IUPUI
2018 Faculty Survey

Overview of Findings
Purdue School of Engineering and Technology at IUPUI

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Executive Summary/Suggestions

Reasons for Accepting Position at IUPUI by School

- Among engineering and technology faculty, the most often reported "very important" or "extremely important" reasons for accepting appointment at IUPUI include climate/supportive atmosphere (75%), institutional need for area of expertise (65%), support for teaching (64%), and quality of leadership (64%).
- Engineering and Technology faculty (48%) are significantly more likely to rate quality of labs/equipment as "very important" or "extremely important" compared to non-Engineering/Technology faculty (33%).

Job Satisfaction at department/school/unit level by School

- Engineering and Technology faculty are significantly more satisfied with opportunity to provide input to School administration (65% vs. 52%), communication from School administration (72% vs. 56%) and School administration overall (77% vs. 62%), compared to non-Engineering and Technology faculty.

Satisfaction for Promotion and Tenure by School

- Well over one-fourth of Engineering and Technology respondents (38%) say that they are "unsatisfied" or "very unsatisfied" with clarity of P&T standards, and 31% with clarity of P&T procedures. Additionally, 26% are "unsatisfied" or "very unsatisfied" with the effectiveness of the P&T process overall.

Encouraging High Impact Practices by School

- Non-Engineering and Technology faculty are more likely to encourage students to consider diverse perspectives (61% vs. 26%) and connect their learning to societal problems (63% vs. 31%) almost every class or every class when compared to Engineering and Technology faculty.

Work at IUPUI

- A large majority of respondents "agree" or "strongly agree" that what they do at work is valuable and worthwhile (93%), and that there are people at IUPUI who appreciate them as a person (87%).

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 Purdue School of Engineering and Technology (ENGT).

RESPONDENT CHARACTERISTICS:

	ENGT Respondents	ENGT Invited	All Respondents	All Invited
Female	35.4%	32.5%	54.1%	52.6%
Male	64.6%	67.5%	45.9%	47.4%
White	74.8%	72.3%	78.5%	77.4%
Asian	18.9%	19.3%	10.0%	10.1%
Black/African-American	1.6%	4.4%	6.5%	8.1%
Two or more races	2.4%	2.9%	2.6%	2.4%
Hispanic/Latinx	2.4%	1.1%	2.3%	1.8%
Full-time tenured/tenure-track	37.8%	25.9%	40.7%	30.7%
Full-time non-tenure-track	28.3%	24.5%	31.8%	26.4%
Part-time/associate	33.9%	49.6%	27.5%	42.9%
N	**127**	**274**	**1170**	**2380**
Response Rate	**46.4%**		**49.2%**	**--**

- School of Engineering and Technology participants' demographic characteristics show a fewer percentage of respondents who are female, and more from Asian respondents compared to IUPUI faculty participants as a whole.
- Respondents were asked how long they had worked at IUPUI. Within the School of Engineering and Technology, 46.4% have been with the University for 10 or more years.

Reasons for accepting appointment at IUPUI

	ENGT Faculty	Non-ENGT Faculty
Climate/supportive atmosphere	3.91	3.97
Support for teaching	3.84	3.85
Quality of leadership	3.72	3.75
Institutional need for my area of expertise	3.69	3.70
Competence of colleagues**	3.55	3.85
Opportunities to collaborate with colleagues	3.50	3.55
Feelings that I "fit" here	3.48	3.70
Support for professional development	3.46	3.66
Salary	3.45	3.56
Support for research/creative work	3.39	3.60
Quality of students	3.28	3.09
Location of campus	3.23	3.06
Quality of labs/equipment***	3.20	2.74
Department/program reputation**	3.16	3.54
Research quality	3.12	3.32
IUPUI's reputation	3.10	3.03
Diversity of students	3.02	3.04
Diversity of colleagues	3.00	3.21
Presence of others like me*	2.92	3.18
Cost of living	2.92	2.89
Availability of mentors	2.87	3.04
Opportunities for community engagement	2.82	3.01
Health science focus	2.23	2.40
Dual career spousal/partner hire program	1.64	1.62

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

- Among Engineering and Technology faculty participants, the most often reported "very important" or "extremely important" reasons for accepting appointment at IUPUI include climate/supportive atmosphere (75%), institutional need for area of expertise (68%), support for teaching (64%), and quality of leadership (64%).

