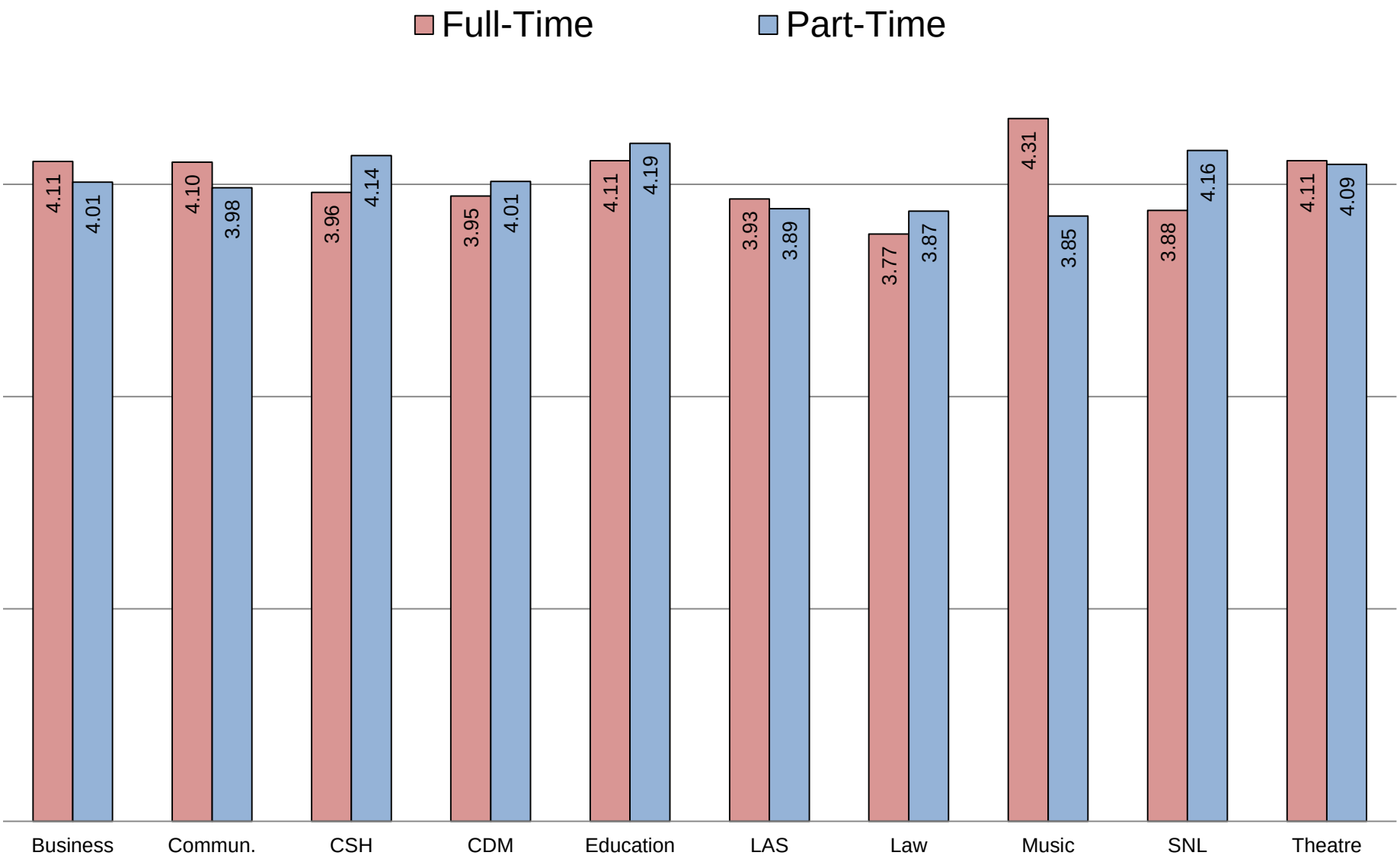
- I have a good understanding of DePaul's mission ⬇
- I can explain DePaul's mission to others (first asked in 2011)
- DePaul encourages an ethic of service ⬇
- DePaul demonstrates a commitment as an educational institution to the city of Chicago and its surrounding communities ⬇
- I can see the relationship between my work and DePaul's mission ⬇
- DePaul is a student-centered institution (first asked in 2011)
- The heritage of Vincent de Paul remains relevant to the university today ⬌
- DePaul provides equal opportunities to members of its community regardless of age, national origin, race, sex, personal challenges, creed, or sexual orientation ⬇
- DePaul incorporates its mission and values into its planning processes ⬇
- DePaul respects members of its community as individuals ⬇
- DePaul demonstrates an appropriate commitment to its Catholic identity ⬇
- DePaul's mission and values inform decision-making at this institution ⬇

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Mission and Values



FT Faculty versus PT Faculty: Mission and Values

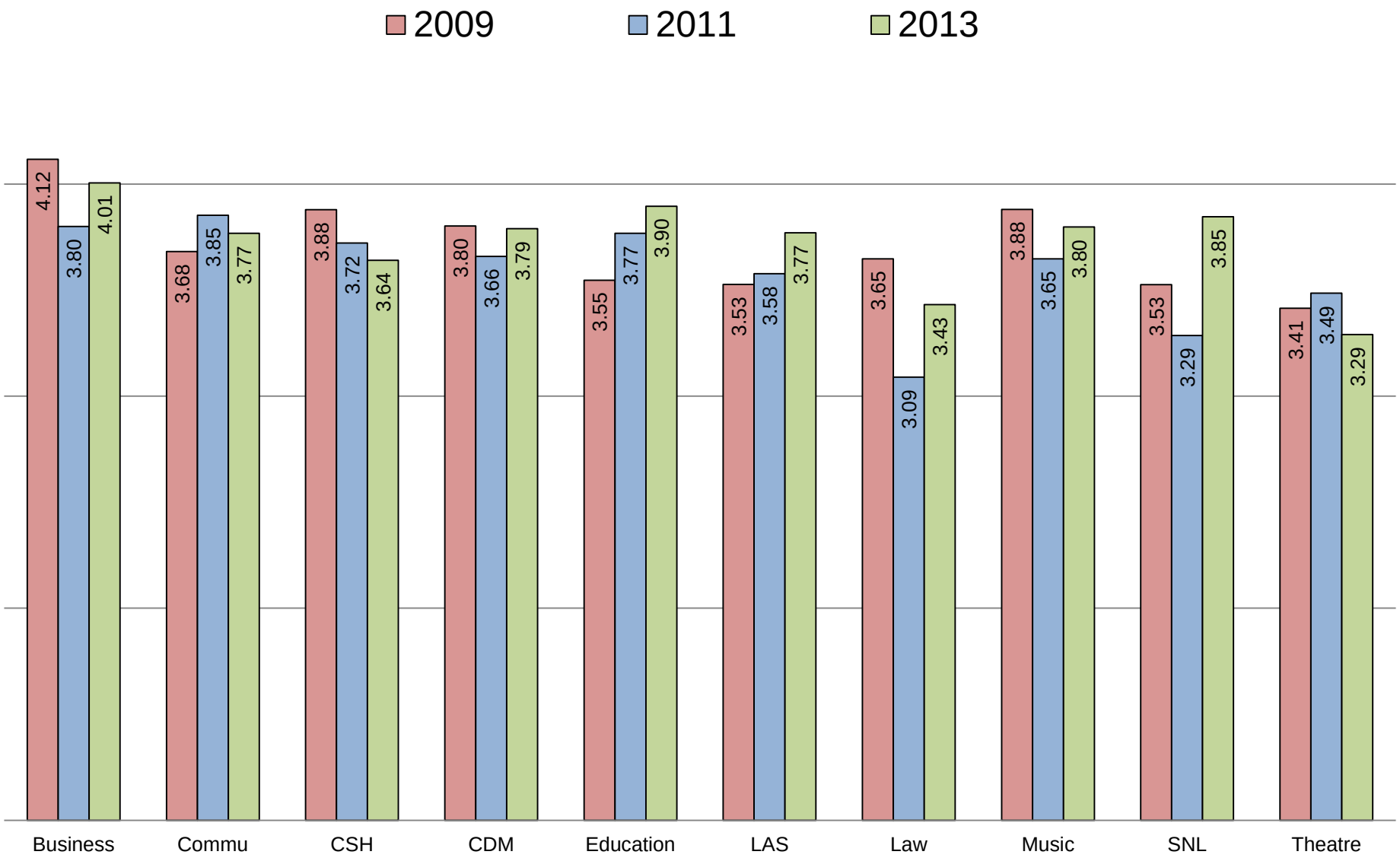


Teaching Support

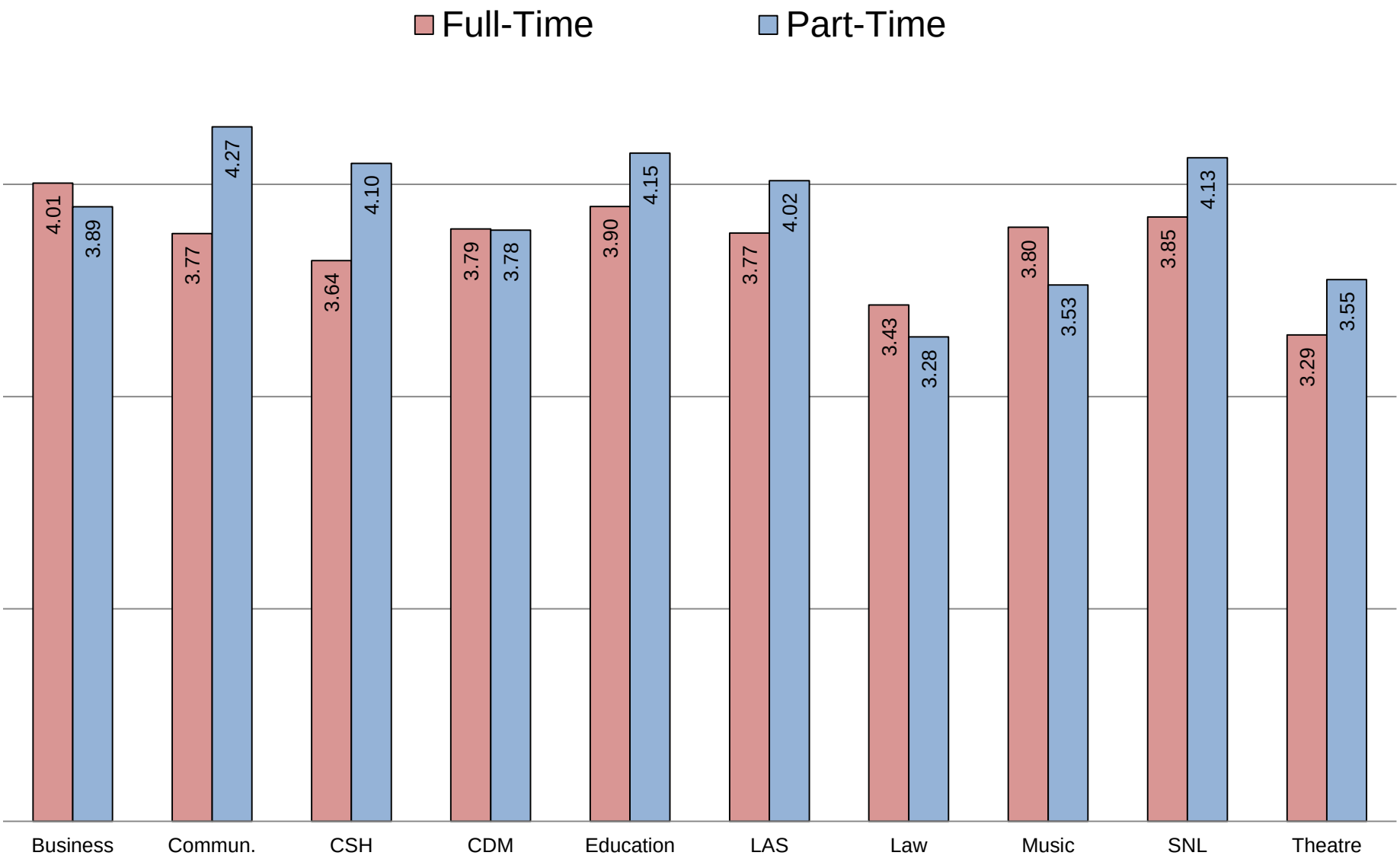
- Library resources are adequate for my teaching needs ↑
- Classrooms are well-equipped for the use of teaching technologies ↔
- Classroom equipment/facilities are well-maintained ↔
- DePaul provides adequate training for new teaching technologies ↔
- The University and colleges offer appropriate teaching workshops, best practices seminars, etc. ↔
- Computing resources are adequate for my teaching needs ↔
- DePaul supports the creation of innovative practices that enhance teaching and learning ↓
- My college/school provides adequate support for advising students ↑
- My college/school is adequately staffed to support administrative processes ↔
- Funding for faculty development is comparable to similar institutions ↔

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Teaching Support



FT Faculty versus PT Faculty: Teaching Support

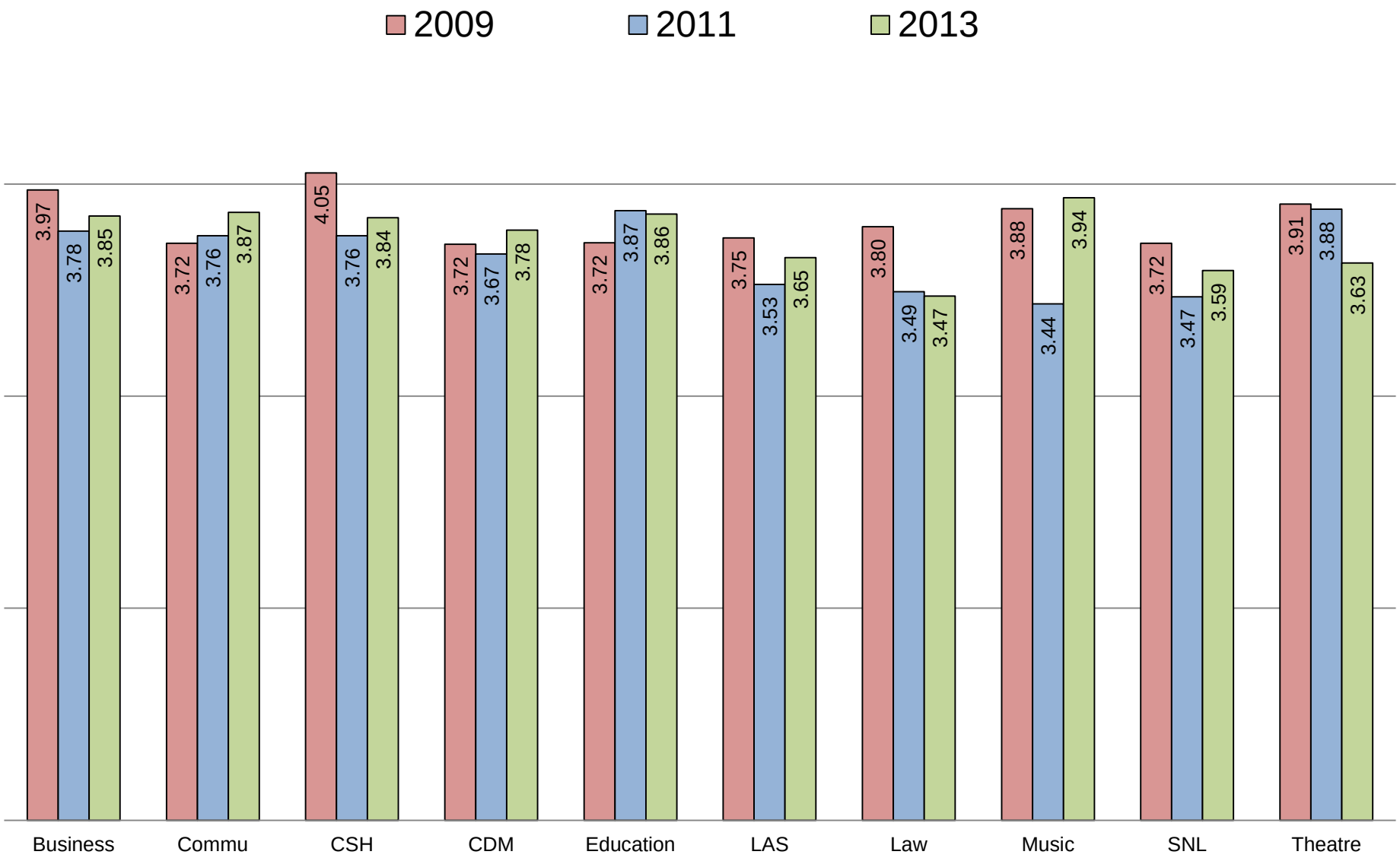


Academic Mission

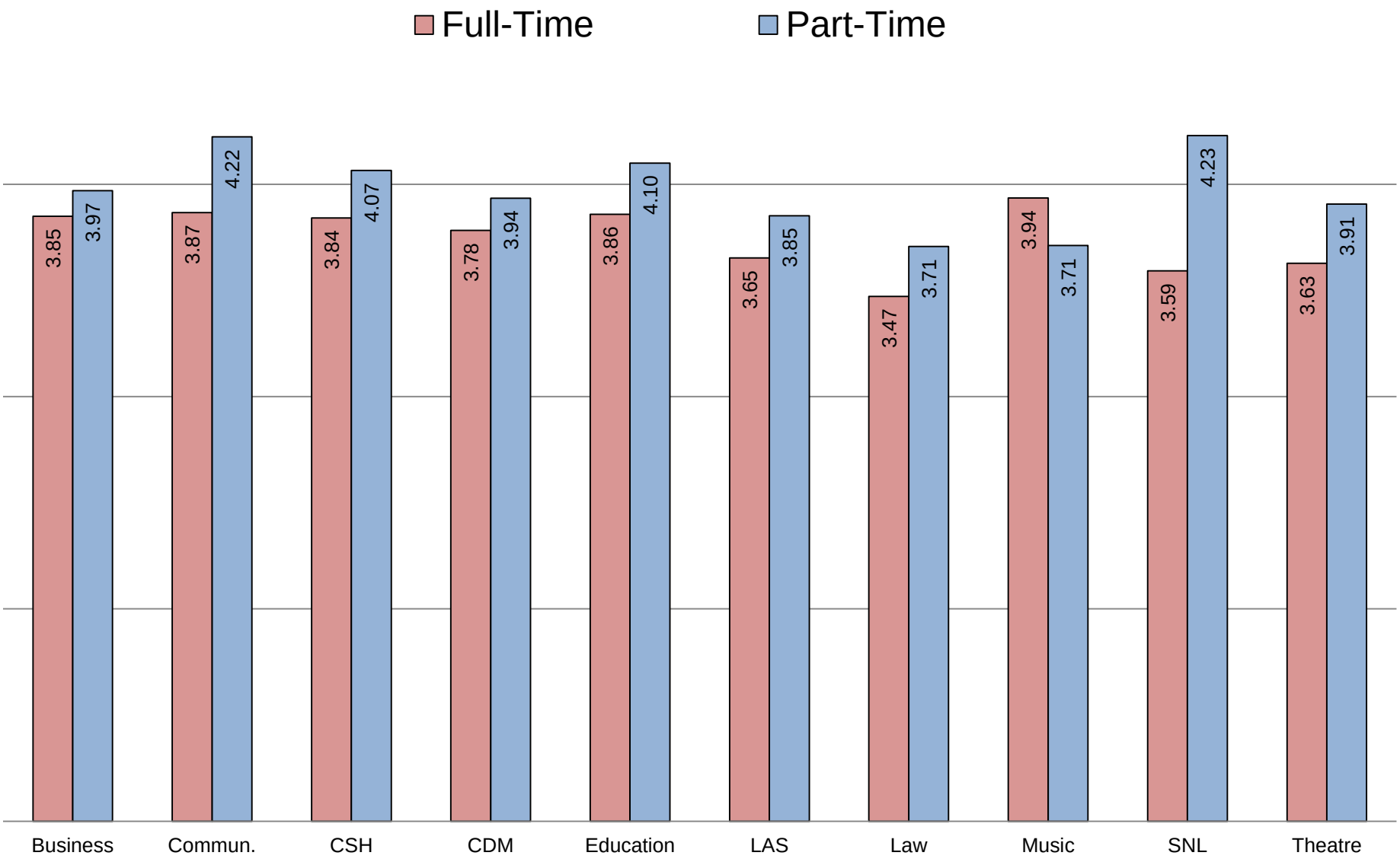
- DePaul is committed to providing education to first-generation college students ↔
- DePaul is committed to providing educational opportunities to students regardless of age, national origin, race, sex, disability, creed, color or sexual orientation ↔
- DePaul provides sufficient diversity in educational offerings and student services ↓
- DePaul's mission and values positively impact students' educational experiences ↔
- Curricula at DePaul emphasize skills and attitudes that encourage students to become lifelong, independent learners ↓
- Part-time students are accorded service equal to that received by full-time students ↓
- DePaul strives to recruit faculty who reflect the diverse mix of the student body ↓
- DePaul encourages scholarship based on ethical values and serving societal needs ↓
- Ethical reflection is a substantial part of all academic programs ↓
- DePaul provides a challenging environment for most students ↔
- Students are generally satisfied with the advising that they receive ↔
- In admissions, DePaul places sufficient weight on academic potential ↓

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Academic Mission



FT Faculty versus PT Faculty: Academic Mission

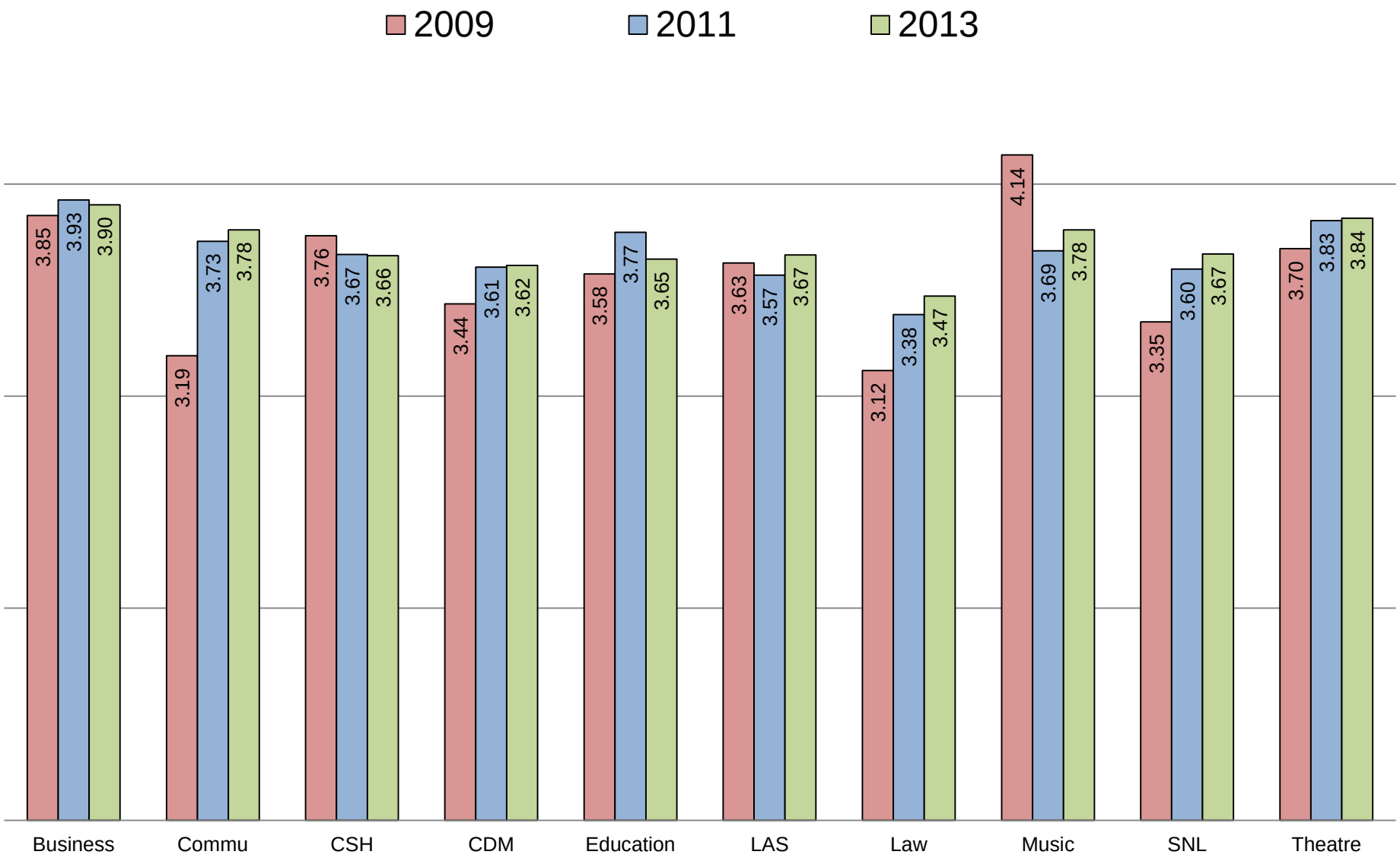


Policies and Procedures

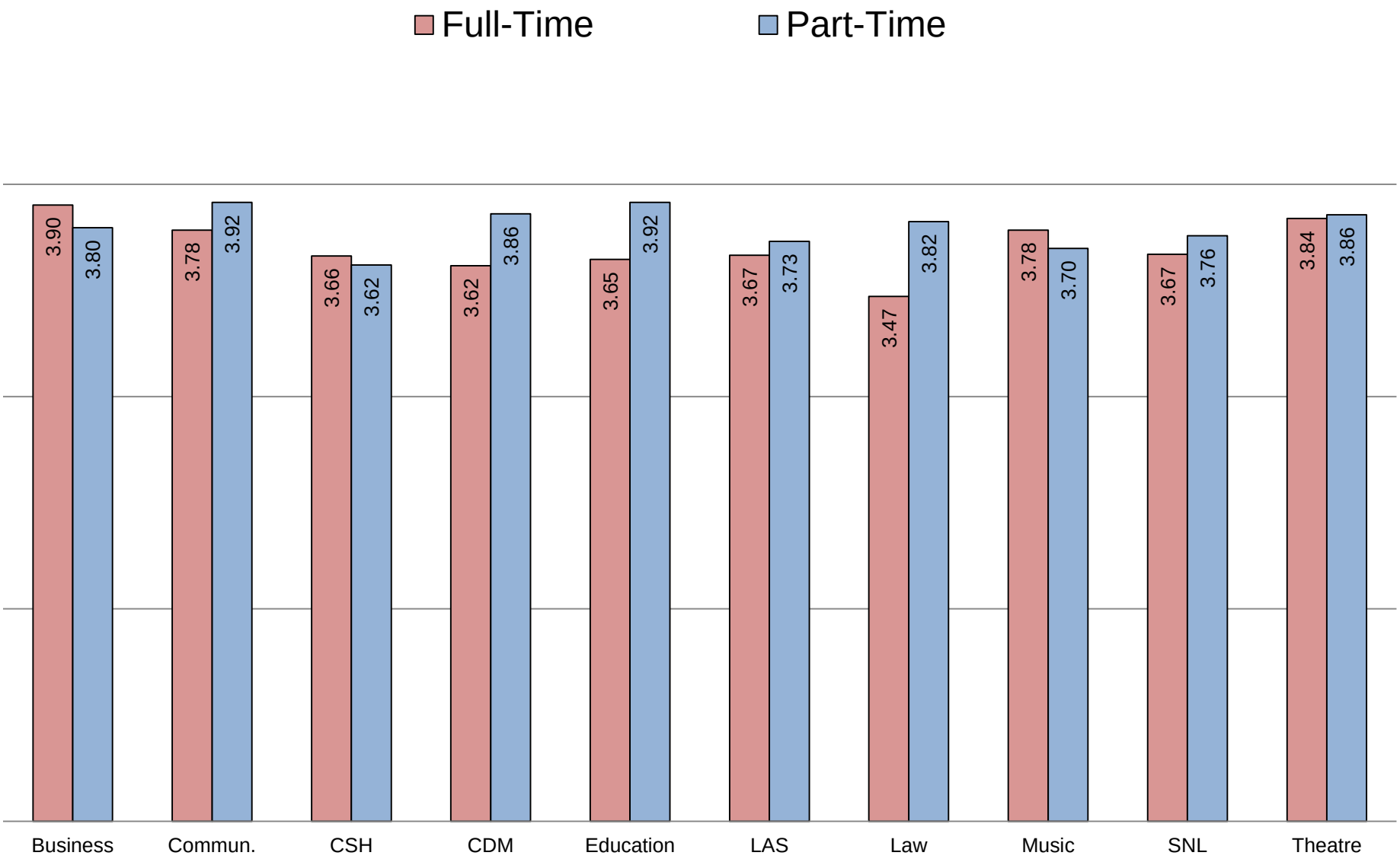
- I am familiar with DePaul's policies ↔
- I know what avenues are available to me in handling workplace issues ↔
- I understand DePaul's procedures for making complaints or grievances ↔
- I can quickly locate relevant policies and/or procedures ↔
- Complaints and grievances are responded to in a timely manner ↔
- Complaints and grievances are handled in a discreet manner ↔
- Policies and procedures are followed in a fair and consistent manner ↔

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Diversity



FT Faculty versus PT Faculty: Diversity

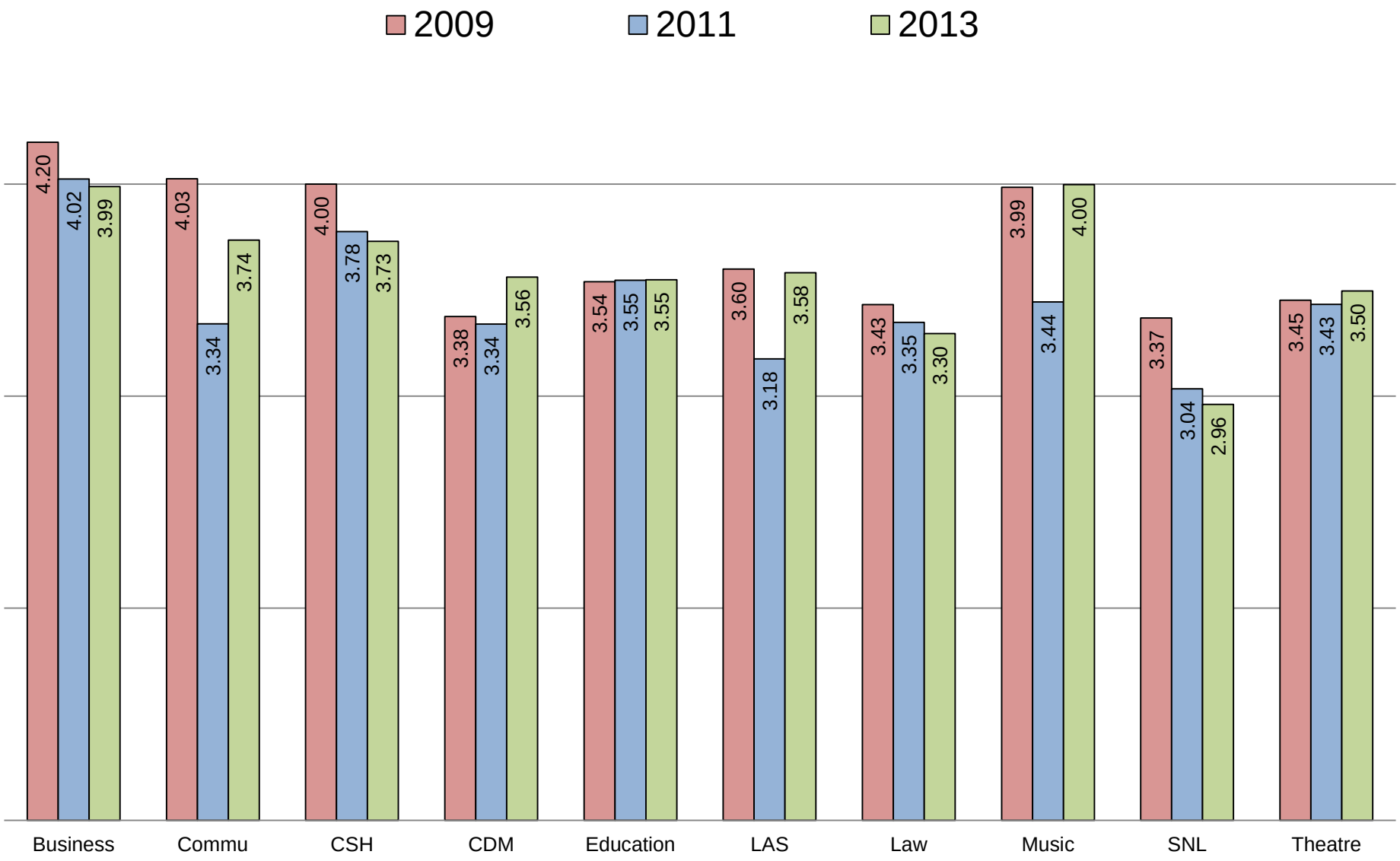


Diversity

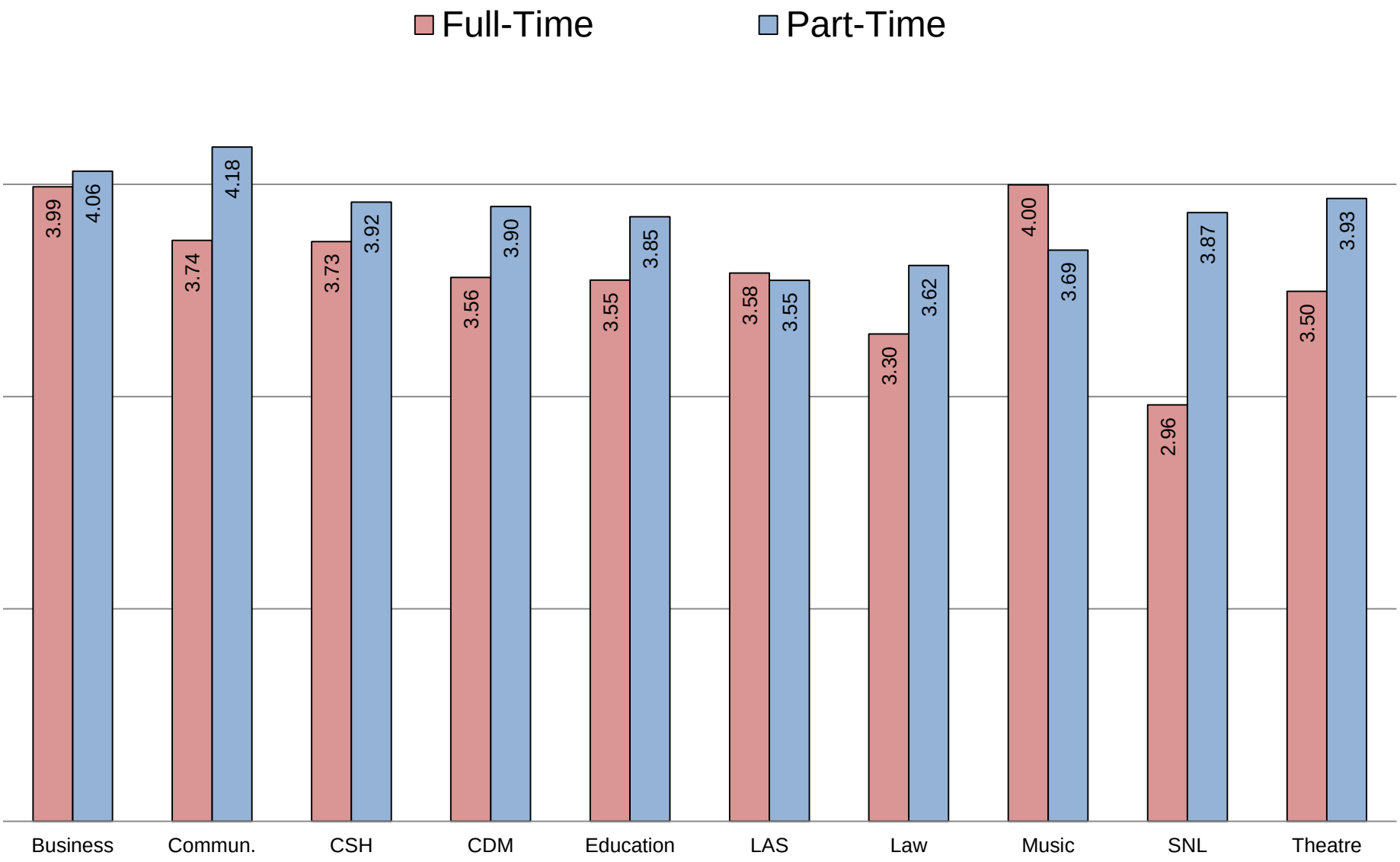
- Scheduling concerns for cultural/religious holidays are handled with flexibility and respect ↔
- Appropriate accommodations are made for persons with disabilities ↔
- DePaul values the diversity of its employees ↓
- DePaul actively recruits and hires employees of diverse backgrounds ↔
- DePaul's recruiting, hiring and retention practices promote a diverse work force ↓
- There is a supportive culture for employees from diverse backgrounds at DePaul ↓
- DePaul provides equal career opportunities and advancement for employees of diverse backgrounds ↓
- DePaul is able to protect the rights of employees by providing a discrimination-free workplace ↓
- DePaul handles harassment/discrimination grievances appropriately ↓
- Employees with diverse backgrounds are well-represented in governance positions ↔

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Diversity



FT Faculty versus PT Faculty: Diversity

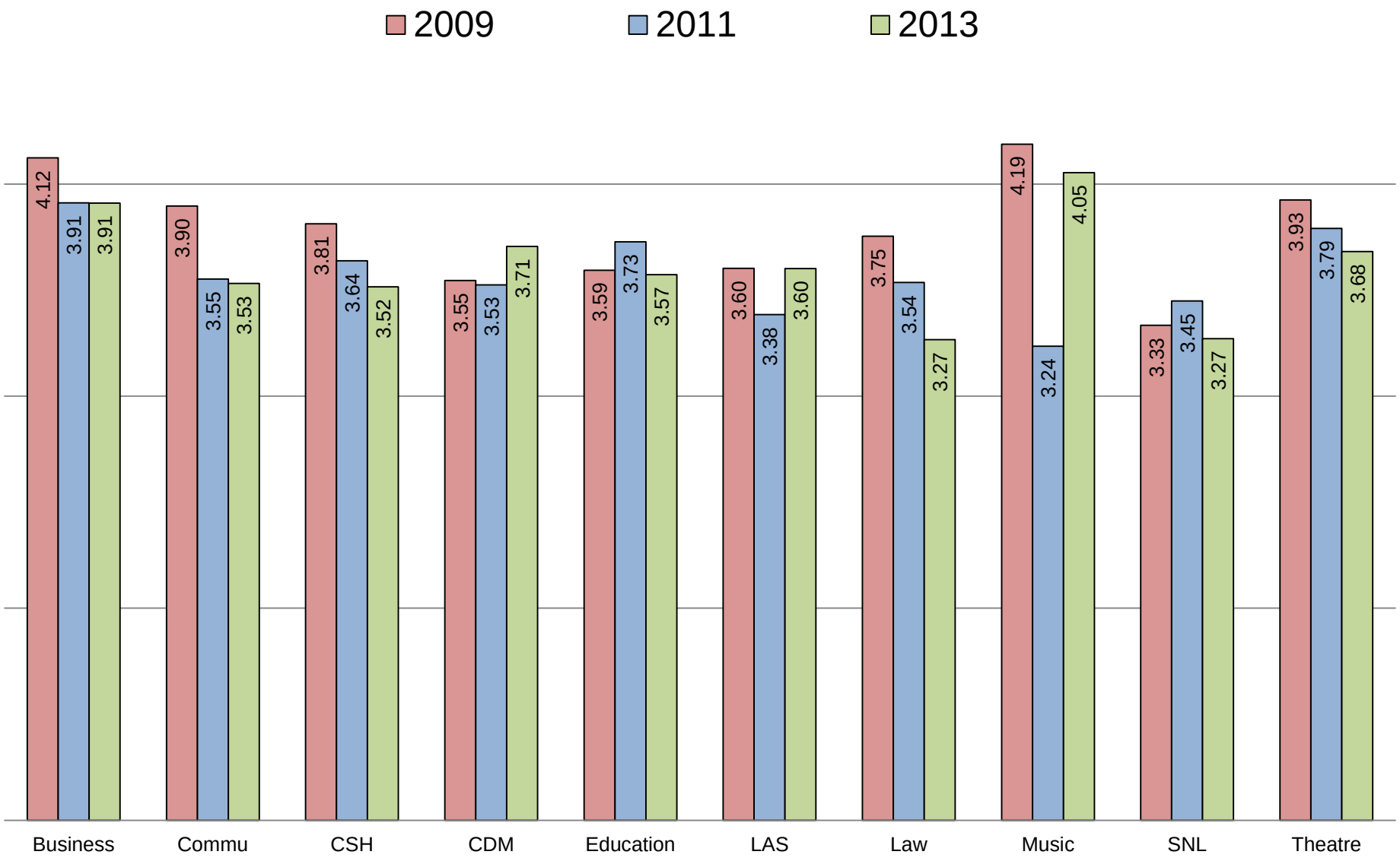


General Experiences

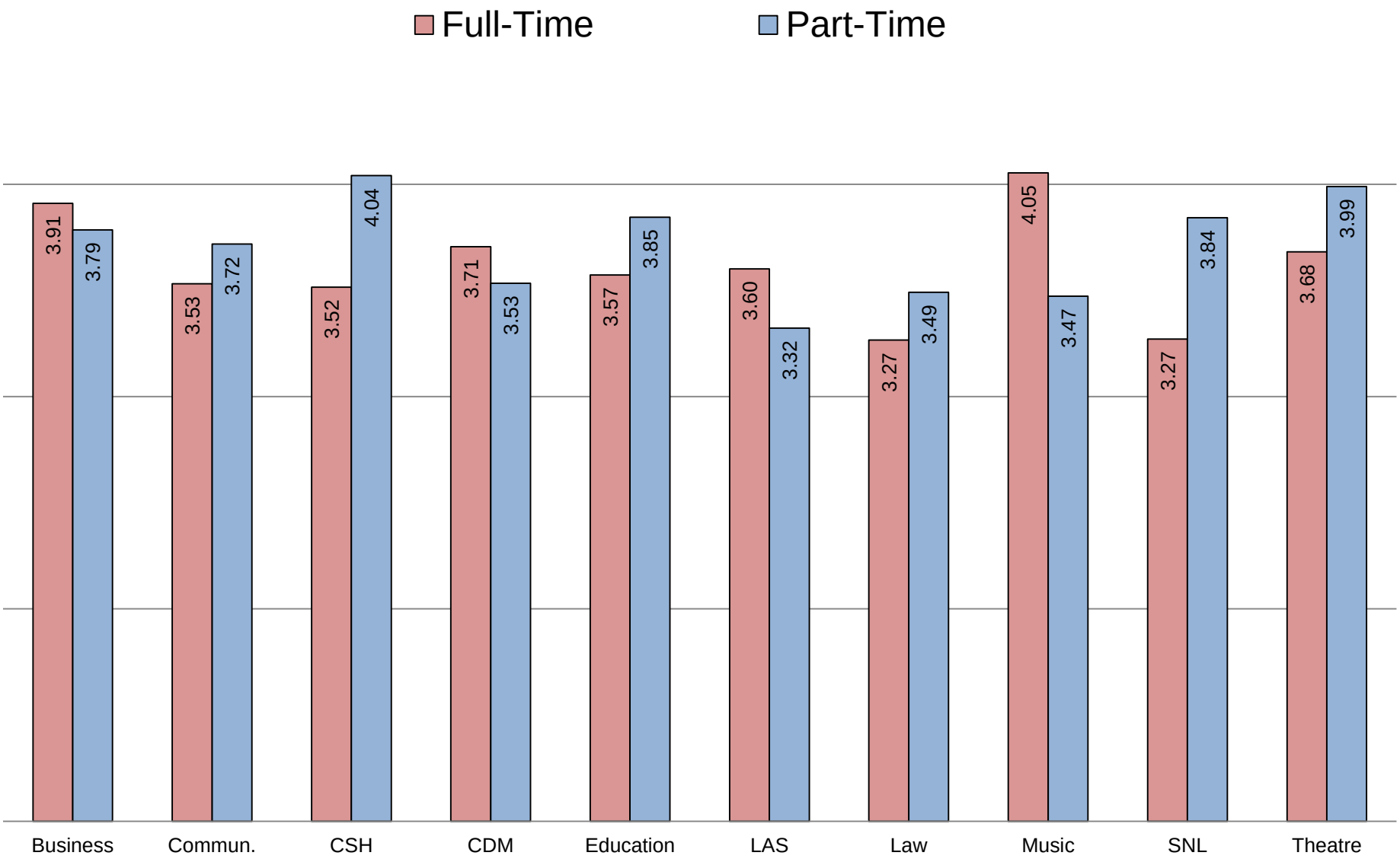
- Overall, I find my work personally satisfying ↔
- My work is appropriately challenging ↔
- I feel a sense of belonging at DePaul ↓
- I would recommend DePaul as an employer to friends, family and colleagues ↓
- I am satisfied with the progress of my career at DePaul ↔
- I am a valued member of the DePaul community ↓
- There are opportunities for career advancement at DePaul ↓
- My workload is manageable ↔
- High quality work is recognized at DePaul ↓
- I am satisfied with my level of involvement in decisions that affect my work ↓
- Overall, DePaul has managed its growth effectively ↓

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: General Experiences



FT Faculty versus PT Faculty: General Experiences

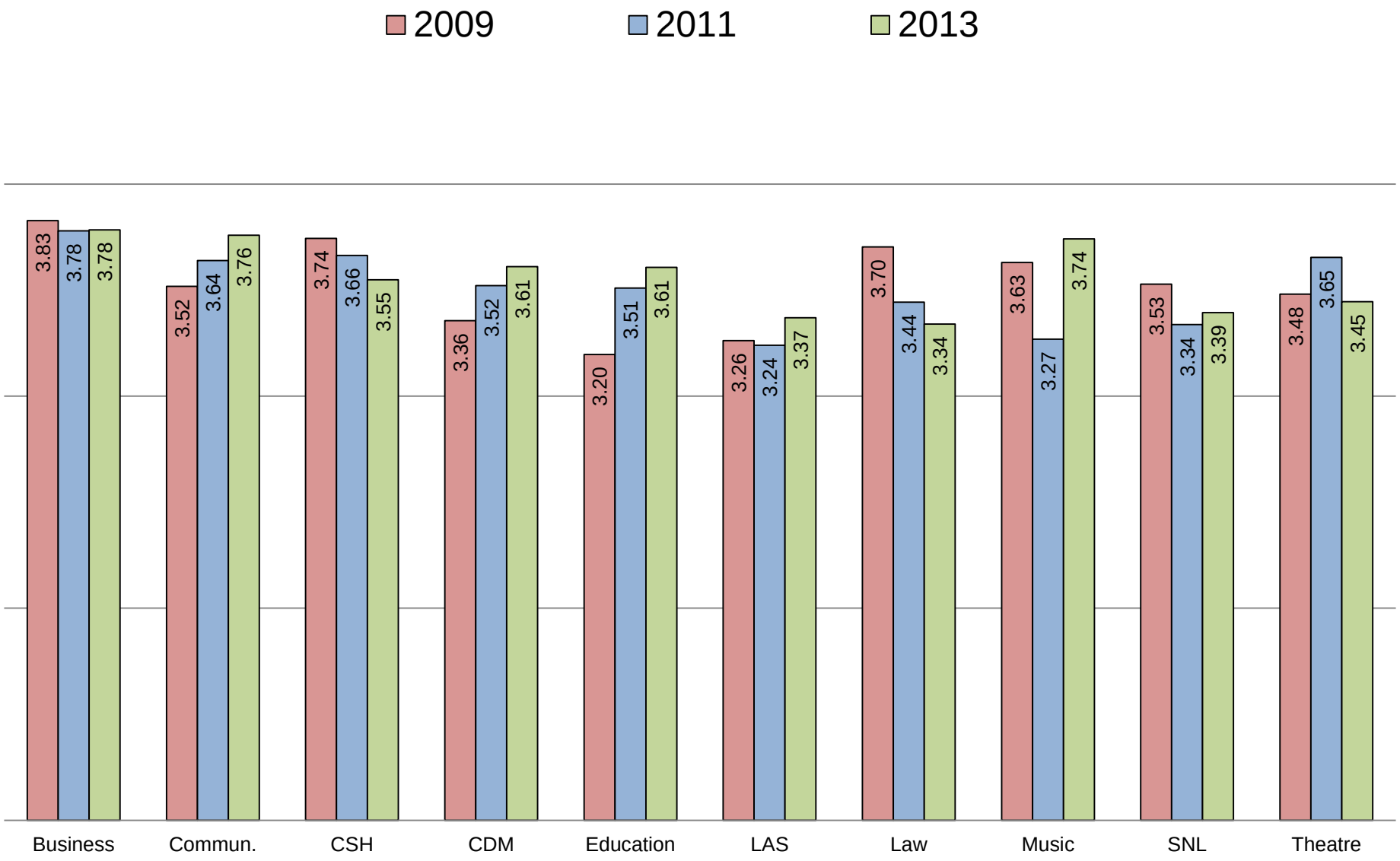


Research Support

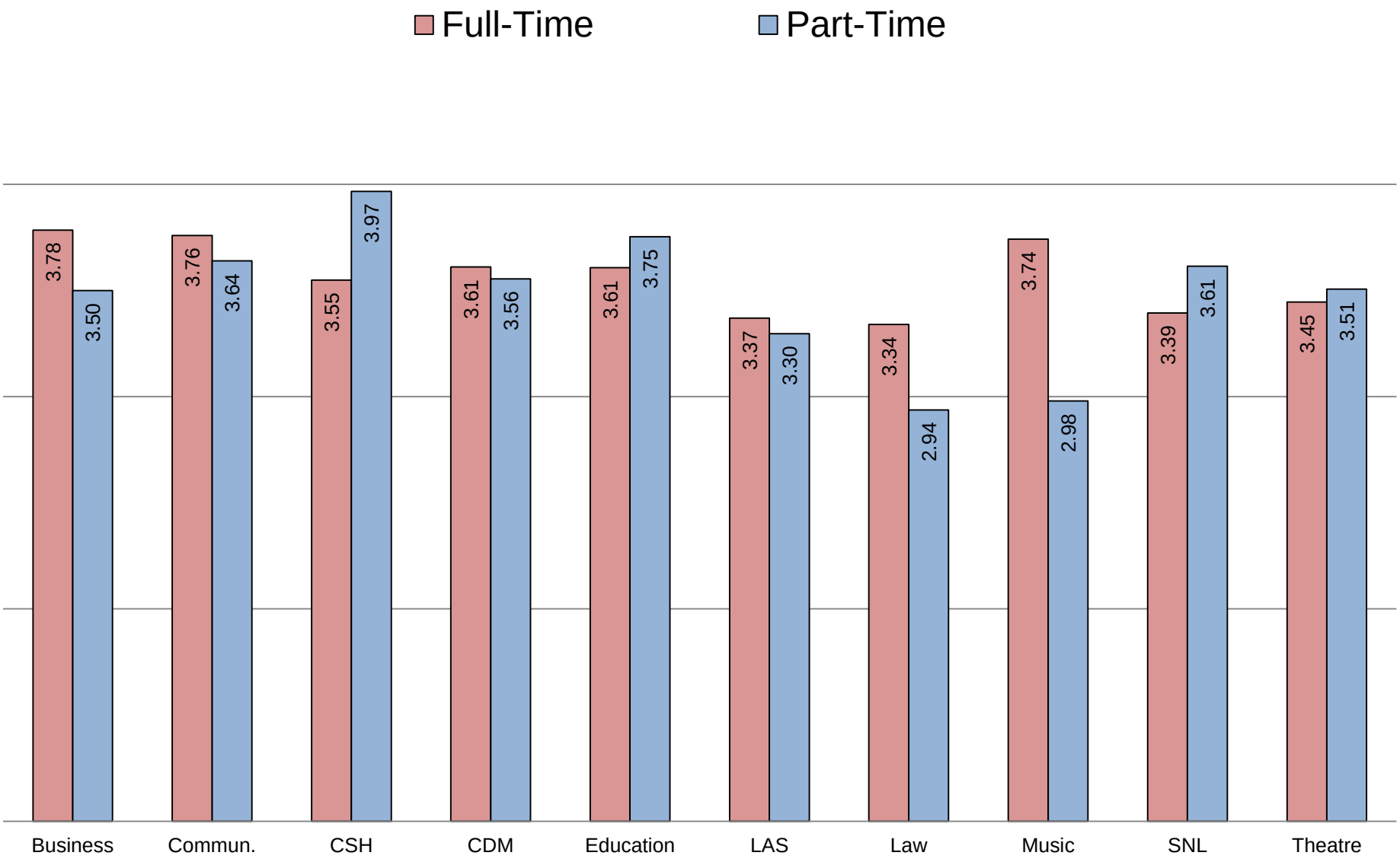
- Computing resources are adequate for my research needs ↔
- Academic freedom is respected at DePaul ↔
- I have received support from the University for my research ↔
- Library resources are adequate for my research needs ↑
- I have received support from external sources for my research ↔
- The University provides adequate assistance in locating internal and external funding opportunities ↔
- The University provides adequate assistance in grant writing/budget preparation ↔
- Appropriate levels of internal funding for research are available ↔

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Research Support



FT Faculty versus PT Faculty: Research Support

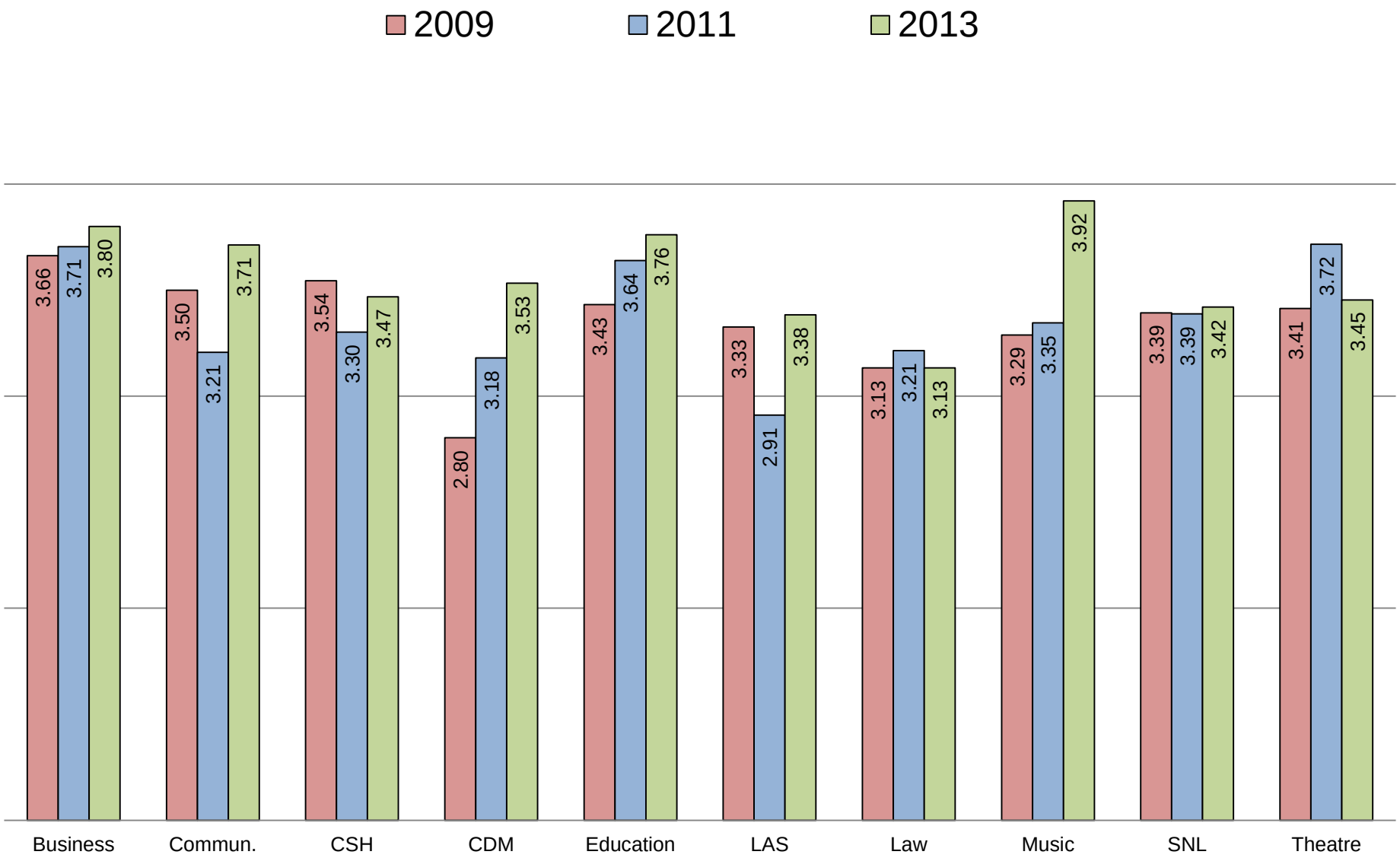


Faculty Council

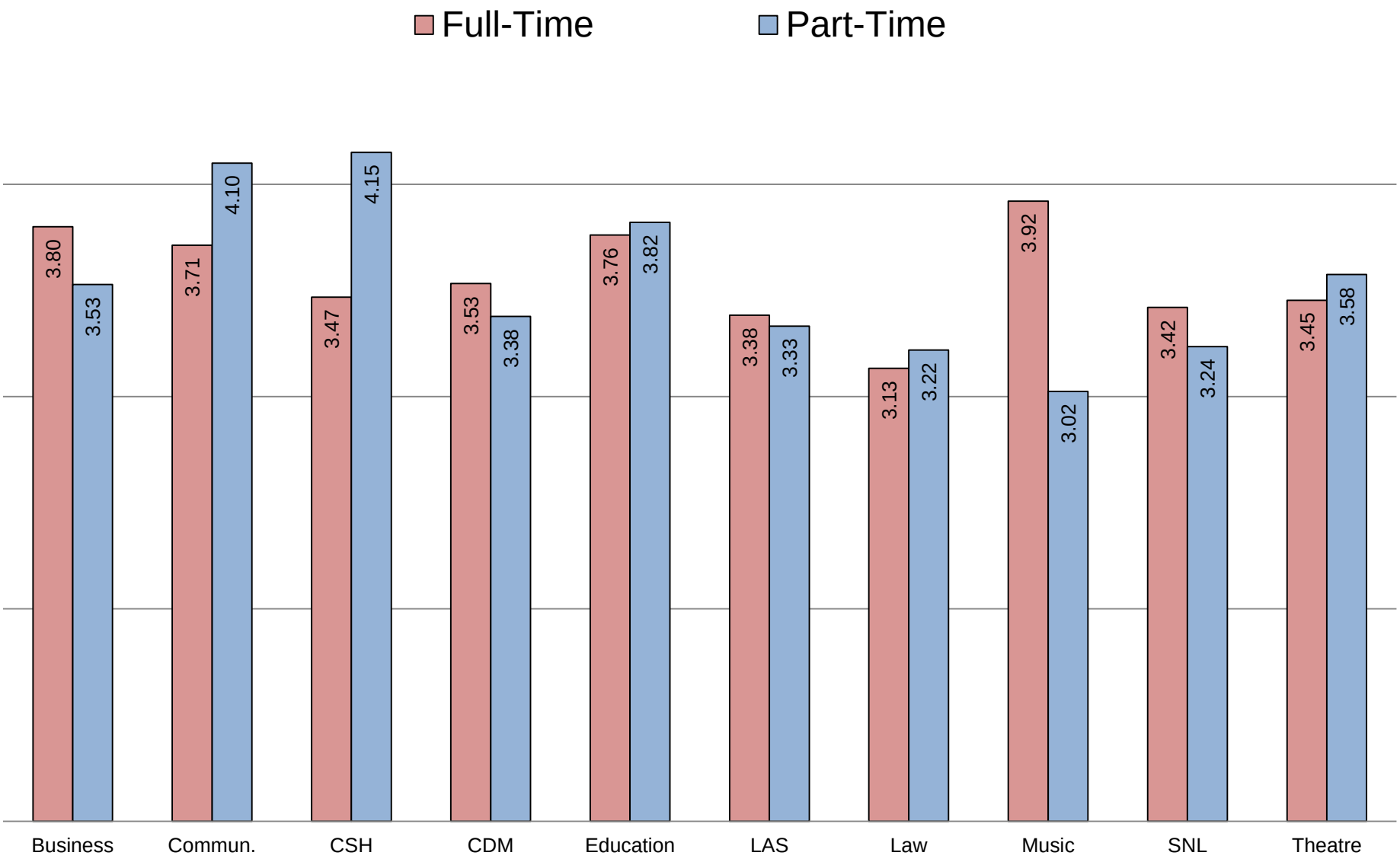
- Faculty Council is effective at:
  - Approving new academic programs ↔
  - Monitoring changes to university policies ↑
  - Communicating university-level concerns to faculty ↔
  - Proposing new policies ↑
  - Nominating faculty for university-wide committee appointments ↔
  - Communicating the concerns of faculty to the administration ↑
  - Soliciting constituents' views when appropriate ↑
  - Advocating in the interest of faculty ↔
  - Enhancing faculty participation in university planning ↑
  - Reviewing the working conditions of faculty ↔

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Faculty Council



FT Faculty versus PT Faculty: Faculty Council

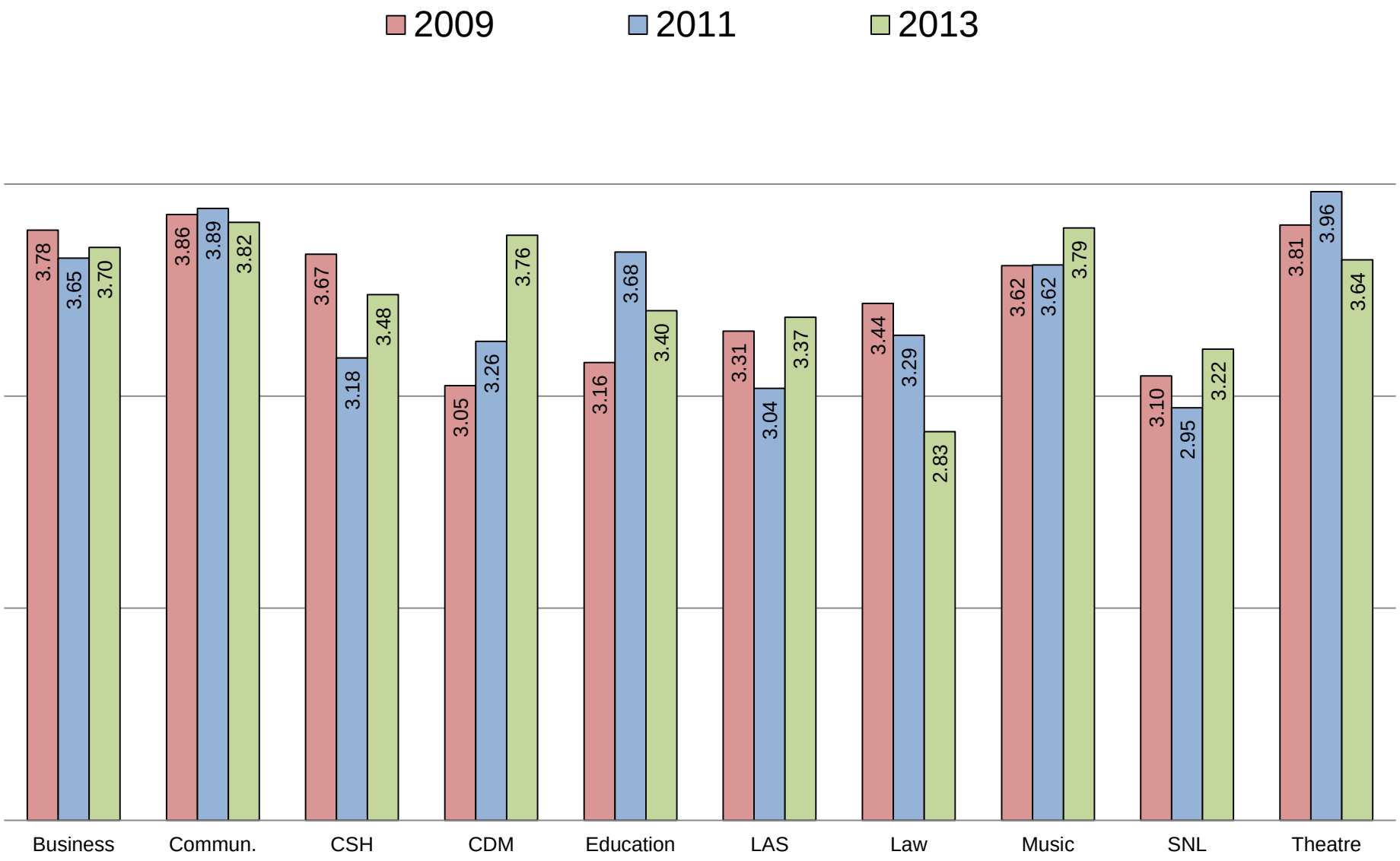


Local Governance

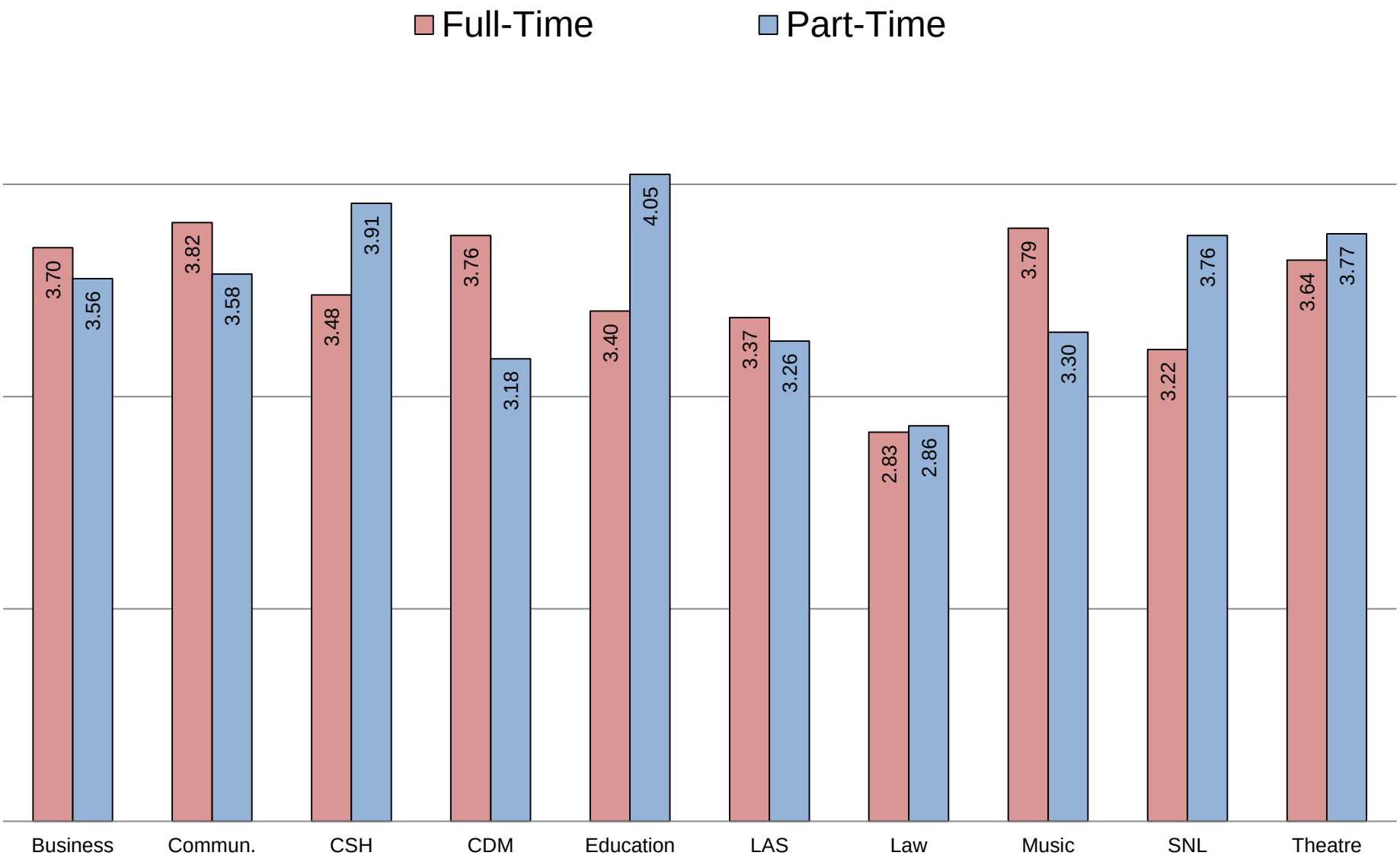
- Local college/school governance is effective at...
  - Reviewing the curriculum ⟷
  - Reviewing tenure and promotion decisions ⟷
  - Communicating university-level concerns to faculty ⟷
  - Communicating the concerns of faculty to the college/school ⟷
  - Keeping constituents informed and soliciting constituents' views when appropriate ⟷
  - Enhancing faculty participation in college/school-wide planning ⟷
  - Communicating college/school concerns to the Provost ⟷

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Local Governance



FT Faculty versus PT Faculty: Local Governance

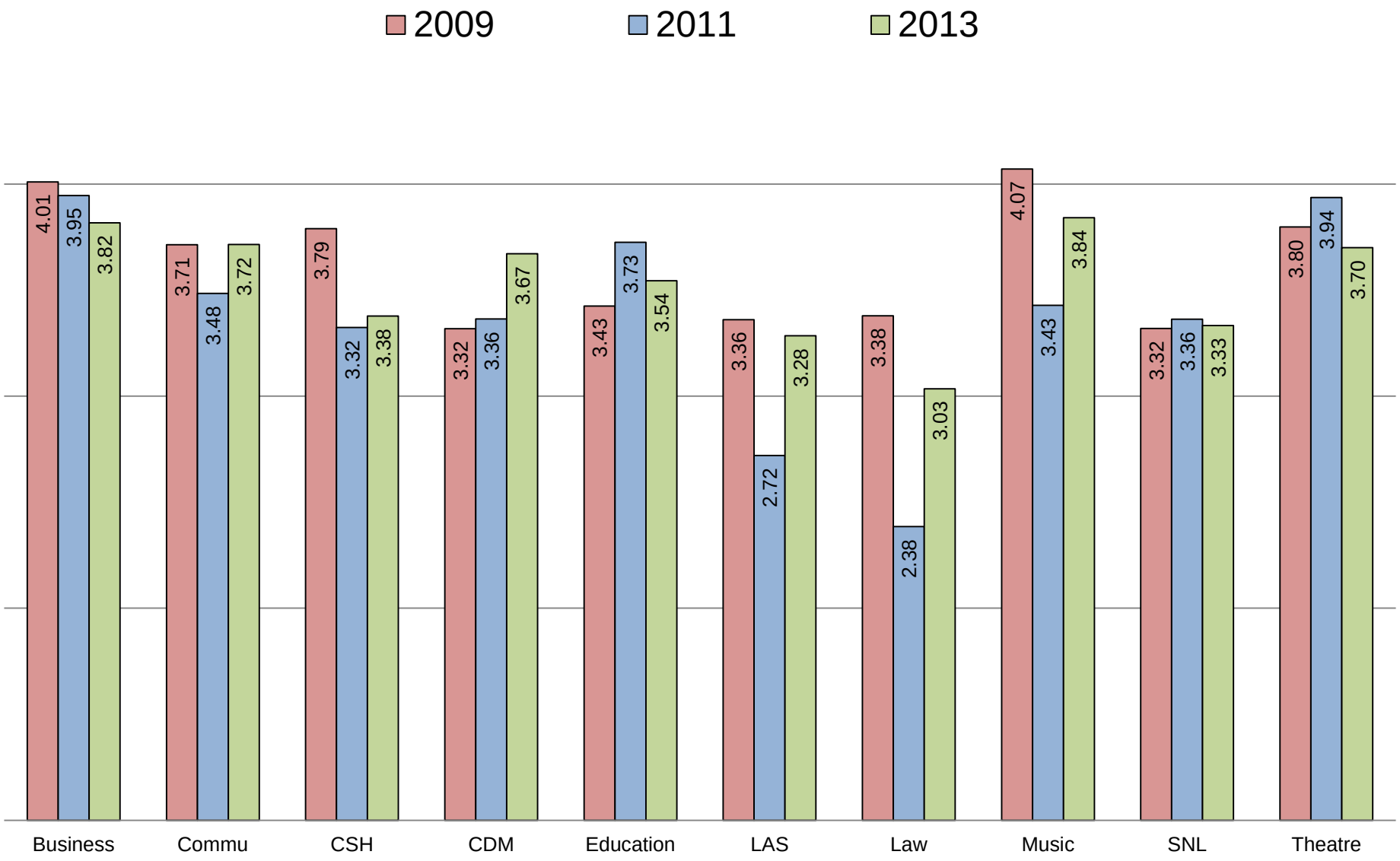


Leadership

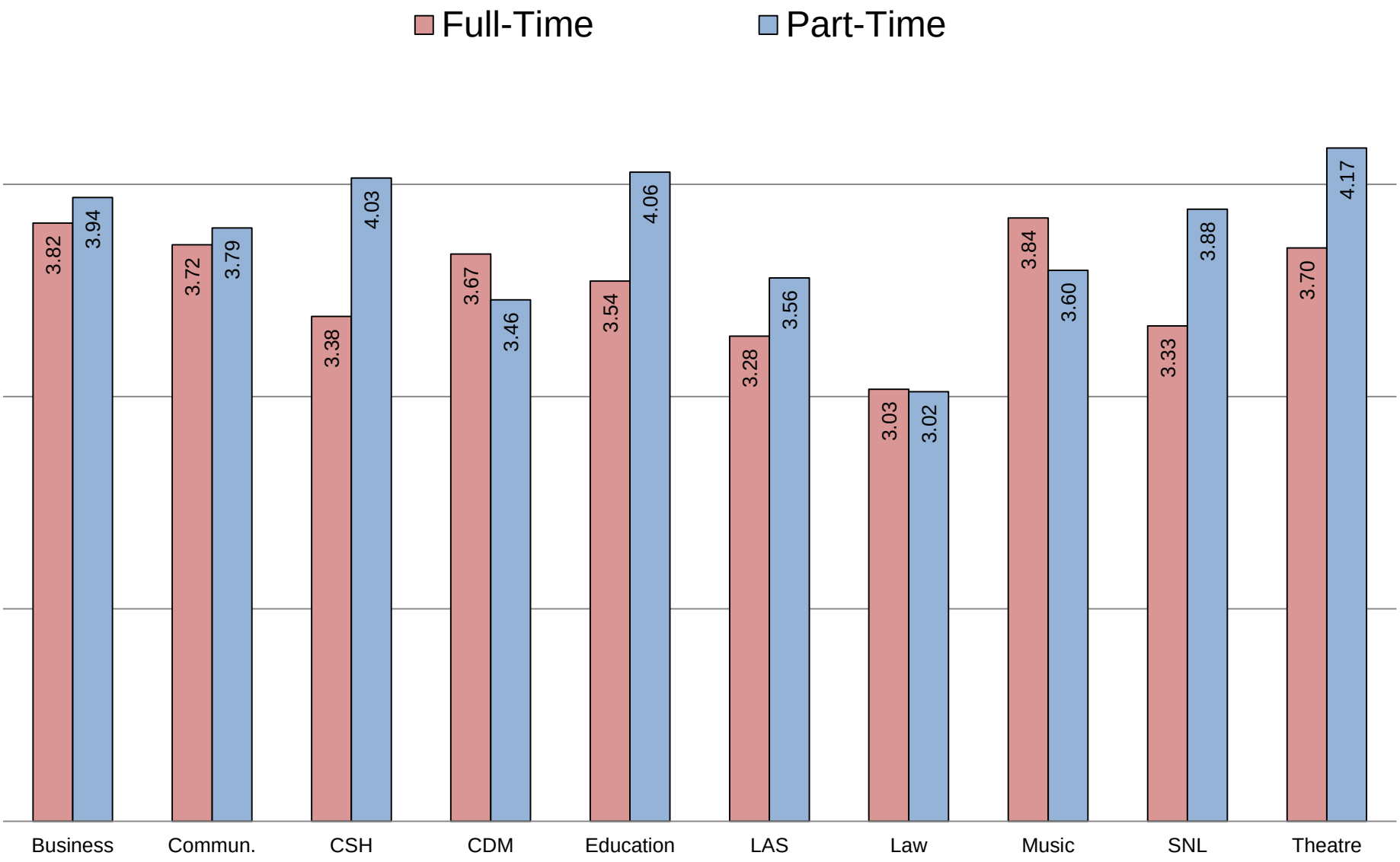
- DePaul's leadership has clearly articulated the University's mission and values ⬇
- DePaul's leadership is committed to upholding the University's mission and values ⬇
- Information that affects DePaul faculty, staff and students is communicated in a timely manner ⬇
- DePaul's leadership encourages input from staff during planning processes ⬌
- DePaul's leadership encourages input from faculty during planning processes ⬌
- DePaul responds to the needs of its internal constituents ⬇
- Appropriate internal constituents are consulted in decision-making processes at DePaul ⬌

