

IUPUI
2018 Faculty Survey

Overview of Findings
Indiana University School of Nursing

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Institutional Research and Decision Support
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Table of Contents

Executive Summary/Potential Action Items	4
About the Faculty Survey	5
Reasons for accepting appointment at IUPUI.....	2
If you had to go back and start again, would you come to IUPUI?	3
Job Satisfaction	3
JOB SATISFACTION – Overall Items.....	3
JOB SATISFACTION: Department/School/Campus Level Items	4
JOB SATISFACTION: Mentoring & Faculty Development.....	5
JOB SATISFACTION: Resources & Support Available on Campus	5
JOB SATISFACTION: Opportunities & Rewards	6
JOB SATISFACTION: Promotion or Tenure	6
Assistant Professors, 0-3 years and 3 years or more at IUPUI	6
Tenured/Tenure-track Associate Professors	7
Stalling After Tenure	7
Part-time/Associate Professors	7
Pursuing Other Positions	8
Importance of Reasons to Leave IUPUI	9
Career Goals/Work at IUPUI	10
Instructional Strategies	11
High Impact Practices Completed/In Progress of in Past 3 Years.....	11
Encouraging High Impact Practices in Students	12
Instructional Strategies Employed in Class.....	12
Importance of Classroom Attributes	13
Community Engagement	14
Results of Community Engaged Research	15

Executive Summary/Potential Action Items

Reasons for Accepting Position at IUPUI by School and Position

- A large majority of Nursing faculty respond that quality of leadership (92%) and climate/supportive atmosphere (89%) are either “very” or “extremely important” in their decision to accept a job at IUPUI.
- Nursing faculty are significantly more likely to rate quality of leadership (92% vs. 65%), competence of colleagues (88% vs. 72%), support for professional development (80% vs. 61%), IUPUI’s reputation (69% vs. 35%), department/program reputation (78% vs. 54%), quality of students (62% vs. 38%) and the availability of mentors (73% vs. 38%) as “very” or “extremely important” compared to non-Nursing faculty.

Overall Job Satisfaction by School

- Nursing faculty are more likely to be satisfied/very satisfied with quality of office space (88% vs. 57%), quality of teaching space (82% vs. 67%), and service load (71% vs. 62%) compared to non-Nursing faculty.

Job Satisfaction at School/Department/Campus Level by School

- Nursing faculty respondents are significantly more likely to be satisfied with communication from School administration (73% vs 56%) and the quality of undergraduate students (87% vs 60%).

Satisfaction with Mentoring and Faculty Development by Position

- Part-time/associate faculty (16/17, 94%) report highest frequencies of “satisfied” and “very satisfied” for faculty development opportunities concerning teaching followed by full-time non-tenure-track (17/35, 77%) and tenured/tenure-track participants (9/16, 56%).

Work at IUPUI by School

- Nursing faculty respondents are more likely than non-Nursing faculty to agree that they feel supported and valued at IUPUI (80% vs. 67%).

High Impact Practices by Position

- Part-time/associate Nursing faculty (9/17, 53%) are most likely to indicate having included an internship, co-op, field experience, student teaching, or clinical placement for credit as part of course followed by full-time non-tenure-track (9/31, 29%) and tenured/tenure-track faculty (1/16, 6%).

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 IU School of Nursing (NURS).

RESPONDENT CHARACTERISTICS:

	NURS Respondents	NURS Invited	All Respondents	All Invited
<i>Female</i>	98.6%	97.8%	54.1%	52.6%
<i>Male</i>	1.4%	2.2%	45.9%	47.4%
<i>White</i>	89.2%	90.4%	78.5%	77.4%
<i>Asian</i>	6.8%	4.4%	10.0%	10.1%
<i>Black/African-American</i>	4.1%	4.4%	6.5%	8.1%
<i>Two or more races</i>	0.0%	0.7%	2.6%	2.4%
<i>Hispanic/Latinx</i>	0.0%	0.0%	2.3%	1.8%
<i>Native Hawaiian/Pacific Islander</i>	0.0%	0.0%	0.0%	0.04%
<i>American Indian/Alaska Native</i>	0.0%	0.0%	0.0%	0.2%
<i>Full-time tenured/tenure-track</i>	21.6%	22.1%	40.7%	30.7%
<i>Full-time non-tenure-track</i>	51.4%	44.9%	31.8%	26.4%
<i>Part-time/associate</i>	27.0%	33.1%	27.5%	42.9%
N	74	136	1170	2380
Response Rate	54.4%	--	49.2%	--

- School of Nursing participants' demographic characteristics show more responses from female, White, and full-time non-tenure-track respondents compared to IUPUI faculty participants as a whole.

