ITHAKA S+R

University of Illinois at Urbana-Champaign Faculty Survey:
Report of Findings

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Overview

The University of Illinois at Urbana-Champaign implementation of the Ithaka S+R Faculty Survey was launched on February 5th, 2019, and was closed to new responses on March 15th, 2019, with a total of 617 complete responses. The questionnaire covers topics in several key areas, including: how faculty members discover and access materials for research; faculty members' usage of scholarly communication services; faculty members' research practices, including data preservation and management behaviors and needs; faculty members' perceptions of students' research skills; the role of the library in supporting faculty members' needs; faculty member's instructional practices, including OER and learning analytics; faculty members' choices regarding classroom formats, assignment types, and integration of new mechanisms; and faculty members' practices within and perceptions of the space of the library. The following report provides a high-level overview of findings from the University of Illinois at Urbana-Champaign faculty survey.[1]

Details

4,053 University of Illinois at Urbana-Champaign faculty members received an email invitation to participate in a survey about their research, publishing, and teaching practices. Faculty members were entered into a lottery to win one of ten $50 Amazon gift cards as an incentive for participation. Three email reminders were sent before the close of the survey.

In total, 1,067 respondents clicked the survey link (about 26% of those who received the email invitation), with 950 of those starting the survey (about 23%) and 617 of those respondents completing the survey, for an overall response rate of about 15%. Due to the survey flow and skip patterns, not all University of Illinois at Urbana-Champaign faculty respondents received every question in the survey.

How to interpret the findings

For each question in University of Illinois at Urbana-Champaign survey, this document provides a single graph and table of overall responses. Title pages provide information about survey flow and contingent items, which signify that a question was only presented to those who satisfied a condition in their response to another question.

If you have any questions about this report or working with the raw data provided, please contact Nicole Betancourt, Ithaka S+R Assessment Associate, at nicole.betancourt@ithaka.org.

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[1] This report covers results from completed surveys and does not include an overview of partially completed responses. Partially completed responses are included in the spreadsheet of raw data.

Core National Questionnaire

Q1

When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process? Select one of the following:

Q2

You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field. [10 = extremely important; 1 = not at all important]

Q3

Please use the 10 to 1 scales below to indicate how well each statement describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view. Please note: the phrase "scholarly monograph," which appears in this question and in other questions throughout this survey, refers to a single volume book published by a scholar for an academic audience.

Q4

Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select one answer for each item.

Q5

When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources? [10 = extremely important; 1 = not at all important]

Q6

When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?

Q7

Please indicate which, if any, of the following are among your professional responsibilities.

Q8 **[Contingent on R conducting academic research]**
How important to your research is each of the following digital research activities and methodologies today? [10 = extremely important; 1 = not at all important]

Q9 **[Contingent on R conducting academic research]**
You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.

Q10 **[Contingent on R conducting academic research]**
When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? [10 = extremely important; 1 = not at all important]

Q11 **[Contingent on R conducting academic research]**
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

Q12 **[Contingent on R conducting academic research]**
Does your college or university library, scholarly society, university press, or another service provider assist you with any of the following aspects of the publication process?

Q13 **[Contingent on R conducting academic research]**
How valuable do you find support from your **college or university library** for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]

Q14 **[Contingent on R conducting academic research]**
How important is it to you that your research reaches each of the following possible audiences? [10 = extremely important; 1 = not at all important]

Q15 **[Contingent on R conducting academic research] [Multiple selections possible]**
Which of the following types of research data do you build up or collect for your own research? Please select all that apply:

Q16 **[Contingent on R conducting academic research] [Multiple selections possible]**
Which of the following types of research publications and products do you produce? Please select all that apply.

Q17 **[Contingent – if R answers "yes" to any options in the previous question, those options are pulled forward to this question]**
Are your research publications and/or products freely available online through your institution's repository, **[IDEALS and Illinois Data Bank],** a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply

Q18 **[Contingent on R conducting academic research]**
In the past five years, have you received or are you currently receiving external funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?

Q19 **[Contingent on selections of "yes" to Q16 – only options that R selects as "yes" will be pulled into this question]**
When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

Please read the following statement and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.

Q20
Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance for tenure, promotion, or funding proposals.