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Leadership



FT Faculty versus PT Faculty: Leadership

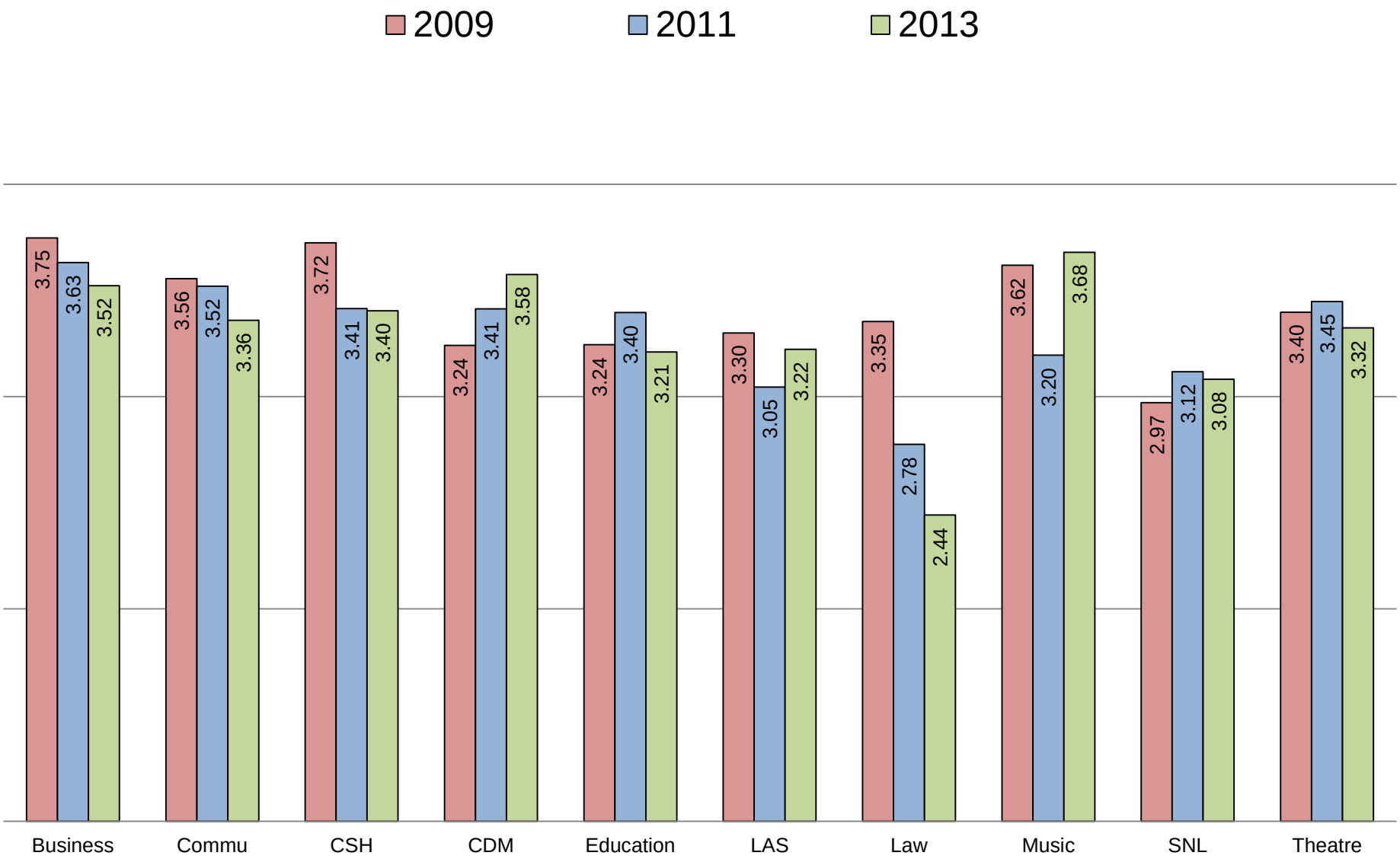


Collegiality

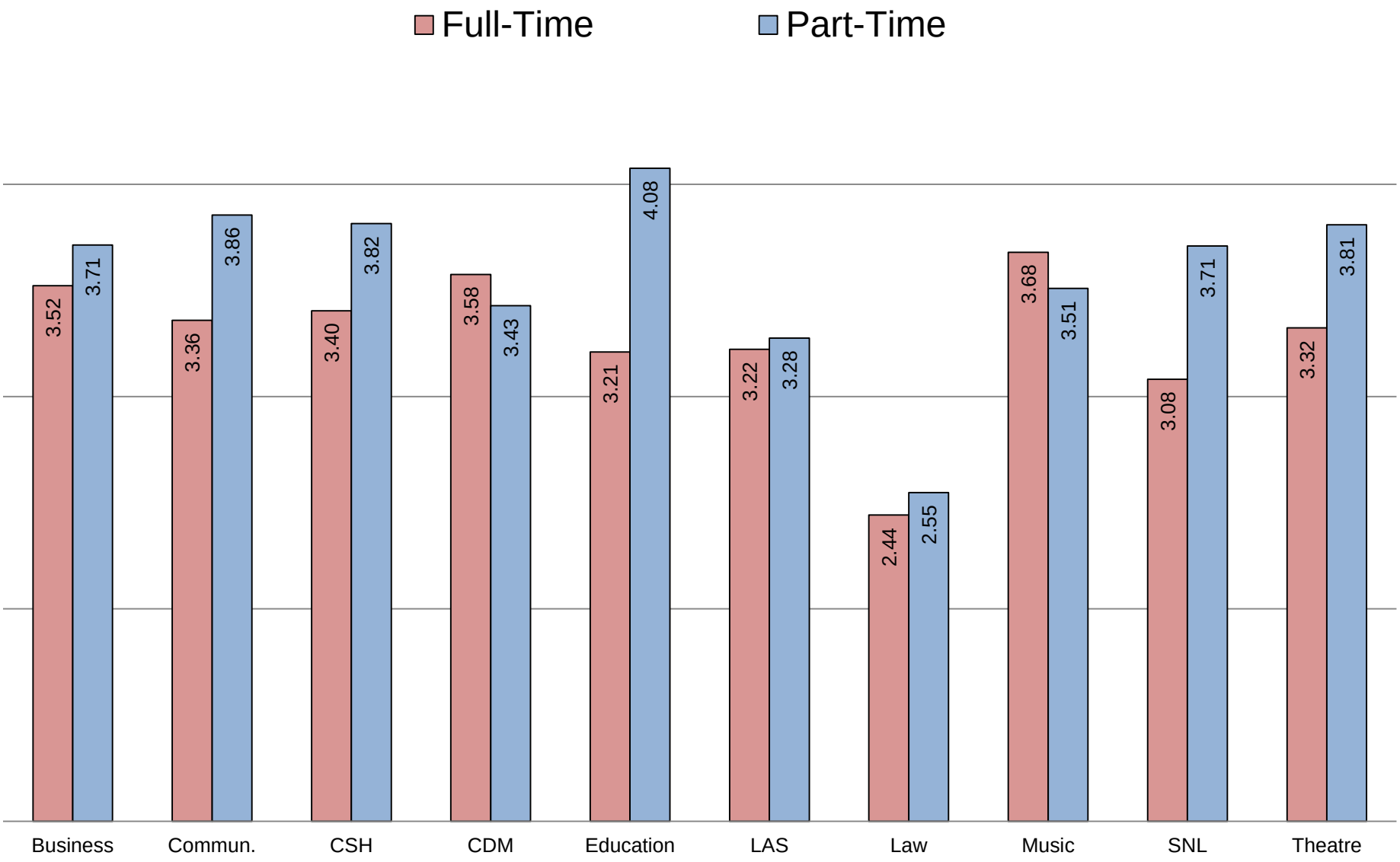
- Professional relationships with colleagues are satisfactory ↓
- DePaul encourages faculty to contribute ideas, suggestions and opinions ↓
- There is a spirit of cooperation among staff, faculty and administration toward achieving common goals ↓
- Individuals at DePaul take responsibility for the organizational culture ↓
- Sufficient opportunities exist for DePaul's faculty and staff to interact in ways that build collegiality ↓
- The feedback received from DePaul's faculty is considered and responded to appropriately ↔
- Cooperation/collaborations exists across departments and offices ↓

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Collegiality



FT Faculty versus PT Faculty: Collegiality

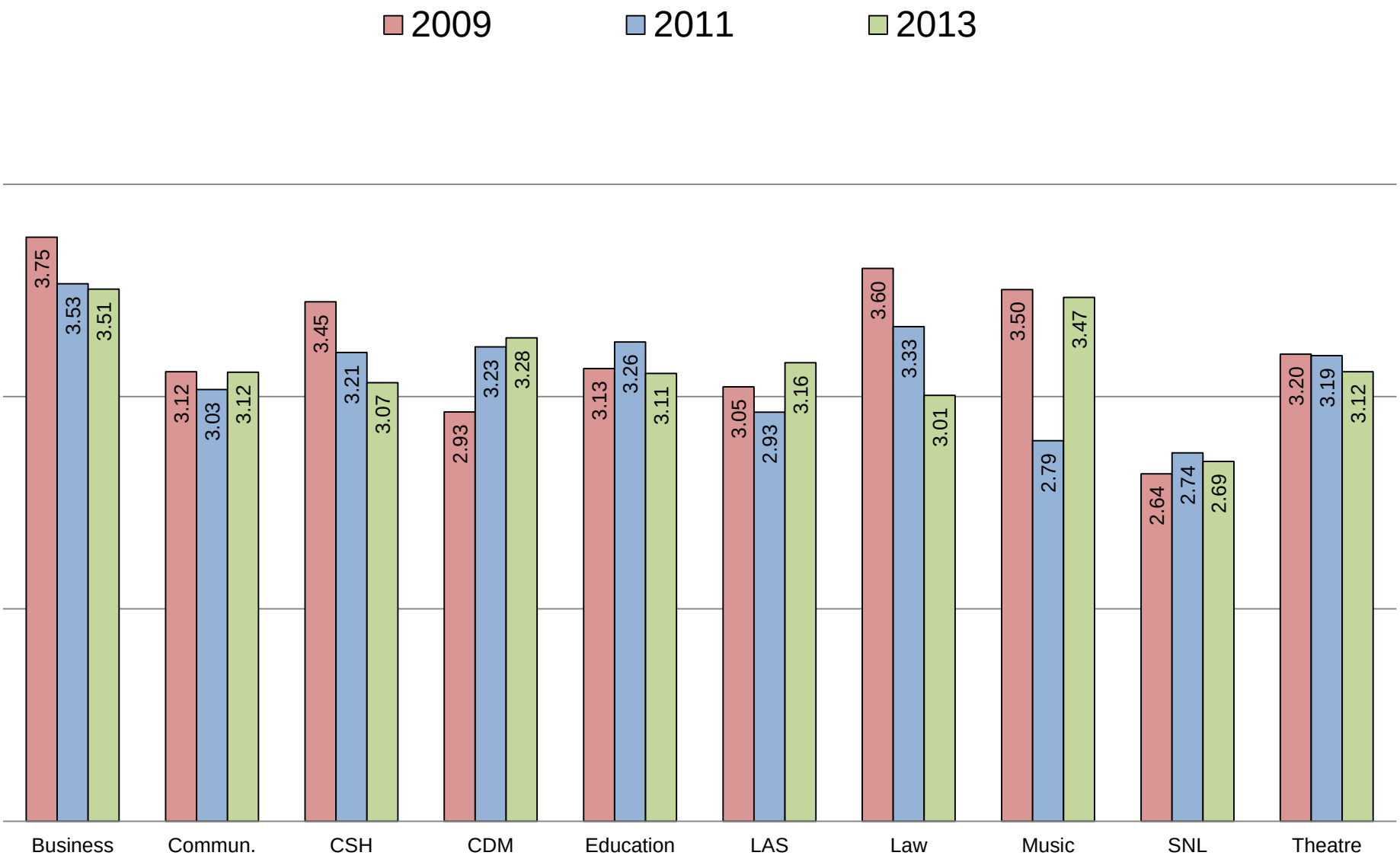


Workload

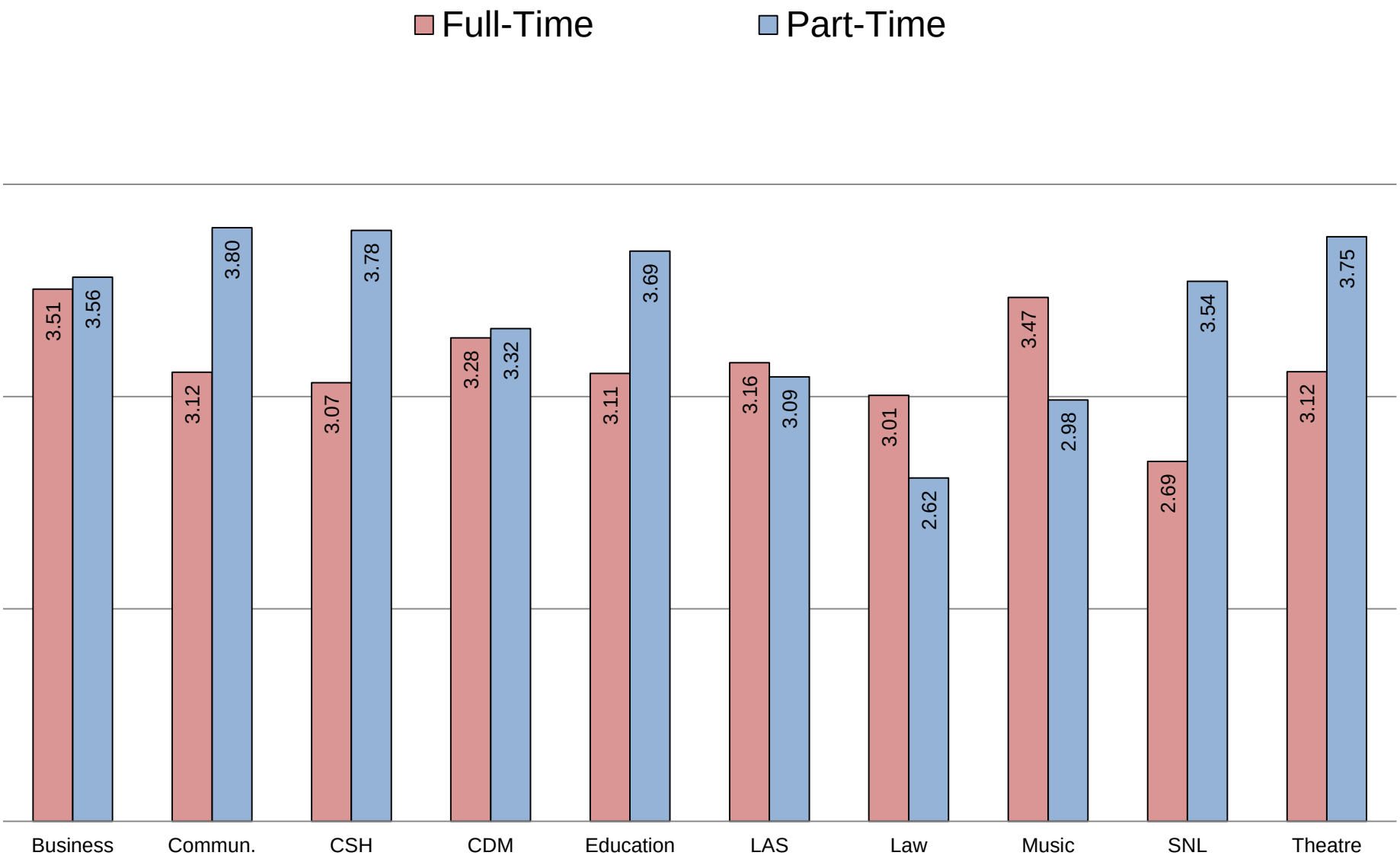
- Faculty have well-maintained work spaces at all locations in which they teach ↔
- Research and scholarship is recognized and rewarded at DePaul ↓
- Teaching expectations (in terms of course load and size) are reasonable ↔
- Teaching effectiveness is recognized and rewarded at DePaul ↓
- Expectations regarding research, scholarship, or creative activities are reasonable ↓
- University service is recognized and rewarded at DePaul ↓
- College service is recognized and rewarded at DePaul ↓
- College and department service expectations (committees, task forces, etc.) are reasonable ↓
- Department service is recognized and rewarded at DePaul ↓
- Professional service to one's discipline is recognized at DePaul ↔
- Adequate support exists for balancing work and family life ↔
- DePaul's workload effectively balances teaching, research, advising, and committee work ↔
- Collaborative projects across colleges and campuses are common ↔

Arrows indicate how ratings have changed from 2009.

Full-Time Faculty: Workload



FT Faculty versus PT Faculty: Workload



For more information

Means for each item are available by request:

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DePaul University

ENROLLMENT MANAGEMENT AND MARKETING

Office of Institutional Research and Market Analytics

Faculty Climate Survey
August 2013

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In preparation for the last North Central Accreditation (NCA) visit, a campus climate survey for faculty and staff was created and administered in 2005. The instrument was crafted with input from Staff and Faculty Councils; Human Resources; and the Offices of the President, Mission & Values, and Institutional Diversity. It was decided to biennially survey faculty and staff on these topics; thus, this past winter quarter, faculty and staff were asked again to complete this survey. What follows are some enumerated charts highlighting the findings of the most recent survey of faculty (analysis of staff responses appear in another presentation). Detailed data tables are available by request or via the DePaul Survey Resources homepage (http://surveys.depaul.edu). It is intended that these data serve to support the administrative functioning of the university, provide key outcomes metrics for the current and new strategic plans, and inform the university of faculty perceptions.

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FACULTY CLIMATE SURVEY: General Experiences - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
I feel a sense of belonging at DePaul																
	2005	**3.96**	**3.63**	**3.88**	4.15	3.83	4.07	3.55	n/a	3.58	4.13	4.00	4.10	4.23	3.75	4.20
	2007	**4.00**	**3.80**	**3.94**	4.31	4.05	4.22	4.22	n/a	4.22	4.13	3.60	4.00	4.11	3.85	4.05
	2009	**4.07**	**3.80**	**3.99**	4.28	3.96	4.20	3.83	3.44	3.60	3.85	3.80	3.83	4.08	4.00	4.07
	2011	**3.77**	**3.70**	**3.74**	4.12	4.10	4.11	3.74	3.47	3.63	3.84	3.54	3.69	3.75	4.40	3.79
	2013	**3.89**	**3.60**	**3.77**	4.02	3.62	3.85	4.05	3.53	3.80	4.03	3.47	3.77	3.84	4.00	3.89
Overall, I find my work personally satisfying																
	2005	**4.33**	**4.48**	**4.36**	4.48	4.67	4.53	3.73	n/a	3.83	4.54	4.25	4.49	4.49	4.25	4.47
	2007	**4.28**	**4.52**	**4.32**	4.62	4.67	4.63	4.44	n/a	4.44	4.10	4.70	4.24	4.28	4.54	4.33
	2009	**4.35**	**4.51**	**4.40**	4.56	4.56	4.56	4.33	4.22	4.27	4.30	4.80	4.51	4.30	4.67	4.34
	2011	**4.26**	**4.39**	**4.32**	4.33	4.58	4.42	4.13	4.53	4.29	4.13	4.41	4.27	4.32	4.60	4.33
	2013	**4.26**	**4.35**	**4.30**	4.34	4.39	4.36	4.27	4.16	4.22	4.36	4.33	4.35	4.21	4.47	4.29
My workload is manageable																
	2005	**3.19**	**4.29**	**3.46**	3.96	4.44	4.08	2.36	n/a	2.50	3.55	3.88	3.60	3.38	4.25	3.45
	2007	**3.00**	**4.26**	**3.35**	4.00	4.58	4.19	2.75	n/a	2.75	3.23	4.40	3.51	2.94	4.38	3.25
	2009	**3.49**	**4.24**	**3.70**	4.23	4.52	4.30	3.67	4.44	4.13	3.35	4.47	3.83	3.40	4.33	3.49
	2011	**3.41**	**4.25**	**3.77**	3.98	4.56	4.19	3.35	4.07	3.62	3.43	4.24	3.84	3.41	4.20	3.46
	2013	**3.43**	**4.17**	**3.74**	4.08	4.26	4.15	3.41	4.05	3.71	3.61	4.20	3.88	3.30	4.31	3.63
My work is appropriately challenging																
	2005	**4.12**	**4.27**	**4.16**	4.26	4.44	4.31	3.64	n/a	3.67	4.26	4.13	4.23	4.30	3.75	4.25
	2007	**4.02**	**4.25**	**4.08**	4.26	4.53	4.34	3.89	n/a	3.89	4.13	4.60	4.25	4.17	4.15	4.17
	2009	**4.18**	**4.28**	**4.21**	4.33	4.48	4.37	4.00	4.22	4.13	4.10	4.47	4.26	4.17	4.00	4.15
	2011	**4.09**	**4.22**	**4.15**	4.28	4.35	4.31	3.91	4.20	4.03	3.96	4.17	4.07	4.14	3.80	4.12
	2013	**4.08**	**4.20**	**4.13**	4.33	4.28	4.31	3.95	4.26	4.10	4.14	4.27	4.20	3.93	4.16	4.00
I am satisfied with the progress of my career at DePaul																
	2005	**3.77**	**3.16**	**3.63**	3.96	3.44	3.84	3.18	n/a	3.25	4.00	3.14	3.87	3.93	3.50	3.90
	2007	**3.67**	**3.42**	**3.61**	4.00	3.93	3.98	4.33	n/a	4.33	3.42	3.50	3.44	3.77	3.46	3.70
	2009	**3.72**	**3.32**	**3.61**	3.96	3.36	3.82	4.00	3.44	3.64	3.42	3.86	3.61	3.67	3.33	3.63
	2011	**3.61**	**3.29**	**3.47**	3.74	3.76	3.74	3.65	3.40	3.55	3.61	2.86	3.25	3.65	3.20	3.63
	2013	**3.63**	**3.17**	**3.44**	4.02	3.44	3.79	3.41	3.17	3.30	3.64	2.96	3.35	3.44	3.84	3.57
High quality work is recognized at DePaul																
	2005	**3.45**	**3.43**	**3.44**	3.38	3.50	3.41	3.27	n/a	3.33	3.73	3.88	3.75	3.70	3.00	3.64
	2007	**3.28**	**3.54**	**3.36**	3.44	3.71	3.52	2.78	n/a	2.78	2.90	3.80	3.12	3.43	3.62	3.47
	2009	**3.50**	**3.60**	**3.53**	3.78	3.46	3.70	4.00	3.75	3.85	3.20	4.00	3.52	3.53	3.67	3.54
	2011	**3.26**	**3.58**	**3.40**	3.55	3.72	3.61	3.52	3.40	3.47	2.96	3.23	3.09	3.46	3.00	3.43
	2013	**3.36**	**3.48**	**3.41**	3.52	3.49	3.51	3.23	3.61	3.40	3.42	3.16	3.31	3.30	3.81	3.46
There are opportunities for career advancement at DePaul																
	2005	**3.64**	**2.89**	**3.48**	3.79	2.93	3.61	3.18	n/a	3.17	3.70	3.14	3.62	3.83	3.75	3.82
	2007	**3.52**	**3.00**	**3.40**	3.79	3.15	3.63	3.44	n/a	3.44	3.26	3.10	3.22	3.60	3.27	3.54
	2009	**3.62**	**3.13**	**3.50**	3.87	3.15	3.71	3.40	3.13	3.23	3.15	3.29	3.21	3.67	3.50	3.65
	2011	**3.40**	**2.96**	**3.22**	3.64	3.21	3.49	3.43	2.93	3.24	3.28	2.63	2.96	3.36	3.00	3.34
	2013	**3.49**	**2.85**	**3.24**	3.63	3.14	3.44	3.32	2.79	3.11	3.56	2.68	3.20	3.40	3.78	3.51
I am satisfied with my level of involvement in decisions that affect my work																
	2005	**3.29**	**3.30**	**3.29**	3.65	3.65	3.65	2.82	n/a	2.92	3.68	3.63	3.67	3.55	3.25	3.53
	2007	**3.25**	**3.28**	**3.26**	3.79	3.75	3.78	3.56	n/a	3.56	3.19	3.00	3.15	3.48	3.92	3.57
	2009	**3.44**	**3.34**	**3.41**	3.89	3.63	3.83	3.80	3.00	3.31	3.15	3.40	3.26	3.60	3.17	3.56
	2011	**3.13**	**3.33**	**3.22**	3.67	3.69	3.67	3.26	3.13	3.21	3.04	2.87	2.96	3.15	3.40	3.16
	2013	**3.29**	**3.21**	**3.25**	3.81	3.55	3.71	3.27	3.41	3.33	3.42	2.79	3.14	3.18	3.57	3.30
I am a valued member of the DePaul community																
	2005	**3.63**	**3.39**	**3.58**	3.85	3.29	3.71	3.18	n/a	3.25	3.85	3.75	3.83	3.78	3.25	3.74
	2007	**3.66**	**3.50**	**3.62**	4.13	3.82	4.04	3.44	n/a	3.44	3.52	3.40	3.49	3.74	3.45	3.68
	2009	**3.72**	**3.58**	**3.68**	4.08	3.44	3.92	4.17	3.56	3.80	3.47	3.80	3.62	3.75	3.83	3.76
	2011	**3.49**	**3.50**	**3.50**	3.93	3.75	3.86	3.35	2.93	3.18	3.53	3.36	3.45	3.55	3.80	3.56
	2013	**3.52**	**3.42**	**3.48**	3.80	3.27	3.59	3.52	3.39	3.46	3.44	3.21	3.34	3.41	4.00	3.60

FACULTY CLIMATE SURVEY: General Experiences - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
I feel a sense of belonging at DePaul																			
	2005	3.72	3.50	3.64	3.55	n/a	3.58	3.94	3.63	3.89	4.00	3.67	3.89	3.73	3.47	3.56	3.92	3.40	3.78
	2007	3.74	4.50	3.93	3.80	n/a	3.43	3.90	3.87	3.90	4.25	4.43	4.32	3.46	3.43	3.44	4.07	3.43	3.86
	2009	3.96	3.80	3.83	3.90	n/a	3.92	4.00	3.72	3.94	4.33	3.69	3.95	4.00	3.81	3.88	3.89	3.86	3.88
	2011	3.88	3.69	3.79	3.41	3.38	3.40	3.67	3.71	3.69	3.70	3.58	3.61	3.60	3.65	3.64	3.85	3.39	3.63
	2013	3.79	3.63	3.70	3.19	3.20	3.19	3.91	3.40	3.75	4.46	3.50	3.86	3.61	3.79	3.74	3.78	4.09	3.90
Overall, I find my work personally satisfying																			
	2005	4.17	4.50	4.29	4.64	n/a	4.58	4.24	4.30	4.25	4.08	4.17	4.11	4.40	4.59	4.53	4.23	4.60	4.33
	2007	4.09	4.40	4.17	4.70	n/a	4.71	4.27	4.30	4.28	4.08	4.71	4.32	3.92	4.57	4.37	4.25	4.43	4.30
	2009	4.12	4.80	4.51	4.40	n/a	4.33	4.26	4.25	4.26	4.44	4.46	4.45	3.90	4.56	4.31	4.65	4.38	4.56
	2011	4.35	4.46	4.41	4.55	4.54	4.54	4.19	4.29	4.24	4.40	4.31	4.33	4.20	4.31	4.28	4.50	4.28	4.39
	2013	4.17	4.32	4.26	4.30	4.33	4.31	4.23	4.23	4.23	4.54	4.36	4.43	3.83	4.49	4.30	4.39	4.64	4.48
My workload is manageable																			
	2005	2.69	4.50	3.33	4.09	n/a	4.08	2.82	4.07	3.02	4.00	4.00	4.00	3.27	4.57	4.13	2.54	4.40	3.06
	2007	2.75	4.30	3.12	3.80	n/a	3.93	2.81	3.88	2.99	3.33	4.43	3.74	2.00	4.19	3.48	2.38	4.29	2.96
	2009	3.12	4.47	3.83	3.90	n/a	4.00	3.09	3.97	3.27	4.22	3.85	4.00	2.60	4.31	3.65	3.33	4.00	3.54
	2011	3.68	4.30	4.00	4.23	4.38	4.29	3.15	4.18	3.59	3.50	4.04	3.89	2.40	4.18	3.67	2.90	4.28	3.55
	2013	3.14	4.24	3.76	3.62	4.07	3.81	3.39	4.06	3.60	3.62	3.91	3.80	2.67	4.25	3.79	2.44	4.27	3.14
My work is appropriately challenging																			
	2005	3.97	4.63	4.20	4.27	n/a	4.25	4.05	3.83	4.01	4.42	4.00	4.28	4.00	4.50	4.34	3.82	4.60	4.06
	2007	3.88	4.20	3.95	4.50	n/a	4.50	3.96	3.71	3.92	4.18	4.43	4.28	3.38	4.41	4.08	3.60	4.14	3.77
	2009	4.24	4.47	4.26	4.10	n/a	4.17	4.08	3.97	4.06	4.56	4.31	4.41	3.50	4.00	3.81	4.41	3.88	4.24
	2011	4.30	4.35	4.33	4.64	4.31	4.51	3.95	4.21	4.06	4.50	3.96	4.11	3.89	4.27	4.17	3.95	4.28	4.11
	2013	4.04	4.29	4.18	4.10	4.20	4.14	4.05	3.99	4.03	4.23	4.14	4.17	3.78	4.33	4.16	4.22	4.36	4.28
I am satisfied with the progress of my career at DePaul																			
	2005	3.66	3.14	3.49	4.09	n/a	4.09	3.65	2.89	3.53	3.75	3.33	3.61	3.93	3.35	3.54	3.38	3.00	3.28
	2007	3.47	3.88	3.55	4.50	n/a	3.92	3.60	2.95	3.49	4.00	4.00	4.00	3.15	3.17	3.16	3.20	3.57	3.32
	2009	3.40	3.86	3.61	3.70	n/a	3.67	3.67	2.97	3.53	4.22	3.46	3.77	3.30	3.38	3.35	3.67	3.00	3.48
	2011	3.68	3.62	3.65	3.68	3.42	3.59	3.51	3.26	3.41	3.40	3.07	3.16	3.58	3.19	3.30	3.80	3.19	3.53
	2013	3.41	3.66	3.55	3.14	3.00	3.09	3.65	2.56	3.31	4.23	2.85	3.39	3.12	3.15	3.14	3.78	3.70	3.75
High quality work is recognized at DePaul																			
	2005	3.17	3.44	3.27	3.30	n/a	3.36	3.34	3.20	3.32	4.17	3.67	4.00	3.67	3.55	3.59	3.31	3.20	3.28
	2007	2.78	3.80	3.02	3.60	n/a	3.38	3.34	3.13	3.30	3.75	4.29	3.95	2.83	3.33	3.18	3.07	3.43	3.18
	2009	3.20	4.00	3.52	3.40	n/a	3.42	3.30	3.43	3.33	4.22	3.69	3.91	3.10	3.50	3.35	3.78	4.00	3.84
	2011	3.42	3.74	3.59	3.36	3.42	3.38	2.96	3.60	3.23	3.30	3.58	3.50	3.45	3.55	3.52	3.70	4.00	3.84
	2013	3.46	3.92	3.72	2.85	3.21	3.00	3.28	2.99	3.19	4.15	3.23	3.57	3.11	3.93	3.68	3.67	3.82	3.72
There are opportunities for career advancement at DePaul																			
	2005	3.63	3.00	3.40	3.60	n/a	3.60	3.56	2.68	3.44	3.91	2.67	3.47	3.67	2.95	3.24	3.42	n/a	3.25
	2007	3.47	3.22	3.41	4.00	n/a	3.58	3.47	2.77	3.35	3.83	3.14	3.58	3.09	3.00	3.03	3.38	3.00	3.26
	2009	3.54	3.29	3.21	3.70	n/a	3.64	3.50	3.08	3.42	4.11	2.58	3.24	3.70	3.07	3.33	3.83	3.14	3.64
	2011	3.53	3.27	3.41	3.62	3.25	3.48	3.29	3.06	3.20	3.10	2.64	2.77	3.42	2.82	3.00	3.70	2.80	3.31
	2013	3.59	3.13	3.35	3.10	2.58	2.91	3.51	2.39	3.15	3.69	2.26	2.84	3.24	2.78	2.92	3.59	3.64	3.61
I am satisfied with my level of involvement in decisions that affect my work																			
	2005	2.93	3.27	3.05	3.27	n/a	3.33	3.05	3.07	3.06	3.75	3.17	3.56	3.00	3.27	3.18	3.46	3.40	3.44
	2007	2.53	3.22	2.68	3.80	n/a	3.50	3.13	2.92	3.09	3.83	3.71	3.79	2.62	3.08	2.92	3.31	3.00	3.22
	2009	3.24	3.40	3.26	3.30	n/a	3.33	3.11	3.20	3.12	3.67	3.31	3.45	3.00	3.12	3.08	3.67	3.14	3.52
	2011	3.27	3.53	3.40	2.57	3.33	2.85	2.92	3.44	3.14	2.70	3.30	3.14	3.00	3.20	3.14	3.50	3.24	3.38
	2013	3.00	3.40	3.22	2.48	2.92	2.65	3.28	2.75	3.11	3.42	3.23	3.29	2.83	3.41	3.24	3.18	3.40	3.26
I am a valued member of the DePaul community																			
	2005	3.38	3.40	3.39	3.18	n/a	3.25	3.55	3.24	3.50	3.82	3.83	3.82	3.67	3.47	3.53	3.85	3.60	3.78
	2007	3.42	3.70	3.49	3.90	n/a	3.46	3.65	3.29	3.59	4.08	4.29	4.16	2.92	3.43	3.27	3.50	3.00	3.35
	2009	3.56	3.80	3.62	3.60	n/a	3.42	3.52	3.39	3.50	4.12	3.46	3.71	2.90	3.69	3.38	3.94	3.57	3.84
	2011	3.62	3.62	3.62	2.95	3.25	3.06	3.25	3.59	3.39	3.56	3.50	3.51	3.55	3.43	3.46	4.05	3.17	3.62
	2013	3.34	3.59	3.48	3.14	3.29	3.20	3.48	3.03	3.33	4.00	3.27	3.54	3.28	3.80	3.64	3.72	3.80	3.75

FACULTY CLIMATE SURVEY: General Experiences - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Overall, DePaul has managed its growth effectively																
	2005	**2.78**	**3.36**	**2.91**	2.69	3.69	2.93	2.00	n/a	2.17	3.05	3.63	3.15	3.00	3.00	3.00
	2007	**3.02**	**3.58**	**3.17**	3.11	3.50	3.22	2.63	n/a	2.63	2.86	3.89	3.11	3.35	3.64	3.41
	2009	**3.58**	**3.77**	**3.63**	4.01	3.87	3.98	3.40	4.13	3.85	3.21	4.08	3.56	3.71	4.20	3.75
	2011	**3.26**	**3.65**	**3.42**	3.72	3.96	3.81	3.23	3.73	3.43	3.25	3.38	3.31	3.50	3.00	3.47
	2013	**3.23**	**3.67**	**3.40**	3.44	3.73	3.54	2.76	3.94	3.27	3.34	3.96	3.59	2.93	3.97	3.27
I would recommend DePaul as an employer to friends, family and colleagues																
	2005	**3.81**	**3.96**	**3.85**	4.06	4.11	4.07	3.18	n/a	3.33	4.15	4.25	4.17	3.91	3.75	3.90
	2007	**3.77**	**4.15**	**3.87**	4.18	4.21	4.19	3.56	n/a	3.56	3.84	4.20	3.93	3.85	4.08	3.90
	2009	**4.03**	**4.18**	**4.07**	4.40	4.32	4.38	4.17	4.00	4.07	3.80	4.53	4.11	4.02	4.33	4.05
	2011	**3.67**	**4.06**	**3.84**	4.07	4.34	4.17	3.55	3.93	3.70	3.78	3.93	3.86	3.72	4.40	3.76
	2013	**3.77**	**3.96**	**3.85**	4.05	4.07	4.05	3.77	4.21	3.98	3.78	3.83	3.80	3.71	4.45	3.94

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: General Experiences - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Overall, DePaul has managed its growth effectively																			
	2005	2.19	3.36	2.59	2.91	n/a	3.00	2.80	3.22	2.86	3.18	3.40	3.25	3.13	3.28	3.23	2.38	n/a	2.65
	2007	2.72	3.70	2.95	3.22	n/a	3.08	2.88	3.32	2.95	3.91	4.17	4.00	3.00	3.71	3.45	2.93	3.00	2.95
	2009	3.36	4.08	3.56	3.40	n/a	3.42	3.28	3.37	3.29	4.00	3.54	3.73	3.50	3.62	3.57	3.76	3.86	3.79
	2011	3.63	3.83	3.73	2.50	3.56	2.83	2.89	3.57	3.15	3.70	3.57	3.61	3.05	3.67	3.48	3.84	3.87	3.85
	2013	3.68	3.81	3.75	2.95	3.00	2.97	3.10	3.36	3.18	3.92	3.33	3.61	3.00	3.80	3.55	3.83	3.70	3.79
I would recommend DePaul as an employer to friends, family and colleagues																			
	2005	3.48	3.81	3.60	4.09	n/a	4.08	3.73	3.86	3.75	3.75	3.83	3.78	3.60	4.14	3.95	3.85	4.00	3.89
	2007	3.22	4.10	3.43	3.80	n/a	3.57	3.78	4.05	3.83	3.92	4.83	4.22	3.31	4.21	3.93	3.63	4.00	3.74
	2009	3.80	4.53	4.11	3.90	n/a	3.92	3.83	3.97	3.86	4.33	4.08	3.18	3.40	4.25	3.92	4.28	4.12	4.23
	2011	3.73	4.25	4.00	3.27	3.67	3.41	3.45	4.00	3.68	3.50	3.81	3.73	3.55	4.09	3.93	4.20	4.11	4.16
	2013	3.79	4.11	3.97	3.19	3.64	3.37	3.68	3.62	3.66	4.33	3.62	3.88	3.71	4.07	3.97	3.89	4.36	4.07

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: General Experiences - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
I feel a sense of belonging at DePaul																
	2005	**78.5%**	**64.3%**	**75.1%**	85.2%	72.2%	81.9%	63.6%	n/a	66.7%	92.5%	75.0%	89.6%	80.9%	75.0%	80.4%
	2007	**77.8%**	**71.2%**	**76.1%**	92.3%	73.7%	86.2%	77.8%	n/a	77.8%	86.7%	50.0%	77.5%	80.4%	69.2%	78.0%
	2009	**80.2%**	**70.6%**	**77.5%**	90.7%	80.0%	88.0%	66.7%	55.6%	60.0%	75.0%	73.3%	74.3%	77.4%	66.7%	76.3%
	2011	**72.9%**	**65.4%**	**69.6%**	80.0%	82.7%	81.0%	69.6%	60.0%	65.8%	75.6%	58.7%	67.0%	75.0%	100.0%	76.5%
	2013	**76.9%**	**63.5%**	**71.2%**	83.1%	64.4%	75.5%	85.7%	63.2%	75.0%	75.0%	56.7%	66.7%	75.0%	84.8%	78.2%
Overall, I find my work personally satisfying																
	2005	**91.6%**	**95.3%**	**92.5%**	98.1%	100.0%	98.6%	63.6%	n/a	66.7%	94.9%	100.0%	95.7%	93.6%	100.0%	94.1%
	2007	**88.5%**	**96.0%**	**89.6%**	100.0%	94.4%	98.2%	100.0%	n/a	100.0%	87.1%	100.0%	90.2%	87.2%	100.0%	90.0%
	2009	**89.8%**	**94.4%**	**91.1%**	96.0%	96.0%	96.0%	83.3%	88.9%	86.7%	90.0%	100.0%	94.3%	88.7%	100.0%	89.8%
	2011	**89.9%**	**94.0%**	**91.7%**	91.8%	98.1%	94.2%	82.6%	93.3%	86.8%	91.3%	95.7%	93.5%	92.1%	100.0%	92.6%
	2013	**90.0%**	**92.4%**	**91.0%**	92.3%	91.3%	91.9%	95.5%	89.5%	92.7%	91.7%	90.0%	90.9%	88.2%	96.9%	91.0%
My workload is manageable																
	2005	**52.2%**	**91.3%**	**61.7%**	83.3%	100.0%	87.5%	36.4%	n/a	25.0%	70.0%	87.5%	72.9%	55.3%	100.0%	58.8%
	2007	**47.2%**	**88.8%**	**58.8%**	87.2%	94.7%	89.7%	37.5%	n/a	37.5%	54.8%	100.0%	65.9%	44.7%	100.0%	56.7%
	2009	**60.5%**	**87.5%**	**68.2%**	85.3%	100.0%	89.0%	66.7%	88.9%	80.0%	55.0%	93.3%	71.4%	58.5%	100.0%	62.7%
	2011	**59.2%**	**90.3%**	**72.6%**	76.5%	98.0%	84.4%	47.8%	85.7%	62.2%	56.5%	93.5%	75.0%	60.0%	80.0%	61.3%
	2013	**60.1%**	**88.9%**	**72.4%**	81.5%	91.3%	85.6%	63.6%	94.7%	78.0%	69.4%	83.3%	75.8%	55.2%	96.9%	68.7%
My work is appropriately challenging																
	2005	**85.0%**	**89.8%**	**86.2%**	90.7%	94.4%	91.7%	72.7%	n/a	75.0%	92.3%	100.0%	93.6%	87.2%	75.0%	86.3%
	2007	**82.5%**	**90.4%**	**84.2%**	97.4%	94.7%	96.6%	77.8%	n/a	77.8%	90.0%	100.0%	92.5%	87.2%	92.3%	88.3%
	2009	**87.1%**	**90.3%**	**88.0%**	94.7%	100.0%	96.0%	83.3%	88.9%	86.7%	80.0%	100.0%	88.6%	88.7%	83.3%	88.1%
	2011	**85.4%**	**90.3%**	**87.6%**	92.9%	92.2%	92.6%	78.3%	86.7%	81.6%	80.4%	89.1%	84.8%	89.5%	60.0%	87.7%
	2013	**85.8%**	**89.9%**	**87.5%**	89.1%	91.3%	90.0%	81.8%	94.7%	87.8%	91.7%	96.7%	93.9%	82.4%	90.6%	85.0%
I am satisfied with the progress of my career at DePaul																
	2005	**69.9%**	**44.1%**	**64.0%**	77.4%	37.5%	68.1%	54.5%	n/a	58.3%	79.5%	57.1%	76.1%	73.3%	75.0%	73.5%
	2007	**68.2%**	**55.8%**	**65.2%**	73.7%	73.3%	73.6%	100.0%	n/a	100.0%	61.3%	60.0%	61.0%	74.5%	53.8%	70.0%
	2009	**66.2%**	**49.6%**	**61.7%**	75.0%	50.0%	69.1%	80.0%	55.6%	64.3%	63.2%	71.4%	66.7%	62.7%	50.0%	61.4%
	2011	**65.3%**	**47.5%**	**57.8%**	70.2%	67.3%	69.2%	60.9%	53.3%	57.9%	67.4%	26.2%	47.7%	69.3%	40.0%	67.5%
	2013	**65.4%**	**43.6%**	**56.5%**	75.4%	56.1%	67.9%	54.5%	33.3%	45.0%	69.4%	38.5%	56.5%	61.8%	67.7%	63.6%
High quality work is recognized at DePaul																
	2005	**56.8%**	**52.9%**	**55.8%**	49.1%	50.0%	49.3%	63.6%	n/a	66.7%	70.0%	62.5%	68.8%	67.4%	50.0%	66.0%
	2007	**49.4%**	**59.5%**	**52.8%**	48.7%	64.7%	53.6%	22.2%	n/a	22.2%	35.5%	80.0%	46.3%	52.2%	61.5%	54.2%
	2009	**58.2%**	**63.0%**	**59.5%**	64.4%	45.8%	59.8%	80.0%	62.5%	69.2%	50.0%	61.5%	54.5%	60.4%	66.7%	61.0%
	2011	**50.7%**	**59.7%**	**54.6%**	57.6%	64.0%	60.0%	56.5%	60.0%	57.9%	32.6%	41.9%	37.1%	58.1%	20.0%	55.7%
	2013	**53.8%**	**54.4%**	**54.0%**	56.9%	51.2%	54.7%	40.9%	66.7%	52.5%	55.6%	40.0%	49.2%	53.0%	64.5%	56.7%
There are opportunities for career advancement at DePaul																
	2005	**61.4%**	**26.9%**	**53.8%**	71.2%	28.6%	62.1%	45.5%	n/a	41.7%	65.0%	42.9%	61.7%	63.0%	75.0%	64.0%
	2007	**60.1%**	**28.0%**	**52.4%**	66.7%	23.1%	55.8%	55.6%	n/a	55.6%	45.2%	40.0%	43.9%	64.4%	36.4%	58.9%
	2009	**61.4%**	**35.0%**	**54.5%**	64.3%	40.0%	58.9%	60.0%	37.5%	46.2%	45.0%	42.9%	44.1%	56.9%	50.0%	56.1%
	2011	**54.6%**	**28.9%**	**44.0%**	62.5%	39.5%	54.5%	56.5%	35.7%	48.6%	46.5%	12.2%	29.8%	51.4%	20.0%	49.4%
	2013	**57.8%**	**28.8%**	**46.3%**	60.0%	43.2%	53.6%	50.0%	14.3%	36.1%	58.3%	24.0%	44.3%	56.9%	59.3%	57.6%
I am satisfied with my level of involvement in decisions that affect my work																
	2005	**51.9%**	**50.0%**	**51.6%**	68.5%	58.8%	66.2%	36.4%	n/a	41.7%	70.0%	62.5%	68.8%	59.6%	50.0%	58.8%
	2007	**53.5%**	**51.3%**	**52.4%**	76.9%	68.8%	74.5%	66.7%	n/a	66.7%	58.1%	50.0%	56.1%	59.1%	75.0%	62.5%
	2009	**57.3%**	**47.5%**	**54.6%**	74.3%	66.7%	72.4%	80.0%	25.0%	46.2%	40.0%	46.7%	42.9%	67.9%	33.3%	64.4%
	2011	**48.1%**	**49.2%**	**48.6%**	64.3%	60.4%	62.9%	56.5%	46.7%	52.6%	45.7%	33.3%	39.6%	49.3%	20.0%	47.5%
	2013	**53.1%**	**48.9%**	**51.4%**	69.8%	57.5%	65.0%	54.5%	52.9%	53.8%	55.6%	42.9%	50.0%	50.0%	56.7%	52.0%
I am a valued member of the DePaul community																
	2005	**61.8%**	**54.5%**	**60.1%**	75.0%	47.1%	68.1%	45.5%	n/a	50.0%	65.0%	50.0%	62.5%	69.6%	50.0%	68.0%
	2007	**63.0%**	**57.0%**	**61.3%**	82.1%	58.8%	75.0%	66.7%	n/a	66.7%	58.1%	50.0%	56.1%	56.5%	54.5%	56.1%
	2009	**65.5%**	**59.7%**	**63.9%**	78.7%	52.0%	72.0%	83.3%	44.4%	60.0%	57.9%	73.3%	64.7%	67.9%	50.0%	66.1%
	2011	**58.7%**	**57.3%**	**58.1%**	72.6%	65.4%	69.9%	52.2%	40.0%	47.4%	53.3%	54.5%	53.9%	60.0%	60.0%	60.0%
	2013	**59.5%**	**53.5%**	**57.0%**	70.8%	45.5%	60.6%	52.4%	61.1%	56.4%	58.8%	50.0%	54.8%	56.1%	77.4%	62.9%

FACULTY CLIMATE SURVEY: General Experiences - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
I feel a sense of belonging at DePaul																			
	2005	72.4%	56.3%	66.7%	72.7%	n/a	75.0%	76.0%	63.3%	73.9%	83.3%	83.3%	83.3%	73.3%	56.7%	62.2%	76.9%	40.0%	66.7%
	2007	67.7%	100.0%	75.6%	80.0%	n/a	64.3%	74.8%	78.3%	75.4%	75.0%	100.0%	84.2%	53.8%	60.7%	58.5%	80.0%	57.1%	72.7%
	2009	76.0%	73.3%	74.3%	70.0%	n/a	66.7%	77.0%	71.9%	76.0%	77.8%	69.2%	72.7%	80.0%	62.5%	69.2%	77.8%	85.7%	80.0%
	2011	76.5%	61.1%	68.6%	63.6%	46.2%	57.1%	68.1%	66.9%	67.6%	80.0%	61.5%	66.7%	70.0%	65.4%	66.7%	75.0%	44.4%	60.5%
	2013	62.1%	63.2%	62.7%	61.9%	46.7%	55.6%	78.5%	55.7%	71.2%	100.0%	50.0%	68.6%	66.7%	72.1%	70.5%	77.8%	81.8%	79.3%
Overall, I find my work personally satisfying																			
	2005	86.2%	93.8%	88.9%	100.0%	n/a	100.0%	91.0%	90.0%	90.9%	83.3%	83.3%	83.3%	93.3%	96.9%	95.7%	92.3%	100.0%	94.4%
	2007	84.4%	90.0%	85.7%	100.0%	n/a	100.0%	88.7%	91.3%	89.1%	75.0%	100.0%	84.2%	69.2%	96.4%	87.8%	87.5%	100.0%	91.3%
	2009	88.0%	100.0%	94.3%	100.0%	n/a	91.7%	87.0%	90.6%	87.7%	77.8%	92.3%	86.4%	70.0%	100.0%	88.5%	94.1%	100.0%	96.0%
	2011	91.2%	97.3%	94.4%	100.0%	100.0%	100.0%	86.9%	89.1%	87.8%	90.0%	100.0%	97.2%	85.0%	94.2%	91.7%	95.0%	88.9%	92.1%
	2013	86.2%	91.9%	89.4%	95.0%	100.0%	97.1%	89.9%	87.1%	89.0%	100.0%	95.5%	97.1%	61.1%	95.6%	85.7%	100.0%	100.0%	100.0%
My workload is manageable																			
	2005	37.9%	93.8%	57.8%	100.0%	n/a	100.0%	36.5%	83.3%	44.1%	75.0%	83.3%	77.8%	53.3%	96.7%	82.2%	30.8%	100.0%	50.0%
	2007	34.4%	80.0%	56.2%	80.0%	n/a	78.6%	38.3%	79.2%	45.3%	50.0%	100.0%	68.4%	15.4%	81.5%	60.0%	37.5%	100.0%	56.5%
	2009	48.0%	93.3%	71.4%	80.0%	n/a	83.3%	46.3%	78.1%	52.9%	88.9%	61.5%	72.7%	30.0%	93.8%	69.2%	55.6%	100.0%	69.2%
	2011	64.7%	91.9%	78.9%	90.9%	100.0%	94.3%	53.1%	87.4%	67.6%	60.0%	82.1%	76.3%	20.0%	90.0%	70.0%	45.0%	88.9%	65.8%
	2013	48.3%	94.7%	74.6%	71.4%	86.7%	77.8%	58.0%	80.9%	65.1%	61.5%	81.8%	74.3%	38.9%	93.2%	77.4%	22.2%	90.9%	48.3%
My work is appropriately challenging																			
	2005	79.3%	100.0%	86.7%	100.0%	n/a	100.0%	82.4%	72.4%	80.8%	91.7%	83.3%	88.9%	86.7%	93.8%	91.5%	63.6%	100.0%	75.0%
	2007	78.1%	80.0%	78.6%	100.0%	n/a	100.0%	80.4%	79.2%	80.1%	72.7%	85.7%	77.8%	53.8%	69.3%	82.5%	66.7%	85.7%	72.7%
	2009	88.0%	100.0%	88.6%	90.0%	n/a	91.7%	83.7%	81.3%	83.2%	77.8%	84.6%	81.8%	60.0%	87.5%	76.9%	94.1%	75.0%	88.0%
	2011	93.9%	91.9%	92.9%	100.0%	100.0%	100.0%	80.7%	91.5%	85.3%	90.0%	78.6%	81.6%	78.9%	92.3%	88.7%	68.4%	94.4%	81.1%
	2013	85.7%	92.1%	89.4%	85.7%	86.7%	86.1%	85.9%	82.9%	84.9%	92.3%	90.9%	91.4%	72.2%	88.4%	83.6%	88.9%	100.0%	93.1%
I am satisfied with the progress of my career at DePaul																			
	2005	69.0%	35.7%	58.1%	63.6%	n/a	63.6%	66.2%	35.7%	61.5%	66.7%	66.7%	66.7%	80.0%	48.4%	58.7%	53.8%	40.0%	50.0%
	2007	56.3%	87.5%	62.5%	100.0%	n/a	76.9%	67.0%	40.9%	62.7%	75.0%	57.1%	68.4%	46.2%	45.8%	45.9%	53.3%	57.1%	54.5%
	2009	52.0%	71.4%	66.7%	60.0%	n/a	58.3%	65.9%	36.7%	60.1%	77.8%	69.2%	72.7%	60.0%	46.2%	52.2%	66.7%	14.3%	52.0%
	2011	61.8%	58.8%	60.3%	68.2%	50.0%	61.8%	61.9%	50.0%	56.9%	60.0%	33.3%	40.5%	57.9%	39.6%	44.8%	70.0%	43.8%	58.3%
	2013	51.7%	57.9%	55.2%	47.6%	35.7%	42.9%	67.6%	23.5%	53.7%	84.6%	45.0%	60.6%	47.1%	39.0%	41.4%	77.8%	60.0%	71.4%
High quality work is recognized at DePaul																			
	2005	44.8%	43.8%	44.4%	50.0%	n/a	54.5%	52.3%	48.0%	51.7%	75.0%	66.7%	72.2%	66.7%	54.8%	58.7%	61.5%	60.0%	61.1%
	2007	34.4%	70.0%	42.9%	70.0%	n/a	61.5%	53.6%	34.8%	50.4%	58.3%	85.7%	68.4%	41.7%	55.6%	51.3%	53.3%	57.1%	54.5%
	2009	56.0%	61.5%	54.5%	50.0%	n/a	50.0%	50.8%	60.7%	52.7%	77.8%	76.9%	77.3%	40.0%	56.2%	50.0%	77.8%	100.0%	84.0%
	2011	57.6%	57.1%	57.4%	63.6%	50.0%	58.8%	41.3%	61.2%	49.6%	60.0%	69.2%	66.7%	55.0%	62.7%	60.6%	70.0%	82.4%	75.7%
	2013	67.9%	67.6%	67.7%	45.0%	42.9%	44.1%	49.7%	36.8%	45.6%	84.6%	45.5%	60.0%	50.0%	73.8%	66.7%	61.1%	72.7%	65.5%
There are opportunities for career advancement at DePaul																			
	2005	59.3%	20.0%	45.2%	50.0%	n/a	50.0%	61.1%	24.0%	55.7%	63.6%	16.7%	47.1%	60.0%	22.7%	37.8%	50.0%	n/a	43.8%
	2007	56.3%	44.4%	53.7%	77.8%	n/a	58.3%	63.0%	22.7%	56.2%	66.7%	28.6%	52.6%	45.5%	31.8%	36.4%	50.0%	14.3%	39.1%
	2009	66.7%	42.9%	44.1%	70.0%	n/a	63.6%	58.8%	28.0%	53.5%	66.7%	16.7%	38.1%	70.0%	28.6%	45.8%	77.8%	14.3%	60.0%
	2011	56.3%	38.5%	48.3%	61.9%	25.0%	48.5%	50.6%	31.8%	42.9%	40.0%	24.0%	28.6%	57.9%	26.7%	35.9%	75.0%	20.0%	51.4%
	2013	63.0%	30.0%	45.6%	42.9%	8.3%	30.3%	61.1%	16.4%	46.9%	53.8%	10.5%	28.1%	41.2%	27.8%	32.1%	64.7%	63.6%	64.3%
I am satisfied with my level of involvement in decisions that affect my work																			
	2005	41.4%	40.0%	40.9%	54.5%	n/a	58.3%	41.4%	48.3%	42.5%	66.7%	50.0%	61.1%	40.0%	46.7%	44.4%	53.8%	40.0%	50.0%
	2007	31.3%	44.4%	34.1%	70.0%	n/a	57.1%	46.9%	45.8%	46.7%	66.7%	28.6%	63.2%	30.8%	52.3%	38.5%	50.0%	28.6%	43.5%
	2009	56.0%	46.7%	42.9%	50.0%	n/a	50.0%	41.8%	46.7%	42.8%	66.7%	46.2%	54.5%	40.0%	31.2%	34.6%	66.7%	28.6%	56.0%
	2011	51.5%	52.9%	52.2%	28.6%	41.7%	33.3%	40.1%	56.0%	46.8%	30.0%	48.1%	43.2%	47.4%	47.1%	47.1%	60.0%	29.4%	45.9%
	2013	41.4%	54.3%	48.4%	23.8%	30.8%	26.5%	53.7%	35.3%	47.9%	58.3%	59.1%	58.8%	50.0%	56.8%	54.8%	47.1%	40.0%	44.4%
I am a valued member of the DePaul community																			
	2005	48.3%	53.3%	50.0%	45.5%	n/a	50.0%	57.0%	55.2%	56.7%	72.7%	83.3%	76.5%	66.7%	56.3%	59.6%	69.2%	60.0%	66.7%
	2007	48.4%	60.0%	51.2%	70.0%	n/a	53.8%	65.8%	58.3%	64.4%	75.0%	100.0%	84.2%	46.2%	57.1%	53.7%	56.3%	14.3%	43.5%
	2009	64.0%	73.3%	64.7%	70.0%	n/a	58.3%	55.5%	57.1%	55.8%	87.5%	61.5%	71.4%	40.0%	62.5%	53.8%	72.2%	71.4%	72.0%
	2011	55.9%	56.8%	56.3%	45.5%	50.0%	47.1%	52.8%	59.8%	55.8%	77.8%	57.1%	62.2%	65.0%	56.9%	59.2%	68.4%	44.4%	56.8%
	2013	55.2%	59.5%	57.6%	52.4%	50.0%	51.4%	57.1%	36.2%	50.5%	69.2%	50.0%	57.1%	50.0%	68.3%	62.7%	77.8%	60.0%	71.4%

FACULTY CLIMATE SURVEY: General Experiences - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Overall, DePaul has managed its growth effectively																
	2005	**31.2%**	**50.5%**	**35.6%**	30.8%	75.0%	41.2%	0.0%	n/a	25.0%	37.5%	62.5%	41.7%	40.9%	50.0%	41.7%
	2007	**37.5%**	**58.5%**	**43.3%**	34.2%	56.3%	40.7%	25.0%	n/a	25.0%	44.8%	77.8%	52.6%	47.5%	63.6%	51.0%
	2009	**61.4%**	**63.5%**	**62.0%**	74.0%	73.9%	74.0%	40.0%	75.0%	61.5%	57.9%	76.9%	65.6%	68.8%	80.0%	69.8%
	2011	**48.5%**	**62.7%**	**54.3%**	58.0%	77.1%	65.1%	40.9%	66.7%	51.4%	47.7%	45.0%	46.4%	58.6%	40.0%	57.3%
	2013	**46.0%**	**60.0%**	**51.5%**	51.6%	67.6%	57.4%	33.3%	68.8%	48.6%	54.3%	73.9%	62.1%	35.6%	72.4%	47.7%
I would recommend DePaul as an employer to friends, family and colleagues																
	2005	**69.7%**	**78.7%**	**71.9%**	84.9%	83.3%	84.5%	54.5%	n/a	58.3%	77.5%	100.0%	81.3%	75.6%	75.0%	75.5%
	2007	**66.1%**	**82.8%**	**70.8%**	82.1%	78.9%	81.0%	55.6%	n/a	55.6%	77.4%	80.0%	78.0%	63.0%	75.0%	65.5%
	2009	**76.5%**	**81.6%**	**78.0%**	91.8%	8.4%	89.8%	83.3%	66.7%	73.3%	70.0%	93.3%	80.0%	77.4%	83.3%	78.0%
	2011	**64.9%**	**80.1%**	**71.5%**	77.4%	88.0%	81.3%	68.2%	73.3%	70.3%	67.4%	75.6%	71.4%	67.6%	100.0%	69.6%
	2013	**68.9%**	**75.5%**	**71.7%**	78.5%	84.4%	80.9%	68.2%	84.2%	75.6%	63.9%	73.3%	68.2%	70.6%	87.1%	75.8%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: General Experiences - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Overall, DePaul has managed its growth effectively																			
	2005	14.8%	35.7%	22.0%	36.4%	n/a	41.7%	30.8%	47.8%	33.1%	45.5%	40.0%	43.8%	40.0%	44.0%	42.5%	23.1%	n/a	29.4%
	2007	25.0%	60.0%	33.3%	33.3%	n/a	30.8%	32.7%	47.4%	35.0%	81.8%	83.3%	82.4%	25.0%	61.9%	48.5%	33.3%	28.6%	31.8%
	2009	56.0%	76.9%	65.6%	50.0%	n/a	50.0%	51.7%	48.1%	51.0%	66.7%	38.5%	50.0%	62.5%	69.2%	66.7%	64.7%	85.7%	70.8%
	2011	70.0%	70.0%	70.0%	20.0%	55.6%	31.0%	37.8%	61.6%	47.1%	60.0%	57.1%	58.1%	35.0%	64.4%	55.4%	73.7%	66.7%	70.6%
	2013	64.3%	71.0%	67.8%	31.6%	27.3%	30.0%	40.7%	44.8%	41.9%	69.2%	40.0%	53.6%	43.8%	65.7%	58.8%	72.2%	50.0%	64.3%
I would recommend DePaul as an employer to friends, family and colleagues																			
	2005	55.2%	81.3%	64.4%	81.8%	n/a	83.3%	65.1%	69.0%	65.7%	66.7%	66.7%	66.7%	66.7%	85.7%	79.1%	69.2%	80.0%	72.2%
	2007	43.8%	80.0%	52.4%	70.0%	n/a	64.3%	67.6%	77.3%	69.2%	75.0%	100.0%	83.3%	46.2%	89.3%	75.6%	56.3%	100.0%	69.6%
	2009	64.0%	93.3%	80.0%	60.0%	n/a	58.3%	72.5%	73.3%	72.7%	77.8%	84.6%	81.8%	50.0%	87.5%	73.1%	77.8%	100.0%	84.6%
	2011	66.7%	86.1%	76.8%	54.5%	58.3%	55.9%	55.3%	77.8%	64.9%	70.0%	70.4%	70.3%	60.0%	83.0%	76.1%	80.0%	94.4%	86.8%
	2013	69.0%	81.6%	76.1%	57.1%	64.3%	60.0%	63.8%	60.6%	62.7%	91.7%	66.7%	75.8%	70.6%	79.1%	76.7%	77.8%	90.9%	82.8%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: University Mission and Values - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
DePaul respects members of its community as individuals. (pre 2011: DePaul respects employees as individuals)																
	2005	**3.76**	**3.81**	**3.77**	3.83	4.24	3.93	3.27	n/a	3.33	4.05	4.38	4.10	4.04	3.75	4.02
	2007	**3.79**	**4.07**	**3.86**	4.18	4.17	4.18	3.89	n/a	3.89	3.93	4.20	4.00	3.98	4.33	4.06
	2009	**4.02**	**4.04**	**4.03**	4.36	4.08	4.29	4.20	3.56	3.79	3.70	4.40	4.00	4.20	4.33	4.22
	2011	**3.71**	**4.08**	**3.87**	4.19	4.49	4.30	3.59	3.73	3.65	3.72	3.85	3.79	3.86	3.75	3.86
	2013	**3.82**	**4.10**	**3.93**	4.08	4.17	4.12	3.95	4.12	4.03	3.79	4.08	3.92	3.81	4.31	3.97
DePaul is a student-centered institution.																
	2011	**4.07**	**4.17**	**4.11**	4.25	4.49	4.34	3.77	3.93	3.84	4.26	3.98	4.12	4.20	4.25	4.21
	2013	**4.08**	**4.16**	**4.12**	4.08	4.13	4.10	3.95	4.35	4.13	4.15	4.22	4.18	4.14	4.35	4.21
DePaul encourages an ethic of service. (pre 2011: DePaul emphasizes service to others)																
	2005	**4.28**	**4.03**	**4.22**	4.27	4.29	4.27	4.27	n/a	4.25	4.38	4.00	4.32	4.39	3.75	4.34
	2007	**4.26**	**4.24**	**4.25**	4.21	4.22	4.21	4.13	n/a	4.13	4.21	4.60	4.31	4.40	4.09	4.34
	2009	**4.45**	**4.30**	**4.41**	4.49	4.35	4.46	4.50	4.13	4.29	4.20	4.36	4.26	4.53	4.20	4.50
	2011	**4.10**	**4.23**	**4.15**	4.24	4.43	4.31	4.23	4.20	4.22	3.95	4.10	4.02	4.19	3.75	4.17
	2013	**4.14**	**4.28**	**4.20**	3.97	4.26	4.09	4.29	4.37	4.32	4.33	4.37	4.35	4.29	4.46	4.34
DePaul provides equal opportunities to employees regardless of age, national origin, race, sex, handicap, creed, color or sexual orientation																
	2005	**3.86**	**4.00**	**3.89**	4.29	4.29	4.29	3.64	n/a	3.67	3.79	4.13	3.85	4.11	4.00	4.10
	2007	**3.83**	**4.14**	**3.91**	4.16	4.13	4.15	4.00	n/a	4.00	3.52	4.44	3.75	3.98	4.25	4.04
	2009	**4.13**	**4.27**	**4.17**	4.38	4.63	4.45	4.33	3.67	4.00	3.80	4.46	4.06	4.45	4.00	4.40
	2011	**3.68**	**4.01**	**3.82**	4.31	4.31	4.31	3.55	3.80	3.65	3.62	4.07	3.84	4.00	4.25	4.01
	2013	**3.86**	**4.08**	**3.95**	4.27	4.31	4.29	3.95	4.00	3.97	3.88	4.46	4.13	3.78	4.36	3.96
DePaul demonstrates a commitment as an educational institution to the city of Chicago and its surrounding communities. (pre 2011: DePaul demonstrates a commitment to its urban environment)																
	2005	**4.27**	**4.11**	**4.23**	4.29	4.38	4.31	4.36	n/a	4.33	4.38	4.25	4.36	4.43	3.50	4.36
	2007	**4.26**	**4.22**	**4.25**	4.41	4.19	4.34	4.56	n/a	4.56	4.27	4.44	4.31	4.40	4.33	4.39
	2009	**4.34**	**4.27**	**4.32**	4.46	4.42	4.45	4.33	4.25	4.29	4.11	4.46	4.26	4.47	4.33	4.45
	2011	**4.16**	**4.29**	**4.21**	4.31	4.59	4.42	4.18	4.07	4.14	3.98	4.17	4.07	4.22	4.25	4.22
	2013	**4.14**	**4.27**	**4.20**	4.08	4.27	4.16	4.36	4.21	4.31	4.25	4.37	4.31	4.19	4.37	4.25
I have a good understanding of DePaul's mission																
	2005	**4.35**	**4.09**	**4.29**	4.13	4.19	4.14	4.55	n/a	4.50	4.25	3.86	4.19	4.28	3.50	4.22
	2007	**4.35**	**4.20**	**4.31**	4.21	4.33	4.25	4.44	n/a	4.44	4.43	4.60	4.48	4.29	4.08	4.24
	2009	**4.44**	**4.26**	**4.39**	4.43	4.21	4.38	4.33	4.11	4.20	4.20	4.27	4.23	4.44	4.33	4.43
	2011	**4.35**	**4.11**	**4.25**	4.30	4.37	4.33	4.55	4.00	4.32	4.21	3.98	4.09	4.24	3.50	4.20
	2013	**4.27**	**4.00**	**4.16**	4.43	3.95	4.23	4.45	3.80	4.19	4.12	3.67	3.92	4.09	4.00	4.06
I can explain DePaul's mission to others.																
	2011	**4.30**	**3.93**	**4.15**	4.27	4.18	4.24	4.55	3.79	4.25	4.12	3.77	3.94	4.20	3.25	4.15
	2013	**4.19**	**3.76**	**4.01**	4.34	3.56	4.01	4.33	3.50	3.97	3.97	3.50	3.75	4.03	3.93	4.00
I can see the relationship between my work and DePaul's mission																
	2005	**4.16**	**3.93**	**4.11**	3.90	4.13	3.96	4.27	n/a	4.25	4.18	3.88	4.13	4.15	3.75	4.12
	2007	**4.16**	**4.18**	**4.17**	3.92	4.22	4.02	4.56	n/a	4.56	4.30	4.44	4.33	4.07	4.18	4.09
	2009	**4.31**	**4.09**	**4.25**	4.35	4.04	4.27	4.00	3.67	3.80	4.00	4.27	4.12	4.41	4.33	4.40
	2011	**4.09**	**3.91**	**4.01**	3.90	4.16	4.00	4.18	3.64	3.97	3.95	3.74	3.85	4.01	3.50	3.99
	2013	**4.11**	**3.90**	**4.03**	4.17	3.85	4.04	3.86	3.73	3.81	4.00	3.56	3.80	3.97	3.84	3.93
DePaul incorporates its mission and values into its planning processes. (pre 2011: DePaul has incorporated its mission and values into its past planning)																
	2005	**3.67**	**3.74**	**3.69**	3.56	4.00	3.65	3.40	n/a	3.45	3.74	4.00	3.78	3.98	3.75	3.96
	2007	**3.80**	**3.91**	**3.83**	3.86	3.86	3.86	3.86	n/a	3.86	3.89	4.22	3.97	4.07	4.43	4.13
	2009	**4.04**	**3.97**	**4.02**	4.30	3.96	4.20	4.17	4.20	4.18	3.74	4.17	3.90	4.29	4.17	4.28
	2011	**3.68**	**3.89**	**3.77**	4.04	4.20	4.09	3.81	3.58	3.73	3.56	3.81	3.68	3.93	4.00	3.93
	2013	**3.84**	**4.05**	**3.92**	4.02	4.03	4.02	4.00	4.23	4.09	3.77	4.00	3.87	3.82	4.22	3.94
DePaul demonstrates an appropriate commitment to its Catholic identity. (pre 2011: DePaul demonstrates a commitment to its Catholic identity)																
	2007	**3.81**	**3.81**	**3.81**	3.72	4.06	3.83	3.88	n/a	3.88	3.92	4.20	4.00	3.59	3.44	3.57
	2009	**4.00**	**3.83**	**3.95**	4.09	3.96	4.06	3.83	4.29	4.08	3.94	4.17	4.03	4.02	2.60	3.88
	2011	**3.79**	**3.88**	**3.83**	3.76	4.04	3.87	3.63	3.77	3.69	3.70	3.92	3.81	3.90	3.25	3.86
	2013	**3.82**	**3.87**	**3.84**	3.88	3.98	3.92	3.86	3.86	3.86	3.74	3.96	3.85	3.80	3.96	3.85

FACULTY CLIMATE SURVEY: University Mission and Values - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
DePaul respects employees as individuals (2011: DePaul respects members of its community as individuals)																			
	2005	3.37	3.67	3.48	4.00	n/a	4.00	3.66	3.64	3.66	3.92	4.00	3.94	3.53	3.77	3.70	4.00	n/a	3.94
	2007	3.37	4.40	3.63	3.60	n/a	3.46	3.76	3.50	3.72	4.00	4.71	4.26	3.31	4.07	3.83	3.43	3.86	3.57
	2009	3.88	4.50	4.08	3.75	n/a	3.80	3.84	3.81	3.83	4.44	3.77	4.05	3.50	4.21	3.92	3.83	4.14	3.92
	2011	3.88	4.28	4.08	3.41	3.90	3.56	3.40	4.09	3.68	4.11	3.91	3.97	3.24	4.02	3.82	4.17	3.83	4.00
	2013	3.82	4.24	4.05	3.43	3.83	3.58	3.70	3.95	3.78	4.27	3.76	3.94	3.61	4.22	4.03	4.00	4.09	4.04
DePaul is a student-centered institution.																			
	2011	4.34	4.13	4.23	3.76	3.50	3.68	3.91	4.17	4.01	4.44	4.13	4.22	3.44	4.30	4.07	4.56	4.00	4.29
	2013	4.39	4.22	4.29	3.95	3.42	3.76	3.98	4.11	4.02	4.64	3.95	4.19	3.94	4.30	4.19	4.18	4.18	4.18
DePaul emphasizes service to others (2011: DePaul encourages an ethic of service)																			
	2005	3.76	4.27	3.93	4.27	n/a	4.25	4.35	3.89	4.28	4.09	4.00	4.06	4.20	4.03	4.09	4.08	3.60	3.94
	2007	4.03	4.60	4.17	4.30	n/a	4.31	4.29	3.57	4.18	4.25	4.57	4.37	4.00	4.44	4.30	4.40	4.00	4.29
	2009	4.48	4.73	4.56	4.38	n/a	4.30	4.45	4.00	4.36	4.56	4.15	4.32	4.40	4.50	4.46	4.22	4.57	4.32
	2011	4.39	4.31	4.35	4.09	4.10	4.09	3.93	4.27	4.07	4.67	4.13	4.28	3.89	4.14	4.07	4.33	4.06	4.20
	2013	4.33	4.34	4.34	3.80	4.27	3.97	4.05	4.11	4.07	4.45	4.11	4.23	4.06	4.37	4.28	4.29	4.20	4.26
DePaul provides equal opportunities to employees regardless of age, national origin, race, sex, handicap, creed, color or sexual orientation																			
	2005	3.90	4.00	3.93	3.18	n/a	3.18	3.78	3.81	3.79	4.00	4.40	4.12	3.64	4.00	3.88	3.46	3.60	3.50
	2007	3.76	4.40	3.92	4.10	n/a	3.86	3.85	3.95	3.87	4.42	4.67	4.50	2.23	4.08	3.46	3.75	3.86	3.78
	2009	3.92	4.55	4.11	4.14	n/a	4.11	4.05	4.17	4.08	4.33	3.92	4.09	3.30	4.46	3.96	3.65	4.29	3.83
	2011	3.68	4.19	3.94	3.77	4.20	3.91	3.32	3.88	3.55	4.56	4.00	4.17	2.71	3.88	3.58	3.67	4.00	3.83
	2013	3.75	3.94	3.85	3.74	4.09	3.87	3.78	3.77	3.78	4.27	4.05	4.13	3.06	3.97	3.70	4.00	4.27	4.11
DePaul demonstrates a commitment to its urban environment (2011: DePaul demonstrates a commitment as an educational institution to the city of Chicago and its surrounding communities)																			
	2005	3.83	4.00	3.89	4.00	n/a	4.00	4.32	4.18	4.30	4.17	3.83	4.06	4.20	4.14	4.16	4.08	3.80	4.00
	2007	4.19	4.50	4.27	4.30	n/a	4.23	3.85	3.95	3.87	4.33	4.67	4.44	3.85	4.38	4.21	4.27	3.57	4.05
	2009	4.17	4.58	4.31	4.29	n/a	4.33	4.30	4.18	4.28	4.44	4.08	4.23	4.20	4.27	4.24	4.17	4.29	4.20
	2011	4.25	4.47	4.36	4.00	4.00	4.00	4.12	4.25	4.17	4.78	4.18	4.35	3.78	4.31	4.16	4.22	4.06	4.14
	2013	4.00	4.38	4.21	4.00	4.09	4.03	4.13	4.19	4.15	4.55	4.06	4.24	3.82	4.33	4.18	4.06	4.36	4.18
I have a good understanding of DePaul's mission																			
	2005	4.34	4.31	4.33	4.36	n/a	4.25	4.49	4.00	4.42	4.17	4.00	4.11	4.27	4.10	4.16	4.23	4.00	4.17
	2007	4.48	4.60	4.51	4.60	n/a	4.38	4.38	3.91	4.30	4.45	4.43	4.44	4.23	4.37	4.33	4.06	3.57	3.91
	2009	4.52	4.75	4.59	4.14	n/a	4.22	4.50	4.20	4.44	4.22	4.15	4.18	4.50	4.13	4.28	4.33	4.14	4.28
	2011	4.55	4.32	4.44	3.68	3.80	3.72	4.44	4.14	4.31	4.67	3.86	4.10	4.56	4.16	4.26	4.50	3.78	4.14
	2013	4.43	4.17	4.28	3.90	3.75	3.85	4.29	4.12	4.24	4.55	3.74	4.03	4.28	4.24	4.25	4.24	3.91	4.11
I can explain DePaul's mission to others.																			
	2011	4.48	4.16	4.33	3.55	3.78	3.61	4.40	4.03	4.25	4.67	3.76	4.03	4.50	3.90	4.06	4.33	3.44	3.89
	2013	4.43	3.94	4.16	4.00	3.55	3.84	4.18	3.94	4.10	4.45	3.29	3.75	4.28	3.95	4.05	4.06	3.64	3.89
I can see the relationship between my work and DePaul's mission																			
	2005	4.24	4.63	4.38	4.36	n/a	4.25	4.34	3.64	4.23	3.58	3.83	3.67	4.07	3.93	3.98	3.54	3.60	3.56
	2007	4.35	4.60	4.41	4.40	n/a	4.23	4.19	3.86	4.14	3.73	4.29	3.94	4.08	4.44	4.33	3.88	3.43	3.74
	2009	4.48	4.67	4.54	4.00	n/a	4.10	4.36	3.90	4.27	4.00	4.15	4.09	3.90	4.07	4.00	4.00	3.86	3.96
	2011	4.48	4.13	4.31	3.95	3.67	3.87	4.17	3.96	4.09	4.13	3.76	3.86	4.11	4.02	4.04	4.17	3.39	3.78
	2013	4.36	4.23	4.29	4.05	3.58	3.87	4.18	3.80	4.06	3.91	3.78	3.83	4.11	4.26	4.22	4.06	4.09	4.07
DePaul has incorporated its mission and values into its past planning (2011: DePaul incorporates its mission and values into its planning processes)																			
	2005	3.59	4.00	3.70	3.64	n/a	3.58	3.67	3.86	3.70	3.80	3.80	3.80	3.60	3.65	3.63	3.46	n/a	3.35
	2007	3.55	4.50	3.78	4.20	n/a	4.08	3.72	3.28	3.65	3.73	4.20	3.88	3.42	4.13	3.89	3.73	3.00	3.47
	2009	3.83	4.55	4.06	4.00	n/a	4.00	3.92	3.84	3.90	4.38	3.69	3.95	3.56	3.83	3.71	4.06	3.83	4.00
	2011	4.23	4.03	4.13	3.45	3.78	3.55	3.30	3.88	3.52	4.44	3.71	3.96	3.44	3.74	3.66	4.06	3.79	3.94
	2013	4.00	4.18	4.10	3.55	3.90	3.67	3.68	3.78	3.71	4.20	4.08	4.13	3.71	4.17	4.02	4.29	4.18	4.25
DePaul demonstrates a commitment to its Catholic identity (2011: DePaul demonstrates an appropriate commitment to its Catholic identity)																			
	2007	3.63	3.90	3.70	4.00	n/a	3.92	3.93	3.33	3.83	3.73	4.14	3.89	3.58	3.96	3.84	4.08	3.50	3.89
	2009	4.04	4.27	4.11	3.71	n/a	3.56	3.99	3.86	3.97	4.14	3.67	3.84	3.78	3.77	3.77	3.94	3.71	3.88
	2011	4.00	3.96	3.98	3.61	4.13	3.77	3.74	3.79	3.76	4.00	3.83	3.89	3.76	3.91	3.87	4.24	3.81	4.03
	2013	3.85	4.16	4.02	3.17	3.60	3.32	3.84	3.52	3.74	4.11	3.80	3.92	3.82	4.03	3.96	4.00	3.91	3.96