Reasons for accepting appointment at IUPUI

	NURS Faculty	Non-NURS Faculty
Quality of leadership***	4.32	3.71
Climate/supportive atmosphere**	4.31	3.94
Competence of colleagues***	4.23	3.79
Support for teaching***	4.20	3.82
Department/program reputation***	4.16	3.45
Support for professional development***	4.15	3.60
Health science focus***	4.01	2.27
Opportunities to collaborate with colleagues**	3.96	3.51
Availability of mentors***	3.91	2.96
Support for research/creative work**	3.89	3.56
Feelings that I "fit" here	3.86	3.66
IUPUI's reputation***	3.86	2.99
Salary	3.75	3.53
Institutional need for my area of expertise	3.73	3.70
Quality of students***	3.64	3.07
Research quality*	3.59	3.28
Presence of others like me	3.38	3.14
Diversity of colleagues	3.34	3.18
Quality of labs/equipment***	3.32	2.75
Opportunities for community engagement*	3.30	2.97
Diversity of students	3.23	3.02
Location of campus**	2.64	3.11
Cost of living**	2.43	2.92
Dual career spousal/partner hire program**	1.29	1.65

*p<.05; **p<.01; ***p<.001, group compared to non-NURS faculty

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

- A large majority of Nursing faculty respond that quality of leadership (92%) and climate/supportive atmosphere (89%) are either “very” or “extremely important” in their decision to accept a job at IUPUI.
- Nursing faculty are significantly more likely to rate quality of leadership (92% vs. 65%), competence of colleagues (88% vs. 72%), support for professional development (80% vs. 61%), IUPUI’s reputation (69% vs. 35%), department/program reputation (78% vs. 54%), quality of students (62% vs. 38%) and the availability of mentors (73% vs. 38%) as “very” or “extremely important” compared to non-Nursing faculty.

- Part-time/associate (20/20, 100%) and full-time non-tenure-track (33/38, 87%) participants are more likely to rate support for teaching as a very/extremely important reason to come to IUPUI compared to tenured/tenure-track faculty participants (9/16, 56%).

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

	NURS Faculty	Non-NURS Faculty
Yes, definitely	67.1%	56.5%
Probably	26.0%	31.7%
Probably not	5.5%	9.5%
No, definitely not	1.4%	2.3%

- Nursing faculty are slightly more likely than non-Nursing to respond “Yes, definitely” when asked if they would choose IUPUI if they had to start again.

Job Satisfaction

JOB SATISFACTION – Overall Items

	NURS Faculty	Non-NURS Faculty
Overall autonomy and independence	4.29	4.23
Flexibility in work/life balance	4.26	4.14
Quality of office space***	4.23	3.46
Overall job satisfaction	4.12	3.92
Health benefits	4.06	4.02
Overall benefits	3.98	3.80
Quality of teaching space*	3.95	3.66
Teaching Load	3.90	3.70
Service Load (committees, etc.)**	3.85	3.55
Benefits for tuition waivers, remission, or exchange	3.74	3.43
Campus safety	3.63	3.56
Quality of research space	3.62	3.41
Salary	3.10	3.14

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

- Nursing faculty are more likely to be satisfied/very satisfied with quality of office space (88% vs. 57%), quality of teaching space (82% vs. 67%), and service load (71% vs. 62%) compared to non-Nursing faculty.

- Part-time/associate faculty (19/19, 100%) and full-time non-tenure-track (34/37, 92%) are satisfied/very satisfied with flexibility in work-life balance more often than tenured/tenure-track participants (10/16, 63%).

