Understanding Perceptions of University of Delaware's Community Engagement: Feedback from Faculty and Staff

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UNDERSTANDING PERCEPTIONS OF UNIVERSITY OF DELAWARE'S COMMUNITY ENGAGEMENT: FEEDBACK FROM FACULTY AND STAFF

EXECUTIVE SUMMARY

In response to current efforts to measure and understand community engagement, the Community Engagement Initiative (CEI) at the University of Delaware (UD) developed open-source, community engagement survey tools to collect data regarding community engagement across three key stakeholder groups: (1) students, (2) faculty and staff, and (3) community partners. Development of the survey tools was driven by creation of a logic model, incorporation of other models and surveys, and consideration of overarching goals (e.g., creating mutually beneficial ties between institutions and communities). This report presents data, collected in the Fall of 2019, from the faculty and staff survey, which included both quantitative and qualitative questions.

The following are the major quantitative findings of the faculty and staff survey:

- 74% were involved in community engagement activities in 2019 as compared to 65% in 2013, an increase of 9%.
- 11% more faculty and staff reported working with undergraduates and 15% more faculty and staff reported working with graduate students on community engagement activities when comparing 2013 to 2019.
- 84% agreed or strongly agreed that UD supports K-12 education in the state.
- 88% stated that UD supports arts and cultural activities in the state.
- 90% reported that UD supports community-based public health in the state.
- 78% agreed or strongly agreed that UD is a trustworthy partner in the community.

The following are the major qualitative findings of the faculty and staff survey:

- Faculty and staff often reported on the strengths of UD's community engagement efforts, such as successful examples of community engagement happening on campus and throughout the state.
- In addition, faculty and staff identified weaknesses of and barriers to community engagement at UD, such as financial barriers, lack of understanding community needs, and lack of advertising community engagement opportunities.
- Furthermore, respondents provided recommendations to improve community engagement at UD by increasing awareness of current initiatives, increasing funding, and increasing participation by engaging the entire campus.

Based on these findings, we provide recommendations and reflections to strengthen UD's community engagement efforts as part of UD's commitment to its Carnegie Foundation for the Advancement of Teaching designation:

1. Clarify and expand awareness of what community engagement is, why it is valued, and how it can look across colleges and departments, as well as student groups.
2. Consider a regular community engagement feature in The Review and UDaily.
3. Identify one central web-based location where community engagement activities and opportunities across the University can be located.
4. Clarify how faculty and staff can work in coordination with and support established partnerships.
5. Establish in practice a value for community engagement in the promotion and tenure process.
6. Re-visit terminology related to civic engagement, partnerships, and community engagement to ensure consistency in messaging across the University.
7. Create professional development learning opportunities for faculty and staff (i.e., materials at orientation), perhaps in coordination with Human Resources (HR), to advance their understanding of community engagement at UD, such as what the partnerships are, how to become involved, and how courses become more community engaged and designated as such.

FACULTY AND STAFF – COMMUNITY ENGAGMENT REPORT

INTRODUCTION

Measuring the breadth and depth of an institution's community engagement and the efficacy of its collaborative efforts is an essential task for the future of community engagement, also known as civic engagement. The Community Engagement Initiative (CEI) at the University of Delaware (UD) has developed a set of tools for measuring a University's institutional community engagement across three key stakeholder groups: (1) students, (2) faculty and staff, and (3) community partners. The toolkit is made up of a logic model and three distinct surveys, one for each identified stakeholder group. Survey questions are distinctly mapped from the logic model's short- and long-term objectives for improving institutional capacity for community engagement. Annual surveys are electronically distributed to each of the stakeholder groups to inform and improve the University's community engagement efforts. This toolkit is the first freely accessible ongoing tool to assess and improve institutional community engagement and aims to improve reciprocally beneficial relationships between institutions and the communities in which they are engaged.

BACKGROUND AND BRIEF HISTORY

Universities globally are embracing civic engagement as an important component of their work. The Carnegie Foundation for the Advancement of Teaching has designated 359 out of 5,000 higher education institutions in the US as civically engaged organizations, a number which continues to increase (Association of Public and Land-grant Universities, 2020). UD was formally recognized by the Carnegie Foundation for outstanding community engagement in 2015, 1 of 67 public institutions nationally that hold this designation. UD's classification was garnered by the CEI, which seeks to expand the University's role in cultivating active citizens through partnerships that impact civic needs and fostering reciprocally beneficial relationships between the University and the communities where it is engaged.

Yet such efforts are not simple undertakings, and to do well require more than a default documentation. A well-designed assessment approach must clarify purpose and aims, while advancing the quality of the effort along with supporting a common understanding of goals and objectives. An integrated approach to assessment is one mechanism to help establish a common definition of success, yet with such overarching substantial efforts being undertaken across stakeholder groups including students, faculty and staff, and community partners, via a similar breadth of interwoven activities which overlap across the areas of research, teaching, and service (including from a community member perspective) measuring such efforts can be daunting.

Further, data can be utilized to serve multiple purposes, informing not only the CEI's progress, but also supporting learning objectives, research needs and department or center-based evaluation needs.

UD's community engagement leaders identified one of the major challenges in transitioning from community involvement to sustained and visible community engagement to be the development of a strategic process for the regular, systematic and standardized collection of information on community engagement activities. Since then, the evaluation team has developed a toolkit aligning indicators and outcomes from a comprehensive logic model to formulate survey questions, identified key sources of data from which progress can be monitored and tracked, and collected survey data from three key stakeholder groups to inform and improve the University's community engagement using these systematic measurable tools.

Institutional civic engagement is important in establishing mutually beneficial relationships between an organization and the community where it is located. Establishing mutually beneficial relationships requires not only continued engagement efforts but also community partners' trust that institutional partners have their best interests in mind. Higher education has long been involved in community engagement efforts yet there has largely been a lack of systematic, quantitative and qualitative analysis of the effectiveness, coordination, accessibility, and perception of these efforts. Evaluating institutional civic engagement efforts can improve UD's community engagement by providing the CEI and other civic engagement leaders with trends and analysis of stakeholders' perceptions on the effectiveness, accessibility, and scope of engagement efforts.

UD has a long tradition of commitment to community engaged scholarship through applying knowledge and creativity to challenges facing Delaware communities. In 2013, UD's Carnegie Foundation Task Force designed and fielded the first-ever UD Community Engagement Survey to all faculty and staff. These were the first results leveraged to improve the accessibility of community engagement opportunities for faculty and staff.

In 2015, the Carnegie Foundation honored UD for its institutional commitment to community engagement. Within the context of the Carnegie Foundation designation, community engaged research has widely defined the purpose of community engagement as "the partnership of college and university knowledge and resources with those of public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning, prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address societal issues; and contribute to the public good" (Civic Engagement Benchmarking Task Force, 2005, p. 2).

The following year, UD's CEI formed to strengthen civic engagement across the institution and its partners. The initiative was formed to strengthen collaboration between UD and its larger community and in doing so recognize and impact civic needs. In 2017, CEI held quarterly evaluation

meetings to define community needs and identify corresponding data sources. The University's Civic Action Plan, published in 2017, developed UD's three key partnership groups, the Partnership for Healthy Communities, the Partnership for Arts and Culture, and the Partnership for Public Education.

In response to a call for ongoing measurement of institutional engagement, the process of developing an evaluation tool began in 2018. The tool development consisted of a seven-step process, further detailed in the Methods section, resulting in a comprehensive logic model, aligning outcomes and indicators of community engagement, see Figure 1, as well as surveys for the three identified stakeholder groups. Survey data collected from UD students, faculty and staff, and community partners was utilized to directly measure the objectives identified in the logic model; though additional data was also collected from other existing sources (i.e., research and administrative sources).

Figure 1. Community Engagement Logic Model
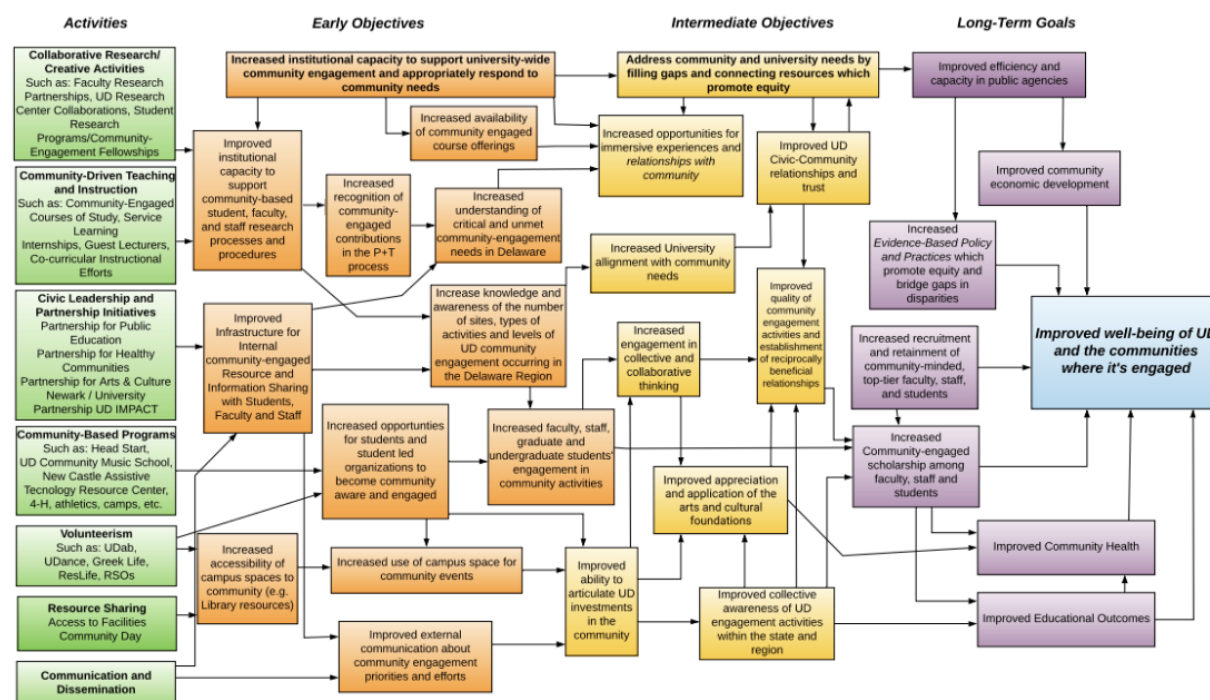
The authors of this report intend for this data to be used within the context of the logic model, to inform and improve the community engagement work to meet UD's goals for its CEI. Further, these tools were developed to support mutually beneficial community engagement among similar institutions.