Q21 **[Contingent on R selecting at least one option from Q15]**
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

Q22 **[Contingent on R selecting at least one option from Q15]**
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]

Q23 **[Contingent on R selecting at least one option from Q15] [Multiple selections possible]**
If your collections or sets of research data are preserved following the conclusion of your projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

Q24 **[Contingent on R selecting at least one option from Q15]**
Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

Q25
How important or unimportant are each of the following in contributing to student success at your college or university? [7 = very important; 1 = very unimportant]

Q26
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]

Q27
Please use the 10 to 1 scales below to indicate how well each statement describes your point of view. [10 = extremely well; 1 = not at all well]

Q28 **[Teaching is among R's professional responsibilities] [Multiple selections possible]**
Please select which types of courses you have taught in the last 2 years:

Q29 **[Contingent on R selecting "lower division" or "upper division" in previous Q]**
In general, how often do you conduct each of the following activities when designing or structuring your undergraduate courses?

Q30 **[R has taught any type of course in past 2 years]**
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

Q31 **[R has taught any type of course in past 2 years]**
Which of the following statements best describes your role in deciding what textbooks and other course materials will be used in the courses you teach?

Q32 **[R has taught any type of course in past 2 years]**
Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

Q33 **[R has taught any type of course in past 2 years]**
Which, if any, of the following open educational resources have you created and/or used in your courses? Please check all that apply.

Q34 **[R has taught any type of course in past 2 years]**
Do you use learning analytics tools (e.g. tools that summarize and/or analyze student activities, learning, or performance, and produce for you a dashboard, early alert emails, etc.) through your course management system or other courseware system(s)?

Q35 **[R has taught any type of course in past 2 years]**
Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

Q1

When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process? Select one of the following:

	Response	Percent
Visit my college or university library's website or online catalog	134	21.75%
Search on a specific scholarly database	161	26.14%
Search on a general purpose search engine	93	15.10%
Search on Google Scholar	192	31.17%
Ask a colleague	10	1.62%
Ask a librarian	4	0.65%
Other	22	3.57%
	616	100.00%
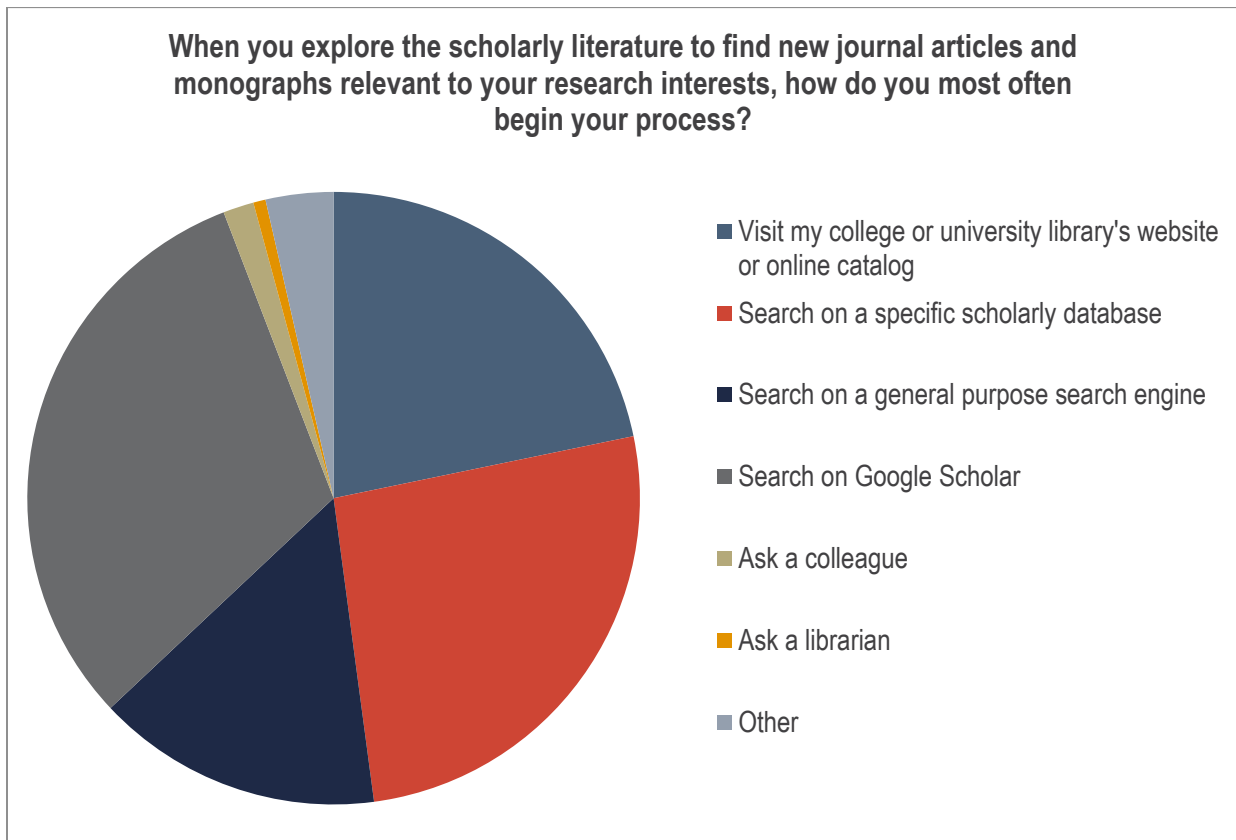
When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process?