FACULTY CLIMATE SURVEY: University Mission and Values - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
DePaul's mission and values inform decision-making at this institution. (pre 2011: DePaul's mission and values have informed decision-making at the institution)																
	2005	**3.48**	**3.55**	**3.50**	3.55	3.92	3.63	3.55	n/a	3.58	3.75	4.00	3.79	3.82	3.25	3.78
	2007	**3.76**	**3.82**	**3.79**	3.88	3.64	3.81	3.88	n/a	3.88	4.00	4.00	4.00	3.95	4.00	3.96
	2009	**3.91**	**3.91**	**3.91**	4.06	4.09	4.07	3.80	4.17	4.00	3.56	4.25	3.83	4.17	3.80	4.13
	2011	**3.43**	**3.81**	**3.58**	3.96	4.02	3.98	3.38	3.69	3.50	3.40	3.75	3.57	3.72	3.67	3.72
	2013	**3.66**	**3.95**	**3.77**	3.86	3.91	3.88	3.91	4.00	3.95	3.65	3.96	3.78	3.70	4.15	3.84
The heritage of Vincent de Paul remains relevant to the university today																
	2005	**3.95**	**3.87**	**3.93**	3.81	4.14	3.89	3.90	n/a	4.00	4.11	4.13	4.11	4.09	3.75	4.06
	2007	**4.01**	**3.92**	**3.99**	4.05	4.13	4.08	4.00	n/a	4.00	4.07	4.00	4.06	4.22	3.89	4.16
	2009	**4.15**	**3.95**	**4.10**	4.25	4.04	4.20	4.20	4.50	4.36	3.83	4.36	4.06	4.30	4.00	4.27
	2011	**3.91**	**4.02**	**3.95**	4.14	4.13	4.13	4.00	4.00	4.00	3.77	4.03	3.89	4.00	3.00	3.96
	2013	**4.05**	**4.08**	**4.06**	4.11	4.02	4.07	4.23	3.93	4.11	3.88	4.32	4.07	4.10	4.28	4.16

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: University Mission and Values - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
DePaul's mission and values have informed decision-making at the institution (2011: DePaul's mission and values inform decision-making at this institution)																			
	2005	3.29	3.69	3.41	3.45	n/a	3.42	3.37	3.36	3.37	3.30	n/a	3.36	3.33	3.63	3.52	3.31	3.20	3.28
	2007	3.48	4.60	3.76	4.10	n/a	3.92	3.69	3.15	3.60	3.82	4.50	4.06	3.00	4.17	3.77	3.93	3.00	3.64
	2009	3.88	4.50	4.06	4.00	n/a	4.00	3.78	3.63	3.75	4.00	3.75	3.85	3.20	3.93	3.63	4.17	3.86	4.08
	2011	3.65	3.97	3.80	2.90	3.89	3.20	3.05	3.74	3.31	4.00	3.75	3.83	3.11	3.80	3.60	4.06	3.67	3.88
	2013	3.68	4.06	3.89	3.45	3.91	3.61	3.49	3.54	3.51	3.91	4.00	3.96	3.41	4.24	3.96	4.00	4.27	4.11
The heritage of Vincent de Paul remains relevant to the university today																			
	2005	3.93	4.07	3.98	4.18	n/a	4.17	3.97	3.83	3.95	3.80	4.40	4.00	3.80	3.88	3.85	3.69	3.00	3.50
	2007	3.58	4.50	3.80	4.50	n/a	4.38	3.99	3.42	3.91	3.73	4.67	4.06	4.00	3.96	3.98	4.14	3.00	3.80
	2009	4.20	4.50	4.29	4.14	n/a	4.00	3.97	3.78	3.94	4.88	3.67	4.15	4.30	3.75	4.00	4.18	3.71	4.04
	2011	4.22	4.11	4.17	3.74	3.89	3.79	3.70	4.06	3.84	4.33	3.74	3.93	3.89	4.09	4.03	4.18	3.56	3.88
	2013	4.32	4.30	4.31	4.10	4.09	4.10	3.93	3.87	3.91	4.36	4.07	4.19	3.88	4.05	4.00	4.12	4.00	4.07

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: University Mission and Values - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
DePaul respects members of its community as individuals. (pre 2011: DePaul respects employees as individuals)																
	2005	**71.7%**	**76.0%**	**72.8%**	77.4%	100.0%	82.9%	63.6%	n/a	66.7%	82.5%	100.0%	85.4%	78.3%	75.0%	78.0%
	2007	**71.8%**	**76.5%**	**72.9%**	84.6%	77.8%	82.5%	77.8%	n/a	77.8%	83.3%	80.0%	82.5%	75.6%	91.7%	79.2%
	2009	**78.2%**	**79.7%**	**78.6%**	90.0%	79.2%	87.2%	80.0%	66.7%	71.4%	65.0%	86.7%	74.3%	87.8%	100.0%	89.1%
	2011	**67.8%**	**81.4%**	**73.5%**	81.0%	91.8%	85.0%	59.1%	73.3%	64.9%	69.8%	73.2%	71.4%	77.0%	75.0%	76.9%
	2013	**73.8%**	**83.2%**	**77.7%**	85.0%	85.7%	85.3%	77.3%	76.5%	76.9%	73.5%	80.8%	76.7%	68.8%	89.7%	75.3%
DePaul is a student-centered institution.																
	2011	**80.8%**	**84.6%**	**82.4%**	84.3%	95.9%	88.6%	68.2%	80.0%	73.0%	88.4%	73.8%	81.2%	87.8%	100.0%	88.5%
	2013	**82.9%**	**88.2%**	**85.1%**	83.3%	86.7%	84.8%	77.3%	94.1%	84.6%	91.2%	96.3%	93.4%	84.6%	90.3%	86.5%
DePaul encourages an ethic of service. (pre 2011: DePaul emphasizes service to others)																
	2005	**88.4%**	**80.8%**	**86.6%**	87.8%	92.9%	88.9%	90.9%	n/a	91.7%	94.9%	75.0%	91.5%	91.3%	75.0%	90.0%
	2007	**89.6%**	**87.1%**	**88.5%**	89.7%	88.9%	89.5%	87.5%	n/a	87.5%	89.7%	90.0%	89.7%	95.2%	81.8%	92.5%
	2009	**92.5%**	**87.0%**	**91.0%**	94.2%	91.3%	93.5%	83.3%	87.5%	85.7%	95.0%	85.7%	91.2%	93.9%	80.0%	92.6%
	2011	**83.3%**	**87.9%**	**85.2%**	84.5%	93.9%	88.0%	95.5%	86.7%	91.9%	76.2%	78.0%	77.1%	86.5%	75.0%	85.9%
	2013	**84.0%**	**88.4%**	**85.9%**	76.7%	88.4%	81.6%	85.7%	81.3%	83.8%	90.9%	92.6%	91.7%	92.1%	89.3%	91.2%
DePaul provides equal opportunities to employees regardless of age, national origin, race, sex, handicap, creed, color or sexual orientation																
	2005	**73.6%**	**77.5%**	**74.5%**	84.6%	92.9%	86.4%	63.6%	n/a	66.7%	74.4%	87.5%	76.6%	77.8%	100.0%	79.6%
	2007	**75.5%**	**80.5%**	**76.8%**	89.2%	81.3%	86.8%	77.8%	n/a	77.8%	66.7%	88.9%	72.2%	80.5%	83.3%	81.1%
	2009	**82.8%**	**85.9%**	**83.7%**	86.8%	95.8%	89.1%	83.3%	66.7%	75.0%	80.0%	100.0%	87.9%	93.6%	80.0%	92.3%
	2011	**66.5%**	**78.6%**	**71.6%**	84.5%	89.6%	86.4%	59.1%	60.0%	59.5%	59.5%	82.9%	71.1%	80.8%	100.0%	81.8%
	2013	**72.7%**	**78.9%**	**75.3%**	86.4%	89.7%	87.8%	77.3%	68.8%	73.7%	76.5%	96.2%	85.0%	71.4%	85.7%	75.8%
DePaul demonstrates a commitment as an educational institution to the city of Chicago and its surrounding communities. (pre 2011: DePaul demonstrates a commitment to its urban environment)																
	2005	**87.5%**	**82.8%**	**86.4%**	88.2%	100.0%	91.0%	90.9%	n/a	91.7%	92.3%	87.5%	91.5%	93.5%	50.0%	90.0%
	2007	**88.3%**	**82.1%**	**86.8%**	91.9%	81.3%	88.7%	100.0%	n/a	100.0%	90.0%	77.8%	87.2%	95.2%	91.7%	94.4%
	2009	**89.7%**	**85.6%**	**88.6%**	91.2%	91.7%	91.3%	83.3%	87.5%	85.7%	83.3%	92.3%	87.1%	93.6%	100.0%	94.3%
	2011	**85.9%**	**90.5%**	**87.8%**	88.0%	98.0%	91.7%	90.9%	78.6%	86.1%	69.8%	80.5%	75.0%	89.0%	100.0%	89.6%
	2013	**84.2%**	**91.4%**	**87.2%**	81.7%	93.2%	86.5%	86.4%	78.6%	83.3%	87.5%	92.6%	89.8%	88.9%	90.0%	89.2%
I have a good understanding of DePaul's mission																
	2005	**91.2%**	**82.8%**	**89.2%**	83.0%	93.8%	85.5%	90.9%	n/a	91.7%	92.5%	71.4%	89.4%	89.1%	75.0%	88.0%
	2007	**93.0%**	**87.4%**	**91.7%**	87.2%	94.4%	89.5%	100.0%	n/a	100.0%	100.0%	90.0%	97.5%	90.5%	83.3%	88.9%
	2009	**93.4%**	**87.0%**	**91.5%**	91.3%	87.5%	90.3%	83.3%	77.8%	80.0%	90.0%	86.7%	88.6%	92.0%	83.3%	91.1%
	2011	**90.4%**	**83.4%**	**87.5%**	90.4%	93.9%	91.7%	100.0%	86.7%	94.6%	86.0%	81.4%	83.7%	85.3%	50.0%	83.5%
	2013	**90.2%**	**78.7%**	**85.4%**	95.0%	76.7%	87.4%	100.0%	66.7%	86.5%	88.2%	63.0%	77.0%	83.1%	74.2%	80.2%
I can explain DePaul's mission to others.																
	2011	**88.9%**	**76.4%**	**83.7%**	89.0%	85.7%	87.8%	100.0%	71.4%	88.9%	79.1%	69.8%	74.4%	86.7%	50.0%	84.8%
	2013	**87.0%**	**68.1%**	**79.1%**	91.4%	60.5%	78.2%	90.5%	56.3%	75.7%	78.8%	57.1%	68.9%	82.8%	70.0%	78.7%
I can see the relationship between my work and DePaul's mission																
	2005	**83.6%**	**72.7%**	**81.0%**	73.1%	87.5%	76.5%	90.9%	n/a	91.7%	85.0%	75.0%	83.3%	87.2%	50.0%	84.3%
	2007	**82.3%**	**84.6%**	**82.7%**	71.1%	83.3%	75.0%	100.0%	n/a	100.0%	93.3%	88.9%	92.3%	78.6%	90.9%	81.1%
	2009	**85.8%**	**79.6%**	**84.0%**	86.8%	69.6%	82.4%	66.7%	66.7%	66.7%	73.7%	93.3%	82.4%	87.8%	83.3%	87.3%
	2011	**80.5%**	**73.8%**	**77.7%**	74.4%	85.7%	78.6%	86.4%	57.1%	75.0%	79.1%	71.4%	75.3%	73.3%	50.0%	72.2%
	2013	**79.8%**	**70.8%**	**76.1%**	81.7%	72.5%	78.0%	66.7%	60.0%	63.9%	76.5%	51.9%	65.6%	74.6%	61.3%	70.2%
DePaul incorporates its mission and values into its planning processes. (pre 2011: DePaul has incorporated its mission and values into its past planning)																
	2005	**61.6%**	**60.8%**	**61.5%**	60.0%	76.9%	63.5%	50.0%	n/a	54.5%	65.8%	75.0%	67.4%	75.6%	75.0%	75.6%
	2007	**67.8%**	**69.4%**	**68.3%**	71.4%	71.4%	71.4%	57.1%	n/a	57.1%	64.3%	77.8%	67.6%	85.0%	100.0%	87.2%
	2009	**77.2%**	**70.0%**	**75.2%**	83.6%	60.9%	77.4%	83.3%	80.0%	81.8%	68.4%	75.0%	71.0%	82.9%	83.3%	83.0%
	2011	**65.4%**	**72.1%**	**68.1%**	79.0%	84.8%	81.1%	66.7%	58.3%	63.6%	59.0%	69.4%	64.0%	75.0%	66.7%	74.7%
	2013	**70.9%**	**75.8%**	**72.8%**	75.0%	74.3%	74.7%	68.2%	69.2%	68.6%	73.3%	69.6%	71.7%	67.2%	77.8%	70.5%
DePaul demonstrates an appropriate commitment to its Catholic identity. (pre 2011: DePaul demonstrates a commitment to its Catholic identity)																
	2007	**69.2%**	**72.7%**	**70.1%**	69.4%	81.3%	73.1%	62.5%	n/a	62.5%	73.1%	80.0%	75.0%	59.5%	66.7%	60.9%
	2009	**75.9%**	**68.5%**	**73.8%**	78.8%	75.0%	77.8%	66.7%	100.0%	84.6%	82.4%	83.3%	82.8%	72.7%	20.0%	67.3%
	2011	**67.3%**	**72.0%**	**69.2%**	65.4%	77.6%	70.1%	63.2%	76.9%	68.8%	59.5%	70.3%	64.9%	70.1%	50.0%	69.0%
	2013	**67.2%**	**69.0%**	**67.9%**	68.4%	78.0%	72.4%	61.9%	71.4%	65.7%	63.0%	73.1%	67.9%	69.5%	74.1%	70.9%

FACULTY CLIMATE SURVEY: University Mission and Values - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
DePaul respects employees as individuals (2011: DePaul respects members of its community as individuals)																			
	2005	59.3%	73.3%	64.3%	81.8%	n/a	83.3%	67.8%	71.4%	68.4%	75.0%	83.3%	77.8%	60.0%	64.5%	63.0%	84.6%	n/a	82.4%
	2007	56.7%	80.0%	62.5%	70.0%	n/a	61.5%	72.8%	59.1%	70.6%	75.0%	100.0%	84.2%	46.2%	77.8%	67.5%	50.0%	71.4%	57.1%
	2009	72.0%	91.7%	78.4%	75.0%	n/a	70.0%	72.5%	71.0%	72.2%	77.8%	76.9%	77.3%	50.0%	85.7%	70.8%	72.2%	100.0%	80.0%
	2011	75.0%	87.5%	81.3%	54.5%	80.0%	62.5%	57.1%	78.6%	65.8%	77.8%	81.8%	80.6%	47.1%	82.0%	73.1%	83.3%	83.3%	83.3%
	2013	71.4%	87.9%	80.3%	57.1%	83.3%	66.7%	72.3%	72.1%	72.3%	90.9%	81.0%	84.4%	72.2%	90.0%	84.5%	76.5%	100.0%	85.7%
DePaul is a student-centered institution.																			
	2011	87.5%	81.3%	84.4%	71.4%	40.0%	61.3%	77.2%	84.4%	80.1%	77.8%	87.0%	84.4%	50.0%	90.0%	79.4%	94.4%	94.1%	94.3%
	2013	89.3%	89.2%	89.2%	71.4%	50.0%	63.6%	79.2%	86.2%	81.3%	100.0%	85.0%	90.3%	83.3%	92.5%	89.7%	88.2%	100.0%	92.9%
DePaul emphasizes service to others (2011: DePaul encourages an ethic of service)																			
	2005	72.4%	93.3%	79.5%	90.9%	n/a	91.7%	89.4%	75.0%	87.2%	81.8%	66.7%	76.5%	93.3%	81.3%	85.1%	76.9%	60.0%	72.2%
	2007	80.6%	100.0%	85.4%	90.0%	n/a	92.3%	90.4%	61.9%	85.9%	91.7%	100.0%	94.7%	76.9%	96.3%	90.0%	100.0%	83.3%	95.2%
	2009	96.0%	100.0%	97.2%	100.0%	n/a	90.0%	91.6%	75.9%	88.5%	77.8%	84.6%	81.8%	100.0%	92.9%	95.8%	83.3%	100.0%	88.0%
	2011	84.8%	90.6%	87.7%	77.3%	90.0%	81.3%	80.9%	87.7%	83.7%	100.0%	91.3%	93.8%	77.8%	85.7%	83.6%	88.9%	94.1%	91.4%
	2013	92.6%	97.1%	95.2%	70.0%	100.0%	80.6%	80.6%	79.7%	80.3%	100.0%	89.5%	93.3%	82.4%	92.7%	89.7%	88.2%	80.0%	85.2%
DePaul provides equal opportunities to employees regardless of age, national origin, race, sex, handicap, creed, color or sexual orientation																			
	2005	72.4%	84.6%	76.2%	63.6%	n/a	63.6%	71.7%	63.0%	70.4%	75.0%	100.0%	82.4%	71.4%	71.4%	71.4%	61.5%	60.0%	61.1%
	2007	69.0%	90.0%	74.4%	90.0%	n/a	78.6%	76.4%	71.4%	75.6%	91.7%	100.0%	94.4%	30.8%	80.8%	64.1%	75.0%	71.4%	73.9%
	2009	80.0%	81.8%	80.6%	85.7%	n/a	77.8%	82.8%	79.3%	82.1%	88.9%	84.6%	86.4%	50.0%	92.3%	73.9%	64.7%	100.0%	75.0%
	2011	64.5%	81.3%	73.0%	63.6%	90.0%	71.9%	55.8%	74.0%	63.2%	88.9%	81.0%	83.3%	35.3%	71.4%	62.1%	66.7%	82.4%	74.3%
	2013	67.9%	73.5%	71.0%	68.4%	81.8%	73.3%	70.9%	63.9%	68.8%	81.8%	90.0%	87.1%	35.3%	74.4%	62.5%	75.0%	90.9%	81.5%
DePaul demonstrates a commitment to its urban environment (2011: DePaul demonstrates a commitment as an educational institution to the city of Chicago and its surrounding communities)																			
	2005	72.4%	93.3%	79.5%	72.7%	n/a	75.0%	89.4%	78.6%	87.7%	83.3%	66.7%	77.8%	100.0%	82.1%	88.4%	69.2%	60.0%	66.7%
	2007	87.1%	100.0%	90.2%	90.0%	n/a	84.6%	85.7%	60.0%	81.8%	83.3%	100.0%	88.9%	76.9%	92.3%	87.2%	93.3%	57.1%	81.8%
	2009	91.7%	83.3%	88.9%	100.0%	n/a	100.0%	88.2%	82.1%	87.1%	77.8%	84.6%	81.8%	80.0%	86.7%	84.0%	88.9%	85.7%	88.0%
	2011	93.8%	90.6%	92.2%	76.2%	80.0%	77.4%	86.5%	91.7%	88.6%	100.0%	90.9%	93.5%	77.8%	93.9%	89.6%	88.9%	88.9%	88.9%
	2013	81.5%	94.1%	88.5%	73.7%	100.0%	83.3%	85.3%	87.3%	85.9%	100.0%	88.9%	93.1%	70.6%	97.4%	89.3%	76.5%	90.9%	82.1%
I have a good understanding of DePaul's mission																			
	2005	93.1%	93.8%	93.3%	90.9%	n/a	83.3%	93.3%	68.0%	89.7%	91.7%	83.3%	88.9%	93.3%	86.2%	88.6%	92.3%	80.0%	88.9%
	2007	100.0%	100.0%	100.0%	100.0%	n/a	84.6%	92.1%	81.8%	90.4%	100.0%	100.0%	100.0%	84.6%	92.6%	90.0%	93.8%	85.7%	91.3%
	2009	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	95.0%	86.7%	93.3%	88.9%	84.6%	86.4%	90.0%	80.0%	84.0%	94.4%	85.7%	92.0%
	2011	100.0%	90.3%	95.3%	63.6%	80.0%	68.8%	92.9%	83.5%	89.1%	100.0%	66.7%	76.7%	94.4%	86.0%	88.2%	94.4%	66.7%	80.6%
	2013	96.4%	88.9%	92.2%	71.4%	66.7%	69.7%	91.0%	80.0%	87.6%	100.0%	68.4%	80.0%	94.4%	95.2%	95.0%	88.2%	81.8%	85.7%
I can explain DePaul's mission to others.																			
	2011	100.0%	83.9%	92.2%	59.1%	77.8%	64.5%	91.1%	79.6%	86.4%	100.0%	66.7%	76.7%	94.4%	76.0%	80.9%	94.4%	55.6%	75.0%
	2013	96.4%	80.0%	87.3%	80.0%	72.7%	77.4%	86.9%	73.8%	82.9%	90.9%	47.1%	64.3%	88.9%	76.2%	80.0%	88.2%	63.6%	78.6%
I can see the relationship between my work and DePaul's mission																			
	2005	89.7%	100.0%	93.3%	90.9%	n/a	83.3%	88.6%	57.1%	83.6%	50.0%	66.7%	55.6%	80.0%	76.7%	77.8%	69.2%	40.0%	61.1%
	2007	93.5%	100.0%	95.1%	90.0%	n/a	76.9%	80.5%	77.3%	80.0%	63.6%	85.7%	72.2%	76.9%	92.6%	87.5%	81.3%	71.4%	78.3%
	2009	100.0%	91.7%	97.3%	87.5%	n/a	90.0%	86.6%	70.0%	83.2%	66.7%	92.3%	81.8%	70.0%	80.0%	76.0%	83.3%	85.7%	84.0%
	2011	100.0%	87.1%	93.8%	81.0%	66.7%	76.7%	82.8%	75.5%	79.8%	75.0%	61.9%	65.5%	77.8%	79.6%	79.1%	83.3%	33.3%	58.3%
	2013	89.3%	88.6%	88.9%	85.0%	58.3%	75.0%	83.3%	64.1%	77.4%	45.5%	61.1%	55.2%	77.8%	90.5%	86.7%	88.2%	90.9%	89.3%
DePaul has incorporated its mission and values into its past planning (2011: DePaul incorporates its mission and values into its planning processes)																			
	2005	48.1%	70.0%	54.1%	63.6%	n/a	58.3%	61.9%	61.9%	61.9%	60.0%	60.0%	60.0%	66.7%	53.8%	58.5%	46.2%	n/a	41.2%
	2007	64.5%	100.0%	73.2%	90.0%	n/a	76.9%	61.8%	38.9%	58.3%	72.7%	80.0%	75.0%	41.7%	79.2%	66.7%	72.7%	33.3%	58.8%
	2009	62.5%	81.8%	68.6%	100.0%	n/a	87.5%	74.5%	72.0%	74.1%	87.5%	69.2%	76.2%	66.7%	66.7%	66.7%	76.5%	66.7%	73.9%
	2011	90.0%	76.7%	83.3%	50.0%	66.7%	55.2%	50.3%	72.6%	59.0%	88.9%	64.7%	73.1%	50.0%	65.1%	60.7%	83.3%	71.4%	78.1%
	2013	85.2%	82.4%	83.6%	60.0%	80.0%	66.7%	64.9%	67.3%	65.6%	90.0%	84.6%	87.0%	70.6%	82.9%	78.8%	94.1%	81.8%	89.3%
DePaul demonstrates a commitment to its Catholic identity (2011: DePaul demonstrates an appropriate commitment to its Catholic identity)																			
	2007	70.0%	70.0%	70.0%	80.0%	n/a	75.0%	73.6%	57.1%	70.9%	63.6%	85.7%	72.2%	50.0%	76.9%	68.4%	83.3%	66.7%	77.8%
	2009	75.0%	72.7%	74.3%	71.4%	n/a	55.6%	75.4%	75.9%	75.5%	85.7%	58.3%	68.4%	66.7%	69.2%	68.2%	76.5%	57.1%	70.8%
	2011	80.6%	71.4%	76.3%	61.1%	87.5%	69.2%	66.7%	69.8%	67.9%	55.6%	72.2%	66.7%	64.7%	71.1%	69.4%	82.4%	68.8%	75.8%
	2013	74.1%	78.1%	76.3%	38.9%	60.0%	46.4%	68.9%	48.3%	62.6%	88.9%	66.7%	75.0%	58.8%	78.9%	72.7%	70.6%	72.7%	71.4%

FACULTY CLIMATE SURVEY: University Mission and Values - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
DePaul's mission and values inform decision-making at this institution. (pre 2011: DePaul's mission and values have informed decision-making at the institution)																
	2005	**56.0%**	**53.9%**	**55.7%**	63.3%	76.9%	66.1%	54.5%	n/a	58.3%	72.5%	71.4%	72.3%	64.4%	25.0%	61.2%
	2007	**68.5%**	**68.6%**	**68.9%**	58.8%	64.3%	60.4%	75.0%	n/a	75.0%	80.8%	77.8%	80.0%	78.9%	75.0%	78.3%
	2009	**74.8%**	**69.4%**	**73.3%**	79.1%	77.3%	78.7%	40.0%	83.3%	63.6%	66.7%	75.0%	70.0%	81.0%	60.0%	78.7%
	2011	**55.1%**	**70.0%**	**61.1%**	71.1%	78.3%	73.8%	47.6%	69.2%	55.9%	52.5%	63.9%	57.9%	69.1%	66.7%	69.0%
	2013	**64.3%**	**70.7%**	**66.8%**	70.7%	68.6%	69.9%	68.2%	66.7%	67.6%	67.7%	66.7%	67.3%	65.0%	74.1%	67.8%
The heritage of Vincent de Paul remains relevant to the university today																
	2005	**76.8%**	**72.9%**	**75.9%**	70.8%	78.6%	72.6%	70.0%	n/a	72.7%	81.6%	87.5%	82.6%	84.1%	75.0%	83.3%
	2007	**76.8%**	**73.6%**	**76.0%**	81.1%	86.7%	82.7%	87.5%	n/a	87.5%	85.2%	75.0%	82.9%	82.9%	66.7%	80.0%
	2009	**80.7%**	**71.1%**	**78.1%**	85.1%	73.9%	82.2%	60.0%	83.3%	72.7%	72.2%	92.9%	81.3%	89.1%	60.0%	86.3%
	2011	**74.3%**	**76.3%**	**75.1%**	81.0%	75.0%	78.7%	80.0%	84.6%	81.8%	69.2%	82.9%	75.7%	77.5%	33.3%	75.7%
	2013	**79.2%**	**79.2%**	**79.2%**	82.5%	78.0%	80.6%	72.7%	66.7%	70.3%	72.7%	92.0%	81.0%	85.0%	82.8%	84.3%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: University Mission and Values - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
DePaul's mission and values have informed decision-making at the institution (2011: DePaul's mission and values inform decision-making at this institution)																			
	2005	50.0%	61.5%	53.7%	63.6%	n/a	58.3%	51.8%	45.5%	50.9%	80.0%	n/a	85.7%	46.7%	59.3%	54.8%	38.5%	40.0%	38.9%
	2007	58.1%	100.0%	68.3%	90.0%	n/a	75.0%	67.0%	40.0%	62.8%	63.6%	100.0%	76.5%	33.3%	87.0%	68.6%	80.0%	28.6%	63.6%
	2009	76.0%	80.0%	77.1%	100.0%	n/a	87.5%	70.8%	63.0%	69.3%	75.0%	66.7%	70.0%	40.0%	71.4%	58.3%	88.9%	71.4%	84.0%
	2011	61.3%	69.0%	65.0%	42.9%	77.8%	53.3%	40.4%	69.6%	51.4%	66.7%	70.0%	69.0%	44.4%	70.5%	62.9%	82.4%	60.0%	71.9%
	2013	75.0%	75.8%	75.4%	55.0%	81.8%	64.5%	56.6%	51.8%	55.2%	81.8%	85.7%	84.0%	58.8%	84.8%	76.0%	76.5%	90.9%	82.1%
The heritage of Vincent de Paul remains relevant to the university today																			
	2005	75.9%	92.9%	81.4%	81.8%	n/a	83.3%	76.4%	66.7%	75.0%	70.0%	80.0%	73.3%	73.3%	69.2%	70.7%	76.9%	40.0%	66.7%
	2007	58.1%	100.0%	68.3%	100.0%	n/a	100.0%	74.3%	47.4%	70.3%	54.5%	100.0%	70.6%	69.2%	74.1%	72.5%	85.7%	33.3%	70.0%
	2009	76.0%	100.0%	82.9%	100.0%	n/a	88.9%	73.9%	66.7%	72.5%	100.0%	58.3%	75.0%	70.0%	66.7%	68.2%	88.2%	57.1%	79.2%
	2011	84.4%	78.6%	81.7%	68.4%	77.8%	71.4%	68.2%	78.7%	72.2%	88.9%	68.4%	75.0%	66.7%	78.7%	75.4%	76.5%	50.0%	63.6%
	2013	89.3%	84.8%	86.9%	80.0%	90.9%	83.9%	74.8%	70.0%	73.4%	100.0%	86.7%	92.3%	76.5%	79.5%	78.6%	76.5%	72.7%	75.0%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Diversity - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
DePaul's recruiting, hiring and retention practices promote a diverse work force																
	2005	**3.88**	**3.82**	**3.87**	4.11	4.09	4.11	3.73	n/a	3.83	4.00	4.00	4.00	4.17	4.00	4.15
	2007	**3.79**	**3.95**	**3.83**	4.24	4.07	4.19	3.67	n/a	3.67	3.45	4.00	3.59	4.08	4.22	4.10
	2009	**3.78**	**3.94**	**3.82**	4.23	4.22	4.23	4.33	3.43	3.85	3.00	4.42	3.53	4.07	3.40	4.00
	2011	**3.40**	**3.77**	**3.54**	4.00	4.03	4.01	3.29	3.42	3.33	3.24	3.70	3.44	3.73	4.00	3.75
	2013	**3.63**	**3.71**	**3.66**	4.05	4.12	4.08	3.86	3.80	3.84	3.50	3.72	3.58	3.69	3.77	3.71
Employees with diverse backgrounds are well-represented in governance positions																
	2005	**3.09**	**3.46**	**3.16**	3.49	3.90	3.56	2.73	n/a	2.75	3.49	3.83	3.53	3.38	3.00	3.34
	2007	**3.10**	**3.73**	**3.23**	3.82	3.85	3.83	3.38	n/a	3.38	3.03	3.63	3.16	3.53	4.25	3.66
	2009	**3.30**	**3.71**	**3.40**	3.98	3.90	3.96	n/a	3.40	3.56	2.84	4.20	3.31	3.55	3.60	3.55
	2011	**3.01**	**3.52**	**3.19**	3.66	3.94	3.76	2.95	3.30	3.06	2.93	3.37	3.11	3.49	3.00	3.47
	2013	**3.20**	**3.52**	**3.31**	3.71	3.93	3.79	3.29	4.00	3.50	3.16	3.58	3.31	3.04	3.72	3.26
DePaul values the diversity of its employees																
	2005	**3.87**	**3.94**	**3.89**	4.10	4.00	4.08	3.64	n/a	3.67	4.03	4.13	4.04	4.07	4.25	4.08
	2007	**3.79**	**4.14**	**3.87**	4.25	4.31	4.27	3.88	n/a	3.88	3.79	4.00	3.84	4.20	4.25	4.21
	2009	**3.98**	**4.04**	**3.99**	4.25	4.22	4.24	4.17	3.71	3.92	3.50	4.25	3.78	4.30	3.80	4.25
	2011	**3.53**	**3.86**	**3.66**	4.13	4.27	4.18	3.45	3.73	3.55	3.41	3.76	3.57	3.81	4.25	3.84
	2013	**3.72**	**3.93**	**3.80**	4.03	4.22	4.11	3.77	4.36	3.97	3.65	3.83	3.72	3.77	3.96	3.83
There is a supportive culture for employees from diverse backgrounds at DePaul																
	2005	**3.63**	**3.85**	**3.68**	3.98	4.22	4.02	3.50	n/a	3.55	3.89	3.88	3.89	4.05	4.25	4.07
	2007	**3.61**	**3.89**	**3.68**	4.17	4.15	4.17	3.63	n/a	3.63	3.68	4.00	3.76	3.97	4.00	3.98
	2009	**3.84**	**3.92**	**3.86**	4.29	4.09	4.24	n/a	3.00	3.44	3.50	4.50	3.88	4.24	3.80	4.19
	2011	**3.39**	**3.81**	**3.56**	4.05	4.14	4.09	3.23	3.55	3.33	3.33	3.67	3.49	3.86	4.00	3.87
	2013	**3.60**	**3.90**	**3.72**	3.91	4.09	3.98	3.57	4.25	3.82	3.53	3.77	3.62	3.75	3.96	3.82
Appropriate accommodations are made for persons with disabilities																
	2005	**3.47**	**3.67**	**3.52**	3.77	3.75	3.77	2.67	n/a	2.80	3.83	3.50	3.78	3.73	2.67	3.64
	2007	**3.48**	**3.72**	**3.54**	3.97	3.85	3.93	3.14	n/a	3.14	3.65	4.25	3.79	3.62	3.64	3.62
	2009	**3.87**	**4.02**	**3.91**	4.33	4.05	4.25	n/a	3.57	3.64	3.72	4.70	4.07	3.93	4.20	3.96
	2011	**3.75**	**3.91**	**3.82**	4.14	4.17	4.15	3.26	3.60	3.38	3.75	3.74	3.75	3.81	3.75	3.80
	2013	**3.88**	**3.99**	**3.93**	4.10	4.06	4.09	4.06	4.25	4.13	4.14	4.05	4.10	4.00	4.07	4.03
Scheduling concerns for cultural/religious holidays are handled with flexibility and respect																
	2005	**3.72**	**3.68**	**3.71**	4.06	4.00	4.05	3.80	n/a	3.82	3.82	3.71	3.80	3.89	4.00	3.90
	2007	**3.87**	**4.01**	**3.91**	4.39	4.13	4.31	3.25	n/a	3.25	3.92	3.89	3.91	4.05	4.00	4.04
	2009	**4.03**	**4.10**	**4.04**	4.30	4.11	4.26	3.80	3.80	3.80	4.00	4.54	4.22	4.18	4.40	4.20
	2011	**3.99**	**4.08**	**4.02**	4.31	4.32	4.31	3.89	3.62	3.78	3.94	3.94	3.94	3.88	4.00	3.89
	2013	**4.08**	**4.02**	**4.06**	4.21	4.09	4.17	4.17	4.36	4.24	4.12	4.14	4.13	4.14	4.15	4.14
DePaul handles harassment/discrimination grievances appropriately																
	2005	**3.50**	**3.48**	**3.50**	3.85	4.00	3.87	3.50	n/a	3.43	3.78	3.60	3.75	3.88	3.67	3.86
	2007	**3.47**	**3.64**	**3.52**	3.88	4.00	3.92	4.20	n/a	4.20	3.50	3.88	3.62	3.93	3.80	3.91
	2009	**3.63**	**3.81**	**3.67**	4.14	3.85	4.07	n/a	n/a	3.63	3.29	4.25	3.64	3.81	4.20	3.88
	2011	**3.38**	**3.73**	**3.52**	4.00	4.13	4.05	3.63	3.40	3.55	3.07	3.38	3.23	3.56	3.33	3.55
	2013	**3.45**	**3.70**	**3.55**	3.83	3.74	3.79	3.65	4.37	3.88	3.52	3.69	3.59	3.73	3.70	3.72
DePaul is able to protect the rights of employees by providing a discrimination-free workplace																
	2005	**3.56**	**3.70**	**3.59**	3.96	4.11	3.98	3.40	n/a	3.36	3.92	3.86	3.91	3.80	3.67	3.79
	2007	**3.54**	**3.83**	**3.61**	4.03	4.08	4.04	4.13	n/a	4.13	3.36	3.89	3.50	3.84	3.70	3.81
	2009	**3.80**	**3.96**	**3.84**	4.28	4.24	4.27	n/a	3.29	3.55	3.59	4.42	3.93	4.05	4.20	4.07
	2011	**3.42**	**3.82**	**3.57**	3.97	4.21	4.06	3.55	3.36	3.48	3.40	3.68	3.53	3.67	3.75	3.68
	2013	**3.54**	**3.86**	**3.66**	3.86	3.90	3.88	3.70	4.09	3.84	3.39	4.00	3.62	3.75	3.85	3.79
DePaul actively recruits and hires employees of diverse backgrounds																
	2009	**3.79**	**3.94**	**3.83**	4.23	3.95	4.16	4.20	3.71	3.92	3.05	4.09	3.43	4.00	4.00	4.00
	2011	**3.54**	**3.80**	**3.64**	4.00	4.05	4.02	3.50	3.44	3.48	3.31	3.67	3.46	3.87	3.67	3.86
	2013	**3.71**	**3.84**	**3.76**	4.15	4.10	4.13	3.76	3.91	3.81	3.55	3.95	3.70	3.53	3.93	3.65
DePaul provides equal career opportunities and advancement for employees of diverse backgrounds																
	2009	**3.81**	**3.98**	**3.85**	4.25	4.05	4.20	4.20	3.67	3.91	3.32	4.11	3.57	4.00	4.00	4.00
	2011	**3.39**	**3.69**	**3.50**	4.08	4.03	4.06	3.14	3.40	3.22	3.28	3.66	3.43	3.80	3.75	3.80
	2013	**3.58**	**3.72**	**3.63**	4.06	4.10	4.07	3.81	3.90	3.84	3.56	3.90	3.69	3.60	3.92	3.71

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Diversity - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
DePaul's recruiting, hiring and retention practices promote a diverse work force																			
	2005	3.52	3.92	3.63	3.27	n/a	3.27	3.88	3.58	3.83	3.91	n/a	4.00	3.60	3.74	3.69	3.75	n/a	3.69
	2007	3.74	4.50	3.93	3.70	n/a	3.50	3.75	3.60	3.73	3.92	4.17	4.00	3.33	3.92	3.72	3.64	3.50	3.60
	2009	3.28	4.40	3.60	3.43	n/a	3.67	3.69	3.92	3.73	4.00	3.62	3.77	3.90	3.82	3.86	3.28	3.50	3.33
	2011	3.50	3.75	3.61	3.32	4.17	3.50	3.07	3.69	3.28	4.00	3.95	3.96	2.59	3.67	3.37	3.59	3.93	3.74
	2013	3.41	3.53	3.47	3.55	3.44	3.52	3.54	3.51	3.53	3.91	3.57	3.72	3.11	3.77	3.55	3.31	3.89	3.52
Employees with diverse backgrounds are well-represented in governance positions																			
	2005	2.75	3.64	3.03	3.00	n/a	3.00	2.88	3.47	2.95	3.40	n/a	3.38	3.29	3.36	3.33	2.69	n/a	2.76
	2007	2.83	4.14	3.08	3.10	n/a	3.15	3.01	3.20	3.03	3.33	4.00	3.54	2.23	3.89	3.19	2.64	3.33	2.85
	2009	3.00	4.00	3.29	3.17	n/a	3.43	3.07	3.71	3.17	3.50	3.77	3.67	2.80	3.50	3.15	2.88	2.60	2.82
	2011	3.18	3.73	3.42	2.68	n/a	2.87	2.61	3.36	2.86	3.67	3.60	3.63	2.47	3.44	3.16	2.71	3.60	3.04
	2013	3.04	3.61	3.33	2.65	2.71	2.67	3.23	3.09	3.19	3.70	3.45	3.57	2.76	3.57	3.28	2.75	3.56	3.04
DePaul values the diversity of its employees																			
	2005	3.50	4.00	3.66	3.50	n/a	3.50	3.84	3.79	3.83	4.00	4.40	4.13	3.64	3.86	3.79	3.58	3.80	3.65
	2007	3.48	4.40	3.71	4.00	n/a	3.85	3.69	3.95	3.73	3.92	4.67	4.17	2.67	4.21	3.69	3.69	3.57	3.65
	2009	3.83	4.27	3.97	3.67	n/a	3.88	3.79	4.08	3.84	4.33	3.92	4.09	3.70	4.07	3.92	3.83	3.50	3.75
	2011	3.50	3.96	3.71	3.45	4.14	3.62	3.18	3.77	3.40	4.11	4.05	4.07	3.17	3.60	3.48	3.82	3.92	3.87
	2013	3.71	3.91	3.82	3.32	3.86	3.46	3.61	3.67	3.63	4.36	3.82	4.04	3.35	3.95	3.76	3.69	4.11	3.84
There is a supportive culture for employees from diverse backgrounds at DePaul																			
	2005	3.15	3.67	3.28	3.30	n/a	3.30	3.51	4.00	3.58	3.82	3.80	3.81	3.43	3.69	3.60	3.17	n/a	3.19
	2007	3.53	4.33	3.72	3.70	n/a	3.62	3.45	3.65	3.48	3.91	4.00	3.94	2.58	3.79	3.39	3.40	3.50	3.43
	2009	3.57	4.10	3.73	3.71	n/a	3.88	3.59	3.83	3.63	4.11	3.85	3.95	3.30	4.00	3.67	3.50	3.33	3.45
	2011	3.20	3.92	3.54	3.15	4.00	3.35	3.01	3.70	3.26	4.22	4.06	4.11	2.76	3.61	3.38	3.47	4.08	3.73
	2013	3.60	3.94	3.79	3.31	3.86	3.48	3.46	3.63	3.51	4.18	3.78	3.93	3.06	4.03	3.72	3.50	4.00	3.70
Appropriate accommodations are made for persons with disabilities																			
	2005	3.14	3.78	3.33	3.14	n/a	3.14	3.45	3.81	3.50	3.67	n/a	3.50	3.42	3.81	3.67	2.10	3.20	2.47
	2007	3.48	4.13	3.62	3.30	n/a	3.17	3.45	3.28	3.42	3.73	4.50	3.93	3.00	3.65	3.45	2.79	3.67	3.05
	2009	4.10	4.50	4.23	3.67	n/a	3.86	3.74	3.76	3.75	4.14	4.00	4.06	2.86	3.90	3.47	3.19	3.40	3.24
	2011	3.92	3.96	3.94	3.71	4.17	3.83	3.75	3.79	3.77	4.00	4.33	4.22	3.07	4.05	3.80	3.07	3.46	3.25
	2013	4.09	4.00	4.04	3.73	3.67	3.71	3.80	3.76	3.79	3.89	4.08	4.00	2.92	4.11	3.79	3.33	3.90	3.56
Scheduling concerns for cultural/religious holidays are handled with flexibility and respect																			
	2005	3.48	3.64	3.53	3.91	n/a	3.91	3.59	3.73	3.61	3.56	n/a	3.54	3.87	3.64	3.73	3.40	n/a	3.29
	2007	3.46	4.50	3.75	3.70	n/a	3.75	3.90	3.59	3.85	3.67	4.33	3.89	3.54	4.05	3.84	3.81	3.71	3.78
	2009	4.14	4.63	4.28	3.75	n/a	3.75	3.85	3.96	3.87	4.50	4.08	4.24	3.90	3.89	3.89	3.67	3.71	3.68
	2011	4.07	4.04	4.05	4.05	4.29	4.11	3.90	4.13	3.99	3.88	4.05	4.00	4.12	4.05	4.07	3.65	4.00	3.79
	2013	4.04	3.91	3.97	4.08	3.80	3.96	4.02	3.93	3.99	4.50	3.92	4.17	3.69	4.10	3.98	3.79	3.90	3.83
DePaul handles harassment/discrimination grievances appropriately																			
	2005	3.41	3.50	3.43	2.78	n/a	2.78	3.39	3.29	3.38	3.71	n/a	3.50	3.38	3.47	3.43	2.78	n/a	2.92
	2007	3.61	3.86	3.67	2.44	n/a	2.25	3.28	3.31	3.28	3.56	4.67	3.83	2.60	3.61	3.25	3.67	3.57	3.63
	2009	3.63	4.29	3.83	2.67	n/a	2.67	3.44	3.60	3.47	4.60	3.80	4.07	2.56	3.25	2.77	3.67	3.50	3.63
	2011	3.52	4.00	3.76	3.07	n/a	3.24	3.09	3.71	3.30	3.29	4.00	3.77	3.12	3.53	3.40	3.79	3.75	3.77
	2013	3.09	3.77	3.45	2.92	4.00	3.26	3.44	3.38	3.42	3.00	3.50	3.30	2.69	3.80	3.37	3.38	3.89	3.59
DePaul is able to protect the rights of employees by providing a discrimination-free workplace																			
	2005	3.08	3.78	3.26	3.10	n/a	3.10	3.41	3.67	3.45	3.90	n/a	3.93	3.36	3.52	3.46	3.18	n/a	3.13
	2007	3.41	4.13	3.57	3.40	n/a	3.36	3.44	3.58	3.46	3.67	4.29	3.89	2.45	3.77	3.33	3.46	3.71	3.55
	2009	3.52	4.33	3.75	3.20	n/a	3.33	3.62	3.83	3.66	4.38	3.82	4.05	2.50	3.82	3.19	3.38	3.50	3.41
	2011	3.48	3.95	3.68	3.22	4.00	3.39	3.02	3.78	3.29	4.00	3.94	3.96	2.88	3.61	3.38	3.65	3.92	3.76
	2013	3.40	3.96	3.70	3.14	3.80	3.32	3.48	3.58	3.51	3.91	3.94	3.93	2.59	4.03	3.54	3.64	3.80	3.71
DePaul actively recruits and hires employees of diverse backgrounds																			
	2009	3.52	4.44	3.76	3.50	n/a	3.75	3.63	3.95	3.68	3.88	3.82	3.84	3.80	4.00	3.91	3.61	3.60	3.61
	2011	3.58	4.00	3.77	3.48	4.20	3.62	3.30	3.72	3.45	3.89	3.79	3.83	3.28	3.73	3.60	3.47	3.92	3.68
	2013	3.59	3.87	3.75	3.69	3.17	3.55	3.72	3.67	3.71	4.18	3.67	3.88	3.24	3.81	3.60	3.44	4.00	3.64
DePaul provides equal career opportunities and advancement for employees of diverse backgrounds																			
	2009	3.55	4.71	3.83	n/a	n/a	3.83	3.63	4.00	3.69	3.88	3.90	3.89	3.75	3.90	3.83	3.53	3.60	3.55
	2011	3.40	4.09	3.69	3.40	n/a	3.58	2.98	3.56	3.17	4.22	3.76	3.92	2.71	3.37	3.18	3.33	3.92	3.61
	2013	3.38	3.72	3.56	3.37	3.50	3.41	3.49	3.35	3.45	4.10	3.69	3.85	2.72	3.56	3.26	3.50	4.11	3.72

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Diversity - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
DePaul's recruiting, hiring and retention practices promote a diverse work force																
	2005	**77.5%**	**72.4%**	**76.5%**	84.9%	81.8%	84.4%	72.7%	n/a	75.0%	76.9%	100.0%	80.4%	88.1%	100.0%	89.1%
	2007	**76.1%**	**76.2%**	**76.0%**	94.6%	80.0%	90.4%	77.8%	n/a	77.8%	65.5%	80.0%	69.2%	84.6%	88.9%	85.4%
	2009	**70.6%**	**70.3%**	**70.5%**	86.2%	78.3%	84.1%	83.3%	42.9%	61.5%	40.0%	83.3%	56.3%	80.4%	40.0%	76.5%
	2011	**58.3%**	**66.9%**	**61.5%**	78.9%	71.8%	76.5%	47.6%	58.3%	51.5%	50.0%	63.6%	56.0%	73.2%	100.0%	74.7%
	2013	**62.5%**	**64.3%**	**63.2%**	82.5%	84.8%	83.3%	72.7%	80.0%	75.0%	58.8%	66.7%	61.5%	62.1%	61.5%	61.9%
Employees with diverse backgrounds are well-represented in governance positions																
	2005	**39.5%**	**53.0%**	**42.2%**	51.1%	80.0%	56.1%	27.3%	n/a	25.0%	51.4%	83.3%	55.8%	45.0%	25.0%	43.2%
	2007	**43.7%**	**61.2%**	**47.1%**	78.8%	61.5%	73.9%	37.5%	n/a	37.5%	44.8%	50.0%	45.9%	47.2%	87.5%	54.5%
	2009	**45.9%**	**56.7%**	**48.6%**	69.0%	65.0%	67.9%	n/a	40.0%	44.4%	31.6%	80.0%	48.3%	52.4%	60.0%	53.2%
	2011	**40.7%**	**50.4%**	**44.2%**	62.0%	69.4%	64.5%	38.1%	40.0%	38.7%	32.5%	43.3%	37.1%	56.9%	0.0%	54.4%
	2013	**44.0%**	**50.5%**	**46.3%**	60.0%	69.0%	63.1%	47.6%	88.9%	60.0%	43.8%	52.6%	47.1%	43.4%	48.0%	44.9%
DePaul values the diversity of its employees																
	2005	**74.7%**	**81.0%**	**76.2%**	81.6%	81.8%	81.7%	63.6%	n/a	66.7%	82.5%	100.0%	85.4%	81.8%	100.0%	83.3%
	2007	**72.1%**	**82.6%**	**74.8%**	91.7%	84.6%	89.8%	62.5%	n/a	62.5%	75.0%	70.0%	73.7%	87.8%	91.7%	88.7%
	2009	**78.2%**	**77.0%**	**77.9%**	86.6%	78.3%	84.4%	83.3%	57.1%	69.2%	60.0%	91.7%	71.9%	91.3%	60.0%	88.2%
	2011	**61.6%**	**73.0%**	**66.1%**	82.9%	87.8%	84.6%	54.5%	63.6%	57.6%	51.2%	64.7%	57.3%	75.4%	100.0%	76.7%
	2013	**67.8%**	**72.2%**	**69.5%**	78.0%	83.3%	80.0%	63.6%	90.9%	72.7%	61.8%	69.6%	64.9%	73.2%	66.7%	71.1%
There is a supportive culture for employees from diverse backgrounds at DePaul																
	2005	**62.8%**	**72.3%**	**64.9%**	75.5%	88.9%	77.6%	60.0%	n/a	63.6%	76.3%	75.0%	76.1%	81.6%	100.0%	83.3%
	2007	**63.4%**	**70.2%**	**65.2%**	88.6%	76.9%	85.4%	37.5%	n/a	37.5%	71.4%	66.7%	70.3%	70.3%	81.8%	72.9%
	2009	**71.4%**	**70.2%**	**71.1%**	86.2%	72.7%	82.8%	n/a	20.0%	44.4%	60.0%	100.0%	75.0%	88.1%	60.0%	85.1%
	2011	**55.4%**	**66.3%**	**59.6%**	78.1%	79.1%	78.4%	45.5%	54.5%	48.5%	46.2%	57.6%	51.4%	76.9%	75.0%	76.8%
	2013	**60.0%**	**71.8%**	**64.7%**	74.1%	81.3%	76.7%	52.4%	91.7%	66.7%	61.8%	59.1%	60.7%	67.3%	65.4%	66.7%
Appropriate accommodations are made for persons with disabilities																
	2005	**54.1%**	**60.5%**	**55.6%**	66.7%	62.5%	66.0%	33.3%	n/a	40.0%	70.0%	50.0%	66.7%	72.7%	0.0%	66.7%
	2007	**56.1%**	**64.1%**	**57.8%**	79.3%	61.5%	73.8%	28.6%	n/a	28.6%	65.4%	87.5%	70.6%	55.9%	63.6%	57.8%
	2009	**71.8%**	**79.0%**	**73.8%**	87.3%	81.0%	85.5%	n/a	57.1%	54.5%	66.7%	100.0%	78.6%	70.7%	80.0%	71.7%
	2011	**67.6%**	**72.2%**	**69.6%**	79.7%	83.3%	81.0%	47.4%	50.0%	48.3%	60.7%	61.3%	61.0%	66.7%	50.0%	65.6%
	2013	**71.7%**	**75.8%**	**73.4%**	75.5%	78.1%	76.5%	83.3%	91.7%	86.7%	89.3%	77.3%	84.0%	77.3%	78.6%	77.8%
Scheduling concerns for cultural/religious holidays are handled with flexibility and respect																
	2005	**69.4%**	**62.4%**	**67.9%**	83.0%	72.7%	81.0%	70.0%	n/a	72.7%	73.5%	71.4%	73.2%	83.3%	66.7%	82.1%
	2007	**74.1%**	**79.8%**	**75.9%**	93.9%	73.3%	87.5%	62.5%	n/a	62.5%	76.0%	77.8%	76.5%	83.8%	90.9%	85.4%
	2009	**81.7%**	**85.0%**	**82.5%**	88.9%	83.3%	87.7%	60.0%	60.0%	60.0%	84.2%	92.3%	87.5%	84.1%	100.0%	85.7%
	2011	**79.2%**	**82.1%**	**80.3%**	92.0%	92.1%	92.0%	78.9%	53.8%	68.8%	72.7%	75.0%	73.8%	76.5%	75.0%	76.4%
	2013	**83.9%**	**76.1%**	**80.8%**	83.9%	73.5%	80.0%	94.4%	90.9%	93.1%	87.9%	81.8%	85.5%	85.7%	77.8%	82.9%
DePaul handles harassment/discrimination grievances appropriately																
	2005	**56.0%**	**41.7%**	**53.2%**	69.7%	66.7%	69.2%	50.0%	n/a	42.9%	73.9%	60.0%	71.4%	73.1%	66.7%	72.4%
	2007	**58.1%**	**55.8%**	**57.4%**	80.8%	63.6%	75.7%	80.0%	n/a	80.0%	66.7%	62.5%	65.4%	72.4%	80.0%	73.5%
	2009	**57.6%**	**59.0%**	**57.9%**	74.4%	53.8%	69.6%	n/a	n/a	37.5%	50.0%	75.0%	59.1%	70.4%	80.0%	71.9%
	2011	**51.9%**	**61.1%**	**55.4%**	74.1%	77.4%	75.3%	57.9%	40.0%	51.7%	37.0%	41.4%	39.3%	60.4%	66.7%	60.8%
	2013	**50.7%**	**55.4%**	**52.5%**	57.5%	51.9%	55.2%	58.8%	87.5%	68.0%	56.5%	56.3%	56.4%	64.9%	43.5%	56.7%
DePaul is able to protect the rights of employees by providing a discrimination-free workplace																
	2005	**61.1%**	**61.6%**	**61.2%**	72.9%	77.8%	73.7%	60.0%	n/a	54.5%	77.8%	71.4%	76.7%	75.0%	66.7%	74.4%
	2007	**63.1%**	**68.6%**	**64.4%**	88.2%	76.9%	85.1%	75.0%	n/a	75.0%	68.0%	66.7%	67.6%	76.3%	70.0%	75.0%
	2009	**67.1%**	**74.5%**	**69.1%**	88.3%	85.7%	87.7%	n/a	42.9%	54.5%	58.8%	100.0%	75.9%	79.5%	80.0%	79.5%
	2011	**54.7%**	**68.9%**	**60.1%**	77.1%	86.8%	80.6%	55.0%	36.4%	48.4%	54.3%	67.7%	60.6%	65.6%	75.0%	66.2%
	2013	**58.1%**	**67.7%**	**61.8%**	68.0%	66.7%	67.5%	55.0%	72.7%	61.3%	54.8%	68.4%	60.0%	66.0%	59.3%	63.8%
DePaul actively recruits and hires employees of diverse backgrounds																
	2009	**68.5%**	**71.7%**	**63.3%**	86.7%	75.0%	83.8%	80.0%	57.1%	66.7%	36.8%	72.7%	50.0%	72.7%	60.0%	71.4%
	2011	**60.3%**	**67.5%**	**63.0%**	76.7%	78.4%	77.3%	45.0%	44.4%	44.8%	46.2%	53.3%	49.3%	77.8%	66.7%	77.3%
	2013	**63.2%**	**69.2%**	**65.5%**	77.4%	80.0%	78.3%	66.7%	81.8%	71.9%	60.6%	70.0%	64.2%	52.6%	63.0%	56.0%
DePaul provides equal career opportunities and advancement for employees of diverse backgrounds																
	2009	**69.6%**	**74.0%**	**70.7%**	85.7%	78.9%	84.0%	80.0%	50.0%	63.6%	47.4%	77.8%	57.1%	73.7%	60.0%	72.1%
	2011	**54.1%**	**63.2%**	**57.4%**	77.0%	71.4%	75.2%	36.4%	40.0%	37.5%	47.5%	58.6%	52.2%	74.2%	75.0%	74.3%
	2013	**57.0%**	**62.7%**	**59.2%**	71.7%	75.9%	73.2%	61.9%	70.0%	64.5%	56.3%	65.0%	59.6%	63.5%	57.7%	61.5%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Diversity - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
DePaul's recruiting, hiring and retention practices promote a diverse work force																			
	2005	62.1%	75.0%	65.9%	63.6%	n/a	63.6%				63.6%	n/a	73.3%	73.3%	70.4%	71.4%	83.3%	n/a	75.0%
	2007	74.2%	90.0%	78.0%	80.0%	n/a	75.0%	73.9%	60.0%	71.8%	66.7%	83.3%	72.2%	66.7%	75.0%	72.2%	71.4%	66.7%	70.0%
	2009	56.0%	70.0%	60.0%	57.1%	n/a	66.7%	67.8%	75.0%	69.0%	66.7%	76.9%	68.2%	80.0%	81.8%	81.0%	72.2%	50.0%	58.3%
	2011	65.6%	62.5%	64.3%	50.0%	83.3%	57.1%	46.4%	64.2%	52.6%	66.7%	73.7%	71.4%	29.4%	60.5%	51.7%	64.7%	85.7%	74.2%
	2013	59.3%	56.7%	57.9%	70.0%	55.6%	65.5%	57.4%	51.0%	55.6%	54.5%	64.3%	60.0%	38.9%	65.7%	56.6%	56.3%	77.8%	64.0%
Employees with diverse backgrounds are well-represented in governance positions																			
	2005	29.2%	72.7%	42.9%	45.5%	n/a	45.5%				50.0%	n/a	53.8%	57.1%	44.0%	48.7%	15.4%	n/a	11.8%
	2007	33.3%	85.7%	43.2%	40.0%	n/a	46.2%	41.3%	40.0%	41.2%	55.6%	100.0%	69.2%	15.4%	66.7%	45.2%	28.6%	33.3%	65.0%
	2009	45.8%	60.0%	50.0%	50.0%	n/a	57.1%	38.6%	57.1%	41.5%	37.5%	84.6%	57.1%	30.0%	50.0%	40.0%	23.5%	60.0%	18.2%
	2011	50.0%	63.6%	56.0%	26.3%	n/a	30.4%	29.7%	43.5%	34.1%	55.6%	53.3%	54.2%	17.6%	48.8%	39.7%	23.5%	50.0%	33.3%
	2013	40.7%	57.1%	49.1%	23.5%	42.9%	29.2%	44.1%	28.9%	40.1%	60.0%	54.5%	57.1%	23.5%	50.0%	40.4%	25.0%	44.4%	32.0%
DePaul values the diversity of its employees																			
	2005	60.7%	84.6%	68.3%	70.0%	n/a	70.0%				81.8%	100.0%	87.5%	78.6%	79.3%	79.1%	66.7%	60.0%	64.7%
	2007	54.8%	90.0%	63.4%	90.0%	n/a	84.6%	67.6%	76.2%	68.9%	75.0%	100.0%	83.3%	41.7%	87.5%	72.2%	68.8%	57.1%	65.2%
	2009	70.8%	81.8%	74.3%	66.7%	n/a	75.0%	74.1%	79.2%	75.0%	77.8%	84.6%	77.3%	60.0%	92.9%	79.2%	77.8%	50.0%	70.8%
	2011	62.5%	81.5%	71.2%	54.5%	85.7%	62.1%	48.0%	67.8%	55.4%	77.8%	78.9%	78.6%	44.4%	63.8%	58.5%	82.4%	84.6%	83.3%
	2013	71.4%	68.8%	70.0%	52.6%	85.7%	61.5%	62.9%	59.6%	62.0%	100.0%	76.5%	85.7%	52.9%	76.3%	69.1%	75.0%	77.8%	76.0%
There is a supportive culture for employees from diverse backgrounds at DePaul																			
	2005	40.7%	66.7%	47.2%	60.0%	n/a	60.0%				63.6%	80.0%	68.8%	57.1%	65.4%	62.5%	41.7%	n/a	43.8%
	2007	60.0%	88.9%	66.7%	70.0%	n/a	69.2%	56.7%	60.0%	57.3%	81.8%	83.3%	82.4%	33.3%	58.3%	50.0%	53.3%	66.7%	57.1%
	2009	65.2%	70.0%	66.7%	85.7%	n/a	87.5%	62.2%	70.8%	63.7%	66.7%	84.6%	68.2%	40.0%	90.9%	66.7%	62.5%	33.3%	54.5%
	2011	46.7%	73.1%	58.9%	35.0%	66.7%	42.3%	44.1%	61.7%	50.4%	77.8%	72.2%	74.1%	29.4%	59.1%	50.8%	58.8%	84.6%	70.0%
	2013	64.0%	69.7%	67.2%	50.0%	85.7%	60.9%	52.8%	61.2%	55.1%	81.8%	72.2%	75.9%	35.3%	81.1%	66.7%	64.3%	77.8%	69.6%
Appropriate accommodations are made for persons with disabilities																			
	2005	76.2%	66.7%	50.0%	28.6%	n/a	28.6%				50.0%	n/a	40.0%	33.3%	61.9%	51.5%	20.0%	60.0%	33.3%
	2007	55.2%	87.5%	62.2%	40.0%	n/a	33.3%	55.1%	50.0%	54.2%	63.6%	100.0%	73.3%	22.2%	60.0%	48.3%	42.9%	50.0%	45.0%
	2009	85.7%	100.0%	90.3%	66.7%	n/a	71.4%	72.3%	71.4%	72.2%	85.7%	84.6%	83.3%	71.4%	80.0%	52.9%	37.5%	40.0%	38.1%
	2011	76.0%	73.1%	74.5%	58.8%	100.0%	69.6%	71.1%	65.9%	69.0%	88.9%	100.0%	96.3%	33.3%	79.5%	67.8%	46.7%	53.8%	50.0%
	2013	86.4%	75.9%	80.4%	63.6%	66.7%	64.7%	67.9%	66.0%	67.3%	66.7%	83.3%	76.2%	30.8%	82.9%	68.8%	46.7%	60.0%	52.0%
Scheduling concerns for cultural/religious holidays are handled with flexibility and respect																			
	2005	60.9%	63.6%	61.8%	72.7%	n/a	72.7%				55.6%	n/a	53.8%	73.3%	56.0%	62.5%	60.0%	n/a	57.1%
	2007	53.8%	100.0%	66.7%	70.0%	n/a	75.0%	75.3%	64.7%	73.7%	58.3%	100.0%	72.2%	69.2%	78.9%	75.0%	68.8%	57.1%	65.2%
	2009	85.7%	87.5%	86.2%	75.0%	n/a	75.0%	79.8%	79.2%	79.7%	100.0%	92.3%	95.2%	70.0%	88.9%	78.9%	66.7%	85.7%	72.0%
	2011	82.8%	85.2%	83.9%	85.0%	100.0%	88.9%	76.6%	81.9%	78.6%	50.0%	84.2%	74.1%	82.4%	79.5%	80.3%	64.7%	91.7%	75.9%
	2013	84.6%	78.1%	81.0%	84.6%	80.0%	82.6%	82.1%	70.4%	78.5%	100.0%	76.9%	87.0%	76.9%	76.7%	76.7%	64.3%	70.0%	66.7%
DePaul handles harassment/discrimination grievances appropriately																			
	2005	41.2%	50.0%	43.5%	33.3%	n/a	33.3%				57.1%	n/a	40.0%	46.2%	35.3%	40.0%	22.2%	n/a	25.0%
	2007	60.9%	71.4%	63.3%	11.1%	n/a	8.3%	51.2%	38.5%	49.5%	55.6%	100.0%	66.7%	20.0%	50.0%	39.3%	66.7%	57.1%	63.2%
	2009	62.5%	71.4%	65.2%	16.7%	n/a	16.7%	51.6%	65.0%	54.1%	80.0%	69.2%	73.3%	55.6%	25.0%	15.4%	53.3%	25.0%	47.4%
	2011	57.1%	80.0%	68.3%	26.7%	n/a	35.3%	44.1%	57.1%	48.4%	42.9%	73.3%	63.6%	35.3%	55.6%	49.1%	71.4%	66.7%	69.2%
	2013	43.5%	61.5%	53.1%	23.1%	83.3%	42.1%	50.9%	41.2%	48.6%	37.5%	50.0%	45.0%	31.3%	64.0%	51.2%	38.5%	66.7%	50.0%
DePaul is able to protect the rights of employees by providing a discrimination-free workplace																			
	2005	36.0%	77.8%	47.1%	50.0%	n/a	50.0%				70.0%	n/a	71.4%	57.1%	47.6%	51.4%	54.5%	n/a	46.7%
	2007	51.7%	87.5%	59.5%	60.0%	n/a	57.1%	53.2%	52.6%	53.1%	66.7%	85.7%	73.7%	36.4%	63.6%	54.5%	61.5%	71.4%	65.0%
	2009	56.5%	77.8%	62.5%	20.0%	n/a	33.3%	59.8%	78.3%	63.2%	75.0%	58.3%	68.4%	20.0%	72.7%	47.6%	50.0%	50.0%	50.0%
	2011	58.6%	76.2%	66.0%	38.9%	80.0%	47.8%	41.2%	61.8%	48.6%	55.6%	72.2%	66.7%	29.4%	63.2%	52.7%	64.7%	83.3%	72.4%
	2013	56.0%	71.4%	64.2%	50.0%	80.0%	57.9%	55.3%	62.0%	57.2%	81.8%	81.3%	81.5%	23.5%	72.7%	56.0%	64.3%	60.0%	62.5%
DePaul actively recruits and hires employees of diverse backgrounds																			
	2009	60.0%	77.8%	64.7%	66.7%	n/a	75.0%	61.7%	81.0%	64.7%	62.5%	66.7%	68.4%	80.0%	75.0%	77.3%	66.7%	60.0%	65.2%
	2011	61.3%	80.0%	69.6%	57.1%	100.0%	65.4%	52.8%	64.0%	56.7%	55.6%	64.3%	60.9%	44.4%	65.9%	59.7%	60.0%	76.9%	67.9%
	2013	63.0%	71.9%	67.8%	62.5%	66.7%	63.6%	63.8%	58.7%	62.4%	90.9%	66.7%	76.9%	47.1%	71.0%	62.5%	50.0%	77.8%	60.0%
DePaul provides equal career opportunities and advancement for employees of diverse backgrounds																			
	2009	63.6%	100.0%	72.4%	n/a	n/a	83.3%	63.6%	85.0%	67.2%	62.5%	58.3%	66.7%	75.0%	70.0%	72.2%	58.8%	60.0%	59.1%
	2011	56.7%	86.4%	69.2%	50.0%	n/a	58.3%	38.4%	57.1%	44.7%	66.7%	70.6%	69.2%	29.4%	51.2%	45.0%	60.0%	76.9%	67.9%
	2013	53.8%	62.1%	58.2%	50.0%	83.3%	59.1%	52.4%	45.8%	50.6%	70.0%	75.0%	73.1%	22.2%	62.5%	48.0%	62.5%	77.8%	68.0%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Policies and Procedures - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
I am familiar with DePaul's policies																
	2005	**3.71**	**3.64**	**3.69**	3.51	3.59	3.53	4.27	n/a	4.25	3.65	4.00	3.71	3.67	3.00	3.61
	2007	**4.02**	**3.98**	**4.00**	3.97	3.89	3.94	4.22	n/a	4.22	3.83	4.40	3.98	3.86	3.92	3.88
	2009	**4.05**	**4.02**	**4.04**	3.94	4.21	4.01	3.33	3.75	3.57	4.25	4.20	4.23	4.00	4.40	4.04
	2011	**4.10**	**4.09**	**4.10**	4.18	4.35	4.24	3.96	4.14	4.03	3.95	4.03	3.99	3.99	4.00	3.99
	2013	**4.12**	**4.04**	**4.09**	4.16	4.05	4.11	4.09	4.13	4.11	4.09	4.16	4.12	4.00	3.70	3.91
I can quickly locate relevant policies and/or procedures																
	2005	**3.21**	**3.38**	**3.25**	3.19	3.59	3.28	3.36	n/a	3.42	3.13	3.88	3.25	3.11	3.25	3.12
	2007	**3.46**	**3.70**	**3.53**	3.64	3.56	3.61	3.56	n/a	3.56	2.93	3.80	3.15	3.51	4.00	3.62
	2009	**3.62**	**3.74**	**3.66**	3.77	3.92	3.81	3.50	3.56	3.53	3.35	3.40	3.37	3.63	3.80	3.64
	2011	**3.70**	**3.86**	**3.77**	3.89	4.11	3.97	3.59	3.92	3.71	3.60	3.83	3.70	3.61	4.00	3.63
	2013	**3.73**	**3.79**	**3.76**	4.00	3.77	3.90	3.64	3.93	3.76	3.62	3.88	3.73	3.57	3.57	3.57
I know what avenues are available to me in handling workplace issues																
	2005	**3.37**	**3.43**	**3.38**	3.44	3.75	3.51	3.45	n/a	3.50	3.38	3.71	3.43	3.43	3.25	3.42
	2007	**3.74**	**3.77**	**3.75**	3.94	3.67	3.85	4.00	n/a	4.00	3.48	3.90	3.59	3.77	4.08	3.85
	2009	**3.83**	**3.81**	**3.82**	3.88	4.09	3.93	3.50	3.44	3.47	3.63	3.73	3.68	3.86	4.00	3.87
	2011	**3.83**	**3.95**	**3.88**	3.97	4.24	4.07	3.78	3.83	3.80	3.74	3.86	3.79	3.76	4.00	3.77
	2013	**3.90**	**3.90**	**3.90**	4.00	3.93	3.97	3.82	4.00	3.89	3.73	3.81	3.76	3.86	3.73	3.82
I understand DePaul's procedures for making complaints or grievances																
	2005	**3.24**	**3.18**	**3.23**	3.23	3.23	3.23	3.64	n/a	3.67	3.23	3.86	3.33	3.14	3.25	3.15
	2007	**3.61**	**3.72**	**3.64**	3.50	3.61	3.54	3.56	n/a	3.56	3.54	3.80	3.61	3.71	4.00	3.77
	2009	**3.74**	**3.78**	**3.75**	3.78	4.04	3.85	3.50	3.44	3.47	3.35	3.86	3.56	3.84	4.00	3.85
	2011	**3.76**	**3.86**	**3.80**	3.90	4.17	4.00	3.91	3.92	3.91	3.68	3.77	3.72	3.71	4.00	3.72
	2013	**3.74**	**3.78**	**3.76**	3.86	3.75	3.81	3.77	4.00	3.86	3.52	3.80	3.64	3.66	3.60	3.64
Policies and procedures are followed in a fair and consistent manner																
	2005	**3.24**	**3.51**	**3.30**	3.63	3.70	3.64	3.13	n/a	3.22	3.56	4.00	3.63	3.29	3.67	3.32
	2007	**3.25**	**3.52**	**3.32**	3.69	3.71	3.70	4.50	n/a	4.50	3.17	3.75	3.35	3.54	4.14	3.64
	2009	**3.40**	**3.69**	**3.48**	3.92	4.00	3.95	3.00	3.33	3.18	2.78	3.83	3.20	3.70	3.60	3.69
	2011	**3.17**	**3.72**	**3.38**	3.63	4.06	3.79	3.30	3.80	3.47	2.91	3.85	3.33	3.47	3.50	3.47
	2013	**3.35**	**3.60**	**3.45**	3.73	3.69	3.71	3.78	3.58	3.70	3.17	3.70	3.39	3.45	3.54	3.48
Complaints and grievances are responded to in a timely manner																
	2005	**3.30**	**3.40**	**3.32**	3.60	3.33	3.56	3.50	n/a	3.43	3.31	n/a	3.40	3.40	3.50	3.41
	2007	**3.35**	**3.35**	**3.36**	3.68	3.40	3.59	4.00	n/a	4.00	3.21	3.67	3.35	3.65	4.00	3.70
	2009	**3.50**	**3.54**	**3.51**	3.98	3.57	3.88	3.00	n/a	3.11	3.38	3.89	3.59	3.62	3.80	3.65
	2011	**3.29**	**3.63**	**3.42**	3.75	3.90	3.81	3.47	3.63	3.52	3.27	3.58	3.42	3.41	3.67	3.43
	2013	**3.42**	**3.58**	**3.48**	3.79	3.57	3.69	3.65	3.62	3.64	3.57	3.78	3.66	3.42	3.48	3.44
Complaints and grievances are handled in a discreet manner																
	2005	**3.47**	**3.57**	**3.49**	3.66	3.43	3.62	3.29	n/a	3.25	3.47	3.80	3.55	3.63	3.50	3.62
	2007	**3.49**	**3.51**	**3.50**	3.90	3.40	3.73	4.25	n/a	4.25	3.29	3.67	3.40	3.72	4.17	3.81
	2009	**3.63**	**3.63**	**3.63**	3.98	3.62	3.90	3.00	n/a	3.11	3.73	4.00	3.83	3.63	3.80	3.66
	2011	**3.49**	**3.65**	**3.56**	3.89	3.94	3.91	3.60	3.57	3.59	3.65	3.58	3.62	3.46	3.67	3.48
	2013	**3.61**	**3.62**	**3.61**	3.91	3.67	3.8	3.94	3.25	3.72	3.65	3.83	3.73	3.54	3.67	3.58

