IUPUI
2018 Faculty Survey

Overview of Findings- Purdue School of Science at IUPUI

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Institutional Research and Decision Support
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Executive Summary/Potential Action Items

Reasons for Accepting Position at IUPUI by School

- Among School of Science faculty, the most often "very important" or "extremely important" listed reasons for accepting appointment at IUPUI include support for research/creative work (69%), climate/supportive atmosphere (70%), and competence of colleagues (73%).

Satisfaction with Department/School by Gender

- Male faculty respondents in School of Science report higher satisfaction in regards to collaboration with colleagues (73% vs. 54%), and the opportunity to provide input to school administration (60% vs. 33%) compared to female faculty participants.

Satisfaction with Faculty Development and Mentoring by School and Gender

- Within School of Science, 60% of respondents say that they are "satisfied" or "very satisfied" with faculty development opportunities concerning teaching, and 62% say that they are "satisfied" or "very satisfied" with mentoring opportunities for faculty.
- Male faculty members (53%) are much more likely to report being "satisfied" or "very satisfied" concerning effectiveness of mentoring within their department compared to female faculty participants (37%).

Satisfaction with Resources and Support by School and Gender

- School of Science faculty are significantly less likely to be "satisfied" or "very satisfied" with overall services provided by campus libraries for research needs (62% vs.74%) and teaching needs (59% vs. 76%), and support available for using Canvas (55% vs. 72%).

High Impact Practices by School

- School of Science faculty are more likely to have mentored an undergraduate student on a research project (59% vs. 35%), while they are less likely to require students to engage with community or campus members from other cultures (9% vs. 34%), compared to non-School of Science faculty.

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 School of Science.

RESPONDENT CHARACTERISTICS:

	SOS Respondents	SOS Invited	All Respondents	All Invited
Female	32.8%	34.5%	54.1%	52.6%
Male	67.2%	65.5%	45.9%	47.4%
White	76.3%	73.2%	78.5%	77.4%
Asian	19.1%	21.5%	10.0%	10.1%
Black/African-American	1.5%	2.7%	6.5%	8.1%
Two or more races	1.5%	1.5%	2.6%	2.4%
Hispanic/Latinx	1.5%	1.1%	2.3%	1.8%
Full-time tenured/tenure-track	60.3%	49.4%	40.7%	30.7%
Full-time non-tenure-track	29.0%	28.7%	31.8%	26.4%
Part-time/associate	10.7%	21.8%	27.5%	42.9%
N	**131**	**261**	**1170**	**2380**
Response Rate	**50.2%**		**49.2%**	**--**

- School of Science participants' demographic characteristics show a higher percentage of female, Asian, and full-time tenured/tenure-track respondents compared to IUPUI faculty participants as a whole.
- Full-time faculty, particularly those who are tenured or on tenure-track were more likely to respond than part-time faculty.
- Respondents were asked how long they had worked at IUPUI. Within the School of Science, 65% have been with the University for 10 or more years.

Reasons for accepting appointment at IUPUI

	Science Faculty	Non-Science Faculty
Support for research/creative work	3.76	3.56
Climate/supportive atmosphere*	3.73	3.99
Competence of colleagues	3.70	3.83
Feelings that I "fit" here	3.61	3.68
Support for teaching**	3.53	3.89
Research quality	3.50	3.27
Institutional need for my area of expertise**	3.43	3.73
Opportunities to collaborate with colleagues	3.40	3.56
Salary	3.38	3.56
Quality of leadership***	3.34	3.80
Quality of labs/equipment***	3.34	2.72
Support for professional development***	3.25	3.68
Department/program reputation***	3.06	3.56
Presence of others like me	3.06	3.16
Cost of living	2.94	2.88
Location of campus	2.91	3.10
Quality of students***	2.75	3.16
Diversity of colleagues***	2.65	3.26
IUPUI's reputation***	2.65	3.09
Diversity of students***	2.57	3.10
Health science focus	2.56	2.36
Availability of mentors***	2.55	3.08
Opportunities for community engagement***	2.30	3.08
Dual career spousal/partner hire program	1.65	1.62

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

- Among School of Science faculty, the most often “very important” or “extremely important” listed reasons for accepting appointment at IUPUI include support for research/creative work (69%), climate/supportive atmosphere (70%), and competence of colleagues (73%).
- School of Science faculty (53% vs. 33%) are significantly more likely to rate quality of labs/equipment as “very” or “extremely important” compared to non-School of Science faculty. In contrast, non-School of Science faculty are more likely to rate diversity of colleagues (45% vs. 28%) and opportunities for community engagement (40% vs. 20%) as more important compared to School of Science faculty.
- Research quality is more likely to be rated as very/extremely important by male faculty (70%) compared to female faculty (44%) in the School of Science.