METHOD

SURVEY DEVELOPMENT

Survey development consisted of a seven-step process to ensure that survey questions were comprehensive, aligned with former tools, all while remaining succinct to increase respondents' response rates. The first step began in 2018 by reviewing all available materials and documents which described the purpose and intent of the civic engagement work at UD. These tools included UD's 2017 Civic Action Plan as well as the mission statements and ongoing engagement efforts of partnership groups. In order to begin gathering data that would assess engagement efforts, an inventory of community engagement efforts by faculty, staff, students, and community partners was simultaneously established using academic colleges as key information providers.

As the second step in survey development, the research team conducted a literature review on strategies for evaluating institutional community engagement and by reviewing the work of other community-engaged institutions. While a limited number of tools were identified, those resources identified were not equipped to assess community partner perception of institutional engagement.

The third step involved using prior tools and partnership feedback as guides to develop short- and long-term objectives of community engagement. The process included a committee of individuals, with input from partnership groups of the CEI, resulting in clearly articulated objectives for the effort so that the appropriate data could be identified and trends could be tracked. Objectives were largely defined by a myriad of data sources and partner evaluations of community needs. Short- and long-term objectives were identified that would increase the capacity for members of the UD community members to participate in community engagement within and beyond UD's campus. These objectives were then mapped to long-term goals that focus on the continual development and measurement of: (1) high-quality community engagement activities; (2) community-engaged scholarship among faculty, staff, students, community partners; and (3) improved well-being of UD and the communities where it is engaged. These objectives and goals were utilized to create a logic model, a visual guide to the outline and timeline of the objectives and goals for community engagement.

Objectives were mapped to indicators for each survey group, comprising the fourth step in the survey development process. Working evaluation meetings occurred regularly with each of the three CEI partnership groups (Education, Arts and Culture, and Community Health), to clarify objectives and work toward measurable, standardized indicators. Data collection mechanisms were identified to assess these indicators, with the goal of capturing existing data as well as understanding the best mechanisms for accessing existing data on campus and in the community. Survey questions were developed in the fifth step of survey development through both reviewing

existing tools and developing unique questions tailored to UD and surrounding communities. Faculty and staff surveys included an identical series of questions from the 2013 Community Engagement Survey distributed only to UD faculty and staff in order to monitor progress on engagement in specific activities. The sixth step involved survey question review by leadership at UD across all partnership teams, and the final step consisted of piloting questions with a subset of students, faculty, staff and community partners. Confusing or potentially redundant questions were eliminated or refined, and the second round of piloting took place.

The faculty and staff survey is 36 questions and three pages long and contains both qualitative open-ended questions and quantitative questions (see Appendix for entire survey). The faculty and staff survey has three primary objectives: (1) evaluating the perceived degree to which the institution supports community engaged faculty and staff research processes, (2) measuring the quantity of existing opportunities for faculty and staff participation in community engagement, and (3) assessing faculty and staff awareness of specific active institutional community engagement programs.

Survey data collected from UD faculty and staff will be utilized to directly measure the objectives identified in the logic model; though additional data is also collected from other existing sources (i.e., research and administrative sources).

PARTICIPANTS

Respondents were identified for the faculty and staff survey using UD internal lists. Surveys were sent to all current UD faculty and staff. Twenty percent (n = 1,329) of faculty and staff members responded to the survey, though 656 submitted complete responses.

Data collection for the faculty and staff survey consisted of email contact and reminders from UD's Provost, Dr. Robin Morgan, after which the survey remained open for approximately two months. All faculty and staff were contacted by Provost Morgan in September 2019 and asked to participate in the respective surveys via email. Surveys were created and administered through Qualtrics and remained open from September through November, during which Provost Morgan emailed participation reminders to faculty and staff.

SURVEY QUESTIONS

DEMOGRAPHIC CHARACTERISTICS

While survey respondents remained anonymous, faculty and staff responded to a series of demographic characteristic questions which provide insight into the respondent's role at UD, gender, college or organizational affiliation, and primary work location. These questions were unique to the faculty and staff survey. Responses give insight into the general demographic landscape of faculty and staff respondents.

OVERALL COMMUNITY ENGAGEMENT WORK

Across all three surveys, respondents were asked to give a rating on a 10-point Likert scale from 1 (poor) to 10 (excellent) of UD's community engagement work, and they were asked to assess their attitude towards UD's work in the community, whether it has improved, declined, or stayed the same.

COMPARISON TO 2013 UD COMMUNITY ENGAGEMENT SURVEY

Faculty and staff surveys include nine identical questions from the 2013 UD Community Engagement Survey of UD of faculty and staff in order to gauge trends in engagement in specific engagement roles or activities in the past 12 months. Respondents were asked to check all roles and activities that apply. For example, "I planned or conducted a performance or exhibition that was based on the interests of a community and directly involved that community in its planning or execution" and "I was a member of the board of directors of a nonprofit, professional, educational, cultural, social service, charitable or religious organization". Faculty and staff were also asked to identify the number of undergraduate and graduate students that they had worked with in the past 12 months on any community engaged activity.

THINKING ABOUT YOUR EXPERIENCES

Faculty and staff were asked to rate the extent to which they would agree with 23 statements regarding the effectiveness, scope, and communication of community engagement efforts on a 4-point Likert scale from 1 (strongly disagree) to 4 (strongly agree). These questions gage the faculty and staff perception of the University's civic engagement work. For example, "The University has dedicated resources to support faculty and staff community engagement" and "I understand how to designate a course as 'community engaged'". Many of these questions are common across all three surveys, allowing for comparison between groups. For example, "Equity matters to UD when it comes to its community work" and "UD does not understand the critical or unmet needs of communities in Delaware".

EXTENT OF ENGAGEMENT

Respondents were asked five questions about the extent of faculty and staff engagement with community partners over the past year, requiring respondents to describe the nature of their collaboration (e.g.,, "In the past 12 months, how many UD hosted community meetings or events have you sponsored or host?") and the nature of their community engaged scholarship (e.g., "How many articles, books, chapters or reports have you published in the past 12 months which you would classify broadly as 'community engaged scholarship'?"). In addition, faculty and staff were asked to quantify the number of undergraduate students, graduate students, and community partners involved with their projects (e.g., "What was the total number of non-university people who worked with you on any community engagement activities last academic year?").

Quantitative data were analyzed using SPSS v26. Descriptive statistics were used to describe the basic features of the data and provide summaries of the range of variables examined. Qualitative data were coded using Dedoose™ qualitative analysis software. Initial codes were developed by reading a subsample of responses and using line-by-line coding, and codes continued to be developed and refined throughout the coding process. In order to improve inter-rater reliability and ensure coding accuracy among all three coders, codes were given an explicit definition. All coding discrepancies were discussed among all three coders and were resolved by reaching a consensus. Salient themes are provided in the Findings section.

FINDINGS

QUANTITATIVE

DEMOGRAPHIC CHARACTERISTICS

Table 1 presents the demographic characteristics of the sample. Respondents indicated their primary role at UD, given the options of part- and full-time faculty, staff, professionals, or 'other'. If they answered 'other', they were asked to describe their role. The majority of respondents were faculty (43%), followed by staff (24%), and 4% of respondents chose 'other'.

Faculty members were prompted to describe their faculty appointment at the university. The most commonly chosen option was tenured (39%), followed by non-tenure track (27%), and then being on a tenure track (18%). There was also an 'other' option which 2% of respondents chose, such as having a joint appointment or being research faculty. The rest of the respondents identified as being affiliated or adjuncts.

The survey sample included 14 different organizational affiliations within the university. The five organizations with the largest number of responses were the College of Arts and Sciences (29%), the College of Education and Human Development (11%), the College of Health Sciences (9%), the College of Agriculture and Natural Resources (7%), and the Alfred Lerner College of Economics (6%). Faculty and staff were asked to identify their primary work location. Overall, 93% of respondents work in Newark, 4% work in Wilmington, and 3% work downstate. The majority of faculty and staff respondents (67%) identified as female.