- Visit my college or university library's website or online catalog
- Search on a specific scholarly database
- Search on a general purpose search engine
- Search on Google Scholar
- Ask a colleague
- Ask a librarian
- Other

Q2

You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field. [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
Following the work of key scholars	63.05%	28.41%	8.54%	609
Regularly skimming new issues of key journals	55.43%	34.38%	10.20%	608
Regularly skimming table of contents (TOC) alerts of key journals	47.86%	34.05%	18.09%	608
Reading or skimming book reviews	30.49%	39.51%	30.00%	610
Subscribing to relevant disciplinary or field-specific email listservs	50.98%	30.82%	18.20%	610
Reviewing catalogs or announcements from scholarly publishers	25.33%	38.82%	35.86%	608
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	32.01%	30.69%	37.29%	606
Reading materials rated highly by a relevant repository or scholarly tool	35.47%	32.18%	32.35%	609
Reading materials suggested by other scholars	71.76%	23.97%	4.27%	609
Reading materials suggested by personalized search engine recommendations	32.13%	39.18%	28.69%	610
Attending conferences or workshops	74.30%	22.42%	3.27%	611
Following other researchers through blogs or social media	34.32%	34.32%	31.36%	609
Utilizing academic social networks (e.g. Academia.edu, ResearchGate)	28.08%	36.78%	35.14%	609

Q2
You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field. [10 = extremely important; 1 = not at all important]

Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field.

- 8-10
- 4-7
- 1-3

Q3

Please use the 10 to 1 scales below to indicate how well each statement describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view. Please note: the phrase "scholarly monograph," which appears in this question and in other questions throughout this survey, refers to a single volume book published by a scholar for an academic audience.

	8-10	4-7	1-3	Response
Within the next five years, the use of e-books will be so prevalent among faculty and students that it will not be necessary to maintain library collections of hard-copy books	14.40%	29.30%	56.30%	611
Print versions of scholarly monographs play a very important role in my research and teaching	48.69%	32.84%	18.46%	612
Electronic versions of scholarly monographs play a very important role in my research and teaching	62.32%	26.75%	10.93%	613

Q3
Please use the 10 to 1 scales below to indicate how well each statement describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view. Please note: the phrase "scholarly monograph," which appears in this question and in other questions throughout this survey, refers to a single volume book published by a scholar for an academic audience.

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

Q4

Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select one answer for each item.

	Much easier in print format than digital	Somewhat easier in print format than digital	About the same in print and digital format	Somewhat easier in digital format than print	Much easier in digital format than print	Response
Reading cover to cover in depth	60.66%	18.69%	12.62%	4.43%	3.61%	610
Reading a section in depth	45.39%	22.70%	21.88%	6.25%	3.78%	608
Skimming in whole or in part	26.89%	17.05%	25.57%	16.07%	14.43%	610
Searching for a particular topic	8.52%	5.41%	12.13%	24.43%	49.51%	610
Exploring references	13.82%	8.39%	20.39%	22.20%	35.20%	608
Comparing treatment of ideas between monographs	25.82%	18.09%	31.58%	14.80%	9.70%	608

Q4

Below is a list of ways you may use a scholarly monograph. Please think about doing each of these things with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format. Please select one answer for each item.

Please use the scales below to indicate how much easier or harder is it to perform each activity in print or digital format.