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

	Science Faculty	Non-Science Faculty
Yes, definitely	41.7%	59.1%
Probably	37.8%	30.5%
Probably not	18.1%	8.1%
No, definitely not	2.4%	2.3%

- Non-School of Science faculty are more likely to respond "Yes, definitely" when asked if they would choose IUPUI if they had to start again compared to School of Science faculty.
    - Full-time non-tenure track (51%) and part-time/associate faculty (57%) respondents are more likely to respond "Yes, definitely" compared to tenured/tenure-track faculty (34%).
- 80% of School of Science faculty respond that they would "probably" or "Yes, definitely" return to IUPUI if they had to start again.

Job Satisfaction

JOB SATISFACTION – Overall Items

	Science Faculty	Non-Science Faculty
Health benefits	4.15	4.01
Flexibility in work/life balance	4.15	4.15
Overall autonomy and independence	4.13	4.25
Overall benefits	3.81	3.81
Overall job satisfaction	3.78	3.95
Teaching Load	3.57	3.73
Service Load (committees, etc.)	3.56	3.57
Benefits for tuition waivers, remission, or exchange	3.55	3.44
Quality of teaching space**	3.41	3.71
Campus safety*	3.37	3.59
Quality of research space	3.29	3.44
Quality of office space*	3.27	3.54
Salary*	2.89	3.16

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

- School of Science faculty and non-School of Science faculty do not significantly differ in their overall job satisfaction.

- School of Science faculty (59%) are less likely to report being satisfied/very satisfied with the quality of teaching space compared to non-Science faculty participants (69%).

JOB SATISFACTION: Department/School/Campus Level Items

	Science Faculty	Non-Science Faculty
Competence of colleagues	4.00	3.92
Level of collaboration with colleagues	3.73	3.72
Opportunity to provide input to your department	3.67	3.89
Communication from your department	3.63	3.82
Diversity of colleagues	3.49	3.52
Communication from School administration	3.46	3.54
School administration overall	3.44	3.63
Opportunity to provide input to School administration	3.39	3.50
Quality of graduate students**	3.36	3.69
Communication from Campus administration**	3.29	3.56
Quality of undergraduate students***	3.24	3.61
Campus administration overall***	3.23	3.66
Campus Strategic Plan***	3.16	3.58
Opportunity to provide input to Campus administration**	3.03	3.31
IU administration overall***	2.90	3.42

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

- Within School of Science, 76% of faculty were “satisfied” or “very satisfied” with competence of their colleagues.
- School of Science faculty are significantly less likely to respond that they are “satisfied” or “very satisfied” with campus administration overall (48% vs. 63%), opportunity to provide input to campus administration (38% vs. 42%), and communication from campus administration (41% vs. 56%) compared to non-School of Science faculty.
- Male faculty respondents in School of Science report higher satisfaction in regards to collaboration with colleagues (73% vs. 54%), and the opportunity to provide input to school administration (60% vs. 33%) compared to female faculty participants.

JOB SATISFACTION: Mentoring & Faculty Development

	Science Faculty	Non-Science Faculty
Faculty development opportunities concerning teaching	3.67	3.60
Mentoring opportunities for faculty*	3.55	3.32
Faculty development opportunities concerning research	3.44	3.34
Faculty development opportunities concerning community engagement	3.39	3.43
Faculty development opportunities concerning being effective mentors for other faculty members*	3.38	3.14
Effectiveness of mentoring outside department*	3.38	3.14
Faculty development opportunities concerning Student Affairs	3.31	3.30
Effectiveness of mentoring within department	3.28	3.21

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

- Within School of Science, 60% of respondents say that they are “satisfied” or “very satisfied” with faculty development opportunities concerning teaching, and 62% say that they are “satisfied” or “very satisfied” with mentoring opportunities for faculty.
- School of Science faculty are significantly more satisfied with mentoring opportunities for faculty (62% vs 48%) as well as faculty development opportunities concerning being effective mentors for other faculty members (46% vs 34%) compared to non-School of Science faculty.
- Male faculty members (53%) are much more likely to report being “satisfied” or “very satisfied” concerning effectiveness of mentoring within their department compared to female faculty participants (37%).