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Policies and Procedures - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
I am familiar with DePaul's policies																			
	2005	3.69	3.63	3.67	3.70	n/a	3.73	3.74	3.69	3.73	3.64	3.80	3.69	4.13	3.53	3.73	3.50	4.00	3.65
	2007	4.00	4.30	4.07	4.20	n/a	4.07	4.03	3.91	4.01	4.08	4.20	4.12	4.23	3.96	4.05	3.94	3.43	3.78
	2009	4.00	4.18	4.06	3.75	n/a	3.90	4.09	3.86	4.05	4.56	3.85	4.14	4.30	4.06	4.15	4.06	3.50	3.88
	2011	4.24	4.21	4.23	3.86	3.83	3.85	4.16	3.99	4.10	4.22	4.18	4.19	4.17	4.10	4.12	4.12	3.81	3.97
	2013	4.15	4.21	4.18	4.00	3.73	3.90	4.16	4.11	4.15	4.18	3.89	4.00	4.22	4.07	4.12	4.12	4.00	4.07
I can quickly locate relevant policies and/or procedures																			
	2005	3.69	3.38	3.58	2.80	n/a	2.82	3.13	3.34	3.17	3.27	4.00	3.50	4.00	3.10	3.41	2.77	3.20	2.89
	2007	3.58	4.30	3.76	3.50	n/a	3.64	3.29	3.59	3.34	3.50	3.60	3.53	4.31	3.57	3.80	3.31	3.14	3.26
	2009	3.68	4.27	3.86	2.88	n/a	3.10	3.51	3.62	3.53	4.22	3.42	3.76	3.60	3.69	3.65	3.50	4.00	3.65
	2011	3.91	4.07	3.98	3.27	4.00	3.43	3.67	3.86	3.74	3.89	3.68	3.74	3.94	3.82	3.85	3.59	3.31	3.45
	2013	3.78	4.00	3.90	3.53	3.91	3.67	3.66	3.84	3.72	3.82	3.59	3.68	4.11	3.63	3.78	3.87	4.00	3.92
I know what avenues are available to me in handling workplace issues																			
	2005	3.48	3.27	3.41	3.00	n/a	3.00	3.31	3.46	3.33	3.45	3.80	3.56	3.40	3.17	3.25	3.15	4.20	3.44
	2007	3.71	4.30	3.85	3.70	n/a	3.71	3.61	3.55	3.60	3.58	4.00	3.69	4.00	3.64	3.75	3.93	3.43	3.77
	2009	3.60	3.91	3.69	3.13	n/a	3.20	3.82	3.64	3.79	4.38	3.85	4.05	4.00	3.69	3.81	3.83	4.00	3.88
	2011	3.91	4.11	4.00	3.62	4.00	3.70	3.81	3.92	3.85	4.22	3.87	3.97	3.94	3.88	3.90	3.94	3.80	3.88
	2013	3.89	4.12	4.02	3.74	4.09	3.87	3.91	3.81	3.88	3.82	3.89	3.87	4.00	3.90	3.93	4.06	3.91	4.00
I understand DePaul's procedures for making complaints or grievances																			
	2005	3.48	3.00	3.32	2.90	n/a	2.90	3.15	3.30	3.18	3.73	3.00	3.50	3.50	2.89	3.10	3.08	3.60	3.22
	2007	3.70	4.20	3.83	3.80	n/a	3.77	3.47	3.52	3.48	3.58	4.00	3.71	3.92	3.65	3.74	3.60	3.14	3.45
	2009	3.64	4.00	3.74	2.75	n/a	2.90	3.73	3.56	3.70	4.11	3.83	3.95	3.90	3.56	3.69	3.89	3.57	3.80
	2011	3.70	4.15	3.90	3.57	3.83	3.63	3.73	3.76	3.74	3.78	3.65	3.69	3.94	3.88	3.89	3.59	3.69	3.64
	2013	3.74	4.00	3.88	3.58	3.82	3.67	3.73	3.74	3.73	3.73	3.74	3.73	4.11	3.80	3.90	3.75	3.64	3.70
Policies and procedures are followed in a fair and consistent manner																			
	2005	3.04	3.42	3.17	2.13	n/a	2.13	3.14	3.53	3.20	3.29	n/a	3.22	3.38	3.45	3.42	3.10	n/a	3.15
	2007	2.96	4.00	3.21	3.11	n/a	2.77	3.10	3.33	3.13	3.25	4.00	3.44	2.55	3.35	3.06	3.25	2.86	3.11
	2009	3.16	4.22	3.50	3.17	n/a	3.43	3.20	3.23	3.20	4.17	3.60	3.81	2.11	3.60	2.89	3.44	3.83	3.55
	2011	3.41	4.04	3.71	2.94	n/a	3.10	2.92	3.54	3.13	3.20	3.87	3.70	2.83	3.41	3.23	3.47	3.58	3.52
	2013	3.24	3.66	3.46	2.80	3.71	3.09	3.22	3.42	3.27	3.60	3.44	3.50	2.81	3.67	3.39	3.60	3.89	3.71
Complaints and grievances are responded to in a timely manner																			
	2005	3.10	3.13	3.11	2.57	n/a	2.57	3.28	3.50	3.31	4.00	n/a	3.43	3.17	3.40	3.30	3.30	n/a	3.38
	2007	3.38	4.50	3.63	2.89	n/a	2.62	3.21	3.27	3.22	3.30	4.00	3.42	2.60	3.15	2.91	3.73	2.71	3.33
	2009	3.29	4.00	3.54	3.20	n/a	3.29	3.47	3.18	3.42	3.80	3.62	3.69	2.33	3.43	2.81	3.40	3.50	3.42
	2011	3.41	3.91	3.66	2.93	n/a	3.13	3.04	3.46	3.17	4.20	3.67	3.80	3.00	3.46	3.31	3.46	3.44	3.45
	2013	3.33	3.60	3.48	2.80	3.83	3.10	3.34	3.48	3.37	3.43	3.38	3.40	3.00	3.61	3.39	3.64	3.67	3.65
Complaints and grievances are handled in a discreet manner																			
	2005	3.21	3.50	3.28	2.63	n/a	2.63	3.46	3.71	3.50	4.00	n/a	3.57	3.58	3.40	3.48	3.60	n/a	3.69
	2007	3.38	4.50	3.63	3.30	n/a	3.08	3.42	3.27	3.40	3.45	4.00	3.57	2.44	3.50	3.09	3.75	2.86	3.42
	2009	3.50	4.11	3.70	3.60	n/a	3.83	3.56	3.31	3.52	3.83	3.56	3.67	2.56	3.57	3.00	3.67	3.50	3.63
	2011	3.55	4.00	3.77	2.71	n/a	2.94	3.33	3.57	3.41	4.17	3.53	3.71	3.31	3.43	3.40	3.71	3.44	3.61
	2013	3.52	3.73	3.64	3.29	3.71	3.43	3.5	3.56	3.52	3.71	3.33	3.45	3.19	3.54	3.41	3.93	3.78	3.87

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Policies and Procedures - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
I am familiar with DePaul's policies																
	2005	**69.9%**	**71.1%**	**70.2%**	62.3%	70.6%	64.3%	100.0%	n/a	100.0%	70.0%	87.5%	72.9%	66.7%	50.0%	65.3%
	2007	**84.4%**	**86.7%**	**84.6%**	83.3%	88.9%	85.2%	100.0%	n/a	100.0%	73.3%	100.0%	80.0%	79.1%	84.6%	80.4%
	2009	**83.3%**	**85.3%**	**83.9%**	80.6%	91.7%	83.3%	50.0%	75.0%	64.3%	90.0%	93.3%	91.4%	82.4%	100.0%	83.9%
	2011	**88.0%**	**87.1%**	**87.6%**	86.1%	93.5%	88.8%	78.3%	100.0%	86.5%	85.7%	88.6%	87.0%	87.3%	100.0%	88.0%
	2013	**88.8%**	**85.2%**	**87.3%**	86.0%	81.8%	84.2%	81.8%	93.3%	86.5%	88.2%	88.0%	88.1%	86.2%	73.3%	82.1%
I can quickly locate relevant policies and/or procedures																
	2005	**45.8%**	**56.7%**	**48.5%**	44.4%	64.7%	49.3%	63.6%	n/a	66.7%	40.0%	87.5%	47.9%	37.0%	50.0%	38.0%
	2007	**58.8%**	**69.7%**	**61.8%**	66.7%	61.1%	64.8%	66.7%	n/a	66.7%	36.7%	80.0%	47.5%	60.5%	83.3%	65.5%
	2009	**64.7%**	**69.1%**	**65.9%**	71.8%	79.2%	73.7%	66.7%	66.7%	66.7%	60.0%	60.0%	60.0%	62.7%	80.0%	64.3%
	2011	**68.0%**	**75.4%**	**71.0%**	70.0%	84.8%	75.4%	68.2%	92.3%	77.1%	66.7%	71.4%	68.8%	67.6%	100.0%	69.3%
	2013	**68.4%**	**71.0%**	**69.5%**	69.0%	65.9%	67.6%	68.2%	86.7%	75.7%	61.8%	68.0%	64.4%	66.2%	64.3%	65.6%
I know what avenues are available to me in handling workplace issues																
	2005	**54.6%**	**60.9%**	**56.1%**	59.3%	75.0%	62.9%	63.6%	n/a	66.7%	61.5%	71.4%	63.0%	50.0%	50.0%	50.0%
	2007	**69.4%**	**75.6%**	**71.0%**	77.1%	72.2%	75.5%	88.9%	n/a	88.9%	51.9%	80.0%	59.5%	75.0%	84.6%	77.4%
	2009	**72.6%**	**72.6%**	**72.6%**	69.1%	82.6%	72.5%	66.7%	44.4%	53.3%	68.4%	66.7%	67.6%	75.5%	80.0%	75.9%
	2011	**74.0%**	**80.6%**	**76.7%**	77.2%	91.3%	82.4%	69.6%	75.0%	71.4%	73.8%	74.3%	74.0%	71.4%	100.0%	73.0%
	2013	**75.6%**	**78.5%**	**76.8%**	75.0%	72.7%	74.0%	72.7%	80.0%	75.7%	72.7%	73.1%	72.9%	76.6%	73.3%	75.5%
I understand DePaul's procedures for making complaints or grievances																
	2005	**45.9%**	**45.0%**	**45.8%**	45.3%	38.5%	43.9%	72.7%	n/a	75.0%	45.7%	85.7%	52.4%	31.8%	50.0%	33.3%
	2007	**64.8%**	**71.9%**	**66.4%**	58.8%	66.7%	61.5%	66.7%	n/a	66.7%	60.7%	70.0%	63.2%	68.3%	90.9%	73.1%
	2009	**67.9%**	**71.3%**	**68.8%**	66.2%	83.3%	70.7%	66.7%	55.6%	60.0%	50.0%	78.6%	61.8%	71.4%	80.0%	72.2%
	2011	**70.4%**	**76.9%**	**73.1%**	66.7%	91.3%	75.8%	78.3%	91.7%	82.9%	70.0%	71.4%	70.7%	69.1%	100.0%	70.8%
	2013	**67.3%**	**72.2%**	**69.3%**	69.6%	68.2%	69.0%	68.2%	66.7%	67.6%	57.6%	72.0%	63.8%	69.2%	63.3%	67.4%
Policies and procedures are followed in a fair and consistent manner																
	2005	**41.3%**	**51.3%**	**43.5%**	60.0%	70.0%	62.2%	37.5%	n/a	44.4%	62.5%	100.0%	68.4%	41.2%	66.7%	43.2%
	2007	**45.0%**	**55.8%**	**47.4%**	57.7%	71.4%	62.5%	100.0%	n/a	100.0%	44.4%	62.5%	50.0%	60.0%	85.7%	64.3%
	2009	**50.5%**	**61.7%**	**53.5%**	67.9%	77.3%	70.7%	20.0%	33.3%	27.3%	27.8%	58.3%	40.0%	65.0%	40.0%	62.2%
	2011	**42.1%**	**61.6%**	**49.4%**	48.4%	83.3%	61.2%	50.0%	70.0%	56.7%	37.5%	61.5%	48.3%	54.7%	50.0%	54.4%
	2013	**49.4%**	**56.0%**	**52.0%**	64.6%	60.0%	62.7%	66.7%	58.3%	63.3%	41.4%	65.0%	51.0%	51.0%	41.7%	48.0%
Complaints and grievances are responded to in a timely manner																
	2005	**40.8%**	**39.7%**	**40.4%**	60.0%	33.3%	55.6%	33.3%	n/a	28.6%	43.8%	n/a	50.0%	52.0%	50.0%	51.9%
	2007	**45.0%**	**41.5%**	**44.3%**	54.5%	40.0%	50.0%	75.0%	n/a	75.0%	35.7%	50.0%	40.0%	61.5%	75.0%	63.3%
	2009	**52.5%**	**51.8%**	**52.4%**	65.1%	42.9%	59.6%	20.0%	n/a	33.3%	46.2%	66.7%	54.5%	58.6%	60.0%	58.8%
	2011	**43.3%**	**53.7%**	**47.3%**	56.6%	67.7%	60.7%	57.9%	50.0%	55.6%	42.3%	41.7%	42.0%	48.7%	66.7%	50.0%
	2013	**48.8%**	**50.8%**	**49.6%**	61.8%	50.0%	56.3%	58.8%	50.0%	56.0%	47.8%	72.2%	58.5%	50.0%	33.3%	44.3%
Complaints and grievances are handled in a discreet manner																
	2005	**46.1%**	**47.6%**	**46.3%**	53.1%	42.9%	51.3%	42.9%	n/a	37.5%	52.9%	80.0%	59.1%	58.3%	50.0%	57.7%
	2007	**50.7%**	**48.5%**	**50.3%**	65.0%	40.0%	56.7%	75.0%	n/a	75.0%	28.6%	50.0%	35.0%	72.0%	100.0%	77.4%
	2009	**59.1%**	**51.9%**	**57.3%**	69.6%	38.5%	62.7%	20.0%	n/a	22.2%	60.0%	77.8%	66.7%	63.3%	60.0%	62.9%
	2011	**51.9%**	**55.4%**	**53.2%**	61.1%	71.0%	64.7%	60.0%	42.9%	55.6%	53.8%	41.7%	48.0%	56.1%	66.7%	56.8%
	2013	**55.0%**	**54.6%**	**54.8%**	65.7%	56.7%	61.5%	70.6%	37.5%	60.0%	47.8%	66.7%	56.1%	53.7%	42.9%	50.0%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Policies and Procedures - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
I am familiar with DePaul's policies																			
	2005	69.0%	68.8%	68.9%	80.0%	n/a	81.8%	68.9%	75.9%	70.0%	63.6%	80.0%	68.8%	93.3%	63.3%	73.3%	58.3%	80.0%	64.7%
	2007	90.3%	100.0%	92.7%	90.0%	n/a	78.6%	83.9%	86.4%	84.3%	83.3%	100.0%	88.2%	92.3%	82.1%	85.4%	81.3%	71.4%	78.3%
	2009	84.0%	81.8%	83.3%	62.5%	n/a	70.0%	84.2%	75.9%	82.6%	100.0%	84.6%	90.9%	90.0%	93.8%	92.3%	88.9%	62.5%	80.8%
	2011	97.0%	82.8%	90.3%	81.0%	83.3%	81.5%	89.5%	82.5%	86.8%	88.9%	95.5%	93.5%	94.4%	85.7%	88.1%	88.2%	81.3%	84.8%
	2013	92.6%	97.0%	95.0%	90.0%	72.7%	83.9%	89.4%	83.9%	87.7%	100.0%	78.9%	86.7%	94.4%	92.7%	93.2%	93.8%	81.8%	88.9%
I can quickly locate relevant policies and/or procedures																			
	2005	65.5%	50.0%	60.0%	30.0%	n/a	27.3%	43.3%	62.1%	46.4%	36.4%	80.0%	50.0%	93.3%	44.8%	61.4%	30.8%	40.0%	33.3%
	2007	71.0%	90.0%	75.6%	50.0%	n/a	57.1%	51.8%	63.6%	53.7%	50.0%	60.0%	52.9%	92.3%	64.3%	73.2%	56.3%	57.1%	56.5%
	2009	68.0%	90.9%	75.0%	37.5%	n/a	40.0%	61.0%	58.6%	60.5%	77.8%	58.3%	66.7%	60.0%	56.2%	57.7%	61.1%	87.5%	69.2%
	2011	78.8%	75.0%	77.0%	45.5%	83.3%	53.6%	67.8%	75.5%	70.8%	77.8%	68.2%	71.0%	72.2%	71.4%	71.6%	64.7%	56.3%	60.6%
	2013	74.1%	84.4%	79.7%	57.9%	72.7%	63.3%	66.9%	71.0%	68.2%	81.8%	64.7%	71.4%	83.3%	63.4%	69.5%	80.0%	90.9%	84.6%
I know what avenues are available to me in handling workplace issues																			
	2005	55.2%	60.0%	56.8%	30.0%	n/a	30.0%	54.0%	57.1%	54.5%	45.5%	80.0%	56.3%	60.0%	51.7%	54.5%	46.2%	100.0%	61.1%
	2007	71.0%	90.0%	75.6%	60.0%	n/a	64.3%	62.5%	68.2%	63.4%	66.7%	75.0%	68.8%	83.3%	71.4%	75.0%	80.0%	71.4%	77.3%
	2009	64.0%	72.7%	66.7%	37.5%	n/a	40.0%	74.4%	67.9%	73.1%	87.5%	76.9%	81.0%	90.0%	62.5%	73.1%	77.8%	100.0%	84.6%
	2011	75.8%	81.5%	78.3%	66.7%	83.3%	70.4%	72.7%	79.4%	75.3%	88.9%	78.3%	81.3%	77.8%	75.5%	76.1%	82.4%	86.7%	84.4%
	2013	66.7%	93.9%	81.7%	68.4%	90.9%	76.7%	77.1%	72.9%	75.9%	72.7%	78.9%	76.7%	83.3%	82.9%	83.1%	87.5%	81.8%	85.2%
I understand DePaul's procedures for making complaints or grievances																			
	2005	58.6%	40.0%	52.3%	30.0%	n/a	30.0%	43.3%	55.6%	45.2%	63.6%	20.0%	50.0%	64.3%	33.3%	43.9%	38.5%	60.0%	44.4%
	2007	73.3%	80.0%	75.0%	70.0%	n/a	69.2%	58.2%	71.4%	60.3%	58.3%	80.0%	64.7%	83.3%	65.4%	71.1%	66.7%	57.1%	63.6%
	2009	64.0%	80.0%	68.6%	25.0%	n/a	30.0%	70.3%	60.0%	68.5%	66.7%	75.0%	71.4%	80.0%	62.5%	69.2%	77.8%	57.1%	72.0%
	2011	72.7%	81.5%	76.7%	66.7%	66.7%	66.7%	69.3%	71.6%	70.2%	66.7%	69.6%	68.8%	88.9%	75.0%	78.8%	76.5%	75.0%	75.8%
	2013	63.0%	87.1%	75.9%	63.2%	81.8%	70.0%	67.1%	70.2%	68.0%	63.6%	63.2%	63.3%	83.3%	78.0%	79.7%	68.8%	72.7%	70.4%
Policies and procedures are followed in a fair and consistent manner																			
	2005	34.8%	41.7%	37.1%	0.0%	n/a	0.0%	35.5%	52.6%	38.1%	28.6%	n/a	22.2%	38.5%	40.0%	39.4%	40.0%	n/a	38.5%
	2007	44.0%	87.5%	54.5%	44.4%	n/a	30.8%	34.5%	33.3%	34.4%	33.3%	100.0%	50.0%	18.2%	45.0%	35.5%	58.3%	14.3%	42.1%
	2009	47.4%	88.9%	60.7%	33.3%	n/a	42.9%	41.1%	36.4%	40.3%	83.3%	80.0%	81.2%	11.1%	60.0%	36.8%	50.0%	83.3%	59.1%
	2011	59.3%	68.0%	63.5%	27.8%	n/a	35.0%	32.9%	52.9%	39.4%	40.0%	66.7%	60.0%	27.8%	46.2%	40.4%	60.0%	66.7%	63.0%
	2013	48.0%	55.2%	51.9%	40.0%	71.4%	50.0%	44.4%	42.5%	43.9%	60.0%	56.3%	57.7%	31.3%	66.7%	55.1%	53.3%	66.7%	58.3%
Complaints and grievances are responded to in a timely manner																			
	2005	25.0%	37.5%	28.6%	14.3%	n/a	14.3%	38.3%	44.4%	39.3%	50.0%	n/a	28.6%	33.3%	33.3%	33.3%	40.0%	n/a	46.2%
	2007	47.6%	100.0%	59.3%	22.2%	n/a	15.4%	43.1%	18.2%	39.8%	30.0%	100.0%	41.7%	10.0%	38.5%	26.1%	63.6%	14.3%	44.4%
	2009	52.9%	77.8%	61.5%	40.0%	n/a	42.9%	54.5%	41.2%	52.4%	60.0%	62.5%	61.5%	11.1%	42.9%	25.0%	40.0%	50.0%	42.1%
	2011	54.5%	63.6%	59.1%	21.4%	n/a	31.3%	33.0%	48.1%	37.7%	60.0%	60.0%	60.0%	41.2%	45.7%	44.2%	46.2%	55.6%	50.0%
	2013	52.4%	48.0%	50.0%	33.3%	66.7%	42.9%	46.2%	42.4%	45.3%	57.1%	46.2%	50.0%	31.3%	60.7%	50.0%	50.0%	55.6%	52.2%
Complaints and grievances are handled in a discreet manner																			
	2005	26.3%	50.0%	32.0%	37.5%	n/a	37.5%	43.0%	52.9%	44.5%	50.0%	n/a	28.6%	58.3%	33.3%	44.4%	40.0%	n/a	46.2%
	2007	47.6%	100.0%	59.3%	40.0%	n/a	30.8%	50.0%	18.2%	45.9%	36.4%	100.0%	50.0%	11.1%	50.0%	34.8%	58.3%	14.3%	42.1%
	2009	61.1%	66.7%	63.0%	60.0%	n/a	66.7%	58.9%	43.8%	56.6%	66.7%	66.7%	66.7%	11.1%	42.9%	25.0%	53.3%	50.0%	52.6%
	2011	59.1%	68.2%	63.6%	14.3%	n/a	25.0%	44.0%	53.7%	47.2%	66.7%	53.3%	57.1%	50.0%	45.9%	47.2%	71.4%	55.6%	65.2%
	2013	57.1%	61.5%	59.6%	57.1%	57.1%	57.1%	52.4%	47.1%	51.1%	57.1%	46.7%	50.0%	25.0%	60.7%	47.7%	71.4%	66.7%	69.6%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Collegiality - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
There is a spirit of cooperation among staff, faculty and administration toward achieving common goals																
	2005	**3.44**	**3.78**	**3.52**	3.63	3.67	3.64	3.27	n/a	3.42	3.64	4.13	3.72	3.54	3.25	3.52
	2007	**3.51**	**3.74**	**3.57**	3.67	3.76	3.70	3.00	n/a	3.00	3.50	3.70	3.55	3.80	4.00	3.84
	2009	**3.66**	**3.93**	**3.73**	4.01	4.05	4.02	3.67	3.44	3.53	3.20	4.14	3.59	3.67	4.00	3.70
	2011	**3.31**	**3.82**	**3.51**	3.63	3.98	3.75	3.57	3.73	3.63	3.35	3.42	3.38	3.55	2.75	3.50
	2013	**3.44**	**3.71**	**3.54**	3.79	3.77	3.78	3.00	3.86	3.34	3.67	3.50	3.60	3.71	3.84	3.75
Professional relationships with colleagues are satisfactory																
	2005	**3.78**	**3.85**	**3.80**	4.02	3.79	3.97	3.27	n/a	3.42	3.77	4.13	3.83	4.02	3.50	3.98
	2007	**3.82**	**3.95**	**3.85**	4.03	3.94	4.00	3.89	n/a	3.89	3.53	3.90	3.63	4.07	4.15	4.09
	2009	**3.87**	**4.04**	**3.91**	4.10	4.13	4.11	4.00	3.22	3.53	4.00	4.31	4.12	4.06	4.00	4.05
	2011	**3.73**	**3.92**	**3.81**	3.85	4.19	3.97	4.05	3.82	3.97	3.78	3.60	3.70	3.80	3.25	3.77
	2013	**3.69**	**3.85**	**3.75**	3.80	4.03	3.89	3.67	3.92	3.76	3.93	3.45	3.74	3.92	4.00	3.94
DePaul encourages faculty to contribute ideas, suggestions and opinions																
	2005	**3.43**	**3.62**	**3.47**	3.56	3.57	3.56	3.36	n/a	3.42	3.82	3.86	3.83	3.52	3.50	3.52
	2007	**3.71**	**3.82**	**3.74**	4.06	4.06	4.06	3.56	n/a	3.56	3.80	3.60	3.75	4.02	3.92	4.00
	2009	**3.64**	**3.90**	**3.71**	3.93	3.96	3.93	3.67	3.56	3.60	3.72	4.00	3.84	3.82	4.00	3.83
	2011	**3.47**	**3.77**	**3.58**	3.86	3.83	3.85	3.81	3.56	3.73	3.71	3.28	3.53	3.66	3.25	3.63
	2013	**3.47**	**3.71**	**3.56**	3.65	3.77	3.70	3.75	4.09	3.87	3.63	3.45	3.56	3.47	3.83	3.57
The feedback received from DePaul's faculty is considered and responded to appropriately																
	2005	**2.93**	**3.45**	**3.04**	3.15	3.73	3.26	3.00	n/a	3.09	3.51	3.38	3.49	3.15	2.75	3.11
	2007	**3.12**	**3.48**	**3.22**	3.62	3.23	3.51	2.25	n/a	2.25	3.22	3.40	3.27	3.58	3.70	3.61
	2009	**3.14**	**3.79**	**3.31**	3.68	3.90	3.73	3.33	3.25	3.29	2.84	4.10	3.28	3.38	4.00	3.43
	2011	**2.91**	**3.60**	**3.15**	3.61	3.86	3.70	3.29	3.57	3.36	3.07	3.07	3.07	3.00	3.25	3.02
	2013	**3.07**	**3.49**	**3.22**	3.46	3.68	3.53	3.39	3.80	3.54	3.22	3.29	3.25	3.11	3.55	3.23
Sufficient opportunities exist for DePaul's faculty and staff to interact in ways that build collegiality																
	2005	**3.16**	**3.15**	**3.16**	3.26	2.86	3.17	3.00	n/a	3.10	3.53	3.88	3.59	3.55	2.75	3.48
	2007	**3.19**	**3.45**	**3.26**	3.56	3.59	3.57	3.44	n/a	3.44	3.25	3.20	3.24	3.61	3.73	3.63
	2009	**3.37**	**3.58**	**3.42**	3.70	3.60	3.68	3.67	2.88	3.21	2.89	3.83	3.26	3.69	4.20	3.74
	2011	**3.19**	**3.52**	**3.31**	3.51	3.82	3.62	3.55	2.80	3.30	3.49	3.07	3.30	3.27	3.00	3.26
	2013	**3.15**	**3.46**	**3.27**	3.33	3.48	3.39	3.15	3.93	3.47	3.53	3.28	3.44	3.18	3.78	3.35
Cooperation/collaborations exists across departments and offices																
	2005	**3.20**	**3.06**	**3.17**	3.00	3.00	3.00	3.55	n/a	3.50	3.22	3.83	3.30	3.45	3.00	3.42
	2007	**3.14**	**3.20**	**3.15**	3.26	3.20	3.24	2.88	n/a	2.88	3.04	3.00	3.03	3.48	4.00	3.54
	2009	**3.23**	**3.38**	**3.26**	3.27	3.45	3.31	3.17	3.17	3.17	2.80	3.40	3.00	3.62	3.40	3.60
	2011	**3.11**	**3.46**	**3.23**	3.22	3.54	3.34	3.10	3.50	3.21	3.08	3.17	3.12	3.20	3.75	3.23
	2013	**3.05**	**3.39**	**3.16**	3.13	3.36	3.21	3.20	3.90	3.43	3.38	3.24	3.33	3.16	3.80	3.33
Individuals at DePaul take responsibility for the organizational culture																
	2005	**3.30**	**3.43**	**3.33**	3.30	3.80	3.40	3.09	n/a	3.17	3.38	3.83	3.45	3.57	3.67	3.58
	2007	**3.36**	**3.45**	**3.39**	3.58	3.47	3.54	3.33	n/a	3.33	3.25	3.44	3.30	3.41	3.88	3.49
	2009	**3.44**	**3.75**	**3.52**	3.63	3.58	3.62	3.40	3.33	3.36	3.22	3.92	3.52	3.56	4.00	3.61
	2011	**3.25**	**3.57**	**3.36**	3.60	3.82	3.67	3.35	3.56	3.41	3.54	2.96	3.29	3.43	2.75	3.39
	2013	**3.24**	**3.55**	**3.35**	3.46	3.61	3.51	3.16	3.67	3.35	3.61	3.56	3.59	3.27	3.89	3.43

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Collegiality - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
There is a spirit of cooperation among staff, faculty and administration toward achieving common goals																			
	2005	2.93	3.44	3.11	3.36	n/a	3.36	3.37	3.81	3.44	3.67	4.00	3.76	3.40	3.79	3.66	3.77	n/a	3.82
	2007	3.16	4.20	3.41	3.11	n/a	2.83	3.56	3.68	3.58	4.17	4.00	4.11	2.62	3.63	3.30	3.53	3.33	3.48
	2009	3.25	4.10	3.50	3.50	n/a	3.60	3.60	3.85	3.64	3.88	3.77	3.81	2.70	4.00	3.48	3.81	3.80	3.81
	2011	3.56	3.85	3.69	2.80	n/a	2.88	2.99	3.88	3.30	3.67	3.95	3.86	3.18	4.00	3.76	3.71	3.60	3.67
	2013	3.19	4.13	3.63	2.65	3.00	2.77	3.30	3.47	3.35	3.56	3.67	3.63	3.28	3.84	3.65	3.67	3.75	3.70
Professional relationships with colleagues are satisfactory																			
	2005	3.41	3.40	3.41	2.91	n/a	2.91	3.85	3.63	3.81	3.83	4.20	3.94	3.80	3.92	3.88	3.46	n/a	3.71
	2007	3.84	4.50	4.00	3.44	n/a	3.25	3.82	3.95	3.84	3.92	4.50	4.11	3.23	3.70	3.55	3.56	3.57	3.57
	2009	3.46	4.64	3.83	3.38	n/a	3.60	3.75	3.92	3.78	4.00	3.77	3.86	3.10	4.07	3.68	3.56	4.00	3.70
	2011	3.75	3.91	3.82	3.25	3.83	3.38	3.68	3.96	3.78	4.22	3.95	4.03	3.47	3.98	3.83	3.65	3.60	3.63
	2013	3.44	4.28	3.85	3.00	3.00	3.00	3.68	3.62	3.66	4.11	4.00	4.04	3.17	3.87	3.65	3.47	4.00	3.64
DePaul encourages staff to contribute ideas, suggestions and opinions																			
	2005	3.28	3.27	3.27	3.00	n/a	3.00	3.27	3.35	3.28	3.67	3.80	3.71	3.60	3.79	3.72	3.62	n/a	3.81
	2007	3.47	4.60	3.75	3.89	n/a	3.33	3.61	3.68	3.63	3.75	4.33	3.94	2.75	3.68	3.40	3.69	3.43	3.61
	2009	3.70	4.20	3.85	3.50	n/a	3.67	3.37	3.92	3.46	3.75	3.15	3.38	2.90	4.07	3.60	3.88	4.00	3.91
	2011	3.56	3.86	3.69	2.80	3.00	2.84	3.09	3.93	3.38	4.13	3.70	3.82	3.53	4.00	3.86	4.06	3.60	3.89
	2013	3.70	4.04	3.87	2.44	2.86	2.57	3.31	3.31	3.31	4.00	3.56	3.70	3.61	4.11	3.95	3.73	4.17	3.86
The feedback received from DePaul's staff is considered and responded to appropriately																			
	2005	2.74	3.15	2.88	2.91	n/a	2.91	2.61	3.68	2.76	3.10	3.40	3.20	3.43	3.50	3.48	2.45	n/a	2.67
	2007	2.59	4.00	2.89	3.33	n/a	3.00	3.04	3.61	3.13	3.55	4.17	3.76	2.17	3.50	3.06	3.19	2.71	3.04
	2009	2.83	4.11	3.19	3.14	n/a	3.22	2.78	3.64	2.92	3.13	3.23	3.19	2.90	4.09	3.52	3.33	3.83	3.48
	2011	3.23	3.82	3.48	2.15	n/a	2.18	2.45	3.68	2.82	3.38	3.82	3.68	2.94	3.53	3.34	3.41	3.38	3.40
	2013	3.08	3.95	3.48	2.20	2.50	2.29	2.89	3.13	2.94	3.44	3.53	3.50	2.94	3.51	3.32	3.13	4.00	3.35
Sufficient opportunities exist for DePaul's faculty and staff to interact in ways that build collegiality																			
	2005	2.76	2.93	2.81	2.64	n/a	2.64	3.05	3.23	3.08	3.20	3.20	3.20	3.67	3.24	3.39	2.62	n/a	2.82
	2007	3.10	4.56	3.44	3.00	n/a	2.83	2.94	3.32	3.01	3.75	3.83	3.78	2.62	3.19	3.00	2.93	2.86	2.90
	2009	3.23	4.10	3.50	3.43	n/a	3.56	3.09	3.54	3.17	3.50	2.92	3.14	3.40	3.62	3.52	3.00	3.40	3.10
	2011	3.28	3.72	3.44	3.05	n/a	3.00	2.95	3.64	3.17	3.11	3.61	3.44	2.88	3.72	3.46	3.12	3.11	3.12
	2013	3.23	4.14	3.64	2.31	2.29	2.30	3.10	3.02	3.08	3.44	3.29	3.35	2.78	3.65	3.36	3.00	3.50	3.14
Cooperation/collaborations exists across departments and offices																			
	2005	2.41	2.80	2.51	2.73	n/a	2.73	3.40	2.96	3.34	3.18	n/a	3.13	3.14	3.21	3.18	2.69	n/a	2.69
	2007	2.70	4.00	2.97	2.78	n/a	2.50	3.25	3.00	3.21	3.33	3.75	3.44	2.31	3.17	2.86	2.85	2.57	2.75
	2009	3.04	4.00	3.28	2.80	n/a	3.14	3.16	3.35	3.19	3.43	3.08	3.21	2.50	3.70	3.10	2.88	2.40	2.76
	2011	3.06	3.78	3.32	2.86	n/a	2.87	3.11	3.43	3.21	3.22	3.50	3.40	2.94	3.63	3.39	3.06	3.00	3.04
	2013	2.88	4.15	3.44	2.20	2.33	2.24	3.02	3.15	3.05	3.38	2.92	3.10	2.71	3.31	3.09	2.73	3.17	2.86
Individuals at DePaul take responsibility for the organizational culture																			
	2005	3.30	3.08	3.22	2.78	n/a	2.78	3.27	3.36	3.28	3.45	n/a	3.40	3.07	3.38	3.26	3.33	n/a	3.31
	2007	3.17	4.00	3.36	3.00	n/a	2.73	3.46	3.32	3.44	3.42	4.20	3.65	2.58	3.33	3.08	3.17	2.71	3.00
	2009	3.27	4.38	3.57	3.20	n/a	3.50	3.33	3.68	3.39	3.50	3.36	3.41	3.30	3.70	3.50	3.27	3.60	3.35
	2011	3.29	3.89	3.51	2.93	n/a	2.87	2.96	3.64	3.18	3.67	3.59	3.62	2.88	3.66	3.40	3.13	3.40	3.23
	2013	3.15	4.00	3.52	2.20	2.33	2.24	3.17	3.27	3.19	3.78	3.33	3.50	3.00	3.65	3.42	3.53	3.60	3.55

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Collegiality - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
There is a spirit of cooperation among staff, faculty and administration toward achieving common goals																
	2005	**58.5%**	**70.4%**	**61.3%**	60.8%	53.3%	59.1%	45.5%	n/a	50.0%	69.2%	100.0%	74.5%	67.4%	50.0%	66.0%
	2007	**63.1%**	**69.0%**	**64.9%**	66.7%	70.6%	67.9%	33.3%	n/a	33.3%	66.7%	70.0%	67.5%	75.0%	83.3%	76.8%
	2009	**65.9%**	**76.0%**	**68.6%**	76.8%	77.3%	76.9%	66.7%	44.4%	53.3%	50.0%	85.7%	64.7%	66.7%	80.0%	67.9%
	2011	**54.8%**	**70.2%**	**60.7%**	63.9%	77.5%	68.8%	52.4%	72.7%	59.4%	50.0%	54.8%	52.1%	62.1%	25.0%	60.0%
	2013	**58.0%**	**67.1%**	**61.4%**	66.1%	66.7%	66.3%	33.3%	71.4%	48.6%	70.0%	60.0%	66.0%	67.2%	68.0%	67.5%
Professional relationships with colleagues are satisfactory																
	2005	**74.9%**	**75.5%**	**75.1%**	86.5%	71.4%	83.3%	45.5%	n/a	50.0%	74.4%	100.0%	78.7%	80.9%	75.0%	80.4%
	2007	**75.2%**	**75.2%**	**75.4%**	77.8%	70.6%	75.5%	77.8%	n/a	77.8%	73.3%	70.0%	72.5%	86.4%	84.6%	86.0%
	2009	**74.3%**	**79.5%**	**75.7%**	82.9%	78.3%	81.7%	83.3%	33.3%	53.3%	75.0%	92.3%	81.8%	78.4%	80.0%	78.6%
	2011	**71.2%**	**76.4%**	**73.2%**	75.0%	90.5%	80.7%	71.4%	72.7%	71.9%	70.7%	66.7%	69.0%	72.7%	50.0%	71.4%
	2013	**71.7%**	**77.0%**	**73.7%**	75.0%	82.4%	77.8%	61.9%	84.6%	70.6%	80.0%	65.0%	74.0%	80.3%	79.2%	80.0%
DePaul encourages faculty to contribute ideas, suggestions and opinions																
	2005	**58.9%**	**65.1%**	**60.3%**	62.0%	57.1%	60.9%	63.6%	n/a	66.7%	74.4%	71.4%	73.9%	58.7%	75.0%	60.0%
	2007	**67.6%**	**73.5%**	**69.5%**	80.6%	81.3%	80.8%	55.6%	n/a	55.6%	70.0%	70.0%	70.0%	80.5%	83.3%	81.1%
	2009	**65.4%**	**77.2%**	**68.6%**	76.1%	73.9%	75.6%	66.7%	66.7%	66.7%	61.1%	84.6%	71.0%	75.5%	80.0%	75.9%
	2011	**62.5%**	**68.9%**	**64.9%**	68.6%	67.5%	68.2%	76.2%	55.6%	70.0%	63.4%	41.4%	54.3%	71.9%	50.0%	70.6%
	2013	**58.4%**	**67.1%**	**61.7%**	63.6%	74.2%	67.4%	70.0%	81.8%	74.2%	63.3%	55.0%	60.0%	59.3%	65.2%	61.0%
The feedback received from DePaul's faculty is considered and responded to appropriately																
	2005	**33.5%**	**53.0%**	**37.9%**	38.3%	63.6%	43.1%	20.0%	n/a	27.3%	59.0%	62.5%	59.6%	41.5%	25.0%	40.0%
	2007	**42.6%**	**52.9%**	**45.3%**	61.8%	46.2%	57.4%	25.0%	n/a	25.0%	40.7%	60.0%	45.9%	61.1%	70.0%	63.0%
	2009	**42.3%**	**67.6%**	**48.7%**	64.5%	60.0%	63.4%	50.0%	50.0%	50.0%	26.3%	90.0%	48.3%	50.0%	75.0%	52.2%
	2011	**37.0%**	**53.7%**	**42.8%**	56.5%	65.7%	59.8%	47.6%	57.1%	50.0%	26.8%	25.9%	26.5%	41.1%	25.0%	40.0%
	2013	**38.5%**	**57.5%**	**45.2%**	52.0%	64.0%	56.0%	50.0%	70.0%	57.1%	40.7%	47.1%	43.2%	35.2%	50.0%	39.2%
Sufficient opportunities exist for DePaul's faculty and staff to interact in ways that build collegiality																
	2005	**45.7%**	**45.0%**	**45.5%**	48.0%	28.6%	43.8%	33.3%	n/a	40.0%	65.8%	87.5%	69.6%	56.8%	50.0%	56.3%
	2007	**46.0%**	**56.5%**	**48.6%**	63.9%	58.8%	62.3%	55.6%	n/a	55.6%	50.0%	60.0%	52.6%	63.4%	63.6%	63.5%
	2009	**52.6%**	**61.9%**	**55.0%**	64.2%	60.0%	63.2%	83.3%	37.5%	57.1%	36.8%	83.3%	54.8%	66.7%	80.0%	67.9%
	2011	**46.7%**	**57.4%**	**50.5%**	57.4%	71.1%	62.3%	60.0%	30.0%	50.0%	45.9%	36.7%	41.8%	45.2%	25.0%	43.9%
	2013	**44.2%**	**55.9%**	**48.6%**	46.3%	65.5%	53.0%	40.0%	64.3%	50.0%	53.3%	50.0%	52.1%	46.4%	60.9%	50.6%
Cooperation/collaborations exists across departments and offices																
	2005	**46.8%**	**34.5%**	**44.4%**	33.3%	40.0%	34.5%	63.6%	n/a	58.3%	45.9%	83.3%	51.2%	59.1%	25.0%	56.3%
	2007	**44.2%**	**42.9%**	**43.8%**	51.4%	40.0%	48.0%	37.5%	n/a	37.5%	35.7%	50.0%	39.5%	52.4%	66.7%	54.2%
	2009	**48.2%**	**47.1%**	**47.9%**	48.5%	50.0%	48.8%	50.0%	33.3%	41.7%	35.0%	50.0%	40.0%	64.6%	40.0%	62.3%
	2011	**44.0%**	**51.8%**	**46.7%**	46.0%	51.4%	48.0%	28.6%	50.0%	34.5%	42.5%	44.8%	43.5%	39.3%	75.0%	41.5%
	2013	**41.2%**	**50.5%**	**44.3%**	42.3%	60.0%	48.1%	45.0%	70.0%	53.3%	55.2%	41.2%	50.0%	46.4%	65.0%	51.3%
Individuals at DePaul take responsibility for the organizational culture																
	2005	**46.0%**	**54.2%**	**47.8%**	39.5%	60.0%	43.4%	27.3%	n/a	33.3%	50.0%	83.3%	55.0%	59.5%	66.7%	60.0%
	2007	**48.8%**	**52.9%**	**50.1%**	51.5%	53.3%	52.1%	55.6%	n/a	55.6%	46.4%	55.6%	48.6%	45.9%	75.0%	51.1%
	2009	**54.5%**	**62.0%**	**56.4%**	60.0%	52.6%	58.3%	60.0%	33.3%	45.5%	44.4%	84.6%	61.3%	58.5%	60.0%	58.7%
	2011	46.3%	56.2%	49.8%	55.2%	70.6%	60.4%	45.0%	55.6%	48.3%	59.5%	35.7%	49.2%	50.0%	25.0%	48.4%
	2013	45.9%	58.1%	50.1%	52.0%	65.2%	56.2%	47.4%	58.3%	51.6%	57.1%	55.6%	56.5%	43.6%	63.2%	48.6%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Collegiality - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
There is a spirit of cooperation among staff, faculty and administration toward achieving common goals																			
	2005	41.4%	68.8%	51.1%	63.6%	n/a	63.6%	52.3%	74.1%	55.7%	75.0%	80.0%	76.5%	66.7%	65.5%	65.9%	76.9%	n/a	76.5%
	2007	48.4%	80.0%	56.1%	55.6%	n/a	41.7%	64.5%	68.2%	65.1%	91.7%	66.7%	83.3%	30.8%	63.0%	52.5%	66.7%	66.7%	66.7%
	2009	50.0%	80.0%	58.8%	50.0%	n/a	50.0%	67.5%	69.2%	67.9%	62.5%	84.6%	76.2%	30.0%	86.7%	64.0%	68.8%	80.0%	71.4%
	2011	68.8%	65.4%	67.2%	40.0%	n/a	37.5%	46.4%	70.1%	54.8%	66.7%	80.0%	75.9%	47.1%	81.0%	71.2%	64.7%	70.0%	66.7%
	2013	48.1%	79.2%	62.7%	29.4%	44.4%	34.6%	55.3%	59.2%	56.4%	66.7%	66.7%	66.7%	55.6%	75.7%	69.1%	73.3%	75.0%	73.9%
Professional relationships with colleagues are satisfactory																			
	2005	58.6%	60.0%	59.1%	54.5%	n/a	63.6%	77.2%	70.4%	76.1%	75.0%	80.0%	76.5%	80.0%	73.1%	75.6%	61.5%	n/a	70.6%
	2007	77.4%	90.0%	80.5%	55.6%	n/a	50.0%	73.4%	81.0%	74.6%	75.0%	83.3%	77.8%	53.8%	63.0%	60.0%	68.8%	85.7%	73.9%
	2009	62.5%	100.0%	74.3%	50.0%	n/a	60.0%	72.4%	76.0%	73.0%	75.0%	76.9%	76.2%	50.0%	86.7%	72.0%	62.5%	85.7%	69.6%
	2011	75.0%	69.6%	72.7%	50.0%	66.7%	53.8%	70.6%	73.4%	71.6%	88.9%	80.0%	82.8%	64.7%	83.3%	78.0%	70.6%	70.0%	70.4%
	2013	66.7%	88.0%	76.9%	52.9%	44.4%	50.0%	71.1%	68.0%	70.3%	88.9%	88.9%	88.9%	55.6%	79.5%	71.9%	66.7%	85.7%	72.7%
DePaul encourages staff to contribute ideas, suggestions and opinions																			
	2005	62.1%	53.3%	59.1%	54.5%	n/a	54.5%	52.1%	61.5%	53.5%	58.3%	60.0%	58.8%	66.7%	67.9%	67.4%	61.5%	n/a	68.8%
	2007	60.0%	100.0%	70.0%	77.8%	n/a	58.3%	63.3%	72.7%	64.9%	66.7%	66.7%	66.7%	41.7%	64.3%	57.5%	56.3%	71.4%	60.9%
	2009	69.6%	90.0%	75.8%	62.5%	n/a	66.7%	55.6%	79.2%	59.6%	62.5%	46.2%	52.4%	30.0%	86.7%	64.0%	68.8%	100.0%	77.3%
	2011	75.0%	68.2%	72.2%	45.0%	40.0%	44.0%	48.2%	75.7%	57.7%	75.0%	75.0%	75.0%	70.6%	80.5%	77.6%	82.4%	80.0%	81.5%
	2013	69.6%	69.6%	69.6%	18.8%	28.6%	21.7%	50.8%	51.0%	50.8%	77.8%	77.8%	77.8%	72.2%	83.8%	80.0%	73.3%	83.3%	76.2%
The feedback received from DePaul's faculty is considered and responded to appropriately																			
	2005	29.6%	38.5%	32.5%	45.5%	n/a	45.5%	20.7%	63.6%	26.8%	40.0%	40.0%	40.0%	50.0%	50.0%	50.0%	27.3%	n/a	33.3%
	2007	51.7%	75.0%	35.1%	55.6%	n/a	41.7%	35.6%	55.6%	38.7%	63.6%	83.3%	70.6%	25.0%	50.0%	41.7%	43.8%	14.3%	34.8%
	2009	34.8%	77.8%	46.9%	28.6%	n/a	33.3%	28.3%	59.1%	33.3%	50.0%	46.2%	47.6%	40.0%	90.9%	66.7%	40.0%	83.3%	52.4%
	2011	60.0%	63.6%	61.5%	20.0%	n/a	18.2%	23.0%	58.3%	33.7%	50.0%	58.8%	56.0%	35.3%	52.8%	47.2%	52.9%	50.0%	52.0%
	2013	44.0%	66.7%	54.3%	6.7%	16.7%	9.5%	35.2%	43.6%	37.3%	55.6%	66.7%	62.5%	38.9%	68.6%	58.5%	26.7%	80.0%	40.0%
Sufficient opportunities exist for DePaul's faculty and staff to interact in ways that build collegiality																			
	2005	27.6%	42.9%	32.6%	45.5%	n/a	45.5%	41.7%	46.2%	42.4%	40.0%	40.0%	40.0%	60.0%	44.8%	50.0%	23.1%	n/a	29.4%
	2007	36.7%	100.0%	51.3%	44.4%	n/a	66.7%	34.6%	54.5%	38.0%	66.7%	66.7%	66.7%	30.8%	40.7%	37.5%	35.7%	42.9%	38.1%
	2009	50.0%	90.0%	62.5%	57.1%	n/a	55.6%	39.3%	57.7%	42.7%	50.0%	30.8%	38.1%	60.0%	69.2%	65.2%	37.5%	60.0%	42.9%
	2011	53.1%	55.6%	54.0%	36.8%	n/a	33.3%	42.4%	64.2%	49.5%	44.4%	50.0%	48.1%	29.4%	69.2%	57.1%	47.1%	44.4%	46.2%
	2013	53.8%	71.4%	61.7%	18.8%	14.3%	17.4%	42.5%	37.5%	41.1%	66.7%	52.9%	57.7%	33.3%	70.3%	58.2%	40.0%	50.0%	42.9%
Cooperation/collaborations exists across departments and offices																			
	2005	14.8%	20.0%	16.2%	36.4%	n/a	36.4%	57.0%	29.2%	53.0%	45.5%	n/a	40.0%	35.7%	36.8%	36.4%	23.1%	n/a	18.8%
	2007	23.3%	87.5%	36.8%	33.3%	n/a	25.0%	49.5%	31.6%	46.9%	50.0%	50.0%	50.0%	15.4%	34.8%	27.8%	38.5%	14.3%	30.0%
	2009	37.5%	75.0%	46.9%	20.0%	n/a	28.6%	48.7%	47.8%	48.6%	57.1%	41.7%	47.4%	20.0%	60.0%	40.0%	18.8%	0.0%	14.3%
	2011	50.0%	61.1%	54.0%	21.4%	n/a	20.0%	48.9%	52.3%	50.0%	55.6%	50.0%	52.0%	41.2%	59.4%	53.1%	41.2%	25.0%	36.0%
	2013	36.0%	70.0%	51.1%	13.3%	16.7%	14.3%	41.7%	46.2%	42.8%	62.5%	33.3%	45.0%	29.4%	41.4%	37.0%	20.0%	33.3%	23.8%
Individuals at DePaul take responsibility for the organizational culture																			
	2005	47.8%	38.5%	44.4%	33.3%	n/a	33.3%	46.2%	56.0%	47.7%	45.5%	n/a	40.0%	20.0%	50.0%	38.5%	58.3%	n/a	56.3%
	2007	40.0%	77.8%	48.7%	25.0%	n/a	18.2%	54.6%	47.4%	53.4%	50.0%	80.0%	58.8%	25.0%	41.7%	36.1%	58.3%	28.6%	47.4%
	2009	50.0%	87.5%	60.0%	40.0%	n/a	50.0%	54.0%	54.5%	54.1%	50.0%	45.5%	47.1%	40.0%	70.0%	55.0%	46.7%	60.0%	50.0%
	2011	54.8%	61.1%	57.1%	21.4%	n/a	20.0%	38.3%	57.4%	44.4%	55.6%	52.9%	53.8%	23.5%	62.9%	50.0%	56.3%	50.0%	53.8%
	2013	50.0%	70.0%	58.7%	6.7%	16.7%	9.5%	43.6%	51.4%	45.5%	66.7%	40.0%	50.0%	47.1%	67.7%	60.4%	46.7%	60.0%	50.0%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Leadership - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
DePaul's leadership is committed to upholding the University's mission and values																
	2005	**3.64**	**3.85**	**3.68**	3.84	4.23	3.92	3.40	n/a	3.55	3.92	4.29	3.98	3.91	3.33	3.87
	2007	**3.96**	**4.00**	**3.97**	4.35	3.93	4.22	4.25	n/a	4.25	3.90	4.20	3.98	4.05	4.22	4.08
	2009	**4.05**	**4.09**	**4.06**	4.35	4.35	4.35	4.00	4.14	4.08	3.60	4.25	3.84	4.28	3.80	4.23
	2011	**3.54**	**4.03**	**3.73**	4.26	4.24	4.25	3.64	4.00	3.74	3.55	3.86	3.69	3.52	3.00	3.49
	2013	**3.82**	**4.04**	**3.90**	4.13	4.12	4.13	3.95	3.82	3.90	4.07	3.81	3.96	3.80	4.29	3.95
DePaul's leadership has clearly articulated the University's mission and values																
	2005	**3.68**	**3.92**	**3.73**	3.60	3.86	3.66	3.70	n/a	3.82	3.84	4.29	3.91	3.89	4.33	3.92
	2007	**4.04**	**4.01**	**4.03**	4.38	4.13	4.29	4.11	n/a	4.11	3.87	4.30	3.98	4.10	4.00	4.08
	2009	**4.12**	**4.15**	**4.13**	4.32	4.30	4.31	3.80	4.00	3.92	3.75	4.08	3.88	4.35	4.40	4.35
	2011	**3.79**	**4.09**	**3.90**	4.19	4.26	4.22	3.95	3.90	3.94	3.76	3.80	3.78	3.71	3.00	3.67
	2013	**3.97**	**4.16**	**4.04**	4.25	4.06	4.18	4.15	4.08	4.13	3.86	3.71	3.80	3.93	4.37	4.06
Appropriate internal constituents are consulted in decision-making processes at DePaul																
	2005	**2.77**	**3.44**	**2.89**	3.18	3.80	3.29	3.10	n/a	3.09	3.13	4.17	3.29	2.71	4.00	2.80
	2007	**3.09**	**3.45**	**3.18**	3.63	3.45	3.59	2.89	n/a	2.89	2.82	3.50	2.97	3.35	4.00	3.43
	2009	**3.20**	**3.57**	**3.29**	3.71	3.79	3.73	3.60	3.00	3.30	2.67	3.92	3.17	3.41	3.50	3.42
	2011	**2.71**	**3.57**	**2.99**	3.62	3.79	3.68	3.22	3.71	3.36	2.78	3.07	2.90	2.93	2.75	2.92
	2013	**3.11**	**3.57**	**3.26**	3.52	3.75	3.60	3.33	3.43	3.36	3.38	3.47	3.41	3.16	3.81	3.35
Information that affects DePaul faculty, staff and students is communicated in a timely manner																
	2005	**3.28**	**3.68**	**3.37**	3.67	3.93	3.72	3.60	n/a	3.64	3.47	4.29	3.60	3.35	4.67	3.43
	2007	**3.37**	**3.92**	**3.52**	3.79	4.00	3.86	3.00	n/a	3.00	3.40	4.25	3.58	3.75	4.10	3.83
	2009	**3.75**	**3.97**	**3.81**	4.15	4.30	4.18	3.80	3.50	3.62	3.55	4.08	3.76	3.90	4.00	3.91
	2011	**3.31**	**3.93**	**3.55**	3.86	3.98	3.90	3.48	3.80	3.58	3.60	3.66	3.63	3.44	3.00	3.41
	2013	**3.59**	**3.93**	**3.71**	3.75	4.07	3.86	3.95	3.92	3.94	3.70	3.67	3.69	3.48	4.04	3.64
DePaul's leadership encourages input from faculty during planning processes																
	2005	**3.04**	**3.37**	**3.10**	3.32	3.58	3.37	3.30	n/a	3.36	3.41	4.20	3.50	3.17	3.67	3.20
	2007	**3.35**	**3.46**	**3.38**	3.84	3.36	3.72	2.89	n/a	2.89	3.41	3.63	3.46	3.65	3.78	3.67
	2009	**3.38**	**3.58**	**3.43**	3.75	3.94	3.79	3.60	3.00	3.25	3.16	4.10	3.48	3.48	3.75	3.50
	2011	**3.18**	**3.74**	**3.38**	4.00	3.84	3.94	3.45	3.71	3.52	3.30	3.22	3.27	3.22	2.67	3.20
	2013	**3.31**	**3.68**	**3.43**	3.78	3.85	3.80	3.56	3.89	3.67	3.57	3.22	3.44	3.20	3.91	3.40
DePaul's leadership encourages input from staff during planning processes																
	2005	**3.03**	**3.36**	**3.09**	3.43	3.50	3.44	3.00	n/a	3.00	3.43	4.20	3.57	2.97	3.50	3.00
	2007	**3.30**	**3.47**	**3.36**	4.00	3.50	3.83	2.00	n/a	2.00	3.50	3.63	3.54	3.46	3.75	3.53
	2009	**3.49**	**3.49**	**3.49**	3.78	3.86	3.80	3.60	3.00	3.30	3.45	4.10	3.76	3.53	3.50	3.53
	2011	**3.33**	**3.74**	**3.49**	3.90	3.92	3.91	3.59	4.17	3.74	3.68	3.29	3.50	3.26	2.67	3.22
	2013	**3.38**	**3.60**	**3.47**	3.71	3.86	3.77	3.75	3.83	3.78	3.74	3.28	3.51	3.08	3.95	3.40
DePaul responds to the needs of its internal constituents																
	2005	**2.89**	**3.13**	**2.94**	3.19	3.55	3.26	2.80	n/a	2.80	3.39	4.00	3.49	2.97	3.00	2.98
	2007	**3.16**	**3.52**	**3.26**	3.75	3.50	3.68	2.89	n/a	2.89	3.21	3.89	3.38	3.48	3.75	3.54
	2009	**3.30**	**3.51**	**3.35**	3.85	3.81	3.84	3.60	3.00	3.25	3.22	4.00	3.53	3.34	4.00	3.41
	2011	**2.97**	**3.54**	**3.16**	3.70	3.81	3.74	3.21	3.83	3.36	3.08	3.04	3.06	3.18	2.33	3.13
	2013	**3.18**	**3.43**	**3.26**	3.59	3.57	3.58	3.37	3.71	3.48	3.48	3.06	3.33	3.05	3.84	3.26

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Leadership - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
DePaul's leadership is committed to upholding the University's mission and values																			
	2005	3.38	3.85	3.52	3.64	n/a	3.64	3.45	3.72	3.48	4.17	n/a	4.17	3.67	3.78	3.74	3.83	n/a	3.87
	2007	3.55	4.60	3.80	4.00	n/a	4.00	3.88	3.59	3.83	4.33	4.50	4.39	3.31	3.92	3.72	4.54	3.43	4.15
	2009	3.78	4.40	3.97	4.00	n/a	4.11	3.86	3.92	3.87	4.43	4.00	4.15	3.50	4.00	3.77	4.43	3.83	4.25
	2011	3.94	4.30	4.09	2.78	n/a	3.09	3.09	4.00	3.40	4.22	3.94	4.04	3.47	4.00	3.85	4.41	4.00	4.27
	2013	3.78	4.28	4.02	3.31	3.50	3.38	3.67	3.77	3.69	4.22	4.07	4.13	3.50	4.14	3.94	3.93	4.33	4.08
DePaul's leadership has clearly articulated the University's mission and values																			
	2005	3.52	3.93	3.65	3.64	n/a	3.64	3.61	3.89	3.65	4.25	n/a	4.25	3.73	3.81	3.78	3.67	n/a	3.73
	2007	3.63	4.60	3.88	4.00	n/a	4.00	4.00	3.94	3.99	4.25	4.67	4.39	3.77	3.64	3.68	4.46	3.57	4.15
	2009	4.00	4.60	4.28	4.00	n/a	4.11	3.94	4.08	3.96	4.43	3.92	4.10	4.10	4.25	4.18	4.43	3.67	4.20
	2011	3.94	4.43	4.15	3.39	4.40	3.61	3.53	4.08	3.73	4.33	3.87	4.04	3.82	4.21	4.10	4.41	4.10	4.30
	2013	4.11	4.40	4.25	3.50	3.86	3.61	3.87	4.31	3.98	4.44	4.00	4.16	3.76	4.11	4.00	4.00	4.37	4.13
Appropriate internal constituents are consulted in decision-making processes at DePaul																			
	2005	2.80	3.20	2.91	2.50	n/a	2.50	2.52	3.44	2.62	3.18	n/a	3.18	3.07	3.24	3.16	2.45	n/a	2.69
	2007	2.83	3.50	2.94	3.00	n/a	3.00	3.01	3.21	3.04	3.75	4.00	3.82	2.54	3.47	3.09	3.08	3.14	3.10
	2009	2.95	4.13	3.29	3.00	n/a	3.29	2.87	3.39	2.94	3.71	3.62	3.65	3.00	3.57	3.24	3.38	3.20	3.33
	2011	3.29	4.00	3.55	1.79	n/a	1.90	2.05	3.55	2.47	3.00	3.86	3.38	2.81	3.65	3.38	3.33	3.43	3.36
	2013	3.08	3.85	3.42	2.47	2.67	2.52	2.89	3.31	2.97	3.44	3.30	3.37	2.88	3.66	3.37	3.27	3.83	3.43
Information that affects DePaul faculty, staff and students is communicated in a timely manner																			
	2005	2.93	3.86	3.24	2.80	n/a	2.80	3.12	3.38	3.16	3.75	n/a	3.75	3.80	3.30	3.48	2.67	n/a	2.93
	2007	2.87	4.70	3.33	3.11	n/a	3.27	3.33	3.64	3.38	3.92	4.33	4.06	2.77	3.62	3.33	3.13	3.29	3.18
	2009	3.52	4.44	3.78	3.29	n/a	3.44	3.51	3.93	3.59	4.25	3.69	3.90	3.20	4.00	3.68	3.86	4.17	3.95
	2011	3.90	4.13	4.00	2.79	4.00	3.04	2.76	4.01	3.21	4.11	4.06	4.08	3.24	4.00	3.78	3.65	3.89	3.73
	2013	3.74	4.09	3.90	3.37	3.50	3.42	3.42	3.89	3.54	4.00	3.78	3.85	3.65	3.95	3.85	3.73	4.29	3.91
DePaul's leadership encourages input from faculty during planning processes																			
	2005	2.79	3.15	2.90	2.78	n/a	2.78	2.76	3.18	2.81	3.82	n/a	3.82	3.53	3.25	3.37	2.73	n/a	2.92
	2007	3.16	3.89	3.33	2.78	n/a	2.91	3.17	3.14	3.16	4.00	3.50	3.88	2.92	3.52	3.29	3.40	3.14	3.32
	2009	3.27	3.90	3.47	2.50	n/a	2.88	3.13	3.46	3.19	4.00	3.54	3.70	3.20	3.45	3.33	3.50	3.25	3.44
	2011	3.68	4.05	3.82	2.00	n/a	2.11	2.51	3.75	2.90	4.11	3.87	3.96	3.76	3.93	3.88	4.12	3.82	4.00
	2013	3.23	3.95	3.53	2.65	2.67	2.65	3.01	3.39	3.10	3.67	3.64	3.65	3.47	3.86	3.73	4.00	4.17	4.05
DePaul's leadership encourages input from staff during planning processes																			
	2005	3.15	3.09	3.13	2.14	n/a	2.14	2.79	3.33	2.85	3.78	n/a	3.78	3.27	3.23	3.25	3.00	n/a	3.22
	2007	3.28	4.00	3.45	3.00	n/a	3.00	3.05	3.17	3.08	3.92	3.50	3.81	2.60	3.37	3.10	3.45	3.29	3.39
	2009	3.77	3.80	3.78	n/a	n/a	3.60	3.19	3.33	3.21	4.00	3.20	3.50	3.50	3.00	3.27	3.22	3.67	3.33
	2011	3.83	3.94	3.88	2.38	n/a	2.43	2.76	3.70	3.11	4.11	3.64	3.85	3.57	4.03	3.89	4.00	3.50	3.81
	2013	3.70	3.95	3.82	2.83	2.50	2.72	3.21	3.20	3.21	3.50	3.27	3.33	3.55	3.76	3.70	3.46	4.20	3.67
DePaul responds to the needs of its internal constituents																			
	2005	2.85	3.15	2.95	2.50	n/a	2.50	2.60	2.72	2.62	3.33	n/a	3.33	3.40	3.14	3.25	2.83	n/a	2.92
	2007	2.73	3.67	2.95	2.89	n/a	2.75	3.06	3.26	3.09	3.58	4.00	3.71	2.58	3.50	3.18	3.14	3.29	3.19
	2009	2.95	3.89	3.24	3.20	n/a	3.50	2.96	3.14	2.99	3.86	3.50	3.63	2.80	3.38	3.06	3.38	3.25	3.35
	2011	3.57	3.89	3.70	2.12	n/a	2.12	2.41	3.57	2.76	3.67	3.64	3.65	2.94	3.53	3.33	3.50	3.29	3.43
	2013	3.31	3.83	3.52	2.81	2.29	2.65	3.00	2.95	2.99	3.29	3.50	3.41	2.71	3.63	3.31	3.40	4.20	3.60