- Engineering and Technology faculty (48%) are significantly more likely to rate quality of labs/equipment as "very important" or "extremely important" compared to non-Engineering/Technology faculty (33%).

- In contrast, Engineering and Technology faculty participants are less likely to rate department/program reputation (40% vs. 58%) and competence of colleagues (60% vs. 74%) as more "very important" or "extremely important" compared to non-Engineering and Technology respondents.

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

	ENGT Faculty	Non-ENGT Faculty
Yes, definitely	65.6%	56.2%
Probably	23.8%	32.2%
Probably not	8.2%	9.3%
No, definitely not	2.5%	2.3%

- Roughly two-thirds of Engineering and Technology faculty participants respond "Yes, definitely" when asked if they would choose IUPUI if they had to start again.

Job Satisfaction

JOB SATISFACTION – Overall Items

	ENGT Faculty	Non-ENGT Faculty
Overall autonomy and independence	4.24	4.24
Flexibility in work/life balance	4.22	4.14
Overall job satisfaction	4.05	3.92
Health benefits	3.87	4.04
Teaching Load	3.78	3.71
Overall benefits	3.67	3.82
Quality of teaching space	3.64	3.68
Quality of office space	3.61	3.50
Service Load (committees, etc.)	3.55	3.57
Campus safety	3.51	3.58
Quality of research space	3.36	3.43
Benefits for tuition waivers, remission, or exchange	3.25	3.48
Salary	3.16	3.13

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

- Engineering and Technology (81%) and non-Engineering and Technology (79%) faculty do not significantly differ in their "satisfied" and "very satisfied" ratings of overall job satisfaction.
- The majority of Engineering and Technology faculty respondents are "satisfied" or "very satisfied" with their overall autonomy and independence (85%) as well as flexibility in work/life balance (83%).

JOB SATISFACTION: Department/School/Campus Level Items

	ENGT Faculty	Non-ENGT Faculty
Opportunity to provide input to your department	4.03	3.84
Communication from your department	3.99	3.78
School administration overall**	3.92	3.58
Communication from School administration***	3.90	3.49
Campus administration overall**	3.84	3.59
Opportunity to provide input to School administration***	3.84	3.44
Level of collaboration with colleagues	3.79	3.71
Competence of colleagues	3.76	3.95
Campus Strategic Plan**	3.75	3.50
Diversity of colleagues*	3.74	3.49
Communication from Campus administration*	3.71	3.50
IU administration overall	3.53	3.34
Opportunity to provide input to Campus administration**	3.52	3.25
Quality of undergraduate students	3.51	3.57
Quality of graduate students*	3.42	3.67

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

- Engineering and Technology faculty are significantly more satisfied with opportunity to provide input to School administration (65% vs. 52%), communication from School administration (72% vs. 56%) and School administration overall (77% vs. 62%), compared to non-Engineering and Technology faculty.

JOB SATISFACTION: Mentoring & Faculty Development

	ENGT Faculty	Non-ENGT Faculty
Faculty development opportunities concerning teaching	3.66	3.60
Faculty development opportunities concerning Student Affairs	3.40	3.28
Faculty development opportunities concerning community engagement	3.40	3.43
Mentoring opportunities for faculty	3.39	3.34
Faculty development opportunities concerning research	3.35	3.35
Effectiveness of mentoring within department	3.25	3.22
Effectiveness of mentoring outside department	3.17	3.17
Faculty development opportunities concerning being effective mentors for other faculty members	3.10	3.18

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

- Within Engineering and Technology, 61% of respondents say that they are "satisfied" or "very satisfied" with faculty development opportunities concerning teaching.
- Over one-fourth of Engineering and Technology respondents (27%) say that they are "unsatisfied" or "very unsatisfied" with effectiveness of mentoring within their department.

