

WRCCC Faculty Engagement Survey

A. Welcome!

The Western Region Campus Compact Consortium (WRCCC), comprised of the Campus Compact offices in California, Colorado, Hawaii and the Pacific Islands, Oregon, Montana, Utah, and Washington -- in cooperation with your home institution -- is requesting your participation in our online Faculty Engagement Survey.

The survey will take approximately 10-20 minutes of your time. The data obtained through the survey will provide WRCCC and all 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, WRCCC 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.

Participants who live and work in Oregon, Utah, or Washington will be able to enter a drawing to win a \$250 professional development stipend.

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 decide not to complete the survey for any reason at any time, you will do so without penalty or consequence of any kind. Your submission of responses to survey questions indicates your consent to participate.

B. Community-Based Activities

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1. 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, 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, public officials
- Other (please specify):

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

- Blackboard/other on line 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

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- 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 (please specify):

* 3. Have you incorporated service-learning into any of your courses?

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

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

C. Service-Learning: Course Basics

4. 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="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare students for lifelong community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide assistance/support to the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To create/produce new knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To receive professional recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To receive faculty incentive money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To receive monetary resources to support my course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To try something new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify):

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5. 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 colleague(s) encouraged me to try service-learning.
- My student(s) wanted to do service-learning.
- I started using service-learning on my own.
- Other (please specify):

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

Year:

7. 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?

8. Approximately how many students participated in service-learning through your course(s) from August 2007 to August 2008?

of students:

9. About how many hours did your students spend doing service-learning from August 2007 to August 2008? For example, if 10 students served 4 hours per week for 10 weeks, then $10 \times 4 \times 10 = 400$ hours.

of hours:

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10. 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 (please specify):

11. 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

12. 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 (please specify):

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

	Very important	Somewhat important	Not important
Engaging students	jñ	jñ	jñ
Effective pedagogy	jñ	jñ	jñ
Convenience/availability	jñ	jñ	jñ
Personal interest	jñ	jñ	jñ
Relevance to course/subject	jñ	jñ	jñ
Relevance to academic objectives	jñ	jñ	jñ
Relevance to community engagement learning objectives	jñ	jñ	jñ
Addressing community need(s)	jñ	jñ	jñ
Satisfying grant criteria	jñ	jñ	jñ

Other (please specify):

14. 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

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- Vulnerable youth
- Workforce development
- Youth asset building
- Other (please specify):

15. 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 (please specify):

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.

16. 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"/>

17. 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"/>

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18. Interpersonal Outcomes

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

19. Career Outcomes

	Frequently	Sometimes	Rarely	Never
Career-specific skills	jn	jn	jn	jn
Leadership skills	jn	jn	jn	jn
Professionalism	jn	jn	jn	jn
Systematic/organizational skills	jn	jn	jn	jn
Research skills	jn	jn	jn	jn

20. Disposition-, Motivation-, and Value-Related Outcomes

	Frequently	Sometimes	Rarely	Never
Sense of place	jn	jn	jn	jn
Aloha spirit of people and planet	jn	jn	jn	jn
Stereotyping and prejudice (decrease in)	jn	jn	jn	jn
Tolerance and openness	jn	jn	jn	jn
Self-directed learning	jn	jn	jn	jn
Self-efficacy	jn	jn	jn	jn
Ability to deal with ambiguity	jn	jn	jn	jn
Confidence	jn	jn	jn	jn
Willingness to take responsibility and become involved in community issues	jn	jn	jn	jn
Capacity for dealing with complexity	jn	jn	jn	jn
Empathy	jn	jn	jn	jn
Willingness to become a community leader	jn	jn	jn	jn
Desire to promote social justice and equity	jn	jn	jn	jn

21. Cognitive and Behavioral Outcomes

	Frequently	Sometimes	Rarely	Never
Critical thinking	jn	jn	jn	jn
Problem solving	jn	jn	jn	jn
Reflective judgment	jn	jn	jn	jn
Consciousness of self	jn	jn	jn	jn
Perspective-taking	jn	jn	jn	jn
Evaluation of evidence	jn	jn	jn	jn

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E. Service-Learning: Challenges & Supports

22. 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	jn	jn	jn
Identifying options for alternative assignments	jn	jn	jn
Managing the classroom	jn	jn	jn
Absence of a coordinating body/office on campus	jn	jn	jn
Developing/maintaining community partnerships	jn	jn	jn
Completing paperwork	jn	jn	jn
Handling logistics (i.e. scheduling, transportation)	jn	jn	jn
Finding appropriate service-learning experiences	jn	jn	jn
Lacking time	jn	jn	jn
Students lacking time	jn	jn	jn
Lacking energy	jn	jn	jn
Students lacking energy	jn	jn	jn
Lack of funding/grants	jn	jn	jn
Lack of recognition	jn	jn	jn
Negative campus attitudes toward service-learning	jn	jn	jn
Liability issues	jn	jn	jn

Comments:

23. 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	jn	jn	jn
Creating connections/networking in the community	jn	jn	jn
Peer mentoring/facilitation	jn	jn	jn
Exposure to best practices	jn	jn	jn
Presence of a coordinating body/office on campus	jn	jn	jn
Funding/grants	jn	jn	jn
Positive campus attitudes toward service-learning	jn	jn	jn
Recognition	jn	jn	jn
Support from Campus Compact	jn	jn	jn

Comments:

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24. 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 (please specify):

25. 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 experience as a faculty member. How has your use of service-learning affected you professionally and personally?