OVERALL COMMUNITY ENGAGEMENT WORK

Faculty and staff rated the University's community engagement by giving a number on a scale from 1 to 10 with 1 being poor community engagement and 10 being excellent. Overall, the mean was 6.77 (Mode = 8; SD = 1.901), see Table 2 and Figure 2.

Figure 2. Faculty and Staff Community Engagement Rating, 2019

Q1. On a scale of 1 to 10 where 1 is poor and 10 is excellent, how would you rate UD's community engagement work?
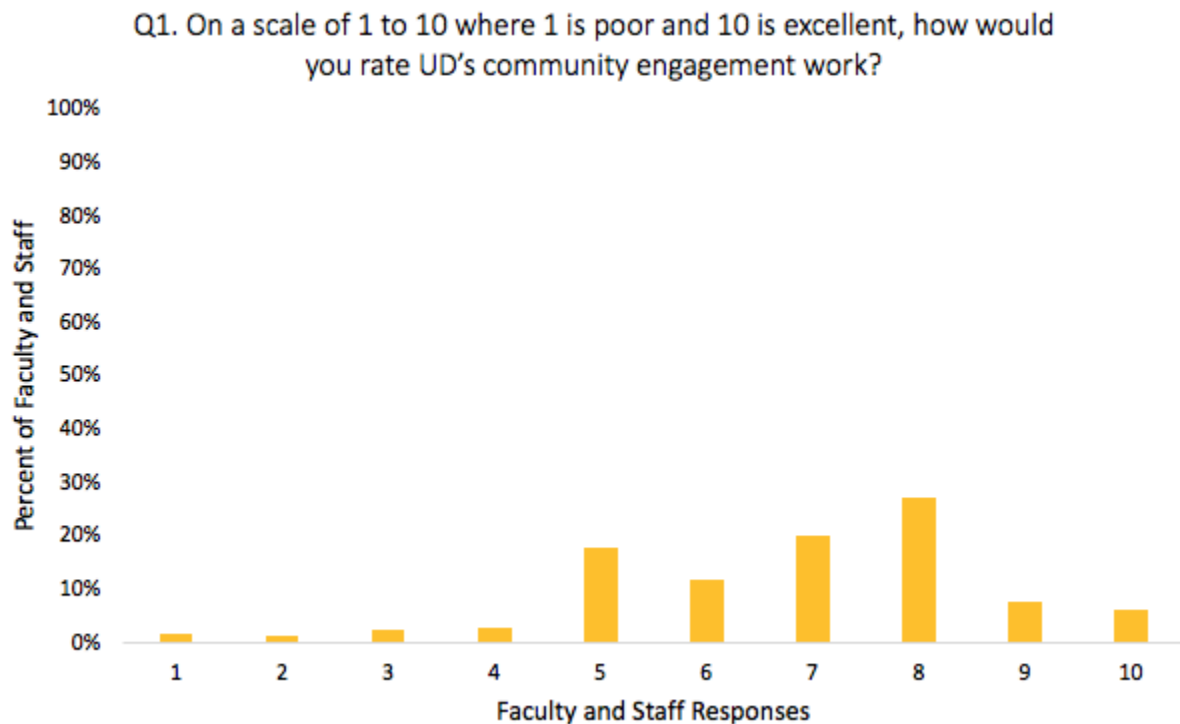

In addition, respondents reflected upon their attitude towards the University's work in the community within the previous year, whether it has improved, declined, or stayed the same. One-third of faculty and staff said there was an improvement, while only 6% said it declined, see Table 3.

COMPARISON TO 2013 SURVEY

Overall staff are more community engaged, and with more undergraduate students engaged in 2019 as compared to 2013.

Faculty and staff were asked to indicate their community engagement roles and activities, see Table 4. Overall, in 2013, 74% of faculty and staff reported being involved in some form of community engagement activities in 2019 as compared to 65% in 2013, an increase of 9%, see Figure 3.
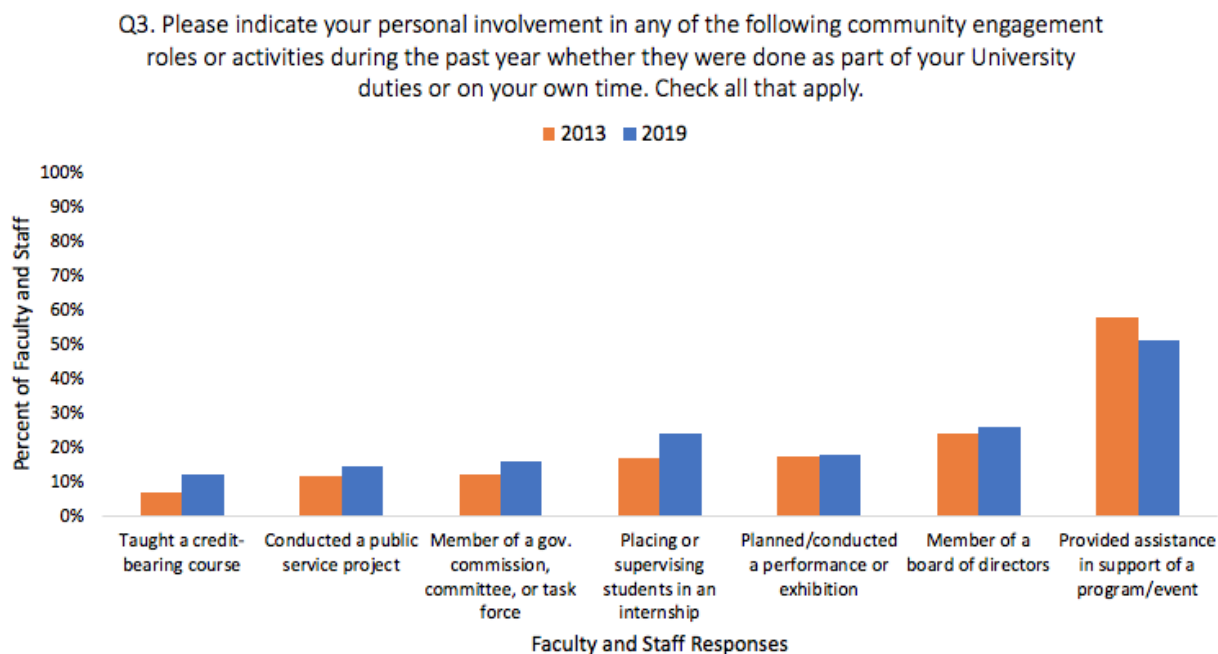
Figure 3. Faculty and Staff Involvement in Community Engagement, 2013 and 2019

Directly involved in community engagement roles or activities listed above in this panel.
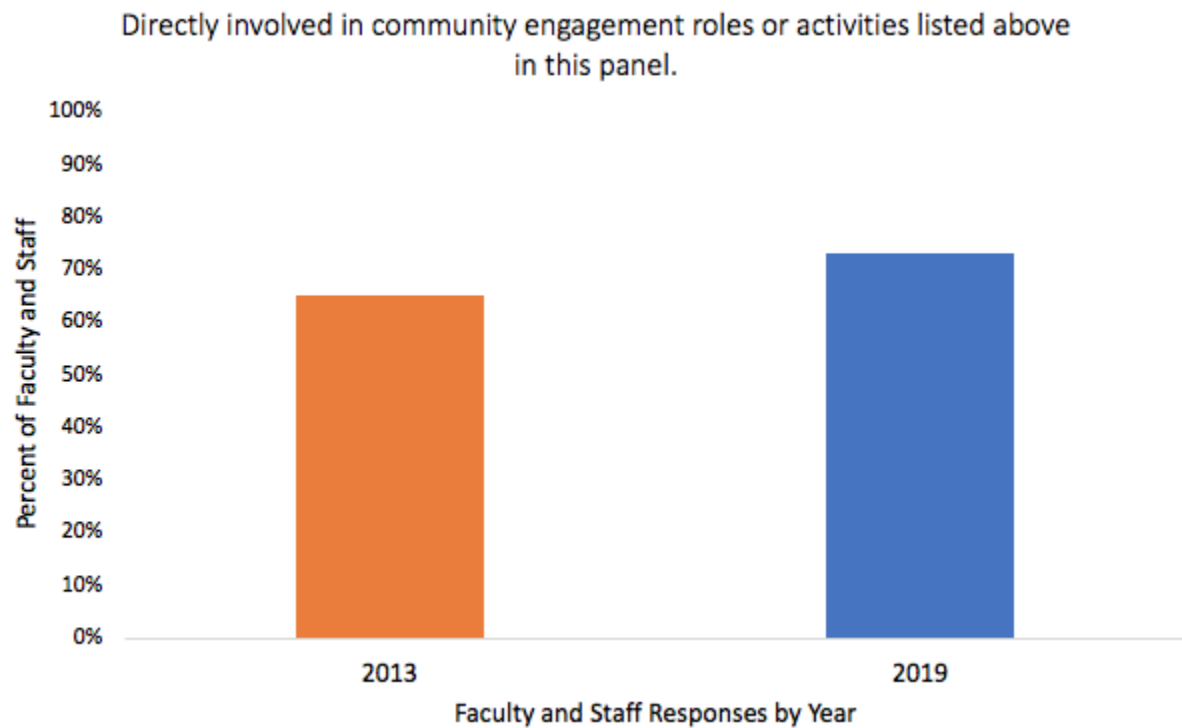
In addition to increased involvement, areas of improvement from 2013 to 2019 related to faculty and staff involvement in community engagement roles and activities, see Figure 4, include the following:

1. 8.3% increase in being directly involved in placing or supervising students in an internship, assistantship, or apprenticeship;

2. 4.8% increase in teaching credit-bearing course that had a significant "service learning component";

3. 3.8% increase in being members of a governmental commission, committee, or task force; and

4. 2.9% increase in conducting a public service project that was based on the interests of a community and directly involved that community in its planning or execution.