JOB SATISFACTION: Department/School/Campus Level Items

	NURS Faculty	Non-NURS Faculty
Competence of colleagues*	4.21	3.91
Communication from your department**	4.13	3.78
School administration overall***	4.13	3.58
Opportunity to provide input to your department*	4.11	3.85
Quality of graduate students**	4.06	3.63
Quality of undergraduate students***	4.05	3.53
Campus administration overall***	4.03	3.58
Level of collaboration with colleagues*	3.99	3.70
IU administration overall***	3.96	3.32
Communication from School administration***	3.93	3.51
Communication from Campus administration***	3.93	3.50
Campus Strategic Plan***	3.93	3.50
Opportunity to provide input to School administration*	3.75	3.47
Diversity of colleagues	3.72	3.50
Opportunity to provide input to Campus administration***	3.69	3.25

*p<.05; **p<.01; ***p<.001, group compared to non-NURS faculty

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

- Nursing faculty respondents are significantly more likely to be satisfied on a number of items compared to non-nursing participants including communication from School administration (73% vs 56%) and the quality of undergraduate students (87% vs 60%).

JOB SATISFACTION: Mentoring & Faculty Development

	NURS Faculty	Non-NURS Faculty
Faculty development opportunities concerning teaching**	4.01	3.58
Faculty development opportunities concerning research*	3.67	3.33
Mentoring opportunities for faculty	3.54	3.34
Faculty development opportunities concerning Student Affairs	3.50	3.28
Faculty development opportunities concerning community engagement	3.47	3.42
Effectiveness of mentoring within department	3.47	3.20
Faculty development opportunities concerning being effective mentors for other faculty members	3.37	3.16
Effectiveness of mentoring outside department	3.27	3.16

*p<.05; **p<.01; ***p<.001, group compared to non-NURS faculty

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

- A majority of Nursing respondents (76%) say that they are “satisfied” or “very satisfied” with faculty development opportunities concerning teaching which is significantly more than non-Nursing faculty participants (59%).
- Part-time/associate faculty (16/17, 94%) report highest frequencies of “satisfied” and “very satisfied” for faculty development opportunities concerning teaching followed by full-time non-tenure-track (17/35, 77%) and tenured/tenure-track participants (9/16, 56%).

JOB SATISFACTION: Resources & Support Available on Campus

	NURS Faculty	Non-NURS Faculty
Access to research journals provided by campus libraries***	4.41	3.95
Clerical and administrative support***	4.23	3.67
Overall services provided by campus libraries to meet my research needs*	4.19	3.94
Support available for using Canvas*	4.13	3.83
Resources available for research***	4.05	3.57
Support for using technology to enhance learning**	4.04	3.78
Overall services provided by campus libraries to meet my teaching needs	4.03	3.98
Support for effective course design (traditional, hybrid, online courses)*	4.02	3.75
Support for incorporating active learning strategies	3.99	3.78
Support for designing effective assignments	3.80	3.62
Resources available in Student Affairs	3.76	3.64
Support for meeting the needs of diverse students	3.69	3.55
Support for incorporating high impact practices (e.g., service learning, undergraduate research, internships)	3.62	3.64
Support for infusing diversity into the curriculum	3.55	3.45

*p<.05; **p<.01; ***p<.001, group compared to non-NURS faculty

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

- Nursing faculty are significantly more satisfied/very satisfied with access to research journals (90% vs 74%), resources available for research (78% vs 57%), and clerical and administrative support (85% vs 65%) compared to non-Nursing faculty.

JOB SATISFACTION: Opportunities & Rewards

	NURS Faculty	Non-NURS Faculty
Opportunities for teaching	4.07	3.95
Opportunities for community engagement	3.86	3.89
Opportunities for research	3.78	3.63
Rewards and recognition for research	3.60	3.35
Rewards and recognition for service to the institution**	3.52	3.17
Rewards and recognition for teaching**	3.50	3.17
Rewards and recognition for community engagement	3.46	3.25
Rewards and recognition for professional service	3.38	3.16

*p<.05; **p<.01; ***p<.001, group compared to non-NURS faculty

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

- Nursing faculty are largely “satisfied” or “very satisfied” with opportunities for teaching (82%) and community engagement (70%).

JOB SATISFACTION: Promotion or Tenure

	NURS Faculty	Non-NURS Faculty
Pre-tenure or promotion workshops	4.00	3.74
Assistance in preparing for promotion or tenure	3.55	3.40
Clarity of whether I will achieve tenure or promotion	3.58	3.37
Effectiveness of promotion or tenure process	3.60	3.32
Clarity of promotion or tenure procedures	3.44	3.32
Clarity of promotion or tenure standards	3.49	3.26

*p<.05; **p<.01; ***p<.001, group compared to non-NURS faculty

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

- Nursing faculty do not significantly differ from non-Nursing faculty on the above items.