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26. 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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationship with the community has improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationships with students have improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationships with administrators have improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationships with colleagues in my department have expanded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationships with colleagues in different disciplines have expanded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My use of effective pedagogy has evolved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My patience working with diverse learning styles has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have become a more effective educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My disciplinary knowledge has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research interests have broadened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received formal recognition (i.e. awards, asked to speak, highlighted in newspaper).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received informal recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in my own discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional satisfaction has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more satisfied with my campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job satisfaction has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now more likely to stay at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Yes

No

Comments:

28. Have you published your service-learning work?

Yes

No

Comments:

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29. 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.	jn	jn	jn	jn	jn
I have been inspired.	jn	jn	jn	jn	jn
I have felt new energy/enthusiasm.	jn	jn	jn	jn	jn
My relationships with students have improved.	jn	jn	jn	jn	jn
My relationships with colleagues have expanded.	jn	jn	jn	jn	jn
My relationship with the community has improved.	jn	jn	jn	jn	jn
My relationship with the environment has expanded.	jn	jn	jn	jn	jn
I have experienced personal growth.	jn	jn	jn	jn	jn
I have become aware of some of my own biases and prejudices.	jn	jn	jn	jn	jn
My appreciation of diversity has increased.	jn	jn	jn	jn	jn
I have an increased sense of self as a global citizen.	jn	jn	jn	jn	jn
I am more adaptable/tolerant.	jn	jn	jn	jn	jn
I feel personal satisfaction.	jn	jn	jn	jn	jn
I feel an increased sense of responsibility toward my community.	jn	jn	jn	jn	jn
My civic skills have expanded.	jn	jn	jn	jn	jn
I have developed stress-related coping skills.	jn	jn	jn	jn	jn

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.

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

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

G: Service-Learning: Getting Started

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32. 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 (please specify):

H: Community-Based Research

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

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

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

I. Community-Based Research: Basics

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

Year:

35. 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?

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36. 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

37. 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 (please specify):

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38. 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 (please specify):

J. Community-Based Research: Challenges & Supports

39. 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	jñ	jñ	jñ
Identifying options for alternative assignments	jñ	jñ	jñ
Managing the classroom	jñ	jñ	jñ
Absence of a coordinating body/office on campus	jñ	jñ	jñ
Developing/maintaining community partnerships	jñ	jñ	jñ
Completing paperwork	jñ	jñ	jñ
Handling logistics (i.e. scheduling, transportation)	jñ	jñ	jñ
Finding appropriate community-based research experiences	jñ	jñ	jñ
Lacking time	jñ	jñ	jñ
Students lacking time	jñ	jñ	jñ
Lacking energy	jñ	jñ	jñ
Students lacking energy	jñ	jñ	jñ
Lack of funding/grants	jñ	jñ	jñ
Lack of recognition	jñ	jñ	jñ
Negative campus attitudes toward community-based research	jñ	jñ	jñ
Liability issues	jñ	jñ	jñ

Comments:

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40. 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="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating connections/networking in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer mentoring/facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presence of a coordinating body/office on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding/grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive campus attitudes toward community-based research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Campus Compact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

41. 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-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 (please specify):

42. 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?

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43. Have you presented your community-based research at one or more conferences?

Yes

No

Comments:

44. Have you published your community-based research?

Yes

No

Comments:

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

46. 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

47. 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 (please specify):

M. Campus Compact Awareness

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48. Have you heard of Campus Compact?

Yes

No

Comments:

49. 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 my state's Campus Compact office

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 my state 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 (please specify):

N. Demographics

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

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

52. Which of the following best describes your position:

53. Which of the following best describes your hours:

54. Which of the following best describes your primary emphasis:

55. Total number of years employed in higher education:

of years:

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56. Which of the following best describes your gender:

57. 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 (please specify)

Thank You!

Thank you for taking the time to complete WRCCC's Faculty Engagement Survey!

We also invite you to:

- Sign up to participate in a future focus group or survey, and/or
- For Oregon, Utah, and Washington residents only: Enter a drawing to win a \$250 professional development stipend.

In order to keep your survey responses anonymous, we will direct you to a new website after you click on "Done" below.

The Utah Campus Compact Faculty Engagement Inventory informed portions of the WRCCC Faculty Engagement Survey.

WRCCC Faculty Engagement Survey -- Additional Opportunities

Additional Opportunities

Thank you again for completing the WRCCC Faculty Engagement Survey. You have now been redirected to a new website.

We encourage you to participate in both of the following opportunities:

- (1) Participate in a focus group or an additional survey and/or
- (2) For Washington, Oregon, and Utah residents only: Enter a drawing to win a \$250 professional development stipend.

Participate in a Focus Group or Survey

Are you interested in participating in continued discussions (e.g. focus groups or an additional survey) about community engagement? Please enter your contact information below.

Yes, I'm interested in continued discussions about community engagement!

Name:	<input type="text"/>
Institution:	<input type="text"/>
Phone:	<input type="text"/>
Email:	<input type="text"/>

Enter a Drawing

If you live and work in Washington, Oregon, or Utah, you are eligible to win a \$250 professional development stipend. Please provide the following information to be entered in the drawing.

Yes, enter me in the drawing!

Name:	<input type="text"/>
Institution:	<input type="text"/>
Phone:	<input type="text"/>
Email:	<input type="text"/>