JOB SATISFACTION: Resources & Support Available on Campus

	ENGT Faculty	Non-ENGT Faculty
Clerical and administrative support***	4.09	3.66
Support available for using Canvas	4.00	3.83
Overall services provided by campus libraries to meet my teaching needs	3.95	3.99
Support for using technology to enhance learning	3.93	3.78
Access to research journals provided by campus libraries	3.91	3.99
Overall services provided by campus libraries to meet my research needs	3.88	3.96
Support for incorporating active learning strategies	3.86	3.79
Support for effective course design (traditional, hybrid, online courses)	3.85	3.76
Support for meeting the needs of diverse students*	3.76	3.54
Support for designing effective assignments	3.75	3.62
Resources available in Student Affairs	3.68	3.64
Support for incorporating high impact practices (e.g., service learning, undergraduate research, internships)	3.65	3.64
Support for infusing diversity into the curriculum	3.55	3.44
Resources available for research	3.51	3.62

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

- Engineering and Technology faculty (77%) are significantly more likely to respond "satisfied" or "very satisfied" than non-Engineering and Technology faculty (65%) in regards to clerical and administrative support.
- For all survey items related to resources and support on campus, at least 50% of Engineering and Technology respondents say that they are "satisfied" or "very satisfied."
- Over three-fourths (77%) of Engineering and Technology faculty respond that they are "satisfied" or "very satisfied" with support available for using Canvas.

JOB SATISFACTION: Opportunities & Rewards

	ENGT Faculty	Non-ENGT Faculty
Opportunities for teaching	3.98	3.95
Opportunities for community engagement*	3.72	3.91
Opportunities for research	3.59	3.64
Rewards and recognition for research	3.38	3.36
Rewards and recognition for community engagement	3.19	3.27
Rewards and recognition for professional service	3.13	3.18
Rewards and recognition for service to the institution	3.11	3.20
Rewards and recognition for teaching	3.07	3.21

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

- Engineering and Technology faculty are largely "satisfied" or "very satisfied" (79%) with opportunities for teaching.

JOB SATISFACTION: Promotion or Tenure

	ENGT Faculty	Non-ENGT Faculty
Pre-tenure or promotion workshops	3.85	3.75
Assistance in preparing for promotion or tenure	3.48	3.39
Clarity of whether I will achieve tenure or promotion	3.38	3.38
Clarity of promotion or tenure procedures	3.31	3.33
Effectiveness of promotion or tenure process	3.23	3.35
Clarity of promotion or tenure standards	3.16	3.28

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

- Engineering and Technology and non-Engineering and Technology faculty do not meaningfully differ on job satisfaction items related to promotion or tenure.
- Well over one-fourth of Engineering and Technology respondents (38%) say that they are "unsatisfied" or "very unsatisfied" with clarity of promotion or tenure standards, and 31% with clarity of promotion or tenure procedures.

Assistant Professors, 0-3 years at IUPUI

There are only 5 Engineering & Technology faculty participants who are tenured/tenure-track assistant professors who have been at IUPUI for less than 3 years thus no reliable analyses could be completed.