Assistant Professors, 0-3 years and 3 years or more at IUPUI

There was insufficient data for assistant professors (0-3 years: n=3; 3+ years: n=1).

Tenured/Tenure-track Associate Professors

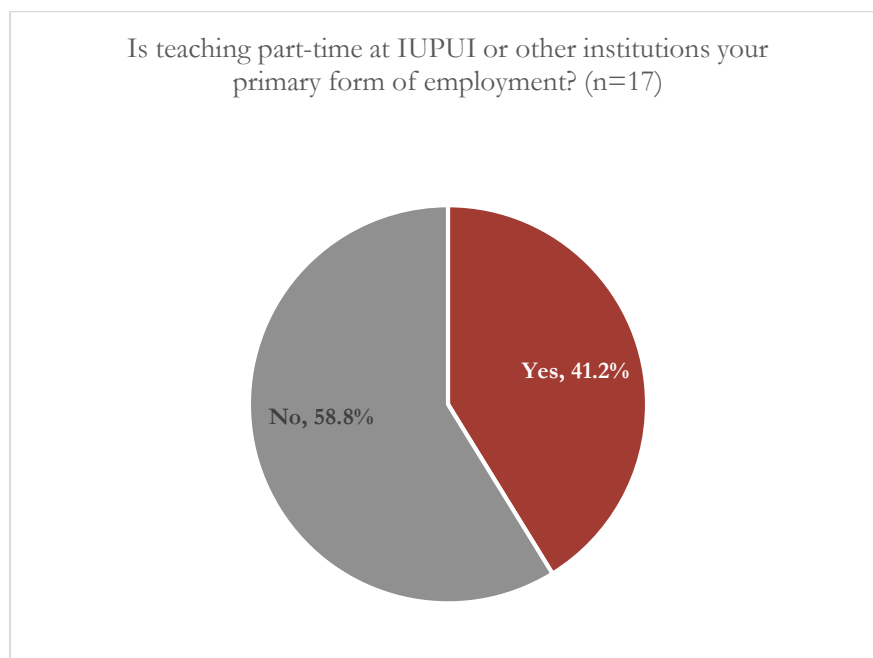
- Four of five tenured/tenure-track associate professor respondents say that they had gone through the P&T process at IUPUI.
- All tenured/tenure-track associate faculty participants (5/5) responded “definitely will” or “probably” when asked if they anticipate going up for full professor.
- A majority of associate faculty (60%) feel somewhat or very confident in going up for full.

Stalling After Tenure

- When asked if their unit helps create an environment where “stalling” after tenure does not occur, 4/5 participants respond “No”.

Part-time/Associate Professors

All part-time/associate professors were asked:



- Of those for whom teaching at IUPUI was not the primary form of employment, none worked full-time in another appointment at IUPUI or another institution.

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	0.0%	0.0%	5.9%	41.2%	52.9%	4.47
Support available for handling student issues or concerns	0.0%	5.9%	5.9%	41.2%	47.1%	4.29
Support available for teaching techniques	0.0%	0.0%	17.6%	52.9%	29.4%	4.12
Support available for incorporating active learning strategies	0.0%	0.0%	17.6%	52.9%	29.4%	4.12
Connections with others in your unit/department	0.0%	5.9%	29.4%	23.5%	41.2%	4.00
Support available for syllabus creation	0.0%	0.0%	37.5%	37.5%	25.0%	3.88
Onboarding with respect to campus policies (e.g., grading, calendar, Title IX)	0.0%	0.0%	41.2%	35.3%	23.5%	3.82
Onboarding with respect to available teaching resources	0.0%	5.9%	41.2%	29.4%	23.5%	3.71
Connections with Student Affairs units/departments	0.0%	6.3%	50.0%	25.0%	18.8%	3.56

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

- Nursing part-time faculty are more often “satisfied” or “very satisfied” with support for handling student issues/concerns (88% vs. 69%), using Canvas (94% vs. 71%), incorporating active learning strategies (82% vs. 59%), and connections with others in their unit/department (65% vs. 48%) compared to non-Nursing faculty.

