<u>IUPUI</u>
<u>2018 Faculty Survey</u>

Overview of Findings
Indiana University School of Social Work

December 2018

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

Robbie Janik   Brad Wolfred
Assistant Director   Graduate Assistant
317-278-0640   317- 278-9233
rjanikii@iupui.edu   bwolfred@iu.edu

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Reasons for Accepting Position at IUPUI by School and Race
- Social Work faculty are significantly more likely to rate quality of leadership (87% vs. 65%), IUPUI's reputation (63% vs. 35%), department/program reputation (81% vs. 54%), diversity of colleagues (72% vs. 41%) and students (63% vs. 36%), and opportunities for community engagement (58% vs. 37%) as " very" or "extremely important" compared to non-Social Work faculty.
- Faculty respondents of color (71%) are more likely to rate availability of mentors as very/extremely important compared to white faculty (46%).
- Faculty of color (96%) also find support for professional development to be very or extremely important at higher rates compared to white faculty (67%).

Overall Job Satisfaction by School
- Ninety-one percent of Social work faculty reply either "satisfied" or "very satisfied" with their job overall compared to seventy-eight percent of non-Social Work faculty.
- Social Work faculty are more often "satisfied" or "very satisfied" with flexibility in work/life balance (90% vs. 82%), overall benefits (82% vs. 71%), quality of teaching space (79% vs. 67%), and salary (60% vs. 48%) compared to non-Social Work faculty.

Satisfaction with Mentoring and Faculty Development School
- Within Social Work, 29% of respondents said that they are "unsatisfied" or "very unsatisfied" with effectiveness of mentoring within the department, and 21% said that they are unsatisfied with faculty development opportunities concerning community engagement.

High Impact Practices by School
- Social Work faculty are more likely than non-Social Work to report having taught a course that addresses themes of diversity, equity, and inclusion (67% vs. 37%), requiring students to engage with community or campus members from other cultures (58% vs. 30%), and requiring students to participate in a community-based project with service (42% vs. 24%).

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 Social Work (SOCW).

RESPONDENT CHARACTERISTICS:

	SOCW Respondents	SOCW Invited	All Respondents	All Invited
Female	74.7%	77.7%	54.1%	52.6%
Male	25.3%	22.3%	45.9%	47.4%
White	69.6%	71.1%	78.5%	77.4%
Asian	6.3%	4.8%	10.0%	10.1%
Black/African-American	16.5%	19.9%	6.5%	8.1%
Two or more races	5.1%	3.0%	2.6%	2.4%
Hispanic/Latinx	2.5%	1.2%	2.3%	1.8%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.04%
American Indian/Alaska Native	0.0%	0.0%	0.0%	0.2%
Full-time tenured/tenure-track	31.6%	20.5%	40.7%	30.7%
Full-time non-tenure-track	34.2%	24.1%	31.8%	26.4%
Part-time/associate	34.2%	55.4%	27.5%	42.9%
N	**79**	**166**	**1170**	**2380**
Response Rate	**47.6%**	**--**	**49.2%**	**--**

- School of Social Work participants' demographic characteristics show more responses from female, Black/African-American, and multiracial respondents compared to IUPUI faculty participants as a whole.
- Respondents were asked how long they had worked at IUPUI. Within the School of Social Work, 44.3% have been with the University for 10 or more years.

Reasons for accepting appointment at IUPUI

	SOCW Faculty	Non-SOCW Faculty
Quality of leadership***	4.29	3.71
Support for teaching**	4.11	3.83
Climate/supportive atmosphere	4.04	3.96
Diversity of colleagues***	4.03	3.13
Department/program reputation***	4.01	3.46
Support for professional development**	4.00	3.61
Competence of colleagues	3.95	3.81
Salary*	3.81	3.52
Diversity of students***	3.80	2.98
Opportunities to collaborate with colleagues	3.79	3.52
Institutional need for my area of expertise	3.69	3.70
Support for research/creative work	3.66	3.57
Feelings that I "fit" here	3.64	3.68
Opportunities for community engagement***	3.59	2.95
IUPUI's reputation***	3.56	3.00
Quality of students**	3.53	3.08
Research quality	3.45	3.29
Availability of mentors**	3.42	3.00
Location of campus	3.09	3.08
Presence of others like me	3.08	3.16
Cost of living	2.76	2.90
Quality of labs/equipment	2.51	2.81
Health science focus*	2.12	2.40
Dual career spousal/partner hire program	1.49	1.63

