IUPUI
2018 Faculty Survey

Overview of Findings
IUPUI Kelley School of Business

December 2018

Institutional Research and Decision Support
Institutional Effectiveness and Survey Research Office
301 University Boulevard, INAD 4053
Indianapolis, IN 46202

Robbie Janik
Assistant Director
317-278-0640
rjanikii@iupui.edu

Brad Wolfred
Graduate Assistant
317- 278-9233
bwolfred@iu.edu

Table of Contents

Executive Summary/Potential Action Items

Reasons for Accepting Position at IUPUI School
- Business faculty are significantly more likely to rate department/program reputation as very or extremely important (82% vs. 54%) when making their decision to work at IUPUI, compared to non-business faculty.

Job Satisfaction Overall by Gender
- Female business faculty are significantly more likely to report feeling "satisfied" or "very satisfied" in regards to benefits for tuition waivers, remission, or exchange responses when compared to male business faculty (81% vs. 43%).
- Female faculty in the business program report being "satisfied" or "very satisfied" with faculty development opportunities for mentoring other faculty less often than male faculty (29% vs. 48%).

Satisfaction for Resources & Support by School and Position
- Business faculty are significantly more satisfied with clerical and administrative support (78% vs. 65%), and less satisfied with access to research journals (62% vs. 76%), and overall campus libraries services for research needs (62% vs. 73%) compared to non-business faculty.
- Part-time/associate faculty in Business (96%) more often respond "satisfied" or "very satisfied" with support for using technology to enhance learning, compared to full-time non-tenure-track (67%) and tenured/tenure-track (35%) faculty in Business.
- Part-time/associate faculty in Business (84%) report being "satisfied" or "very satisfied" with support for designing effective assignments more often than full-time non-tenure-track (70%) and tenured/tenure-track (31%) faculty in the School of Business.

Important Reasons to Leave by Gender
- Female faculty respondents in the business school rate improved benefits as "very important" and "extremely important" reasons to leave IUPUI more often than male faculty (60% vs. 31%).

High Impact Practices by School
- Business faculty are much less likely than non-business respondents to say they had provided opportunities for reflection (40% vs. 62%), mentor an undergraduate student on a research project (23% vs. 39%), teach a culminating senior experience (12% vs. 37%), and teach a course that addresses diversity (18% vs. 40%).
- Business faculty are more likely than non-business to have advised a student organization (42% vs. 30%) and included globally-focused outcomes in a course syllabus (43% vs. 26%).

About the Faculty Survey

PURPOSE: To measure indicators related to employment satisfaction, satisfaction with services, and engagement in high impact practices in order to better understand faculty experiences at IUPUI.

METHODS: In 2018, Institutional Effectiveness and Survey Research, an office within Institutional Research and Decision Support, was charged with conducting a survey of all full-time and part-time faculty at IUPUI. The survey was administered to census of all full-time and part-time faculty (excluding School of Medicine) in spring 2018. This report specifically examines responses from faculty members within the Kelley School of Business (BUS).

RESPONDENT CHARACTERISTICS:

	BUS Respondents	BUS Invited	All Respondents	All Invited
Female	45.2%	42.9%	54.1%	52.6%
Male	54.8%	57.1%	45.9%	47.4%
White	79.0%	76.5%	78.5%	77.4%
Asian	3.2%	5.0%	10.0%	10.1%
Black/African-American	16.1%	14.3%	6.5%	8.1%
Two or more races	0.0%	0.8%	2.6%	2.4%
Hispanic/Latinx	1.6%	1.7%	2.3%	1.8%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.04%
American Indian/Alaska Native	0.0%	1.7%	0.0%	0.2%
Full-time tenured/tenure-track	22.6%	26.9%	40.7%	30.7%
Full-time non-tenure-track	33.9%	25.2%	31.8%	26.4%
Part-time/associate	43.5%	47.9%	27.5%	42.9%
N	**62**	**119**	**1170**	**2380**
Response Rate	**52.1%**	**--**	**49.2%**	**--**

- Kelley School of Business participants' demographic characteristics show more responses from male, Black, and part-time/associate respondents compared to IUPUI faculty participants as a whole.
- Respondents were asked how long they had worked at IUPUI. Within the School of Business, 58.1% of participants have been with the University for 10 or more years.