Pursuing Other Positions

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

- Under one-third of Nursing 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:
 - 100% have actively sought an outside job offer
 - 100% have been selected as a finalist for an outside position
 - 91% have received an official job offer
 - 67% have renegotiated the terms of their employment with IUPUI

Importance of Reasons to Leave IUPUI

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

	NURS Faculty	Non-NURS Faculty
Improved salary	3.97	3.86
Advancement in position level and job scope	3.70	3.70
Improved benefits	3.52	3.27
Geographic location of new opportunity	3.43	3.39
Improved work load/life balance	3.42	3.00
Recipient of competitive recruitment from another institution	3.04	2.94
Improved interpersonal work environment	3.04	2.97
Improved department climate	2.96	3.01
Improved relationships with colleagues	2.96	2.85
Improved support from immediate supervisor	2.96	2.88
Improved campus climate	2.87	2.80
Opportunity to work at institution with different priorities	2.72	2.85
Improved physical work environment	2.46	2.48
Opportunity to pursue a non-academic job	2.24	1.93
Dual career/partner accommodation	1.84	2.16

*p<.05; **p<.01; ***p<.001, group compared to non-NURS faculty

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

- Nearly 70% of Nursing respondents say that improved salary would be “very” or “extremely” important in their hypothetical decision to leave IUPUI.

Career Goals/Work at IUPUI

	NURS Faculty	Non-NURS Faculty
What I do at work is valuable and worthwhile	4.45	4.36
My career has a clear sense of purpose	4.32	4.14
There are people at IUPUI who appreciate me as a person	4.23	4.20
I believe that I can succeed at IUPUI*	4.22	3.96
My career is going well*	4.13	3.88
I feel good about my work most of the time*	4.25	4.01
I am achieving most of my professional goals*	4.03	3.79
I feel supported and valued at IUPUI***	4.16	3.74
I feel a sense of belonging in my department or workgroup*	4.01	3.73
I am optimistic about my future with IUPUI**	3.96	3.61
In most activities I do at IUPUI, I feel energized*	3.91	3.67

*p<.05; **p<.01; ***p<.001, group compared to non-NURS faculty

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

- Among Nursing faculty respondents, over 70% “agree” or “strongly agree” with all above statements.
 - Nearly all Nursing respondents “agree” or “strongly agree” that what they do at work is valuable and worthwhile (94%).
- Nursing faculty respondents are more likely than non-Nursing faculty to agree that they feel supported and valued at IUPUI (80% vs. 67%).

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)?	NURS Faculty	Non-NURS Faculty
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)	70.3%	59.7%
Required students to work together over the course of a semester on a project or assignment	68.8%	62.5%
Teach a course that addresses themes of diversity, equity, and inclusion	42.9%	38.1%
Require students to work on a project or experience in partnership with the community	42.2%	35.4%
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	29.7%	31.7%
Require students to engage with community or campus members from other cultures	28.1%	31.3%
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	23.9%	36.4%
Require students to participate in a community-based project with service (service learning) as part of a course	23.4%	25.3%
Require an undergraduate research project as part of your course	21.7%	41.6%
Include global learning activities in the classroom, campus, or community as a part of your course	17.5%	26.4%
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)	17.2%	27.8%
Advise a student organization or group	10.3%	32.5%
Include a study abroad/international travel experience as part of a course	7.8%	9.5%
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	6.5%	18.8%

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

- Part-time/associate Nursing faculty (9/17, 53%) are most likely to indicate having included an internship, co-op, field experience, student teaching, or clinical placement for credit as part of

course followed by full-time non-tenure-track (9/31, 29%) and tenured/tenure-track faculty (1/16, 6%).

Encouraging High Impact Practices in Students

In a typical course, how much do you encourage students to... (almost every class or every class)	NURS Faculty	Non-NURS Faculty
...connect their learning to societal problems or issues?	72.7%	58.3%
...consider diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions, materials, or assignments?	71.2%	56.3%
...work with other students on course projects or assignments?	65.1%	54.9%
...engage in discussions with people who are different from them?	60.6%	50.0%
...ask other students for help understanding course material?	47.0%	49.4%

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

- Nursing faculty participants are more likely than their non-nursing peers to encourage their students in almost every class or every class to connect their learning to societal problems or issues (73% vs 58%) and to consider diverse perspectives in course discussions, materials, or assignments (71% vs 56%).

