



Colorado | **Campus Compact**

CCC 2010 Faculty Engagement Survey

A. Welcome!

Colorado Campus Compact (CCC), in cooperation with your home institution, requests your participation in our online Faculty Engagement Survey. The survey will take approximately 10 to 25 minutes of your time. The data obtained through the survey will provide CCC and all the participating campuses with important information about:

- how faculty are involved in service learning and/or community-based research;
- the nature of service learning and community-based research practices, such as teaching and reflection strategies;
- the specific elements that faculty members identify as challenging to and supportive of their use of service learning and/or community-based research;
- student learning and development outcomes that faculty expect; and
- the personal and professional impacts faculty experience due to their use of service learning and/or community-based research.

CONFIDENTIALITY

You will not be asked to attach your name to your survey responses. Individual responses will be used for research purposes only and will be strictly confidential. Any information from the study that is published will not include verbatim comments and will be aggregated.

POTENTIAL BENEFITS

You may have the opportunity to reflect on your experiences as a faculty member, which may enhance self-understanding. In addition CCC and your home institution will be able to use the data to shape future directions in faculty development programming, including workshops and retreats, technical support and training offerings, and funding opportunities.

POTENTIAL RISKS

There may be survey items that you are uncomfortable answering or to which you would prefer not to respond. Your participation in this study is voluntary, and you will be under no obligation to answer any questions that you do not want to answer. You may choose not to answer specific questions and still remain in the study.

CONSENT TO PARTICIPATE

Your participation in this study is voluntary. If you do not wish to participate in the survey or decided not to complete the survey for any reason at any time, you will do so without penalty or consequence of any kind. You can opt out of the survey at any time by simply closing your web browser. Your submission of responses to survey questions indicates your consent to participate.

B. Community-Based Activities

Have you involved your students in any of the following activities? Please check all that apply.

- Collaboration with P-12 education
- Community service projects
- Exposure to community partners through guest lectures
- Internships, practicum or clinicals
- Research with community partners
- Student teaching (P-12)
- Working with for-profit groups
- Working with non-profit agencies
- Working with government agencies or city, county, state or public officials
- Other

Which of the following teaching strategies have you used in the past year? Please check all that apply.

- Blackboard/other online course software
- Class discussions
- Collaborative projects
- Discussions on civic responsibility
- Discussions on local political issues
- Discussions on local social issues
- Extensive lecturing
- Final exams
- Final papers
- Grading on a curve
- Group decision making
- Multiple choice exams
- Portfolios/ePortfolios
- Quizzes
- Readings on civic responsibility
- Readings on racial and ethnic issues
- Readings on women and gender issues

- Reflective journals
- Required class attendance
- Student evaluations of each other's work
- Student presentations
- Student-developed activities
- Student-selected topics for course content
- Written essays/papers
- Other

Have you incorporated service learning into any of your courses?

Definition: Service learning engages students in community service activities with intentional learning goals and opportunities for reflection that connect to academic disciplines.

- Yes
- No, but I'm interested
- No, and I don't intend to
- I don't know

Even if you did not check yes to the previous question, if you have ever had your students engaged in any type of service or volunteer work as part of at least one of your courses, please answer the following questions. If you have not, please skip ahead to section M: Campus Compact Awareness.

C. Service Learning: Course Basics

How important were each of the following components in your decision to incorporate service-learning into your courses?

	A major reason	A minor reason	Not a reason
To create a richer classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare students for lifelong community engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To provide assistance/support to the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To create/produce new knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To improve my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To receive professional recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| To receive faculty incentive money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| To receive monetary resources to support my course(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| To try something new | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

When you first became involved in service-learning, how did you hear about it? Please check all that apply.

- I attended a service-learning training/event offered on my campus.
- I attended a service-learning training/event offered in my community.
- I attended a Campus Compact event.
- I visited my campus Teaching & Learning Center.
- My colleagues encouraged me to try service-learning.
- My students wanted to do service-learning.
- I started using service-learning on my own.
- Other

In what year did you begin incorporating service-learning into your courses?

How many of your courses have incorporated service-learning?

In the past year, how many courses did you teach?

Of these, how many of your courses during the past year have incorporated service-learning?

Approximately how many service-learning courses have you taught since you began teaching?

Approximately how many students participated in service-learning through your course(s) from August 2008 to August 2009?