Assistant Professors, 3 years or more at IUPUI

There are only 6 Engineering & Technology faculty participants who are tenured/tenure-track assistant professors who have been at IUPUI for less than 3 years thus no reliable analyses could be completed.
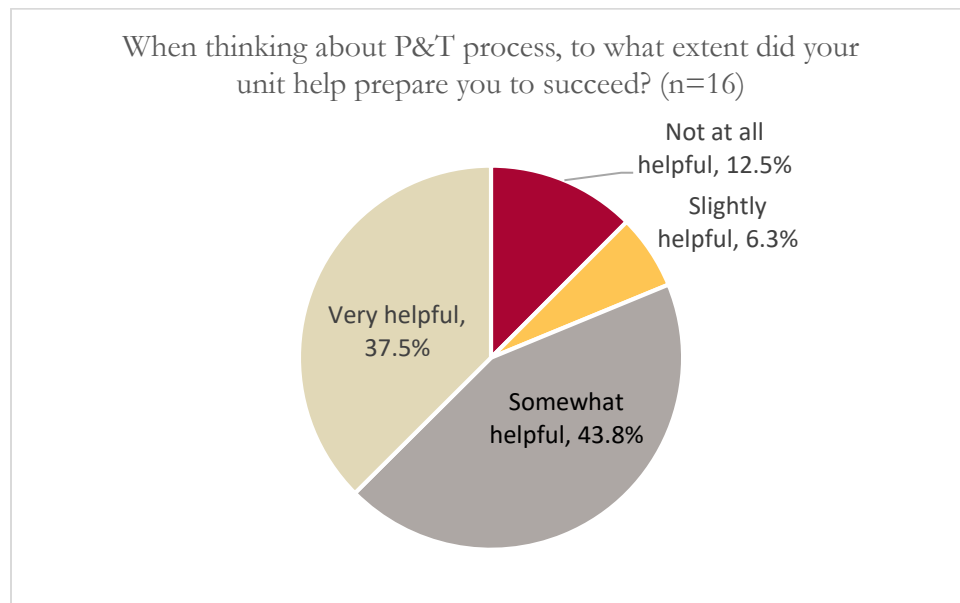
Tenured/Tenure-Track Associate Professors

There are 19 participants from Engineering & Technology who are tenured/tenure-track associate professors. While analyses were completed, N's are displayed along with percentages to give a more accurate picture.

- 84.2% (n=16/19) of tenured/tenure-track associate professor respondents indicated that they had gone through the P&T process at IUPUI. The following question was asked of those who did:

When thinking about P&T process, to what extent did your unit help prepare you to succeed? (n=16)

Not at all helpful, 12.5%
Slightly helpful, 6.3%
Very helpful, 37.5%
Somewhat helpful, 43.8%

- All tenured/tenure-track associate professors were asked

Do you anticipate going up for full? (n=19)
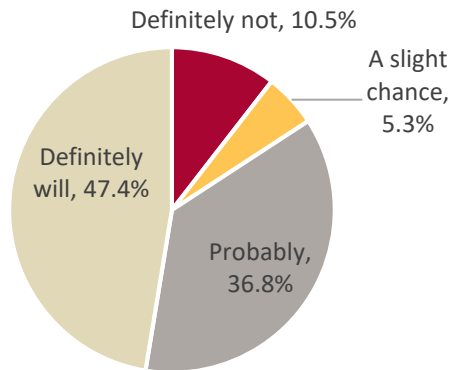
Confidence going up for Full (n=19)

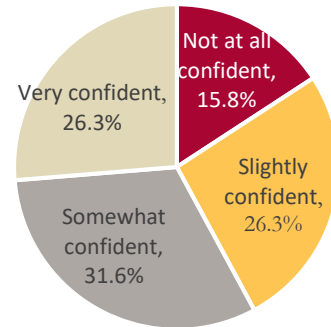- More than three-quarters of tenured/tenure-track associate faculty (16/19, 84%) participants respond "Definitely will" or "Probably" when asked if they anticipate going up for full professor.
- More than half (11/19, 58%) of tenured/tenure-track associate faculty feel "somewhat" or "very confident" in going up for full.
- Tenured/tenure-track associate professors who indicate anything other than that they "Definitely will" go up for full were asked what reasons might potentially keep them from submitting their dossier.
    - The most common reason listed (4/10, 40%) was a lack of time/support for research.
- There are no significant differences between Engineering and Technology and non-Engineering and Technology faculty with regard to their likelihood and confidence in going up for full professor.