Figure 4. Faculty and Staff Community Engagement Roles and Activities, 2013 and 2019

Q3. Please indicate your personal involvement in any of the following community engagement roles or activities during the past year whether they were done as part of your University duties or on your own time. Check all that apply.

Furthermore, faculty and staff were asked to indicate the total number of undergraduate and graduate students who worked with them on any community engagement activities, see Table 5 and Table 6, respectively. Overall, when comparing 2019 to 2013, 11% more faculty and staff report working with undergraduates on community engagement activities. Despite this increase, there was a decrease in the average number of undergraduate students who worked with faculty and staff from 2013 (M = 17.83) to 2019 (M = 11.19), as well as a decrease in the largest number of undergraduate students working with faculty and staff from 2013 (Min/Max = 0/4,500) to 2019 (Min/Max = 0/700).

In addition to work with undergraduate students, 15% more faculty and staff report working with graduate students on these types of activities. There was an increase in the average number of students who worked with faculty and staff from 2013 (M = 1.8) to 2019 (M = 2.44), as well as an increase in the largest number of students working with faculty and staff from 2013 (Min/Max = 0/100) to 2019 (Min/Max = 0/120).

<center>EXPERIENCES WITH COMMUNITY ENGAGEMENT</center>

Most faculty are aware of some of the community partnerships and agree their work in the community is reciprocal with equity at the forefront, though community engaged course designation processes remain unclear. Faculty are divided when it comes to whether or not community engagement is a valued component of the promotion and tenure process.

Faculty and staff were asked to reflect on the past 12 months when responding to a series of statements about their experiences with community engagement, see Table 7. They then were asked to indicate whether or not they agreed with the statements by choosing numbers on a 4-point Likert scale from 1 (strongly disagree) to 4 (strongly agree).

About 94% of faculty and staff agreed or strongly agreed that their work in the community was reciprocal and that there was a mutual benefit, and there was strong support that equity matters as a foundation of the community work. The vast majority of faculty and staff, about 84%, agreed or strongly agreed that equity mattered to UD when it came to community work, see Figure 5, and 61%, agreed or strongly agreed that the professors at UD are community minded.

Figure 5. Faculty and Staff Response Regarding Equity

Q14. Equity matters to UD when it comes to its community work.
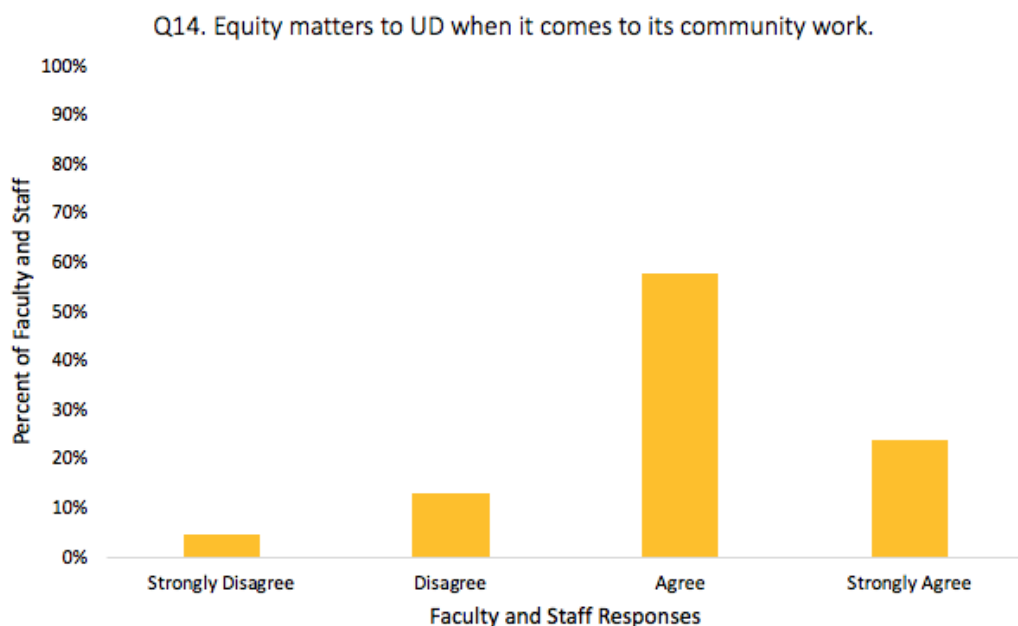
A large number of faculty and staff, about 73%, agreed or strongly agreed that UD is collaborative in its approach in working with the community and 92% believed that UD's collaborative research with communities was beneficial. That said, fewer faculty and staff, about 78%, agreed or strongly agreed when asked if they felt that UD was a trusted partner in the community. Additionally, when asked if they thought that UD did not understand the critical or unmet needs of the community, about 60% of respondents disagreed or strongly disagreed.

Most faculty and staff (62%) were in agreement that the university has some dedicated resources to support faculty and staff community engagement. However, less than half (48%), agreed or strongly agreed that community engagement is a valued component of the promotion and tenure process.

Despite strong foundations, and a high volume of activities, about 56% agreed or strongly agreed that they had a good sense of the work that UD is doing in the community, and only 39% felt that UD did a good job articulating it's investments in the community, suggesting this as a major area in need of resources, and growth.

Faculty and staff awareness of various specific community engagement partnerships at UD varied across partnerships, though collectively were strong. Half of respondents, about 50%, were aware of the Partnership for Public Education at while slightly more, about 60%, were aware of the Partnership for Healthy Communities; 45% were aware of the Partnership for Arts and Culture. When asked about the areas of work these partnerships help support, however, ratings were even better. Many faculty and staff, about 84%, also believe UD is a strong supporter of K-12 education across the state, 90%, agreed or strongly agreed that UD supports community-based public health within the state, while 88% believed UD had a strong statewide role in arts and cultural activities.

The majority of faculty and staff, about 80%, agreed or strongly agreed that scientific evidence for policy in Delaware was provided by UD. When prompted to answer if they felt UD has helped to improve the community economic development in Delaware, the majority, about 80%, agreed or strongly agreed. However, about 61% of faculty said it was not easy to host a community meeting or event at a UD-owned facility.

Perhaps because of the more recent progress in course designation procedures, a relatively high proportion of faculty and staff, about 74%, said they did not know how to designate a course as community engaged. In terms of ensuring students had necessary clearances, many faculty remained unclear about the proper processes; 55%, were unaware of the process they had to complete to create necessary paperwork for a student to be engaged in community-engaged research experiences with children.

<p align="center">EXTENT OF ENGAGEMENT</p>

Faculty and staff report robust community engaged scholarship activities, on average working with 21 community partners last year.

Faculty and staff were asked to report the extent of their engagement with UD in the past year, see Table 8, such as the number of articles, books, chapters or reports published in the past 12 months classifiable as "community engaged scholarship". Overall, in the past 12 months, respondents typically reported more than one publication, M = 1.64, SD = 19.957, Mode = 0, Min/Max = 0/500. In addition, faculty and staff reported hosting or sponsoring more than three community meetings or events, M = 3.51, SD = 9.278, Mode = 0, Min/Max = 0/90. Respondents were also asked to indicate the total number of non-university people who they worked with on any community engagement activities in the past twelve months. On average, respondents worked with approximately 21 non-university people, M = 21.53, SD = 137.310, Mode = 0, Min/Max = 0/3,000.

Open-ended responses suggest UD is highly community engaged, yet communication, need for long-term commitments, and concern for equity are top of mind for many.

Faculty and staff were asked to provide additional thoughts, advice, or feedback about UD's community engagement. These narrative responses were carefully reviewed using Dedoose™, resulting in twenty themes which were further grouped into five categories (i.e., Strengths, Weaknesses, Barriers, Recommendations, Survey Tool, see Table 9).

STRENGTHS OF COMMUNITY ENGAGEMENT AT UD

UD ACTIVELY ENGAGES WITH THE SURROUNDING COMMUNITY

Faculty and staff often reported on the strengths of UD's community engagement efforts, such as community engagement happening on campus and throughout the state:

> "There is so much community engagement happening outside of the academic classrooms and on our campus…"

> "The work I do at UD is all about community engagement - it's the fabric of how we run our center."

> "I think that UD is tremendously involved in many aspects of community in Delaware."

In addition, respondents provided examples of successful community engagement initiatives:

> "We examine works of art for citizens who come to our clinic from nearby MD, DE or PA, and some people have come from as far as Charlottesville or Vermont to bring works to our clinic. We accept about one in twenty of the works we see -- these treatments are another service to nearby collectors. I take students (both grad and undergrad) to do condition checks on the paintings at the Brandywine River Museum."