About how many hours did your students spend doing service-learning from August 2008 to August 2009? For example, if 10 students served 4 hours per week for 10 weeks, then $10 \times 4 \times 10 = 400$ hours.

Into which courses/fields have you incorporated service-learning? Please check all that apply.

- Business/Management/Marketing/Advertising
- Communications
- Computer Sciences
- Cross-Cultural Relations/International Education
- Education
- Engineering
- Health Professions
- Humanities
- Law/Legal Studies
- Leadership
- Math
- Sciences
- Social Sciences
- Urban Planning
- Vocational/Technical
- Other

Which of the following student populations have participated in service-learning through your courses? Please check all that apply.

- Undergraduate students
- Graduate students
- High School students

Who chooses the students' service projects? Please check all that apply.

- I choose service projects for my students.
- Each individual student chooses her/his own service project.
- Student groups select their own service projects.
- The students pick project(s) as a class.
- Other

How important is each of the following criterion in selecting service projects?

	Very important	Somewhat important	Not important
Engaging students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective pedagogy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Convenience/availability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal interest	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Relevance to course/subject	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Relevance to academic objectives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Relevance to community	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
engagement learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing community need(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Satisfying grant criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

What are the community issues addressed by your service-learning courses? Please check all that apply.

- Addiction
- Animals
- Crisis response and assistance
- Cultural awareness
- disAbilities
- Domestic and/or dating violence
- Education and/or literacy
- Environmental issues
- Family asset building
- Health care
- Homelessness
- Immigration/refugee assistance
- Incarcerated youth and/or adults
- Low-income assistance
- Mental health
- Parks and gardens
- Recreation, sports and fitness
- Senior citizens
- Urban planning

- Visual and performing arts
- Vulnerable youth
- Workforce development
- Youth asset building
- Other

What reflection strategies do you incorporate into your service-learning courses? Please check all that apply.

- Students write personal journals
- Students write structured reflection journals
- Students share written journals with their peers
- Students participate in structured group reflections/discussions
- Students write final reflection papers
- Students do final reflection presentations
- Students write professional papers (e.g. theses)
- None
- Other

D. Service Learning: Student Impacts

What kinds of student learning and development outcomes do you expect service-learning experiences to enhance? Please rate how often you expect the following student outcomes to occur.

Course-specific Outcomes

	Frequently	Sometimes	Rarely	Never
Application of course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deeper understanding of course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement with course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of community issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intrapersonal Outcomes

	Frequently	Sometimes	Rarely	Never
Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compassion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values/attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interpersonal Outcomes

	Frequently	Sometimes	Rarely	Never
Respect (giving and/or receiving)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends, belonging, social support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication: oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication: written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication: electronic formats (e.g. email, text messaging)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career Outcomes

	Frequently	Sometimes	Rarely	Never
Career-specific skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic/organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Disposition-, Motivation-, and Value-Related Outcomes

	Frequently	Sometimes	Rarely	Never
Sense of place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aloha spirit of people and planet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stereotyping and prejudice (decrease in)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tolerance and openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to deal with ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Willingness to take responsibility and become involved in community issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for dealing with complexity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to become a community leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to promote social justice and equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cognitive and Behavioral Outcomes

	Frequently	Sometimes	Rarely	Never
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflective judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consciousness of self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perspective-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Service Learning: Challenges & Supports

What are the biggest obstacles/challenges to implementing service-learning on your campus?

	A major obstacle	A minor obstacle	Not an obstacle
Grading/assessing student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying options for alternative assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Absence of a coordinating body/office on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing/maintaining community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing paperwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling logistics (i.e. scheduling, transportation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding appropriate community-based learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacking time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Students lacking time	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lacking energy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students lacking energy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lack of funding/grants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lack of recognition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Negative campus attitudes toward service-learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Liability issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

What have been the most valuable sources of support for you in your efforts to use service-learning in your teaching?

	A major support	A minor support	Not a support
Creating connections/networking on campus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creating connections/networking in the community	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Peer mentoring/facilitation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Exposure to best practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Presence of a coordinating body/office on campus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Funding/grants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Positive campus attitudes toward service-learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recognition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Support from Campus Compact	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

What types of information and/or support would help further your service-learning efforts?

Please check all that apply.