Stalling After Tenure

- When asked if their unit helps create an environment where "stalling" after tenure does not occur, (11/19, 58%) respond "No." There are no significant differences between Engineering and Technology and non-Engineering and Technology respondents.

Part-time/Associate Professors

Is working part-time at IUPUI primary form of employment (n=35)

No, 57.1%

Yes, 42.9%
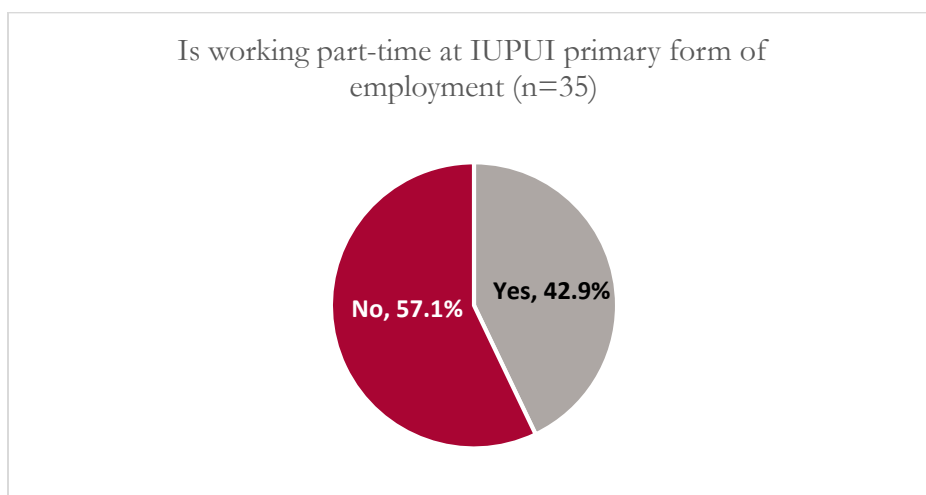
Satisfaction with aspects of part-time/associate teaching at IUPUI

	Very unsatisfied	Unsatisfied	Neither unsatisfied nor satisfied	Satisfied	Very satisfied	Mean
Support available for using Canvas	2.6%	2.6%	15.4%	46.2%	33.3%	4.05
Support available for handing student issues or concerns	2.6%	7.7%	20.5%	41.0%	28.2%	3.85
Support available for incorporating active learning strategies	2.6%	5.3%	23.7%	44.7%	23.7%	3.82
Support available for syllabus creation	0.0%	10.3%	23.1%	41.0%	25.6%	3.82
Support available for teaching techniques	2.6%	10.3%	15.4%	51.3%	20.5%	3.77
Onboarding with respect to campus policies (e.g., grading, calendar, Title IX)	2.6%	2.6%	28.2%	48.7%	17.9%	3.77
Onboarding with respect to available teaching resources	0.0%	7.7%	33.3%	46.2%	12.8%	3.64
Connections with others in your unit/department	5.1%	20.5%	33.3%	23.1%	17.9%	3.28

Connections with Student Affairs units/departments	5.3%	13.2%	52.6%	21.1%	7.9%	3.13

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

Pursuing Other Positions

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

- Just over one-quarter of Engineering and Technology faculty participants (27%) say they have taken active steps in the past three years to pursue an outside position. Of those who have taken steps:
  - 93% have actively sought an outside job offer
  - 97% have been selected as a finalist for an outside position
  - 69% have received an official job offer
  - 35% 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.