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):

	NURS Faculty	Non-NURS Faculty
Discussions - instructor engages students in discussions about the course content	83.1%	72.5%
Interactive Lecture - instructor presents course content with periodic planned opportunities for student interaction with the content	80.3%	67.5%
Case study, project, and problem-based learning - students work on assignments that involve analysis and reflection on complex problems or cases	68.2%	43.3%
Collaborative learning and group activities - students work in pairs or small groups to discuss course concepts, develop and integrate concepts, and/or complete assignments	65.2%	47.3%
Demonstrations and simulations of course content - instructor shows students how a process works within a particular discipline	43.9%	39.3%
Lectures - instructor presents course content to the students with limited student participation	18.2%	32.1%

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

- Nursing faculty are more likely to engage in case studies/problem-based learning compared to non-Nursing faculty (68% vs. 43%)

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
Space that allows for robust sharing of visual data by making it easily available, visible, and/or readable by all students	0.0%	1.5%	23.1%	30.8%	44.6%	4.18
Space that allows easy movements of all students within the space to support communication and to facilitate interaction	1.5%	0.0%	18.5%	41.5%	38.5%	4.15
Furniture that is easily movable and configurable to support a range of learning activities	3.1%	0.0%	20.0%	35.4%	41.5%	4.12
Adequate visibility within a space from students to presenters, to course content, to demonstrations, and to other students	1.5%	1.5%	20.0%	38.5%	38.5%	4.11
Instructors and learners able to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices	1.5%	3.1%	20.0%	35.4%	40.0%	4.09
Furniture with adequate work surface to accommodate several devices and materials that students might bring	3.1%	4.7%	15.6%	37.5%	39.1%	4.05
Spaces in which all students have access to electrical power to support the wide variety of technologies used in learning activities	3.1%	7.7%	27.7%	33.8%	27.7%	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)	7.7%	4.6%	24.6%	33.8%	29.2%	3.72
Abundant writable surfaces to facilitate interaction for students and groups (e.g., whiteboards)	3.1%	9.2%	32.3%	27.7%	27.7%	3.68
Able to record presentations, group interactions, or conversations with local and remote students and make these artifacts available asynchronously	12.3%	16.9%	30.8%	21.5%	18.5%	3.17

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

- The most important classroom attributes to Nursing faculty, based on ratings of “very important” and “extremely important”, are space that allows easy movement (80%), adequate visibility (77%), and furniture with adequate work surface (77%) that is easily movable (77%).

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	38.2%	8.8%	14.7%	14.7%	23.5%	2.76
Provided professional services to a community group, local business, or government agency for free or reduced rate	41.2%	13.2%	22.1%	11.8%	11.8%	2.40
Given talks to local community organizations	33.8%	22.1%	29.4%	5.9%	8.8%	2.34
Engaged in a collaborative research project with a community partner	44.1%	13.2%	22.1%	11.8%	8.8%	2.28
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)	41.8%	22.4%	26.9%	6.0%	3.0%	2.06

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

- Nursing faculty report similar averages of participation in community engagement compared to non-Nursing faculty.

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	24.2%	12.1%	27.3%	30.3%	6.1%	2.82
Partners help with research design or methodology	24.2%	24.2%	24.2%	21.2%	6.1%	2.61
Your community involvement lead to co-creation of knowledge	27.8%	13.9%	36.1%	16.7%	5.6%	2.58
Partners help interpret results, conclusions, or recommendations	21.2%	24.2%	33.3%	18.2%	3.0%	2.58
Community-engaged research resulted in measurable outcomes and deliverables	27.8%	16.7%	36.1%	11.1%	8.3%	2.56
Presented your community engaged research in an academic setting	35.1%	8.1%	35.1%	13.5%	8.1%	2.51
Community-engaged research resulted in community impact	27.8%	19.4%	36.1%	8.3%	8.3%	2.50
Your community involvement enhanced the rigor of this research	27.8%	19.4%	30.6%	19.4%	2.8%	2.50
Partners help determine how findings are disseminated	30.3%	18.2%	27.3%	21.2%	3.0%	2.48
Published your community engaged research in a peer-reviewed journal	37.8%	8.1%	32.4%	16.2%	5.4%	2.43
Presented your community engaged research in a community setting	37.8%	13.5%	24.3%	16.2%	8.1%	2.43
Community engaged research was supported by external grants and/or sponsored programs	36.1%	16.7%	25.0%	13.9%	8.3%	2.42

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