> "I am also part of the Wellbeing team at UD and help advertise the STAR campus events that are also open to the community. Our numbers are increasing this year due to the social media engagement and email blasts..."

"I am happy to be a part of UD's Community Engagement Initiative Partnership for Arts & Cultures… I am impressed by the University's initiative to engage the community in new and engaging ways."

FACULTY AND STAFF WANT TO BECOME INVOLVED IN COMMUNITY ENGAGEMENT OPPORTUNITIES

Respondents were enthusiastic and stated they wanted to become involved with current and future initiatives:

"I would like to know more about it [ways to become involved] as I value community engagement."

"I would love to know how UD could benefit or partner with the community organizations that I participate in outside of my employment."

"If I was more aware of all the opportunities to engage with the community, I would likely be able to/want to do more than I currently am."

WEAKNESSES OF COMMUNITY ENGAGEMENT AT UD

UD NEEDS TO COMMIT TO LONG-TERM COMMUNITY ENGAGEMENT

Faculty and staff proclaimed that the University needs to create long-lasting initiatives:

"Community engagement is something UD needs to explore and learn about. If one works in the community it quickly becomes apparent there is [no] strength in this relationship. Creating permanent collaborations that are true community-academic partnerships offers a lot of opportunity, but also requires time and buy-in."

"UD's community engagement needs to be greater than temporal interactions for collaborative projects."

"…I am aware that UD works on a number of CE [Community Engagement] initiatives, but they are often on a limited-term basis."

In addition to long-lasting initiatives, respondents believe more is needed to strengthen the university's community engagement, making community engagement a valued part of UD:

"There is still a lot to do when it comes to institutionalizing community engagement, including making it a valued part of the academic life of the university--valued to the degree

that it is: a) embedded in departmental, college and university wide PR [Public Relations] as well as in P&T [Promotion and Tenure] documents and b) fully supported by having knowledgeable/experienced faculty available to serve on P&T review committees at all levels. More needs to be done to include, recognize and amplify the voices and efforts of the community-based organizations who partner with us, to the point that UD does not have to toot its own horn and spin its own stories. Rather our empowered, helpfully-resourced and equally-positioned partners will do us that honor, perhaps contributing public interest stories written from their own perspective and own words and then distributed via UD channels such as UD Messenger, UDaily, and all the glossy brochures that are printed up and made available.

"I believe more work needs to be done to continue to build UD's community engagement activities and investment."

FACULTY AND STAFF ARE UNAWARE OF COMMUNITY ENGAGEMENT OPPORTUNITIES

A few respondents stated they do not know about UD's community engagement efforts:

"... I haven't heard of most of these initiatives. I read my UD email, communications, bulletin boards, etc. and consider myself very well informed..."

"I really don't know anything about UD's community engagement efforts."

Other faculty and staff indicated that they participate in community engagement initiatives, but they are not aware of community engagement outside their department:

"...I don't feel like I know enough about all of UD's community engagement initiatives. As a member of the College of Health Sciences, I am well-aware of the community engagement initiatives of this division of the institution; however, I have not seen as much advertisement about activities occurring in other divisions."

"Overall, my assessment of the community engagement work at UD is likely skewed/not complete. Although I do try to work in community engagement with our students, I'm not aware or familiar with the full scope of the community engagement projects going on at UD..."

Faculty and staff wrote about UD's values related to community engagement and its effects on the community, and there is a common belief that there is a disconnect between the two. For example, several respondents believe the disconnect stems from the value placed on financial gains over community needs:

"UD says that they value community engagement, but we are given absolutely no time to develop and foster relationships. Everything is about bringing in money for the University…"

"Community engagement appears important when it provides a revenue stream for UD."

"UD is really just concerned with raising money and putting "UD first" as is common knowledge. When I and my peers have pushed for positive and needed changes on campus it has always been met with a stone wall. Star campus is a good example of how UD thinks. All the funding and development is siphoning to this campus which is business minded and doesn't really benefit the students or community other than those who work there. The fact that a LNG [liquified natural gas] power plant was almost built highlights this issue."

Conversely, others indicated that this disconnect is driven by a need for academic publications:

"UD staff is incredibly engaged and in tune with community engagement and needs, but the majority of our faculty are disconnected...community engagement is not and should not be focused on academic publishing."

"There is a disconnect between many professional staff members who conduct applied research and community engagement and tenured, many faculty members who focus on theoretical research and are evaluated on the extent to which their work is published in peer-reviewed journals/articles."

Another source of disconnect is related to the university's hunger for growth. For example, one respondent noted:

"It could be perceived that the University takes advantage of the surrounding community, surrounding lands, surrounding resources in a negative, or negatively viewed fashion. While there are some admirable services and benefits to the community, they are often

overshadowed by the University's hunger for growth - i.e. Star Campus, ever growing student housing, etc. with little concern or care for the feelings or experience of the local residents. Much needs to be done to repair the broken nature of this relationship and unfortunately the community outreach and services do not outweigh the impact of the University's expansive growth and sprawl."

LACK OF UNDERSTANDING OF COMMUNITY'S NEEDS

Faculty and staff expressed a concern that UD does not have a clear understanding of the community's needs:

"UD needs to do a better job of grassroots type engagement. UD addresses areas of need in the community that line up with research interests, but I feel as though this does not always adequately address the needs of the Delaware community at large or in actuality."

"It is my opinion that the University tries hard to engage in the community and wants to do well. However, the people who are making the decisions about what that engagement looks like often do not know what would truly benefit the community the most. They either do not ask or when they do, they do not listen to the advice or responses given."

"I don't think UD can be successful with non-college (aka blue collar, poverty, etc.) individuals. That community is less than accepting of a university that has "their" best interests at heart. Many see a university as a liberal extension of political power. In other words, their interests are not being addressed."

ADVERTISEMENT OF COMMUNITY ENGAGEMENT NEEDS IMPROVEMENT

Faculty and staff state that there is a lack of advertising for community engagement:

"The university...engagement in the community (by which I mean beyond the campus reaching regionally, nationally, and internationally) is severely hampered by poor outreach. To be blunt: our communications to the outside world suck. Whether it is the Office of Communication and Marketing, individual departments and units, the alumni magazine or the website, the quality of the writing and the quality of the graphic design is that of a provincial institution…"

"The colleges need to do a better job at sharing what they are doing in the community. A community agency called me to do a program and found out another college was already working with them."

"...Yes, we have many community-based initiatives and events going, and I am and have been involved in a number of them, but it is almost impossible to get any publicity out about these in advance--far enough in advance so that someone could actually attend and/or participate in them. Often, the only PR [Public Relations] comes after the fact, with the faculty themselves putting notice of them into 'For the Record,' long after they are over..."

INCLUDE COMMUNITY ENGAGEMENT WITHIN THE TENURE AND PROMOTION PROCESS

In addition, some respondents expressed a lack of engagement due to having little impact to acquiring tenure and promotion:

"As a tenure-track faculty member, I have been told repeatedly by other colleagues not to develop a community engagement course because it is too time consuming and will not help my tenure case..."

"Despite the University's Carnegie designation and the conversation about the importance of community engagement, this work is not recognized by the University and especially the promotion and tenure process."

"Professors at UD are community-minded. I think that many are community minded but they cannot always prioritize action on those values while [pursuing the] more certain evidence to support promotion and tenure."

A DECREASE IN PARTICIPATION IS CAUSED BY A LACK OF RECOGNITION

Several faculty and staff criticized the little recognition received when participating in community engagement:

"I teach several courses that have field placements or community engagement components. Each of these courses takes extra work to organize and support the criminal background checks, and additional articulation is needed between the course and the placements. The workload is not recognized and only somewhat supported. Additionally, community related research takes time and the journals that publish in these areas often have lower impact ratings which effectively results in poor investment of your time and effort."

"Engaging in such activities is time consuming enough, with little pay back from the university."

<div align="center">BARRIERS TO COMMUNITY ENGAGEMENT AT UD</div>

ECONOMICS OF CONFERENCE SERVICES AND BUILDING USE

Faculty and staff revealed critical obstacles preventing participation in community engagement. For example, many faculty and staff identified financial barriers:

"There are excessive barriers to hold any non-UD event on campus. Conference services make it not just economically impossible, but the logistics are untenable. We have had to pass on several opportunities to showcase the University because of these barriers."

"The nonprofit I am involved with hosts a public education/community outreach event every year. We would use UD facilities if rent for places like Clayton Hall was free or reduced."

"Need to be more involved in community activities but more importantly promote them to the University community, so faculty, staff can get involved. Also need to make it easier to have community activities on campus, price for facilities are an issue."

LIMITS ON STUDENT PARTICIPATION

Others acknowledged barriers limiting student participation, for example, one respondent said:

"Class schedules do not accommodate field work; it is costly to hire transport...there is no non-traditional space for teaching. I have succeeded informally with creative concepts and that I love to formalize but lack resources in my department."

LACK OF INCLUSION AND RESOURCES FOR NONTRADITIONAL EMPLOYEES

Another barrier faculty and staff face is a lack of inclusion and resources available for ongoing initiatives:

"The University is very focused on full-time professors and staff. Adjuncts like me are left out of the loop in a lot of ways when it comes to participating at the university."