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

- Social Work faculty are significantly more likely to rate quality of leadership (87% vs. 65%), IUPUI's reputation (63% vs. 35%), department/program reputation (81% vs. 54%), diversity of colleagues (72% vs. 41%) and students (63% vs. 36%), and opportunities for community engagement (58% vs. 37%) as " very" or "extremely important" compared to non-Social Work faculty.
- Full-time non-tenure-track faculty (67%) rate the availability of mentors highest in importance followed by part-time/associate (58%) and tenured/tenure-track faculty (36%).
- Full-time non-tenure-track faculty (80%) also rate opportunity for community engagement highest in importance followed by tenured/tenure-track (64%) and part-time/associate (31%).
- Faculty respondents of color (71%) are more likely to rate availability of mentors as very/extremely important compared to white faculty (46%).
- Research quality is of much greater importance to People of Color (79%) in faculty positions compared to the White faculty (33%) of the School of Social Work.

- Faculty of color (96%) also find support for professional development to be very or extremely important at higher rates compared to white faculty (67%).

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

	SOCW Faculty	Non-SOCW Faculty
Yes, definitely	58.7%	57.1%
Probably	34.7%	31.1%
Probably not	5.3%	9.5%
No, definitely not	1.3%	2.3%

- Social Work faculty and non-Social Work faculty were almost equally likely to respond "Yes, definitely" or "Probably" when asked if they would choose IUPUI if they had to start again.

Job Satisfaction

JOB SATISFACTION – Overall Items

	SOCW Faculty	Non-SOCW Faculty
Flexibility in work/life balance**	4.47	4.13
Overall autonomy and independence	4.39	4.23
Health benefits	4.17	4.02
Overall job satisfaction*	4.17	3.92
Overall benefits**	4.13	3.79
Quality of teaching space**	3.97	3.66
Quality of office space	3.72	3.50
Benefits for tuition waivers, remission, or exchange	3.65	3.44
Campus safety	3.61	3.57
Service Load (committees, etc.)	3.53	3.57
Salary**	3.45	3.11
Teaching Load	3.44	3.73
Quality of research space	3.38	3.42

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

- Ninety-one percent of Social work faculty reply either "satisfied" or "very satisfied" with their job overall compared to seventy-eight percent of non-Social Work faculty.

- Social Work faculty are more often satisfied/very satisfied with flexibility in work/life balance (90% vs. 82%), overall benefits (82% vs. 71%), quality of teaching space (79% vs. 67%), and salary (60% vs. 48%) compared to non-Social Work faculty.

JOB SATISFACTION: Department/School/Campus Level Items

	SOCW Faculty	Non-SOCW Faculty
Competence of colleagues	4.06	3.92
Level of collaboration with colleagues	3.80	3.71
Opportunity to provide input to your department	3.76	3.87
Quality of graduate students	3.75	3.64
Campus administration overall	3.70	3.61
Quality of undergraduate students	3.70	3.56
School administration overall	3.66	3.61
IU administration overall*	3.59	3.34
Communication from Campus administration	3.58	3.52
Opportunity to provide input to School administration	3.54	3.48
Campus Strategic Plan	3.51	3.53
Communication from your department*	3.47	3.82
Communication from School administration	3.46	3.54
Opportunity to provide input to Campus administration	3.37	3.28
Diversity of colleagues	3.36	3.53

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

- Within Social Work, 82% of faculty report being satisfied/very satisfied with competence of colleagues, 74% with quality of undergraduate students, and 71% with quality of graduate students.
- Social Work faculty respondents (58%) are less likely to be satisfied or very satisfied with communication from their department compared to other IUPUI faculty (71%).
- Female faculty respond that they are satisfied/very satisfied regarding quality of undergraduate students (83% vs. 53%) and graduate students (75% vs. 59%) more often than male faculty.