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Leadership - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
DePaul's leadership is committed to upholding the University's mission and values																
	2005	**63.1%**	**69.7%**	**64.4%**	71.4%	84.6%	74.2%	30.0%	n/a	36.4%	75.7%	100.0%	79.5%	77.3%	33.3%	74.5%
	2007	**77.6%**	**81.6%**	**78.3%**	87.1%	78.6%	84.4%	100.0%	n/a	100.0%	73.3%	90.0%	77.5%	82.1%	88.9%	83.3%
	2009	**78.8%**	**79.8%**	**79.1%**	89.2%	85.0%	88.2%	80.0%	71.4%	75.0%	70.0%	83.3%	75.0%	87.2%	80.0%	86.5%
	2011	**62.3%**	**79.9%**	**68.9%**	83.3%	87.8%	85.0%	59.1%	77.8%	64.5%	60.5%	72.4%	65.7%	63.9%	25.0%	61.5%
	2013	**72.1%**	**78.8%**	**74.6%**	83.3%	81.8%	82.8%	70.0%	63.6%	67.7%	82.1%	71.4%	77.6%	75.9%	79.2%	76.9%
DePaul's leadership has clearly articulated the University's mission and values																
	2005	**66.9%**	**71.9%**	**68.0%**	58.0%	64.3%	59.4%	50.0%	n/a	54.5%	78.4%	100.0%	81.8%	75.6%	100.0%	77.1%
	2007	**79.5%**	**80.7%**	**79.3%**	84.4%	87.5%	85.4%	77.8%	n/a	77.8%	76.7%	90.0%	80.0%	85.4%	90.0%	86.3%
	2009	**83.1%**	**81.6%**	**82.7%**	92.4%	85.0%	90.7%	60.0%	57.1%	58.3%	80.0%	75.0%	78.1%	87.8%	100.0%	88.9%
	2011	**70.9%**	**81.9%**	**75.1%**	81.2%	88.1%	83.8%	76.2%	70.0%	74.2%	65.8%	70.0%	67.6%	72.6%	25.0%	69.7%
	2013	**78.0%**	**85.8%**	**80.9%**	83.6%	84.4%	83.9%	75.0%	66.7%	71.9%	72.4%	61.9%	68.0%	81.0%	87.5%	82.9%
Appropriate internal constituents are consulted in decision-making processes at DePaul																
	2005	**28.9%**	**51.4%**	**32.9%**	46.7%	70.0%	50.9%	50.0%	n/a	45.5%	40.6%	100.0%	50.0%	19.0%	100.0%	24.4%
	2007	**42.8%**	**46.2%**	**43.7%**	70.0%	54.5%	65.9%	33.3%	n/a	33.3%	42.9%	37.5%	41.7%	48.6%	80.0%	52.4%
	2009	**44.5%**	**53.9%**	**46.7%**	66.1%	64.3%	65.7%	40.0%	0.0%	20.0%	33.3%	75.0%	50.0%	61.0%	50.0%	60.0%
	2011	**32.8%**	**54.0%**	**39.7%**	57.4%	58.8%	57.9%	38.9%	85.7%	52.0%	33.3%	25.9%	30.2%	43.6%	0.0%	40.7%
	2013	**42.3%**	**55.1%**	**46.5%**	58.3%	66.7%	61.1%	38.9%	42.9%	40.0%	61.5%	40.0%	53.7%	38.0%	57.1%	43.7%
Information that affects DePaul faculty, staff and students is communicated in a timely manner																
	2005	**51.6%**	**66.7%**	**54.8%**	70.6%	71.4%	70.8%	60.0%	n/a	63.6%	57.9%	100.0%	64.4%	54.3%	100.0%	57.1%
	2007	**56.1%**	**77.5%**	**62.1%**	75.8%	76.5%	76.0%	33.3%	n/a	33.3%	56.7%	87.5%	63.2%	63.9%	90.0%	69.6%
	2009	**69.9%**	**79.2%**	**72.4%**	85.1%	100.0%	88.5%	80.0%	50.0%	61.5%	65.0%	69.2%	66.7%	76.0%	80.0%	76.4%
	2011	**55.4%**	**79.8%**	**64.7%**	72.5%	79.1%	75.0%	57.1%	80.0%	64.5%	55.0%	68.8%	61.1%	62.5%	0.0%	58.8%
	2013	**62.5%**	**80.2%**	**69.1%**	71.4%	86.7%	76.7%	63.2%	69.2%	65.6%	66.7%	71.4%	68.6%	58.3%	79.2%	64.3%
DePaul's leadership encourages input from faculty during planning processes																
	2005	**42.8%**	**48.1%**	**43.8%**	55.3%	66.7%	57.6%	50.0%	n/a	54.5%	56.8%	80.0%	59.5%	41.3%	66.7%	42.9%
	2007	**53.6%**	**56.4%**	**54.2%**	71.9%	54.5%	67.4%	44.4%	n/a	44.4%	58.6%	62.5%	59.5%	62.2%	77.8%	65.2%
	2009	**53.8%**	**56.3%**	**54.4%**	67.7%	62.5%	66.7%	40.0%	14.3%	25.0%	52.6%	80.0%	62.1%	58.7%	75.0%	60.0%
	2011	**53.0%**	**66.1%**	**57.6%**	79.1%	65.8%	74.3%	65.0%	57.1%	63.0%	55.0%	40.7%	49.3%	55.6%	0.0%	53.0%
	2013	**52.0%**	**67.0%**	**57.2%**	69.1%	77.8%	72.0%	61.1%	55.6%	59.3%	60.0%	50.0%	56.3%	44.6%	72.7%	52.6%
DePaul's leadership encourages input from staff during planning processes																
	2005	**34.1%**	**41.1%**	**35.4%**	46.4%	50.0%	47.2%	28.6%	n/a	28.6%	52.2%	80.0%	57.1%	23.3%	50.0%	25.0%
	2007	**48.0%**	**55.3%**	**50.3%**	73.7%	50.0%	65.5%	20.0%	n/a	20.0%	61.1%	62.5%	61.5%	50.0%	75.0%	56.3%
	2009	**54.5%**	**48.8%**	**52.9%**	67.4%	57.1%	65.0%	40.0%	0.0%	20.0%	63.6%	80.0%	71.4%	59.4%	50.0%	58.3%
	2011	**53.9%**	**63.3%**	**57.5%**	73.1%	63.9%	69.3%	64.7%	83.3%	69.6%	60.7%	45.8%	53.8%	61.9%	0.0%	57.8%
	2013	**48.4%**	**59.3%**	**52.7%**	62.9%	76.2%	67.9%	58.3%	50.0%	55.6%	73.7%	50.0%	62.2%	37.8%	66.7%	48.3%
DePaul responds to the needs of its internal constituents																
	2005	**29.8%**	**40.0%**	**31.7%**	44.7%	54.5%	46.6%	80.0%	n/a	80.0%	51.6%	83.3%	56.8%	25.0%	33.3%	25.6%
	2007	**40.0%**	**55.7%**	**43.9%**	59.4%	58.3%	59.1%	33.3%	n/a	33.3%	46.4%	77.8%	54.1%	51.5%	75.0%	56.1%
	2009	**47.7%**	**49.5%**	**48.1%**	70.5%	62.5%	68.8%	40.0%	14.3%	25.0%	33.3%	75.0%	50.0%	50.0%	80.0%	53.1%
	2011	**37.7%**	**52.2%**	**42.5%**	65.6%	59.5%	63.3%	42.1%	66.7%	48.0%	31.6%	24.0%	28.6%	49.1%	0.0%	46.7%
	2013	**40.5%**	**52.3%**	**44.4%**	54.9%	60.9%	56.8%	43.8%	42.9%	43.5%	59.3%	37.5%	51.2%	36.4%	57.9%	41.9%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Leadership - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
DePaul's leadership is committed to upholding the University's mission and values																			
	2005	51.7%	69.2%	57.1%	72.7%	n/a	72.7%	54.0%	61.1%	54.8%	83.3%	n/a	86.7%	73.3%	65.2%	68.4%	66.7%	n/a	66.7%
	2007	71.0%	100.0%	78.0%	88.9%	n/a	90.9%	73.1%	58.8%	71.1%	91.7%	100.0%	94.4%	46.2%	80.8%	69.2%	100.0%	71.4%	90.0%
	2009	69.6%	90.0%	75.8%	100.0%	n/a	100.0%	70.3%	80.0%	72.1%	85.7%	76.9%	80.0%	50.0%	83.3%	68.2%	92.9%	66.7%	85.0%
	2011	74.2%	87.0%	79.6%	38.9%	n/a	50.0%	48.6%	74.3%	57.5%	88.9%	83.3%	85.2%	58.8%	83.7%	76.7%	88.2%	88.9%	88.5%
	2013	81.5%	88.0%	84.6%	56.3%	62.5%	58.3%	63.5%	70.0%	65.1%	88.9%	86.7%	87.5%	56.3%	86.1%	76.9%	80.0%	88.9%	83.3%
DePaul's leadership has clearly articulated the University's mission and values																			
	2005	62.1%	71.4%	65.1%	72.7%	n/a	72.7%	63.6%	68.4%	64.2%	91.7%	n/a	93.8%	80.0%	69.2%	73.2%	66.7%	n/a	66.7%
	2007	66.7%	100.0%	75.0%	88.9%	n/a	90.9%	78.1%	66.7%	76.4%	91.7%	100.0%	94.4%	61.5%	67.9%	65.9%	92.3%	71.4%	85.0%
	2009	82.6%	100.0%	87.9%	100.0%	n/a	100.0%	75.0%	84.0%	76.6%	85.7%	76.9%	80.0%	70.0%	91.7%	81.8%	92.9%	50.0%	80.0%
	2011	78.1%	91.3%	83.6%	55.6%	100.0%	65.2%	61.4%	79.7%	68.0%	88.9%	80.0%	83.3%	76.5%	88.1%	84.7%	94.1%	90.0%	92.6%
	2013	88.9%	100.0%	94.2%	62.5%	85.7%	69.6%	74.8%	90.5%	78.6%	100.0%	87.5%	92.0%	70.6%	86.8%	81.8%	80.0%	100.0%	87.0%
Appropriate internal constituents are consulted in decision-making processes at DePaul																			
	2005	36.0%	40.0%	37.1%	20.0%	n/a	20.0%	18.8%	50.0%	22.2%	45.5%	n/a	46.7%	42.9%	35.3%	38.7%	18.2%	n/a	23.1%
	2007	40.0%	66.7%	44.4%	33.3%	n/a	27.3%	34.0%	28.6%	33.3%	66.7%	60.0%	64.7%	53.8%	47.4%	37.5%	46.2%	42.9%	45.0%
	2009	35.0%	62.5%	42.9%	33.3%	n/a	42.9%	27.4%	50.0%	30.6%	57.1%	61.5%	60.0%	40.0%	57.1%	47.1%	53.8%	20.0%	44.4%
	2011	46.4%	75.0%	56.8%	10.5%	n/a	9.5%	14.3%	54.9%	25.5%	44.4%	71.4%	56.3%	31.3%	55.9%	48.0%	46.7%	71.4%	54.5%
	2013	48.0%	70.0%	57.8%	20.0%	33.3%	23.8%	36.9%	44.8%	38.4%	55.6%	50.0%	52.6%	35.3%	58.6%	50.0%	33.3%	66.7%	42.9%
Information that affects DePaul faculty, staff and students is communicated in a timely manner																			
	2005	39.3%	71.4%	50.0%	40.0%	n/a	40.0%	46.0%	57.1%	47.5%	66.7%	n/a	75.0%	60.0%	51.9%	54.8%	16.7%	n/a	33.3%
	2007	43.3%	100.0%	57.5%	44.4%	n/a	54.5%	53.8%	68.2%	56.3%	75.0%	83.3%	77.8%	38.5%	69.2%	59.0%	40.0%	57.1%	45.5%
	2009	65.2%	100.0%	75.0%	42.9%	n/a	44.4%	59.1%	74.1%	62.0%	87.5%	69.2%	76.2%	50.0%	86.7%	72.0%	78.6%	100.0%	85.0%
	2011	80.6%	87.0%	83.3%	36.8%	80.0%	45.8%	38.3%	80.8%	53.4%	77.8%	94.1%	88.5%	47.1%	83.3%	72.9%	70.6%	88.9%	76.9%
	2013	74.1%	95.7%	84.0%	56.3%	75.0%	62.5%	56.8%	73.9%	61.2%	88.9%	83.3%	85.2%	58.8%	78.4%	72.2%	60.0%	100.0%	72.7%
DePaul's leadership encourages input from faculty during planning processes																			
	2005	39.3%	38.5%	39.0%	33.3%	n/a	33.3%	36.0%	52.9%	37.9%	63.6%	n/a	64.3%	46.7%	30.0%	37.1%	27.3%	n/a	30.8%
	2007	51.6%	77.8%	57.5%	22.2%	n/a	27.3%	45.6%	47.6%	46.0%	83.3%	25.0%	68.8%	30.8%	57.1%	47.1%	53.3%	42.9%	50.0%
	2009	50.0%	70.0%	56.3%	16.7%	n/a	25.0%	41.7%	54.2%	43.9%	71.4%	61.5%	65.0%	50.0%	54.5%	52.4%	71.4%	25.0%	61.1%
	2011	67.7%	78.9%	72.0%	17.6%	n/a	15.8%	29.3%	67.2%	41.2%	88.9%	73.3%	79.2%	70.6%	80.5%	77.6%	88.2%	72.7%	82.1%
	2013	50.0%	78.9%	62.2%	29.4%	33.3%	30.4%	42.1%	52.6%	44.5%	55.6%	71.4%	65.2%	64.7%	77.1%	73.1%	86.7%	83.3%	85.7%
DePaul's leadership encourages input from staff during planning processes																			
	2005	45.0%	27.3%	38.7%	14.3%	n/a	14.3%	28.1%	58.3%	31.5%	66.7%	n/a	60.0%	33.3%	23.1%	28.6%	12.5%	n/a	22.2%
	2007	60.0%	87.5%	66.7%	28.6%	n/a	25.0%	34.5%	44.4%	37.0%	75.0%	25.0%	62.5%	0.0%	47.4%	31.0%	63.6%	57.1%	61.1%
	2009	69.2%	60.0%	65.2%	n/a	n/a	40.0%	40.7%	38.9%	40.4%	66.7%	50.0%	56.2%	50.0%	28.6%	40.0%	55.6%	66.7%	58.3%
	2011	75.0%	66.7%	71.4%	15.4%	n/a	14.3%	31.3%	64.9%	43.8%	88.9%	63.6%	75.0%	50.0%	75.0%	67.4%	69.2%	62.5%	66.7%
	2013	65.0%	80.0%	72.5%	16.7%	16.7%	16.7%	41.8%	33.3%	39.7%	50.0%	45.5%	46.7%	45.5%	72.4%	65.0%	46.2%	80.0%	55.6%
DePaul responds to the needs of its internal constituents																			
	2005	30.8%	38.5%	33.3%	0.0%	n/a	0.0%	19.8%	33.3%	21.5%	50.0%	n/a	46.7%	53.3%	33.3%	41.7%	25.0%	n/a	30.8%
	2007	30.0%	55.6%	35.9%	44.4%	n/a	33.3%	35.1%	42.1%	36.2%	58.3%	60.0%	58.8%	0.0%	54.5%	35.3%	42.9%	42.9%	42.9%
	2009	40.0%	66.7%	48.3%	20.0%	n/a	33.3%	35.8%	28.6%	34.6%	71.4%	50.0%	57.9%	30.0%	50.0%	38.9%	61.5%	25.0%	52.9%
	2011	57.1%	55.6%	56.5%	11.8%	n/a	11.8%	19.1%	61.7%	31.8%	66.7%	54.5%	60.0%	29.4%	50.0%	43.1%	50.0%	42.9%	47.8%
	2013	50.0%	72.2%	59.1%	18.8%	14.3%	17.4%	35.5%	29.7%	34.2%	28.6%	60.0%	47.1%	17.6%	68.8%	51.0%	46.7%	80.0%	55.0%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Academic Mission - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Curricula at DePaul emphasize skills and attitudes that encourage students to become lifelong, independent learners																
	2005	**3.80**	**4.07**	**3.86**	3.67	4.07	3.75	3.50	n/a	3.55	3.86	3.75	3.84	3.89	4.33	3.91
	2007	**3.76**	**4.06**	**3.85**	3.97	4.00	3.98	4.13	n/a	4.13	3.50	3.67	3.54	3.69	3.69	3.69
	2009	**3.87**	**4.22**	**3.96**	3.91	4.25	3.99	4.20	3.71	3.92	3.55	4.50	3.94	4.06	4.40	4.09
	2011	**3.67**	**4.05**	**3.82**	3.58	4.17	3.81	3.68	3.63	3.67	3.64	3.72	3.68	3.78	4.25	3.81
	2013	**3.69**	**4.04**	**3.82**	3.70	3.81	3.74	3.89	4.18	4.00	3.66	3.95	3.78	3.72	4.12	3.84
DePaul provides sufficient diversity in educational offerings and student services																
	2005	**4.08**	**4.13**	**4.09**	4.18	4.31	4.21	4.00	n/a	4.00	4.11	4.13	4.12	4.25	4.33	4.26
	2007	**3.96**	**4.18**	**4.02**	4.31	3.93	4.20	3.89	n/a	3.89	4.07	4.33	4.14	4.13	4.33	4.18
	2009	**4.13**	**4.32**	**4.18**	4.32	4.53	4.37	3.80	3.86	3.83	4.10	4.36	4.21	4.35	4.40	4.35
	2011	**3.87**	**4.12**	**3.97**	4.11	4.32	4.19	3.95	4.00	3.96	3.95	4.00	3.97	3.94	4.50	3.97
	2013	**3.93**	**4.08**	**3.99**	4.15	4.11	4.14	3.89	4.20	4.00	3.93	4.10	4.00	4.04	4.13	4.06
Part-time students are accorded service equal to that received by full-time students																
	2005	**3.63**	**3.76**	**3.66**	3.62	3.67	3.63	3.50	n/a	3.50	4.00	4.43	4.07	3.61	3.67	3.62
	2007	**3.48**	**3.84**	**3.57**	3.63	4.07	3.78	4.00	n/a	4.00	4.00	4.00	4.00	3.40	4.20	3.63
	2009	**3.83**	**4.13**	**3.91**	4.05	4.25	4.11	n/a	4.17	3.80	3.89	4.57	4.18	4.19	4.50	4.23
	2011	**3.59**	**3.92**	**3.71**	3.91	4.26	4.05	3.50	3.67	3.55	3.86	3.84	3.85	3.72	3.67	3.71
	2013	**3.69**	**3.87**	**3.76**	3.93	4.04	3.97	3.67	4.14	3.84	3.71	3.84	3.77	3.94	4.05	3.98
Students are generally satisfied with the advising that they receive																
	2005	**2.95**	**3.30**	**3.02**	2.97	3.60	3.11	2.30	n/a	2.36	3.92	4.00	3.93	3.16	3.00	3.15
	2007	**2.89**	**3.14**	**2.95**	2.93	2.77	2.88	4.20	n/a	4.20	3.86	3.75	3.83	2.90	3.63	3.05
	2009	**3.33**	**3.51**	**3.37**	3.22	3.64	3.31	n/a	n/a	3.00	4.00	3.44	3.81	3.38	3.75	3.41
	2011	**3.37**	**3.42**	**3.39**	3.19	3.55	3.33	3.78	3.67	3.76	3.84	3.42	3.70	3.26	3.25	3.26
	2013	**3.36**	**3.54**	**3.42**	3.38	3.55	3.44	3.36	3.86	3.52	3.76	3.44	3.63	3.33	3.71	3.46
DePaul is committed to providing educational opportunities to students regardless of age, national origin, race, sex, disability, creed, color or sexual orientation.																
	2005	**4.24**	**4.35**	**4.26**	4.38	4.31	4.37	4.40	n/a	4.36	4.39	4.13	4.34	4.30	4.67	4.33
	2007	**4.18**	**4.28**	**4.20**	4.55	4.27	4.46	4.50	n/a	4.50	4.24	4.22	4.24	4.30	4.45	4.33
	2009	**4.36**	**4.52**	**4.40**	4.60	4.70	4.62	4.00	4.43	4.25	4.30	4.69	4.45	4.52	4.60	4.53
	2011	**4.21**	**4.27**	**4.24**	4.47	4.42	4.45	4.20	4.10	4.17	4.15	4.00	4.09	4.18	4.25	4.19
	2013	**4.29**	**4.37**	**4.32**	4.57	4.52	4.55	4.20	4.62	4.36	4.14	4.33	4.22	4.42	4.33	4.40
DePaul is committed to providing education to first-generation college students																
	2005	**4.32**	**4.27**	**4.31**	4.33	4.42	4.34	4.40	n/a	4.36	4.37	4.13	4.33	4.44	4.67	4.46
	2007	**4.32**	**4.23**	**4.29**	4.45	4.07	4.33	4.67	n/a	4.67	4.41	4.33	4.39	4.58	4.40	4.54
	2009	**4.41**	**4.47**	**4.42**	4.61	4.53	4.59	3.80	4.57	4.25	4.28	4.62	4.42	4.57	4.60	4.57
	2011	**4.28**	**4.30**	**4.28**	4.45	4.52	4.48	4.32	4.10	4.24	4.18	4.00	4.11	4.32	4.00	4.30
	2013	**4.35**	**4.34**	**4.35**	4.43	4.47	4.45	4.45	4.36	4.42	4.34	4.24	4.30	4.55	4.30	4.47
DePaul strives to recruit faculty who reflect the diverse mix of the student body																
	2005	**3.90**	**3.99**	**3.92**	3.92	4.22	3.97	4.00	n/a	4.00	3.83	4.00	3.86	4.10	4.33	4.11
	2007	**3.79**	**3.90**	**3.81**	4.00	3.58	3.88	4.11	n/a	4.11	3.59	3.67	3.61	4.09	4.33	4.14
	2009	**3.84**	**4.06**	**3.89**	4.05	4.21	4.08	3.60	3.67	3.64	3.33	4.31	3.74	4.04	3.50	4.00
	2011	**3.48**	**3.86**	**3.62**	3.79	4.03	3.88	3.63	3.75	3.67	3.08	3.54	3.26	3.72	3.50	3.70
	2013	**3.66**	**3.90**	**3.74**	4.04	3.88	3.99	3.85	4.33	4.00	3.54	3.83	3.65	3.65	4.05	3.76
In admissions, DePaul places sufficient weight on academic potential																
	2005	**3.33**	**3.71**	**3.42**	3.34	4.00	3.48	3.13	n/a	3.13	3.43	3.86	3.50	3.36	3.33	3.36
	2007	**3.18**	**3.84**	**3.35**	3.22	3.73	3.38	4.11	n/a	4.11	3.00	4.00	3.22	3.15	3.62	3.27
	2009	**3.44**	**3.59**	**3.48**	3.50	3.75	3.55	n/a	2.80	3.25	2.83	4.00	3.19	3.84	4.20	3.88
	2011	**3.22**	**3.60**	**3.35**	3.13	3.55	3.28	3.59	3.67	3.61	3.24	3.36	3.29	3.46	3.25	3.44
	2013	**3.31**	**3.60**	**3.41**	3.29	3.48	3.35	3.42	4.00	3.65	3.46	3.35	3.41	3.17	3.90	3.41
DePaul provides a challenging environment for most students																
	2005	**3.65**	**3.91**	**3.70**	3.71	4.00	3.77	3.60	n/a	3.64	3.64	3.88	3.68	3.38	3.33	3.38
	2007	**3.41**	**3.85**	**3.53**	3.46	3.86	3.60	3.71	n/a	3.71	3.21	3.56	3.30	3.60	3.70	3.63
	2009	**3.52**	**4.06**	**3.66**	3.51	4.25	3.68	3.60	3.86	3.75	3.40	4.43	3.82	3.67	4.40	3.74
	2011	**3.36**	**3.93**	**3.58**	3.29	4.07	3.59	3.60	4.00	3.71	3.23	3.83	3.49	3.56	3.50	3.55
	2013	**3.44**	**3.90**	**3.61**	3.46	3.97	3.64	3.74	3.92	3.81	3.39	3.95	3.62	3.44	4.04	3.61

FACULTY CLIMATE SURVEY: Academic Mission - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Curricula at DePaul emphasize skills and attitudes that encourage students to become lifelong, independent learners																			
	2005	4.11	3.94	4.05	3.80	n/a	3.80	3.74	3.72	3.74	3.64	n/a	3.80	3.93	4.50	4.29	4.09	n/a	4.00
	2007	4.00	4.40	4.10	3.71	n/a	3.78	3.76	3.86	3.77	3.33	4.40	3.65	3.69	4.48	4.21	3.69	3.71	3.70
	2009	4.00	4.36	4.11	3.88	n/a	3.90	3.72	4.04	3.78	3.62	4.33	4.05	4.00	4.31	4.17	3.86	4.14	3.95
	2011	4.03	4.28	4.15	3.53	4.00	3.63	3.58	3.90	3.69	3.38	4.00	3.81	3.73	4.33	4.18	4.18	4.18	4.18
	2013	3.85	4.39	4.13	3.27	3.17	3.24	3.62	3.82	3.67	3.67	3.67	3.67	3.88	4.47	4.29	3.73	4.13	3.87
DePaul provides sufficient diversity in educational offerings and student services																			
	2005	4.17	3.93	4.08	4.00	n/a	4.00	4.00	4.04	4.01	4.00	n/a	4.07	3.86	4.27	4.13	3.91	n/a	3.69
	2007	4.07	4.20	4.10	3.50	n/a	3.56	3.87	4.05	3.90	3.58	4.40	3.82	3.67	4.39	4.14	3.69	3.71	3.70
	2009	4.00	4.45	4.15	3.57	n/a	3.78	4.06	4.22	4.09	4.12	4.30	4.22	3.90	4.36	4.14	3.79	4.00	3.85
	2011	3.96	4.17	4.06	3.50	n/a	3.60	3.83	4.09	3.93	3.75	4.00	3.92	3.40	4.22	3.98	3.76	3.82	3.79
	2013	3.85	4.17	4.00	3.57	3.50	3.55	3.96	4.02	3.98	4.11	3.80	3.92	3.65	4.25	4.06	3.20	3.87	3.43
Part-time students are accorded service equal to that received by full-time students																			
	2005	4.14	3.50	3.89	3.50	n/a	3.50	3.55	3.61	3.56	3.67	n/a	3.78	3.14	4.06	3.66	3.00	n/a	3.13
	2007	3.58	4.22	3.76	3.40	n/a	3.43	3.42	3.63	3.46	3.44	4.00	3.62	2.55	3.77	3.36	3.11	2.60	2.93
	2009	3.74	4.00	3.83	3.57	n/a	3.78	3.67	3.87	3.70	4.17	4.25	4.21	2.90	4.00	3.45	3.14	3.00	3.10
	2011	3.79	4.06	3.90	3.38	n/a	3.50	3.45	3.74	3.55	4.00	4.00	4.00	2.47	4.13	3.58	3.11	3.17	3.13
	2013	3.91	3.81	3.86	3.36	3.50	3.41	3.64	3.66	3.64	3.71	3.60	3.65	3.12	4.14	3.77	3.00	3.43	3.18
Students are generally satisfied with the advising that they receive																			
	2005	2.52	2.17	2.40	2.22	n/a	2.22	2.74	3.00	2.78	2.90	n/a	2.82	3.60	3.95	3.81	3.11	n/a	3.09
	2007	2.36	2.89	2.49	2.83	n/a	2.78	2.63	2.67	2.63	2.50	3.25	2.75	3.82	3.40	3.55	2.90	3.00	2.93
	2009	2.19	3.40	2.58	3.60	n/a	3.57	3.36	3.42	3.37	3.43	3.00	3.21	4.11	3.90	4.00	3.10	4.00	3.25
	2011	3.48	3.43	3.46	2.70	n/a	3.00	3.25	3.16	3.22	3.29	3.33	3.32	3.80	3.79	3.80	3.60	3.43	3.55
	2013	3.37	3.45	3.41	2.25	3.25	2.50	3.32	3.17	3.29	3.78	3.40	3.58	3.93	3.86	3.88	3.00	3.86	3.27
DePaul is committed to providing educational opportunities to students regardless of age, national origin, race, sex, disability, creed, color or sexual orientation.																			
	2005	4.19	4.27	4.22	3.55	n/a	3.58	4.24	4.35	4.25	4.00	n/a	4.13	4.00	4.42	4.26	4.00	n/a	4.08
	2007	4.00	4.50	4.12	3.75	n/a	3.64	4.19	4.05	4.16	4.08	4.80	4.29	3.54	4.46	4.14	4.13	3.71	4.00
	2009	4.17	4.73	4.35	3.86	n/a	3.88	4.24	4.22	4.24	4.50	4.55	4.53	4.30	4.50	4.41	4.21	4.40	4.26
	2011	4.26	4.25	4.25	4.15	4.40	4.20	4.12	4.26	4.17	4.44	4.39	4.41	3.93	4.34	4.23	4.53	4.20	4.41
	2013	4.26	4.24	4.25	4.21	4.14	4.19	4.19	4.33	4.22	4.56	4.31	4.40	3.88	4.45	4.27	4.27	4.25	4.26
DePaul is committed to providing education to first-generation college students																			
	2005	3.96	4.00	3.98	4.00	n/a	4.00	4.42	4.35	4.41	3.91	n/a	3.85	4.07	4.41	4.28	4.00	n/a	4.08
	2007	3.97	4.00	3.98	4.00	n/a	4.00	4.32	4.00	4.27	4.00	4.80	4.24	4.00	4.43	4.29	4.53	4.00	4.38
	2009	4.18	4.73	4.36	4.00	n/a	4.00	4.32	4.26	4.31	4.50	4.33	4.41	4.10	4.50	4.32	4.46	4.20	4.39
	2011	4.27	4.30	4.29	4.33	4.60	4.40	4.17	4.36	4.24	4.44	4.00	4.14	4.00	4.35	4.25	4.71	4.20	4.52
	2013	4.48	4.33	4.41	4.14	4.25	4.18	4.23	4.31	4.25	4.78	4.14	4.39	3.76	4.46	4.23	4.53	4.25	4.43
DePaul strives to recruit faculty who reflect the diverse mix of the student body																			
	2005	3.78	3.69	3.75	3.18	n/a	3.18	3.97	3.86	3.96	3.82	n/a	3.93	3.71	4.09	3.95	3.70	n/a	3.75
	2007	3.74	4.30	3.88	3.63	n/a	3.67	3.75	3.71	3.74	3.92	4.80	4.18	3.17	3.91	3.65	3.71	3.43	3.62
	2009	3.39	4.64	3.79	3.67	n/a	3.88	3.81	3.65	3.78	3.62	4.11	3.88	4.10	4.18	4.14	3.69	3.60	3.67
	2011	3.62	3.85	3.71	3.39	n/a	3.45	3.30	3.85	3.48	3.89	3.88	3.88	3.27	3.97	3.76	3.76	4.00	3.85
	2013	3.73	4.08	3.90	3.37	3.83	3.50	3.54	3.81	3.60	4.33	3.47	3.79	3.35	3.87	3.69	3.60	4.00	3.74
In admissions, DePaul places sufficient weight on academic potential																			
	2005	3.63	3.69	3.65	3.00	n/a	2.90	3.03	3.10	3.04	3.13	n/a	3.20	4.00	3.92	3.94	3.00	n/a	3.18
	2007	3.42	4.00	3.56	4.17	n/a	4.13	3.07	3.71	3.18	2.67	4.40	3.18	3.00	3.84	3.55	3.00	3.86	3.29
	2009	3.52	3.90	3.65	3.80	n/a	4.00	3.09	3.10	3.09	4.00	3.60	3.76	3.56	4.00	3.76	3.91	3.00	3.67
	2011	3.77	3.94	3.84	2.92	n/a	3.07	2.92	3.56	3.13	3.50	3.73	3.65	3.43	3.50	3.48	3.57	4.17	3.75
	2013	3.50	3.95	3.70	3.55	3.20	3.44	3.15	3.36	3.20	4.00	3.40	3.67	3.00	3.67	3.43	3.75	3.80	3.76
DePaul provides a challenging environment for most students																			
	2005	3.77	4.07	3.88	3.90	n/a	3.18	3.33	3.79	3.39	3.33	n/a	3.36	3.86	4.18	4.06	3.63	n/a	3.73
	2007	3.48	4.44	3.72	3.50	n/a	3.50	3.30	3.50	3.33	3.25	4.80	3.71	3.82	4.08	4.00	3.27	3.14	3.22
	2009	3.88	4.10	3.94	3.86	n/a	4.00	3.29	3.75	3.37	3.62	3.82	3.74	3.20	4.08	3.68	3.77	3.80	3.78
	2011	3.72	3.96	3.83	3.54	n/a	3.71	3.17	3.82	3.40	2.88	3.94	3.62	3.36	4.08	3.89	3.88	3.89	3.88
	2013	3.67	4.25	3.94	3.62	3.67	3.64	3.33	3.56	3.38	3.11	3.59	3.42	3.37	4.15	3.90	3.53	3.78	3.62

FACULTY CLIMATE SURVEY: Academic Mission - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Ethical reflection is a substantial part of all academic programs																
	2005	**3.86**	**3.98**	**3.89**	3.72	4.23	3.84	3.40	n/a	3.45	4.09	4.00	4.07	3.56	3.00	3.51
	2007	**3.68**	**3.86**	**3.72**	3.56	3.77	3.62	4.00	n/a	4.00	3.63	3.89	3.69	3.85	4.00	3.88
	2009	**3.66**	**3.95**	**3.73**	3.87	4.06	3.91	n/a	3.86	3.73	3.25	4.17	3.64	3.95	4.50	4.00
	2011	**3.41**	**3.79**	**3.56**	3.65	3.83	3.72	3.42	3.89	3.57	3.47	3.37	3.43	3.37	3.33	3.37
	2013	**3.52**	**3.87**	**3.65**	3.53	3.72	3.60	3.56	4.25	3.77	3.50	3.90	3.67	3.67	3.91	3.74
DePaul encourages scholarship based on ethical values and serving societal needs																
	2005	**3.16**	**3.37**	**3.20**	2.79	3.43	2.89	3.70	n/a	3.73	3.45	4.00	3.54	3.83	4.00	3.84
	2007	**3.86**	**3.98**	**3.89**	3.96	3.79	3.90	4.13	n/a	4.13	3.90	3.89	3.90	4.00	4.00	4.00
	2009	**3.85**	**4.09**	**3.91**	3.97	4.13	4.00	n/a	3.71	3.82	3.58	4.15	3.81	3.96	4.20	3.98
	2011	**3.58**	**3.85**	**3.68**	3.70	3.86	3.76	3.74	3.88	3.78	3.51	3.54	3.52	3.75	3.33	3.73
	2013	**3.64**	**3.97**	**3.76**	3.57	3.83	3.66	3.81	4.40	4.04	3.69	3.94	3.79	3.84	3.86	3.85
DePaul's mission and values positively impact students educational experiences																
	2005	**3.42**	**3.92**	**3.53**	3.59	4.00	3.68	3.90	n/a	3.91	3.32	4.00	3.44	4.02	4.00	4.02
	2007	**3.08**	**3.48**	**3.19**	2.67	3.20	2.81	3.50	n/a	3.50	3.38	3.86	3.48	3.00	3.25	3.06
	2009	**4.02**	**4.10**	**4.04**	4.05	4.28	4.10	n/a	3.71	3.73	3.89	4.38	4.10	4.09	4.40	4.12
	2011	**3.82**	**4.02**	**3.90**	3.95	4.23	4.06	3.67	4.11	3.81	3.83	3.57	3.72	3.85	3.67	3.84
	2013	**3.92**	**4.09**	**3.98**	3.92	4.12	3.99	3.94	4.00	3.96	3.96	3.78	3.89	4.08	4.13	4.09

FACULTY CLIMATE SURVEY: Academic Mission - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Ethical reflection is a substantial part of all academic programs																			
	2005	3.86	4.14	3.95	2.90	n/a	3.64	3.19	3.42	3.23	3.55	n/a	3.57	4.00	4.23	4.14	3.56	n/a	3.58
	2007	3.87	4.40	4.00	3.43	n/a	3.44	3.63	3.30	3.57	3.00	4.80	3.53	3.64	4.08	3.94	3.54	3.29	3.45
	2009	3.64	4.40	3.88	3.67	n/a	3.86	3.40	3.72	3.45	3.57	3.50	3.53	3.60	4.08	3.86	3.90	3.00	3.64
	2011	3.64	4.17	3.90	3.14	n/a	3.35	3.29	3.74	3.45	3.38	4.00	3.75	3.64	3.93	3.85	3.44	3.75	3.54
	2013	3.73	4.08	3.90	3.29	4.00	3.47	3.45	3.66	3.50	3.44	3.62	3.55	3.65	4.12	3.96	3.13	3.57	3.27
DePaul encourages scholarship based on ethical values and serving societal needs																			
	2005	3.16	3.40	3.23	3.18	n/a	3.00	3.57	3.65	3.58	3.60	n/a	3.46	3.54	3.78	3.68	3.22	n/a	3.09
	2007	3.76	4.50	3.95	3.71	n/a	3.78	3.76	3.50	3.72	3.58	4.80	3.94	4.00	4.17	4.11	4.00	3.57	3.86
	2009	3.87	4.60	4.09	3.71	n/a	3.88	3.72	3.80	3.73	4.00	3.82	3.89	3.50	4.27	3.90	4.17	4.20	4.18
	2011	3.71	4.09	3.88	3.29	4.40	3.58	3.48	3.89	3.61	3.67	3.75	3.71	3.40	3.91	3.76	3.53	4.00	3.68
	2013	3.81	4.04	3.92	3.43	4.17	3.65	3.56	3.87	3.63	3.67	3.50	3.57	3.53	4.30	4.04	3.60	3.83	3.67
DePaul's mission and values positively impact students educational experiences																			
	2005	3.61	3.93	3.72	3.64	n/a	3.90	3.84	3.75	3.83	3.09	n/a	3.33	3.79	4.17	4.03	3.00	n/a	3.00
	2007	3.52	3.63	3.55	3.33	n/a	3.29	2.91	3.00	2.93	3.27	4.20	3.56	2.82	3.94	3.50	3.08	3.43	3.21
	2009	3.79	4.60	4.03	n/a	3.71	3.73	3.99	4.00	3.99	4.29	3.70	3.94	3.60	4.09	3.86	4.21	3.67	4.05
	2011	4.04	4.21	4.12	3.43	n/a	3.67	3.76	3.96	3.83	3.78	4.13	4.00	3.80	4.05	3.98	3.94	4.11	4.00
	2013	4.04	4.20	4.12	3.71	3.86	3.76	3.84	4.12	3.91	4.12	3.80	3.91	3.76	4.26	4.10	3.80	4.14	3.91

FACULTY CLIMATE SURVEY: Academic Mission - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Curricula at DePaul emphasize skills and attitudes that encourage students to become lifelong, independent learners																
	2005	**72.5%**	**78.1%**	**73.8%**	64.7%	71.4%	66.2%	60.0%	n/a	63.6%	75.7%	75.0%	75.6%	77.3%	100.0%	78.7%
	2007	**75.7%**	**82.7%**	**77.5%**	80.0%	80.0%	80.0%	100.0%	n/a	100.0%	66.7%	66.7%	66.7%	71.8%	69.2%	71.2%
	2009	**77.8%**	**89.7%**	**81.0%**	72.7%	85.0%	75.6%	100.0%	71.4%	83.3%	65.0%	92.9%	76.5%	86.0%	100.0%	87.3%
	2011	**69.0%**	**81.7%**	**73.9%**	59.7%	85.7%	69.7%	68.4%	75.0%	70.4%	64.1%	65.5%	64.7%	73.8%	75.0%	73.9%
	2013	**70.5%**	**80.1%**	**74.1%**	66.7%	77.4%	70.6%	83.3%	81.8%	82.8%	62.1%	75.0%	67.3%	70.7%	79.2%	73.2%
DePaul provides sufficient diversity in educational offerings and student services																
	2005	**85.8%**	**85.1%**	**85.7%**	91.8%	84.6%	90.3%	80.0%	n/a	81.8%	85.7%	100.0%	88.4%	88.6%	100.0%	89.4%
	2007	**82.7%**	**86.7%**	**83.3%**	90.6%	78.6%	87.0%	77.8%	n/a	77.8%	92.9%	88.9%	91.9%	86.8%	91.7%	88.0%
	2009	**86.5%**	**91.0%**	**87.7%**	89.2%	94.7%	90.5%	80.0%	71.4%	75.0%	90.0%	92.9%	91.2%	95.9%	100.0%	96.3%
	2011	**78.0%**	**82.7%**	**79.8%**	84.1%	84.2%	84.2%	75.0%	85.7%	77.8%	81.1%	80.8%	81.0%	77.4%	100.0%	78.8%
	2013	**78.8%**	**83.7%**	**80.6%**	82.7%	89.3%	85.0%	73.7%	90.0%	79.3%	75.9%	85.0%	79.6%	85.2%	79.2%	83.3%
Part-time students are accorded service equal to that received by full-time students																
	2005	**60.9%**	**65.9%**	**62.0%**	68.9%	58.3%	66.7%	50.0%	n/a	50.0%	78.4%	100.0%	81.8%	58.1%	66.7%	58.8%
	2007	**57.1%**	**69.5%**	**59.6%**	63.3%	86.7%	71.1%	83.3%	n/a	83.3%	82.1%	77.8%	81.1%	56.0%	90.0%	65.7%
	2009	**68.4%**	**83.2%**	**72.5%**	80.0%	90.0%	82.7%	n/a	83.3%	60.0%	78.9%	100.0%	87.9%	83.3%	100.0%	85.0%
	2011	**61.1%**	**68.3%**	**63.8%**	74.1%	85.3%	78.4%	43.8%	50.0%	45.5%	83.3%	56.0%	72.1%	66.7%	66.7%	66.7%
	2013	**64.1%**	**69.5%**	**66.2%**	69.8%	80.0%	73.5%	58.3%	71.4%	63.2%	66.7%	68.4%	67.4%	79.4%	68.4%	75.5%
Students are generally satisfied with the advising that they receive																
	2005	**36.8%**	**50.0%**	**39.4%**	36.1%	60.0%	41.3%	10.0%	n/a	9.1%	83.3%	100.0%	85.4%	38.6%	66.7%	40.4%
	2007	**34.3%**	**38.5%**	**35.0%**	35.7%	23.1%	31.7%	80.0%	n/a	80.0%	67.9%	50.0%	63.9%	32.3%	62.5%	38.5%
	2009	**50.6%**	**59.8%**	**52.7%**	40.0%	64.3%	45.3%	n/a	n/a	28.6%	83.3%	44.4%	70.4%	50.0%	50.0%	50.0%
	2011	**52.7%**	**49.5%**	**51.5%**	45.8%	54.5%	49.4%	61.1%	n/a	61.9%	67.6%	42.1%	58.9%	50.0%	50.0%	50.0%
	2013	**51.7%**	**55.8%**	**53.1%**	48.6%	54.5%	50.8%	50.0%	71.4%	57.1%	68.0%	43.8%	58.5%	52.4%	47.6%	50.8%
DePaul is committed to providing educational opportunities to students regardless of age, etc.																
	2005	**90.2%**	**92.9%**	**90.8%**	96.2%	84.6%	93.8%	90.0%	n/a	90.9%	94.4%	100.0%	95.5%	95.7%	100.0%	95.9%
	2007	**86.1%**	**90.7%**	**87.1%**	96.8%	93.3%	95.7%	100.0%	n/a	100.0%	86.2%	77.8%	84.2%	92.5%	100.0%	94.1%
	2009	**90.4%**	**97.3%**	**92.2%**	97.0%	100.0%	97.7%	80.0%	85.7%	83.3%	95.0%	100.0%	97.0%	92.0%	100.0%	92.7%
	2011	**89.8%**	**88.4%**	**89.2%**	95.5%	90.7%	93.6%	90.0%	90.0%	90.0%	84.6%	74.1%	80.3%	92.3%	100.0%	92.8%
	2013	**89.9%**	**91.2%**	**90.4%**	94.3%	90.3%	92.9%	90.0%	100.0%	93.9%	85.7%	90.5%	87.8%	94.7%	83.3%	91.4%
DePaul is committed to providing education to first-generation college students																
	2005	**91.9%**	**89.2%**	**91.4%**	93.9%	83.3%	91.8%	90.0%	n/a	90.9%	94.3%	100.0%	95.3%	93.3%	100.0%	93.8%
	2007	**90.1%**	**82.2%**	**87.7%**	90.3%	85.7%	88.9%	100.0%	n/a	100.0%	93.1%	88.9%	92.1%	100.0%	90.0%	97.9%
	2009	**92.4%**	**96.3%**	**93.4%**	97.0%	94.7%	96.5%	80.0%	85.7%	83.3%	94.4%	100.0%	96.8%	96.1%	100.0%	96.4%
	2011	**89.1%**	**87.7%**	**88.6%**	90.9%	97.6%	93.5%	89.5%	80.0%	86.2%	81.6%	70.4%	76.9%	90.8%	75.0%	89.9%
	2013	**91.3%**	**88.4%**	**90.2%**	90.6%	90.0%	90.4%	100.0%	81.8%	93.5%	89.7%	85.7%	88.0%	98.2%	82.6%	93.6%
DePaul strives to recruit faculty who reflect the diverse mix of the student body																
	2005	**77.6%**	**77.0%**	**77.5%**	73.5%	77.8%	74.1%	80.0%	n/a	81.8%	77.8%	100.0%	81.4%	85.4%	100.0%	86.4%
	2007	**73.2%**	**71.7%**	**72.7%**	80.0%	50.0%	71.4%	88.9%	n/a	88.9%	62.1%	66.7%	63.2%	85.7%	100.0%	88.6%
	2009	**72.8%**	**75.7%**	**73.5%**	75.0%	78.9%	75.9%	60.0%	50.0%	54.5%	38.9%	84.6%	58.1%	78.7%	50.0%	76.5%
	2011	**59.7%**	**71.0%**	**63.7%**	67.7%	75.0%	70.4%	63.2%	62.5%	63.0%	42.1%	54.2%	46.8%	71.7%	50.0%	70.3%
	2013	**66.1%**	**71.8%**	**68.1%**	78.0%	73.1%	76.3%	65.0%	88.9%	72.4%	60.7%	72.2%	65.2%	66.7%	66.7%	66.7%
In admissions, DePaul places sufficient weight on academic potential																
	2005	**48.6%**	**64.5%**	**52.1%**	40.9%	75.0%	48.2%	37.5%	n/a	37.5%	56.8%	85.7%	61.4%	46.2%	66.7%	47.6%
	2007	**50.3%**	**78.0%**	**57.5%**	59.4%	73.3%	63.8%	88.9%	n/a	88.9%	44.8%	87.5%	54.1%	41.0%	76.9%	50.0%
	2009	**57.0%**	**58.8%**	**57.4%**	54.0%	58.3%	54.8%	n/a	0.0%	25.0%	38.9%	75.0%	50.0%	71.1%	80.0%	72.1%
	2011	**48.7%**	**56.8%**	**51.5%**	43.4%	48.3%	45.1%	58.8%	66.7%	60.9%	48.5%	36.4%	43.6%	56.0%	50.0%	55.6%
	2013	**46.9%**	**56.8%**	**50.4%**	46.3%	52.4%	48.4%	41.7%	75.0%	55.0%	54.2%	47.1%	51.2%	39.0%	60.0%	45.9%
DePaul provides a challenging environment for most students																
	2005	**64.5%**	**77.8%**	**67.3%**	62.2%	72.7%	64.3%	70.0%	n/a	72.7%	60.6%	87.5%	65.9%	53.3%	66.7%	54.2%
	2007	**54.5%**	**74.8%**	**59.8%**	46.2%	85.7%	60.0%	71.4%	n/a	71.4%	50.0%	66.7%	54.1%	66.7%	70.0%	67.5%
	2009	**59.7%**	**85.0%**	**66.3%**	55.4%	95.0%	64.7%	60.0%	57.1%	58.3%	60.0%	100.0%	76.5%	63.3%	100.0%	66.7%
	2011	**54.6%**	**77.4%**	**63.4%**	47.7%	85.4%	62.3%	65.0%	75.0%	67.9%	48.7%	66.7%	56.5%	60.3%	50.0%	59.7%
	2013	**56.7%**	**77.9%**	**64.6%**	57.4%	83.3%	66.7%	68.4%	75.0%	71.0%	46.4%	78.9%	59.6%	56.1%	78.3%	62.5%

FACULTY CLIMATE SURVEY: Academic Mission - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Curricula at DePaul emphasize skills and attitudes that encourage students to become lifelong, independent learners																			
	2005	85.2%	75.0%	81.4%	80.0%	n/a	80.0%	69.2%	64.0%	68.5%	63.6%	n/a	66.7%	86.7%	96.2%	92.7%	81.8%	n/a	78.6%
	2007	83.9%	100.0%	87.8%	71.4%	n/a	77.8%	77.7%	76.2%	77.4%	58.3%	80.0%	64.7%	61.5%	100.0%	86.8%	76.9%	71.4%	75.0%
	2009	87.5%	90.9%	88.6%	87.5%	n/a	80.0%	73.1%	87.0%	75.6%	75.0%	50.0%	85.0%	80.0%	100.0%	91.3%	85.7%	100.0%	90.5%
	2011	86.7%	84.0%	85.5%	68.4%	80.0%	70.8%	66.7%	78.2%	70.8%	62.5%	77.8%	73.1%	66.7%	92.9%	86.0%	94.1%	100.0%	96.4%
	2013	77.8%	92.9%	85.5%	46.7%	50.0%	47.6%	72.5%	71.1%	72.2%	55.6%	60.0%	58.3%	82.4%	94.7%	90.9%	73.3%	100.0%	82.6%
DePaul provides sufficient diversity in educational offerings and student services																			
	2005	82.6%	86.7%	84.2%	81.8%	n/a	81.8%	83.6%	79.2%	82.9%	90.9%	n/a	92.9%	85.7%	88.5%	87.5%	81.8%	n/a	69.2%
	2007	86.2%	80.0%	84.6%	66.7%	n/a	66.7%	80.2%	84.2%	80.8%	66.7%	80.0%	70.6%	66.7%	95.7%	85.7%	76.9%	85.7%	80.0%
	2009	87.0%	90.9%	88.2%	57.1%	n/a	66.7%	86.1%	87.0%	86.3%	75.0%	90.0%	83.3%	70.0%	100.0%	85.7%	71.4%	83.3%	75.0%
	2011	92.9%	79.2%	86.5%	56.3%	n/a	60.0%	78.4%	85.3%	80.8%	62.5%	76.5%	72.0%	46.7%	83.8%	73.1%	82.4%	72.7%	78.6%
	2013	77.8%	83.3%	80.4%	64.3%	83.3%	70.0%	83.5%	79.5%	82.5%	88.9%	80.0%	83.3%	58.8%	86.1%	77.4%	46.7%	87.5%	60.9%
Part-time students are accorded service equal to that received by full-time students																			
	2005	85.7%	57.1%	74.3%	60.0%	n/a	60.0%	53.4%	61.1%	54.5%	66.7%	n/a	66.7%	42.9%	77.8%	62.5%	16.7%	n/a	25.0%
	2007	62.5%	77.8%	66.7%	60.0%	n/a	57.1%	54.9%	62.5%	56.3%	44.4%	50.0%	46.2%	27.3%	68.5%	54.5%	33.3%	20.0%	28.6%
	2009	63.2%	72.7%	66.7%	71.4%	n/a	77.8%	58.7%	66.7%	60.0%	83.3%	87.5%	85.7%	40.0%	90.0%	65.0%	28.6%	33.3%	30.0%
	2011	70.8%	70.6%	70.7%	46.2%	n/a	56.3%	52.2%	60.4%	55.2%	60.0%	66.7%	64.7%	33.3%	80.0%	64.4%	33.3%	33.3%	33.3%
	2013	77.3%	71.4%	74.4%	54.5%	66.7%	58.8%	62.9%	65.6%	63.6%	57.1%	40.0%	47.1%	43.8%	82.1%	68.2%	20.0%	42.9%	29.4%
Students are generally satisfied with the advising that they receive																			
	2005	26.1%	25.0%	20.0%	11.1%	n/a	11.1%	28.2%	33.3%	29.0%	30.0%	n/a	27.3%	60.0%	76.2%	69.4%	33.3%	n/a	36.4%
	2007	17.9%	44.4%	24.3%	50.0%	n/a	33.3%	22.1%	22.2%	22.1%	12.5%	25.0%	16.7%	81.8%	50.0%	61.3%	30.0%	20.0%	26.7%
	2009	28.6%	60.0%	29.0%	60.0%	n/a	57.1%	53.8%	63.2%	55.5%	57.1%	71.4%	50.0%	100.0%	80.0%	89.5%	30.0%	100.0%	41.7%
	2011	64.0%	47.6%	56.5%	20.0%	n/a	38.5%	47.7%	41.4%	45.5%	57.1%	33.3%	40.9%	66.7%	69.0%	68.2%	60.0%	42.9%	54.5%
	2013	66.7%	55.0%	61.4%	8.3%	50.0%	18.8%	49.1%	43.3%	47.9%	66.7%	50.0%	57.9%	71.4%	75.0%	73.8%	33.3%	85.7%	50.0%
DePaul is committed to providing educational opportunities to students regardless of age, etc.																			
	2005	84.6%	100.0%	90.2%	72.7%	n/a	75.0%	88.1%	87.0%	88.0%	90.9%	n/a	93.3%	86.7%	91.7%	89.7%	81.8%	n/a	84.6%
	2007	80.6%	100.0%	85.4%	75.0%	n/a	72.7%	85.3%	85.7%	85.4%	83.3%	100.0%	88.2%	61.5%	98.5%	83.8%	86.7%	71.4%	81.8%
	2009	87.0%	100.0%	91.2%	71.4%	n/a	75.0%	86.9%	91.3%	87.7%	100.0%	100.0%	100.0%	90.0%	100.0%	95.5%	85.7%	100.0%	89.5%
	2011	92.6%	83.3%	88.2%	90.0%	100.0%	92.0%	85.7%	85.5%	85.6%	88.9%	94.4%	92.6%	86.7%	95.1%	92.9%	100.0%	100.0%	100.0%
	2013	88.9%	84.0%	86.5%	92.9%	100.0%	95.2%	88.1%	90.7%	88.8%	88.9%	100.0%	96.0%	76.5%	94.7%	89.1%	93.3%	87.5%	91.3%
DePaul is committed to providing education to first-generation college students																			
	2005	84.6%	80.0%	82.9%	90.0%	n/a	90.0%	93.7%	91.3%	93.4%	72.7%	n/a	69.2%	92.9%	95.5%	94.4%	81.8%	n/a	84.6%
	2007	80.6%	66.7%	77.5%	87.5%	n/a	88.9%	91.3%	71.4%	87.9%	83.3%	100.0%	88.2%	66.7%	91.3%	82.9%	93.3%	66.7%	85.7%
	2009	86.4%	100.0%	90.9%	100.0%	n/a	100.0%	87.7%	95.7%	89.1%	100.0%	88.9%	94.1%	80.0%	100.0%	90.9%	100.0%	100.0%	100.0%
	2011	96.2%	95.7%	95.9%	93.3%	100.0%	95.0%	87.2%	86.3%	86.9%	88.9%	68.4%	75.0%	80.0%	95.0%	90.9%	100.0%	100.0%	100.0%
	2013	100.0%	87.5%	94.1%	78.6%	100.0%	86.4%	87.4%	85.7%	87.0%	100.0%	85.7%	91.3%	76.5%	97.1%	90.4%	100.0%	87.5%	95.7%
DePaul strives to recruit faculty who reflect the diverse mix of the student body																			
	2005	70.4%	53.8%	65.0%	54.5%	n/a	54.5%	82.3%	68.2%	80.5%	72.7%	n/a	80.0%	71.4%	78.3%	75.7%	60.0%	n/a	66.7%
	2007	67.7%	90.0%	73.2%	62.5%	n/a	66.7%	72.1%	66.7%	71.2%	75.0%	100.0%	82.4%	50.0%	68.2%	61.8%	78.6%	57.1%	71.4%
	2009	60.9%	100.0%	73.5%	66.7%	n/a	75.0%	76.9%	60.0%	74.2%	62.5%	77.8%	70.6%	80.0%	90.9%	85.7%	76.9%	60.0%	72.2%
	2011	65.5%	75.0%	69.4%	55.6%	n/a	60.0%	54.0%	71.2%	59.6%	77.8%	64.7%	69.2%	40.0%	77.1%	66.0%	70.6%	88.9%	76.9%
	2013	69.2%	83.3%	76.0%	62.5%	83.3%	68.2%	61.6%	61.1%	61.5%	88.9%	53.3%	66.7%	47.1%	75.0%	65.3%	80.0%	87.5%	82.6%
In admissions, DePaul places sufficient weight on academic potential																			
	2005	63.0%	69.2%	65.0%	60.0%	n/a	40.0%	38.5%	28.6%	37.0%	50.0%	n/a	50.0%	80.0%	70.8%	73.5%	55.6%	n/a	63.6%
	2007	58.1%	90.0%	65.9%	100.0%	n/a	100.0%	45.5%	71.4%	50.0%	33.3%	80.0%	47.1%	46.2%	76.0%	65.8%	42.9%	71.4%	52.4%
	2009	61.9%	60.0%	61.3%	80.0%	n/a	83.3%	42.5%	45.0%	43.0%	85.7%	80.0%	82.4%	66.7%	87.5%	76.5%	90.9%	25.0%	73.3%
	2011	76.9%	66.7%	72.7%	50.0%	n/a	57.1%	35.2%	56.4%	42.3%	62.5%	66.7%	65.2%	57.1%	57.1%	57.1%	64.3%	100.0%	75.0%
	2013	62.5%	73.7%	67.4%	63.6%	60.0%	62.5%	41.3%	45.5%	42.3%	62.5%	40.0%	50.0%	38.5%	62.5%	54.1%	66.7%	80.0%	70.6%
DePaul provides a challenging environment for most students																			
	2005	73.1%	86.7%	78.0%	80.0%	n/a	54.5%	55.3%	62.5%	56.4%	44.4%	n/a	45.5%	78.6%	81.8%	80.6%	75.0%	n/a	81.8%
	2007	51.9%	100.0%	63.9%	83.3%	n/a	75.0%	48.9%	65.0%	51.8%	41.7%	100.0%	58.8%	72.7%	83.3%	80.0%	54.5%	14.3%	38.9%
	2009	83.3%	80.0%	82.4%	85.7%	n/a	88.9%	49.5%	70.8%	53.4%	75.0%	81.8%	78.9%	40.0%	91.7%	68.2%	69.2%	80.0%	72.2%
	2011	79.3%	73.9%	76.9%	69.2%	n/a	76.5%	47.0%	73.7%	56.7%	37.5%	77.8%	65.4%	50.0%	84.6%	75.5%	81.3%	88.9%	84.0%
	2013	70.4%	91.7%	80.4%	62.5%	83.3%	68.2%	55.6%	60.5%	56.8%	22.2%	64.7%	50.0%	56.3%	91.2%	80.0%	60.0%	77.8%	66.7%

FACULTY CLIMATE SURVEY: Academic Mission - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Ethical reflection is a substantial part of all academic programs																
	2005	**72.5%**	**77.9%**	**73.6%**	58.1%	76.9%	62.5%	50.0%	n/a	54.5%	91.4%	85.7%	90.5%	52.8%	33.3%	51.3%
	2007	**67.6%**	**73.7%**	**68.7%**	59.4%	76.9%	64.4%	77.8%	n/a	77.8%	66.7%	66.7%	66.7%	73.5%	85.7%	75.6%
	2009	**61.7%**	**74.2%**	**64.8%**	69.8%	76.5%	71.3%	n/a	71.4%	63.6%	43.8%	83.3%	60.7%	75.0%	100.0%	77.1%
	2011	**54.1%**	**67.8%**	**59.4%**	65.1%	70.7%	67.3%	42.1%	88.9%	57.1%	47.1%	37.0%	42.6%	52.6%	33.3%	51.7%
	2013	**53.6%**	**71.0%**	**59.9%**	49.0%	65.5%	55.0%	50.0%	87.5%	61.5%	53.8%	70.0%	60.9%	57.7%	68.2%	60.8%
DePaul encourages scholarship based on ethical values and serving societal needs																
	2005	**43.9%**	**46.6%**	**44.4%**	34.2%	42.9%	35.6%	70.0%	n/a	72.7%	48.5%	100.0%	56.4%	70.0%	100.0%	72.1%
	2007	**75.3%**	**79.2%**	**76.0%**	70.4%	71.4%	70.7%	87.5%	n/a	87.5%	76.7%	66.7%	74.4%	90.3%	88.9%	90.0%
	2009	**72.4%**	**82.5%**	**74.8%**	77.0%	75.0%	76.6%	n/a	71.4%	72.7%	52.6%	76.9%	62.5%	75.5%	100.0%	77.8%
	2011	**60.4%**	**68.8%**	**63.5%**	60.0%	73.0%	64.9%	63.2%	75.0%	66.7%	45.7%	42.3%	44.3%	64.9%	33.3%	63.3%
	2013	**62.8%**	**74.5%**	**67.0%**	57.1%	70.8%	61.6%	68.8%	90.0%	76.9%	61.5%	62.5%	61.9%	72.0%	61.9%	69.0%
DePaul's mission and values positively impact students educational experiences																
	2005	**57.5%**	**77.2%**	**61.8%**	61.2%	85.7%	66.7%	70.0%	n/a	72.7%	51.4%	87.5%	57.8%	76.2%	100.0%	77.8%
	2007	**42.4%**	**52.9%**	**45.0%**	25.9%	40.0%	29.7%	50.0%	n/a	50.0%	53.8%	57.1%	54.5%	41.7%	50.0%	43.8%
	2009	**79.2%**	**81.0%**	**79.7%**	74.2%	83.3%	76.3%	n/a	71.4%	63.6%	72.2%	100.0%	83.9%	86.7%	100.0%	88.0%
	2011	**71.9%**	**75.9%**	**73.5%**	68.8%	85.0%	75.0%	61.1%	88.9%	70.4%	66.7%	46.4%	57.8%	74.6%	66.7%	74.2%
	2013	**76.0%**	**80.7%**	**77.7%**	75.5%	84.0%	78.4%	81.3%	66.7%	75.0%	73.1%	66.7%	70.5%	86.5%	73.9%	82.7%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Academic Mission - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Ethical reflection is a substantial part of all academic programs																			
	2005	78.6%	92.9%	83.3%	40.0%	n/a	72.7%	43.5%	50.0%	44.5%	54.5%	n/a	57.1%	78.6%	86.4%	83.3%	44.4%	n/a	50.0%
	2007	80.0%	90.0%	82.5%	57.1%	n/a	55.6%	67.0%	50.0%	64.0%	33.3%	100.0%	52.9%	63.6%	87.5%	80.0%	61.5%	42.9%	55.0%
	2009	59.1%	90.0%	68.8%	66.7%	n/a	71.4%	50.0%	61.1%	51.8%	57.1%	60.0%	58.8%	70.0%	91.7%	81.8%	80.0%	25.0%	64.3%
	2011	68.0%	87.5%	77.6%	42.9%	n/a	52.9%	51.2%	63.2%	55.4%	50.0%	83.3%	70.0%	57.1%	70.7%	67.3%	56.3%	75.0%	62.5%
	2013	69.2%	84.6%	76.9%	42.9%	100.0%	57.9%	53.7%	55.3%	54.0%	55.6%	61.5%	59.1%	58.8%	84.4%	75.5%	33.3%	57.1%	40.9%
DePaul encourages scholarship based on ethical values and serving societal needs																			
	2005	40.0%	50.0%	42.9%	54.5%	n/a	60.0%	62.0%	70.0%	63.1%	70.0%	n/a	61.5%	61.5%	61.1%	61.3%	55.6%	n/a	45.5%
	2007	72.4%	100.0%	79.5%	85.7%	n/a	88.9%	70.8%	61.1%	69.3%	66.7%	100.0%	76.5%	66.7%	87.5%	80.6%	78.6%	57.1%	71.4%
	2009	69.6%	100.0%	78.8%	71.4%	n/a	75.0%	68.6%	73.3%	69.2%	85.7%	72.7%	77.8%	60.0%	90.9%	76.2%	100.0%	100.0%	100.0%
	2011	71.4%	82.6%	76.5%	50.0%	100.0%	63.2%	61.5%	67.2%	63.4%	66.7%	66.7%	66.7%	46.7%	71.4%	64.0%	64.7%	87.5%	72.0%
	2013	73.1%	82.6%	77.6%	57.1%	100.0%	70.0%	59.8%	66.7%	61.5%	66.7%	50.0%	56.5%	58.8%	93.9%	82.0%	60.0%	83.3%	66.7%
DePaul's mission and values positively impact students educational experiences																			
	2005	67.9%	86.7%	74.4%	72.7%	n/a	80.0%	71.7%	66.7%	71.0%	45.5%	n/a	53.3%	71.4%	87.5%	81.6%	40.0%	n/a	38.5%
	2007	56.0%	75.0%	60.6%	66.7%	n/a	57.1%	33.8%	30.0%	33.0%	54.5%	80.0%	62.5%	36.4%	76.5%	60.7%	50.0%	42.9%	47.4%
	2009	70.8%	100.0%	79.4%	100.0%	n/a	88.9%	80.4%	75.0%	79.5%	85.7%	70.0%	76.5%	50.0%	81.8%	66.7%	92.9%	50.0%	80.0%
	2011	85.2%	83.3%	84.3%	57.1%	n/a	66.7%	73.2%	70.4%	72.2%	77.8%	81.3%	80.0%	80.0%	81.1%	80.8%	68.8%	100.0%	80.0%
	2013	77.8%	96.0%	86.5%	50.0%	85.7%	61.9%	76.2%	80.0%	77.1%	87.5%	60.0%	69.6%	70.6%	91.4%	84.6%	60.0%	85.7%	68.2%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Teaching and Learning - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
In my program….																
Faculty have had the opportunity to shape the liberal studies curriculum																
	2005	**3.79**	**3.75**	**3.78**	3.40	3.75	3.46	4.00	n/a	4.00	3.11	4.00	3.22	4.02	3.50	4.00
	2007	**3.76**	**3.66**	**3.75**	3.43	3.71	3.50	3.33	n/a	3.33	3.22	3.17	3.21	4.14	3.90	4.09
	2009	**3.74**	**3.94**	**3.79**	3.49	4.33	3.64	3.80	n/a	3.78	3.40	3.82	3.55	3.94	3.50	3.91
	2011	**3.69**	**3.79**	**3.73**	3.44	3.72	3.54	4.21	3.67	4.08	3.86	3.68	3.79	3.55	3.50	3.55
	2013	**3.64**	**3.60**	**3.62**	3.26	3.37	3.30	4.11	3.80	4.00	3.64	3.33	3.52	3.80	3.91	3.83
Faculty play a key role in determining curriculum and pedagogy																
	2005	**4.15**	**3.90**	**4.10**	4.21	4.00	4.17	4.30	n/a	4.27	4.11	4.14	4.11	4.36	4.00	4.35
	2007	**4.15**	**3.85**	**4.08**	4.34	4.17	4.30	4.22	n/a	4.22	4.34	3.50	4.16	4.40	3.90	4.31
	2009	**4.17**	**4.05**	**4.14**	4.35	4.13	4.30	4.00	n/a	3.89	4.30	4.38	4.33	4.21	3.75	4.18
	2011	**4.09**	**3.88**	**4.02**	4.17	4.03	4.12	4.25	3.50	4.04	4.13	3.70	3.96	4.15	3.50	4.11
	2013	**4.15**	**3.70**	**4.00**	4.19	3.57	4.00	4.30	3.91	4.16	4.23	3.26	3.86	4.31	3.83	4.17
Faculty have agreed on program learning goals or outcomes																
	2005	**3.73**	**3.87**	**3.76**	3.64	3.92	3.69	4.20	n/a	4.18	3.89	4.29	3.96	3.93	4.50	3.96
	2007	**3.76**	**3.59**	**3.72**	3.81	3.73	3.79	3.67	n/a	3.67	3.90	2.88	3.68	3.87	3.44	3.79
	2009	**3.87**	**3.97**	**3.90**	3.89	4.07	3.93	3.80	n/a	3.67	3.85	4.00	3.91	3.94	4.00	3.95
	2011	**3.80**	**3.67**	**3.76**	3.91	3.82	3.88	4.05	3.38	3.86	3.92	3.19	3.63	3.83	3.50	3.81
	2013	**3.87**	**3.65**	**3.80**	3.92	3.62	3.83	4.25	3.75	4.06	4.30	3.26	3.90	4.05	3.76	3.97
Faculty know the extent to which our students meet the programs most critical learning goals																
	2005	**3.51**	**3.77**	**3.56**	3.49	3.67	3.52	3.10	n/a	3.09	3.81	4.29	3.89	3.65	4.00	3.67
	2007	**3.46**	**3.62**	**3.50**	3.07	3.75	3.26	3.78	n/a	3.78	3.48	3.25	3.43	3.62	3.63	3.62
	2009	**3.65**	**3.95**	**3.72**	3.52	4.07	3.63	3.80	n/a	3.67	3.35	3.92	3.56	3.76	4.25	3.80
	2011	**3.54**	**3.71**	**3.60**	3.55	3.83	3.64	3.70	3.11	3.52	3.51	3.44	3.48	3.51	3.50	3.51
	2013	**3.57**	**3.64**	**3.59**	3.52	3.58	3.54	3.74	3.55	3.67	3.63	3.30	3.50	3.68	3.78	3.71
Faculty take responsibility for ensuring academic integrity																
	2005	**4.09**	**4.22**	**4.12**	4.18	4.25	4.19	4.20	n/a	4.18	4.22	4.33	4.23	4.20	4.00	4.19
	2007	**4.04**	**3.96**	**4.02**	3.87	4.31	4.00	4.33	n/a	4.33	4.03	3.88	4.00	4.17	4.10	4.16
	2009	**4.11**	**4.13**	**4.12**	4.16	4.11	4.15	4.20	4.00	4.09	4.16	4.17	4.16	4.27	4.25	4.27
	2011	**3.96**	**4.16**	**4.04**	3.90	4.33	4.06	3.90	4.22	4.00	3.97	3.96	3.97	4.08	4.00	4.07
	2013	**3.98**	**4.00**	**3.99**	3.72	3.93	3.80	4.16	3.64	3.94	4.03	3.71	3.91	4.12	4.24	4.16
The following activities are stressed in my courses….																
Recalling facts, ideas or methods in order to reproduce them																
	2005	**3.65**	**3.48**	**3.61**	3.85	3.80	3.84	3.70	n/a	3.73	3.81	3.13	3.69	4.00	4.00	4.00
	2007	**3.56**	**3.68**	**3.59**	3.74	4.13	3.87	4.11	n/a	4.11	3.72	4.38	3.86	3.98	3.42	3.85
	2009	**3.76**	**3.96**	**3.81**	4.06	4.16	4.08	3.40	4.00	3.73	4.05	3.86	3.97	3.94	4.50	3.98
	2011	**3.69**	**3.95**	**3.79**	3.99	4.16	4.05	4.05	3.89	4.00	3.66	3.86	3.75	4.05	4.00	4.04
	2013	**3.71**	**3.86**	**3.77**	3.92	3.91	3.92	3.55	4.13	3.80	3.87	4.00	3.92	3.81	4.16	3.92
Integrating ideas/information from various sources in assignments																
	2005	**4.49**	**4.56**	**4.51**	4.42	4.67	4.48	4.60	n/a	4.64	4.43	4.38	4.42	4.33	3.67	4.29
	2007	**4.52**	**4.53**	**4.51**	4.52	4.73	4.59	4.89	n/a	4.89	4.52	4.63	4.54	4.32	4.31	4.31
	2009	**4.52**	**4.60**	**4.54**	4.52	4.58	4.53	4.40	4.50	4.45	4.25	4.64	4.41	4.46	4.50	4.46
	2011	**4.43**	**4.52**	**4.47**	4.41	4.53	4.46	4.50	4.75	4.57	4.24	4.34	4.28	4.28	4.25	4.28
	2013	**4.53**	**4.51**	**4.52**	4.43	4.46	4.44	4.70	4.53	4.63	4.47	4.67	4.55	4.47	4.36	4.43
Including diverse perspectives in class discussions or assignments																
	2005	**4.36**	**4.61**	**4.42**	4.17	4.87	4.33	4.40	n/a	4.36	4.06	4.25	4.10	4.03	3.33	3.98
	2007	**4.38**	**4.45**	**4.39**	4.13	4.60	4.29	4.89	n/a	4.89	4.15	4.50	4.23	3.95	4.00	3.96
	2009	**4.35**	**4.52**	**4.40**	4.31	4.63	4.38	4.40	4.50	4.45	3.90	4.43	4.12	4.02	4.25	4.04
	2011	**4.29**	**4.43**	**4.34**	3.94	4.36	4.10	4.55	4.56	4.55	4.00	4.29	4.12	4.00	3.50	3.97
	2013	**4.36**	**4.43**	**4.39**	4.15	4.23	4.18	4.50	4.80	4.63	4.07	4.55	4.27	4.09	4.17	4.11
Applying theories or concepts to resolve practical problems																
	2005	**4.41**	**4.41**	**4.41**	4.65	4.73	4.67	4.40	n/a	4.36	4.41	4.38	4.40	4.42	4.33	4.42
	2007	**4.41**	**4.41**	**4.40**	4.58	4.73	4.63	4.89	n/a	4.89	4.62	4.75	4.65	4.29	4.25	4.28
	2009	**4.46**	**4.54**	**4.48**	4.67	4.47	4.63	4.40	4.67	4.55	4.60	4.71	4.65	4.37	4.75	4.39
	2011	**4.40**	**4.45**	**4.42**	4.61	4.56	4.59	4.55	4.50	4.54	4.38	4.38	4.38	4.34	4.50	4.35
	2013	**4.48**	**4.50**	**4.49**	4.72	4.53	4.64	4.45	4.87	4.63	4.50	4.67	4.57	4.46	4.40	4.44

FACULTY CLIMATE SURVEY: Teaching and Learning - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
In my program….																			
Faculty have had the opportunity to shape the liberal studies curriculum																			
	2005	3.90	3.40	3.74	n/a	n/a	n/a	4.03	3.85	4.01	3.22	n/a	3.42	3.92	3.75	3.81	3.00	n/a	3.17
	2007	3.67	4.43	3.82	n/a	n/a	4.20	3.95	3.22	3.83	3.27	4.33	3.50	3.45	3.73	3.64	3.75	3.33	3.61
	2009	3.74	4.17	3.84	n/a	n/a	n/a	3.88	4.05	3.91	3.40	3.56	3.50	4.00	4.00	4.00	3.38	3.50	3.42
	2011	3.50	3.86	3.63	3.70	n/a	3.70	3.80	3.97	3.85	3.00	3.85	3.61	3.79	3.71	3.73	3.85	3.63	3.76
	2013	3.45	3.92	3.63	2.67	2.50	2.62	3.75	3.33	3.65	2.50	3.54	3.14	4.00	3.91	3.94	3.43	3.57	3.48
Faculty play a key role in determining curriculum and pedagogy																			
	2005	4.19	3.58	4.00	3.82	n/a	3.83	4.07	3.84	4.04	4.18	n/a	4.13	4.14	3.78	3.92	3.83	n/a	3.93
	2007	3.97	4.44	4.08	4.25	n/a	3.82	4.00	3.56	3.93	4.00	4.33	4.07	3.46	3.79	3.68	4.40	3.86	4.23
	2009	4.14	4.25	4.17	3.57	n/a	3.75	4.04	4.00	4.03	4.00	3.67	3.78	3.67	4.10	3.89	4.71	4.00	4.50
	2011	4.03	3.84	3.96	3.95	n/a	4.05	4.01	3.92	3.99	4.00	4.06	4.04	4.00	3.84	3.88	4.35	3.78	4.15
	2013	4.22	4.22	4.22	3.27	2.40	3.05	4.11	3.40	3.95	3.78	3.64	3.70	4.24	4.09	4.14	4.14	4.00	4.10
Faculty have agreed on program learning goals or outcomes																			
	2005	4.08	3.64	3.95	2.78	n/a	2.78	3.60	3.65	3.60	3.45	n/a	3.50	3.93	3.92	3.92	3.83	n/a	3.86
	2007	3.90	4.33	4.00	3.33	n/a	3.22	3.58	3.50	3.57	3.64	4.33	3.79	3.33	3.57	3.49	4.13	3.29	3.86
	2009	3.83	4.38	3.97	3.20	n/a	3.50	3.88	3.90	3.88	4.00	3.75	3.84	3.40	4.09	3.76	4.07	3.67	3.95
	2011	4.07	3.82	3.98	3.18	n/a	3.17	3.72	3.82	3.75	4.00	3.83	3.89	3.53	3.63	3.60	3.83	3.50	3.73
	2013	3.85	4.11	3.96	2.67	2.60	2.65	3.82	3.43	3.74	3.89	3.54	3.68	4.06	3.91	3.96	3.14	4.00	3.43
Faculty know the extent to which our students meet the programs most critical learning goals																			
	2005	3.78	3.79	3.78	3.00	n/a	3.00	3.34	3.55	3.36	3.45	n/a	3.60	3.69	3.72	3.71	3.82	n/a	3.85
	2007	3.62	4.22	3.76	3.43	n/a	3.30	3.35	3.58	3.38	3.75	4.67	3.93	2.92	3.52	3.31	3.87	3.00	3.59
	2009	3.39	4.25	3.61	3.20	n/a	3.50	3.74	3.91	3.77	4.14	3.82	3.94	2.80	4.00	3.40	4.00	3.50	3.85
	2011	4.07	3.78	3.96	3.43	n/a	3.44	3.44	3.74	3.54	4.11	4.00	4.04	2.80	3.79	3.51	4.00	3.57	3.88
	2013	3.89	4.11	3.98	2.93	2.60	2.84	3.63	3.59	3.62	3.22	3.38	3.32	3.59	3.83	3.75	2.93	3.71	3.19
Faculty take responsibility for ensuring academic integrity																			
	2005	4.19	4.13	4.17	3.60	n/a	3.64	4.08	4.33	4.11	3.60	4.20	3.80	3.79	4.21	4.05	3.75	n/a	3.79
	2007	4.16	3.89	4.10	3.71	n/a	3.70	4.03	3.79	3.99	4.18	4.67	4.29	3.31	3.84	3.66	4.13	3.86	4.05
	2009	4.00	4.40	4.12	3.86	n/a	3.75	4.14	4.14	4.14	4.14	4.09	4.11	3.50	4.18	3.86	3.79	3.67	3.75
	2011	4.07	4.14	4.10	4.00	n/a	3.95	3.93	4.17	4.01	4.00	4.42	4.29	3.67	4.10	3.98	4.31	3.89	4.16
	2013	3.85	4.11	3.96	3.67	3.40	3.60	4.08	4.05	4.08	4.22	3.86	4.00	3.65	4.19	4.02	4.00	4.00	4.00
The following activities are stressed in my courses….																			
Recalling facts, ideas or methods in order to reproduce them																			
	2005	3.00	2.63	2.86	3.73	n/a	3.75	3.67	3.64	3.66	3.82	4.00	3.88	2.86	3.46	3.25	3.17	n/a	3.29
	2007	2.74	4.13	3.03	3.00	n/a	3.45	3.69	3.30	3.62	3.92	4.50	4.00	3.08	3.30	3.23	3.33	3.14	3.27
	2009	3.04	3.91	3.32	4.00	n/a	4.13	3.62	3.80	3.66	4.00	4.27	4.16	3.00	3.42	3.23	3.92	4.60	4.11
	2011	3.13	3.70	3.38	3.44	4.00	3.60	3.63	3.90	3.73	3.78	4.21	4.07	2.67	3.93	3.58	3.50	4.18	3.76
	2013	2.93	4.00	3.46	4.13	3.11	3.75	3.75	3.76	3.76	3.78	4.06	3.96	3.18	3.52	3.42	3.71	4.00	3.82
Integrating ideas/information from various sources in assignments																			
	2005	4.63	4.50	4.58	4.45	n/a	4.42	4.58	4.64	4.58	4.55	4.40	4.50	4.36	4.59	4.51	4.17	n/a	4.21
	2007	4.45	4.88	4.54	4.50	n/a	4.55	4.58	4.43	4.55	4.50	4.67	4.53	4.54	4.52	4.53	4.57	4.00	4.38
	2009	4.65	4.91	4.74	4.43	n/a	4.44	4.53	4.68	4.56	4.38	4.55	4.47	4.70	4.50	4.59	4.86	4.00	4.60
	2011	4.47	4.46	4.46	4.58	4.71	4.62	4.50	4.52	4.51	4.56	4.63	4.61	4.40	4.61	4.55	4.59	4.30	4.48
	2013	4.59	4.64	4.62	4.60	4.44	4.54	4.53	4.49	4.52	4.56	4.38	4.44	4.71	4.57	4.61	4.64	4.37	4.55
Including diverse perspectives in class discussions or assignments																			
	2005	4.74	4.63	4.70	4.36	n/a	4.33	4.51	4.60	4.53	4.09	n/a	4.20	4.36	4.74	4.61	4.50	n/a	4.54
	2007	4.55	4.89	4.63	4.38	n/a	4.45	4.54	4.43	4.52	3.92	3.50	3.86	4.46	4.59	4.55	4.67	4.00	4.45
	2009	4.61	4.91	4.71	4.43	n/a	4.56	4.50	4.36	4.47	4.38	4.36	4.37	4.60	4.42	4.50	4.64	4.50	4.60
	2011	4.67	4.48	4.58	4.22	4.57	4.32	4.52	4.48	4.50	4.44	4.47	4.46	4.40	4.56	4.52	4.61	4.18	4.45
	2013	4.63	4.61	4.62	3.88	4.11	3.96	4.57	4.48	4.55	4.33	4.29	4.30	4.59	4.55	4.56	4.50	4.33	4.43
Applying theories or concepts to resolve practical problems																			
	2005	4.67	4.44	4.58	4.82	n/a	4.75	4.22	4.04	4.19	4.55	4.60	4.56	4.43	4.56	4.51	4.45	n/a	4.46
	2007	4.61	4.78	4.65	4.50	n/a	4.55	4.18	3.95	4.14	4.50	4.67	4.53	4.62	4.63	4.63	4.47	3.43	4.14
	2009	4.65	4.73	4.68	4.43	n/a	4.56	4.22	4.44	4.27	4.50	4.55	4.53	4.80	4.58	4.68	4.77	3.80	4.50
	2011	4.70	4.52	4.62	4.74	4.71	4.73	4.16	4.29	4.21	4.86	4.68	4.73	4.47	4.61	4.57	4.39	4.09	4.28
	2013	4.70	4.61	4.65	4.69	4.67	4.68	4.26	4.24	4.26	4.56	4.40	4.46	4.76	4.62	4.67	4.57	4.12	4.41

FACULTY CLIMATE SURVEY: Teaching and Learning - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Making judgments about the value of information, arguments or methods to assess the soundness of conclusions																
	2005	**4.46**	**4.40**	**4.44**	4.40	4.67	4.46	4.20	n/a	4.18	4.28	4.38	4.30	4.34	3.33	4.28
	2007	**4.51**	**4.43**	**4.48**	4.52	4.47	4.50	4.56	n/a	4.56	4.31	4.63	4.38	4.35	4.31	4.34
	2009	**4.52**	**4.57**	**4.54**	4.48	4.53	4.49	4.20	4.50	4.36	4.40	4.64	4.50	4.54	5.00	4.57
	2011	**4.40**	**4.43**	**4.41**	4.29	4.48	4.36	4.45	4.44	4.45	4.27	4.24	4.26	4.32	4.25	4.31
	2013	**4.47**	**4.35**	**4.42**	4.57	4.23	4.43	4.55	4.33	4.46	4.17	4.52	4.31	4.34	4.32	4.33
Analyzing the basic elements of an idea, experience or theory in depth																
	2005	**4.36**	**4.32**	**4.35**	4.22	4.60	4.30	4.10	n/a	4.09	3.97	4.25	4.02	4.27	3.00	4.19
	2007	**4.47**	**4.35**	**4.43**	4.33	4.40	4.36	4.33	n/a	4.33	4.28	4.63	4.35	4.28	4.08	4.23
	2009	**4.45**	**4.50**	**4.46**	4.35	4.26	4.33	4.20	4.67	4.45	4.35	4.71	4.50	4.35	4.75	4.38
	2011	**4.42**	**4.42**	**4.42**	4.17	4.48	4.29	4.55	4.33	4.48	4.36	4.38	4.37	4.39	4.00	4.37
	2013	**4.50**	**4.42**	**4.47**	4.35	4.31	4.33	4.35	4.53	4.43	4.27	4.55	4.38	4.39	4.24	4.35
Synthesizing and organizing ideas, information or experiences into new complex interpretations or relationships																
	2005	**4.48**	**4.51**	**4.48**	4.33	4.53	4.37	4.20	n/a	4.09	4.36	4.00	4.29	4.36	4.33	4.35
	2007	**4.53**	**4.43**	**4.49**	4.37	4.47	4.40	4.89	n/a	4.89	4.46	4.63	4.50	4.24	3.92	4.17
	2009	**4.54**	**4.58**	**4.55**	4.36	4.37	4.36	4.20	4.50	4.36	4.53	4.57	4.55	4.52	4.75	4.54
	2011	**4.47**	**4.46**	**4.47**	4.19	4.33	4.25	4.65	4.67	4.66	4.29	4.34	4.31	4.34	4.00	4.32
	2013	**4.52**	**4.47**	**4.50**	4.35	4.40	4.37	4.45	4.60	4.51	4.33	4.52	4.41	4.42	4.29	4.39
Using and developing creative skills in projects or assignments																
	2005	**4.23**	**4.41**	**4.27**	4.17	4.53	4.25	4.00	n/a	4.09	4.11	4.00	4.09	4.07	4.00	4.06
	2007	**4.33**	**4.37**	**4.32**	4.13	4.60	4.28	4.44	n/a	4.44	4.48	4.63	4.51	4.20	4.00	4.15
	2009	**4.33**	**4.49**	**4.37**	4.26	4.37	4.26	4.00	4.50	4.27	4.40	4.79	4.56	4.40	4.50	4.41
	2011	**4.20**	**4.46**	**4.30**	3.88	4.40	4.08	4.25	4.67	4.38	4.30	4.38	4.33	4.11	4.00	4.10
	2013	**4.29**	**4.43**	**4.34**	4.08	4.26	4.15	4.40	4.73	4.54	4.50	4.64	4.56	4.14	3.92	4.07