- Basic written information about service-learning (i.e. examples of projects, best practices)
- An information session about service-learning (i.e. examples of projects, best practices)
- Individualized discussion about how to incorporate service-learning into my course(s)
- Information about how to turn my engaged teaching into scholarship
- A paid staff person/administrative support for my service-learning efforts
- Grant writing support
- Logistical support (i.e. transportation, supplies, petty cash fund)
- Access to community contacts and needs

Other

Do you intend to continue using service-learning in your teaching?

Yes

No

I don't know

Comments

F. Service Learning: Faculty Impacts

It's common to talk about the ways in which service-learning fosters student learning and development. We are equally interested in hearing about YOUR experiences as a faculty member. How has your use of service-learning affected you professionally and personally?

Have you experienced any positive PROFESSIONAL impacts from using service-learning? Please rate the extent to which you agree (or disagree) with each of the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My awareness of the community has expanded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationship with the community has improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with students have improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with administrators have improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with colleagues in my department have expanded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with colleagues in different disciplines have expanded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My use of effective pedagogy has evolved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My patience working with diverse learning styles has increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have become a more effective educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My research interests have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

broadened.

I have received formal recognition
(i.e. awards, asked to speak,
highlighted in the newspaper).

I have received informal recognition.

I have received funding.

I am more interested in my own
discipline.

My professional satisfaction has
increased.

I am more satisfied with my campus.

My job satisfaction has increased.

I am now more likely to stay at my
institution.

Have you presented your service-learning work at one or more conferences?

Yes

No

Comments

Have you published your service-learning work?

Yes

No

Comments

Have you experienced any positive PERSONAL impacts from using service-learning? Please rate the extent to which you agree (or disagree) with each of the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have experienced a sense of accomplishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been inspired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have felt new	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

energy/enthusiasm.

My relationships with students have improved.

My relationships with colleagues have expanded.

My relationships with the community has improved.

My relationships with the environment has expanded.

I have experienced personal growth.

I have become aware of some of my own biases and prejudices.

My appreciation of diversity has increased.

I have an increased sense of self as a global citizen.

I am more adaptable/tolerant.

I feel personal satisfaction.

I feel an increased sense of responsibility toward my community.

My civic skills have expanded.

I have developed stress-related coping skills.

Now that you've had a chance to reflect on how service-learning has affected you both professionally and personally, please think about which effects have been the most meaningful and/or significant for you.

Please describe a few specific ways that service-learning has most significantly affected you as a faculty member.

Please describe a few specific ways that service-learning has been most transformational for you as an individual.

G. Service Learning: Getting Started

What types of information and/or support would help you incorporate service-learning into your teaching? Please check all that apply.

- Basic written information about service-learning (i.e. examples of projects, best practices)
- An information session about service-learning (i.e. examples of projects, best practices)
- Individualized discussion about how to incorporate service-learning into my course(s)
- Information about how to turn my engaged teaching into scholarship
- A paid staff person/administrative support for my service-learning efforts
- Grant writing support
- Logistical support (i.e. transportation, supplies, petty cash fund)
- Access to community contacts and needs
- Other

H. Community-Based Research

Have you incorporated community-based research into any of your courses and/or into your own scholarship?

Definition: Community-based research involves collaboration between researchers and community members in the design and implementation of research projects aimed at meeting community needs.

- Yes
- No, but I'm interested

- No, and I don't intend to
- I don't know

Even if you did not check yes to the previous question, if you have ever had your students engaged in research that involved collaboration with the community as part of at least one of your courses, please answer the following questions. If you have not, please skip ahead to section M: Campus Compact Awareness.

I. Community-Based Research: Basics

In what year did you begin incorporating community-based research into your courses?

How many of your courses have incorporated community-based research?

In the past year, how many courses did you teach?

Of these, how many of your courses during the past year have incorporated community-based research?

Approximately how many community-based research courses have you taught since you began teaching?

Which of the following student populations have participated in community-based research through your courses? Please check all that apply.

- Undergraduate students
- Graduate students
- High School students

What are the community issues addressed by your community-based research? Please check all that apply.

- Addiction
- Animals
- Crisis response and assistance
- Cultural awareness
- disAbilities

- Domestic and/or dating violence
- Education and/or literacy
- Environmental issues
- Family asset building
- Health care
- Homelessness
- Immigration/refugee assistance
- Incarcerated youth and/or adults
- Low-income assistance
- Mental health
- Parks and gardens
- Recreation, sports and fitness
- Senior citizens
- Urban planning
- Visual and performing arts
- Vulnerable youth
- Workforce development
- Youth asset building
- Other

What reflection strategies do you incorporate into your community-based research courses?