"As a professional, I feel that the opportunities for me to be engaged in the community are limited. The only resource I have, working at my level, is "time" to assist with service. With my work responsibilities, doing service in the community is not a priority for the use of my time."

Furthermore, several respondents found it difficult to learn about UD's community engagement efforts:

"Sometimes there is so much news coming from various parts of UD that it's impossible to keep up with a sense of community engagement as a staff member along with all of the daily tasks of my job."

"In the midst of having to deal with demands for more/better research; more sponsorship; more advice; more departmental service; and more college service, community involvement is something I do in moderation, but I do not keep up with what UD does across the board."

"The community engagement at UD that I am aware of is somewhat dispersed. Resources to help faculty to design and incorporate community engagement into classes and research is not well known."

INSTITUTIONAL BARRIERS

Finally, one respondent noted institutional barriers faced by community partners:

"There are community partners, students and faculty desperately driving these efforts but continually face institutional barriers, primarily around money and UD wanting to own the work."

RECOMMENDATIONS TO OVERCOME BARRIERS AND IMPROVE COMMUNITY ENGAGEMENT AT UD
INCREASE AWARENESS OF COMMUNITY ENGAGEMENT

For example, many respondents recommended increasing the awareness of what the University is doing for the community:

"The colleges need to do a better job at sharing what they are doing in the community. A community agency called me to do a program and found out another college was already working with them."

"Run a campaign (email, social media, etc) to tell employees (especially new ones) all of the efforts UD makes in the community"

"More information about what is being done across campus on this topic would be helpful. We can get some of this digging through the daily UD News but if UD really wants to give its workforce a view of what is happening to support Town - Gown activities, please provide specific bulletins about this, as well as sites where new initiatives can seek collaborators."

"In general, I think better communication about UD's community engagement activities could help improve overall engagement."

INCREASE FUNDING FOR COMMUNITY ENGAGEMENT

In addition, faculty and staff proposed increasing funding for community engagement initiatives:

"I'd like to see even more funding and organization of university partnerships with nonprofits. We seem very eager to partner with companies -- we should be doing at least as much with non-profits."

"Would love to see more grant funding opportunities for this sort of initiative"

One respondent requested for easier access to such funding:

"Love for there to be easier access to funding from the University for community engagement (outside the department)."

INCREASE PARTICIPATION BY ENGAGING THE ENTIRE CAMPUS

Furthermore, another recommended creating a day of service to increase participation:

"It might be helpful to have community service days or other events that everyone could participate in very easily in addition to the expertise-on-tap model that now prevails."

To further increase participation, faculty and staff suggested community engagement to become a part of the tenure and promotion process:

"...More incentive for spending energy and time on community engagement could start with P&T [promotion & tenure]. Service is largely an afterthought without any real value assignment (5% that comes from where in a 60/40 contract?)."

"It is important to improve incentives for faculty to engage with the community through the tenure track process. And those doing research must understand and address the perception that UD extracts information but leaves few, sustained benefits behind..."

Finally, one respondent suggested creating a volunteer page for employees:

"... There should be a volunteer page for UD employees to sign up and help with community events."

<center>SURVEY TOOL SUGGESTIONS</center>

THE DEFINITION OF COMMUNITY ENGAGEMENT IS BROAD AND WHAT IT INCLUDES AND DOESN'T CAN BE UNCLEAR

While taking the survey, faculty and staff wanted a proper definition of "community" and community engagement:

"The fact that this survey uses community in singular tells me you are not well informed. When you ask me, have you engaged with the community, which community do you mean? I work with Muslims. Jews, and Christians separately, with undocumented immigrants, with Indian Americans, with Pakistani American, with political leadership, with law enforcement... you get the point."

"I found this survey very difficult to respond to accurately. Where I answered N/A, what I really meant is I have no idea. I have no means of measuring because I haven't heard of most of these initiatives. I read my UD mail, communications, bulletin boards, etc. and consider myself very well informed. Is my personal community engagement 'UD' engagement? If this survey is meant to measure that, I don't think you captured it with the questions. It would have been helpful to have a clear description and definition of what "community engagement" means for the purpose of the survey."

INCLUDE A NEUTRAL OPTION FOR SURVEY QUESTIONS

Several faculty and staff mentioned wanting to have a "neutral" option, such as an "not applicable":

"I provide database support for hundreds of projects, and I'm not sure what the specifics of most of those projects are. I would have put "unsure" in response to a few of the above questions, but the field validation would not allow it."

"A column for `don't know' would have been helpful…"

"This survey is clearly biased toward the academic, faculty members of the UD community. Especially these last questions. "Not applicable" should be an option as an answer."

ADDITIONAL OPTIONS FOR FACULTY AND STAFF ROLES

It was noted by one respondent that the survey did not allow for respondents to provide a role outside the provided options:

"I am full-time professional and part-time adjunct - just a note that there was only one option to select from and I see them both as equally important."

CONCLUSIONS

RECOMMENDATIONS AND REFLECTIONS

Data collected from faculty and staff provides valuable insight as the University moves forward with continued community engagement efforts and looks to build upon the relationships these efforts create. This measurement of UD's community engaged work by stakeholder perceptions has proved to be a unique and novel undertaking in community engaged scholarship across the country. The process has brought about valuable conversations about the ongoing strategic approaches that the University is taking to expand and emphasize community engagement. Results have demonstrated the importance of elevating partnership work as a critical outreach entity in each of these areas. In response to survey feedback, seven major recommendations have been identified:

1. **Clarify and expand awareness of what community engagement is, why it is valued, and how it can look across colleges and departments, as well as student groups.** Leveraging the expertise of leaders at UD's CEI through an expansion of their efforts may help to expand institutional awareness and broader valuing of community engagement as an integral piece of the University's role in the wider Delaware community. Two proposed next steps include: (1) Calling a regular meeting of leaders including student life, academic affairs, CEI, as well as faculty and staff representatives from each college to review recommendations and outreach to faculty about mechanisms for connecting with students and becoming better educated regarding community engagement; and (2) Ongoing strategies should be developed around communication of community engagement efforts across departments. Faculty and staff leaders must drive interdepartmental conversations across departments to maximize awareness, collaboration, and clarify community

engagement language. Regular meetings should be called to review recommendations and identify opportunities to support outreach efforts.

2. **Consider a regular community engagement feature in The Review and UDaily.** One of the primary challenges identified by faculty and staff to community engagement efforts revolves around the communication and dissemination of community engagement efforts. In addition to the need for a central hub for community engagement, these results demonstrate a need to improve advertisements of current and future initiatives. As a key part of the University's Office of Communications and Marketing, UDaily should consider a regular feature on the University's community engagement. UDaily's broad-reaching coverage of these efforts can translate community engagement achievement for a wide-range of readers, helping to increase awareness and involvement for faculty and staff, prospective students and their families, donors, partners, corporate and government leaders, and external media.

3. **Identify one central web-based location where community engagement activities and opportunities across the University can be located.** Information should be easily accessible to faculty and staff in a single location online, including information on how to become engaged and information on how to designate a course as community engaged. Respondents recognized a need for community engagement information to be easily accessible to faculty and staff in a single location. Most often, faculty and staff were looking specifically for information on how to become engaged as well as how to designate a course as community engaged. Some of this information, including upcoming events, partnership activities, and areas of involvement has been available on UD's CEI website (https://www.cei.udel.edu/). These resources specifically designate information for students to assist in the successful implementation, assessment and dissemination of scholarly community engaged projects. Yet faculty and staff awareness of these resources remains low. Leveraging the expertise of leaders at UD's CEI through an expansion of their efforts may help in reaching faculty and staff with community engagement resources and information. This call for more accessible community engagement information has also brought about conversations about a community engagement calendar, accessible to faculty, staff, and students which would provide links and information about upcoming community engagement events.

4. **Clarify how faculty and staff can work in coordination with, and support, established partnerships.** It is important to build upon UD's CEI aims to expand the University's role in cultivating active citizens through partnerships that impact civic needs. Since 2013, UD's widespread engagement in communities around Delaware has become a fundamental piece

of the University's image to its partners. In the future, respondents recognized the need to increase awareness of the university's engagement efforts by partnering with communications and marketing departments. Faculty and staff also play an important role in fostering awareness of engagement efforts and should attend community meetings to involve community partner groups in ongoing projects.

5. **Establish in practice a value for community engagement in the promotion and tenure process.** Incorporating measures for community engaged scholarship and projects in the promotion and tenure process would aid in integrating community engagement into common practices within faculty and staff work. This process of incorporating a value analysis of community engagement in the tenure and promotion process should be continually developed with increasing emphasis in coming years.

6. **Re-visit terminology related to civic engagement, partnerships, and community engagement to ensure consistency in messaging across the University.** Respondents' answers show that confusion remains among faculty and staff regarding what community engagement is and how to qualify these efforts in practice. This confusion can be partially traced to internal University groups' differing community engagement definitions. This calls for a return to clarification of the terminology disseminated across the University. The CEI should broadly spearhead this consistent messaging along with wider communications and marketing efforts, possibly led by UDaily, are also needed to more broadly communicate the nature of community engagement at the University.