JOB SATISFACTION: Mentoring & Faculty Development

	SOCW Faculty	Non-SOCW Faculty
Faculty development opportunities concerning teaching	3.53	3.62
Faculty development opportunities concerning research	3.35	3.35
Faculty development opportunities concerning community engagement	3.33	3.43
Mentoring opportunities for faculty	3.33	3.35
Faculty development opportunities concerning Student Affairs	3.24	3.30
Faculty development opportunities concerning being effective mentors for other faculty members	3.23	3.17
Effectiveness of mentoring outside department	3.18	3.17
Effectiveness of mentoring within department	3.17	3.22

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

- Within Social Work, 29% of respondents said that they are "unsatisfied" or "very unsatisfied" with effectiveness of mentoring within the department, and 21% said that they are unsatisfied with faculty development opportunities concerning community engagement.
- Over one-half of Social Work respondents (55%) said that they are "satisfied" or "very satisfied" with faculty development opportunities concerning teaching.

JOB SATISFACTION: Resources & Support Available on Campus

	SOCW Faculty	Non-SOCW Faculty
Access to research journals provided by campus libraries	4.11	3.97
Overall services provided by campus libraries to meet my teaching needs	4.08	3.98
Overall services provided by campus libraries to meet my research needs	4.03	3.95
Clerical and administrative support	3.90	3.69
Support available for using Canvas	3.88	3.85
Support for using technology to enhance learning	3.76	3.80
Support for incorporating active learning strategies	3.67	3.80
Support for effective course design (traditional, hybrid, online courses)	3.62	3.78
Support for incorporating high impact practices (e.g., service learning, undergraduate research, internships)	3.57	3.64
Resources available in Student Affairs	3.55	3.65
Support for designing effective assignments	3.53	3.64
Resources available for research	3.48	3.61
Support for infusing diversity into the curriculum	3.42	3.46
Support for meeting the needs of diverse students**	3.24	3.58

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

- Social Work faculty (27%) are more likely to be unsatisfied/very unsatisfied with support for meeting the needs of diverse students compared to other IUPUI faculty participants (12%).
- Female faculty respondents in Social Work (70%) are more likely to report being satisfied/very satisfied with support for effective course design than male faculty (47%).

JOB SATISFACTION: Opportunities & Rewards

	SOCW Faculty	Non-SOCW Faculty
Opportunities for teaching	4.04	3.95
Opportunities for community engagement	3.94	3.89
Opportunities for research	3.54	3.64
Rewards and recognition for research	3.36	3.37
Rewards and recognition for service to the institution	3.33	3.18
Rewards and recognition for community engagement	3.31	3.26
Rewards and recognition for teaching	3.26	3.19
Rewards and recognition for professional service	3.15	3.17

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

- Social Work faculty do not appear to differ from non-Social Work faculty in regards to satisfaction with opportunities and rewards.
- Social Work faculty are largely "satisfied" or "very satisfied" (86%) with opportunities for teaching.
- Tenured/tenure-track faculty (68%) has the most frequent response of "satisfied" or "very satisfied" with opportunities for research compared to full-time non-tenure-track (40%) and part-time/associate (27%) faculty.

JOB SATISFACTION: Promotion or Tenure

	SOCW Faculty	Non-SOCW Faculty
Pre-tenure or promotion workshops	3.92	3.75
Clarity of whether I will achieve tenure or promotion*	3.76	3.36
Effectiveness of promotion or tenure process	3.71	3.32
Assistance in preparing for promotion or tenure	3.68	3.39
Clarity of promotion or tenure procedures	3.62	3.32
Clarity of promotion or tenure standards	3.69	3.25