Please check all that apply.

- Students write personal journals
- Students write structured reflection journals
- Students share written journals with their peers
- Students participate in structured group reflections/discussions
- Students write final reflection papers
- Students do final reflection presentations
- Students write professional papers (e.g. theses)
- None
- Other

J. Community-Based Research: Challenges & Supports

What are the biggest obstacles/challenges to implementing community-based research on your campus?

	A major obstacle	A minor obstacle	Not an obstacle
Grading/assessing student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying options for alternative assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Absence of a coordinating body/office on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing/maintaining community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing paperwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling logistics (i.e. scheduling, transportation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding appropriate community-based learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacking time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students lacking time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacking energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students lacking energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of funding/grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative campus attitudes toward community-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liability issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What have been the most valuable sources of support for you in your efforts to use community-based research in your teaching?

	A major support	A minor support	Not a support
Creating connections/networking on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating connections/networking in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer mentoring/facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Presence of a coordinating body/office on campus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Funding/grants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Positive campus attitudes toward community-based research	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recognition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Support from Campus Compact	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

What types of information and/or support would help further your community-based research efforts? Please check all that apply.

- Basic written information about community-based research (i.e. examples of projects, best practices)
- An information session about community-based research (i.e. examples of projects, best practices)
- Individualized discussion about how to incorporate community-base research into my course(s)
- A paid staff person/administrative support for my community-based research efforts
- Grant writing support
- Logistical support (i.e. transportation, supplies, petty cash fund)
- Access to community contacts and needs
- Other

Do you intend to continue using community-based research in your research or teaching?

- Yes
- No
- I don't know
- Comments

K. Community-Based Research: Faculty Impacts

It's common to talk about the ways in which community-based teaching and learning strategies foster student learning and development. We are equally interested in hearing about YOUR experience as a faculty member. How has your use of community-based research affected you professionally and personally?

Have you presented your community-based research at one of more conferences?

- Yes
- No

Comments

Have you published your community-based research?

Yes

No

Comments

Please describe a few specific ways that community-based research has most significantly affected you as a faculty member.

Please describe a few specific ways that community-based research has been most transformational for you as an individual.

L. Community-Based Research: Getting Started

What types of information and/or support would help you incorporate community-based research into your teaching or research? Please check all that apply.

- Basic written information about community-based research (i.e. examples of projects, best practices)
- An information session about community-based research (i.e. examples of projects, best practices)
- Individualized discussion about how to incorporate community-based research into my course(s)
- A paid staff person/administrative support for my community-based research efforts
- Grant writing support
- Logistical support (i.e. transportation, supplies, petty cash fund)
- Access to community contacts and needs
- Other

M. Campus Compact Awareness

Have you heard of Campus Compact?

Yes

No

Comments

Have you participated in any of the following opportunities available through the Campus Compact network? Please check all that apply.

Continuums of Service Conference (annual event held by the Western Region Campus Compact Consortium)

Event/training offered by the national Campus Compact office

Event/training offered by Colorado Campus Compact

Event/training offered by another state's Campus Compact office

Event/training offered by my campus (that may have been supported by Campus Compact)

Grant awarded by Colorado Campus Compact office

Grant awarded by another state's Campus Compact office

Grant awarded by my campus (that may have been supported by Campus Compact)

Other

N. Demographics

If you work with a Colorado Campus Compact member institution, please select your primary campus from the following choices:

If you do not work with a Colorado Campus Compact member institution, please enter your institution's name (and branch, if applicable).

Which of the following best describes your position:

Which of the following best describes your hours:

Which of the following best describes your primary emphasis:

Total number of years employed in higher education:

Which of the following best describes your gender:

Which of the following best describes your ethnicity? Please check all that apply.

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Other

Thank you page:

Your survey answers have been submitted anonymously.

Thank you for taking the time to complete Colorado Campus Compact's Engaged Faculty Survey!

This survey was adopted from the Western Region Campus Compact Consortium (WRCCC) and Utah Campus Compact's Faculty Engagement Inventory.

1. 2010 Faculty Engagement Survey