Reasons for accepting appointment at IUPUI

	BUS Faculty	Non-BUS Faculty
Department/program reputation***	4.13	3.46
Competence of colleagues	3.95	3.81
Climate/supportive atmosphere	3.92	3.97
Quality of leadership	3.69	3.75
Support for teaching	3.68	3.86
Feelings that I "fit" here	3.64	3.68
Salary	3.53	3.54
Institutional need for my area of expertise	3.48	3.71
Support for professional development	3.37	3.65
Location of campus	3.32	3.07
Quality of students	3.31	3.10
Presence of others like me	3.21	3.15
Opportunities to collaborate with colleagues*	3.16	3.56
IUPUI's reputation	3.08	3.04
Support for research/creative work***	3.03	3.61
Research quality	3.03	3.31
Diversity of colleagues	3.00	3.20
Diversity of students	2.98	3.04
Cost of living	2.93	2.89
Opportunities for community engagement	2.71	3.01
Availability of mentors*	2.66	3.04
Quality of labs/equipment*	2.39	2.81
Dual career spousal/partner hire program	1.89	1.61
Health science focus***	1.53	2.43

*p<.05; **p<.01; ***p<.001, group compared to non-business facult
Scale: 1 = Not important at all; 2 = Somewhat important; 3 = Moderately important; 4 = Very important;
5 = Extremely important

- Business faculty are significantly more likely to rate department/program reputation as very or extremely important (82% vs. 54%) when making their decision to work at IUPUI, compared to non-business faculty.
- In contrast, business faculty are less likely to rate the following items as very or extremely important:
  - Support for research/creative work (40% vs. 62%)
  - Opportunities to collaborate with colleagues (48% vs. 59%)
  - Availability of mentors (27% vs. 41%).
- Among business faculty, tenured/tenure-track faculty respondents (12/14, 86%) are significantly more likely to report research quality as "very" or "extremely" important when accepting their IUPUI appointment compared to full-time non-tenure-track (8/20, 40%)

- Tenured/tenure-track faculty in the business school (5/14, 36%) are significantly less likely to rate support for teaching as "very" or "extremely" important in accepting their appointment compared to full-time non-tenure track (15/21, 76%) and adjunct/part time (20/27, 74%)
- Black/African-American business faculty (8/10, 80%) are significantly more likely to respond that community engagement was "very important" or "extremely important" in accepting their appointment compared to White faculty (9/49, 18%)

If you had to go back and start again, would you come to IUPUI?

	BUS Faculty	Non-BUS Faculty
Yes, definitely	66.1%	56.7%
Probably	22.6%	31.8%
Probably not	6.5%	9.4%
No, definitely not	4.8%	2.1%

- Business faculty were slightly more likely than non-Business to respond "Yes, definitely" when asked if they would choose IUPUI if they had to start again.

Job Satisfaction

JOB SATISFACTION – Overall Items

	BUS Faculty	Non-BUS Faculty
Overall autonomy and independence	4.39	4.23
Health benefits	4.12	4.02
Flexibility in work/life balance	4.07	4.15
Overall job satisfaction	3.98	3.93
Teaching Load*	3.93	3.70
Overall benefits	3.85	3.80
Service Load (committees, etc.)*	3.85	3.55
Quality of teaching space	3.65	3.68
Benefits for tuition waivers, remission, or exchange	3.59	3.44
Salary*	3.48	3.11
Quality of research space	3.39	3.42
Campus safety	3.39	3.58
Quality of office space	3.32	3.52

*p<.05; **p<.01; ***p<.001, group compared to non-BUS faculty
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Nine out of ten business faculty respondents (90%) are "satisfied" or "very satisfied" with overall autonomy and independence.
- Business faculty are more satisfied with teaching load (81% vs. 69%), service load (75% vs. 62%), and salary (65% vs. 48%) compared to non-business faculty.
- Female business faculty are significantly more likely to report feeling "satisfied" or "very satisfied" in regards to benefits for tuition waivers, remission, or exchange responses when compared to male business faculty (81% vs. 43%)