7. **Create professional development learning opportunities for faculty and staff (i.e., materials at orientation), perhaps in coordination with HR, to advance their understanding of community engagement at UD, such as what the partnerships are, how to become involved, and how courses become more community engaged and designated as such.** Wider dissemination of UD's CEI resources, through an expansion of their efforts, may help in reaching faculty and staff with opportunities for involvement. Accelerating and expanding CEI partnerships and scope would connect faculty and staff to existing and future opportunities.

This data has yielded new and valuable information for new community engagement work at UD and as the University continues to expand community engagement work, this annual survey will monitor changing stakeholder perceptions of that work. In the future, this research could be expanded to individual and respective faculty and staff involvement in specific activities and events in order to further enhance our understanding beyond a more broad-based picture of community engagement. The challenges and successes identified within this and other stakeholder reports

recognize the important role of this data collection as a commitment to the increased scope of community engaged work at UD, in starting more conversations around community engagement and using data analysis in broader ways.

REFERENCES

Association of Public and Land-grant Universities. (2020, February 4). 2020 Carnegie community engagement classification recipients announced. https://www.aplu.org/news-and-media/blog/2020-carnegie-community-engagement-classification-recipients-announced

Civic Engagement Benchmarking Task Force. (2005). Resource guide and recommendations for defining and benchmarking engagement. CIC Committee on Engagement in collaboration with National Association of State Universities and Land Grant Colleges: Council on Extension, Continuing Education, and Public Service Benchmarking Task Force. Pp. 2. http://www.cic.uiuc.edu/groups/CommitteeOnEngagement/index.shtml

Table 1

Demographic Characteristics of Respondents

Survey Questions	Response Options	Percent
Q33. What is your primary role at the University of Delaware? (n = 645)		
	Faculty - full time	35.6%
	Faculty - part time	6.8%
	Professional (exempt) - full time	28.7%
	Professional (exempt) - part time	1.1%
	Staff (non-exempt) - full time	23.1%
	Staff (non-exempt) - part time	0.8%
	Other - please describe	3.9%
Q33a. What best describes your faculty appointment? (n = 270)		
	Affiliated or Adjunct (includes S-contract)	13.7%
	Continuing Non-Tenure Track (includes CT, public service, and clinical faculty)	27.4%
	Tenure Track	18.2%
	Tenured	38.5%
	Other - please describe	2.2%
Q34. Which of the following best describes your organizational affiliation within the University? (n = 643)		
	Alfred Lerner College of Business and Economics	5.8%
	Central Administration	4.8%
	College of Agriculture and Natural Resources	7.0%
	College of Arts and Sciences	28.9%

	College of Earth, Ocean, and Environment	3.9%
	College of Education and Human Development	10.7%
	College of Engineering	4.5%
	College of Health Sciences	9.0%
	Communications, Public Relations or Information Technology	1.4%
	Development and Alumni Relations	3.0%
	Facilities and Auxiliary Services	4.8%
	Other – please describe	12.1%
	Student Life	4.1%
Q35. What is your gender? (n = 640)		
	Female	61.7%
	Male	29.8%
	Non-Binary/Third Gender	0%
	Prefer to self-describe:_____	0.5%
	Prefer not to say	8.0%
Q36. What is your primary work location at UD? (n = 641)		
	Newark	93.4%
	Wilmington	3.6%
	Dover	0.8%
	Georgetown	1.1%
	Lewes	1.1%

Table 2

Rating of UD's Community Engagement Work

Q1. On a scale of 1 to 10 where 1 is poor and 10 is excellent, how would you rate UD's community engagement work? (n = 687)

Response Options	Percent
1	1.7%
2	1.5%
3	2.6%
4	2.9%
5	17.8%
6	11.9%
7	20.1%
8	27.2%
9	7.8%
10	6.4%

Table 3

Attitude Toward UD's Work in the Community in the Past Year

Q2. In the past year, has your attitude toward UD's work in the community improved, declined, or stayed the same (n = 687)

Response Options	Percent
Improved	31.6%
Stayed the Same	62.3%
Declined	6.1%

Table 4

Personal Involvement in Community Engagement Roles or Activities Comparing Results from 2013 to 2019

Q3. Please indicate your personal involvement in any of the following community engagement roles or activities during the past year whether they were done as part of your University duties or on your own time. Check all that apply. (2013: n = 1,060; 2019: n = 666)

Response Options	2013	2019	% change
Q3a. I planned or conducted a performance or exhibition that was based on the interests of a community and directly involved that community in its planning or execution.	17.5%	18.0%	+0.5%
Q3b. I provided assistance in support of a program or event sponsored by a nonprofit professional, educational, cultural, social service, charitable, or religious organization.	58.0%	53.0%	-5.0%
Q3c. I taught a credit-bearing course that had a significant "service learning component" (i.e., where students interact directly with non-university people and organizations). If you check this item, please provide a brief description of this activity below:	7.7%	12.5%	+4.8%
Q3d. I was directly involved in placing or supervising one or more students in an internship, assistantship, or apprenticeship in an organization outside the University. If you check this item, please provide a brief description of this activity below:	16.9%	25.2%	+8.3%
Q3e. I was a member of a governmental commission, committee, or task force.	12.4%	16.2%	+3.8%
Q3f. I was a member of the board of directors of a nonprofit, professional, educational, cultural, social service, charitable or religious organization.	24.2%	19.4%	-4.8%
Q3g. I conducted a public service project that was based on the interests of a community and directly involved that community in its planning or execution. If you check this item, please provide a brief description of this activity below:	11.7%	14.6%	+2.9%
Q3h. I was not directly involved in any of the community engagement roles or activities listed above in this panel.	34.6%	25.7%	-8.9%

Table 5

Total Number of Undergraduate Students Who Worked with Faculty and Staff on Community Engaged Activities Comparing Results from 2013 to 2019

Q29. What was the total number of <u>undergraduate students</u> who worked with you on any community engagement activities last academic year? (2013: N = 976; 2019: N = 645)

Number of undergraduate students	2013	2019	% change
One - Three	10.1%	14.1%	+4.0%
Four - Nine	6.1%	5.8%	-0.3%
Ten - Fifty	11.0%	18.0%	+7.0%
Fifty one - Five Hundred	4.3%	4.8%	+0.5%
More than Five Hundred	0.4%	0.2%	-0.2%
None	68.0%	57.1%	-10.9%
Mean	17.83	11.19	-6.64
Range	0 - 4,500	0 - 700	-3,800

Table 6

Total Number of Graduate Students Who Worked with Faculty and Staff on Community Engaged Activities Comparing Results from 2013 to 2019

Q30. What was the total number of graduate students who worked with you on any community engagement activities last academic year? (2013: N = 976; 2019: N = 645)

Number of graduate students	2013	2019	% change
1 - 10	24.2%	31.2%	+7.0%
11 - 25	2.3%	1.7%	-0.6%
26 - 50	0.5%	9.0%	+8.5%
> 50	0.4%	1.0%	+0.6%
0	72.4%	57.1%	-15.3%
Mean	1.8	2.44	+0.64
Range	0 - 100	0 - 120	+20

Table 7

Extent to Which Faculty and Staff Agree or Disagree with Statements about Community Engagement

Thinking about your experience over the past 12 months, to what extent do you agree or disagree with the following statements: *Indicate how strongly you agree with the following statements on a 1-4 scale with 1 being "Strongly disagree", 2 "Disagree", 3 "Agree", 4 "Strongly agree".*

Survey Questions	Strongly Disagree	Disagree	Agree	Strongly Agree	*n*
Q4. My work in the community is reciprocal; there is a mutual benefit.	2.2%	4.2%	46.0%	47.6%	580
Q5. I have a good sense of the work UD is doing in the community.	7.3%	36.5%	46.0%	10.2%	667
Q6. I am aware of the Partnership for Public Education at UD.	15.8%	34.3%	31.9%	17.9%	664
Q7. I am aware of the Partnership for Healthy Communities at UD.	13.1%	26.5%	36.2%	24.2%	672
Q8. I am aware of the Partnership for Arts and Culture at UD.	17.1%	38.5%	30.6%	13.8%	666
Q9. I understand how to designate a course as "community engaged".	27.1%	46.8%	19.8%	6.3%	536
Q10. The collaborative research UD does in the community is beneficial.	2.8%	5.4%	47.5%	44.2%	608
Q11. Community engagement is a valued component of the P&T (promotion and tenure) process in my department.	22.3%	30.3%	33.7%	13.7%	416
Q12. The University has dedicated resources to support faculty and staff community engagement.	11.6%	26.6%	49.2%	12.5%	593
Q13. I am aware of the process to complete necessary paperwork for students to become engaged in community-based research experiences with children (e.g., criminal background checks).	16.0%	38.5%	32.1%	13.4%	551
Q14. Equity matters to UD when it comes to its community work.	4.9%	12.8%	57.9%	24.3%	592

Q15. Professors at UD are community-minded.	5.1%	34.4%	52.6%	7.9%	584
Q16. UD supports K-12 education in the state.	3.5%	13.4%	58.4%	24.7%	591
Q17. UD supports community-based public health in the state.	2.6%	8.3%	63.8%	25.3%	577
Q18. UD supports arts and cultural activities in the state.	2.4%	9.5%	64.8%	23.3%	576
Q19. UD is a trusted partner in the community.	3.8%	18.6%	57.0%	20.5%	628
Q20. UD does not understand the critical or unmet needs of communities in Delaware.	8.5%	51.7%	29.1%	10.7%	578
Q21. UD employees are not aware of the work that its own University is doing in the community.	3.9%	21.8%	54.5%	19.8%	646
Q22. UD is collaborative in its approach to working with the community.	4.1%	22.6%	62.8%	10.5%	588
Q23. UD has done a good job articulating its investments in the community.	12.1%	48.7%	33.2%	6.0%	620
Q24. UD often provides scientific evidence for policy in Delaware.	4.7%	15.9%	56.5%	22.9%	529
Q25. UD has helped to improve community economic development in the state of DE.	4.6%	10.6%	62.2%	22.6%	539
Q26. It is easy to host a community meeting or event at a UD-owned facility.	22.0%	39.4%	32.7%	5.9%	490

Table 8

Extent of Engagement with UD in the Past Year

Please answer the following questions about the extent of your engagement with UD in the past year.