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

Assistant Professors, 0-3 years at IUPUI

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

Assistant Professors, 3 years or more at IUPUI

There was insufficient data (n=6) for assistant professors (3+ years).
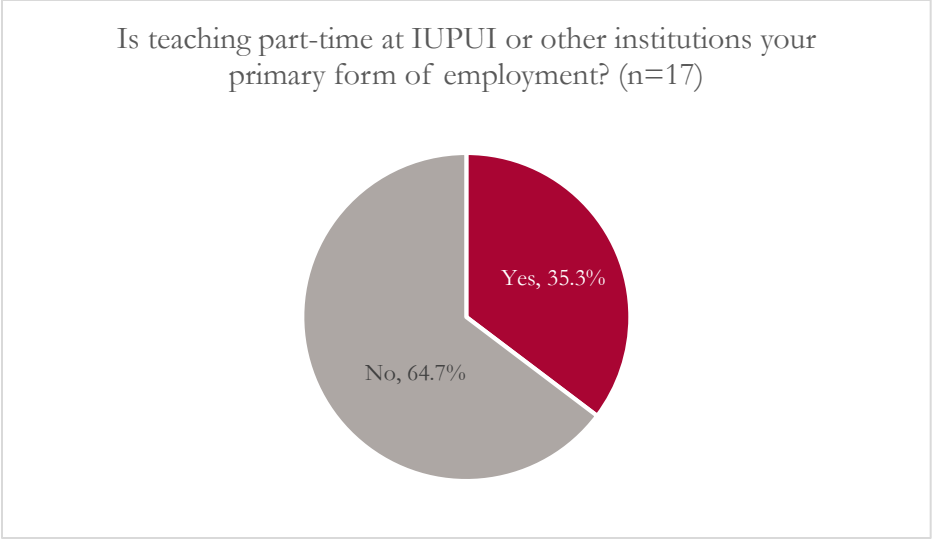
Tenured/Tenure-track Associate Professors

- Six out of nine tenured/tenure-track associate professor respondents said that they had gone through the P&T process at IUPUI. Of these respondents, five of six said that their unit was somewhat or very helpful in preparing them to succeed.
- More than three-quarters of tenured/tenure-track associate faculty (90%) participants respond "definitely will" or "probably" when asked if they anticipate going up for full professor.
- Half (5/10, 50%) of associate faculty feel "somewhat" or "very confident" in going up for full.
- Tenured/tenure-track associate professors indicating anything other than that they "definitely will" go up for full were asked what reasons might potentially keep them from submitting their dossier.
    - 4/5 respondents indicate there not being an incentive for going up as a potential barrier.

Stalling After Tenure
- When asked if their unit helps create an environment where "stalling" after tenure does not occur, a majority of associate professor respondents (7/10, 70%) respond "No". There were no significant differences between Social Work and non-Social Work respondents.

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=17)

Yes, 35.3%

No, 64.7%

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	5.9%	11.8%	11.8%	41.2%	29.4%	3.76
Support available for incorporating active learning strategies	0.0%	5.9%	41.2%	41.2%	11.8%	3.59
Support available for teaching techniques	0.0%	18.8%	25.0%	37.5%	18.8%	3.56
Support available for handing student issues or concerns	5.9%	5.9%	35.3%	35.3%	17.6%	3.53
Support available for syllabus creation	5.9%	11.8%	29.4%	47.1%	5.9%	3.35
Connections with others in your unit/department	5.9%	5.9%	52.9%	29.4%	5.9%	3.24
Onboarding with respect to campus policies (e.g., grading, calendar, Title IX)	0.0%	11.8%	52.9%	29.4%	5.9%	3.18
Onboarding with respect to available teaching resources	5.9%	0.0%	64.7%	29.4%	0.0%	3.18
Connections with Student Affairs units/departments	6.3%	12.5%	68.8%	12.5%	0.0%	2.88

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

- There are no significant differences between Social Work and non-Social work faculty on the above dimensions.

Pursuing Other Positions

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

- A minority of Social Work faculty participants (30%) said they have taken active steps in the past three years to pursue an outside position. Of those who have taken steps:
    - 90% have actively sought an outside job offer
    - 84% have been selected as a finalist for an outside position
    - 90% have received an official job offer
    - 42% 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.

	SOCW Faculty	Non-SOCW Faculty
Improved salary	3.74	3.87
Advancement in position level and job scope	3.63	3.71
Geographic location of new opportunity	3.26	3.40
Improved benefits	3.17	3.29
Improved support from immediate supervisor	3.14	2.87
Improved department climate	3.06	3.00
Improved work load/life balance	3.06	3.03
Improved interpersonal work environment	2.92	2.97
Improved relationships with colleagues	2.88	2.86
Improved campus climate	2.74	2.81
Opportunity to work at institution with different priorities	2.67	2.85
Recipient of competitive recruitment from another institution*	2.56	2.97
Improved physical work environment	2.36	2.49
Dual career/partner accommodation	1.98	2.15
Opportunity to pursue a non-academic job	1.83	1.96

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

- Full-time non-tenure-track faculty (83%) rate advancement in position level and job scope significantly more often than tenured/tenure-track faculty (65%) and part-time/associate (37%).