JOB SATISFACTION: Department/School/Campus Level Items

	BUS Faculty	Non-BUS Faculty
Quality of graduate students**	4.03	3.63
School administration overall**	4.00	3.59
Communication from your department	3.98	3.79
Opportunity to provide input to your department	3.92	3.86
Competence of colleagues	3.88	3.94
Campus administration overall	3.82	3.60
Opportunity to provide input to School administration*	3.81	3.47
Communication from School administration	3.76	3.52
Diversity of colleagues	3.73	3.50
Communication from Campus administration	3.72	3.51
Quality of undergraduate students	3.62	3.56
Campus Strategic Plan	3.60	3.53
Level of collaboration with colleagues	3.51	3.73
IU administration overall	3.47	3.36
Opportunity to provide input to Campus administration	3.43	3.27

*p<.05; **p<.01; ***p<.001, group compared to non-BUS faculty
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Business faculty participants are more likely to be "satisfied" or "very satisfied" than non-business respondents with quality of graduate students (80% vs. 63%) and School administration overall (84% vs. 63%)
- Female faculty members are less likely to be "satisfied" and "very satisfied" in respect to quality of graduate students when compared to male staff (60% vs. 96%)
- Male faculty members are less likely to be "satisfied" or "very satisfied" with the campus strategic plan than female faculty (44% vs. 87%)

4

JOB SATISFACTION: Mentoring & Faculty Development

	BUS Faculty	Non-BUS Faculty
Faculty development opportunities concerning teaching	3.58	3.61
Faculty development opportunities concerning Student Affairs	3.54	3.29
Mentoring opportunities for faculty	3.33	3.35
Faculty development opportunities concerning community engagement	3.28	3.43
Faculty development opportunities concerning being effective mentors for other faculty members	3.15	3.17
Effectiveness of mentoring within department	3.13	3.22
Faculty development opportunities concerning research	3.08	3.36
Effectiveness of mentoring outside department	2.90	3.18

*p<.05; **p<.01; ***p<.001, group compared to non-BUS faculty
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Over half of business respondents (66%) say that they were "satisfied" or "very satisfied" with faculty development opportunities concerning teaching
- Within Business, about one-quarter of respondents said that they are "unsatisfied" or "very unsatisfied" with effectiveness of mentoring within (25%) and outside (26%) the department.
- Adjunct/part-time faculty (11/16, 69%) report that they are "satisfied" and "very satisfied" with effectiveness of mentoring within the department more often when compared to tenure/tenure-track professors (5/12, 42%) and full-time non-tenure track faculty (5/20, 25%) within Business.
- Female faculty in the business program report being "satisfied" or "very satisfied" with faculty development opportunities for mentoring other faculty less often than male faculty (29% vs. 48%)

JOB SATISFACTION: Resources & Support Available on Campus

	BUS Faculty	Non-BUS Faculty
Overall services provided by campus libraries to meet my teaching needs	4.10	3.98
Clerical and administrative support**	4.07	3.69
Support available for using Canvas	3.93	3.84
Support for incorporating active learning strategies	3.89	3.79
Support for effective course design (traditional, hybrid, online courses)	3.86	3.76
Support for using technology to enhance learning	3.75	3.80
Support for meeting the needs of diverse students	3.74	3.55
Support for designing effective assignments	3.73	3.63
Overall services provided by campus libraries to meet my research needs*	3.64	3.97
Resources available for research	3.64	3.60
Access to research journals provided by campus libraries*	3.60	4.00
Support for incorporating high impact practices (e.g., service learning, undergraduate research, internships)	3.57	3.64
Support for infusing diversity into the curriculum	3.51	3.45
Resources available in Student Affairs	3.44	3.66

*p<.05; **p<.01; ***p<.001, group compared to non-BUS faculty
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Business faculty are significantly more likely to be "satisfied" or "very satisfied" with clerical and administrative support (78% vs. 65%), and less satisfied with access to research journals (62% vs. 76%), and overall campus libraries services for research needs (62% vs. 73%) compared to non-business faculty.
- Part-time/associate faculty participants in Business (24/25, 96%) are more likely to report being "satisfied" or "very satisfied" with support for using technology to enhance learning, compared to full-time non-tenure-track (14/21, 67%) and tenured/tenure-track (5/14, 35%) faculty in Business.
- Part-time/associate (16/19, 84%) and full-time non-tenure-track (14/20, 70%) faculty in Business report being "satisfied" or "very satisfied" with support for designing effective assignments more often than tenured/tenure-track (4/13, 31%) faculty participants.