Survey Questions	Mean	Mode	Standard Deviation	Min/Max	n
Q27. How many articles, books, chapters or reports have you published in the past 12 months which you would classify broadly as "community engaged scholarship"?	1.64	0	19.957	0/500	645
Q28. In the past 12 months, how many UD hosted community meetings or events have you sponsored or hosted?	3.51	0	9.278	0/90	645
Q29. What was the total number of undergraduate students who worked with you on any community engagement activities last academic year?	11.19	0	44.644	0/700	645
Q30. What was the total number of graduate students who worked with you on any community engagement activities last academic year?	2.44	0	10.413	0/120	645
Q31. What was the total number of non-university people who worked with you on any community engagement activities last academic year?	21.53	0	137.310	0/3,000	645

Table 9

Open-Ended Feedback Categories and Themes

Category	Theme
Strengths of Community Engagement at UD	
	UD Actively Engages with the Surrounding Community
	Faculty and Staff Want to Become Involved in Community Engagement Opportunities
Weaknesses of Community Engagement at UD	
	UD Needs to Commit to Long-Term Community Engagement
	Faculty and Staff are Unaware of Community Engagement Opportunities
	Disconnect Between UD and the Community
	Lack of Understanding of Community's Needs
	Advertisement of Community Engagement Needs Improvement
	Include Community Engagement Within the Tenure and Promotion Process
	A Decrease in Participation is Caused by a Lack of Recognition
Barriers to Community Engagement at UD	
	Economics of Conference Services and Building Use
	Limits on Student Participation
	Lack of Inclusion & Resources for Nontraditional Employees
	Too much Communication that is too Dispersed
	Institutional Barriers
Recommendations to Overcome Barriers and Improve Community Engagement at UD	
	Increase Awareness of Community Engagement
	Increase Funding for Community Engagement
	Increase Participation by Engaging the Entire Campus

Survey Tool Suggestions

Definition of Community and Community Engagement

Include a Neutral Option for Survey Questions

Additional Options for Faculty and Staff Roles

APPENDIX
Faculty and Staff Survey

As part of its commitment to civic engagement, the University of Delaware (UD) would like your feedback about its community work. Results will be incorporated into future progress reports about UD civic and community engagement and used to guide planning efforts. The survey will take less than 5 minutes to complete and has just 3 easy-click through pages. Thank you for sharing your thoughts and perspectives with us.

Q1. On a scale of 1 to 10 where 1 is poor and 10 is excellent, how would you rate UDs community engagement work?

Q2. In the past year, has your attitude toward UD's work in the community improved, declined or stayed the same?
- ❏ Declined
- ❏ Stayed the same
- ❏ Improved

Q3. Please indicate your personal involvement in any of the following community engagement roles or activities during the past year whether they were done as part of your University duties or on your own time. Check all that apply.
- ❏ **Q3a. I planned or conducted a performance or exhibition that was based on the interests of a community and directly involved that community in its planning or execution**
- ❏ **Q3b. I provided assistance in support of a program or event sponsored by a nonprofit professional, educational, cultural, social service, charitable, or religious organization.**
- ❏ **Q3c. I taught a credit-bearing course that had a significant "service-learning component" (i.e., where students interact directly with non-university people and organizations). If you check this item, please provide a brief description of this activity below: _____**
- ❏ **Q3d. I was directly involved in placing or supervising one or more students in an internship, assistantship, or apprenticeship in an organization outside the University. If you check this item, please provide a brief description of this activity below: _____**
- ❏ **Q3e. I was a member of a governmental commission, committee, or task force.**
- ❏ **Q3f. I was a member of the board of directors of a nonprofit, professional, educational, cultural, social service, charitable or religious organization.**
- ❏ **Q3g. I conducted a public service project that was based on the interests of a community and directly involved that community in its planning or execution. If you check this item, please provide a brief description of this activity below: _____**
- ❏ **Q3h. I was not directly involved in any of the community engagement roles or activities listed above in this panel.**
- ❏ **Q3i. I performed other community engagement roles – please describe: _____**

Thinking about your experience over the past 12 months, to what extent do you agree or disagree with the following statements: *Indicate how strongly you agree with the following statements on a 1-4 scale with 1 being "Strongly disagree", 2 "disagree", 3 "agree", 4 "Strongly agree".*
Q4. My work in the community is reciprocal; there is a mutual benefit.
Q5. I have a good sense of the work UD is doing in the community.
Q6. I am aware of the Partnership for Public Education at UD.
Q7. I am aware of the Partnership for Healthy Communities at UD.
Q8. I am aware of the Partnership for Arts and Culture at UD.
Q9. I understand how to designate a course as "community engaged".
Q10. The collaborative research UD does in the community is beneficial.
Q11. Community engagement is a valued component of the P&T (promotion and tenure) process in my department.
Q12. The University has dedicated resources to support faculty and staff community engagement.
Q13. I am aware of the process to complete necessary paperwork for students to become engaged in community-based research experiences with children (e.g., criminal background checks).

Thinking about your experience over the past 12 months, to what extent do you agree or disagree with the following statements regarding general community engagement and perceptions? *Indicate how strongly you agree with the following statements on a 1-4 scale with 1 being "Strongly disagree", 2 "disagree", 3 "agree", 4 "Strongly agree".*
Q14. Equity matters to UD when it comes to its community work.
Q15. Professors at UD are community-minded.
Q16. UD supports K-12 education in the state.
Q17. UD supports community-based public health in the state.
Q18. UD supports arts and cultural activities in the state.
Q19. UD is a trusted partner in the community.
Q20. UD does <u>not</u> understand the critical or unmet needs of <u>communities in Delaware</u>.
Q21. UD employees are <u>not</u> aware of the work that its own University is doing in the community.
Q22. UD is collaborative in its approach to working with the community.
Q23. UD has done a good job articulating its investments in the community.
Q24. UD often provides scientific evidence for policy in Delaware.
Q25. UD has helped to improve community economic development in the state of DE.
Q26. It is easy to host a community meeting or event at a UD-owned facility.

Please answer the following questions about the extent of your engagement with UD in the past year.
Q27. How many articles, books, chapters or reports have you published in the past 12 months which you would classify broadly as "community engaged scholarship"?
Q28. In the past 12 months, how many UD hosted community meetings or events have you sponsored or hosted?
Q29. What was the total number of <u>undergraduate students</u> who worked with you on any community engagement activities last academic year?
Q30. What was the total number of <u>graduate students</u> who worked with you on any community engagement activities last academic year?
Q31. What was the total number of <u>non-university people</u> who worked with you on any community engagement activities last academic year?

Q32. Please provide any additional thoughts, advice, or feedback you have about UD's community engagement here.

Please answer the following questions about yourself. These questions will conclude the survey.

Q33. What is your primary role at the University of Delaware?
- ❏ Staff (non-exempt) – full time
- ❏ Staff (non-exempt) – part time
- ❏ Professional (exempt) - full time
- ❏ Professional (exempt) - part time
- ❏ Faculty – full time
- ❏ Faculty – part time
- ❏ Other – please describe: _____

Q33a. What best describes your faculty appointment?
- ❏ Tenure Track
- ❏ Tenured
- ❏ Continuing Non-Tenure Track (includes CNTT, public service and clinical faculty)
- ❏ Affiliated or Adjunct (includes S-contract)
- ❏ Other – please describe: _____

Q34. Which of the following best describes your organizational affiliation within the University?
- ❏ College of Agriculture and Natural Resources
- ❏ College of Arts and Sciences
- ❏ Alfred Lerner College of Business and Economics
- ❏ College of Earth, Ocean, and Environment
- ❏ College of Education and Human Development
- ❏ College of Engineering
- ❏ College of Health Sciences
- ❏ Student Life
- ❏ Facilities and Auxiliary Services
- ❏ Communications, Public Relations or Information Technology
- ❏ Development and Alumni Relations
- ❏ Central Administration
- ❏ Other – please describe: _____

Q35. What is your gender?
- ❏ Female
- ❏ Male
- ❏ Non-Binary/Third Gender
- ❏ Prefer to self-describe: _____
- ❏ Prefer not to say

Q36. What is your primary work location at UD?

- ❏ Newark
- ❏ Wilmington
- ❏ Dover
- ❏ Georgetown
- ❏ Lewes