	ENGT Faculty	Non-ENGT Faculty
Improved salary	3.78	3.88
Advancement in position level and job scope	3.50	3.73
Geographic location of new opportunity	3.40	3.40
Improved benefits	3.32	3.28
Improved work load/life balance	2.97	3.04
Improved department climate	2.84	3.02
Improved interpersonal work environment	2.83	2.99
Recipient of competitive recruitment from another institution	2.79	2.96
Improved support from immediate supervisor	2.75	2.91
Improved relationships with colleagues	2.70	2.88
Improved campus climate	2.68	2.82
Opportunity to work at institution with different priorities	2.65	2.86
Improved physical work environment	2.39	2.49
Dual career/partner accommodation	2.09	2.15
Opportunity to pursue a non-academic job	2.01	1.94

1 = Not important at all; 2 = Somewhat important; 3 = Moderately important; 4 = Very important; 5 = Extremely important

- Among Engineering and Technology faculty respondents, improved salary (67%) and advancement in position level and job scope (55%) are most likely to be either "very" or "extremely important" in their hypothetical decision to leave IUPUI.

Career Goals/Work at IUPUI

	ENGT Faculty	Non-ENGT Faculty
What I do at work is valuable and worthwhile	4.35	4.37
There are people at IUPUI who appreciate me as a person	4.20	4.20
My career has a clear sense of purpose	4.08	4.16
I believe that I can succeed at IUPUI	4.08	3.96
I feel good about my work most of the time	4.03	4.03
I feel supported and valued at IUPUI*	3.96	3.75
My career is going well	3.89	3.89
I am achieving most of my professional goals	3.86	3.80
I feel a sense of belonging in my department or workgroup	3.85	3.74
In most activities I do at IUPUI, I feel energized	3.84	3.66
I am optimistic about my future with IUPUI	3.79	3.62

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

- A large majority of respondents "agree" or "strongly agree" that what they do at work is valuable and worthwhile (93%), and that there are people at IUPUI who appreciate them as a person (87%).

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)?	ENGT Faculty	Non-ENGT Faculty
Required students to work together over the course of a semester on a project or assignment	68.5%	62.2%
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)	52.3%	61.4%
Mentor an undergraduate student on a research project	45.2%	36.7%
Require an undergraduate research project as part of your course	40.6%	40.4%
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	39.6%	35.1%
Advise a student organization or group	35.1%	30.6%
Require students to work on a project or experience in partnership with the community	26.1%	37.0%
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)	25.2%	27.4%
Require students to engage with community or campus members from other cultures	24.3%	32.0%
Include global learning activities in the classroom, campus, or community as a part of your course	23.4%	26.1%
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	22.5%	32.7%
Require students to participate in a community-based project with service (service learning) as part of a course	17.1%	26.2%
Teach a course that addresses themes of diversity, equity, and inclusion	16.7%	41.0%
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	14.7%	18.6%
Include a study abroad/international travel experience as part of a course	11.7%	9.1%

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

- Engineering and Technology faculty are less likely compared to non-Engineering and Technology respondents to teach a course that addresses themes of diversity, equity, and inclusion (17% vs. 41%).

Encouraging High Impact Practices in Students

In a typical course, how much do you encourage students to... (almost every class or every class)	ENGT Faculty	Non-ENGT Faculty
...work with other students on course projects or assignments?	50.9%	56.1%
...ask other students for help understanding course material?	44.7%	49.9%
...engage in discussions with people who are different from them?	37.8%	52.2%
...connect their learning to societal problems or issues?	31.3%	62.6%
...consider diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions, materials, or assignments?	25.9%	61.2%

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

- Non-Engineering and Technology faculty are more likely to encourage students to consider diverse perspectives (61% vs. 26%) and connect their learning to societal problems (63% vs. 31%) almost every class or every class when compared to Engineering and Technology faculty.

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):	ENGT Faculty	Non-ENGT Faculty
Discussions - instructor engages students in discussions about the course content	59.6%	74.7%
Interactive Lecture - instructor presents course content with periodic planned opportunities for student interaction with the content	59.1%	69.4%
Case study, project, and problem-based learning - students work on assignments that involve analysis and reflection on complex problems or cases	45.8%	44.8%
Collaborative learning and group activities - students work in pairs or small groups to discuss course concepts, develop and integrate concepts, and/or complete assignments	45.4%	48.8%
Demonstrations and simulations of course content - instructor shows students how a process works within a particular discipline	45.4%	38.9%
Lectures - instructor presents course content to the students with limited student participation	30.9%	31.2%

- Non-Engineering and Technology faculty are more likely to use discussions (75% vs. 60%) and interactive lectures (69% vs. 59%) compared to Engineering and Technology faculty.