JOB SATISFACTION: Opportunities & Rewards

	BUS Faculty	Non-BUS Faculty
Opportunities for teaching*	4.19	3.94
Opportunities for community engagement	3.89	3.89
Opportunities for research	3.71	3.63
Rewards and recognition for teaching	3.36	3.19
Rewards and recognition for research	3.29	3.37
Rewards and recognition for service to the institution	3.12	3.19
Rewards and recognition for professional service	3.09	3.18
Rewards and recognition for community engagement	3.07	3.27

*$p<.05$; **$p<.01$; ***$p<.001$, group compared to non-BUS faculty
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Business faculty do not appear to differ from non-business faculty in regards to satisfaction with opportunities and rewards, except on opportunities for teaching (90% vs. 79%) where even there both are mostly satisfied.
- Business faculty are largely "satisfied" or "very satisfied" with opportunities for teaching (90%) and community engagement (78%).
- Over one-quarter of business faculty respondents (26%) are "unsatisfied" or "very unsatisfied" with rewards and recognition for service to the institution.
- Part-time/associate faculty (12/17, 71%) in business report being "satisfied" or "very satisfied" with rewards and recognition for service to the institution most often, followed by tenured/tenure-track (5/13, 39%) and full-time non-tenure track (3/20, 15%)
- Female faculty in business report feeling "satisfied" or "very satisfied" with rewards and recognition for teaching more often than male faculty (65% vs. 40%)

JOB SATISFACTION: Promotion or Tenure

	BUS Faculty	Non-BUS Faculty
Pre-tenure or promotion workshops	3.46	3.77
Effectiveness of promotion or tenure process	3.16	3.34
Clarity of promotion or tenure procedures	3.15	3.34
Clarity of whether I will achieve tenure or promotion	3.14	3.39
Clarity of promotion or tenure standards	3.03	3.28
Assistance in preparing for promotion or tenure	3.00	3.42

*p<.05; **p<.01; ***p<.001, group compared to non-BUS faculty
Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Business faculty do not significantly differ from non-business faculty on the above items.
- Less than half of business faculty are "satisfied" or "very satisfied" with the above promotion and tenure items, with the exception of pre-tenure or promotion workshops (61%).
- More than one-quarter of business faculty participants report being "unsatisfied" or "very unsatisfied" with assistance in preparing for P&T (35%), effectiveness of the P&T process (26%), and clarity of P&T standards (27%).

Tenured/Tenure-Track Assistant Professors, 0-3 years and 3 years or more at IUPUI

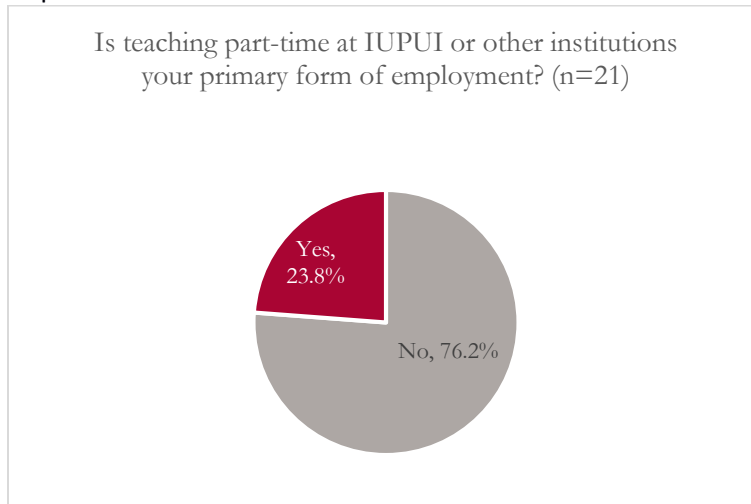There was insufficient data for assistant professors (0-3 years: n=2; 3+ years: n=0).

Tenured/Tenure-Track Associate Professors

- All associate professor respondents (n=4) say that they had gone through the P&T process at IUPUI. Of these respondents, all four said that their unit was somewhat or very helpful in preparing them to succeed.

- Half of associate faculty (50%) feel somewhat or very confident in going up for full.