FACULTY CLIMATE SURVEY: Teaching and Learning - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Making judgments about the value of information, arguments or methods to assess the soundness of conclusions																			
	2005	4.63	4.19	4.47	4.64	n/a	4.58	4.55	4.56	4.55	4.27	n/a	4.29	4.50	4.26	4.34	4.00	n/a	4.08
	2007	4.63	4.44	4.59	4.63	n/a	4.64	4.59	4.48	4.57	4.33	4.67	4.40	4.77	4.48	4.58	4.21	3.86	4.10
	2009	4.57	4.91	4.68	4.71	n/a	4.67	4.55	4.64	4.57	4.50	4.27	4.37	4.70	4.42	4.55	4.23	4.00	4.17
	2011	4.63	4.48	4.57	4.68	4.57	4.65	4.48	4.42	4.45	4.56	4.50	4.52	4.47	4.51	4.50	4.06	4.22	4.11
	2013	4.69	4.50	4.59	4.69	4.44	4.60	4.53	4.33	4.48	4.44	3.87	4.08	4.53	4.55	4.54	3.93	4.11	4.00
Analyzing the basic elements of an idea, experience or theory in depth																			
	2005	4.48	4.19	4.37	4.45	n/a	4.42	4.53	4.36	4.50	4.18	n/a	4.27	4.21	4.41	4.34	4.27	n/a	4.23
	2007	4.58	4.56	4.58	4.63	n/a	4.64	4.53	4.24	4.47	4.58	4.67	4.60	4.85	4.44	4.58	4.47	3.86	4.27
	2009	4.30	4.64	4.41	4.43	n/a	4.56	4.58	4.64	4.59	4.50	4.36	4.42	4.60	4.33	4.45	4.64	3.83	4.40
	2011	4.37	4.45	4.40	4.53	4.57	4.54	4.52	4.43	4.49	4.50	4.53	4.52	4.40	4.37	4.38	4.56	4.27	4.45
	2013	4.59	4.50	4.55	4.60	4.33	4.50	4.66	4.30	4.57	4.56	4.62	4.60	4.41	4.47	4.46	4.64	4.75	4.68
Synthesizing and organizing ideas, information or experiences into new complex interpretations or relationships																			
	2005	4.63	4.50	4.58	4.55	n/a	4.50	4.57	4.56	4.57	4.36	n/a	4.53	4.50	4.62	4.58	4.50	n/a	4.50
	2007	4.58	4.56	4.58	4.63	n/a	4.64	4.61	4.52	4.60	4.42	4.33	4.40	4.69	4.59	4.63	4.67	4.14	4.50
	2009	4.65	4.91	4.74	4.43	n/a	4.44	4.61	4.68	4.63	4.50	4.36	4.42	4.60	4.42	4.50	4.86	4.67	4.80
	2011	4.57	4.43	4.51	4.74	4.57	4.69	4.60	4.51	4.57	4.67	4.61	4.63	4.47	4.54	4.52	4.67	4.40	4.57
	2013	4.74	4.43	4.58	4.47	4.56	4.50	4.62	4.45	4.58	4.56	4.38	4.44	4.59	4.59	4.59	4.64	4.62	4.64
Using and developing creative skills in projects or assignments																			
	2005	4.70	4.63	4.67	4.18	n/a	4.17	4.17	4.32	4.19	4.64	4.40	4.56	4.29	4.38	4.35	4.83	n/a	4.86
	2007	4.52	4.67	4.55	4.00	n/a	4.09	4.20	4.24	4.21	4.67	4.67	4.67	4.38	4.33	4.35	4.87	4.29	4.68
	2009	4.48	4.64	4.53	4.00	n/a	4.11	4.24	4.28	4.25	4.50	4.45	4.47	4.40	4.42	4.41	4.86	4.67	4.80
	2011	4.57	4.58	4.57	4.06	4.43	4.16	4.16	4.38	4.24	4.88	4.61	4.69	4.40	4.56	4.52	4.89	4.73	4.83
	2013	4.67	4.57	4.62	3.86	4.33	4.04	4.28	4.46	4.33	4.67	4.50	4.56	4.24	4.50	4.42	4.79	4.44	4.65

FACULTY CLIMATE SURVEY: Teaching and Learning - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
In my program….																
Faculty have had the opportunity to shape the liberal studies curriculum																
	2005	**71.2%**	**70.1%**	**71.0%**	57.1%	62.5%	58.0%	80.0%	n/a	81.8%	52.8%	80.0%	56.1%	78.6%	50.0%	77.3%
	2007	**73.0%**	**66.3%**	**71.2%**	56.5%	57.1%	56.7%	66.7%	n/a	66.7%	48.1%	50.0%	48.5%	86.5%	90.0%	87.2%
	2009	**70.6%**	**77.0%**	**72.1%**	56.4%	83.3%	61.2%	60.0%	n/a	55.6%	100.0%	81.8%	74.2%	80.4%	75.0%	80.0%
	2011	**69.5%**	**65.8%**	**68.2%**	53.8%	58.6%	55.6%	84.2%	50.0%	76.0%	83.3%	64.0%	75.4%	63.1%	75.0%	63.8%
	2013	**64.0%**	**63.6%**	**63.9%**	50.0%	52.6%	50.9%	78.9%	70.0%	75.9%	64.3%	55.6%	60.9%	72.7%	72.7%	72.7%
Faculty play a key role in determining curriculum and pedagogy																
	2005	**86.5%**	**77.0%**	**84.7%**	92.3%	81.8%	90.5%	80.0%	n/a	81.8%	86.5%	85.7%	86.4%	95.5%	100.0%	95.7%
	2007	**86.5%**	**75.3%**	**83.7%**	90.6%	83.3%	88.6%	88.9%	n/a	88.9%	86.2%	62.5%	81.1%	97.6%	80.0%	94.2%
	2009	**84.6%**	**81.2%**	**83.8%**	87.9%	75.0%	85.4%	80.0%	n/a	66.7%	75.0%	100.0%	100.0%	86.5%	75.0%	85.7%
	2011	**85.2%**	**72.0%**	**80.6%**	83.1%	80.6%	82.2%	90.0%	50.0%	78.6%	87.5%	63.0%	77.6%	89.6%	75.0%	88.7%
	2013	**86.1%**	**67.7%**	**79.8%**	90.6%	56.5%	80.3%	85.0%	72.7%	80.6%	86.7%	57.9%	75.5%	91.4%	70.8%	85.4%
Faculty have agreed on program learning goals or outcomes																
	2005	**67.6%**	**78.2%**	**69.7%**	68.0%	75.0%	69.4%	80.0%	n/a	81.8%	68.4%	100.0%	73.3%	77.3%	100.0%	78.3%
	2007	**70.1%**	**60.6%**	**68.0%**	65.6%	54.5%	62.8%	66.7%	n/a	66.7%	79.3%	37.5%	70.3%	69.2%	55.6%	66.7%
	2009	**73.8%**	**80.6%**	**75.4%**	74.2%	80.0%	75.3%	80.0%	n/a	66.7%	50.0%	91.7%	81.2%	76.9%	100.0%	78.6%
	2011	**71.3%**	**59.4%**	**67.2%**	71.2%	64.7%	69.0%	80.0%	37.5%	67.9%	76.9%	38.5%	61.5%	73.4%	75.0%	73.5%
	2013	**74.9%**	**64.0%**	**71.2%**	82.0%	61.9%	76.1%	85.0%	66.7%	78.1%	96.7%	52.6%	79.6%	78.2%	66.7%	75.0%
Faculty know the extent to which our students meet the programs most critical learning goals																
	2005	**58.8%**	**72.8%**	**61.7%**	57.1%	66.7%	59.0%	40.0%	n/a	36.4%	67.6%	100.0%	72.7%	65.1%	100.0%	66.7%
	2007	**59.0%**	**62.1%**	**59.8%**	43.3%	58.3%	47.6%	77.8%	n/a	77.8%	58.6%	50.0%	56.8%	61.5%	62.5%	61.7%
	2009	**62.4%**	**78.6%**	**66.3%**	56.9%	73.3%	60.0%	80.0%	n/a	66.7%	70.0%	83.3%	62.5%	66.7%	100.0%	69.1%
	2011	**59.5%**	**63.5%**	**60.9%**	59.1%	62.9%	60.4%	65.0%	33.3%	55.2%	59.0%	40.0%	51.6%	55.4%	75.0%	56.5%
	2013	**62.0%**	**62.1%**	**62.0%**	59.6%	57.7%	59.0%	63.2%	63.6%	63.3%	66.7%	55.0%	62.0%	60.7%	69.6%	63.3%
Faculty take responsibility for ensuring academic integrity																
	2005	**84.2%**	**89.4%**	**85.3%**	86.3%	83.3%	85.7%	80.0%	n/a	81.8%	91.9%	100.0%	93.0%	91.1%	100.0%	91.5%
	2007	**83.6%**	**80.0%**	**82.7%**	71.0%	84.6%	75.0%	100.0%	n/a	100.0%	82.8%	75.0%	81.1%	90.2%	90.0%	90.2%
	2009	**83.3%**	**90.5%**	**85.1%**	84.4%	83.3%	84.1%	100.0%	83.3%	90.9%	84.2%	91.7%	87.1%	92.3%	100.0%	92.9%
	2011	**80.4%**	**84.5%**	**81.9%**	75.0%	90.0%	80.6%	75.0%	77.8%	75.9%	79.5%	74.1%	77.3%	86.4%	75.0%	85.7%
	2013	**79.8%**	**79.7%**	**79.8%**	64.2%	76.7%	68.7%	89.5%	64.3%	78.8%	83.3%	64.7%	76.6%	82.1%	88.0%	84.0%
The following activities are stressed in my courses….																
Recalling facts, ideas or methods in order to reproduce them																
	2005	**69.8%**	**63.6%**	**68.4%**	73.1%	80.0%	74.6%	70.0%	n/a	72.7%	81.1%	50.0%	75.6%	84.4%	100.0%	85.4%
	2007	**65.7%**	**69.5%**	**66.1%**	71.0%	80.0%	73.9%	77.8%	n/a	77.8%	72.4%	100.0%	78.4%	85.4%	66.7%	81.1%
	2009	**72.9%**	**77.0%**	**74.0%**	79.1%	89.5%	81.4%	60.0%	66.7%	63.6%	90.0%	71.4%	82.4%	80.8%	75.0%	80.4%
	2011	**70.2%**	**79.1%**	**73.6%**	78.6%	86.0%	81.4%	85.0%	77.8%	82.8%	73.7%	69.0%	71.6%	84.8%	100.0%	85.7%
	2013	**70.1%**	**75.6%**	**72.2%**	75.5%	74.3%	75.0%	55.0%	86.7%	68.6%	76.7%	81.0%	78.4%	72.9%	84.0%	76.2%
Integrating ideas/information from various sources in assignments																
	2005	**94.3%**	**96.3%**	**94.8%**	92.3%	93.3%	92.5%	90.0%	n/a	90.9%	89.2%	100.0%	91.1%	88.9%	66.7%	87.5%
	2007	**97.0%**	**97.2%**	**96.4%**	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	96.6%	100.0%	97.3%	90.2%	92.3%	90.7%
	2009	**97.2%**	**98.2%**	**97.5%**	98.5%	94.7%	97.7%	100.0%	100.0%	100.0%	90.0%	100.0%	94.1%	92.3%	100.0%	92.9%
	2011	**93.9%**	**96.2%**	**94.7%**	91.4%	97.7%	93.8%	100.0%	100.0%	100.0%	84.2%	86.2%	85.1%	91.0%	100.0%	91.5%
	2013	**97.9%**	**94.2%**	**96.4%**	92.5%	88.6%	90.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	98.3%	88.0%	95.2%
Including diverse perspectives in class discussions or assignments																
	2005	**87.5%**	**98.1%**	**89.9%**	76.9%	100.0%	82.1%	90.0%	n/a	90.9%	81.8%	100.0%	85.4%	72.5%	66.7%	72.1%
	2007	**89.3%**	**89.8%**	**88.9%**	80.0%	86.7%	82.2%	100.0%	n/a	100.0%	81.5%	87.5%	82.9%	72.5%	69.2%	71.7%
	2009	**87.6%**	**93.9%**	**89.2%**	83.1%	100.0%	86.9%	100.0%	100.0%	100.0%	75.0%	92.9%	82.4%	71.2%	75.0%	71.4%
	2011	**86.9%**	**93.1%**	**89.3%**	72.9%	90.5%	79.5%	100.0%	100.0%	100.0%	75.7%	82.1%	78.5%	73.8%	75.0%	73.9%
	2013	**89.4%**	**90.8%**	**90.0%**	76.9%	77.1%	77.0%	100.0%	100.0%	100.0%	78.6%	95.0%	85.4%	74.5%	79.2%	75.9%
Applying theories or concepts to resolve practical problems																
	2005	**89.1%**	**91.7%**	**89.7%**	98.1%	100.0%	98.5%	80.0%	n/a	81.8%	91.9%	100.0%	93.3%	93.3%	100.0%	93.8%
	2007	**91.4%**	**89.8%**	**90.4%**	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	96.6%	100.0%	97.3%	87.8%	75.0%	84.9%
	2009	**91.8%**	**96.4%**	**93.0%**	98.5%	94.7%	97.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	88.5%	100.0%	89.3%
	2011	**90.0%**	**93.5%**	**91.3%**	97.1%	97.6%	97.3%	95.0%	100.0%	96.4%	94.6%	86.2%	90.9%	91.0%	100.0%	91.5%
	2013	**93.0%**	**93.8%**	**93.3%**	100.0%	94.1%	97.7%	90.0%	100.0%	94.3%	96.7%	100.0%	98.0%	93.2%	92.0%	92.9%

FACULTY CLIMATE SURVEY: Teaching and Learning - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
In my program….																			
Faculty have had the opportunity to shape the liberal studies curriculum																			
	2005	71.4%	50.0%	64.5%	n/a	n/a	n/a	81.6%	80.0%	81.4%	44.4%	n/a	50.0%	66.7%	65.0%	65.6%	40.0%	n/a	50.0%
	2007	66.7%	100.0%	73.5%	n/a	n/a	n/a	81.3%	38.9%	74.6%	54.5%	66.7%	57.1%	63.6%	72.7%	69.7%	75.0%	66.7%	72.2%
	2009	68.4%	83.3%	72.0%	n/a	n/a	n/a	75.7%	81.0%	76.6%	60.0%	55.6%	57.1%	80.0%	90.0%	85.0%	61.5%	66.7%	63.2%
	2011	62.5%	64.3%	63.2%	70.0%	n/a	70.0%	76.5%	75.8%	76.3%	40.0%	69.2%	61.1%	57.1%	57.1%	57.1%	69.2%	62.5%	66.7%
	2013	50.0%	84.6%	62.9%	22.2%	25.0%	23.1%	69.9%	55.6%	66.7%	12.5%	53.8%	38.1%	82.4%	79.4%	80.4%	50.0%	42.9%	47.6%
Faculty play a key role in determining curriculum and pedagogy																			
	2005	88.9%	66.7%	84.7%	90.9%	n/a	91.7%	80.0%	78.9%	79.9%	90.9%	n/a	86.7%	92.9%	65.2%	75.7%	83.3%	n/a	85.7%
	2007	83.9%	100.0%	87.5%	87.5%	n/a	72.7%	83.8%	66.7%	81.2%	72.7%	66.7%	71.4%	69.2%	75.0%	73.0%	86.7%	71.4%	81.8%
	2009	81.8%	87.5%	83.3%	71.4%	n/a	75.0%	80.2%	82.6%	80.6%	83.3%	58.3%	66.7%	66.7%	100.0%	84.2%	100.0%	83.3%	95.0%
	2011	83.3%	68.4%	77.6%	78.9%	n/a	81.0%	84.6%	73.8%	81.1%	66.7%	77.8%	74.1%	86.7%	67.6%	73.1%	88.2%	77.8%	84.6%
	2013	92.6%	94.4%	93.3%	53.3%	20.0%	45.0%	85.5%	60.0%	79.5%	66.7%	57.1%	60.9%	88.2%	82.4%	84.3%	85.7%	71.4%	81.0%
Faculty have agreed on program learning goals or outcomes																			
	2005	80.8%	72.7%	78.4%	33.3%	n/a	33.3%	60.4%	70.0%	61.6%	54.5%	n/a	57.1%	85.7%	75.0%	78.9%	83.3%	n/a	85.7%
	2007	83.3%	88.9%	84.6%	50.0%	n/a	55.6%	64.3%	66.7%	64.7%	54.5%	66.7%	57.1%	58.3%	60.9%	60.0%	86.7%	28.6%	68.2%
	2009	69.6%	100.0%	77.4%	60.0%	n/a	66.7%	75.2%	76.2%	75.4%	71.4%	66.7%	68.4%	50.0%	90.9%	71.4%	78.6%	66.7%	75.0%
	2011	86.7%	70.6%	80.9%	41.2%	n/a	38.9%	69.3%	67.7%	68.8%	77.8%	61.1%	66.7%	60.0%	52.6%	54.7%	66.7%	62.5%	65.4%
	2013	80.8%	84.2%	82.2%	33.3%	20.0%	30.0%	70.0%	56.8%	67.1%	77.8%	53.8%	63.6%	82.4%	75.0%	77.6%	42.9%	71.4%	52.4%
Faculty know the extent to which our students meet the programs most critical learning goals																			
	2005	70.4%	78.6%	73.2%	44.4%	n/a	44.4%	51.8%	65.0%	53.5%	63.6%	n/a	66.7%	61.5%	64.0%	63.2%	81.8%	n/a	84.6%
	2007	69.0%	77.8%	71.1%	57.1%	n/a	60.0%	54.1%	57.9%	54.7%	66.7%	100.0%	73.3%	46.2%	65.2%	58.3%	80.0%	28.6%	63.6%
	2009	52.2%	87.5%	61.3%	60.0%	n/a	66.7%	66.3%	78.3%	68.5%	71.4%	72.7%	72.2%	30.0%	90.0%	60.0%	78.6%	66.7%	75.0%
	2011	89.7%	72.2%	83.0%	57.1%	n/a	56.3%	55.7%	67.7%	59.7%	88.9%	78.9%	82.1%	20.0%	65.8%	52.8%	70.6%	71.4%	70.8%
	2013	85.2%	83.3%	84.4%	42.9%	20.0%	36.8%	64.1%	62.2%	63.6%	44.4%	30.8%	36.4%	52.9%	71.4%	65.4%	42.9%	57.1%	47.6%
Faculty take responsibility for ensuring academic integrity																			
	2005	92.3%	86.7%	90.2%	70.0%	n/a	72.7%	80.9%	95.2%	82.7%	70.0%	80.0%	73.3%	71.4%	87.5%	81.6%	83.3%	n/a	85.7%
	2007	93.5%	77.8%	90.0%	85.7%	n/a	80.0%	82.7%	78.9%	82.1%	90.9%	100.0%	92.9%	46.2%	72.0%	63.2%	86.7%	28.6%	86.4%
	2009	73.9%	100.0%	81.8%	85.7%	n/a	75.0%	85.7%	90.9%	86.6%	85.7%	90.9%	88.9%	60.0%	100.0%	81.0%	64.3%	83.3%	70.0%
	2011	83.3%	77.3%	80.8%	84.2%	n/a	77.3%	78.8%	87.5%	81.8%	88.9%	94.7%	92.9%	73.3%	87.5%	83.6%	93.8%	77.8%	88.0%
	2013	77.8%	84.2%	80.4%	73.3%	80.0%	75.0%	85.5%	82.5%	84.8%	100.0%	71.4%	82.6%	64.7%	86.1%	79.2%	71.4%	85.7%	76.2%
The following activities are stressed in my courses….																			
Recalling facts, ideas or methods in order to reproduce them																			
	2005	48.1%	25.0%	39.5%	81.8%	n/a	83.3%	70.1%	68.0%	69.8%	72.7%	60.0%	75.0%	35.7%	61.5%	52.5%	50.0%	n/a	57.1%
	2007	32.3%	87.5%	43.6%	50.0%	n/a	63.6%	70.1%	55.0%	67.5%	66.7%	100.0%	71.4%	46.2%	55.6%	52.5%	60.0%	57.1%	59.1%
	2009	47.8%	81.8%	58.8%	100.0%	n/a	100.0%	69.8%	72.0%	70.2%	75.0%	81.8%	78.9%	40.0%	58.3%	50.0%	76.9%	100.0%	83.3%
	2011	50.0%	60.9%	54.7%	66.7%	85.7%	72.0%	66.9%	80.8%	71.9%	66.7%	89.5%	82.1%	26.7%	77.5%	63.6%	61.1%	81.8%	69.0%
	2013	48.1%	77.8%	63.0%	86.7%	55.6%	75.0%	72.3%	73.9%	72.7%	55.6%	87.5%	76.0%	52.9%	62.5%	59.6%	78.6%	87.5%	81.8%
Integrating ideas/information from various sources in assignments																			
	2005	100.0%	93.8%	97.7%	90.9%	n/a	91.7%	96.6%	96.0%	96.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	91.7%	n/a	92.9%
	2007	96.8%	100.0%	97.4%	100.0%	n/a	100.0%	98.0%	95.2%	97.5%	100.0%	100.0%	100.0%	92.3%	100.0%	97.5%	100.0%	85.7%	95.2%
	2009	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	98.1%	100.0%	98.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	83.3%	95.0%
	2011	100.0%	100.0%	100.0%	94.7%	100.0%	96.2%	95.7%	94.8%	95.3%	88.9%	100.0%	96.4%	100.0%	100.0%	100.0%	100.0%	90.0%	96.3%
	2013	100.0%	100.0%	100.0%	93.3%	100.0%	95.8%	99.2%	95.6%	98.3%	88.9%	81.3%	84.0%	100.0%	97.5%	98.2%	100.0%	87.5%	95.5%
Including diverse perspectives in class discussions or assignments																			
	2005	100.0%	93.8%	97.7%	90.9%	n/a	91.7%	92.5%	100.0%	93.6%	81.8%	n/a	86.7%	92.9%	100.0%	97.6%	100.0%	n/a	100.0%
	2007	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	95.0%	90.5%	94.2%	66.7%	50.0%	64.3%	92.3%	100.0%	97.5%	100.0%	85.7%	95.5%
	2009	95.7%	100.0%	97.1%	85.7%	n/a	88.9%	94.4%	88.0%	93.2%	100.0%	90.9%	94.7%	100.0%	100.0%	100.0%	100.0%	83.3%	95.0%
	2011	100.0%	95.7%	98.1%	83.3%	100.0%	88.0%	95.7%	97.4%	96.3%	88.9%	94.1%	92.3%	100.0%	95.1%	96.4%	100.0%	81.8%	93.1%
	2013	100.0%	96.4%	98.2%	81.3%	77.8%	80.0%	97.7%	93.5%	96.6%	88.9%	85.7%	87.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Applying theories or concepts to resolve practical problems																			
	2005	96.3%	93.8%	95.3%	100.0%	n/a	100.0%	80.6%	76.0%	79.9%	90.9%	100.0%	93.8%	100.0%	96.3%	97.6%	90.9%	n/a	92.3%
	2007	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	82.8%	76.2%	81.7%	91.7%	100.0%	93.3%	100.0%	100.0%	100.0%	93.3%	57.1%	81.8%
	2009	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	83.5%	96.0%	85.9%	100.0%	90.9%	94.7%	100.0%	100.0%	100.0%	92.3%	80.0%	88.9%
	2011	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	78.7%	88.3%	82.2%	100.0%	100.0%	100.0%	100.0%	97.6%	98.2%	88.9%	81.8%	86.2%
	2013	100.0%	96.4%	98.2%	93.8%	100.0%	96.0%	86.5%	87.0%	86.6%	88.9%	86.7%	87.5%	100.0%	97.5%	98.2%	100.0%	87.5%	95.5%

FACULTY CLIMATE SURVEY: Teaching and Learning - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Making judgments about the value of information, arguments or methods to assess the soundness of conclusions																
	2005	**92.4%**	**94.3%**	**92.8%**	90.4%	100.0%	92.5%	80.0%	n/a	81.8%	91.7%	100.0%	93.2%	90.9%	66.7%	89.4%
	2007	**95.0%**	**89.9%**	**92.8%**	93.5%	86.7%	91.3%	100.0%	n/a	100.0%	93.1%	87.5%	91.9%	92.5%	84.6%	90.6%
	2009	**96.2%**	**97.3%**	**96.5%**	97.0%	100.0%	97.6%	80.0%	100.0%	90.9%	90.0%	100.0%	94.1%	98.1%	100.0%	98.2%
	2011	**92.5%**	**90.7%**	**91.8%**	90.0%	90.5%	90.2%	90.0%	100.0%	93.1%	91.9%	75.9%	84.8%	92.4%	100.0%	92.9%
	2013	**93.3%**	**89.7%**	**91.9%**	96.2%	82.9%	90.9%	95.0%	93.3%	94.3%	90.0%	95.2%	92.2%	91.5%	92.0%	91.7%
Analyzing the basic elements of an idea, experience or theory in depth																
	2005	**88.8%**	**91.6%**	**89.4%**	80.4%	100.0%	84.8%	80.0%	n/a	81.8%	79.4%	100.0%	83.3%	91.1%	66.7%	89.6%
	2007	**92.0%**	**87.2%**	**90.2%**	90.0%	86.7%	88.9%	88.9%	n/a	88.9%	86.2%	87.5%	86.5%	87.5%	76.9%	84.9%
	2009	**95.0%**	**93.0%**	**94.5%**	96.9%	84.2%	94.0%	80.0%	100.0%	90.9%	90.0%	100.0%	94.1%	94.2%	100.0%	94.6%
	2011	**91.7%**	**90.8%**	**91.4%**	82.6%	92.9%	86.5%	90.0%	100.0%	93.1%	91.7%	86.2%	89.2%	92.4%	75.0%	91.4%
	2013	**94.4%**	**93.3%**	**94.0%**	88.5%	88.6%	88.5%	90.0%	93.3%	91.4%	93.3%	100.0%	96.0%	93.2%	92.0%	92.9%
Synthesizing and organizing ideas, information or experiences into new complex interpretations or relationships																
	2005	**92.3%**	**93.4%**	**92.6%**	86.5%	86.7%	86.6%	80.0%	n/a	72.7%	90.9%	87.5%	90.2%	95.6%	100.0%	95.8%
	2007	**92.4%**	**93.5%**	**91.8%**	83.3%	93.3%	86.7%	100.0%	n/a	100.0%	89.3%	100.0%	91.7%	80.5%	69.2%	77.8%
	2009	**95.0%**	**93.9%**	**94.7%**	89.6%	89.5%	89.5%	80.0%	100.0%	90.9%	100.0%	92.9%	97.0%	96.2%	100.0%	96.4%
	2011	**94.6%**	**91.5%**	**93.4%**	88.1%	85.7%	87.2%	100.0%	100.0%	100.0%	89.5%	82.8%	86.6%	92.5%	75.0%	91.5%
	2013	**93.8%**	**93.3%**	**93.6%**	90.4%	88.6%	89.7%	85.0%	93.3%	88.6%	96.7%	100.0%	98.0%	91.5%	87.5%	90.4%
Using and developing creative skills in projects or assignments																
	2005	**82.3%**	**90.6%**	**84.2%**	78.8%	100.0%	83.6%	80.0%	n/a	81.8%	80.6%	100.0%	83.7%	86.4%	66.7%	85.1%
	2007	**87.4%**	**90.8%**	**87.4%**	77.4%	100.0%	84.8%	88.9%	n/a	88.9%	89.7%	100.0%	91.9%	85.0%	69.2%	81.1%
	2009	**87.3%**	**90.4%**	**88.1%**	88.1%	89.5%	88.4%	80.0%	100.0%	90.9%	90.0%	100.0%	94.1%	90.4%	100.0%	91.1%
	2011	**83.2%**	**90.6%**	**86.0%**	72.5%	88.4%	78.6%	90.0%	100.0%	93.1%	83.8%	79.3%	81.8%	78.8%	75.0%	78.6%
	2013	**85.2%**	**89.8%**	**87.0%**	73.6%	79.4%	75.9%	80.0%	100.0%	88.6%	93.3%	100.0%	96.2%	86.0%	64.0%	79.3%

FACULTY CLIMATE SURVEY: Teaching and Learning - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Making judgments about the value of information, arguments or methods to assess the soundness of conclusions																			
	2005	96.3%	87.5%	93.0%	100.0%	n/a	100.0%	93.8%	96.0%	94.2%	90.9%	n/a	92.9%	100.0%	92.6%	95.1%	72.7%	n/a	76.9%
	2007	100.0%	88.9%	97.4%	100.0%	n/a	100.0%	96.0%	90.5%	95.0%	91.7%	100.0%	93.3%	100.0%	96.3%	97.5%	78.6%	71.4%	76.2%
	2009	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	95.2%	100.0%	96.2%	100.0%	90.9%	94.7%	100.0%	91.7%	95.5%	92.3%	80.0%	88.9%
	2011	100.0%	95.2%	98.0%	100.0%	85.7%	96.2%	92.2%	89.6%	91.3%	100.0%	100.0%	100.0%	100.0%	97.6%	98.2%	77.8%	77.8%	77.8%
	2013	100.0%	96.4%	98.1%	93.8%	88.9%	92.0%	94.7%	88.9%	93.2%	88.9%	62.5%	72.0%	94.1%	97.5%	96.5%	71.4%	88.9%	78.3%
Analyzing the basic elements of an idea, experience or theory in depth																			
	2005	96.3%	87.5%	93.0%	90.9%	n/a	91.7%	91.8%	88.0%	91.2%	81.8%	n/a	86.7%	92.9%	88.9%	90.2%	90.9%	n/a	92.3%
	2007	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	89.9%	85.7%	89.2%	100.0%	100.0%	100.0%	100.0%	88.9%	92.5%	93.3%	71.4%	86.4%
	2009	91.3%	100.0%	94.1%	100.0%	n/a	100.0%	95.3%	96.0%	95.4%	100.0%	81.8%	89.5%	100.0%	100.0%	100.0%	100.0%	66.7%	90.0%
	2011	90.0%	85.0%	88.0%	94.7%	100.0%	96.2%	95.0%	91.1%	93.6%	100.0%	94.7%	96.3%	93.3%	90.2%	91.1%	94.4%	90.9%	93.1%
	2013	100.0%	100.0%	100.0%	86.7%	88.9%	87.5%	96.9%	86.4%	94.3%	88.9%	100.0%	96.0%	100.0%	95.0%	96.5%	100.0%	100.0%	100.0%
Synthesizing and organizing ideas, information or experiences into new complex interpretations or relationships																			
	2005	96.3%	93.8%	95.3%	90.9%	n/a	91.7%	93.2%	92.0%	93.0%	90.9%	n/a	93.3%	100.0%	100.0%	100.0%	91.7%	n/a	92.9%
	2007	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	95.0%	100.0%	95.9%	91.7%	100.0%	93.3%	100.0%	100.0%	100.0%	93.3%	85.7%	90.9%
	2009	100.0%	100.0%	100.0%	100.0%	n/a	100.0%	95.3%	96.0%	95.4%	87.5%	81.8%	84.2%	100.0%	91.7%	95.5%	100.0%	100.0%	100.0%
	2011	100.0%	90.5%	96.1%	100.0%	85.7%	96.2%	95.7%	94.9%	95.4%	100.0%	100.0%	100.0%	100.0%	95.1%	96.4%	100.0%	90.0%	96.4%
	2013	100.0%	96.4%	98.2%	86.7%	100.0%	91.7%	96.9%	90.9%	95.4%	88.9%	87.5%	88.0%	88.2%	97.4%	94.6%	100.0%	100.0%	100.0%
Using and developing creative skills in projects or assignments																			
	2005	92.6%	100.0%	95.3%	81.8%	n/a	83.3%	77.4%	84.0%	78.4%	90.9%	100.0%	93.8%	92.9%	84.6%	87.5%	100.0%	n/a	100.0%
	2007	96.8%	100.0%	97.5%	87.5%	n/a	90.9%	82.0%	90.5%	83.5%	100.0%	100.0%	100.0%	92.3%	88.9%	90.0%	100.0%	85.7%	95.5%
	2009	95.7%	90.9%	94.1%	71.4%	n/a	77.8%	81.3%	80.0%	81.1%	87.5%	81.8%	84.2%	100.0%	91.7%	95.5%	100.0%	100.0%	100.0%
	2011	100.0%	91.7%	96.3%	72.2%	100.0%	80.0%	83.0%	89.9%	85.5%	100.0%	94.4%	96.2%	93.3%	97.6%	96.4%	100.0%	90.9%	96.6%
	2013	100.0%	96.4%	98.2%	71.4%	88.9%	78.3%	86.3%	95.7%	88.7%	88.9%	87.5%	88.0%	76.5%	95.0%	89.5%	100.0%	88.9%	95.7%

FACULTY CLIMATE SURVEY: Teaching Support - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
My college/school provides adequate support for advising students																
	2005	**3.03**	**3.53**	**3.13**	3.17	3.80	3.28	1.89	n/a	2.10	4.25	3.83	4.19	3.21	4.00	3.23
	2007	**2.98**	**3.54**	**3.11**	3.24	3.60	3.33	3.50	n/a	3.50	4.21	3.75	4.11	3.10	4.00	3.26
	2009	**3.52**	**3.80**	**3.59**	3.90	4.06	3.93	3.60	n/a	3.56	3.89	4.00	3.93	3.61	3.75	3.62
	2011	**3.50**	**3.79**	**3.60**	3.40	3.85	3.59	4.53	3.38	4.19	3.71	3.70	3.70	3.67	3.75	3.68
	2013	**3.66**	**3.77**	**3.70**	3.74	3.96	3.82	4.00	4.00	4.00	4.11	3.47	3.87	3.42	3.86	3.55
My college/school is adequately staffed to support administrative processes																
	2005	**2.86**	**3.59**	**3.00**	3.37	3.75	3.45	2.78	n/a	2.90	3.75	3.67	3.74	3.05	4.00	3.09
	2007	**2.65**	**3.61**	**2.87**	3.52	3.58	3.54	2.22	n/a	2.22	3.54	3.75	3.58	2.51	3.75	2.80
	2009	**3.27**	**3.88**	**3.42**	3.94	4.22	4.00	3.40	3.60	3.50	3.47	4.38	3.84	3.13	3.25	3.14
	2011	**3.26**	**3.83**	**3.46**	3.57	4.00	3.73	3.95	3.71	3.88	3.42	3.74	3.54	3.29	2.75	3.26
	2013	**3.37**	**3.89**	**3.56**	3.90	3.96	3.92	3.20	4.18	3.55	3.64	3.69	3.66	2.67	3.88	3.05
DePaul provides adequate training for new teaching technologies																
	2005	**3.59**	**3.86**	**3.65**	3.62	4.08	3.71	3.33	n/a	3.40	3.76	3.17	3.68	3.90	4.00	3.91
	2007	**3.48**	**3.87**	**3.59**	3.93	3.80	3.89	3.44	n/a	3.44	3.52	3.75	3.57	3.76	3.91	3.79
	2009	**3.88**	**4.13**	**3.94**	4.24	4.06	4.20	3.60	3.67	3.64	4.06	4.33	4.17	4.04	4.00	4.04
	2011	**3.69**	**3.93**	**3.78**	3.71	4.08	3.85	3.75	3.89	3.79	3.58	3.50	3.55	3.85	3.75	3.84
	2013	**3.90**	**3.92**	**3.91**	4.11	3.67	3.95	3.95	4.14	4.03	3.79	3.68	3.74	3.81	4.04	3.88
Library resources are adequate for my teaching needs																
	2005	**3.45**	**3.99**	**3.57**	4.14	4.07	4.12	3.22	n/a	3.30	3.74	4.00	3.77	3.51	4.50	3.56
	2007	**3.41**	**4.00**	**3.57**	4.39	4.07	4.29	3.56	n/a	3.56	3.68	3.63	3.67	3.47	4.10	3.60
	2009	**3.76**	**3.99**	**3.82**	4.22	4.20	4.22	3.80	4.00	3.91	3.78	4.08	3.90	3.94	4.00	3.94
	2011	**3.79**	**4.14**	**3.92**	4.11	4.28	4.17	3.79	4.33	3.96	3.78	3.88	3.82	3.80	3.67	3.80
	2013	**3.94**	**4.09**	**4.00**	4.24	3.82	4.09	4.00	4.64	4.28	3.93	3.61	3.80	3.91	4.16	3.99
Computing resources are adequate for my teaching needs																
	2005	**3.70**	**4.13**	**3.80**	4.12	4.21	4.14	3.50	n/a	3.56	3.89	4.00	3.91	3.79	4.50	3.82
	2007	**3.70**	**4.11**	**3.81**	3.97	3.93	3.95	3.56	n/a	3.56	3.59	4.00	3.68	3.81	4.00	3.85
	2009	**3.89**	**4.14**	**3.95**	4.11	4.44	4.18	n/a	4.33	4.20	3.89	3.93	3.91	3.82	4.75	3.89
	2011	**3.83**	**4.03**	**3.91**	3.94	4.22	4.05	3.63	4.30	3.86	3.95	3.78	3.88	3.77	3.75	3.77
	2013	**3.87**	**4.08**	**3.95**	3.92	4.00	3.95	3.79	4.47	4.09	3.97	3.48	3.76	3.71	4.27	3.89
Classrooms are well-equipped for the use of teaching technologies																
	2005	**3.28**	**3.84**	**3.41**	3.26	4.29	3.48	3.33	n/a	3.40	3.97	3.57	3.90	3.77	3.00	3.73
	2007	**3.64**	**3.85**	**3.70**	3.90	3.88	3.89	3.00	n/a	3.00	3.62	4.13	3.73	3.90	3.77	3.87
	2009	**3.89**	**3.98**	**3.91**	4.18	4.15	4.17	4.00	4.00	4.00	3.89	3.86	3.88	4.14	4.50	4.17
	2011	**3.76**	**4.05**	**3.87**	3.85	4.29	4.02	3.84	4.50	4.07	3.84	3.93	3.88	3.88	3.75	3.87
	2013	**3.91**	**4.13**	**4.00**	4.04	4.29	4.14	3.89	4.40	4.12	3.69	3.90	3.78	3.81	4.36	3.98
Classroom equipment/facilities are well-maintained																
	2005	**3.11**	**3.86**	**3.28**	2.69	4.14	3.00	3.22	n/a	3.30	3.89	3.57	3.83	3.48	3.67	3.49
	2007	**3.38**	**3.82**	**3.51**	3.68	3.63	3.66	2.22	n/a	2.22	3.43	4.13	3.58	3.74	3.91	3.77
	2009	**3.90**	**3.99**	**3.93**	4.10	4.16	4.12	4.00	3.83	3.91	3.84	3.92	3.88	4.08	4.25	4.09
	2011	**3.70**	**4.00**	**3.81**	3.88	4.26	4.03	3.74	4.40	3.97	3.82	3.90	3.85	3.75	3.75	3.75
	2013	**3.91**	**4.13**	**4.00**	4.15	4.24	4.19	3.11	4.20	3.59	3.79	4.18	3.96	3.83	4.28	3.96
DePaul supports the creation of innovative practices that enhance teaching and learning																
	2005	**3.70**	**4.07**	**3.78**	3.61	4.00	3.69	3.44	n/a	3.50	3.83	4.20	3.88	3.89	4.00	3.90
	2007	**3.68**	**3.93**	**3.75**	4.16	4.00	4.11	3.78	n/a	3.78	3.78	4.25	3.89	3.88	4.00	3.90
	2009	**4.00**	**4.17**	**4.04**	4.34	4.29	4.33	3.60	3.67	3.64	4.11	4.50	4.27	4.22	4.25	4.22
	2011	**3.77**	**4.01**	**3.86**	3.98	4.15	4.05	4.10	3.78	4.00	3.72	3.85	3.77	3.94	4.00	3.94
	2013	**3.87**	**4.02**	**3.93**	4.06	3.94	4.01	3.89	4.20	4.00	3.70	3.95	3.81	3.91	4.12	3.97

FACULTY CLIMATE SURVEY: Teaching Support - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
My college/school provides adequate support for advising students																			
	2005	1.92	2.50	2.11	2.45	n/a	2.58	2.86	3.44	2.93	3.50	n/a	3.43	3.08	3.83	3.57	3.42	n/a	3.36
	2007	2.30	3.22	2.51	2.00	n/a	2.20	2.69	3.06	2.75	3.08	4.25	3.38	2.54	3.73	3.29	3.33	3.00	3.23
	2009	2.05	3.67	2.52	3.33	n/a	3.50	3.47	3.70	3.51	4.00	3.55	3.74	3.00	3.82	3.43	3.64	3.60	3.63
	2011	3.28	3.95	3.55	2.65	n/a	2.90	3.39	3.73	3.50	3.67	3.64	3.65	3.33	3.88	3.71	3.94	3.88	3.92
	2013	3.62	3.87	3.73	2.57	2.29	2.48	3.63	3.73	3.65	4.22	3.00	3.52	3.76	4.18	4.04	3.43	3.89	3.61
My college/school is adequately staffed to support administrative processes																			
	2005	1.81	3.08	2.23	2.64	n/a	2.64	2.64	3.72	2.77	3.09	n/a	3.14	2.38	3.62	3.15	3.18	n/a	3.15
	2007	2.10	4.00	2.49	2.14	n/a	2.33	2.48	3.29	2.61	2.83	4.00	3.13	1.92	3.68	3.03	2.71	2.71	2.71
	2009	2.96	4.44	3.38	2.83	n/a	3.00	3.00	3.43	3.08	4.00	3.82	3.89	2.10	3.73	2.95	3.21	4.00	3.42
	2011	3.64	4.00	3.79	2.78	3.20	2.87	3.00	3.97	3.32	3.56	3.94	3.80	2.27	3.67	3.23	3.47	3.63	3.52
	2013	3.63	4.05	3.82	3.07	3.29	3.14	3.43	3.87	3.54	3.56	3.60	3.58	2.76	4.03	3.60	3.50	3.89	3.65
DePaul provides adequate training for new teaching technologies																			
	2005	3.52	3.47	3.50	3.00	n/a	3.00	3.56	3.87	3.61	3.73	n/a	3.79	3.62	4.00	3.86	3.17	n/a	3.21
	2007	3.03	4.00	3.27	3.43	n/a	3.22	3.45	3.85	3.52	3.58	3.67	3.60	2.77	4.08	3.63	3.57	3.14	3.43
	2009	3.83	4.55	4.06	3.29	n/a	3.56	3.59	4.21	3.71	4.13	3.90	4.00	3.40	4.00	3.73	3.77	4.00	3.82
	2011	4.03	4.15	4.08	2.89	3.40	3.00	3.67	4.03	3.79	4.22	3.69	3.88	3.40	4.20	3.98	3.76	3.44	3.65
	2013	4.22	4.11	4.17	3.14	3.37	3.23	3.89	4.07	3.94	4.00	3.47	3.67	3.94	4.16	4.09	3.50	3.50	3.50
Library resources are adequate for my teaching needs																			
	2005	3.30	3.93	3.51	4.00	n/a	4.00	3.19	3.96	3.30	2.90	n/a	2.85	3.85	4.12	4.03	2.75	n/a	2.85
	2007	3.00	4.44	3.33	4.13	n/a	4.27	3.07	3.90	3.21	2.67	2.50	2.63	4.00	4.33	4.22	3.27	3.00	3.18
	2009	3.74	4.73	4.06	4.14	n/a	4.22	3.32	3.82	3.40	3.43	3.00	3.17	3.80	4.08	3.95	3.93	3.50	3.83
	2011	3.82	4.06	3.91	4.00	4.33	4.08	3.61	4.33	3.85	3.56	3.19	3.32	4.00	4.33	4.24	3.71	3.89	3.77
	2013	3.63	4.19	3.91	4.56	3.87	4.33	3.85	4.24	3.95	3.67	3.36	3.48	4.12	4.36	4.28	3.53	4.12	3.74
Computing resources are adequate for my teaching needs																			
	2005	3.27	4.21	3.60	3.73	n/a	3.75	3.66	4.17	3.74	3.55	n/a	3.60	3.62	4.00	3.87	3.17	n/a	3.23
	2007	3.42	4.63	3.67	4.29	n/a	4.40	3.74	4.10	3.80	3.67	3.75	3.69	3.46	4.25	3.97	3.67	3.29	3.55
	2009	3.87	4.55	4.09	4.00	n/a	4.11	3.72	4.09	3.78	4.00	3.58	3.75	4.10	4.08	4.09	3.79	3.80	3.79
	2011	3.83	4.27	3.98	3.74	4.00	3.80	3.86	4.06	3.93	4.22	3.59	3.81	3.53	4.21	4.02	3.59	3.80	3.67
	2013	4.00	4.15	4.07	4.07	3.86	4.00	3.87	4.14	3.94	4.33	3.86	4.04	3.88	4.29	4.16	3.33	3.62	3.43
Classrooms are well-equipped for the use of teaching technologies																			
	2005	3.37	4.27	3.69	2.64	n/a	2.75	3.20	3.58	3.25	2.64	3.20	2.81	2.92	3.76	3.47	2.00	n/a	2.17
	2007	3.52	4.33	3.70	2.88	n/a	3.27	3.68	3.86	3.71	3.58	4.25	3.75	3.85	3.76	3.79	2.75	2.57	2.68
	2009	3.70	4.40	3.91	3.67	n/a	4.00	3.88	4.08	3.92	3.50	3.50	3.50	3.90	4.30	4.10	2.14	2.80	2.32
	2011	3.67	3.94	3.77	2.84	4.50	3.24	3.93	4.00	3.95	4.00	3.53	3.69	3.29	4.31	4.00	2.82	3.33	3.00
	2013	4.07	4.25	4.16	3.60	3.75	3.65	4.09	4.21	4.12	3.67	3.64	3.65	4.24	4.24	4.24	2.80	2.78	2.79
Classroom equipment/facilities are well-maintained																			
	2005	3.04	3.87	3.33	2.55	n/a	2.67	3.08	3.80	3.19	2.55	3.20	2.75	3.69	3.88	3.81	1.92	n/a	2.14
	2007	3.35	3.89	3.48	3.00	n/a	3.45	3.28	3.76	3.36	3.17	4.25	3.44	3.85	3.92	3.89	2.80	2.71	2.77
	2009	3.43	4.50	3.76	3.83	n/a	4.13	3.83	4.00	3.86	3.86	3.33	3.53	4.30	4.30	4.30	2.93	3.00	2.95
	2011	3.50	4.06	3.70	3.00	4.17	3.29	3.77	4.03	3.86	4.00	3.39	3.59	3.64	4.13	3.98	2.94	3.10	3.00
	2013	4.11	4.29	4.20	3.79	3.62	3.73	4.05	4.23	4.10	3.56	3.73	3.67	4.24	4.15	4.18	2.87	3.11	2.96
DePaul supports the creation of innovative practices that enhance teaching and learning																			
	2005	3.56	4.07	3.73	3.36	n/a	3.42	3.73	4.00	3.77	3.70	n/a	3.71	3.69	4.19	4.03	3.50	n/a	3.57
	2007	3.35	4.33	3.58	3.50	n/a	3.30	3.61	3.75	3.64	3.58	3.75	3.63	2.75	4.08	3.65	3.69	3.00	3.45
	2009	4.22	4.73	4.38	3.83	n/a	3.88	3.64	3.92	3.69	4.29	3.92	4.05	3.90	4.17	4.05	3.79	3.75	3.78
	2011	4.07	3.95	4.02	3.47	4.00	3.62	3.65	4.01	3.77	4.00	3.83	3.89	2.93	4.24	3.87	3.53	3.60	3.56
	2013	4.04	4.28	4.15	3.20	3.00	3.14	3.87	4.05	3.92	4.00	3.69	3.82	3.94	4.18	4.11	3.40	3.71	3.50

FACULTY CLIMATE SURVEY: Teaching Support - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
The University and colleges offer appropriate teaching workshops, best practices seminars, etc																
	2005	**3.64**	**3.79**	**3.68**	3.40	3.54	3.43	3.56	n/a	3.50	3.38	3.83	3.45	3.78	4.50	3.81
	2007	**3.65**	**3.91**	**3.72**	3.87	4.13	3.96	4.11	n/a	4.11	3.70	3.50	3.66	3.82	4.00	3.86
	2009	**3.94**	**4.08**	**3.98**	4.25	4.21	4.24	3.40	3.83	3.64	3.68	4.08	3.84	4.04	4.25	4.06
	2011	**3.73**	**3.92**	**3.80**	3.95	4.00	3.97	4.05	3.50	3.89	3.47	3.58	3.52	3.90	4.00	3.91
	2013	**3.88**	**3.94**	**3.90**	4.06	3.68	3.92	3.95	4.18	4.03	3.93	3.74	3.85	3.95	4.08	3.99
Funding for faculty development is comparable to similar institutions																
	2005	**2.89**	**3.24**	**2.95**	3.00	3.14	3.02	3.71	n/a	3.71	3.36	n/a	3.44	3.31	4.00	3.35
	2007	**2.84**	**3.45**	**3.00**	3.32	3.89	3.48	2.20	n/a	2.20	2.94	3.71	3.16	3.27	3.43	3.30
	2009	**3.28**	**3.60**	**3.34**	3.84	4.11	3.88	3.40	n/a	3.25	3.14	3.33	3.20	3.46	4.00	3.49
	2011	**3.28**	**3.53**	**3.36**	3.44	3.79	3.57	3.53	n/a	3.52	3.03	3.39	3.17	3.44	2.00	3.38
	2013	**3.26**	**3.46**	**3.33**	3.80	3.29	3.63	3.69	4.00	3.78	3.26	3.40	3.30	2.88	3.89	3.25

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Teaching Support - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
The University and colleges offer appropriate teaching workshops, best practices seminars, etc																			
	2005	3.73	3.21	3.55	3.00	n/a	3.09	3.88	3.91	3.89	3.67	n/a	3.62	3.38	4.19	3.92	2.92	n/a	3.00
	2007	3.30	4.44	3.56	3.63	n/a	3.50	3.72	3.75	3.72	3.64	3.33	3.57	2.92	4.04	3.65	3.29	3.29	3.29
	2009	4.05	4.55	4.21	3.80	n/a	3.71	3.78	4.08	3.84	4.25	3.89	4.06	3.70	4.27	4.00	3.57	3.00	3.42
	2011	3.90	4.05	3.96	3.00	3.83	3.24	3.67	3.96	3.76	4.00	3.65	3.77	3.29	4.23	3.98	3.60	3.38	3.52
	2013	3.87	4.19	4.04	3.40	3.14	3.32	3.87	4.07	3.92	3.67	3.46	3.55	3.88	4.11	4.04	3.40	3.83	3.52
Funding for faculty development is comparable to similar institutions																			
	2005	2.74	3.17	2.83	2.78	n/a	2.78	2.60	3.14	2.66	2.29	n/a	2.44	3.64	3.46	3.54	2.50	n/a	2.55
	2007	2.50	3.83	2.75	2.86	n/a	2.75	2.74	2.92	2.76	2.44	3.00	2.58	2.36	3.63	3.11	2.92	2.83	2.89
	2009	3.47	4.17	3.67	3.60	n/a	3.83	2.78	3.64	2.88	3.43	2.75	3.07	3.00	4.00	3.40	3.27	3.33	3.29
	2011	3.96	3.50	3.82	2.92	n/a	2.92	3.02	3.53	3.15	3.38	3.09	3.21	3.33	3.79	3.66	3.56	3.40	3.52
	2013	3.64	4.00	3.79	2.55	2.67	2.59	3.04	3.09	3.05	3.12	2.87	3.00	3.73	3.65	3.68	3.36	3.40	3.37

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Teaching Support - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
My college/school provides adequate support for advising students																
	2005	**44.1%**	**60.3%**	**47.0%**	47.9%	60.0%	50.0%	11.1%	n/a	20.0%	88.9%	66.7%	85.7%	47.6%	100.0%	48.8%
	2007	**39.1%**	**55.4%**	**42.7%**	37.9%	60.0%	43.6%	50.0%	n/a	50.0%	82.8%	62.5%	78.4%	41.5%	77.8%	48.0%
	2009	**61.5%**	**74.7%**	**64.7%**	74.1%	87.5%	77.0%	60.0%	n/a	55.6%	78.9%	90.0%	82.8%	67.3%	75.0%	67.9%
	2011	**63.2%**	**65.1%**	**63.9%**	58.2%	69.2%	62.8%	89.5%	25.0%	70.4%	65.8%	65.2%	65.6%	70.5%	75.0%	70.8%
	2013	**64.8%**	**73.5%**	**67.8%**	68.1%	80.8%	72.6%	70.0%	90.0%	76.7%	82.1%	58.8%	73.3%	57.7%	66.7%	60.3%
My college/school is adequately staffed to support administrative processes																
	2005	**39.2%**	**61.7%**	**43.6%**	58.5%	58.3%	58.5%	33.3%	n/a	40.0%	75.0%	66.7%	73.8%	46.3%	100.0%	48.8%
	2007	**30.8%**	**61.1%**	**37.8%**	63.0%	58.3%	61.5%	22.2%	n/a	22.2%	60.7%	75.0%	63.9%	25.6%	75.0%	37.3%
	2009	**51.3%**	**77.9%**	**58.0%**	71.0%	83.3%	73.8%	60.0%	60.0%	60.0%	68.4%	92.3%	78.1%	42.6%	75.0%	45.1%
	2011	**52.2%**	**70.7%**	**58.7%**	61.7%	76.3%	67.3%	68.4%	57.1%	65.4%	57.9%	69.6%	62.3%	51.6%	50.0%	51.5%
	2013	**54.1%**	**77.3%**	**62.6%**	66.7%	81.5%	72.0%	55.0%	90.9%	67.7%	67.9%	62.5%	65.9%	36.5%	70.8%	47.4%
DePaul provides adequate training for new teaching technologies																
	2005	**64.9%**	**76.8%**	**67.4%**	62.0%	76.9%	65.1%	66.7%	n/a	70.0%	73.5%	50.0%	70.0%	78.0%	100.0%	79.1%
	2007	**60.8%**	**76.0%**	**64.8%**	83.3%	73.3%	80.0%	55.6%	n/a	55.6%	59.3%	75.0%	62.9%	68.3%	90.9%	73.1%
	2009	**77.5%**	**90.7%**	**80.8%**	89.4%	88.9%	89.3%	60.0%	66.7%	63.6%	88.9%	91.7%	90.0%	87.8%	100.0%	88.7%
	2011	**71.7%**	**76.5%**	**73.5%**	73.8%	79.5%	76.0%	70.0%	77.8%	72.4%	65.8%	60.7%	63.6%	78.8%	75.0%	78.6%
	2013	**75.0%**	**76.5%**	**75.6%**	84.9%	70.0%	79.5%	73.7%	85.7%	78.8%	71.4%	68.4%	70.2%	75.9%	82.6%	77.9%
Library resources are adequate for my teaching needs																
	2005	**62.6%**	**84.2%**	**67.1%**	88.2%	78.6%	86.2%	55.6%	n/a	60.0%	67.6%	80.0%	69.2%	60.5%	100.0%	62.2%
	2007	**59.5%**	**78.4%**	**64.6%**	96.8%	85.7%	93.3%	66.7%	n/a	66.7%	64.0%	62.5%	63.6%	55.0%	90.0%	62.0%
	2009	**71.5%**	**80.6%**	**73.7%**	85.1%	93.3%	86.6%	60.0%	66.7%	63.6%	72.2%	83.3%	76.7%	78.0%	75.0%	77.8%
	2011	**74.5%**	**84.2%**	**78.0%**	86.4%	89.7%	87.6%	73.7%	88.9%	78.6%	68.8%	75.0%	71.4%	78.8%	66.7%	78.3%
	2013	**78.6%**	**82.5%**	**80.1%**	91.8%	75.0%	85.7%	83.3%	100.0%	90.6%	75.0%	66.7%	71.7%	80.4%	80.0%	80.2%
Computing resources are adequate for my teaching needs																
	2005	**72.4%**	**87.8%**	**75.7%**	87.8%	85.7%	87.3%	75.0%	n/a	77.8%	75.0%	85.7%	76.7%	76.2%	100.0%	77.3%
	2007	**70.9%**	**83.7%**	**74.4%**	73.3%	78.6%	75.0%	66.7%	n/a	66.7%	58.6%	75.0%	62.2%	81.0%	92.3%	83.6%
	2009	**77.4%**	**89.2%**	**80.4%**	81.8%	100.0%	85.7%	n/a	100.0%	90.0%	78.9%	78.6%	78.8%	72.0%	100.0%	74.1%
	2011	**74.9%**	**84.1%**	**78.3%**	80.3%	90.2%	84.1%	63.2%	100.0%	75.9%	71.1%	74.1%	72.3%	72.7%	75.0%	72.9%
	2013	**77.3%**	**84.8%**	**80.2%**	78.8%	85.7%	81.3%	73.7%	100.0%	85.3%	82.8%	61.9%	74.0%	75.0%	84.6%	78.0%
Classrooms are well-equipped for the use of teaching technologies																
	2005	**53.5%**	**73.0%**	**57.8%**	54.0%	85.7%	60.9%	44.4%	n/a	50.0%	79.4%	71.4%	78.0%	69.8%	50.0%	68.9%
	2007	**71.0%**	**75.2%**	**72.2%**	74.2%	81.3%	76.6%	55.6%	n/a	55.6%	62.1%	87.5%	67.6%	78.6%	61.5%	74.5%
	2009	**76.3%**	**80.2%**	**77.3%**	86.6%	85.0%	86.2%	80.0%	83.3%	81.8%	73.7%	71.4%	72.7%	86.0%	100.0%	87.0%
	2011	**75.0%**	**82.4%**	**77.7%**	77.9%	90.5%	82.7%	84.2%	100.0%	89.7%	71.1%	77.8%	73.8%	77.3%	75.0%	77.1%
	2013	**78.4%**	**82.7%**	**80.0%**	78.8%	88.2%	82.6%	89.5%	93.3%	91.2%	72.4%	76.2%	74.0%	78.0%	88.0%	81.0%
Classroom equipment/facilities are well-maintained																
	2005	**45.1%**	**76.5%**	**52.1%**	25.5%	78.6%	36.9%	44.4%	n/a	50.0%	74.3%	71.4%	73.8%	59.1%	66.7%	59.6%
	2007	**58.5%**	**73.6%**	**63.0%**	67.7%	62.5%	66.0%	11.1%	n/a	11.1%	57.1%	87.5%	63.9%	73.8%	72.7%	73.6%
	2009	**75.9%**	**79.8%**	**76.9%**	85.1%	84.2%	84.9%	80.0%	66.7%	72.7%	68.4%	76.9%	71.9%	82.0%	100.0%	83.3%
	2011	**72.6%**	**81.1%**	**75.7%**	75.0%	90.5%	80.9%	78.9%	100.0%	86.2%	78.9%	79.3%	79.1%	76.9%	75.0%	76.8%
	2013	**77.4%**	**82.9%**	**79.5%**	86.5%	88.2%	87.2%	42.1%	86.7%	61.8%	69.0%	81.8%	74.5%	79.7%	88.0%	82.1%
DePaul supports the creation of innovative practices that enhance teaching and learning																
	2005	**68.2%**	**81.3%**	**71.0%**	61.2%	69.2%	62.9%	55.6%	n/a	60.0%	74.3%	80.0%	75.0%	78.9%	100.0%	80.0%
	2007	**67.1%**	**76.2%**	**69.3%**	87.1%	68.8%	80.9%	66.7%	n/a	66.7%	70.4%	87.5%	74.3%	80.5%	90.9%	82.7%
	2009	**78.9%**	**85.5%**	**80.6%**	89.6%	88.2%	89.3%	60.0%	66.7%	63.6%	89.5%	100.0%	93.9%	92.0%	100.0%	92.6%
	2011	**70.3%**	**77.2%**	**72.8%**	79.7%	82.5%	80.8%	75.0%	77.8%	75.9%	75.0%	69.2%	72.6%	78.1%	75.0%	77.9%
	2013	**73.2%**	**78.4%**	**75.2%**	79.2%	78.8%	79.1%	73.7%	80.0%	75.9%	74.1%	76.2%	75.0%	80.0%	72.0%	77.5%

FACULTY CLIMATE SURVEY: Teaching Support - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
My college/school provides adequate support for advising students																			
	2005	11.5%	25.0%	15.8%	36.4%	n/a	41.7%	34.1%	50.0%	35.8%	66.7%	n/a	64.3%	53.8%	75.0%	67.6%	58.3%	n/a	57.1%
	2007	13.3%	55.6%	23.1%	14.3%	n/a	20.0%	30.1%	35.3%	30.9%	41.7%	100.0%	56.3%	30.8%	54.5%	45.7%	60.0%	28.6%	50.0%
	2009	13.6%	66.7%	29.0%	50.0%	n/a	50.0%	57.8%	65.0%	59.0%	87.5%	72.7%	78.9%	40.0%	81.8%	61.9%	64.3%	60.0%	63.2%
	2011	62.1%	75.0%	67.3%	23.5%	n/a	28.6%	60.6%	64.1%	61.7%	77.8%	57.1%	65.2%	53.3%	67.6%	63.3%	82.4%	75.0%	80.0%
	2013	69.2%	69.6%	69.4%	14.3%	28.6%	19.0%	63.1%	73.3%	65.1%	88.9%	50.0%	66.7%	76.5%	91.2%	86.3%	64.3%	88.9%	73.9%
My college/school is adequately staffed to support administrative processes																			
	2005	7.7%	38.5%	17.9%	27.3%	n/a	27.3%	30.1%	55.6%	33.1%	45.5%	n/a	50.0%	23.1%	71.4%	52.9%	36.4%	n/a	38.5%
	2007	12.9%	87.5%	28.2%	14.3%	n/a	11.1%	23.7%	47.1%	27.3%	25.0%	75.0%	37.5%	7.7%	63.6%	42.9%	35.7%	14.3%	28.6%
	2009	47.8%	100.0%	62.5%	33.3%	n/a	37.5%	43.6%	56.5%	46.0%	75.0%	81.8%	78.9%	0.0%	81.8%	42.9%	50.0%	100.0%	63.2%
	2011	71.4%	78.9%	74.5%	33.3%	20.0%	30.4%	44.1%	75.8%	54.5%	66.7%	75.0%	72.0%	13.3%	60.6%	45.8%	64.7%	75.0%	68.0%
	2013	70.4%	81.8%	75.5%	46.7%	71.4%	54.5%	53.7%	76.9%	59.3%	66.7%	66.7%	66.7%	23.5%	81.8%	62.0%	57.1%	88.9%	69.6%
DePaul provides adequate training for new teaching technologies																			
	2005	64.0%	60.0%	62.5%	36.4%	n/a	36.4%	63.6%	79.2%	65.9%	72.7%	n/a	78.6%	61.5%	83.3%	75.7%	50.0%	n/a	50.0%
	2007	41.9%	90.0%	53.7%	71.4%	n/a	66.7%	61.1%	75.0%	63.5%	50.0%	33.3%	46.7%	46.2%	80.0%	68.4%	71.4%	42.9%	61.9%
	2009	73.9%	100.0%	82.4%	57.1%	n/a	66.7%	68.6%	91.7%	72.9%	87.5%	80.0%	83.3%	50.0%	91.7%	72.7%	61.5%	100.0%	70.6%
	2011	89.7%	85.0%	87.8%	36.8%	60.0%	41.7%	68.9%	76.7%	71.6%	100.0%	62.5%	76.0%	66.7%	92.5%	85.5%	70.6%	55.6%	65.4%
	2013	88.9%	85.2%	87.0%	42.9%	62.5%	50.0%	75.2%	80.0%	76.5%	66.7%	53.3%	58.3%	76.5%	86.5%	83.3%	50.0%	50.0%	50.0%
Library resources are adequate for my teaching needs																			
	2005	63.0%	85.7%	70.7%	81.8%	n/a	83.3%	54.9%	87.0%	59.3%	40.0%	n/a	38.5%	76.9%	88.5%	84.6%	33.3%	n/a	38.5%
	2007	48.4%	77.8%	55.0%	87.5%	n/a	90.9%	49.5%	75.0%	53.8%	33.3%	0.0%	25.0%	76.9%	95.8%	89.2%	60.0%	42.9%	54.5%
	2009	69.6%	100.0%	79.4%	100.0%	n/a	100.0%	58.9%	72.7%	61.2%	42.9%	54.5%	50.0%	70.0%	91.7%	81.8%	71.4%	100.0%	72.2%
	2011	82.1%	83.3%	82.6%	84.2%	100.0%	88.0%	67.1%	90.0%	74.8%	55.6%	43.8%	48.0%	73.3%	90.0%	85.5%	70.6%	77.8%	73.1%
	2013	66.7%	80.8%	73.6%	100.0%	87.5%	95.8%	75.2%	93.5%	80.0%	55.6%	42.9%	47.8%	82.4%	94.4%	90.6%	66.7%	75.0%	69.6%
Computing resources are adequate for my teaching needs																			
	2005	61.5%	92.9%	72.5%	81.8%	n/a	83.3%	70.5%	91.7%	73.6%	54.5%	n/a	60.0%	61.5%	80.0%	73.7%	58.3%	n/a	61.5%
	2007	64.5%	87.5%	69.2%	100.0%	n/a	100.0%	73.7%	85.0%	75.7%	58.3%	75.0%	62.5%	61.5%	87.5%	78.4%	73.3%	57.1%	68.2%
	2009	78.3%	100.0%	85.3%	100.0%	n/a	100.0%	73.8%	87.0%	76.2%	87.5%	75.0%	80.0%	80.0%	91.7%	86.4%	71.4%	80.0%	73.7%
	2011	86.2%	93.3%	88.6%	68.4%	83.3%	72.0%	76.5%	83.1%	78.9%	88.9%	64.7%	73.1%	60.0%	89.7%	81.5%	64.7%	80.0%	70.4%
	2013	85.2%	85.2%	85.2%	80.0%	85.7%	81.8%	76.4%	84.1%	78.4%	100.0%	85.7%	91.3%	70.6%	94.1%	86.3%	60.0%	75.0%	65.2%
Classrooms are well-equipped for the use of teaching technologies																			
	2005	59.3%	93.3%	71.4%	36.4%	n/a	41.7%	50.0%	58.3%	51.2%	27.3%	60.0%	37.5%	38.5%	68.0%	57.9%	36.4%	n/a	16.7%
	2007	67.7%	88.9%	72.5%	50.0%	n/a	63.6%	76.3%	71.4%	75.4%	75.0%	75.0%	75.0%	69.2%	76.0%	73.7%	41.7%	42.9%	42.1%
	2009	69.6%	90.0%	75.8%	66.7%	n/a	75.0%	78.5%	83.3%	79.4%	50.0%	58.3%	55.0%	60.0%	100.0%	80.0%	14.3%	60.0%	26.3%
	2011	76.7%	77.8%	77.1%	42.1%	100.0%	56.0%	82.1%	79.5%	81.2%	66.7%	64.7%	65.4%	57.1%	93.8%	82.6%	47.1%	55.6%	50.0%
	2013	85.2%	83.3%	84.3%	53.3%	75.0%	60.9%	84.4%	87.5%	85.2%	66.7%	64.3%	65.2%	88.2%	87.9%	88.0%	33.3%	33.3%	33.3%
Classroom equipment/facilities are well-maintained																			
	2005	40.7%	80.0%	54.8%	27.3%	n/a	33.3%	44.4%	76.0%	49.1%	27.3%	40.0%	31.3%	69.2%	79.2%	75.7%	16.7%	n/a	21.4%
	2007	58.1%	77.8%	62.5%	37.5%	n/a	54.5%	54.6%	76.2%	58.5%	50.0%	75.0%	56.3%	69.2%	75.0%	73.0%	46.7%	42.9%	45.5%
	2009	60.9%	90.0%	69.7%	66.7%	n/a	75.0%	73.8%	83.3%	75.6%	71.4%	58.3%	63.2%	100.0%	100.0%	100.0%	35.7%	40.0%	36.8%
	2011	70.0%	88.2%	76.6%	33.3%	83.3%	45.8%	76.8%	81.6%	78.5%	77.8%	50.0%	59.3%	64.3%	90.3%	82.2%	41.2%	40.0%	40.7%
	2013	85.2%	87.5%	86.3%	71.4%	75.0%	72.7%	84.1%	85.4%	84.5%	55.6%	66.7%	62.5%	88.2%	85.3%	86.3%	33.3%	44.4%	37.5%
DePaul supports the creation of innovative practices that enhance teaching and learning																			
	2005	55.6%	85.7%	65.9%	63.6%	n/a	66.7%	71.0%	78.3%	72.0%	70.0%	n/a	71.4%	69.2%	84.6%	79.5%	58.3%	n/a	64.3%
	2007	54.8%	88.9%	62.5%	62.5%	n/a	60.0%	63.4%	75.0%	65.5%	58.3%	50.0%	56.3%	25.0%	80.0%	62.2%	61.5%	42.9%	55.0%
	2009	82.6%	100.0%	88.2%	83.3%	n/a	75.0%	65.7%	70.8%	66.7%	85.7%	91.7%	89.5%	70.0%	83.3%	77.3%	64.3%	75.0%	66.7%
	2011	86.7%	78.9%	83.7%	40.0%	66.7%	47.6%	61.5%	77.9%	67.2%	88.9%	61.1%	70.4%	53.3%	89.2%	78.8%	58.8%	60.0%	59.3%
	2013	81.5%	88.0%	84.6%	40.0%	42.9%	40.9%	72.0%	79.1%	73.8%	66.7%	69.2%	68.2%	76.5%	89.5%	85.5%	53.3%	57.1%	54.5%

FACULTY CLIMATE SURVEY: Teaching Support - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
Number of	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
Respondents	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
The University and colleges offer appropriate teaching workshops, best practices seminars, etc																
	2005	**67.3%**	**70.5%**	**68.0%**	60.4%	46.2%	57.4%	55.6%	n/a	50.0%	58.8%	66.7%	60.0%	70.0%	100.0%	71.4%
	2007	**66.7%**	**70.2%**	**67.6%**	73.3%	68.8%	71.7%	88.9%	n/a	88.9%	70.4%	50.0%	65.7%	78.9%	83.3%	80.0%
	2009	**76.9%**	**79.2%**	**77.5%**	86.2%	84.2%	85.7%	60.0%	83.3%	72.7%	68.4%	66.7%	67.7%	84.0%	100.0%	85.2%
	2011	**68.6%**	**73.6%**	**70.4%**	78.8%	75.0%	77.4%	78.9%	62.5%	74.1%	50.0%	57.7%	53.2%	82.3%	75.0%	81.8%
	2013	**75.0%**	**77.0%**	**75.7%**	84.3%	75.0%	81.0%	78.9%	81.8%	80.0%	75.0%	68.4%	72.3%	78.9%	70.8%	76.5%
Funding for faculty development is comparable to similar institutions																
	2005	**35.1%**	**40.0%**	**35.9%**	69.2%	28.6%	71.7%	57.1%	n/a	57.1%	59.1%	n/a	64.0%	44.8%	100.0%	48.4%
	2007	**32.4%**	**42.0%**	**35.1%**	50.0%	55.6%	51.6%	0.0%	n/a	0.0%	27.8%	42.9%	32.0%	46.2%	57.1%	48.5%
	2009	**48.0%**	**51.7%**	**48.7%**	68.0%	66.7%	67.8%	60.0%	n/a	37.5%	35.7%	66.7%	40.0%	59.0%	50.0%	58.5%
	2011	**47.2%**	**48.6%**	**47.6%**	50.0%	55.2%	51.9%	52.9%	n/a	57.1%	37.9%	33.3%	36.2%	55.6%	0.0%	53.2%
	2013	**47.9%**	**46.2%**	**47.3%**	65.7%	52.9%	61.5%	62.5%	71.4%	65.2%	52.2%	40.0%	48.5%	25.0%	52.6%	35.3%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Teaching Support - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
The University and colleges offer appropriate teaching workshops, best practices seminars, etc																			
	2005	73.1%	42.9%	62.5%	50.0%	n/a	54.5%	76.6%	81.8%	77.4%	66.7%	n/a	61.5%	46.2%	92.3%	76.9%	41.7%	n/a	46.2%
	2007	46.7%	77.8%	53.8%	75.0%	n/a	60.0%	70.7%	70.0%	70.5%	63.6%	33.3%	57.1%	23.1%	83.3%	62.2%	57.1%	42.9%	52.4%
	2009	86.4%	90.9%	87.9%	60.0%	n/a	57.1%	71.2%	83.3%	73.4%	100.0%	77.8%	88.2%	60.0%	90.9%	76.2%	57.1%	20.0%	47.4%
	2011	79.3%	73.7%	77.1%	26.7%	66.7%	38.1%	65.4%	77.6%	69.5%	77.8%	64.7%	69.2%	50.0%	87.5%	77.8%	60.0%	50.0%	56.5%
	2013	70.8%	80.8%	76.0%	46.7%	57.1%	50.0%	75.2%	80.0%	76.5%	66.7%	53.8%	59.1%	82.4%	92.1%	89.1%	53.3%	66.7%	57.1%
Funding for faculty development is comparable to similar institutions																			
	2005	30.4%	16.7%	27.6%	44.4%	n/a	44.4%	23.5%	35.7%	25.0%	28.6%	n/a	11.1%	72.7%	53.8%	62.5%	50.0%	n/a	54.5%
	2007	15.4%	50.0%	21.9%	42.9%	n/a	37.5%	30.3%	16.7%	28.4%	22.2%	33.3%	25.0%	27.3%	50.0%	40.7%	38.5%	16.7%	31.6%
	2009	46.7%	66.7%	52.4%	60.0%	n/a	66.7%	31.3%	54.5%	34.0%	42.9%	50.0%	33.3%	44.4%	83.3%	60.0%	45.5%	33.3%	42.9%
	2011	83.3%	50.0%	73.5%	25.0%	n/a	25.0%	38.3%	44.4%	39.9%	50.0%	36.4%	42.1%	41.7%	55.2%	51.2%	50.0%	80.0%	57.1%
	2013	68.2%	64.7%	66.7%	27.3%	16.7%	23.5%	41.3%	39.4%	40.9%	50.0%	0.0%	25.0%	66.7%	52.2%	57.9%	42.9%	40.0%	42.1%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Research Support - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Library resources are adequate for my research needs																
	2005	**2.90**	**3.73**	**3.05**	3.81	4.00	3.84	3.00	n/a	3.10	3.42	n/a	3.46	2.84	4.00	2.89
	2007	**2.97**	**3.67**	**3.15**	4.08	3.77	3.97	3.13	n/a	3.13	3.24	3.88	3.39	3.10	4.00	3.21
	2009	**3.42**	**3.83**	**3.50**	3.87	4.50	3.97	n/a	n/a	3.43	3.83	4.00	3.88	3.52	3.67	3.53
	2011	**3.51**	**4.00**	**3.67**	3.98	4.16	4.04	3.74	4.13	3.85	3.79	4.05	3.89	3.61	3.67	3.61
	2013	**3.66**	**4.07**	**3.79**	4.10	3.72	4.00	4.00	4.64	4.24	3.72	3.69	3.71	3.63	4.10	3.76
Computing resources are adequate for my research needs																
	2005	**3.71**	**4.12**	**3.78**	3.93	4.10	3.96	4.22	n/a	4.20	3.91	n/a	3.89	3.88	4.00	3.89
	2007	**3.78**	**4.06**	**3.86**	4.36	3.92	4.21	4.13	n/a	4.13	3.92	4.25	4.00	3.80	4.00	3.83
	2009	**3.97**	**4.08**	**3.99**	4.21	4.31	4.22	n/a	n/a	4.00	3.74	4.25	3.89	4.04	4.00	4.04
	2011	**3.87**	**4.03**	**3.92**	4.11	4.03	4.09	4.05	4.25	4.11	3.70	3.95	3.80	3.82	3.67	3.82
	2013	**3.88**	**4.17**	**3.97**	4.04	4.00	4.03	4.00	4.80	4.30	3.69	4.00	3.79	3.75	4.11	3.84
Appropriate levels of internal funding for research are available																
	2005	**3.02**	**2.81**	**3.00**	3.16	3.17	3.16	3.78	n/a	3.78	3.24	n/a	3.33	3.36	3.00	3.34
	2007	**2.99**	**3.40**	**3.07**	3.39	3.33	3.38	2.71	n/a	2.71	2.92	3.50	3.03	3.53	4.00	3.56
	2009	**3.27**	**3.15**	**3.25**	3.78	3.67	3.76	n/a	n/a	3.29	2.61	2.75	2.64	3.55	3.50	3.55
	2011	**3.26**	**3.38**	**3.29**	3.49	3.46	3.48	3.89	n/a	3.87	3.03	3.07	3.04	3.47	2.00	3.40
	2013	**3.17**	**3.13**	**3.16**	3.73	3.21	3.61	3.59	3.60	3.59	3.27	3.33	3.29	3.04	3.53	3.14
I have received support from the University for my research																
	2005	**3.74**	**2.60**	**3.59**	3.47	3.00	3.42	3.50	n/a	3.50	3.53	n/a	3.60	4.33	3.00	4.30
	2007	**3.82**	**2.88**	**3.68**	4.00	2.67	3.74	4.14	n/a	4.14	3.16	3.17	3.16	4.30	3.50	4.26
	2009	**3.85**	**2.64**	**3.68**	3.81	3.14	3.74	n/a	n/a	3.17	3.50	2.75	3.36	4.37	3.50	4.33
	2011	**3.91**	**2.95**	**3.66**	4.00	3.17	3.81	3.69	2.80	3.48	3.77	2.75	3.40	4.10	3.00	4.06
	2013	**3.82**	**2.77**	**3.57**	3.88	2.50	3.58	4.40	2.67	4.11	3.71	2.56	3.39	3.89	3.93	3.90
The university provides adequate assistance in locating internal and external funding opportunities																
	2005	**3.46**	**3.26**	**3.43**	3.35	3.33	3.35	3.25	n/a	3.25	3.70	n/a	3.75	3.76	3.50	3.75
	2007	**3.02**	**3.10**	**3.03**	3.50	2.83	3.36	3.75	n/a	3.75	3.04	3.43	3.13	2.89	3.50	2.92
	2009	**3.23**	**3.02**	**3.20**	3.53	3.38	3.51	n/a	n/a	3.33	3.00	3.33	3.05	3.66	3.50	3.65
	2011	**3.17**	**3.26**	**3.19**	3.63	3.30	3.54	3.65	3.00	3.50	3.15	3.29	3.20	3.19	2.67	3.16
	2013	**3.22**	**3.14**	**3.20**	3.61	3.00	3.47	3.88	2.67	3.70	3.13	3.25	3.16	3.17	3.93	3.33
The university provides adequate assistance in grant writing/budget preparation																
	2005	**3.35**	**2.98**	**3.30**	3.39	n/a	3.36	3.25	n/a	3.25	3.26	n/a	3.35	3.77	3.50	3.76
	2007	**2.90**	**3.07**	**2.93**	3.70	3.17	3.58	3.43	n/a	3.43	2.88	3.57	3.03	2.79	4.00	2.88
	2009	**3.12**	**2.95**	**3.10**	3.27	3.57	3.30	n/a	n/a	3.17	2.88	2.00	2.79	3.41	3.33	3.40
	2011	**3.13**	**3.19**	**3.15**	3.55	3.40	3.50	3.47	3.20	3.41	3.14	3.13	3.14	3.30	2.67	3.27
	2013	**3.21**	**3.16**	**3.20**	3.84	3.10	3.67	3.67	2.00	3.39	3.05	3.25	3.10	3.06	3.86	3.23
I have received support from external sources for my research																
	2005	**3.26**	**3.07**	**3.24**	2.57	n/a	2.61	3.78	n/a	3.78	3.93	n/a	3.97	3.97	3.50	3.95
	2007	**3.27**	**3.24**	**3.27**	3.32	3.50	3.36	2.67	n/a	2.67	3.88	3.50	3.80	3.71	3.00	3.67
	2009	**3.15**	**3.02**	**3.14**	3.16	2.83	3.12	n/a	n/a	3.00	3.88	3.33	3.80	3.48	2.50	3.44
	2011	**3.30**	**2.95**	**3.21**	3.13	3.40	3.19	2.91	3.00	2.94	4.19	2.84	3.69	3.83	2.67	3.77
	2013	**3.27**	**3.13**	**3.23**	2.85	3.13	2.93	2.77	2.00	2.63	4.21	3.67	4.06	3.72	4.15	3.81
Academic freedom is respected at DePaul																
	2005	**4.03**	**4.17**	**4.06**	4.00	4.18	4.03	3.89	n/a	3.90	4.18	4.17	4.18	4.14	4.00	4.14
	2007	**4.09**	**4.06**	**4.08**	4.27	3.93	4.15	4.00	n/a	4.00	4.33	4.25	4.31	4.29	4.00	4.26
	2009	**3.85**	**3.97**	**3.87**	4.31	4.29	4.30	3.60	3.00	3.30	3.44	4.36	3.79	4.12	4.00	4.11
	2011	**3.66**	**3.99**	**3.77**	4.11	4.18	4.14	3.33	4.25	3.62	3.50	3.96	3.68	4.00	4.00	4.00
	2013	**3.86**	**4.01**	**3.91**	4.08	3.95	4.04	3.67	4.00	3.80	3.81	4.00	3.88	4.07	4.33	4.14