JOB SATISFACTION: Resources & Support Available on Campus

	Science Faculty	Non-Science Faculty
Overall services provided by campus libraries to meet my teaching needs* **	3.64	4.03
Resources available in Student Affairs	3.62	3.65
Support for using technology to enhance learning*	3.61	3.82
Clerical and administrative support	3.60	3.72
Overall services provided by campus libraries to meet my research needs* **	3.59	4.00
Support for incorporating active learning strategies**	3.59	3.82
Support for effective course design (traditional, hybrid, online courses)**	3.56	3.79
Support for incorporating high impact practices (e.g., service learning, undergraduate research, internships)	3.56	3.65
Resources available for research	3.52	3.61
Support for meeting the needs of diverse students	3.51	3.57
Support available for using Canvas* **	3.50	3.89
Support for designing effective assignments*	3.46	3.65
Support for infusing diversity into the curriculum	3.42	3.46
Access to research journals provided by campus libraries* **	3.35	4.06

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

- Over one-fourth (27%) of School of Science faculty respond that they are “unsatisfied” or “very unsatisfied” with access to research journals.
- School of Science faculty are significantly less likely to be “satisfied” or “very satisfied” with overall services provided by campus libraries for research needs (62% vs.74%) and teaching needs (59% vs. 76%), and support available for using Canvas (55% vs. 72%).

JOB SATISFACTION: Opportunities & Rewards

	Science Faculty	Non-Science Faculty
Opportunities for teaching	3.90	3.97
Opportunities for research**	3.85	3.61
Opportunities for community engagement	3.80	3.90
Rewards and recognition for professional service	3.24	3.16
Rewards and recognition for community engagement	3.24	3.26
Rewards and recognition for teaching	3.24	3.19
Rewards and recognition for service to the institution	3.19	3.19

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

- Science faculty participants (70%) are significantly more likely to be satisfied/very satisfied with opportunities for research compared to non-science faculty respondents (59%).
- School of Science faculty are largely satisfied/very satisfied (77%) with opportunities for teaching.
- Male faculty participants (45%) in the School of Science respond feeling "satisfied" or "very satisfied" more often than female faculty (18%) in regards to rewards and recognition for service to the institution.

JOB SATISFACTION: Promotion or Tenure

	Science Faculty	Non-Science Faculty
Pre-tenure or promotion workshops	3.71	3.76
Assistance in preparing for promotion or tenure	3.43	3.40
Clarity of whether I will achieve tenure or promotion	3.42	3.37
Effectiveness of promotion or tenure process	3.31	3.34
Clarity of promotion or tenure procedures	3.31	3.33
Clarity of promotion or tenure standards	3.24	3.27

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

- School of Science and non-School of Science faculty do not meaningfully differ on job satisfaction items related to promotion or tenure.
- Although the N is low for female faculty, among tenured/tenure-track faculty males (68%) are significantly more likely to be satisfied with the clarity of promotion or tenure standards compared to their female peers (7/16, 44%).

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

There are only 6 School of Science 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.

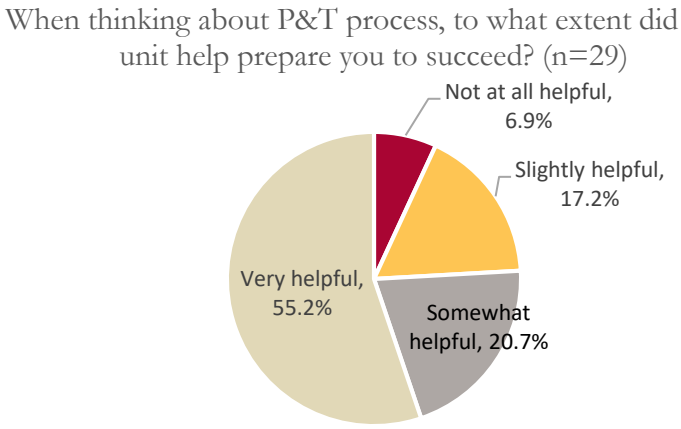
Tenured/Tenure-Track Assistant Professors, 3 years or more at IUPUI

There are only 7 School of Science faculty participants who are tenured/tenure-track assistant professors who have been at IUPUI for 3 years or more thus no analyses could be completed.