Part-time/Associate Professors

All part-time/associate professors were asked:

Is teaching part-time at IUPUI or other institutions
your primary form of employment? (n=21)

Yes, 23.8%

No, 76.2%

- Of those for whom teaching at IUPUI was not the primary form of employment (n=16), 10/16 work full-time in another appointment at IUPUI.

Satisfaction with aspects of part-time/associate teaching at IUPUI

	Very unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very satisfied	Mean
Support available for handing student issues or concerns	0.0%	0.0%	4.5%	68.2%	27.3%	4.23
Support available for syllabus creation	0.0%	0.0%	9.1%	63.6%	27.3%	4.18
Support available for using Canvas	4.5%	0.0%	9.1%	50.0%	36.4%	4.14
Support available for incorporating active learning strategies	0.0%	0.0%	31.8%	45.5%	22.7%	3.91
Support available for teaching techniques	4.5%	0.0%	22.7%	50.0%	22.7%	3.86
Connections with others in your unit/department	0.0%	13.6%	31.8%	31.8%	22.7%	3.64

Onboarding with respect to campus policies (e.g., grading, calendar, Title IX)	0.0%	9.5%	33.3%	47.6%	9.5%	3.57
Onboarding with respect to available teaching resources	0.0%	14.3%	42.9%	28.6%	14.3%	3.43
Connections with Student Affairs units/departments	0.0%	19.0%	38.1%	28.6%	14.3%	3.38

Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- Business faculty were more satisfied with support for handling student issues/concerns (96% vs. 68%) and syllabus creation (91% vs. 61%) compared to non-business faculty.

Pursuing Other Positions

All respondents were asked, "In the past three years, have you taken active steps to pursue another position outside IUPUI?"

- A quarter of business faculty participants (14/55) said they have taken active steps in the past three years to pursue an outside position. Of those who have taken steps:
  - 13/14 have actively sought an outside job offer
  - 12/14 have been selected as a finalist for an outside position
  - 8/14 have received an official job offer
  - 6/14 have renegotiated the terms of their employment with IUPUI

Importance of Reasons to Leave IUPUI

All respondents were asked how important each of the following would be if they were to choose to leave IUPUI.

	BUS Faculty	Non-BUS Faculty
Improved salary	3.75	3.87
Advancement in position level and job scope	3.41	3.72
Geographic location of new opportunity	3.32	3.40
Improved benefits	3.05	3.30
Improved work load/life balance	3.02	3.03
Improved department climate	2.90	3.01
Improved interpersonal work environment	2.83	2.98
Recipient of competitive recruitment from another institution	2.72	2.96
Improved campus climate	2.72	2.81
Improved relationships with colleagues	2.69	2.87
Improved support from immediate supervisor	2.66	2.90
Opportunity to work at institution with different priorities	2.60	2.85
Improved physical work environment	2.36	2.49

Dual career/partner accommodation	2.03	2.14
Opportunity to pursue a non-academic job	1.76	1.96

*p<.05; **p<.01; ***p<.001, group compared to non-BUS faculty
1 = Not important at all; 2 = Somewhat important; 3 = Moderately important; 4 = Very important; 5 = Extremely important

- Business faculty ratings do not significantly differ from non-business faculty on any item.
- Female faculty in the business school rate improved benefits as "very important" and "extremely important" reasons to leave more often than male faculty (60% vs. 31%)

Career Goals/Work at IUPUI

	BUS Faculty	Non-BUS Faculty
What I do at work is valuable and worthwhile	4.49	4.36
There are people at IUPUI who appreciate me as a person	4.33	4.19
My career has a clear sense of purpose	4.25	4.14
I feel good about my work most of the time	4.14	4.02
My career is going well	3.96	3.89
I believe that I can succeed at IUPUI	3.93	3.98
I am achieving most of my professional goals	3.81	3.80
I am optimistic about my future with IUPUI	3.79	3.63
I feel supported and valued at IUPUI	3.77	3.77
I feel a sense of belonging in my department or workgroup	3.74	3.75
In most activities I do at IUPUI, I feel energized	3.67	3.68

*p<.05; **p<.01; ***p<.001, group compared to non-BUS faculty
Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

- The large majority of business faculty respondents "agree" or "strongly agree" that what they do at work is valuable and worthwhile (95%) and that there are people at IUPUI who appreciate them as a person (91%).
- Business faculty respondents have similar rating to non-business faculty on the above statements.