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Research Support - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Library resources are adequate for my research needs																			
	2005	3.11	3.73	3.29	4.09	n/a	4.09	2.38	3.57	2.54	2.09	n/a	2.07	3.54	4.19	3.94	2.50	n/a	2.62
	2007	2.77	3.67	2.92	4.63	n/a	4.55	2.36	3.22	2.50	2.17	3.00	2.38	3.42	4.14	3.88	3.21	2.20	2.95
	2009	3.48	4.50	3.69	4.29	n/a	4.25	2.94	3.65	3.04	3.00	2.57	2.80	3.90	4.11	4.00	3.21	3.00	3.18
	2011	3.57	4.13	3.76	4.16	n/a	4.22	3.06	3.93	3.30	2.86	3.00	2.95	3.93	4.30	4.19	3.41	3.00	3.32
	2013	3.56	4.24	3.87	4.56	4.00	4.41	3.37	4.15	3.55	3.22	3.17	3.19	4.06	4.33	4.23	3.27	4.17	3.52
Computing resources are adequate for my research needs																			
	2005	3.22	4.10	3.46	4.00	n/a	4.00	3.59	4.10	3.66	3.45	n/a	3.54	3.83	4.17	4.03	3.42	n/a	3.46
	2007	3.35	4.60	3.53	4.57	n/a	4.50	3.69	4.06	3.75	3.50	4.00	3.63	3.46	4.10	3.85	4.00	3.20	3.79
	2009	3.87	4.17	3.93	4.17	n/a	4.14	3.75	3.95	3.78	4.38	3.71	4.07	4.30	4.22	4.26	3.86	3.67	3.82
	2011	3.87	4.00	3.91	3.89	n/a	3.86	3.83	4.13	3.92	4.00	3.56	3.70	3.73	4.19	4.04	3.71	3.60	3.68
	2013	3.96	4.10	4.02	4.20	3.67	4.05	3.81	4.38	3.95	4.22	3.75	3.95	4.12	4.20	4.17	3.67	4.20	3.80
Appropriate levels of internal funding for research are available																			
	2005	2.74	2.80	2.75	3.40	n/a	3.40	2.82	2.60	2.80	2.89	n/a	2.90	3.17	2.67	2.95	2.64	n/a	2.58
	2007	2.74	4.33	2.88	3.38	n/a	3.18	2.68	3.25	2.75	2.70	3.00	2.77	3.08	3.60	3.30	3.38	3.00	3.29
	2009	2.86	4.00	3.00	3.86	n/a	3.63	2.89	2.93	2.90	3.71	2.60	3.25	3.40	3.80	3.53	3.54	2.67	3.38
	2011	3.36	3.80	3.47	3.21	n/a	3.21	2.96	3.43	3.04	3.50	3.00	3.17	3.43	3.71	3.61	3.94	2.80	3.68
	2013	3.33	3.50	3.38	2.87	2.60	2.80	2.94	2.43	2.84	3.33	2.86	3.13	2.88	3.60	3.22	3.47	3.50	3.47
I have received support from the University for my research																			
	2005	3.00	2.80	2.97	4.33	n/a	4.33	3.84	2.27	3.68	3.00	n/a	2.90	3.67	2.55	3.13	3.83	n/a	3.77
	2007	3.62	3.50	3.61	4.17	n/a	4.14	3.91	2.40	3.70	3.36	2.75	3.20	3.31	3.38	3.33	4.15	2.50	3.76
	2009	3.29	4.00	3.35	3.71	n/a	3.38	3.83	2.38	3.67	3.29	2.00	2.69	4.20	3.00	3.80	4.09	2.67	3.79
	2011	3.52	3.20	3.43	4.06	n/a	3.81	3.85	2.81	3.65	3.67	2.50	2.94	3.73	3.32	3.48	4.56	2.40	4.05
	2013	4.00	2.89	3.69	3.23	2.17	2.89	3.77	2.50	3.55	3.87	2.33	3.06	3.76	3.06	3.42	3.93	2.50	3.50
The university provides adequate assistance in locating internal and external funding opportunities																			
	2005	3.35	n/a	3.37	3.56	n/a	3.56	3.36	3.21	3.35	3.30	n/a	3.46	3.69	2.58	3.16	3.20	n/a	3.27
	2007	2.90	3.50	3.00	3.63	n/a	3.56	2.97	2.89	2.96	3.00	3.33	3.08	2.23	2.82	2.50	3.23	2.50	3.06
	2009	2.55	4.50	2.71	3.25	n/a	3.00	3.01	3.00	3.01	3.71	2.00	3.09	2.80	3.17	2.94	3.43	2.00	3.18
	2011	3.23	3.86	3.36	2.69	n/a	2.69	2.97	3.32	3.03	3.33	3.00	3.13	2.50	3.35	3.03	3.47	n/a	3.29
	2013	3.21	3.42	3.28	2.36	2.50	2.40	3.14	2.75	3.08	3.78	2.57	3.25	2.88	3.27	3.06	3.07	3.40	3.15
The university provides adequate assistance in grant writing/budget preparation																			
	2005	2.92	n/a	2.93	3.67	n/a	3.67	3.33	3.08	3.31	3.22	n/a	3.00	3.00	2.40	2.71	3.40	n/a	3.50
	2007	2.57	3.20	2.66	3.14	n/a	3.14	2.83	2.78	2.82	3.00	3.33	3.08	2.25	2.80	2.50	3.25	2.00	3.00
	2009	2.45	4.50	2.64	2.83	n/a	2.83	2.98	2.60	2.94	4.00	2.00	3.20	3.10	3.25	3.14	3.46	2.50	3.33
	2011	3.13	3.44	3.21	2.77	n/a	2.79	2.87	3.25	2.93	3.60	2.71	3.08	2.79	3.23	3.06	3.47	n/a	3.29
	2013	3.21	3.36	3.26	2.40	2.75	2.50	3.18	2.68	3.11	3.87	2.71	3.33	2.88	3.40	3.12	3.00	3.40	3.11
I have received support from external sources for my research																			
	2005	3.00	3.00	3.00	2.89	n/a	2.89	3.23	2.77	3.18	2.33	n/a	2.25	3.50	3.25	3.38	2.44	n/a	2.50
	2007	3.38	3.25	3.37	3.43	n/a	3.43	3.02	3.38	3.07	2.78	3.33	2.92	3.17	3.25	3.20	2.64	1.67	2.43
	2009	3.00	3.00	3.00	3.00	n/a	3.20	3.08	3.31	3.10	2.71	2.67	2.69	2.80	2.25	2.64	2.27	3.33	2.50
	2011	3.58	3.25	3.50	2.79	n/a	2.71	3.06	2.88	3.03	3.20	2.63	2.85	2.93	3.09	3.03	2.67	2.67	2.67
	2013	3.59	3.25	3.50	2.56	2.25	2.46	3.13	3.05	3.12	3.00	2.67	2.80	3.06	2.71	2.90	2.77	3.00	2.84
Academic freedom is respected at DePaul																			
	2005	3.88	3.82	3.86	4.00	n/a	4.00	4.08	4.23	4.10	3.73	n/a	3.80	3.54	4.29	4.03	4.17	n/a	4.21
	2007	4.13	4.00	4.11	3.75	n/a	3.55	4.03	3.82	4.00	3.83	4.75	4.06	3.30	4.42	4.03	4.21	3.67	4.05
	2009	3.57	4.33	3.72	4.00	n/a	3.88	3.54	3.90	3.60	4.25	3.62	3.94	3.78	4.11	3.94	4.00	3.50	3.89
	2011	3.89	3.93	3.90	3.56	4.67	3.71	3.36	3.82	3.48	4.00	3.79	3.86	3.53	4.03	3.88	3.94	4.20	4.04
	2013	4.00	4.23	4.10	3.12	3.50	3.23	3.71	3.83	3.74	4.44	3.45	3.90	3.47	4.12	3.90	4.27	4.14	4.23

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Research Support - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Library resources are adequate for my research needs																
	2005	**44.2%**	**73.4%**	**49.5%**	79.2%	77.8%	78.9%	55.6%	n/a	60.0%	57.6%	n/a	59.5%	34.9%	50.0%	35.6%
	2007	**45.1%**	**66.3%**	**50.7%**	88.5%	69.2%	82.1%	50.0%	n/a	50.0%	52.0%	62.5%	54.5%	41.5%	66.7%	44.7%
	2009	**58.6%**	**73.9%**	**61.4%**	77.4%	100.0%	81.1%	n/a	n/a	42.9%	72.2%	83.3%	87.5%	64.0%	66.7%	64.2%
	2011	**64.1%**	**82.1%**	**69.8%**	81.0%	90.3%	84.0%	73.7%	100.0%	81.5%	72.7%	90.0%	79.2%	67.2%	66.7%	67.2%
	2013	**69.5%**	**76.8%**	**71.9%**	87.8%	72.2%	83.6%	83.3%	90.9%	86.2%	64.0%	46.2%	57.9%	70.2%	66.7%	69.2%
Computing resources are adequate for my research needs																
	2005	**72.3%**	**89.0%**	**75.2%**	82.6%	90.0%	83.9%	88.9%	n/a	90.0%	76.5%	n/a	76.3%	83.3%	50.0%	81.8%
	2007	**76.7%**	**81.2%**	**78.0%**	92.0%	69.2%	84.2%	87.5%	n/a	87.5%	84.6%	87.5%	85.3%	78.0%	66.7%	76.6%
	2009	**81.2%**	**84.0%**	**81.7%**	87.3%	92.3%	88.2%	n/a	n/a	85.7%	63.2%	87.5%	70.4%	82.0%	66.7%	81.1%
	2011	**79.1%**	**82.5%**	**80.2%**	85.5%	83.9%	84.9%	84.2%	100.0%	88.9%	78.4%	81.8%	79.7%	79.0%	66.7%	78.5%
	2013	**78.7%**	**82.6%**	**79.9%**	83.7%	81.3%	83.1%	88.2%	100.0%	92.6%	69.2%	76.9%	71.8%	76.8%	68.4%	74.7%
Appropriate levels of internal funding for research are available																
	2005	**44.8%**	**19.1%**	**41.6%**	51.1%	16.7%	47.1%	66.7%	n/a	66.7%	51.7%	n/a	54.5%	59.5%	0.0%	56.8%
	2007	**42.4%**	**43.4%**	**43.0%**	60.9%	44.4%	56.3%	28.6%	n/a	28.6%	42.3%	33.3%	40.6%	67.5%	100.0%	69.8%
	2009	**51.3%**	**30.8%**	**48.3%**	72.4%	44.4%	68.7%	n/a	n/a	28.6%	27.8%	25.0%	27.3%	59.2%	50.0%	58.8%
	2011	**53.0%**	**44.1%**	**50.9%**	59.0%	50.0%	56.5%	73.7%	n/a	73.9%	43.2%	26.7%	38.5%	59.7%	0.0%	56.9%
	2013	**48.4%**	**33.9%**	**44.9%**	62.2%	35.7%	55.9%	58.8%	40.0%	54.5%	57.7%	22.2%	48.6%	44.6%	40.0%	43.7%
I have received support from the University for my research																
	2005	**73.1%**	**25.5%**	**67.0%**	55.8%	40.0%	54.2%	62.5%	n/a	62.5%	65.6%	n/a	68.6%	94.9%	0.0%	92.5%
	2007	**75.4%**	**29.4%**	**68.4%**	84.0%	16.7%	71.0%	85.7%	n/a	85.7%	56.0%	16.7%	48.4%	92.5%	50.0%	90.5%
	2009	**72.9%**	**25.5%**	**66.3%**	66.7%	85.7%	63.9%	n/a	n/a	33.3%	72.2%	50.0%	68.2%	93.5%	50.0%	91.7%
	2011	**77.9%**	**27.5%**	**65.0%**	78.0%	38.9%	68.8%	62.5%	20.0%	52.4%	74.3%	30.0%	58.2%	80.0%	0.0%	77.4%
	2013	**78.9%**	**28.2%**	**66.4%**	79.1%	25.0%	67.3%	86.7%	33.3%	77.8%	75.0%	11.1%	57.6%	80.0%	64.3%	76.8%
The university provides adequate assistance in locating internal and external funding opportunities																
	2005	**57.6%**	**46.0%**	**56.1%**	53.5%	33.3%	51.0%	37.5%	n/a	37.5%	69.7%	n/a	72.2%	69.0%	50.0%	68.2%
	2007	**40.4%**	**29.4%**	**38.7%**	54.5%	16.7%	46.4%	75.0%	n/a	75.0%	48.0%	42.9%	46.9%	40.5%	50.0%	41.0%
	2009	**49.1%**	**34.8%**	**47.1%**	62.3%	50.0%	60.7%	n/a	n/a	33.3%	44.4%	33.3%	42.9%	68.2%	50.0%	67.4%
	2011	**42.5%**	**35.0%**	**40.7%**	58.8%	45.0%	54.9%	64.7%	20.0%	54.5%	38.5%	35.3%	37.5%	42.4%	0.0%	40.3%
	2013	**45.7%**	**31.1%**	**42.1%**	50.0%	36.4%	46.8%	70.6%	33.3%	65.0%	56.5%	25.0%	48.4%	44.2%	57.1%	47.0%
The university provides adequate assistance in grant writing/budget preparation																
	2005	**50.7%**	**27.9%**	**47.8%**	50.0%	n/a	45.2%	37.5%	n/a	37.5%	48.4%	n/a	52.9%	74.4%	50.0%	73.2%
	2007	**35.8%**	**28.3%**	**34.7%**	65.0%	16.7%	53.8%	57.1%	n/a	57.1%	42.3%	42.9%	42.4%	39.5%	66.7%	41.5%
	2009	**43.9%**	**29.7%**	**42.2%**	49.0%	42.9%	48.2%	n/a	n/a	16.7%	47.1%	0.0%	42.1%	59.1%	33.3%	57.4%
	2011	**41.5%**	**33.6%**	**39.6%**	52.4%	50.0%	51.6%	47.1%	40.0%	45.5%	41.7%	26.7%	37.3%	43.3%	0.0%	41.3%
	2013	**45.6%**	**32.3%**	**42.5%**	65.6%	40.0%	59.5%	60.0%	0.0%	50.0%	52.4%	25.0%	44.8%	41.2%	57.1%	44.6%
I have received support from external sources for my research																
	2005	**54.5%**	**39.0%**	**52.6%**	28.6%	n/a	28.3%	66.7%	n/a	66.7%	72.4%	n/a	75.0%	82.5%	50.0%	81.0%
	2007	**53.0%**	**42.2%**	**51.3%**	63.6%	33.3%	57.1%	33.3%	n/a	33.3%	66.7%	50.0%	63.3%	73.7%	50.0%	72.5%
	2009	**48.4%**	**32.6%**	**46.3%**	47.1%	16.7%	43.9%	n/a	n/a	0.0%	70.6%	33.3%	65.0%	60.4%	0.0%	58.0%
	2011	**55.1%**	**31.0%**	**49.1%**	47.2%	46.7%	47.1%	27.3%	20.0%	25.0%	84.4%	31.6%	64.7%	76.3%	0.0%	72.6%
	2013	**52.7%**	**37.9%**	**49.0%**	34.1%	46.7%	37.5%	38.5%	0.0%	31.3%	83.3%	55.6%	75.8%	70.4%	69.2%	70.1%
Academic freedom is respected at DePaul																
	2005	**80.8%**	**84.3%**	**81.5%**	77.6%	72.7%	76.7%	66.7%	n/a	70.0%	82.4%	83.3%	82.5%	92.9%	100.0%	93.2%
	2007	**82.2%**	**81.2%**	**81.4%**	88.5%	64.3%	80.0%	75.0%	n/a	75.0%	92.6%	100.0%	94.3%	87.8%	100.0%	89.4%
	2009	**71.9%**	**81.4%**	**74.0%**	88.7%	85.7%	88.2%	60.0%	40.0%	50.0%	61.1%	100.0%	75.9%	79.6%	100.0%	81.1%
	2011	**74.3%**	**71.6%**	**69.2%**	75.8%	85.3%	79.2%	50.0%	100.0%	65.4%	61.1%	82.6%	69.5%	77.3%	66.7%	76.8%
	2013	**72.0%**	**77.9%**	**74.0%**	77.6%	84.2%	79.4%	61.1%	75.0%	66.7%	70.4%	71.4%	70.7%	85.7%	85.7%	85.7%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Research Support - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Library resources are adequate for my research needs																			
	2005	59.3%	72.7%	63.2%	81.8%	n/a	81.8%	29.2%	65.2%	34.1%	9.1%	n/a	7.1%	69.2%	100.0%	88.2%	16.7%	n/a	23.1%
	2007	35.5%	66.7%	40.5%	100.0%	n/a	100.0%	25.8%	44.4%	28.7%	16.7%	50.0%	25.0%	66.7%	90.5%	81.8%	57.1%	20.0%	47.4%
	2009	69.6%	100.0%	75.9%	100.0%	n/a	100.0%	40.2%	70.6%	44.4%	87.5%	57.1%	20.0%	70.0%	88.9%	78.9%	42.9%	66.7%	41.2%
	2011	70.0%	80.0%	73.3%	84.2%	n/a	87.0%	48.6%	77.8%	56.7%	14.3%	46.2%	35.0%	80.0%	91.9%	88.5%	64.7%	40.0%	59.1%
	2013	64.0%	81.0%	71.7%	100.0%	100.0%	100.0%	61.5%	82.1%	66.3%	33.3%	50.0%	42.9%	82.4%	90.0%	87.2%	53.3%	83.3%	61.9%
Computing resources are adequate for my research needs																			
	2005	63.0%	90.0%	70.3%	81.8%	n/a	81.8%	65.2%	85.7%	67.9%	54.5%	n/a	61.5%	83.3%	94.4%	90.0%	66.7%	n/a	69.2%
	2007	64.5%	100.0%	69.4%	100.0%	n/a	100.0%	74.2%	83.3%	75.7%	58.3%	75.0%	62.5%	61.5%	85.7%	76.5%	85.7%	60.0%	78.9%
	2009	82.6%	83.3%	82.8%	100.0%	n/a	100.0%	75.2%	85.0%	76.8%	100.0%	57.1%	80.0%	90.0%	100.0%	94.7%	78.6%	66.7%	76.5%
	2011	76.7%	78.6%	77.3%	78.9%	n/a	77.3%	77.6%	87.3%	80.4%	85.7%	62.5%	69.6%	80.0%	87.5%	85.1%	64.7%	60.0%	63.6%
	2013	84.0%	81.0%	82.6%	93.3%	83.3%	90.5%	75.6%	92.5%	79.6%	88.9%	66.7%	76.2%	82.4%	84.0%	83.3%	66.7%	80.0%	70.0%
Appropriate levels of internal funding for research are available																			
	2005	55.6%	0.0%	31.3%	70.0%	n/a	70.0%	37.7%	20.0%	35.9%	22.2%	n/a	20.0%	50.0%	11.1%	66.7%	18.2%	n/a	16.7%
	2007	22.6%	100.0%	29.4%	50.0%	n/a	36.4%	28.7%	33.3%	29.2%	40.0%	0.0%	61.5%	53.8%	60.0%	56.5%	61.5%	25.0%	52.9%
	2009	42.9%	66.7%	45.8%	71.4%	n/a	62.5%	40.8%	26.7%	39.0%	57.1%	0.0%	33.3%	40.0%	80.0%	53.3%	46.2%	0.0%	37.5%
	2011	57.1%	50.0%	55.3%	36.8%	n/a	36.8%	43.7%	50.0%	44.8%	50.0%	25.0%	33.3%	57.1%	54.2%	55.3%	88.2%	20.0%	72.7%
	2013	58.3%	40.0%	52.9%	40.0%	20.0%	35.0%	41.6%	25.0%	38.6%	44.4%	14.3%	31.3%	41.2%	53.3%	46.9%	53.3%	50.0%	52.6%
I have received support from the University for my research																			
	2005	53.8%	0.0%	45.2%	88.9%	n/a	88.9%	78.5%	26.7%	73.1%	50.0%	n/a	50.0%	66.7%	18.2%	43.5%	75.0%	n/a	69.2%
	2007	65.5%	50.0%	63.6%	83.3%	n/a	85.7%	80.0%	26.7%	72.7%	45.5%	0.0%	33.3%	53.8%	50.0%	52.4%	92.3%	25.0%	76.5%
	2009	47.6%	50.0%	47.8%	57.1%	n/a	50.0%	75.2%	15.4%	68.6%	57.1%	0.0%	30.8%	80.0%	40.0%	66.7%	72.7%	33.3%	64.3%
	2011	64.0%	30.0%	54.3%	76.5%	n/a	66.7%	79.4%	28.1%	69.3%	83.3%	10.0%	37.5%	80.0%	32.0%	50.0%	100.0%	0.0%	76.2%
	2013	91.3%	11.1%	68.8%	61.5%	16.7%	47.4%	78.2%	30.8%	70.0%	75.0%	11.1%	41.2%	76.5%	31.3%	54.5%	78.6%	16.7%	60.0%
The university provides adequate assistance in locating internal and external funding opportunities																			
	2005	50.0%	n/a	50.0%	66.7%	n/a	66.7%	56.1%	50.0%	55.5%	50.0%	n/a	61.5%	69.2%	16.7%	44.0%	30.0%	n/a	36.4%
	2007	30.0%	50.0%	33.3%	62.5%	n/a	55.6%	38.0%	33.3%	37.6%	40.0%	33.3%	38.5%	7.7%	9.1%	8.3%	53.8%	0.0%	41.2%
	2009	27.3%	100.0%	33.3%	50.0%	n/a	40.0%	38.2%	38.5%	38.3%	71.4%	0.0%	45.5%	30.0%	50.0%	37.5%	50.0%	0.0%	41.2%
	2011	53.8%	42.9%	51.5%	15.4%	n/a	15.4%	36.6%	42.9%	37.7%	50.0%	20.0%	31.3%	21.4%	30.4%	27.0%	41.2%	n/a	38.1%
	2013	50.0%	33.3%	44.4%	18.2%	0.0%	13.3%	45.8%	29.2%	43.0%	55.6%	0.0%	31.3%	17.6%	26.7%	21.9%	33.3%	40.0%	35.0%
The university provides adequate assistance in grant writing/budget preparation																			
	2005	36.0%	n/a	32.1%	66.7%	n/a	66.7%	50.8%	33.3%	49.2%	33.3%	n/a	27.3%	27.3%	10.0%	19.0%	50.0%	n/a	58.3%
	2007	16.7%	40.0%	20.0%	42.9%	n/a	42.9%	32.6%	22.2%	31.6%	30.0%	33.3%	30.8%	8.3%	20.0%	13.6%	50.0%	0.0%	40.0%
	2009	30.0%	100.0%	36.4%	33.3%	n/a	33.3%	33.0%	20.0%	31.8%	83.3%	0.0%	50.0%	50.0%	75.0%	57.1%	53.8%	0.0%	46.7%
	2011	41.7%	33.3%	39.4%	23.1%	n/a	21.4%	37.5%	37.5%	37.5%	60.0%	28.6%	41.7%	28.6%	27.3%	27.8%	47.1%	n/a	42.9%
	2013	50.0%	27.3%	42.9%	20.0%	25.0%	21.4%	45.3%	26.3%	42.6%	62.5%	14.3%	40.0%	17.6%	33.3%	25.0%	28.6%	40.0%	31.6%
I have received support from external sources for my research																			
	2005	50.0%	16.7%	43.3%	44.4%	n/a	44.4%	53.8%	46.2%	53.0%	16.7%	n/a	12.5%	62.5%	37.5%	50.0%	33.3%	n/a	50.0%
	2007	57.7%	50.0%	56.7%	42.9%	n/a	42.9%	45.2%	53.8%	46.4%	33.3%	33.3%	33.3%	50.0%	37.5%	45.0%	18.2%	0.0%	14.3%
	2009	50.0%	0.0%	47.6%	25.0%	n/a	40.0%	46.6%	46.2%	46.6%	28.6%	16.7%	23.1%	40.0%	25.0%	35.7%	18.2%	66.7%	42.9%
	2011	57.7%	25.0%	50.0%	28.6%	n/a	29.4%	50.0%	30.8%	46.6%	40.0%	25.0%	30.8%	46.7%	30.4%	36.8%	33.3%	33.3%	33.3%
	2013	68.2%	12.5%	53.3%	33.3%	25.0%	30.8%	49.6%	40.9%	48.2%	33.3%	22.2%	26.7%	43.8%	21.4%	33.3%	30.8%	33.3%	31.6%
Academic freedom is respected at DePaul																			
	2005	76.9%	81.8%	78.4%	80.0%	n/a	81.8%	81.3%	86.4%	82.0%	63.6%	n/a	66.7%	69.2%	83.3%	78.4%	91.7%	n/a	92.9%
	2007	90.3%	83.3%	89.2%	62.5%	n/a	63.6%	76.8%	64.7%	75.0%	83.3%	100.0%	87.5%	60.0%	89.5%	79.3%	85.7%	83.3%	85.0%
	2009	60.9%	83.3%	65.5%	71.4%	n/a	62.5%	61.9%	81.0%	65.1%	87.5%	75.0%	81.2%	77.8%	88.9%	83.3%	78.6%	75.0%	77.8%
	2011	75.0%	64.3%	71.4%	61.1%	100.0%	66.7%	56.1%	66.0%	58.7%	87.5%	71.4%	77.3%	53.3%	80.0%	72.0%	68.8%	90.0%	76.9%
	2013	77.8%	86.4%	81.6%	50.0%	66.7%	54.5%	65.4%	69.4%	66.3%	100.0%	63.6%	80.0%	58.8%	81.8%	74.0%	86.7%	85.7%	86.4%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Workload - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Faculty have well-maintained work spaces at all locations in which they teach																
	2005	**3.52**	**3.51**	**3.52**	3.94	3.83	3.92	3.00	n/a	3.00	3.50	3.40	3.49	3.95	2.67	3.86
	2007	**3.41**	**3.57**	**3.45**	4.04	3.45	3.87	2.56	n/a	2.56	3.41	3.25	3.38	3.90	3.75	3.87
	2009	**3.69**	**3.59**	**3.67**	4.15	3.95	4.10	3.40	n/a	3.33	3.42	3.50	3.45	4.08	4.25	4.09
	2011	**3.59**	**3.53**	**3.57**	4.07	3.98	4.03	2.91	3.36	3.06	3.57	3.24	3.42	3.83	3.25	3.80
	2013	**3.71**	**3.79**	**3.74**	3.98	3.81	3.92	3.10	3.75	3.38	3.71	3.78	3.74	3.79	3.91	3.82
Collaborative projects across colleges and campuses are common																
	2005	**2.56**	**3.17**	**2.64**	2.36	n/a	2.42	2.67	n/a	2.70	2.72	n/a	2.84	3.00	4.00	3.06
	2007	**2.51**	**2.99**	**2.61**	2.08	2.67	2.20	2.38	n/a	2.38	2.54	3.13	2.68	3.07	4.00	3.21
	2009	**2.72**	**3.28**	**2.83**	2.84	3.45	2.94	3.20	n/a	3.14	2.33	3.43	2.64	3.16	3.33	3.17
	2011	**2.76**	**3.26**	**2.92**	2.87	3.38	3.05	3.18	3.10	3.16	3.02	3.00	3.02	2.98	3.50	3.02
	2013	**2.75**	**3.17**	**2.88**	2.96	3.20	3.04	3.00	3.33	3.08	2.97	2.76	2.90	2.85	3.39	2.99
DePauls workload effectively balances teaching, research, advising, and committee work																
	2005	**2.38**	**3.19**	**2.49**	3.14	3.67	3.20	2.00	n/a	2.10	3.06	n/a	3.17	2.58	4.00	2.64
	2007	**2.44**	**3.34**	**2.61**	3.26	3.33	3.27	2.33	n/a	2.33	2.86	3.63	3.03	2.71	3.83	2.85
	2009	**2.80**	**3.32**	**2.89**	3.58	3.55	3.58	2.80	n/a	2.86	2.37	3.50	2.70	2.75	3.67	2.80
	2011	**2.78**	**3.42**	**2.96**	3.38	3.55	3.43	2.36	3.20	2.52	2.95	3.22	3.05	2.75	2.75	2.75
	2013	**2.80**	**3.24**	**2.92**	3.39	3.40	3.39	2.70	3.37	2.89	2.84	3.33	2.98	2.67	3.58	2.89
Teaching expectations (in terms of course load and size) are reasonable																
	2005	**2.75**	**3.76**	**2.94**	3.44	3.73	3.49	2.11	n/a	2.30	3.67	3.80	3.68	2.93	4.00	2.98
	2007	**2.68**	**3.63**	**2.92**	3.46	3.67	3.53	2.33	n/a	2.33	3.59	3.75	3.62	2.73	3.73	2.94
	2009	**3.38**	**3.81**	**3.48**	3.87	4.12	3.92	3.40	n/a	3.33	3.21	3.83	3.45	3.44	4.25	3.50
	2011	**3.39**	**3.79**	**3.54**	3.93	4.08	3.98	3.27	3.20	3.25	3.50	3.66	3.57	3.26	2.50	3.22
	2013	**3.35**	**3.74**	**3.49**	3.91	3.88	3.90	3.29	3.60	3.42	3.58	3.95	3.73	3.06	3.96	3.33
Expectations regarding research, scholarship, or creative activities are reasonable																
	2005	**3.20**	**3.59**	**3.25**	3.45	3.17	3.42	3.33	n/a	3.40	3.69	n/a	3.71	3.37	4.00	3.40
	2007	**3.37**	**3.64**	**3.42**	3.63	3.20	3.56	3.44	n/a	3.44	3.38	4.00	3.50	3.75	4.00	3.77
	2009	**3.48**	**3.66**	**3.51**	3.91	3.73	3.88	n/a	n/a	2.83	3.11	4.00	3.38	3.55	3.75	3.57
	2011	**3.24**	**3.53**	**3.33**	3.71	3.55	3.67	2.86	3.00	2.89	3.49	3.52	3.50	3.52	2.50	3.46
	2013	**3.32**	**3.50**	**3.38**	3.69	3.75	3.70	3.22	4.00	3.42	3.31	3.55	3.37	3.30	3.61	3.37
College and department service expectations (committees, task forces, etc) are reasonable																
	2005	**3.22**	**3.57**	**3.27**	3.78	3.67	3.76	3.00	n/a	3.10	3.48	n/a	3.53	3.37	3.50	3.37
	2007	**2.97**	**3.63**	**3.09**	3.70	3.00	3.59	2.11	n/a	2.11	3.10	3.88	3.27	3.18	4.40	3.31
	2009	**3.33**	**3.73**	**3.40**	4.09	3.91	4.07	2.40	n/a	2.57	2.95	3.86	3.19	3.28	4.00	3.32
	2011	**3.26**	**3.62**	**3.36**	3.99	3.79	3.92	3.05	3.00	3.03	3.27	3.55	3.36	3.21	3.50	3.23
	2013	**3.18**	**3.57**	**3.29**	3.79	3.83	3.80	2.90	4.00	3.21	3.26	3.27	3.26	2.97	3.67	3.13
Teaching effectiveness is recognized and rewarded at DePaul																
	2005	**3.47**	**3.15**	**3.40**	3.24	3.10	3.22	3.44	n/a	3.50	3.97	3.60	3.92	3.49	3.00	3.45
	2007	**3.44**	**3.34**	**3.42**	3.43	3.10	3.34	3.11	n/a	3.11	3.62	3.75	3.65	3.40	3.30	3.38
	2009	**3.60**	**3.41**	**3.55**	3.88	3.71	3.84	n/a	n/a	3.13	3.53	3.25	3.42	3.90	3.25	3.85
	2011	**3.28**	**3.23**	**3.26**	3.32	3.57	3.41	3.32	2.82	3.15	3.54	3.00	3.31	3.40	2.25	3.34
	2013	**3.35**	**3.27**	**3.32**	3.42	3.25	3.36	3.50	3.53	3.51	3.60	3.00	3.37	3.36	3.84	3.50
Research and scholarship is recognized and rewarded at DePaul																
	2005	**3.39**	**3.50**	**3.40**	3.46	n/a	3.45	3.56	n/a	3.50	3.31	n/a	3.36	3.54	4.00	3.56
	2007	**3.33**	**3.58**	**3.39**	3.42	3.29	3.39	3.00	n/a	3.00	3.11	3.75	3.25	3.46	3.71	3.50
	2009	**3.57**	**3.57**	**3.57**	3.97	4.00	3.97	n/a	n/a	3.67	3.22	3.56	3.33	3.63	3.67	3.64
	2011	**3.32**	**3.51**	**3.38**	3.73	3.61	3.69	3.57	3.18	3.44	2.95	3.27	3.08	3.29	3.50	3.30
	2013	**3.40**	**3.45**	**3.41**	3.74	3.50	3.68	3.35	4.00	3.52	3.23	3.46	3.30	3.28	3.90	3.44
Department service is recognized and rewarded at DePaul																
	2005	**3.14**	**3.46**	**3.19**	2.94	3.60	3.00	2.78	n/a	2.90	3.71	n/a	3.72	3.03	4.00	3.07
	2007	**3.29**	**3.63**	**3.36**	2.69	3.00	2.76	2.89	n/a	2.89	3.85	3.75	3.82	3.41	3.29	3.39
	2009	**3.33**	**3.37**	**3.34**	3.60	3.57	3.59	n/a	n/a	3.50	2.88	3.25	3.00	3.52	3.50	3.52
	2011	**3.10**	**3.39**	**3.19**	3.30	3.54	3.38	3.27	3.11	3.23	3.33	2.88	3.16	3.11	2.75	3.09
	2013	**3.16**	**3.33**	**3.21**	3.35	3.24	3.32	3.26	4.00	3.46	3.10	3.21	3.14	3.00	3.65	3.17

FACULTY CLIMATE SURVEY: Workload - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Faculty have well-maintained work spaces at all locations in which they teach																			
	2005	3.84	3.38	3.68	3.40	n/a	3.40	3.47	3.50	3.48	2.50	3.60	2.82	3.62	3.29	3.41	1.73	n/a	2.08
	2007	3.65	3.88	3.69	3.43	n/a	3.20	3.30	3.62	3.35	3.42	3.50	3.44	2.92	3.65	3.36	1.50	3.17	2.06
	2009	3.74	4.25	3.87	3.43	n/a	3.44	3.43	3.33	3.41	3.57	3.00	3.22	3.56	4.00	3.78	2.21	2.60	2.32
	2011	3.73	3.16	3.52	3.00	n/a	2.87	3.50	3.74	3.59	3.67	3.30	3.41	3.94	3.41	3.61	2.53	3.18	2.79
	2013	3.73	4.26	3.98	3.00	2.86	2.96	3.83	3.82	3.83	3.56	3.50	3.52	3.65	3.79	3.74	3.00	3.37	3.13
Collaborative projects across colleges and campuses are common																			
	2005	2.67	n/a	2.65	2.00	n/a	2.00	2.54	2.92	2.58	2.50	n/a	2.67	2.46	3.29	2.93	2.11	n/a	2.10
	2007	2.54	3.00	2.63	2.29	n/a	2.40	2.49	2.64	2.51	2.67	3.50	2.79	2.00	3.06	2.62	2.09	2.20	2.13
	2009	2.76	4.00	3.07	2.50	n/a	3.00	2.62	3.44	2.75	2.33	2.17	2.25	1.89	3.29	2.50	2.14	2.50	2.22
	2011	2.65	3.53	2.93	2.33	n/a	2.35	2.63	3.47	2.89	2.25	2.70	2.50	2.88	3.29	3.13	2.53	2.25	2.48
	2013	2.54	3.53	2.93	2.33	2.50	2.38	2.72	3.21	2.83	2.25	2.73	2.53	2.67	3.39	3.07	2.20	2.80	2.35
DePauls workload effectively balances teaching, research, advising, and committee work																			
	2005	1.92	n/a	2.00	3.20	n/a	3.20	1.88	2.92	1.97	3.08	n/a	3.25	2.31	3.21	2.78	2.00	n/a	2.00
	2007	2.16	2.80	2.25	3.43	n/a	3.44	2.05	2.73	2.13	2.75	4.00	2.93	1.92	3.71	2.85	2.00	2.40	2.11
	2009	2.36	4.40	2.74	3.83	n/a	4.00	2.43	3.17	2.54	3.43	2.60	3.08	1.78	3.43	2.50	2.71	2.67	2.71
	2011	2.81	3.79	3.11	3.45	n/a	3.36	2.52	3.56	2.81	2.89	3.38	3.12	2.06	3.23	2.77	2.65	3.29	2.83
	2013	2.78	3.69	3.12	3.00	2.60	2.90	2.65	2.84	2.69	3.22	3.00	3.10	2.22	3.25	2.76	2.40	3.60	2.70
Teaching expectations (in terms of course load and size) are reasonable																			
	2005	2.31	3.90	2.75	3.90	n/a	3.90	2.12	3.50	2.30	3.50	3.60	3.53	3.23	3.91	3.66	2.50	n/a	2.71
	2007	2.39	3.63	2.64	3.71	n/a	3.60	2.12	3.11	2.28	3.42	4.00	3.56	2.62	3.83	3.41	2.46	3.33	2.74
	2009	2.87	4.29	3.20	3.86	n/a	4.00	3.12	3.62	3.20	3.57	3.33	3.44	3.00	3.90	3.47	3.43	3.75	3.50
	2011	3.15	3.90	3.44	3.95	n/a	3.91	3.17	3.81	3.40	3.67	3.94	3.85	3.35	3.74	3.62	3.29	3.77	3.50
	2013	3.15	4.12	3.62	3.41	3.22	3.35	3.22	3.39	3.27	3.67	3.50	3.56	3.33	3.81	3.64	2.93	4.00	3.24
Expectations regarding research, scholarship, or creative activities are reasonable																			
	2005	2.92	n/a	3.00	3.90	n/a	3.90	2.91	3.43	2.96	3.58	n/a	3.60	3.23	3.50	3.36	3.00	n/a	3.08
	2007	3.16	4.00	3.32	4.14	n/a	4.11	3.26	3.00	3.23	3.67	3.50	3.64	2.82	3.94	3.48	2.54	2.80	2.61
	2009	3.39	4.20	3.54	3.67	n/a	3.86	3.26	3.44	3.29	3.43	3.57	3.50	3.56	3.62	3.59	3.38	3.33	3.38
	2011	3.34	3.71	3.46	3.70	n/a	3.67	2.91	3.63	3.11	3.56	3.58	3.57	2.31	3.54	3.05	3.12	3.56	3.27
	2013	3.42	3.60	3.50	3.31	3.20	3.29	3.27	3.25	3.27	3.56	3.29	3.39	2.67	3.56	3.11	3.00	3.60	3.15
College and department service expectations (committees, task forces, etc) are reasonable																			
	2005	2.52	n/a	2.66	3.90	n/a	3.90	3.03	3.29	3.06	3.50	n/a	3.53	2.85	3.57	3.22	2.92	n/a	3.00
	2007	2.45	4.00	2.70	3.71	n/a	3.67	2.97	3.18	2.99	3.33	3.67	3.40	2.00	3.75	2.97	2.50	3.00	2.63
	2009	3.00	4.40	3.25	4.00	n/a	4.13	3.12	3.60	3.18	3.83	3.67	3.73	1.67	3.56	2.61	3.36	3.33	3.35
	2011	3.38	3.86	3.52	3.80	n/a	3.80	3.02	3.64	3.20	3.22	3.88	3.53	2.12	3.52	2.93	3.35	3.25	3.32
	2013	2.96	3.68	3.26	3.25	3.00	3.20	3.16	3.51	3.23	3.67	3.11	3.39	2.17	3.55	2.92	3.00	3.40	3.10
Teaching effectiveness is recognized and rewarded at DePaul																			
	2005	3.46	3.10	3.36	3.50	n/a	3.50	3.44	3.00	3.38	3.67	3.40	3.59	3.46	3.14	3.26	3.00	n/a	2.93
	2007	3.43	3.50	3.45	3.75	n/a	3.36	3.45	3.12	3.40	3.67	3.50	3.64	3.18	3.54	3.43	3.23	3.00	3.16
	2009	3.43	3.44	3.44	3.57	n/a	3.56	3.36	3.57	3.39	3.86	3.00	3.33	3.22	3.50	3.38	3.57	2.75	3.39
	2011	3.28	3.45	3.35	3.47	3.20	3.42	3.10	3.29	3.17	2.89	3.00	2.96	3.24	3.21	3.21	3.53	3.10	3.37
	2013	3.59	3.43	3.52	2.65	2.29	2.54	3.30	2.83	3.18	3.87	2.94	3.23	2.78	3.64	3.35	3.40	3.86	3.55
Research and scholarship is recognized and rewarded at DePaul																			
	2005	3.46	3.80	3.52	4.10	n/a	4.10	3.23	3.50	3.26	3.75	n/a	3.81	3.23	3.08	3.16	3.33	n/a	3.38
	2007	3.33	3.67	3.39	3.75	n/a	3.60	3.18	3.25	3.19	3.75	3.50	3.71	3.50	3.94	3.77	3.46	3.40	3.44
	2009	3.70	4.29	3.83	4.00	n/a	3.89	3.23	3.41	3.26	3.57	3.00	3.29	3.33	3.40	3.36	3.93	3.67	3.88
	2011	3.65	3.88	3.72	3.70	3.40	3.64	3.11	3.58	3.25	3.11	3.36	3.25	3.00	3.65	3.43	3.76	3.00	3.50
	2013	3.52	3.91	3.69	3.44	3.40	3.43	3.28	2.95	3.20	3.62	2.67	3.05	3.22	3.56	3.42	3.69	3.80	3.71
Department service is recognized and rewarded at DePaul																			
	2005	2.96	3.80	3.10	2.63	n/a	2.63	3.20	3.63	3.25	3.33	n/a	3.40	3.08	2.88	2.97	3.17	n/a	3.23
	2007	2.90	4.33	3.14	3.43	n/a	3.33	3.35	3.50	3.37	3.73	3.67	3.71	2.83	3.88	3.43	3.46	3.20	3.39
	2009	3.09	3.56	3.22	3.33	n/a	3.57	3.16	3.78	3.25	3.83	2.75	3.21	2.56	3.00	2.76	3.71	3.00	3.56
	2011	3.16	3.60	3.30	3.06	n/a	3.00	2.90	3.55	3.09	3.00	3.60	3.32	2.69	3.41	3.17	3.59	3.25	3.48
	2013	3.00	3.56	3.23	2.80	2.50	2.71	3.21	3.00	3.16	3.87	2.92	3.30	2.50	3.65	3.15	3.53	4.00	3.65

FACULTY CLIMATE SURVEY: Workload - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
College service is recognized and rewarded at DePaul																
	2005	**3.30**	**3.42**	**3.32**	3.06	3.60	3.12	3.50	n/a	3.50	3.71	n/a	3.71	3.44	4.00	3.46
	2007	**3.41**	**3.69**	**3.47**	2.77	3.17	2.84	2.89	n/a	2.89	3.72	3.63	3.70	3.63	3.50	3.61
	2009	**3.43**	**3.54**	**3.45**	3.58	3.83	3.63	n/a	n/a	3.17	2.95	3.57	3.12	3.85	3.75	3.85
	2011	**3.17**	**3.42**	**3.25**	3.28	3.66	3.40	3.32	2.88	3.20	3.33	3.04	3.22	3.38	2.75	3.34
	2013	**3.25**	**3.35**	**3.28**	3.28	3.32	3.29	3.26	3.86	3.42	3.17	3.31	3.21	3.36	3.68	3.45
University service is recognized and rewarded at DePaul																
	2005	**3.35**	**3.46**	**3.37**	3.05	3.67	3.12	3.50	n/a	3.50	3.75	n/a	3.75	3.55	4.00	3.57
	2007	**3.44**	**3.73**	**3.51**	2.92	3.63	3.09	3.00	n/a	3.00	3.79	3.63	3.75	3.70	3.50	3.67
	2009	**3.48**	**3.62**	**3.51**	3.64	4.00	3.70	n/a	n/a	3.40	2.89	3.57	3.08	3.85	3.75	3.84
	2011	**3.19**	**3.39**	**3.25**	3.36	3.66	3.47	3.14	2.75	3.03	3.23	3.04	3.15	3.33	2.50	3.28
	2013	**3.30**	**3.38**	**3.33**	3.27	3.37	3.29	3.21	4.00	3.42	3.41	3.31	3.38	3.29	3.84	3.43
Professional service to ones discipline is recognized at DePaul																
	2005	**2.86**	**3.52**	**2.98**	3.00	3.25	3.04	2.75	n/a	2.89	2.53	n/a	2.68	2.59	3.50	2.63
	2007	**2.94**	**3.44**	**3.05**	2.63	3.13	2.75	2.89	n/a	2.89	2.62	3.38	2.78	2.74	3.57	2.87
	2009	**3.02**	**3.53**	**3.12**	3.43	4.09	3.53	n/a	n/a	2.86	2.24	3.64	2.79	3.02	3.33	3.04
	2011	**2.81**	**3.38**	**3.00**	3.14	3.60	3.30	2.57	3.13	2.72	2.82	2.92	2.86	2.79	2.25	2.75
	2013	**2.90**	**3.29**	**3.02**	3.25	3.38	3.29	2.72	3.67	3.04	2.87	3.43	3.05	2.61	3.89	2.93
Adequate support exists for balancing work and family life.																
	2005	**2.85**	**3.59**	**2.97**	3.70	4.00	3.74	2.44	n/a	2.60	3.41	4.40	3.54	3.03	3.50	3.05
	2007	**2.55**	**3.51**	**2.75**	3.58	3.29	3.52	1.56	n/a	1.56	2.85	3.71	3.03	2.47	3.75	2.71
	2009	**2.94**	**3.62**	**3.07**	3.94	4.07	3.96	n/a	n/a	3.20	2.89	3.88	3.19	2.78	3.25	2.82
	2011	**2.90**	**3.41**	**3.06**	3.68	3.71	3.69	2.64	3.14	2.76	3.14	3.57	3.30	2.79	3.00	2.80
	2013	**2.85**	**3.26**	**2.98**	3.50	3.68	3.56	2.90	3.50	3.12	3.10	3.36	3.19	2.47	3.64	2.81

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Workload - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
College service is recognized and rewarded at DePaul																			
	2005	3.00	n/a	3.04	2.60	n/a	2.60	3.36	3.43	3.36	3.18	n/a	3.29	3.38	3.27	3.32	3.25	n/a	3.31
	2007	2.90	4.33	3.14	3.25	n/a	3.20	3.60	3.63	3.61	3.92	3.67	3.87	2.75	3.87	3.37	3.67	3.60	3.65
	2009	3.04	3.56	3.19	3.33	n/a	3.57	3.36	3.94	3.44	3.83	2.57	3.15	2.56	3.33	2.87	3.43	3.50	3.44
	2011	3.17	3.87	3.40	3.17	n/a	3.10	3.03	3.46	3.16	3.22	3.60	3.42	2.53	3.55	3.19	3.44	3.00	3.28
	2013	3.08	3.56	3.27	2.87	2.20	2.71	3.30	2.94	3.23	4.00	3.00	3.42	2.56	3.67	3.19	3.47	4.00	3.60
University service is recognized and rewarded at DePaul																			
	2005	3.09	n/a	3.15	2.56	n/a	2.56	3.38	3.60	3.41	3.45	n/a	3.43	3.38	3.21	3.30	3.33	n/a	3.38
	2007	3.03	4.33	3.24	3.13	n/a	3.10	3.59	3.56	3.59	3.92	3.67	3.87	2.92	3.94	3.50	3.46	3.40	3.44
	2009	3.22	3.56	3.31	3.33	n/a	3.57	3.33	3.94	3.42	4.00	2.67	3.33	3.00	3.33	3.13	3.71	3.33	3.65
	2011	3.43	3.69	3.52	3.24	n/a	3.16	3.02	3.45	3.15	3.13	3.60	3.39	2.76	3.48	3.23	3.59	3.13	3.44
	2013	3.23	3.71	3.42	3.00	2.17	2.77	3.35	2.91	3.26	3.75	3.00	3.32	2.78	3.68	3.30	3.60	4.00	3.70
Professional service to ones discipline is recognized at DePaul																			
	2005	3.12	3.63	3.24	3.13	n/a	3.13	2.81	3.82	2.93	3.30	n/a	3.50	3.42	3.19	3.29	3.18	n/a	3.25
	2007	2.87	3.43	2.97	3.50	n/a	3.40	2.96	3.36	3.01	3.58	4.00	3.67	2.75	3.60	3.22	3.46	3.00	3.33
	2009	3.00	4.00	3.28	3.50	n/a	3.71	2.73	3.53	2.84	4.00	2.78	3.27	2.44	3.43	2.88	3.71	3.25	3.61
	2011	3.03	3.67	3.27	2.95	n/a	2.95	2.58	3.51	2.84	2.75	3.35	3.16	2.59	3.37	3.12	3.59	3.30	3.48
	2013	2.76	3.55	3.11	2.73	2.17	2.57	2.89	2.76	2.87	3.11	3.07	3.09	2.39	3.26	2.94	3.67	4.17	3.81
Adequate support exists for balancing work and family life.																			
	2005	2.48	3.17	2.62	3.82	n/a	3.82	2.40	3.40	2.53	3.20	n/a	3.46	3.00	3.79	3.47	2.00	n/a	2.08
	2007	2.52	3.83	2.74	3.50	n/a	3.27	2.23	2.80	2.29	3.33	3.67	3.40	1.92	3.94	3.03	1.75	2.50	1.94
	2009	3.09	4.43	3.41	3.75	n/a	4.00	2.46	3.56	2.61	2.83	2.17	2.50	1.62	3.57	2.53	2.36	3.25	2.56
	2011	3.50	3.56	3.52	3.47	n/a	3.50	2.54	3.37	2.78	2.71	3.00	2.90	1.81	3.33	2.77	2.53	3.00	2.67
	2013	2.54	3.35	2.86	2.94	3.00	2.95	2.83	2.83	2.83	3.00	2.85	2.91	2.11	3.29	2.74	2.47	3.20	2.65

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Workload - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Faculty have well-maintained work spaces at all locations in which they teach																
	2005	**63.8%**	**62.9%**	**63.6%**	80.4%	75.0%	79.4%	44.4%	n/a	40.0%	68.8%	80.0%	70.3%	82.1%	33.3%	78.6%
	2007	**62.4%**	**64.8%**	**62.9%**	81.5%	45.5%	71.1%	33.3%	n/a	33.3%	65.5%	50.0%	62.2%	80.5%	75.0%	79.2%
	2009	**71.6%**	**65.7%**	**70.2%**	86.6%	78.9%	84.9%	60.0%	n/a	55.6%	63.2%	66.7%	64.5%	84.3%	100.0%	85.5%
	2011	**67.9%**	**61.6%**	**65.6%**	84.0%	73.8%	80.3%	45.5%	63.6%	51.5%	71.4%	52.9%	63.2%	80.0%	50.0%	78.4%
	2013	**71.2%**	**72.5%**	**71.7%**	77.2%	80.6%	78.4%	42.9%	75.0%	56.8%	74.2%	65.2%	70.4%	75.8%	69.6%	74.1%
Collaborative projects across colleges and campuses are common																
	2005	**16.7%**	**31.9%**	**18.7%**	13.6%	0.0%	12.5%	11.1%	n/a	10.0%	20.7%	100.0%	28.1%	26.5%	100.0%	30.6%
	2007	**19.9%**	**31.3%**	**22.3%**	8.3%	16.7%	10.0%	25.0%	n/a	25.0%	23.1%	25.0%	23.5%	41.4%	80.0%	47.1%
	2009	**24.7%**	**41.2%**	**27.8%**	25.9%	36.4%	27.5%	20.0%	n/a	14.3%	16.7%	71.4%	32.0%	40.9%	33.3%	40.4%
	2011	**28.6%**	**42.8%**	**33.1%**	35.5%	44.1%	38.5%	31.8%	40.0%	34.4%	41.5%	32.0%	37.9%	32.1%	25.0%	31.7%
	2013	**27.5%**	**38.9%**	**31.1%**	37.7%	40.0%	38.5%	38.9%	33.3%	37.5%	41.9%	23.5%	35.4%	26.4%	33.3%	28.2%
DePauls workload effectively balances teaching, research, advising, and committee work																
	2005	**21.7%**	**38.5%**	**24.0%**	44.9%	50.0%	45.5%	0.0%	n/a	0.0%	43.8%	n/a	50.0%	20.0%	100.0%	23.8%
	2007	**27.0%**	**46.8%**	**30.8%**	63.0%	33.3%	57.6%	22.2%	n/a	22.2%	37.9%	62.5%	43.2%	31.7%	83.3%	38.3%
	2009	**37.7%**	**49.2%**	**39.6%**	62.7%	54.5%	61.5%	40.0%	n/a	28.6%	21.1%	62.5%	33.3%	40.4%	66.7%	41.8%
	2011	**37.3%**	**46.6%**	**39.9%**	54.2%	48.5%	52.4%	13.6%	60.0%	22.2%	41.5%	39.1%	40.6%	35.3%	0.0%	33.3%
	2013	**37.3%**	**43.8%**	**39.1%**	57.9%	55.0%	57.1%	25.0%	50.0%	32.1%	35.5%	33.3%	34.9%	31.1%	52.6%	36.3%
Teaching expectations (in terms of course load and size) are reasonable																
	2005	**37.7%**	**69.9%**	**44.0%**	66.0%	54.5%	63.9%	11.1%	n/a	20.0%	78.8%	80.0%	78.9%	31.0%	100.0%	34.1%
	2007	**34.4%**	**69.1%**	**43.4%**	60.7%	58.3%	60.0%	22.2%	n/a	22.2%	65.5%	75.0%	67.6%	34.1%	81.8%	44.2%
	2009	**58.8%**	**78.7%**	**63.3%**	74.6%	94.1%	78.6%	60.0%	n/a	55.6%	57.9%	83.3%	67.7%	59.6%	100.0%	62.5%
	2011	**59.3%**	**74.0%**	**64.7%**	77.3%	79.5%	78.1%	50.0%	60.0%	53.1%	59.5%	68.8%	63.5%	52.9%	25.0%	51.4%
	2013	**59.2%**	**72.5%**	**64.2%**	78.9%	78.8%	78.9%	57.1%	66.7%	61.1%	61.3%	85.0%	70.6%	45.2%	76.9%	54.5%
Expectations regarding research, scholarship, or creative activities are reasonable																
	2005	**50.0%**	**61.2%**	**51.4%**	61.2%	50.0%	60.0%	55.6%	n/a	60.0%	75.0%	n/a	77.1%	53.7%	100.0%	55.8%
	2007	**58.0%**	**63.9%**	**59.1%**	70.4%	20.0%	62.5%	66.7%	n/a	66.7%	55.2%	85.7%	61.1%	67.5%	100.0%	70.5%
	2009	**61.4%**	**64.3%**	**61.9%**	73.6%	63.6%	72.4%	n/a	n/a	16.7%	44.4%	87.5%	57.7%	63.3%	75.0%	64.2%
	2011	**52.1%**	**52.0%**	**52.1%**	71.4%	48.3%	64.6%	23.8%	28.6%	25.0%	53.7%	42.9%	50.0%	63.1%	25.0%	60.9%
	2013	**54.9%**	**54.9%**	**54.9%**	66.7%	70.0%	67.6%	50.0%	83.3%	58.3%	55.2%	36.4%	50.0%	53.3%	44.4%	51.3%
College and department service expectations (committees, task forces, etc) are reasonable																
	2005	**51.3%**	**52.8%**	**51.5%**	77.6%	50.0%	74.5%	33.3%	n/a	40.0%	63.6%	n/a	66.7%	58.5%	50.0%	58.1%
	2007	**44.8%**	**61.9%**	**48.0%**	74.1%	0.0%	62.5%	22.2%	n/a	22.2%	44.8%	75.0%	51.4%	52.5%	100.0%	57.8%
	2009	**59.1%**	**71.6%**	**61.3%**	83.1%	81.8%	82.9%	20.0%	n/a	14.3%	47.4%	85.7%	57.7%	56.0%	100.0%	58.5%
	2011	**53.7%**	**54.9%**	**54.0%**	78.6%	60.6%	72.8%	36.4%	28.6%	34.5%	51.2%	45.0%	49.2%	54.5%	50.0%	54.3%
	2013	**50.0%**	**52.6%**	**50.7%**	70.2%	69.6%	70.0%	35.0%	75.0%	46.4%	51.6%	27.3%	45.2%	43.3%	50.0%	44.9%
Teaching effectiveness is recognized and rewarded at DePaul																
	2005	**60.5%**	**46.3%**	**57.7%**	53.1%	30.0%	49.2%	66.7%	n/a	70.0%	84.8%	60.0%	81.6%	61.0%	66.7%	61.4%
	2007	**59.8%**	**53.8%**	**58.5%**	60.7%	30.0%	52.6%	44.4%	n/a	44.4%	69.0%	62.5%	67.6%	52.5%	50.0%	52.0%
	2009	**65.8%**	**56.0%**	**63.5%**	73.8%	58.8%	70.7%	n/a	n/a	37.5%	68.4%	58.3%	64.5%	78.4%	50.0%	76.4%
	2011	**52.1%**	**44.7%**	**49.4%**	53.5%	54.1%	53.7%	54.5%	36.4%	48.5%	56.1%	38.7%	48.6%	52.2%	0.0%	49.3%
	2013	**58.2%**	**50.2%**	**55.3%**	57.9%	46.4%	54.1%	70.0%	60.0%	65.7%	60.0%	38.9%	52.1%	59.3%	64.0%	60.7%
Research and scholarship is recognized and rewarded at DePaul																
	2005	**58.5%**	**55.8%**	**58.1%**	64.6%	n/a	62.7%	66.7%	n/a	60.0%	59.4%	n/a	61.1%	65.9%	100.0%	
	2007	**56.9%**	**59.7%**	**57.8%**	57.7%	28.6%	51.5%	37.5%	n/a	37.5%	53.6%	50.0%	52.8%	59.0%	71.4%	60.9%
	2009	**66.3%**	**58.8%**	**65.0%**	76.2%	70.0%	75.3%	n/a	n/a	66.7%	55.6%	66.7%	59.3%	71.2%	66.7%	70.9%
	2011	**53.5%**	**52.4%**	**53.2%**	62.9%	54.5%	60.2%	57.1%	36.4%	50.0%	40.0%	34.6%	37.9%	49.2%	50.0%	49.3%
	2013	**59.3%**	**53.3%**	**57.5%**	70.2%	60.0%	67.5%	52.9%	66.7%	56.5%	46.7%	53.8%	48.8%	55.2%	70.0%	59.0%
Department service is recognized and rewarded at DePaul																
	2005	**44.9%**	**54.4%**	**46.3%**	38.8%	60.0%	40.7%	44.4%	n/a	50.0%	71.4%	n/a	71.9%	32.5%	100.0%	35.7%
	2007	**53.9%**	**59.7%**	**55.6%**	30.8%	14.3%	27.3%	44.4%	n/a	44.4%	73.1%	50.0%	67.6%	59.0%	42.9%	56.5%
	2009	**54.1%**	**48.1%**	**52.9%**	61.3%	50.0%	59.2%	n/a	n/a	50.0%	35.3%	50.0%	40.0%	64.0%	50.0%	63.0%
	2011	**42.2%**	**46.7%**	**43.6%**	49.3%	51.4%	50.0%	45.5%	33.3%	41.9%	46.2%	20.8%	36.5%	37.5%	25.0%	36.8%
	2013	**45.2%**	**48.5%**	**46.2%**	56.1%	47.6%	53.8%	42.1%	57.1%	46.2%	33.3%	35.7%	34.1%	38.6%	45.0%	40.3%

FACULTY CLIMATE SURVEY: Workload - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Faculty have well-maintained work spaces at all locations in which they teach																			
	2005	76.0%	53.8%	68.4%	70.0%	n/a	70.0%	58.8%	63.6%	59.5%	25.0%	80.0%	41.2%	61.5%	52.4%	55.9%	9.1%	n/a	23.1%
	2007	74.2%	75.0%	74.4%	57.1%	n/a	50.0%	59.1%	75.0%	61.5%	50.0%	50.0%	50.0%	46.2%	70.0%	60.6%	0.0%	50.0%	16.7%
	2009	69.6%	75.0%	71.0%	57.1%	n/a	55.6%	63.6%	57.1%	62.5%	57.1%	45.5%	50.0%	66.7%	77.8%	72.2%	28.6%	40.0%	31.6%
	2011	69.7%	47.4%	61.5%	40.0%	n/a	34.8%	64.6%	69.5%	66.4%	66.7%	55.0%	58.6%	70.6%	58.6%	63.0%	23.5%	45.5%	32.1%
	2013	76.9%	91.3%	83.7%	47.1%	42.9%	45.8%	77.9%	74.5%	76.9%	55.6%	66.7%	63.0%	64.7%	72.4%	69.6%	40.0%	37.5%	39.1%
Collaborative projects across colleges and campuses are common																			
	2005	20.8%	n/a	19.2%	0.0%	n/a	0.0%	16.7%	15.4%	16.5%	30.0%	n/a	33.3%	7.7%	35.3%	23.3%	0.0%	n/a	0.0%
	2007	14.3%	42.9%	20.0%	14.3%	n/a	10.0%	18.2%	9.1%	17.2%	16.7%	50.0%	21.4%	0.0%	41.2%	24.1%	9.1%	0.0%	6.3%
	2009	33.3%	85.7%	46.4%	n/a	n/a	20.0%	22.8%	44.4%	26.1%	0.0%	0.0%	0.0%	0.0%	42.9%	18.8%	0.0%	0.0%	0.0%
	2011	25.8%	53.3%	34.8%	6.7%	n/a	5.9%	25.4%	52.5%	33.7%	12.5%	10.0%	11.1%	31.3%	45.8%	40.0%	11.8%	n/a	14.3%
	2013	23.1%	70.6%	41.9%	6.7%	16.7%	9.5%	26.8%	48.7%	32.1%	0.0%	0.0%	0.0%	22.2%	43.5%	34.1%	6.7%	20.0%	10.0%
DePauls workload effectively balances teaching, research, advising, and committee work																			
	2005	3.8%	n/a	6.9%	50.0%	n/a	50.0%	10.1%	30.8%	12.0%	41.7%	n/a	50.0%	15.4%	14.3%	14.8%	16.7%	n/a	15.4%
	2007	16.1%	40.0%	19.4%	71.4%	n/a	66.7%	15.1%	18.2%	15.4%	25.0%	100.0%	35.7%	0.0%	57.1%	29.6%	7.7%	0.0%	5.6%
	2009	18.2%	100.0%	33.3%	83.3%	n/a	85.7%	24.5%	44.4%	27.4%	57.1%	20.0%	41.7%	11.1%	57.1%	31.2%	35.7%	0.0%	29.4%
	2011	40.6%	57.1%	45.7%	60.0%	n/a	54.5%	29.6%	50.0%	35.2%	44.4%	50.0%	47.1%	17.6%	42.3%	32.6%	41.2%	57.1%	45.8%
	2013	40.7%	68.8%	51.2%	37.5%	20.0%	33.3%	35.6%	37.8%	36.1%	55.6%	9.1%	30.0%	16.7%	40.0%	28.9%	26.7%	60.0%	35.0%
Teaching expectations (in terms of course load and size) are reasonable																			
	2005	19.2%	80.0%	36.1%	90.0%	n/a	90.0%	19.1%	70.0%	25.8%	50.0%	60.0%	52.9%	46.2%	63.6%	57.1%	25.0%	n/a	35.7%
	2007	25.8%	75.0%	35.9%	57.1%	n/a	60.0%	14.9%	50.0%	20.5%	66.7%	100.0%	75.0%	30.8%	75.0%	59.5%	30.8%	50.0%	36.8%
	2009	39.1%	85.7%	50.0%	85.7%	n/a	88.9%	50.0%	66.7%	52.8%	57.1%	66.7%	62.5%	44.4%	90.0%	68.4%	64.3%	75.0%	66.7%
	2011	54.5%	76.2%	63.0%	85.0%	n/a	82.6%	52.4%	75.3%	60.6%	66.7%	82.4%	76.9%	52.9%	71.1%	65.5%	58.8%	84.6%	70.0%
	2013	55.6%	92.0%	73.1%	64.7%	44.4%	57.7%	56.3%	56.9%	56.5%	77.8%	75.0%	76.0%	66.7%	71.9%	70.0%	46.7%	83.3%	57.1%
Expectations regarding research, scholarship, or creative activities are reasonable																			
	2005	38.5%	n/a	42.9%	90.0%	n/a	90.0%	39.1%	50.0%	40.1%	58.3%	n/a	60.0%	38.5%	41.7%	40.0%	41.7%	n/a	46.2%
	2007	54.8%	85.7%	60.5%	85.7%	n/a	88.9%	54.3%	50.0%	53.8%	75.0%	50.0%	71.4%	27.3%	75.0%	55.6%	23.1%	0.0%	16.7%
	2009	56.5%	80.0%	60.7%	83.3%	n/a	85.7%	55.8%	50.0%	54.9%	42.9%	71.4%	57.1%	66.7%	75.0%	70.6%	69.2%	66.7%	75.0%
	2011	59.4%	50.0%	56.5%	65.0%	n/a	61.9%	41.1%	59.3%	46.2%	55.6%	58.3%	57.1%	25.0%	50.0%	40.0%	47.1%	77.8%	57.7%
	2013	69.2%	65.0%	67.4%	62.5%	60.0%	61.9%	50.8%	47.2%	50.0%	66.7%	50.0%	56.5%	33.3%	55.6%	44.4%	46.7%	60.0%	50.0%
College and department service expectations (committees, task forces, etc) are reasonable																			
	2005	20.0%	n/a	24.1%	80.0%	n/a	80.0%	42.5%	35.7%	41.8%	58.3%	n/a	60.0%	53.8%	50.0%	44.4%	41.7%	n/a	46.2%
	2007	25.8%	83.3%	35.1%	71.4%	n/a	66.7%	42.4%	54.5%	43.7%	58.3%	66.7%	60.0%	23.1%	68.8%	48.3%	25.0%	25.0%	25.0%
	2009	65.2%	100.0%	57.1%	100.0%	n/a	100.0%	51.9%	66.7%	53.7%	66.7%	66.7%	66.7%	11.1%	66.7%	38.9%	57.1%	66.7%	58.8%
	2011	56.3%	64.3%	58.7%	75.0%	n/a	75.0%	44.4%	57.1%	48.0%	55.6%	75.0%	64.7%	17.6%	47.8%	35.0%	58.8%	50.0%	56.0%
	2013	51.9%	63.2%	56.5%	50.0%	25.0%	45.0%	49.6%	51.4%	50.0%	66.7%	33.3%	50.0%	16.7%	50.0%	35.0%	46.7%	40.0%	45.0%
Teaching effectiveness is recognized and rewarded at DePaul																			
	2005	57.7%	50.0%	55.6%	70.0%	n/a	70.0%	59.2%	40.0%	56.6%	66.7%	40.0%	58.8%	46.2%	45.5%	45.7%	41.7%	n/a	42.9%
	2007	56.7%	62.5%	57.9%	87.5%	n/a	63.6%	59.1%	64.7%	60.0%	66.7%	50.0%	64.3%	54.5%	66.7%	62.9%	61.5%	16.7%	47.4%
	2009	60.9%	66.7%	62.5%	57.1%	n/a	55.6%	58.5%	61.9%	59.1%	71.4%	45.5%	55.6%	55.6%	58.3%	57.1%	57.1%	25.0%	50.0%
	2011	62.5%	50.0%	57.7%	52.6%	20.0%	45.8%	46.9%	46.6%	46.8%	44.4%	35.7%	39.1%	52.9%	48.7%	50.0%	58.8%	40.0%	51.9%
	2013	74.1%	60.9%	68.0%	41.2%	28.6%	37.5%	56.0%	34.8%	50.6%	87.5%	38.9%	53.8%	38.9%	63.9%	55.6%	53.3%	71.4%	59.1%
Research and scholarship is recognized and rewarded at DePaul																			
	2005	65.4%	80.0%	67.7%	90.0%	n/a	90.0%	50.4%	56.3%	51.1%	66.7%	n/a	68.8%	46.2%	25.0%	36.0%	50.0%	n/a	53.8%
	2007	53.3%	83.3%	58.3%	75.0%	n/a	60.0%	51.1%	58.3%	51.9%	75.0%	50.0%	71.4%	60.0%	81.3%	73.1%	69.2%	40.0%	61.1%
	2009	73.9%	85.7%	76.7%	85.7%	n/a	77.8%	53.4%	58.8%	54.2%	71.4%	42.9%	57.1%	44.4%	40.0%	42.9%	85.7%	66.7%	82.4%
	2011	71.0%	68.8%	70.2%	65.0%	40.0%	60.0%	48.2%	56.7%	50.8%	44.4%	45.5%	45.0%	31.3%	64.5%	53.2%	82.4%	33.3%	65.4%
	2013	66.7%	77.3%	71.4%	68.8%	60.0%	66.7%	57.5%	35.1%	52.6%	62.5%	16.7%	35.0%	50.0%	52.0%	51.2%	68.8%	60.0%	66.7%
Department service is recognized and rewarded at DePaul																			
	2005	36.0%	80.0%	43.3%	25.0%	n/a	25.0%	48.0%	56.3%	48.9%	58.3%	n/a	60.0%	30.8%	18.8%	24.1%	50.0%	n/a	53.8%
	2007	41.9%	100.0%	51.4%	57.1%	n/a	44.4%	58.1%	70.0%	59.2%	63.6%	66.7%	64.3%	33.3%	75.0%	57.1%	53.8%	40.0%	50.0%
	2009	43.5%	66.7%	50.0%	50.0%	n/a	57.1%	48.6%	66.7%	51.2%	66.7%	37.5%	50.0%	22.2%	25.0%	23.5%	71.4%	25.0%	61.1%
	2011	45.2%	60.0%	50.0%	35.3%	n/a	31.6%	38.5%	51.7%	42.4%	44.4%	60.0%	52.6%	31.3%	50.0%	43.8%	58.8%	50.0%	56.0%
	2013	42.3%	61.1%	50.0%	26.7%	33.3%	28.6%	48.1%	40.5%	46.5%	75.0%	33.3%	50.0%	33.3%	65.2%	51.2%	53.3%	80.0%	60.0%