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	1.9%	2.9%	23.8%	45.7%	25.7%	3.90
Space that allows for robust sharing of visual data by making it easily available, visible, and/or readable by all students	4.7%	9.4%	28.3%	34.0%	23.6%	3.62
Instructors and learners able to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices	6.7%	11.4%	24.8%	28.6%	28.6%	3.61
Space that allows easy movements of all students within the space to support communication and to facilitate interaction	4.7%	11.3%	26.4%	34.0%	23.6%	3.60
Abundant writable surfaces to facilitate interaction for students and groups (e.g., whiteboards)	7.5%	9.4%	24.5%	39.6%	18.9%	3.53
Furniture with adequate work surface to accommodate several devices and materials that students might bring	9.5%	10.5%	25.7%	32.4%	21.9%	3.47
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)	5.7%	9.4%	33.0%	36.8%	15.1%	3.46
Spaces in which all students have access to electrical power to support the wide variety of technologies used in learning activities	8.5%	14.2%	29.2%	23.6%	24.5%	3.42
Furniture that is easily movable and configurable to support a range of learning activities	13.2%	17.0%	25.5%	22.6%	21.7%	3.23
Able to record presentations, group interactions, or conversations with local and remote students and make these artifacts available asynchronously	19.8%	20.8%	31.1%	20.8%	7.5%	2.75

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
Participated in a professional capacity on a board or committee of a local business or civic/ social service agency	30.6%	14.8%	18.5%	14.8%	21.3%	2.81
Provided professional services to a community group, local business, or government agency for free or reduced rate	40.2%	10.3%	28.0%	10.3%	11.2%	2.42
Given talks to local community organizations	31.8%	22.4%	33.6%	8.4%	3.7%	2.30
Engaged in a collaborative research project with a community partner	49.5%	15.9%	16.8%	11.2%	6.5%	2.09
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)	39.8%	29.6%	22.2%	3.7%	4.6%	2.04

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

Results of Community Engaged Research

Please indicate how often the following happens regarding your community-engaged research:	Never	Seldom	Sometimes	Often	Almost always	Mean
Community-engaged research resulted in community impact	17.3%	17.3%	30.8%	25.0%	9.6%	2.92
Your community involvement lead to co-creation of knowledge	17.3%	15.4%	32.7%	28.8%	5.8%	2.90
Your community involvement enhanced the rigor of this research	18.9%	15.1%	34.0%	24.5%	7.5%	2.87
Partners help identify the research questions	17.3%	23.1%	25.0%	25.0%	9.6%	2.87
Community-engaged research resulted in measurable outcomes and deliverables	16.7%	20.4%	33.3%	22.2%	7.4%	2.83
Partners help determine how findings are disseminated	17.6%	23.5%	25.5%	27.5%	5.9%	2.80
Partners help interpret results, conclusions, or recommendations	17.6%	19.6%	35.3%	23.5%	3.9%	2.76
Community engaged research was supported by external grants and/or sponsored programs	20.4%	18.5%	38.9%	18.5%	3.7%	2.67
Presented your community engaged research in an academic setting	25.9%	20.4%	27.8%	18.5%	7.4%	2.61
Partners help with research design or methodology	17.3%	36.5%	21.2%	21.2%	3.8%	2.58
Presented your community engaged research in a community setting	25.9%	24.1%	25.9%	18.5%	5.6%	2.54
Published your community engaged research in a peer-reviewed journal	31.5%	22.2%	27.8%	13.0%	5.6%	2.39

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