Instructional Strategies

High Impact Practices Completed/In Progress of in Past 3 Years

In the past three years did you do the following while teaching (have employed or in progress of)?	BUS Faculty	Non-BUS Faculty
Required students to work together over the course of a semester on a project or assignment	70.2%	62.5%
Provide periodic and structured opportunities for reflection (e.g., require students to provide a written paper or give an oral presentation reflecting on their experiences in your course)	40.4%	61.6%
Mentor an undergraduate student on a research project	22.8%	38.5%
Require an undergraduate research project as part of your course	24.0%	41.6%
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	12.0%	37.3%
Teach a course that addresses themes of diversity, equity, and inclusion	17.9%	39.6%
Require students to work on a project or experience in partnership with the community	38.6%	35.6%
Advise a student organization or group	42.1%	30.4%
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	24.6%	32.0%
Require students to engage with community or campus members from other cultures	22.8%	31.6%
Include explicit globally-focused learning outcomes in your course syllabus (e.g., use diverse frames of reference and international dialogue to think critically and solve problems)	42.9%	26.2%
Require students to participate in a community-based project with service (service learning) as part of a course	15.8%	25.8%
Include global learning activities in the classroom, campus, or community as a part of your course	36.8%	25.2%
Teach as part of a Themed Learning Community for first-year students or some other formal program where groups of students take two or more classes together	14.3%	18.4%
Include a study abroad/international travel experience as part of a course	15.8%	9.0%

Scale: 1 = Do not plan to do; 2 = Plan to do; 3 = Have employed or in progress of (reported in table); 4 = Have not decided

- Business faculty are less likely than non-business respondents to say they had provided opportunities for reflection (40% vs. 62%), mentor an undergraduate student on a research project (23% vs. 39%), teach a culminating senior experience (12% vs. 37%), and teach a course that addresses diversity (18% vs. 40%).
- Business faculty are more likely than non-business to have advised a student organization (42% vs. 30%) and included globally-focused outcomes in a course syllabus (43% vs. 26%).

Encouraging High Impact Practices in Students

In a typical course, how much do you encourage students to... (almost every class or every class)	BUS Faculty	Non-BUS Faculty
...work with other students on course projects or assignments?	63.2%	55.1%
...connect their learning to societal problems or issues?	54.4%	59.5%
...ask other students for help understanding course material?	45.6%	49.5%
...consider diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions, materials, or assignments?	40.3%	58.3%
...engage in discussions with people who are different from them?	38.6%	51.4%

Scale: 1 = Never; 2 = Rarely; 3 = Occasionally/Sometimes; 4 = Almost every class; 5 = Every class

- Over half of business faculty answered "almost every class" or "every class" to connecting learning to societal problems (54%) and working with other students on course assignments (63%).

Instructional Strategies Employed in Class

Think of a course that you are teaching now or one that you have taught regularly and describe how often you use the following instructional or pedagogical strategies (almost every class or every class):	BUS Faculty	Non-BUS Faculty
Interactive Lecture - instructor presents course content with periodic planned opportunities for student interaction with the content	73.7%	68.0%
Discussions - instructor engages students in discussions about the course content	66.7%	73.5%

Case study, project, and problem-based learning - students work on assignments that involve analysis and reflection on complex problems or cases	52.6%	44.5%
Collaborative learning and group activities - students work in pairs or small groups to discuss course concepts, develop and integrate concepts, and/or complete assignments	45.6%	48.6%
Lectures - instructor presents course content to the students with limited student participation	37.5%	30.8%
Demonstrations and simulations of course content - instructor shows students how a process works within a particular discipline	35.1%	39.8%

Scale: 1 = Never; 2 = Rarely; 3 = Occasionally/Sometimes; 4 = Almost every class; 5 = Every class

- Business faculty tend to respond similarly to non-business faculty on the pedagogical strategies they employ in their classrooms.
- Two-thirds or more of business faculty engage in discussions (67%) and interactive lectures (74%) almost every class or every class.