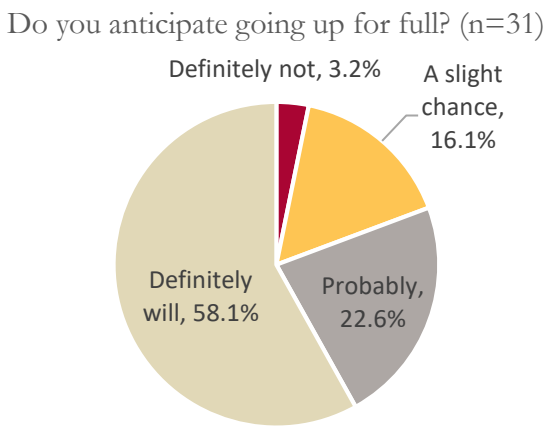
Tenured/Tenure-Track Associate Professors

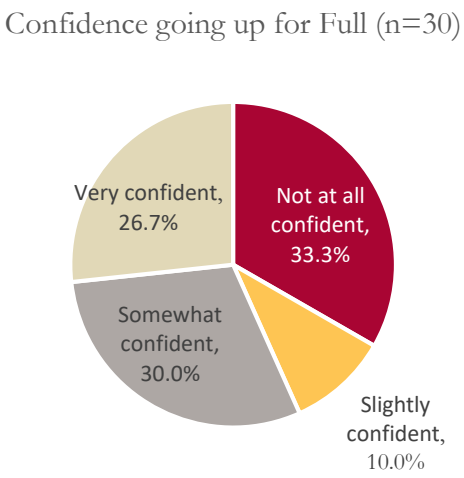
There are 30 participants from Liberal Arts who are tenured/tenure-track associate professors. While analyses were completed, N's are displayed along with percentages to give a more accurate picture.

- 97% (n=29/30) of associate professor respondents indicated that they had gone through the P&T process at IUPUI. The following question was asked of those who did:



- All tenured/tenure-track associate professors were asked





- More than three-quarters of tenured/tenure-track associate faculty (81%) participants respond that they "definitely will" or "probably" when asked if they anticipate going up for full professor.
- More than half (57%) of tenured/tenure-track associate faculty feel "somewhat" or "very confident" in going up for full.
- Tenured/tenure-track associate professors who indicated 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 reasons listed include not an incentive for going up (5/10), lack of time/support for my research (5/10), and not feeling confident in the outcome (6/10).
- There are not significant differences between School of Science faculty and non-School of Science 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, nearly two-thirds of associate professor respondents (20/31, 65%) respond "No". There were no significant differences between School of Science and non-School of Science respondents.

Part-time/Associate Professors

- Five of twelve part-time/associate faculty respondents report that teaching part-time at IUPUI is their primary form of employment.

Satisfaction with aspects of part-time/adjunct 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%	38.5%	46.2%	15.4%	3.77
Support available for using Canvas	0.0%	7.7%	30.8%	53.8%	7.7%	3.62
Support available for teaching techniques	0.0%	0.0%	46.2%	38.5%	15.4%	3.69
Support available for syllabus creation	0.0%	7.7%	38.5%	38.5%	15.4%	3.62
Support available for incorporating active learning strategies	0.0%	7.7%	38.5%	46.2%	7.7%	3.54
Connections with others in your unit/department	15.4%	7.7%	15.4%	46.2%	15.4%	3.38
Onboarding with respect to campus policies (e.g., grading, calendar, Title IX)	0.0%	15.4%	46.2%	30.8%	7.7%	3.31
Onboarding with respect to available teaching resources	0.0%	23.1%	46.2%	30.8%	0.0%	3.08
Connections with Student Affairs units/departments	15.4%	7.7%	46.2%	23.1%	7.7%	3.00

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

- There are not any significant differences between School of Science and non-School of Science faculty in responses to the above items.

Pursuing Other Positions

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

- Similar to non-School of Science faculty, just under a third of faculty participants (32%) say they have taken active steps in the past three years to pursue an outside position. Of those who have taken steps:
  - 92% have actively sought an outside job offer
  - 70% have been selected as a finalist for an outside position
  - 43% 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.