- "Very important" and "extremely important" ratings for improved department climate are highest among full-time non-tenure-track (61%), followed by tenured/tenure-track (42%) and part-time/associate (11%).
- Full-time non-tenure-track faculty (65%) again had the most frequent "very important" and "extremely important" ratings for improved work load/life balance compared to tenured/tenure-track (42%) and part-time/associate (11%).
- Faculty respondents of color (50%) in Social Work rate improved relationships with colleagues as either "very important" or "extremely important" more often that white faculty (22%).

Career Goals/Work at IUPUI

	SOCW Faculty	Non-SOCW Faculty
What I do at work is valuable and worthwhile	4.48	4.36
My career has a clear sense of purpose	4.34	4.14
There are people at IUPUI who appreciate me as a person	4.27	4.19
I believe that I can succeed at IUPUI*	4.23	3.96
I feel good about my work most of the time*	4.23	4.02
My career is going well**	4.22	3.87
I am achieving most of my professional goals**	4.14	3.78
I am optimistic about my future with IUPUI*	3.90	3.62
I feel supported and valued at IUPUI	3.83	3.77
I feel a sense of belonging in my department or workgroup	3.83	3.75
In most activities I do at IUPUI, I feel energized	3.81	3.67

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

- Social Work faculty respondents are more likely than non-Social Work faculty to "agree" or "strongly agree" that their career is going well (87% vs. 73%) and that they are achieving most of their professional goals (84% vs. 70%).
- A large majority of Social Work respondents "agree" or "strongly agree" that what they do at work is valuable and worthwhile (95%), they feel good about their work most of the time (91%), there are people at IUPUI who appreciate them as a person (91%), they have a clear sense of purpose (89%), and their career is going well (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)?	SOCW Faculty	Non-SOCW 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)	76.4%	59.5%
Required students to work together over the course of a semester on a project or assignment	72.7%	62.4%
Teach a course that addresses themes of diversity, equity, and inclusion	67.3%	36.7%
Require students to engage with community or campus members from other cultures	58.2%	29.5%
Require students to work on a project or experience in partnership with the community	49.1%	35.0%
Require an undergraduate research project as part of your course	46.7%	40.2%
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	45.5%	30.7%
Require students to participate in a community-based project with service (service learning) as part of a course	41.8%	24.2%
Include global learning activities in the classroom, campus, or community as a part of your course	36.4%	25.2%
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)	34.5%	26.7%
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	33.3%	35.8%
Advise a student organization or group	23.0%	11.5%
Mentor an undergraduate student on a research project	18.0%	38.8%
Include a study abroad/international travel experience as part of a course	12.7%	9.2%
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	6.7%	18.6%

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

- Social Work faculty are more likely than non-Social Work to report having taught a course that addresses themes of diversity, equity, and inclusion (67% vs. 37%), requiring students to engage

with community or campus members from other cultures (58% vs. 30%), and requiring students to participate in a community-based project with service (42% vs. 24%).

- Male faculty in Social Work (59%) are less likely to provide periodic and structured opportunities for reflection compared to female faculty (84%).

Encouraging High Impact Practices in Students

In a typical course, how much do you encourage students to... (almost every class or every class)	SOCW Faculty	Non-SOCW Faculty
...consider diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions, materials, or assignments?	93.2%	55.1%
...connect their learning to societal problems or issues?	88.1%	57.5%
...engage in discussions with people who are different from them?	86.4%	48.5%
...ask other students for help understanding course material?	71.2%	48.0%
...work with other students on course projects or assignments?	69.5%	54.7%

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

- Non-Social Work faculty are less likely to encourage high impact practices in students compared to Social Work 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):	SOCW Faculty	Non-SOCW Faculty
Discussions - instructor engages students in discussions about the course content	86.7%	72.3%
Interactive Lecture - instructor presents course content with periodic planned opportunities for student interaction with the content	78.3%	67.7%
Collaborative learning and group activities - students work in pairs or small groups to discuss course concepts, develop and integrate concepts, and/or complete assignments	61.7%	47.6%
Case study, project, and problem-based learning - students work on assignments that involve analysis and reflection on complex problems or cases	61.7%	43.9%
Demonstrations and simulations of course content - instructor shows students how a process works within a particular discipline	48.3%	39.1%
Lectures - instructor presents course content to the students with limited student participation	20.0%	31.8%

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

- Social Work faculty are more likely to engage in case studies/problem-based learning compared to non-Social Work faculty (62% vs. 44%).