Importance of Classroom Attributes

Please rate how important each classroom attribute is in helping you engage in your preferred instructional approaches or effective instructional strategies:	Not important at all	Slightly important	Moderately important	Very important	Extremely important	Mean
Adequate visibility within a space from students to presenters, to course content, to demonstrations, and to other students	1.8%	1.8%	17.9%	46.4%	32.1%	4.05
Instructors and learners able to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices	5.5%	3.6%	18.2%	50.9%	21.8%	3.80
Space that allows for robust sharing of visual data by making it easily available, visible, and/or readable by all students	8.9%	3.6%	17.9%	42.9%	26.8%	3.75
Location of classroom is convenient for me as the instructor (e.g., being close in proximity to my campus office or easy to get to from off-campus locations)	5.4%	10.7%	16.1%	39.3%	28.6%	3.75
Furniture with adequate work surface to accommodate several devices and materials that students might bring	7.4%	7.4%	20.4%	42.6%	22.2%	3.65
Space that allows easy movements of all students within the space to support communication and to facilitate interaction	7.1%	5.4%	19.6%	51.8%	16.1%	3.64

Abundant writable surfaces to facilitate interaction for students and groups (e.g., whiteboards)	7.1%	10.7%	21.4%	35.7%	25.0%	3.61
Spaces in which all students have access to electrical power to support the wide variety of technologies used in learning activities	10.7%	14.3%	12.5%	41.1%	21.4%	3.48
Furniture that is easily movable and configurable to support a range of learning activities	14.3%	17.9%	19.6%	37.5%	10.7%	3.13
Able to record presentations, group interactions, or conversations with local and remote students and make these artifacts available asynchronously	28.6%	21.4%	23.2%	14.3%	12.5%	2.61

Scale: 1 = Not important at all; 2 = Slightly; 3 = Moderately; 4 = Very; 5 = Extremely important

Community Engagement

Over the last 3 years, how often have you done each of the following activities?	Never	Seldom	Sometimes	Often	Very often	Mean
Provided professional services to a community group, local business, or government agency for free or reduced rate*	30.9%	16.4%	14.5%	14.5%	23.6%	2.84
Participated in a professional capacity on a board or committee of a local business or civic/ social service agency	39.3%	16.1%	8.9%	10.7%	25.0%	2.66
Given talks to local community organizations	36.4%	14.5%	20.0%	10.9%	18.2%	2.60
Participated in a campus- or school-sponsored community service event (e.g., United Day of Caring, Komen Race for the Cure, Dr. Martin Luther King Jr. Day of Service)	44.6%	25.0%	12.5%	8.9%	8.9%	2.12
Engaged in a collaborative research project with a community partner	57.1%	26.8%	8.9%	1.8%	5.4%	1.71

Scale: 1 =Never; 2 = Seldom; 3 = Sometimes; 4 = Often; 5 = Very often

Results of Community Engaged Research Project

Please indicate how often the following happens regarding your community-engaged research:	Never	Seldom	Sometimes	Often	Almost always	Mean
Partners help identify the research questions	34.8%	17.4%	26.1%	17.4%	4.3%	2.39
Partners help determine how findings are disseminated	39.1%	17.4%	21.7%	17.4%	4.3%	2.30
Your community involvement lead to co-creation of knowledge	47.8%	0.0%	34.8%	13.0%	4.3%	2.26
Partners help interpret results, conclusions, or recommendations	43.5%	17.4%	21.7%	13.0%	4.3%	2.17
Community-engaged research resulted in community impact	50.0%	13.6%	18.2%	13.6%	4.5%	2.09
Your community involvement enhanced the rigor of this research	47.8%	13.0%	26.1%	8.7%	4.3%	2.09
Partners help with research design or methodology	39.1%	34.8%	17.4%	8.7%	0.0%	1.96
Community-engaged research resulted in measurable outcomes and deliverables	47.8%	26.1%	17.4%	8.7%	0.0%	1.87
Presented your community engaged research in an academic setting	56.5%	17.4%	17.4%	4.3%	4.3%	1.83
Presented your community engaged research in a community setting	56.5%	21.7%	17.4%	0.0%	4.3%	1.74
Community engaged research was supported by external grants and/or sponsored programs	66.7%	20.8%	0.0%	8.3%	4.2%	1.62
Published your community engaged research in a peer-reviewed journal	65.2%	26.1%	0.0%	8.7%	0.0%	1.52

Scale: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Often; 5 = Almost always