FACULTY CLIMATE SURVEY: Workload - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
College service is recognized and rewarded at DePaul																
	2005	**50.3%**	**48.0%**	**50.0%**	42.6%	60.0%	44.2%	75.0%	n/a	75.0%	67.7%	n/a	68.6%	51.3%	100.0%	53.7%
	2007	**58.4%**	**61.3%**	**59.4%**	34.6%	16.7%	31.3%	44.4%	n/a	44.4%	65.5%	50.0%	62.2%	68.4%	50.0%	65.9%
	2009	**56.4%**	**56.3%**	**56.4%**	58.3%	58.3%	58.3%	n/a	n/a	33.3%	36.8%	57.1%	42.3%	70.8%	75.0%	71.2%
	2011	**45.2%**	**49.0%**	**46.4%**	49.3%	57.1%	51.9%	45.5%	25.0%	40.0%	50.0%	28.0%	41.5%	50.8%	25.0%	49.2%
	2013	**49.3%**	**47.7%**	**48.9%**	49.1%	47.4%	48.7%	42.1%	57.1%	46.2%	37.9%	38.5%	38.1%	56.4%	47.4%	54.1%
University service is recognized and rewarded at DePaul																
	2005	**50.6%**	**50.0%**	**50.5%**	43.2%	66.7%	46.0%	75.0%	n/a	75.0%	68.8%	n/a	69.4%	57.9%	100.0%	60.0%
	2007	**59.7%**	**62.1%**	**60.6%**	38.5%	37.5%	38.2%	37.5%	n/a	37.5%	67.9%	50.0%	63.9%	73.0%	50.0%	69.8%
	2009	**58.2%**	**60.6%**	**58.6%**	58.6%	66.7%	60.0%	n/a	n/a	40.0%	36.8%	57.1%	42.3%	70.2%	75.0%	70.6%
	2011	**46.4%**	**46.0%**	**46.3%**	53.0%	57.1%	54.5%	38.1%	12.5%	31.0%	45.0%	23.1%	36.4%	47.5%	0.0%	44.6%
	2013	**51.7%**	**49.0%**	**50.9%**	50.0%	57.9%	52.0%	36.8%	71.4%	46.2%	55.2%	38.5%	50.0%	50.9%	57.9%	52.7%
Professional service to ones discipline is recognized at DePaul																
	2005	**32.6%**	**60.0%**	**37.3%**	35.6%	50.0%	37.7%	25.0%	n/a	33.3%	20.0%	n/a	26.5%	25.6%	50.0%	26.8%
	2007	**40.2%**	**55.6%**	**43.5%**	25.0%	25.0%	25.0%	44.4%	n/a	44.4%	27.6%	50.0%	32.4%	30.8%	57.1%	34.8%
	2009	**41.2%**	**60.8%**	**45.3%**	52.5%	72.7%	55.6%	n/a	n/a	42.9%	17.6%	72.7%	39.3%	35.4%	33.3%	35.3%
	2011	**34.8%**	**45.9%**	**38.5%**	49.3%	51.4%	50.0%	19.0%	37.5%	24.1%	25.6%	20.0%	23.4%	31.1%	0.0%	29.2%
	2013	**36.4%**	**50.0%**	**40.7%**	48.2%	57.1%	50.6%	27.8%	66.7%	40.7%	33.3%	42.9%	36.4%	23.2%	68.4%	34.7%
Adequate support exists for balancing work and family life.																
	2005	**37.9%**	**57.4%**	**41.2%**	61.7%	66.7%	62.3%	11.1%	n/a	20.0%	62.5%	100.0%	67.6%	39.5%	50.0%	40.0%
	2007	**26.8%**	**53.7%**	**32.3%**	69.2%	28.6%	60.6%	0.0%	n/a	0.0%	30.8%	57.1%	36.4%	23.5%	75.0%	33.3%
	2009	**37.1%**	**58.9%**	**41.4%**	71.0%	71.4%	71.1%	n/a	n/a	20.0%	21.1%	62.5%	33.3%	28.9%	50.0%	30.6%
	2011	**33.9%**	**48.9%**	**38.6%**	60.9%	61.8%	61.2%	27.3%	42.9%	31.0%	27.0%	47.8%	35.0%	24.6%	25.0%	24.6%
	2013	**34.1%**	**44.8%**	**0.375**	55.6%	68.0%	59.5%	38.1%	58.3%	45.5%	34.5%	42.9%	37.2%	21.8%	54.5%	31.2%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Workload - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
College service is recognized and rewarded at DePaul																			
	2005	33.3%	n/a	33.3%	20.0%	n/a	20.0%	53.7%	42.9%	52.6%	54.5%	n/a	57.1%	38.5%	33.3%	35.7%	50.0%	n/a	53.8%
	2007	38.7%	100.0%	48.9%	50.0%	n/a	40.0%	67.0%	75.0%	67.7%	66.7%	66.7%	66.7%	33.3%	73.3%	55.6%	75.0%	60.0%	70.6%
	2009	43.5%	66.7%	50.0%	50.0%	n/a	57.1%	57.1%	75.0%	59.5%	66.7%	28.6%	46.2%	11.1%	50.0%	26.7%	57.1%	50.0%	55.6%
	2011	46.7%	60.0%	51.1%	38.9%	n/a	35.0%	42.6%	52.5%	45.5%	44.4%	60.0%	52.6%	17.6%	58.1%	43.8%	50.0%	33.3%	44.0%
	2013	46.2%	61.1%	52.3%	25.0%	20.0%	23.8%	53.8%	38.2%	50.6%	87.5%	18.2%	47.4%	33.3%	66.7%	52.4%	46.7%	80.0%	55.0%
University service is recognized and rewarded at DePaul																			
	2005	34.8%	n/a	37.0%	22.2%	n/a	22.2%	51.7%	53.3%	51.9%	54.5%	n/a	50.0%	38.5%	28.6%	33.3%	41.7%	n/a	46.2%
	2007	41.9%	100.0%	51.4%	37.5%	n/a	30.0%	66.7%	77.8%	67.7%	66.7%	66.7%	66.7%	41.7%	75.0%	60.7%	69.2%	40.0%	61.1%
	2009	52.2%	66.7%	56.2%	50.0%	n/a	57.1%	55.2%	76.5%	58.2%	66.7%	33.3%	50.0%	33.3%	50.0%	40.0%	78.6%	33.3%	70.6%
	2011	60.0%	56.3%	58.7%	41.2%	n/a	36.8%	42.4%	51.7%	45.2%	50.0%	60.0%	55.6%	29.4%	54.8%	45.8%	58.8%	25.0%	48.0%
	2013	50.0%	64.7%	55.8%	37.5%	16.7%	31.8%	57.3%	34.3%	52.4%	62.5%	18.2%	36.8%	38.9%	60.0%	51.2%	53.3%	80.0%	60.0%
Professional service to ones discipline is recognized at DePaul																			
	2005	40.0%	75.0%	48.5%	50.0%	n/a	50.0%	31.1%	70.6%	36.0%	60.0%	n/a	64.3%	41.7%	37.5%	39.3%	45.5%	n/a	50.0%
	2007	41.9%	71.4%	47.4%	62.5%	n/a	50.0%	41.8%	71.4%	45.7%	58.3%	66.7%	60.0%	33.3%	60.0%	48.1%	61.5%	20.0%	50.0%
	2009	43.5%	77.8%	53.1%	66.7%	n/a	71.4%	32.0%	58.8%	35.8%	66.7%	44.4%	53.3%	22.2%	57.1%	37.5%	78.6%	50.0%	72.2%
	2011	48.4%	55.6%	51.0%	31.6%	n/a	33.3%	29.3%	56.4%	36.9%	37.5%	41.2%	40.0%	29.4%	48.6%	42.3%	58.8%	40.0%	51.9%
	2013	32.0%	65.0%	46.7%	40.0%	16.7%	33.3%	37.9%	32.4%	36.7%	44.4%	42.9%	43.5%	22.2%	45.2%	36.7%	60.0%	83.3%	66.7%
Adequate support exists for balancing work and family life.																			
	2005	21.7%	33.3%	24.1%	72.7%	n/a	72.7%	26.0%	55.0%	29.8%	50.0%	n/a	61.5%	38.5%	57.9%	50.0%	8.3%	n/a	30.8%
	2007	20.7%	83.3%	31.4%	62.5%	n/a	45.5%	13.6%	30.0%	15.3%	50.0%	66.7%	53.3%	15.4%	68.8%	44.8%	8.3%	0.0%	6.3%
	2009	45.5%	85.7%	55.2%	75.0%	n/a	80.0%	22.8%	56.3%	27.4%	66.7%	16.7%	25.0%	12.5%	71.4%	40.0%	21.4%	50.0%	27.8%
	2011	59.4%	50.0%	56.3%	46.7%	n/a	50.0%	24.1%	50.0%	31.6%	14.3%	23.1%	20.0%	12.5%	51.9%	37.2%	29.4%	28.6%	29.2%
	2013	26.9%	52.9%	37.2%	29.4%	50.0%	33.3%	36.5%	29.3%	34.7%	33.3%	23.1%	27.3%	5.6%	38.1%	23.1%	26.7%	40.0%	30.0%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Faculty Governance and Faculty Council - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Local college/school governance is effective at…																
Reviewing the curriculum																
	2005	**3.69**	**3.58**	**3.68**	3.91	n/a	3.90	3.50	n/a	3.50	3.97	n/a	3.97	3.64	4.00	3.66
	2007	**3.65**	**3.71**	**3.67**	4.00	3.38	3.85	3.88	n/a	3.88	3.86	3.25	3.72	3.72	4.40	3.82
	2009	**3.72**	**3.79**	**3.74**	4.00	3.76	3.95	n/a	n/a	n/a	3.74	3.57	3.69	3.74	4.25	3.79
	2011	**3.63**	**3.82**	**3.69**	3.73	3.89	3.79	4.00	3.67	3.92	3.65	3.55	3.61	3.58	3.67	3.59
	2013	**3.70**	**3.75**	**3.72**	3.88	3.72	3.84	3.83	4.10	3.93	4.18	3.44	3.91	3.76	3.95	3.81
Reviewing tenure and promotion decisions																
	2005	**3.71**	**3.46**	**3.69**	4.00	n/a	3.95	4.00	n/a	4.00	3.58	n/a	3.62	3.87	4.00	3.88
	2007	**3.76**	**3.22**	**3.69**	4.04	2.75	3.86	3.88	n/a	3.88	3.30	2.83	3.21	4.03	3.50	4.00
	2009	**3.56**	**3.44**	**3.54**	3.94	3.50	3.89	n/a	n/a	3.40	2.94	3.00	2.95	3.87	3.67	3.86
	2011	**3.32**	**3.25**	**3.31**	3.54	3.55	3.54	4.16	3.40	4.00	3.13	3.11	3.13	3.26	2.25	3.20
	2013	**3.66**	**3.33**	**3.57**	3.76	3.21	3.63	3.87	2.33	3.63	4.00	2.88	3.73	3.76	3.78	3.76
Communicating the concerns of faculty to the college/school																
	2005	**3.43**	**3.31**	**3.42**	3.65	n/a	3.66	3.44	n/a	3.44	3.41	n/a	3.46	3.48	4.00	3.52
	2007	**3.48**	**3.33**	**3.46**	3.69	3.50	3.66	3.38	n/a	3.38	3.77	3.13	3.62	3.62	3.50	3.61
	2009	**3.46**	**3.56**	**3.48**	3.75	3.67	3.74	n/a	n/a	3.40	2.94	3.20	3.00	3.71	4.00	3.73
	2011	**3.35**	**3.58**	**3.42**	3.62	3.82	3.69	3.95	3.33	3.81	3.17	3.11	3.15	3.13	3.00	3.12
	2013	**3.47**	**3.57**	**3.50**	3.81	3.63	3.77	3.79	3.50	3.70	3.67	3.22	3.56	3.37	4.00	3.55
Communicating college/school concerns to the Provost																
	2005	**3.22**	**3.22**	**3.22**	3.44	n/a	3.41	3.22	n/a	3.22	3.34	n/a	3.41	3.24	3.50	3.26
	2007	**3.27**	**3.39**	**3.29**	3.35	3.20	3.32	3.38	n/a	3.38	3.39	3.25	3.35	3.48	4.00	3.54
	2009	**3.16**	**3.55**	**3.22**	3.49	3.70	3.53	n/a	n/a	3.40	2.75	3.50	2.90	3.51	4.00	3.54
	2011	**3.00**	**3.49**	**3.13**	3.41	3.59	3.46	3.41	n/a	3.40	2.89	3.12	2.96	3.02	3.00	3.02
	2013	**3.22**	**3.56**	**3.32**	3.53	3.53	3.53	3.37	3.40	3.38	3.52	3.43	3.50	3.31	3.83	3.47
Communicating university-level concerns to faculty																
	2005	**3.36**	**3.33**	**3.36**	3.32	n/a	3.36	3.44	n/a	3.44	3.53	n/a	3.57	3.46	3.50	3.47
	2007	**3.47**	**3.73**	**3.53**	3.42	3.29	3.39	3.63	n/a	3.63	3.62	4.00	3.70	3.69	3.50	3.67
	2009	**3.57**	**3.66**	**3.59**	3.80	3.91	3.82	n/a	n/a	3.71	3.00	4.00	3.25	3.85	3.75	3.84
	2011	**3.32**	**3.70**	**3.44**	3.71	3.85	3.76	3.85	4.00	3.88	3.38	3.28	3.35	3.14	3.50	3.16
	2013	**3.56**	**3.72**	**3.61**	3.80	4.00	3.86	3.89	3.89	3.89	3.75	3.36	3.64	3.56	3.89	3.66
Enhancing faculty participation in college/school-wide planning																
	2005	**3.23**	**3.13**	**3.22**	3.40	n/a	3.40	3.33	n/a	3.33	3.48	n/a	3.53	3.14	3.50	3.17
	2007	**3.30**	**3.42**	**3.33**	3.33	3.29	3.32	3.00	n/a	3.00	3.38	3.38	3.38	3.69	3.80	3.71
	2009	**3.39**	**3.49**	**3.41**	3.70	3.69	3.70	n/a	n/a	3.67	2.88	3.00	2.91	3.54	4.00	3.57
	2011	**3.29**	**3.59**	**3.38**	3.69	3.88	3.76	3.90	3.60	3.84	3.33	3.26	3.31	3.25	2.67	3.21
	2013	**3.34**	**3.49**	**3.39**	3.64	3.53	3.61	3.74	3.33	3.61	3.63	3.09	3.47	3.13	3.83	3.32
Keeping constituents informed and soliciting constituents' views when appropriate																
	2005	**3.33**	**3.00**	**3.29**	3.53	n/a	3.53	3.22	n/a	3.22	3.35	n/a	3.41	3.29	3.50	3.30
	2007	**3.32**	**3.59**	**3.39**	3.36	3.50	3.39	3.25	n/a	3.25	3.48	3.86	3.56	3.67	3.83	3.70
	2009	**3.47**	**3.59**	**3.49**	3.66	3.64	3.66	n/a	n/a	3.57	3.00	3.33	3.09	3.54	4.00	3.57
	2011	**3.28**	**3.64**	**3.40**	3.61	3.88	3.71	3.89	3.20	3.75	3.10	3.28	3.16	3.11	3.00	3.10
	2013	**3.36**	**3.58**	**3.43**	3.51	3.67	3.56	3.75	3.50	3.68	3.60	3.18	3.47	3.25	3.84	3.42

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Faculty Governance and Faculty Council - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Local college/school governance is effective at…																			
Reviewing the curriculum																			
	2005	3.17	4.00	3.31	3.90	n/a	3.90	3.72	3.38	3.69	4.00	n/a	3.77	2.83	3.25	3.00	3.50	n/a	3.64
	2007	3.19	3.50	3.24	3.88	n/a	3.78	3.54	3.55	3.54	3.92	4.50	4.00	3.00	3.83	3.48	3.73	3.80	3.75
	2009	3.29	4.00	3.44	4.00	n/a	4.17	3.56	3.67	3.58	3.57	3.57	3.57	3.56	4.12	3.82	4.00	4.00	4.00
	2011	3.92	4.08	3.97	3.63	n/a	3.57	3.50	3.84	3.59	4.33	4.00	4.13	3.14	3.86	3.63	3.69	3.56	3.64
	2013	3.64	4.12	3.83	2.75	3.00	2.82	3.65	3.52	3.62	3.75	3.45	3.58	3.41	4.00	3.78	3.40	3.60	3.45
Reviewing tenure and promotion decisions																			
	2005	3.38	n/a	3.33	3.60	n/a	3.60	3.64	3.43	3.62	3.60	n/a	3.54	3.83	n/a	3.75	3.42	n/a	3.54
	2007	3.39	4.00	3.47	3.88	n/a	3.50	3.77	3.40	3.74	4.00	3.50	3.93	3.46	3.22	3.36	4.20	3.40	3.93
	2009	3.41	3.67	3.46	n/a	n/a	4.40	3.38	3.40	3.39	3.57	3.00	3.29	2.67	3.57	3.06	3.54	4.00	3.65
	2011	3.52	3.44	3.50	3.78	n/a	3.74	3.07	3.19	3.09	3.78	3.64	3.70	2.64	2.96	2.84	4.13	3.57	3.96
	2013	3.50	4.14	3.72	3.50	3.20	3.43	3.50	3.00	3.41	4.00	3.00	3.43	3.06	3.25	3.16	4.13	3.80	4.05
Communicating the concerns of faculty to the college/school																			
	2005	3.38	3.00	3.30	4.00	n/a	4.00	3.39	3.00	3.37	3.50	n/a	3.46	2.75	3.00	2.86	3.33	n/a	3.46
	2007	3.00	3.33	3.05	4.00	n/a	3.89	3.38	3.20	3.36	3.58	3.67	3.60	2.85	3.38	3.12	4.09	3.20	3.81
	2009	3.14	4.50	3.44	n/a	n/a	3.40	3.24	3.33	3.25	3.57	2.89	3.19	3.00	3.50	3.24	4.14	4.00	4.11
	2011	3.58	3.58	3.58	3.50	n/a	3.47	3.12	3.79	3.28	3.78	3.57	3.65	3.21	3.41	3.33	4.00	3.63	3.88
	2013	3.62	4.07	3.78	2.47	2.80	2.55	3.30	3.18	3.28	3.67	3.20	3.42	3.29	3.77	3.58	3.80	3.80	3.80
Communicating college/school concerns to the Provost																			
	2005	2.83	n/a	2.81	3.13	n/a	3.13	3.23	3.50	3.24	3.44	n/a	3.36	2.55	2.83	2.65	3.36	n/a	3.42
	2007	2.87	3.33	2.95	3.71	n/a	3.63	3.27	3.50	3.29	3.55	3.50	3.54	2.54	3.25	2.81	3.78	3.60	3.71
	2009	2.70	4.40	3.04	n/a	n/a	n/a	2.94	3.17	2.97	3.67	3.33	3.50	2.56	3.33	2.87	3.70	3.50	3.67
	2011	3.35	3.64	3.44	3.00	n/a	3.00	2.67	3.64	2.89	3.25	3.67	3.47	2.75	3.24	3.06	3.77	3.88	3.81
	2013	3.13	4.13	3.53	2.75	3.00	2.85	3.04	3.30	3.09	3.62	3.43	3.53	2.87	3.39	3.15	3.36	4.00	3.50
Communicating university-level concerns to faculty																			
	2005	3.13	n/a	3.18	3.38	n/a	3.38	3.41	3.57	3.42	3.50	n/a	3.54	3.00	2.56	2.81	2.92	n/a	3.00
	2007	3.13	3.83	3.25	3.88	n/a	3.78	3.44	3.80	3.48	3.75	3.67	3.73	3.33	3.86	3.62	3.36	3.67	3.47
	2009	3.35	4.50	3.62	n/a	n/a	3.60	3.43	3.27	3.41	3.57	3.62	3.60	3.89	3.43	3.69	3.62	4.25	3.76
	2011	3.80	3.69	3.76	3.06	n/a	3.06	3.04	3.73	3.21	4.11	3.71	3.87	2.71	3.76	3.42	3.69	3.67	3.68
	2013	3.46	4.06	3.70	2.85	3.20	2.94	3.45	3.28	3.42	4.11	3.60	3.84	3.18	3.85	3.59	3.73	3.87	3.78
Enhancing faculty participation in college/school-wide planning																			
	2005	2.92	n/a	2.85	2.88	n/a	2.88	3.13	3.29	3.14	4.00	n/a	3.85	3.33	2.67	3.05	2.83	n/a	2.85
	2007	2.74	3.50	2.86	3.38	n/a	3.33	3.32	3.23	3.30	3.75	3.67	3.73	2.75	3.58	3.17	3.60	3.20	3.47
	2009	3.10	4.33	3.38	n/a	n/a	n/a	3.23	3.67	3.29	3.71	3.00	3.36	2.89	3.17	3.00	3.77	3.67	3.75
	2011	3.65	3.54	3.62	2.93	n/a	2.88	2.84	3.64	3.05	4.00	3.46	3.68	3.14	3.79	3.57	4.25	3.33	3.92
	2013	3.04	4.00	3.40	2.64	2.83	2.70	3.25	3.12	3.23	3.89	3.30	3.58	3.41	3.69	3.58	3.50	3.80	3.58
Keeping constituents informed and soliciting constituents' views when appropriate																			
	2005	3.04	n/a	3.04	3.33	n/a	3.33	3.35	2.75	3.31	3.40	n/a	3.38	3.00	2.64	2.83	3.17	n/a	3.15
	2007	2.90	3.40	2.97	3.38	n/a	3.33	3.28	3.36	3.29	3.50	4.33	3.67	2.62	3.63	3.17	3.90	3.20	3.67
	2009	3.11	4.67	3.48	n/a	n/a	3.40	3.39	3.77	3.44	3.86	3.14	3.50	3.11	3.50	3.29	3.86	3.67	3.82
	2011	3.96	3.62	3.85	3.31	n/a	3.22	2.94	3.73	3.16	3.78	3.50	3.61	2.93	3.77	3.51	4.19	3.78	4.04
	2013	3.31	4.00	3.56	2.64	2.83	2.70	3.32	3.12	3.28	3.44	3.40	3.42	3.31	3.87	3.67	3.47	3.71	3.55

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Faculty Governance and Faculty Council - Means

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Faculty Council is effective at….																
Advocating in the interest of faculty																
	2005	**3.33**	**3.42**	**3.34**	3.97	n/a	3.93	3.33	n/a	3.33	3.12	n/a	3.21	3.52	4.00	3.54
	2007	**3.69**	**3.62**	**3.67**	4.00	3.25	3.89	3.00	n/a	3.00	3.62	3.50	3.59	3.83	4.00	3.84
	2009	**3.47**	**3.53**	**3.48**	3.73	3.83	3.75	n/a	n/a	n/a	2.82	3.67	2.95	3.62	3.33	3.60
	2011	**3.17**	**3.59**	**3.29**	3.79	3.73	3.77	2.89	3.33	3.00	3.03	3.15	3.08	3.07	3.25	3.08
	2013	**3.47**	**3.54**	**3.48**	3.85	3.42	3.76	3.40	4.40	3.65	3.62	3.00	3.46	3.40	4.25	3.64
Communicating university-level concerns to faculty																
	2005	**3.09**	**3.54**	**3.13**	3.26	n/a	3.28	3.00	n/a	3.00	3.08	n/a	3.18	3.42	4.00	3.44
	2007	**3.52**	**3.60**	**3.52**	3.64	3.40	3.59	3.00	n/a	3.00	3.54	3.83	3.59	3.71	4.00	3.73
	2009	**3.49**	**3.69**	**3.52**	3.60	3.86	3.63	n/a	n/a	n/a	2.94	3.67	3.05	3.68	3.67	3.68
	2011	**3.26**	**3.68**	**3.38**	3.72	3.74	3.73	3.00	3.17	3.04	3.08	3.20	3.13	3.15	3.75	3.20
	2013	**3.59**	**3.68**	**3.61**	3.78	3.69	3.76	3.87	4.40	4.00	3.46	3.44	3.46	3.50	4.00	3.64
Communicating the concerns of faculty to the administration																
	2005	**3.38**	**3.41**	**3.38**	4.00	n/a	3.93	2.89	n/a	2.89	3.50	n/a	3.56	3.58	4.00	3.59
	2007	**3.61**	**3.43**	**3.58**	4.00	3.40	3.88	3.00	n/a	3.00	3.59	3.17	3.50	3.83	4.00	3.84
	2009	**3.42**	**3.58**	**3.45**	3.63	3.83	3.65	n/a	n/a	n/a	2.76	3.67	2.90	3.54	3.67	3.55
	2011	**3.28**	**3.58**	**3.36**	3.87	3.63	3.79	3.58	3.00	3.46	3.26	3.16	3.23	3.30	3.00	3.28
	2013	**3.56**	**3.55**	**3.56**	3.82	3.50	3.75	3.71	4.00	3.78	3.64	3.56	3.62	3.58	4.06	3.72
Proposing new policies																
	2005	**3.21**	**3.42**	**3.23**	3.61	n/a	3.61	3.25	n/a	3.25	3.29	n/a	3.38	3.30	4.00	3.32
	2007	**3.47**	**3.44**	**3.46**	3.63	3.40	3.58	3.50	n/a	3.50	3.46	3.50	3.47	3.62	4.00	3.65
	2009	**3.42**	**3.66**	**3.45**	3.78	3.67	3.76	n/a	n/a	n/a	2.65	3.67	2.80	3.53	3.67	3.54
	2011	**3.24**	**3.58**	**3.34**	3.48	3.58	3.51	3.22	3.00	3.17	3.31	3.12	3.24	3.37	3.00	3.35
	2013	**3.58**	**3.60**	**3.58**	3.89	3.42	3.79	3.56	4.00	3.63	3.62	3.44	3.57	3.75	4.12	3.86
Monitoring changes to university policies																
	2005	**3.30**	**3.58**	**3.33**	3.66	n/a	3.66	3.25	n/a	3.25	3.26	n/a	3.35	3.40	4.00	3.42
	2007	**3.57**	**3.56**	**3.57**	3.47	3.25	3.43	3.50	n/a	3.50	3.50	3.50	3.50	3.68	4.00	3.71
	2009	**3.46**	**3.58**	**3.48**	3.57	3.83	3.60	n/a	n/a	n/a	3.00	3.67	3.10	3.57	3.67	3.58
	2011	**3.33**	**3.57**	**3.40**	3.68	3.68	3.68	3.26	3.33	3.28	3.31	3.16	3.25	3.57	3.33	3.55
	2013	**3.63**	**3.62**	**3.63**	3.82	3.45	3.75	4.06	4.00	4.05	3.62	3.44	3.57	3.77	4.19	3.89
Enhancing faculty participation in university planning																
	2005	**3.15**	**3.25**	**3.16**	3.56	n/a	3.57	2.89	n/a	2.89	3.00	n/a	3.11	3.15	4.00	3.19
	2007	**3.43**	**3.26**	**3.40**	3.77	3.25	3.69	3.00	n/a	3.00	3.33	3.17	3.30	3.65	4.00	3.68
	2009	**3.28**	**3.53**	**3.31**	3.60	3.67	3.60	n/a	n/a	n/a	2.53	3.67	2.70	3.43	3.67	3.45
	2011	**3.12**	**3.47**	**3.22**	3.63	3.69	3.65	3.39	3.17	3.33	3.03	2.95	3.00	3.16	3.00	3.15
	2013	**3.41**	**3.43**	**3.42**	3.76	3.45	3.70	3.53	4.00	3.63	3.40	3.44	3.41	3.33	3.88	3.49
Nominating faculty for university-wide committee appointments																
	2005	**3.43**	**3.36**	**3.42**	3.97	n/a	3.95	3.44	n/a	3.44	3.64	n/a	3.68	3.70	4.00	3.71
	2007	**3.60**	**3.45**	**3.58**	3.95	3.25	3.83	3.20	n/a	3.20	3.73	3.60	3.70	3.95	4.00	3.96
	2009	**3.48**	**3.43**	**3.48**	3.78	3.50	3.75	n/a	n/a	n/a	2.86	3.67	3.00	3.58	3.67	3.59
	2011	**3.39**	**3.45**	**3.41**	3.92	3.61	3.83	3.17	n/a	3.14	3.39	3.06	3.29	3.40	2.67	3.36
	2013	**3.57**	**3.45**	**3.54**	3.88	3.45	3.80	3.86	4.00	3.88	3.61	3.13	3.48	3.44	4.25	3.67
Reviewing the working conditions of faculty																
	2005	**2.94**	**3.21**	**2.96**	3.24	n/a	3.24	2.78	n/a	2.78	3.09	n/a	3.19	3.20	4.00	3.23
	2007	**3.16**	**3.32**	**3.18**	3.35	3.25	3.33	3.17	n/a	3.17	3.33	3.33	3.33	3.32	4.00	3.38
	2009	**3.16**	**3.49**	**3.20**	3.65	3.50	3.63	n/a	n/a	n/a	2.69	4.00	2.83	3.21	3.33	3.22
	2011	**3.01**	**3.34**	**3.10**	3.58	3.67	3.61	3.00	3.00	3.00	2.90	2.85	2.88	3.02	2.33	2.98
	2013	**3.20**	**3.37**	**3.24**	3.56	3.50	3.55	3.50	4.00	3.58	3.23	3.33	3.26	3.11	4.06	3.40
Approving new academic programs																
	2005	**3.66**	**3.46**	**3.64**	3.92	n/a	3.86	3.22	n/a	3.22	3.71	n/a	3.74	3.52	4.00	3.54
	2007	**3.68**	**3.58**	**3.66**	4.11	3.40	3.96	4.00	n/a	4.00	3.84	3.17	3.71	3.82	4.00	3.83
	2009	**3.66**	**3.77**	**3.68**	3.82	3.83	3.82	n/a	n/a	n/a	3.44	4.00	3.55	3.69	3.33	3.66
	2011	**3.60**	**3.57**	**3.59**	3.86	3.68	3.80	3.33	n/a	3.32	3.64	3.22	3.49	3.70	3.00	3.66
	2013	**3.70**	**3.63**	**3.68**	3.98	4.00	3.98	3.64	4.33	3.76	3.84	3.56	3.76	3.72	4.19	3.85
Keeping their constituents informed and soliciting constituents' views when appropriate.																
	2005	**3.07**	**3.22**	**3.08**	3.61	n/a	3.63	2.88	n/a	2.88	3.17	n/a	3.27	3.04	4.00	3.07
	2007	**3.42**	**3.71**	**3.46**	3.73	3.80	3.74	3.33	n/a	3.33	3.57	3.60	3.57	3.65	4.00	3.67
	2009	**3.37**	**3.64**	**3.41**	3.60	4.00	3.65	n/a	n/a	n/a	2.87	3.00	2.89	3.41	3.67	3.43
	2011	**3.18**	**3.51**	**3.27**	3.61	3.63	3.62	3.11	3.00	3.08	3.03	2.75	2.94	3.02	3.33	3.04
	2013	**3.50**	**3.48**	**3.50**	3.69	3.50	3.65	3.87	4.00	3.90	3.37	3.10	3.29	3.31	3.94	3.50

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Faculty Governance and Faculty Council - Means

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Faculty Council is effective at….																			
Advocating in the interest of faculty																			
	2005	3.77	n/a	3.68	3.00	n/a	3.00	2.95	3.25	2.97	3.88	n/a	3.78	3.64	3.50	3.59	3.55	n/a	3.55
	2007	4.00	4.50	4.06	3.60	n/a	3.50	3.43	2.80	3.39	3.25	4.00	3.36	4.09	3.57	3.89	4.11	4.00	4.09
	2009	3.56	3.25	3.50	n/a	n/a	n/a	3.43	4.00	3.48	3.33	2.67	3.11	3.40	3.33	3.38	3.38	4.00	3.43
	2011	3.59	4.10	3.73	2.79	n/a	2.79	2.87	3.69	3.07	3.14	3.50	3.33	3.54	3.64	3.60	3.69	3.63	3.67
	2013	3.75	3.93	3.82	3.17	3.20	3.18	3.34	3.24	3.33	3.78	3.00	3.44	3.37	3.25	3.31	3.14	3.75	3.28
Communicating university-level concerns to faculty																			
	2005	3.64	n/a	3.62	3.13	n/a	3.13	2.87	3.50	2.91	2.71	n/a	2.89	3.64	3.33	3.53	2.64	n/a	2.64
	2007	3.77	4.25	3.82	n/a	n/a	3.60	3.27	3.20	3.27	3.42	4.00	3.50	4.17	3.00	3.74	3.44	4.00	3.55
	2009	3.67	4.50	3.82	n/a	n/a	n/a	3.48	3.73	3.51	3.20	3.00	3.11	4.00	3.67	3.88	3.15	4.00	3.27
	2011	3.75	4.09	3.85	3.42	n/a	3.42	2.98	3.68	3.15	3.38	3.89	3.65	3.54	3.88	3.76	3.50	3.75	3.58
	2013	3.87	3.87	3.87	3.25	3.40	3.29	3.56	3.77	3.59	3.89	3.11	3.50	3.44	3.39	3.41	3.50	3.75	3.56
Communicating the concerns of faculty to the administration																			
	2005	3.68	n/a	3.50	3.00	n/a	3.00	2.99	3.71	3.04	4.00	n/a	3.86	3.80	3.43	3.65	3.55	n/a	3.55
	2007	3.69	4.00	3.73	n/a	n/a	3.40	3.35	2.83	3.31	3.64	4.00	3.69	3.91	3.25	3.63	4.00	4.00	4.00
	2009	3.50	3.60	3.52	n/a	n/a	n/a	3.35	3.78	3.39	3.50	2.67	3.14	3.25	4.00	3.57	3.62	3.50	3.60
	2011	3.73	4.11	3.83	2.87	n/a	2.87	2.85	3.71	3.04	3.14	3.67	3.44	3.64	3.73	3.69	3.67	3.63	3.65
	2013	3.92	3.87	3.90	3.10	3.20	3.13	3.35	3.38	3.35	4.00	3.33	3.67	3.44	3.18	3.30	3.71	3.50	3.67
Proposing new policies																			
	2005	3.57	n/a	3.54	2.67	n/a	2.67	2.99	2.86	2.98	3.29	n/a	3.33	3.45	3.57	3.50	3.10	n/a	3.10
	2007	3.66	4.25	3.73	n/a	n/a	3.60	3.32	2.83	3.28	3.17	3.00	3.15	3.67	3.13	3.45	3.50	4.00	3.60
	2009	3.33	4.25	3.50	n/a	n/a	n/a	3.41	4.00	3.47	3.00	2.33	2.88	3.60	4.00	3.75	3.31	3.50	3.33
	2011	3.78	4.11	3.86	3.08	n/a	3.08	2.91	3.66	3.07	3.86	3.50	3.67	3.15	3.73	3.51	3.57	4.00	3.70
	2013	3.96	3.86	3.92	3.08	3.40	3.18	3.41	3.59	3.44	4.00	3.25	3.65	3.27	3.29	3.28	3.29	3.50	3.33
Monitoring changes to university policies																			
	2005	3.52	n/a	3.50	3.29	n/a	3.29	3.06	3.43	3.09	3.57	n/a	3.56	3.55	3.57	3.56	3.73	n/a	3.73
	2007	3.69	4.00	3.73	3.40	n/a	3.33	3.38	2.83	3.34	3.50	4.00	3.57	3.73	3.63	3.68	4.22	4.00	4.18
	2009	3.44	4.00	3.55	n/a	n/a	n/a	3.45	3.78	3.48	3.40	2.75	2.90	3.00	3.33	3.12	3.62	4.00	3.67
	2011	3.70	4.11	3.81	3.15	n/a	3.15	2.98	3.45	3.07	3.71	3.71	3.71	3.23	3.74	3.56	3.88	4.00	3.91
	2013	3.71	3.86	3.76	3.25	3.75	3.37	3.50	3.45	3.49	4.11	3.37	3.76	3.13	3.29	3.22	3.43	3.75	3.50
Enhancing faculty participation in university planning																			
	2005	3.50	n/a	3.36	3.43	n/a	3.43	2.90	3.00	2.90	3.63	n/a	3.56	3.11	3.33	3.20	3.27	n/a	3.27
	2007	3.60	3.33	3.58	n/a	n/a	3.60	3.09	3.00	3.08	3.25	3.00	3.23	3.73	3.00	3.42	4.00	4.00	4.00
	2009	3.39	4.00	3.50	n/a	n/a	n/a	3.14	3.56	3.18	3.75	2.75	3.11	3.00	4.00	3.38	3.31	3.50	3.33
	2011	3.36	4.00	3.54	3.29	n/a	3.29	2.68	3.53	2.87	3.29	3.50	3.40	3.15	3.55	3.40	3.73	3.50	3.65
	2013	3.75	3.64	3.71	3.00	3.40	3.12	3.19	3.09	3.17	4.11	3.00	3.62	3.50	3.28	3.38	3.43	3.50	3.44
Nominating faculty for university-wide committee appointments																			
	2005	3.70	n/a	3.64	3.33	n/a	3.33	3.02	3.00	3.02	3.50	n/a	3.43	3.73	3.33	3.59	3.56	n/a	3.56
	2007	3.85	4.50	3.89	3.33	n/a	3.29	3.25	2.80	3.22	3.42	3.00	3.38	3.73	3.25	3.53	4.00	4.00	4.00
	2009	3.44	4.00	3.55	n/a	n/a	n/a	3.32	3.88	3.37	3.00	1.67	2.86	3.40	3.00	3.29	3.64	3.50	3.62
	2011	3.55	4.00	3.66	3.50	n/a	3.50	2.99	3.59	3.12	3.50	3.14	3.31	3.64	3.68	3.67	3.87	3.00	3.65
	2013	3.71	3.85	3.76	2.91	3.25	3.00	3.41	3.10	3.35	4.00	2.87	3.44	3.75	3.19	3.47	3.85	3.50	3.76
Reviewing the working conditions of faculty																			
	2005	3.30	n/a	3.23	2.67	n/a	2.67	2.63	2.86	2.65	3.00	n/a	3.00	3.27	3.33	3.29	2.80	n/a	2.80
	2007	3.15	3.50	3.19	n/a	n/a	3.20	2.97	2.83	2.96	3.08	4.00	3.15	3.08	3.00	3.05	3.22	4.00	3.36
	2009	2.93	4.50	3.26	n/a	n/a	n/a	3.05	3.78	3.13	4.00	2.00	2.67	2.40	3.33	2.75	3.85	2.50	2.80
	2011	3.35	3.89	3.50	2.73	n/a	2.73	2.64	3.44	2.82	3.43	3.25	3.33	3.00	3.32	3.19	3.47	3.17	3.38
	2013	3.33	3.64	3.45	2.91	3.25	3.00	3.04	3.09	3.05	3.67	2.62	3.18	3.06	3.00	3.03	3.14	3.50	3.22
Approving new academic programs																			
	2005	3.95	n/a	3.91	3.50	n/a	3.50	3.51	3.17	3.48	3.83	n/a	3.71	3.73	3.57	3.67	3.82	n/a	3.82
	2007	3.59	4.50	3.71	n/a	n/a	3.20	3.45	3.50	3.46	3.08	4.00	3.15	3.75	3.25	3.55	4.22	4.00	4.18
	2009	3.71	4.67	3.85	n/a	n/a	n/a	3.49	4.11	3.56	3.60	2.00	3.33	3.80	4.00	3.88	4.00	4.00	4.00
	2011	3.92	4.11	3.97	3.82	n/a	3.82	3.28	3.53	3.34	4.00	3.63	3.80	3.64	3.77	3.72	4.13	3.40	3.95
	2013	3.87	3.93	3.89	3.45	3.25	3.40	3.55	3.36	3.52	4.14	3.00	3.57	3.56	3.24	3.39	3.71	3.50	3.67
Keeping their constituents informed and soliciting constituents' views when appropriate.																			
	2005	3.57	n/a	3.54	2.50	n/a	2.50	2.84	2.71	2.84	3.00	n/a	3.00	3.58	3.00	3.37	2.36	n/a	2.36
	2007	3.45	4.50	3.58	3.60	n/a	3.50	3.21	3.50	3.23	3.25	4.00	3.36	3.73	3.14	3.50	3.22	4.00	3.36
	2009	3.24	4.25	3.43	n/a	n/a	n/a	3.27	3.78	3.32	2.20	2.67	3.25	4.00	4.00	4.00	3.31	3.50	3.33
	2011	3.67	4.00	3.75	3.33	n/a	3.38	2.87	3.57	3.03	3.75	3.75	3.75	3.29	3.73	3.56	3.56	3.50	3.54
	2013	3.75	3.87	3.79	3.17	3.20	3.18	3.47	3.29	3.44	3.67	3.22	3.44	3.50	3.20	3.35	3.36	3.50	3.39

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Faculty Governance and Faculty Council - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Local college/school governance is effective at…																
Reviewing the curriculum																
	2005	**71.0%**	**63.2%**	**70.1%**	82.2%	n/a	82.4%	62.5%	n/a	62.5%	84.4%	n/a	85.7%	69.7%	100.0%	71.4%
	2007	**66.7%**	**68.2%**	**67.1%**	80.8%	62.5%	76.5%	87.5%	n/a	87.5%	78.6%	50.0%	72.2%	75.9%	100.0%	79.4%
	2009	**69.9%**	**72.6%**	**70.5%**	82.3%	70.6%	79.7%	n/a	n/a	75.0%	73.7%	57.1%	69.2%	69.8%	100.0%	72.3%
	2011	**65.0%**	**68.4%**	**66.1%**	64.1%	71.1%	66.7%	80.0%	66.7%	76.9%	70.0%	50.0%	62.9%	56.4%	66.7%	56.9%
	2013	**69.9%**	**69.3%**	**69.7%**	74.5%	72.2%	73.9%	77.8%	90.0%	82.1%	89.3%	56.3%	77.3%	69.4%	61.9%	67.1%
Reviewing tenure and promotion decisions																
	2005	**72.7%**	**46.2%**	**70.5%**	82.9%	n/a	79.1%	88.9%	n/a	88.9%	74.2%	n/a	76.5%	78.1%	100.0%	79.4%
	2007	**71.8%**	**39.0%**	**67.2%**	83.3%	25.0%	75.0%	87.5%	n/a	87.5%	55.6%	33.3%	51.5%	84.4%	50.0%	82.4%
	2009	**64.2%**	**51.9%**	**62.1%**	79.6%	50.0%	75.8%	n/a	n/a	40.0%	38.9%	0.0%	31.8%	74.4%	66.7%	73.8%
	2011	**54.7%**	**40.6%**	**51.0%**	57.1%	50.0%	55.3%	73.7%	40.0%	66.7%	50.0%	27.8%	42.9%	49.1%	0.0%	45.9%
	2013	**66.7%**	**44.5%**	**60.8%**	67.4%	35.7%	60.0%	75.0%	0.0%	63.2%	80.0%	12.5%	63.6%	71.1%	50.0%	65.1%
Communicating the concerns of faculty to the college/school																
	2005	**58.1%**	**44.4%**	**56.5%**	67.5%	n/a	68.2%	66.7%	n/a	66.7%	56.3%	n/a	60.0%	51.9%	100.0%	55.2%
	2007	**61.1%**	**48.3%**	**59.1%**	69.2%	50.0%	65.6%	50.0%	n/a	50.0%	76.9%	50.0%	70.6%	66.7%	75.0%	67.9%
	2009	**58.3%**	**60.3%**	**58.7%**	69.6%	75.0%	70.6%	n/a	n/a	40.0%	33.3%	20.0%	30.4%	69.0%	100.0%	71.1%
	2011	**53.8%**	**53.5%**	**53.7%**	60.3%	64.3%	61.6%	75.0%	50.0%	69.2%	50.0%	27.8%	42.6%	35.2%	25.0%	34.5%
	2013	**57.5%**	**56.7%**	**57.3%**	68.8%	62.5%	67.2%	68.4%	50.0%	63.0%	66.7%	44.4%	61.1%	54.3%	57.9%	55.4%
Communicating college/school concerns to the Provost																
	2005	**47.1%**	**34.8%**	**46.1%**	53.8%	n/a	51.2%	44.4%	n/a	44.4%	55.2%	n/a	59.4%	40.0%	50.0%	40.7%
	2007	**50.2%**	**47.8%**	**50.0%**	43.5%	20.0%	39.3%	50.0%	n/a	50.0%	56.5%	50.0%	54.8%	56.0%	100.0%	60.7%
	2009	**48.6%**	**51.0%**	**49.0%**	59.6%	60.0%	59.6%	n/a	n/a	40.0%	31.2%	25.0%	30.0%	64.9%	100.0%	66.7%
	2011	**41.4%**	**43.1%**	**41.9%**	55.1%	45.5%	52.1%	58.8%	n/a	55.0%	33.3%	17.6%	28.3%	32.7%	0.0%	30.8%
	2013	**47.5%**	**51.3%**	**48.6%**	55.6%	53.3%	54.9%	50.0%	40.0%	47.6%	52.2%	28.6%	46.7%	56.4%	50.0%	54.4%
Communicating university-level concerns to faculty																
	2005	**54.3%**	**48.5%**	**53.7%**	51.2%	n/a	52.3%	66.7%	n/a	66.7%	65.6%	n/a	68.6%	53.6%	50.0%	53.3%
	2007	**59.3%**	**66.7%**	**60.9%**	50.0%	42.9%	48.4%	62.5%	n/a	62.5%	65.4%	71.4%	66.7%	65.5%	75.0%	66.7%
	2009	**65.7%**	**64.3%**	**65.4%**	73.2%	72.7%	73.1%	n/a	n/a	71.4%	44.4%	66.7%	50.0%	80.0%	75.0%	79.5%
	2011	**51.6%**	**64.0%**	**55.5%**	63.8%	66.7%	64.8%	75.0%	83.3%	76.9%	56.8%	38.9%	50.9%	37.3%	50.0%	38.2%
	2013	**61.2%**	**64.5%**	**62.3%**	69.6%	77.8%	71.9%	66.7%	66.7%	66.7%	64.3%	54.5%	61.5%	60.5%	55.6%	59.0%
Enhancing faculty participation in college/school-wide planning																
	2005	**46.4%**	**38.7%**	**45.7%**	51.2%	n/a	51.1%	55.6%	n/a	55.6%	67.7%	n/a	70.6%	32.1%	50.0%	33.3%
	2007	**53.1%**	**51.6%**	**53.2%**	54.2%	42.9%	51.6%	50.0%	n/a	50.0%	53.8%	37.5%	50.0%	73.1%	80.0%	74.2%
	2009	**54.4%**	**55.4%**	**54.6%**	65.0%	69.2%	65.8%	n/a	n/a	66.7%	35.3%	40.0%	36.4%	63.4%	100.0%	65.9%
	2011	**50.4%**	**58.1%**	**52.8%**	62.7%	69.7%	65.2%	75.0%	60.0%	72.0%	48.7%	42.1%	46.6%	39.6%	0.0%	37.5%
	2013	**54.1%**	**53.8%**	**54.0%**	66.0%	52.9%	62.5%	73.7%	55.6%	67.9%	63.0%	36.4%	55.3%	40.4%	55.6%	44.6%
Keeping constituents informed and soliciting constituents' views when appropriate																
	2005	**51.6%**	**34.3%**	**49.7%**	57.8%	n/a	57.4%	55.6%	n/a	55.6%	58.1%	n/a	61.8%	39.3%	50.0%	40.0%
	2007	**54.0%**	**60.9%**	**55.6%**	56.0%	62.5%	57.6%	50.0%	n/a	50.0%	64.0%	57.1%	62.5%	66.7%	83.3%	69.7%
	2009	**59.9%**	**62.9%**	**60.5%**	67.8%	64.3%	67.1%	n/a	n/a	57.1%	37.5%	50.0%	40.9%	68.3%	100.0%	70.5%
	2011	**50.9%**	**62.0%**	**54.5%**	55.4%	69.7%	60.7%	73.7%	40.0%	66.7%	46.2%	44.4%	45.6%	38.2%	0.0%	36.2%
	2013	**53.9%**	**55.3%**	**54.3%**	56.9%	57.1%	56.9%	68.8%	50.0%	63.6%	68.0%	36.4%	58.3%	47.9%	52.6%	49.3%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Faculty Governance and Faculty Council - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Local college/school governance is effective at…																			
Reviewing the curriculum																			
	2005	45.8%	80.0%	51.7%	90.0%	n/a	90.0%	67.4%	50.0%	66.0%	80.0%	n/a	69.2%	41.7%	37.5%	40.0%	75.0%	n/a	78.6%
	2007	48.4%	66.7%	51.4%	75.0%	n/a	66.7%	60.8%	63.6%	61.1%	75.0%	100.0%	78.6%	38.5%	72.2%	58.1%	63.6%	60.0%	62.5%
	2009	52.4%	83.3%	59.3%	n/a	n/a	83.3%	62.9%	60.0%	62.5%	42.9%	57.1%	50.0%	66.7%	100.0%	82.4%	84.6%	50.0%	88.2%
	2011	80.8%	69.2%	76.9%	63.2%	n/a	57.1%	61.8%	68.6%	63.7%	88.9%	78.6%	82.6%	50.0%	75.9%	67.4%	68.8%	77.8%	72.0%
	2013	76.0%	87.5%	80.5%	37.5%	50.0%	40.9%	67.8%	61.3%	66.4%	75.0%	54.5%	63.2%	58.8%	82.8%	73.9%	60.0%	60.0%	60.0%
Reviewing tenure and promotion decisions																			
	2005	62.5%	n/a	55.6%	70.0%	n/a	70.0%	66.7%	57.1%	66.0%	60.0%	n/a	53.8%	83.3%	25.0%	68.8%	66.7%	n/a	69.2%
	2007	61.3%	80.0%	63.9%	75.0%	n/a	60.0%	71.4%	40.0%	69.5%	66.7%	50.0%	64.3%	69.2%	33.3%	54.5%	80.0%	40.0%	66.7%
	2009	54.5%	66.7%	57.1%	n/a	n/a	100.0%	57.1%	50.0%	56.4%	71.4%	42.9%	57.1%	33.3%	57.1%	43.8%	69.2%	50.0%	76.5%
	2011	64.0%	44.4%	58.8%	77.8%	n/a	73.7%	48.5%	35.1%	45.6%	77.8%	64.3%	69.6%	35.7%	34.8%	35.1%	68.8%	71.4%	69.6%
	2013	65.4%	85.7%	72.5%	68.8%	40.0%	61.9%	61.1%	41.7%	57.7%	88.9%	41.7%	61.9%	43.8%	37.5%	40.6%	73.3%	60.0%	70.0%
Communicating the concerns of faculty to the college/school																			
	2005	58.3%	50.0%	56.7%	100.0%	n/a	100.0%	54.6%	14.3%	51.9%	50.0%	n/a	46.2%	33.3%	22.2%	28.6%	66.7%	n/a	69.2%
	2007	48.4%	66.7%	51.4%	87.5%	n/a	77.8%	53.2%	50.0%	52.8%	58.3%	66.7%	60.0%	46.2%	38.5%	42.3%	81.8%	20.0%	62.5%
	2009	42.9%	100.0%	55.6%	n/a	n/a	40.0%	52.2%	46.7%	51.4%	42.9%	33.3%	37.5%	44.4%	62.5%	52.9%	85.7%	50.0%	88.9%
	2011	65.4%	50.0%	60.5%	61.1%	n/a	57.9%	49.2%	61.9%	52.3%	77.8%	50.0%	60.9%	57.1%	50.0%	52.8%	68.8%	75.0%	70.8%
	2013	65.4%	80.0%	70.7%	20.0%	40.0%	25.0%	51.8%	46.4%	50.7%	66.7%	50.0%	57.9%	52.9%	61.5%	58.1%	66.7%	60.0%	65.0%
Communicating college/school concerns to the Provost																			
	2005	37.5%	n/a	34.6%	37.5%	n/a	37.5%	45.1%	50.0%	45.3%	55.6%	n/a	45.5%	27.3%	16.7%	23.5%	72.7%	n/a	75.0%
	2007	45.2%	66.7%	48.6%	71.4%	n/a	62.5%	45.7%	50.0%	46.1%	63.6%	50.0%	61.5%	38.5%	25.0%	33.3%	66.7%	60.0%	64.3%
	2009	40.0%	100.0%	52.0%	n/a	n/a	25.0%	38.9%	33.3%	38.2%	66.7%	33.3%	50.0%	33.3%	50.0%	40.0%	70.0%	50.0%	66.7%
	2011	56.5%	54.5%	55.9%	38.9%	n/a	38.9%	35.8%	52.8%	39.7%	62.5%	55.6%	58.8%	25.0%	33.3%	30.3%	53.8%	62.5%	57.1%
	2013	43.5%	86.7%	60.5%	25.0%	40.0%	30.8%	42.6%	43.5%	42.7%	75.0%	42.9%	60.0%	37.5%	44.4%	41.2%	42.9%	75.0%	50.0%
Communicating university-level concerns to faculty																			
	2005	50.0%	n/a	50.0%	50.0%	n/a	50.0%	53.5%	57.1%	53.8%	40.0%	n/a	46.2%	58.3%	11.1%	38.1%	41.7%	n/a	46.2%
	2007	50.0%	83.3%	55.6%	75.0%	n/a	66.7%	60.3%	70.0%	61.4%	66.7%	66.7%	66.7%	58.3%	71.4%	65.4%	45.5%	50.0%	47.1%
	2009	55.0%	100.0%	65.4%	n/a	n/a	60.0%	58.2%	46.7%	56.6%	57.1%	62.5%	60.0%	88.9%	57.1%	75.0%	76.9%	100.0%	82.4%
	2011	68.0%	53.8%	63.2%	43.8%	n/a	44.4%	42.3%	63.6%	47.7%	88.9%	64.3%	73.9%	28.6%	75.9%	60.5%	68.8%	77.8%	72.0%
	2013	57.7%	82.4%	67.4%	38.5%	40.0%	38.9%	58.2%	48.3%	56.1%	100.0%	50.0%	73.7%	47.1%	77.8%	65.9%	66.7%	75.0%	69.6%
Enhancing faculty participation in college/school-wide planning																			
	2005	41.7%	n/a	37.0%	37.5%	n/a	37.5%	38.8%	57.1%	40.0%	70.0%	n/a	61.5%	58.3%	11.1%	38.1%	33.3%	n/a	30.8%
	2007	25.8%	66.7%	32.4%	62.5%	n/a	55.6%	53.9%	61.5%	55.1%	75.0%	66.7%	73.3%	25.0%	50.0%	37.5%	70.0%	20.0%	53.3%
	2009	35.0%	83.3%	46.2%	n/a	n/a	50.0%	47.8%	60.0%	49.5%	57.1%	28.6%	42.9%	33.3%	33.3%	33.3%	76.9%	66.7%	75.0%
	2011	65.4%	53.8%	61.5%	26.7%	n/a	n/a	39.4%	57.4%	44.1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2013	44.0%	73.3%	55.0%	21.4%	33.3%	25.0%	52.6%	42.3%	50.7%	77.8%	50.0%	63.2%	64.7%	65.4%	65.1%	50.0%	60.0%	52.6%
Keeping constituents informed and soliciting constituents' views when appropriate																			
	2005	47.8%	n/a	44.4%	55.6%	n/a	55.6%	51.5%	37.5%	50.5%	50.0%	n/a	46.2%	41.7%	18.2%	30.4%	50.0%	n/a	46.2%
	2007	43.3%	60.0%	45.7%	50.0%	n/a	44.4%	54.4%	63.6%	55.6%	41.7%	100.0%	53.3%	23.1%	56.3%	41.4%	70.0%	20.0%	n/a
	2009	36.8%	100.0%	52.0%	n/a	n/a	40.0%	54.7%	76.9%	57.4%	71.4%	42.9%	57.1%	55.6%	62.5%	58.8%	85.7%	66.7%	82.4%
	2011	76.9%	53.8%	69.2%	50.0%	n/a	44.4%	42.5%	66.7%	49.4%	66.7%	57.1%	60.9%	42.9%	71.0%	62.2%	87.5%	77.8%	84.0%
	2013	53.8%	73.3%	61.0%	28.6%	33.3%	30.0%	53.5%	40.0%	51.1%	44.4%	50.0%	47.4%	50.0%	73.3%	65.2%	60.0%	57.1%	59.1%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Faculty Governance and Faculty Council - Percent Agree or Strongly Agree

		University Wide			Commerce			Communication			CDM			CSH		
		Full	**Part**	**All**	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
Number of Respondents	2005	**397**	**130**	**528**	54	18	72	11	1	12	40	8	48	47	5	52
	2007	**343**	**127**	**483**	39	19	58	9	0	9	31	10	41	49	13	62
	2009	**367**	**144**	**511**	75	25	100	6	9	15	20	15	35	55	6	61
	2011	**504**	**391**	**898**	85	52	137	23	15	38	46	46	92	76	5	81
	2013	**447**	**330**	**777**	65	46	111	22	19	41	37	30	67	69	33	102
Faculty Council is effective at….																
Advocating in the interest of faculty																
	2005	**55.3%**	**42.3%**	**54.1%**	83.8%	n/a	80.5%	55.6%	n/a	55.6%	44.0%	n/a	50.0%	59.3%	100.0%	60.7%
	2007	**68.6%**	**52.9%**	**66.2%**	87.0%	25.0%	77.8%	50.0%	n/a	50.0%	65.4%	50.0%	62.5%	73.9%	100.0%	76.0%
	2009	**59.4%**	**61.1%**	**59.6%**	75.5%	83.3%	76.4%	n/a	n/a	n/a	29.4%	66.7%	35.0%	56.8%	33.3%	55.0%
	2011	**48.6%**	**51.7%**	**49.5%**	71.7%	65.4%	69.6%	26.3%	50.0%	32.0%	48.5%	25.0%	39.6%	40.0%	25.0%	38.8%
	2013	**56.8%**	**51.8%**	**55.5%**	76.1%	50.0%	70.7%	46.7%	80.0%	55.0%	57.7%	22.2%	48.6%	61.9%	81.3%	67.2%
Communicating university-level concerns to faculty																
	2005	**45.7%**	**50.0%**	**46.1%**	51.3%	n/a	51.2%	55.6%	n/a	55.6%	40.0%	n/a	46.4%	53.8%	100.0%	55.6%
	2007	**61.2%**	**54.3%**	**59.6%**	77.3%	40.0%	70.4%	60.0%	n/a	60.0%	65.4%	50.0%	62.5%	66.7%	100.0%	69.2%
	2009	**60.2%**	**71.4%**	**61.8%**	61.5%	85.7%	64.4%	n/a	n/a	n/a	35.3%	66.7%	40.0%	64.9%	66.7%	65.0%
	2011	**55.4%**	**59.9%**	**56.7%**	69.8%	66.7%	68.8%	36.8%	50.0%	40.0%	44.4%	30.0%	39.3%	45.7%	75.0%	48.0%
	2013	**65.3%**	**59.8%**	**63.8%**	71.1%	61.5%	69.0%	75.0%	80.0%	76.2%	61.5%	33.3%	54.3%	64.3%	70.6%	66.1%
Communicating the concerns of faculty to the administration																
	2005	**54.7%**	**44.4%**	**53.7%**	81.1%	n/a	78.0%	33.3%	n/a	33.3%	58.3%	n/a	63.0%	65.4%	100.0%	66.7%
	2007	**65.3%**	**43.2%**	**61.7%**	90.5%	40.0%	80.8%	40.0%	n/a	40.0%	72.7%	33.3%	64.3%	78.3%	100.0%	80.0%
	2009	**56.4%**	**65.8%**	**57.7%**	71.7%	83.3%	73.1%	n/a	n/a	n/a	29.4%	66.7%	65.0%	54.3%	66.7%	55.3%
	2011	**54.9%**	**50.4%**	**53.6%**	77.4%	50.0%	68.8%	57.9%	40.0%	54.2%	55.9%	26.3%	45.3%	53.2%	0.0%	50.0%
	2013	**61.7%**	**51.8%**	**59.0%**	75.0%	50.0%	69.6%	64.3%	75.0%	66.7%	64.0%	33.3%	55.9%	68.4%	75.0%	70.4%
Proposing new policies																
	2005	**42.6%**	**42.3%**	**42.5%**	66.7%	n/a	66.7%	62.5%	n/a	62.5%	42.9%	n/a	50.0%	33.3%	100.0%	35.7%
	2007	**55.5%**	**44.4%**	**53.2%**	68.4%	40.0%	62.5%	66.7%	n/a	66.7%	54.2%	33.3%	50.0%	61.9%	100.0%	65.2%
	2009	**55.8%**	**68.4%**	**57.6%**	73.3%	66.7%	72.5%	n/a	n/a	n/a	23.5%	66.7%	30.0%	55.9%	66.7%	56.8%
	2011	**50.1%**	**50.0%**	**50.1%**	59.3%	54.2%	57.7%	44.4%	20.0%	39.1%	53.1%	29.4%	44.9%	60.9%	0.0%	57.1%
	2013	**61.1%**	**53.6%**	**59.1%**	77.3%	50.0%	71.4%	56.3%	66.7%	57.9%	53.8%	33.3%	48.6%	75.0%	75.0%	75.0%
Monitoring changes to university policies																
	2005	**48.6%**	**50.0%**	**48.7%**	65.6%	n/a	65.7%	62.5%	n/a	62.5%	43.5%	n/a	50.0%	40.0%	100.0%	42.3%
	2007	**61.3%**	**50.0%**	**59.4%**	63.2%	25.0%	56.5%	66.7%	n/a	66.7%	62.5%	50.0%	60.0%	63.6%	100.0%	66.7%
	2009	**59.4%**	**63.2%**	**59.9%**	66.0%	83.3%	67.9%	n/a	n/a	n/a	41.2%	66.7%	45.0%	62.9%	66.7%	63.2%
	2011	**54.1%**	**52.3%**	**53.6%**	67.9%	60.0%	65.4%	52.6%	50.0%	52.0%	53.1%	26.3%	43.1%	61.4%	33.3%	59.6%
	2013	**65.9%**	**54.1%**	**62.8%**	77.8%	54.5%	73.2%	87.5%	75.0%	85.0%	61.5%	33.3%	54.3%	77.5%	75.0%	76.8%
Enhancing faculty participation in university planning																
	2005	**43.6%**	**37.5%**	**43.1%**	61.5%	n/a	61.9%	33.3%	n/a	33.3%	37.5%	n/a	44.4%	34.6%	100.0%	37.0%
	2007	**55.0%**	**35.3%**	**51.8%**	81.8%	25.0%	73.1%	50.0%	n/a	50.0%	50.0%	33.3%	46.7%	65.2%	100.0%	68.0%
	2009	**48.9%**	**55.3%**	**49.8%**	63.8%	66.7%	64.2%	n/a	n/a	n/a	23.5%	66.7%	60.0%	57.1%	66.7%	57.9%
	2011	**45.1%**	**47.0%**	**45.7%**	63.0%	57.7%	61.3%	50.0%	50.0%	50.0%	45.5%	21.1%	36.5%	48.8%	33.3%	47.8%
	2013	**53.9%**	**45.9%**	**51.8%**	64.4%	54.5%	62.5%	60.0%	75.0%	63.2%	48.0%	33.3%	44.1%	59.5%	64.7%	61.0%
Nominating faculty for university-wide committee appointments																
	2005	**54.9%**	**40.9%**	**53.8%**	82.4%	n/a	81.1%	55.6%	n/a	55.6%	68.2%	n/a	72.0%	59.3%	100.0%	60.7%
	2007	**62.5%**	**41.9%**	**59.5%**	78.9%	25.0%	69.6%	60.0%	n/a	60.0%	68.2%	40.0%	63.0%	77.3%	100.0%	79.2%
	2009	**59.4%**	**48.6%**	**57.9%**	71.7%	33.3%	67.3%	n/a	n/a	n/a	50.0%	66.7%	52.9%	57.9%	66.7%	58.5%
	2011	**54.6%**	**44.0%**	**51.7%**	75.5%	52.2%	68.4%	38.9%	n/a	36.4%	63.6%	18.8%	49.0%	57.1%	0.0%	53.3%
	2013	**62.2%**	**46.2%**	**58.0%**	76.7%	54.5%	72.2%	71.4%	66.7%	70.6%	65.2%	12.5%	51.6%	63.4%	75.0%	66.7%
Reviewing the working conditions of faculty																
	2005	**34.2%**	**33.3%**	**34.1%**	42.4%	n/a	43.2%	33.3%	n/a	33.3%	34.8%	n/a	42.3%	32.0%	100.0%	34.6%
	2007	**44.7%**	**41.2%**	**44.0%**	60.0%	25.0%	54.2%	50.0%	n/a	50.0%	45.8%	33.3%	43.3%	50.0%	100.0%	54.2%
	2009	**44.7%**	**54.3%**	**46.0%**	67.4%	50.0%	65.3%	n/a	n/a	n/a	43.8%	100.0%	55.6%	36.4%	33.3%	36.1%
	2011	**38.9%**	**39.5%**	**39.1%**	57.7%	58.3%	57.9%	33.3%	20.0%	30.4%	35.5%	15.0%	27.5%	39.0%	0.0%	36.4%
	2013	**46.5%**	**44.4%**	**45.9%**	58.5%	60.0%	58.8%	56.3%	66.7%	57.9%	46.2%	33.3%	42.9%	47.4%	70.6%	54.5%
Approving new academic programs																
	2005	**65.2%**	**45.8%**	**63.5%**	78.9%	n/a	76.2%	44.4%	n/a	44.4%	70.8%	n/a	74.1%	52.0%	100.0%	53.8%
	2007	**65.2%**	**50.0%**	**62.6%**	94.7%	40.0%	83.3%	83.3%	n/a	83.3%	68.0%	33.3%	61.3%	77.3%	100.0%	79.2%
	2009	**68.2%**	**65.7%**	**67.8%**	73.3%	66.7%	72.5%	n/a	n/a	n/a	68.8%	75.0%	70.0%	62.9%	33.3%	60.5%
	2011	**64.6%**	**50.0%**	**60.5%**	74.0%	56.0%	68.0%	55.6%	n/a	50.0%	69.7%	33.3%	56.9%	70.5%	0.0%	66.0%
	2013	**66.4%**	**52.8%**	**62.8%**	77.3%	75.0%	76.8%	64.3%	66.7%	64.7%	72.0%	33.3%	61.8%	69.2%	75.0%	70.9%
Keeping constituents informed and soliciting constituents' views when appropriate																
	2005	**40.0%**	**40.7%**	**40.1%**	66.7%	n/a	67.5%	37.5%	n/a	37.5%	43.5%	n/a	50.0%	37.0%	100.0%	39.3%
	2007	**55.0%**	**55.9%**	**54.4%**	86.4%	60.0%	81.5%	50.0%	n/a	50.0%	60.9%	40.0%	57.1%	60.9%	100.0%	62.5%
	2009	**53.9%**	**66.7%**	**55.8%**	68.1%	87.5%	70.9%	n/a	n/a	33.3%	33.3%	66.7%	38.9%	48.6%	66.7%	50.0%
	2011	**49.9%**	**50.0%**	**49.9%**	66.7%	55.6%	63.0%	36.8%	40.0%	37.5%	41.2%	12.5%	32.0%	44.4%	33.3%	43.8%
	2013	**57.4%**	**46.4%**	**54.5%**	64.4%	58.3%	63.2%	75.0%	75.0%	75.0%	45.8%	20.0%	38.2%	56.4%	70.6%	60.7%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year

FACULTY CLIMATE SURVEY: Faculty Governance and Faculty Council - Percent Agree or Strongly Agree

		Education			Law			LASS			Music			SNL			Theatre		
		Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All	Full	Part	All
	2005	29	16	45	12	1	13	158	30		12	6	18	15	33	48	13	5	18
Number of	2007	32	10	42	10	4	14	116	24	140	13	7	20	13	29	42	17	7	24
Respondents	2009	25	13	38	10	2	12	123	32	155	9	13	22	10	16	26	18	8	26
	2011	35	37	72	22	13	35	163	121	284	10	28	38	20	52	72	20	18	38
	2013	29	38	67	21	15	36	151	71	222	13	22	35	18	45	63	18	11	29
Faculty Council is effective at….																			
Advocating in the interest of faculty																			
	2005	72.7%	n/a	64.0%	40.0%	n/a	40.0%	38.8%	37.5%	38.7%	87.5%	n/a	77.8%	72.7%	33.3%	58.8%	63.6%	n/a	63.6%
	2007	76.7%	100.0%	79.4%	60.0%	n/a	50.0%	60.8%	20.0%	58.2%	33.3%	50.0%	35.7%	90.9%	57.1%	77.8%	100.0%	50.0%	90.9%
	2009	61.1%	50.0%	59.1%	n/a	n/a	25.0%	60.7%	77.8%	62.4%	66.7%	33.3%	55.6%	40.0%	66.7%	50.0%	61.5%	100.0%	64.3%
	2011	70.4%	60.0%	67.6%	21.4%	n/a	21.4%	40.5%	59.0%	45.0%	42.9%	50.0%	46.7%	61.5%	45.5%	51.4%	62.5%	62.5%	62.5%
	2013	66.7%	80.0%	71.8%	33.3%	60.0%	41.2%	53.2%	38.1%	50.8%	66.7%	14.3%	43.8%	43.8%	31.3%	37.5%	28.6%	75.0%	38.9%
Communicating university-level concerns to faculty																			
	2005	68.2%	n/a	65.4%	37.5%	n/a	37.5%	38.7%	50.0%	39.5%	42.9%	n/a	55.6%	72.7%	16.7%	52.9%	18.2%	n/a	18.2%
	2007	70.0%	100.0%	73.5%	n/a	n/a	60.0%	50.7%	60.0%	51.3%	41.7%	50.0%	42.9%	83.3%	28.6%	63.2%	66.7%	50.0%	63.6%
	2009	66.7%	100.0%	72.7%	n/a	n/a	50.0%	63.1%	72.7%	64.2%	60.0%	50.0%	55.6%	80.0%	66.7%	75.0%	53.8%	100.0%	60.0%
	2011	78.6%	63.6%	74.4%	58.3%	n/a	58.3%	48.7%	57.9%	51.0%	62.5%	77.8%	70.6%	76.9%	66.7%	70.3%	68.8%	75.0%	70.8%
	2013	79.2%	73.3%	76.9%	41.7%	60.0%	47.1%	64.6%	77.3%	66.7%	77.8%	22.2%	50.0%	50.0%	38.9%	44.1%	57.1%	75.0%	61.1%
Communicating the concerns of faculty to the administration																			
	2005	63.6%	n/a	53.8%	42.9%	n/a	42.9%	39.0%	57.1%	40.2%	66.7%	n/a	57.1%	70.0%	28.6%	52.9%	63.6%	n/a	63.6%
	2007	69.0%	75.0%	69.7%	n/a	n/a	40.0%	54.9%	16.7%	51.9%	45.5%	50.0%	46.2%	63.6%	37.5%	52.6%	88.9%	50.0%	81.8%
	2009	55.6%	80.0%	60.9%	n/a	n/a	25.0%	55.6%	66.7%	56.7%	75.0%	33.3%	57.1%	50.0%	100.0%	71.4%	61.5%	50.0%	60.0%
	2011	76.9%	55.6%	71.4%	26.7%	n/a	26.7%	41.7%	61.8%	46.1%	28.6%	66.7%	50.0%	71.4%	50.0%	58.3%	66.7%	62.5%	65.2%
	2013	79.2%	73.3%	76.9%	30.0%	60.0%	40.0%	54.1%	47.6%	53.1%	66.7%	33.3%	50.0%	50.0%	29.4%	39.4%	57.1%	50.0%	55.6%
Proposing new policies																			
	2005	52.4%	n/a	50.0%	16.7%	n/a	16.7%	35.1%	14.3%	33.7%	42.9%	n/a	44.4%	54.5%	28.6%	44.4%	30.0%	n/a	30.0%
	2007	69.0%	100.0%	72.7%	n/a	n/a	60.0%	47.7%	16.7%	45.1%	25.0%	0.0%	23.1%	50.0%	37.5%	45.0%	62.5%	50.0%	60.0%
	2009	50.0%	100.0%	59.1%	n/a	n/a	25.0%	55.7%	90.0%	59.6%	60.0%	0.0%	37.5%	60.0%	100.0%	75.0%	61.5%	50.0%	60.0%
	2011	74.1%	66.7%	72.2%	30.8%	n/a	30.8%	36.8%	53.1%	40.3%	71.4%	50.0%	60.0%	38.5%	54.5%	48.6%	64.3%	83.3%	70.0%
	2013	79.2%	71.4%	76.3%	33.3%	60.0%	41.2%	55.9%	59.1%	56.4%	77.8%	25.0%	52.9%	40.0%	35.3%	37.5%	35.7%	50.0%	38.9%
Monitoring changes to university policies																			
	2005	57.1%	n/a	54.2%	57.1%	n/a	57.1%	41.1%	42.9%	41.2%	42.9%	n/a	44.4%	63.6%	28.6%	50.0%	63.6%	n/a	63.6%
	2007	62.1%	75.0%	63.6%	60.0%	n/a	50.0%	52.3%	16.7%	49.3%	50.0%	50.0%	50.0%	63.6%	62.5%	63.2%	100.0%	50.0%	90.9%
	2009	55.6%	75.0%	59.1%	n/a	n/a	50.0%	57.7%	66.7%	58.6%	33.3%	25.0%	30.0%	40.0%	66.7%	50.0%	76.9%	100.0%	80.0%
	2011	70.4%	66.7%	69.4%	46.2%	n/a	46.2%	38.3%	48.4%	40.4%	71.4%	57.1%	64.3%	53.8%	56.5%	55.6%	81.3%	85.7%	82.6%
	2013	70.8%	71.4%	71.1%	50.0%	75.0%	56.3%	60.7%	45.5%	58.1%	77.8%	37.5%	58.8%	40.0%	35.3%	37.5%	42.9%	75.0%	50.0%
Enhancing faculty participation in university planning																			
	2005	59.1%	n/a	52.0%	57.1%	n/a	57.1%	35.7%	28.6%	35.2%	62.5%	n/a	55.6%	33.3%	16.7%	26.7%	45.5%	n/a	45.5%
	2007	60.0%	66.7%	60.6%	n/a	n/a	60.0%	39.7%	16.7%	37.8%	41.7%	0.0%	38.5%	54.5%	25.0%	42.1%	87.5%	50.0%	80.0%
	2009	50.0%	75.0%	54.5%	n/a	n/a	25.0%	42.0%	44.4%	42.2%	60.0%	25.0%	44.4%	20.0%	100.0%	50.0%	61.5%	50.0%	60.0%
	2011	56.0%	60.0%	57.1%	42.9%	n/a	42.9%	29.9%	50.0%	34.2%	42.9%	50.0%	46.7%	38.5%	45.5%	42.9%	73.3%	50.0%	65.2%
	2013	66.7%	64.3%	65.8%	33.3%	60.0%	41.2%	47.2%	31.8%	44.5%	88.9%	14.3%	56.3%	43.8%	33.3%	38.2%	42.9%	50.0%	44.4%
Nominating faculty for university-wide committee appointments																			
	2005	60.0%	n/a	54.5%	66.7%	n/a	66.7%	39.6%	33.3%	39.2%	50.0%	n/a	42.9%	63.6%	16.7%	47.1%	44.4%	n/a	44.4%
	2007	73.1%	100.0%	75.0%	66.7%	n/a	57.1%	46.3%	20.0%	44.4%	50.0%	0.0%	46.2%	63.6%	37.5%	52.6%	87.5%	50.0%	80.0%
	2009	43.8%	50.0%	45.0%	n/a	n/a	50.0%	53.9%	75.0%	56.0%	75.0%	0.0%	42.9%	60.0%	50.0%	57.1%	72.7%	50.0%	69.2%
	2011	54.5%	57.1%	55.2%	60.0%	n/a	60.0%	38.5%	51.7%	41.4%	50.0%	42.9%	46.2%	64.3%	50.0%	55.6%	73.3%	40.0%	65.0%
	2013	70.8%	76.9%	73.0%	27.3%	50.0%	33.3%	51.5%	33.3%	48.4%	75.0%	12.5%	43.8%	75.0%	31.3%	53.1%	69.2%	50.0%	64.7%
Reviewing the working conditions of faculty																			
	2005	55.0%	n/a	50.0%	16.7%	n/a	16.7%	26.3%	14.3%	25.5%	16.7%	n/a	14.3%	54.5%	16.7%	41.2%	30.0%	n/a	30.0%
	2007	40.7%	75.0%	45.2%	n/a	n/a	20.0%	38.6%	16.7%	36.8%	41.7%	100.0%	46.2%	50.0%	28.6%	42.1%	55.6%	50.0%	54.5%
	2009	33.3%	100.0%	47.4%	n/a	n/a	25.0%	42.3%	66.7%	44.8%	50.0%	0.0%	33.3%	20.0%	66.7%	37.5%	23.1%	0.0%	20.0%
	2011	56.5%	55.6%	56.3%	9.1%	n/a	9.1%	28.4%	46.9%	32.6%	42.9%	50.0%	46.7%	35.7%	31.8%	33.3%	60.0%	33.3%	52.4%
	2013	50.0%	64.3%	55.3%	36.4%	50.0%	40.0%	42.3%	34.8%	40.9%	66.7%	12.5%	41.2%	31.3%	18.8%	25.0%	35.7%	50.0%	38.9%
Approving new academic programs																			
	2005	76.2%	n/a	73.9%	66.7%	n/a	66.7%	58.2%	33.3%	56.7%	66.7%	n/a	57.1%	63.6%	28.6%	50.0%	81.8%	n/a	81.8%
	2007	59.3%	100.0%	64.5%	n/a	n/a	40.0%	58.1%	33.3%	55.9%	16.7%	100.0%	23.1%	66.7%	37.5%	55.0%	88.9%	50.0%	81.8%
	2009	70.6%	100.0%	75.0%	n/a	n/a	25.0%	62.7%	77.8%	64.3%	100.0%	0.0%	66.7%	80.0%	100.0%	87.5%	84.6%	100.0%	85.7%
	2011	79.2%	66.7%	75.8%	54.5%	n/a	54.5%	52.7%	50.0%	52.1%	85.7%	50.0%	66.7%	64.3%	59.1%	61.1%	80.0%	60.0%	75.0%
	2013	78.3%	78.6%	78.4%	45.5%	50.0%	46.7%	58.8%	45.5%	56.5%	85.7%	14.3%	50.0%	62.5%	29.4%	45.5%	64.3%	50.0%	61.1%
Keeping constituents informed and soliciting constituents' views when appropriate																			
	2005	57.1%	n/a	54.2%	12.5%	n/a	12.5%	29.1%	28.6%	29.1%	50.0%	n/a	37.5%	66.7%	14.3%	47.4%	9.1%	n/a	9.1%
	2007	55.2%	100.0%	60.6%	60.0%	n/a	50.0%	46.5%	50.0%	46.8%	33.3%	50.0%	35.7%	63.6%	42.9%	55.6%	44.4%	50.0%	45.5%
	2009	47.1%	75.0%	52.4%	n/a	n/a	50.0%	50.6%	66.7%	52.3%	60.0%	33.3%	50.0%	80.0%	100.0%	87.5%	53.8%	50.0%	53.3%
	2011	70.4%	55.6%	66.7%	33.3%	n/a	38.5%	41.5%	54.3%	44.4%	62.5%	62.5%	62.5%	57.1%	54.5%	55.6%	68.8%	62.5%	66.7%
	2013	75.0%	66.7%	71.8%	41.7%	60.0%	47.1%	55.9%	33.3%	52.3%	55.6%	22.2%	38.9%	50.0%	26.7%	38.7%	42.9%	50.0%	44.4%

Responses made on a 5-point agreement scale coded such that 1=Strongly Disagree and 5=Strongly Agree
n/a indicates an insufficient number of responses (n < 5) or the item was not asked during that year