	Science Faculty	Non-Science Faculty
Improved salary	3.98	3.85
Advancement in position level and job scope	3.83	3.68
Geographic location of new opportunity	3.31	3.41
Improved benefits	3.25	3.29
Recipient of competitive recruitment from another institution*	3.18	2.91
Improved department climate	3.05	3.00
Improved campus climate	2.93	2.79
Opportunity to work at institution with different priorities	2.92	2.83
Improved relationships with colleagues	2.88	2.85
Improved interpersonal work environment	2.84	2.99
Improved support from immediate supervisor	2.82	2.90
Improved work load/life balance	2.81	3.06
Improved physical work environment	2.57	2.47
Dual career/partner accommodation	2.07	2.15
Opportunity to pursue a non-academic job**	1.69	1.98

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

- Among School of Science faculty respondents, improved salary (74%) and advancement in position level and job scope (73%) are most likely to be either “very” or “extremely important” in their hypothetical decision to leave IUPUI.

- School of Science faculty (48%) are more likely than non-School of Science faculty (15%) to rate competitive recruitment from another institution as a very or extremely important reason to hypothetically leave IUPUI.

Career Goals/Work at IUPUI

	Science Faculty	Non-Science Faculty
What I do at work is valuable and worthwhile*	4.25	4.38
My career has a clear sense of purpose	4.04	4.16
There are people at IUPUI who appreciate me as a person**	3.98	4.23
I feel good about my work most of the time*	3.86	4.05
I believe that I can succeed at IUPUI	3.83	3.99
My career is going well*	3.70	3.92
I feel a sense of belonging in my department or workgroup	3.58	3.77
I am achieving most of my professional goals**	3.56	3.84
In most activities I do at IUPUI, I feel energized	3.55	3.70
I feel supported and valued at IUPUI**	3.50	3.80
I am optimistic about my future with IUPUI*	3.45	3.66

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

- Among School of Science participants, the large majority (86%) “agree” or “strongly agree” that what they do at work is valuable and worthwhile.
- School of Science faculty are significantly less likely to “agree” or “strongly agree” that they are achieving their professional goals (59% vs. 72%), and that they feel supported and valued at IUPUI (53% vs. 70%) compared to non-School of Science faculty.
- Male faculty (64%) respondents in the School of Science are more likely to “agree” or “strongly agree” that they are achieving their professional goals than female faculty (49%).

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)?	Science Faculty	Non-Science Faculty
Mentor an undergraduate student on a research project	59.3%	34.8%
Required students to work together over the course of a semester on a project or assignment	54.3%	64.1%
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	50.5%	33.3%
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)	42.7%	62.8%
Require an undergraduate research project as part of your course	35.7%	41.2%
Advise a student organization or group	24.6%	31.9%
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	19.7%	33.1%
Require students to work on a project or experience in partnership with the community	19.0%	38.0%
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	17.0%	18.3%
Require students to participate in a community-based project with service (service learning) as part of a course	12.8%	26.9%
Teach a course that addresses themes of diversity, equity, and inclusion	12.8%	41.8%
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)	10.3%	29.4%
Require students to engage with community or campus members from other cultures	8.7%	34.1%
Include global learning activities in the classroom, campus, or community as a part of your course	8.7%	28.1%
Include a study abroad/international travel experience as part of a course	1.7%	10.4%

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

- School of Science faculty are more likely to have mentored an undergraduate student on a research project (59% vs. 35%), while they are less likely to require students to engage with community or campus members from other cultures (9% vs. 34%), compared to non-School of Science faculty.

Encouraging High Impact Practices in a Typical Course

In a typical course, how much do you encourage students to... (almost every class or every class)	Science Faculty	Non-Science Faculty
...ask other students for help understanding course material?	46.7%	49.6%
...work with other students on course projects or assignments?	42.0%	57.3%
...connect their learning to societal problems or issues?	35.0%	62.5%
...consider diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions, materials, or assignments?	26.7%	61.3%
...engage in discussions with people who are different from them?	23.5%	54.2%

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

- School of Science faculty are less likely to encourage students to engage in discussions with people who are different from them (24% vs. 84%), consider diverse perspectives in course discussions, materials, or assignments (27% vs. 61%), and connect their learning to societal problems (35% vs. 63%) almost every class or every class when compared to non-School of Science faculty.
- Male faculty are less likely to use encourage the high impact practices “almost every class” and “every class” of engaging in discussions with people different from them (15% vs. 41%), asking fellow students for help (39% vs. 63%), and connecting learning to societal problems (30% vs. 45%) compared to female 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):	Science Faculty	Non-Science Faculty
Interactive Lecture - instructor presents course content with periodic planned opportunities for student interaction with the content	68.6%	68.3%
Discussions - instructor engages students in discussions about the course content	55.9%	75.4%
Lectures - instructor presents course content to the students with limited student participation	49.1%	28.9%
Collaborative learning and group activities - students work in pairs or small groups to discuss course concepts, develop and integrate concepts, and/or complete assignments	36.8%	50.0%
Demonstrations and simulations of course content - instructor shows students how a process works within a particular discipline	34.2%	40.3%
Case study, project, and problem-based learning - students work on assignments that involve analysis and reflection on complex problems or cases	29.1%	47.0%

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

- School of Science faculty are more likely to engage in traditional lectures "almost every class" or "every class" compared to non-School of Science faculty (49% vs. 29%).