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 easy movements of all students within the space to support communication and to facilitate interaction	5.4%	0.0%	8.9%	50.0%	35.7%	4.11
Furniture that is easily movable and configurable to support a range of learning activities	7.1%	0.0%	12.5%	41.1%	39.3%	4.05
Space that allows for robust sharing of visual data by making it easily available, visible, and/or readable by all students	5.4%	0.0%	21.4%	41.1%	32.1%	3.95
Furniture with adequate work surface to accommodate several devices and materials that students might bring	7.1%	3.6%	16.1%	41.1%	32.1%	3.87
Instructors and learners able to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices	5.4%	3.6%	26.8%	35.7%	28.6%	3.79
Abundant writable surfaces to facilitate interaction for students and groups (e.g., whiteboards)	5.4%	1.8%	25.0%	44.6%	23.2%	3.79
Adequate visibility within a space from students to presenters, to course content, to demonstrations, and to other students	7.1%	1.8%	21.4%	46.4%	23.2%	3.77
Spaces in which all students have access to electrical power to support the wide variety of technologies used in learning activities	5.5%	5.5%	27.3%	32.7%	29.1%	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)	9.1%	3.6%	23.6%	34.5%	29.1%	3.71
Able to record presentations, group interactions, or conversations with local and remote students and make these artifacts available asynchronously	8.9%	16.1%	37.5%	17.9%	19.6%	3.23

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

- Social Work faculty rate space that allows easy movement (86% vs. 66%), furniture with adequate work surface (73% vs. 59%), and furniture that is easily movable (80% vs. 58%) as "very" or "extremely important" more often than non-Social Work 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
Participated in a professional capacity on a board or committee of a local business or civic/ social service agency	17.2%	12.1%	12.1%	19.0%	39.7%	3.52
Provided professional services to a community group, local business, or government agency for free or reduced rate	21.1%	12.3%	15.8%	24.6%	26.3%	3.23
Given talks to local community organizations	12.3%	21.1%	24.6%	21.1%	21.1%	3.18
Engaged in a collaborative research project with a community partner	36.8%	12.3%	17.5%	24.6%	8.8%	2.56
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)	22.8%	22.8%	36.8%	12.3%	5.3%	2.54

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

- Over half of Social Work faculty (59%) report that they "often" or "very often" participate in a professional capacity on a board or committee of a local business or social service agency and provide professional services to the community for free or a reduced rate (51%).

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	6.1%	3.0%	27.3%	45.5%	18.2%	3.67
Partners help interpret results, conclusions, or recommendations	9.1%	6.1%	36.4%	39.4%	9.1%	3.33
Partners help determine how findings are disseminated	9.1%	3.0%	45.5%	36.4%	6.1%	3.27
Your community involvement lead to co-creation of knowledge	8.8%	11.8%	32.4%	38.2%	8.8%	3.26
Your community involvement enhanced the rigor of this research	5.7%	8.6%	51.4%	25.7%	8.6%	3.23
Partners help with research design or methodology	9.1%	6.1%	51.5%	30.3%	3.0%	3.12
Community-engaged research resulted in community impact	8.8%	17.6%	38.2%	26.5%	8.8%	3.09
Community-engaged research resulted in measurable outcomes and deliverables	11.8%	17.6%	35.3%	23.5%	11.8%	3.06
Presented your community engaged research in an academic setting	22.9%	17.1%	22.9%	22.9%	14.3%	2.89
Presented your community engaged research in a community setting	22.9%	17.1%	28.6%	20.0%	11.4%	2.80
Published your community engaged research in a peer-reviewed journal	37.1%	14.3%	22.9%	11.4%	14.3%	2.51
Community engaged research was supported by external grants and/or sponsored programs	28.6%	20.0%	37.1%	5.7%	8.6%	2.46

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