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	5.1%	3.4%	17.9%	45.3%	28.2%	3.88
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)	6.0%	8.5%	29.9%	37.6%	17.9%	3.53
Space that allows for robust sharing of visual data by making it easily available, visible, and/or readable by all students	7.6%	13.6%	26.3%	35.6%	16.9%	3.41
Abundant writable surfaces to facilitate interaction for students and groups (e.g., whiteboards)	5.9%	16.9%	28.0%	30.5%	18.6%	3.39
Space that allows easy movements of all students within the space to support communication and to facilitate interaction	13.6%	11.0%	28.8%	33.1%	13.6%	3.22
Furniture with adequate work surface to accommodate several devices and materials that students might bring	11.0%	17.8%	28.0%	31.4%	11.9%	3.15

Instructors and learners able to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices	15.4%	14.5%	29.1%	24.8%	16.2%	3.12
Spaces in which all students have access to electrical power to support the wide variety of technologies used in learning activities	15.3%	25.4%	25.4%	22.0%	11.9%	2.90
Furniture that is easily movable and configurable to support a range of learning activities	23.7%	11.0%	32.2%	24.6%	8.5%	2.83
Able to record presentations, group interactions, or conversations with local and remote students and make these artifacts available asynchronously	35.9%	21.4%	26.5%	11.1%	5.1%	2.28

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

- Non-School of Science faculty rate having furniture that is easily movable (62% vs. 33%) and student access to electrical power (52% vs. 34%) as "very" or "extremely important" more than School of Science faculty.

Community Engagement

Over the last 3 years, how often have you done each of the following activities?	**Never**	**Seldom**	**Sometimes**	**Often**	**Very often**	Mean
Given talks to local community organizations	33.6%	25.2%	26.9%	8.4%	5.9%	2.28
Participated in a professional capacity on a board or committee of a local business or civic/ social service agency	51.3%	11.8%	16.0%	11.8%	9.2%	2.16
Provided professional services to a community group, local business, or government agency for free or reduced rate	51.3%	13.4%	16.8%	13.4%	5.0%	2.08
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)	48.7%	26.1%	18.5%	4.2%	2.5%	1.86
Engaged in a collaborative research project with a community partner	61.0%	12.7%	13.6%	5.9%	6.8%	1.85

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

- Non-School of Science (56%) faculty participants are more likely than School of Science faculty respondents (39%) to report having engaged in a collaborative research project with a community partner more than "never" in the last 3 years.

Results of Community Engaged Research

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	14.6%	14.6%	43.9%	19.5%	7.3%	2.90
Partners help interpret results, conclusions, or recommendations	17.5%	12.5%	47.5%	17.5%	5.0%	2.80
Partners help determine how findings are disseminated	17.1%	26.8%	34.1%	12.2%	9.8%	2.71
Community-engaged research resulted in measurable outcomes and deliverables	31.1%	17.8%	22.2%	17.8%	11.1%	2.60
Your community involvement enhanced the rigor of this research	34.1%	13.6%	22.7%	18.2%	11.4%	2.59
Partners help with research design or methodology	22.0%	24.4%	31.7%	17.1%	4.9%	2.59
Your community involvement lead to co-creation of knowledge	38.6%	6.8%	22.7%	22.7%	9.1%	2.57
Community-engaged research resulted in community impact	31.8%	18.2%	25.0%	15.9%	9.1%	2.52
Presented your community engaged research in an academic setting	35.6%	17.8%	26.7%	13.3%	6.7%	2.38
Presented your community engaged research in a community setting	37.8%	17.8%	24.4%	11.1%	8.9%	2.36
Community engaged research was supported by external grants and/or sponsored programs	42.2%	15.6%	15.6%	22.2%	4.4%	2.31
Published your community engaged research in a peer-reviewed journal	48.9%	11.1%	17.8%	17.8%	4.4%	2.18

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