- ■ Much easier in print format than digital
- ■ Somewhat easier in print format than digital
- ■ About the same in print and digital format
- ■ Somewhat easier in digital format than print
- ■ Much easier in digital format than print

Q5
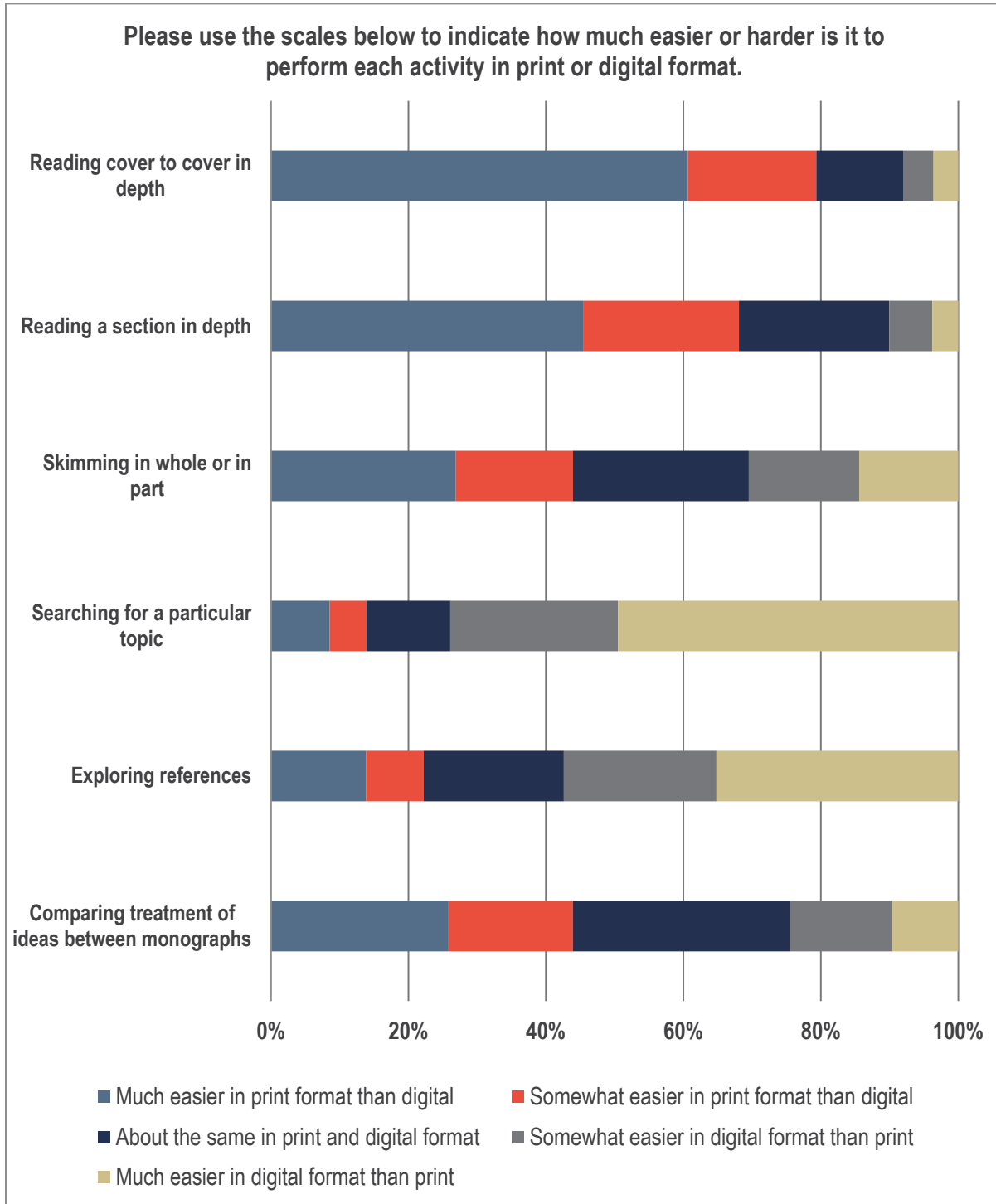
When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
My college or university library's collections or subscriptions	91.21%	7.33%	1.47%	614
My own personal collection or subscriptions	42.90%	32.30%	24.80%	613
My academic department's collections or subscriptions	34.15%	23.97%	41.87%	609
Collections or subscriptions of other institutions	35.89%	36.54%	27.57%	613
Materials that are freely available online	72.59%	22.68%	4.73%	613
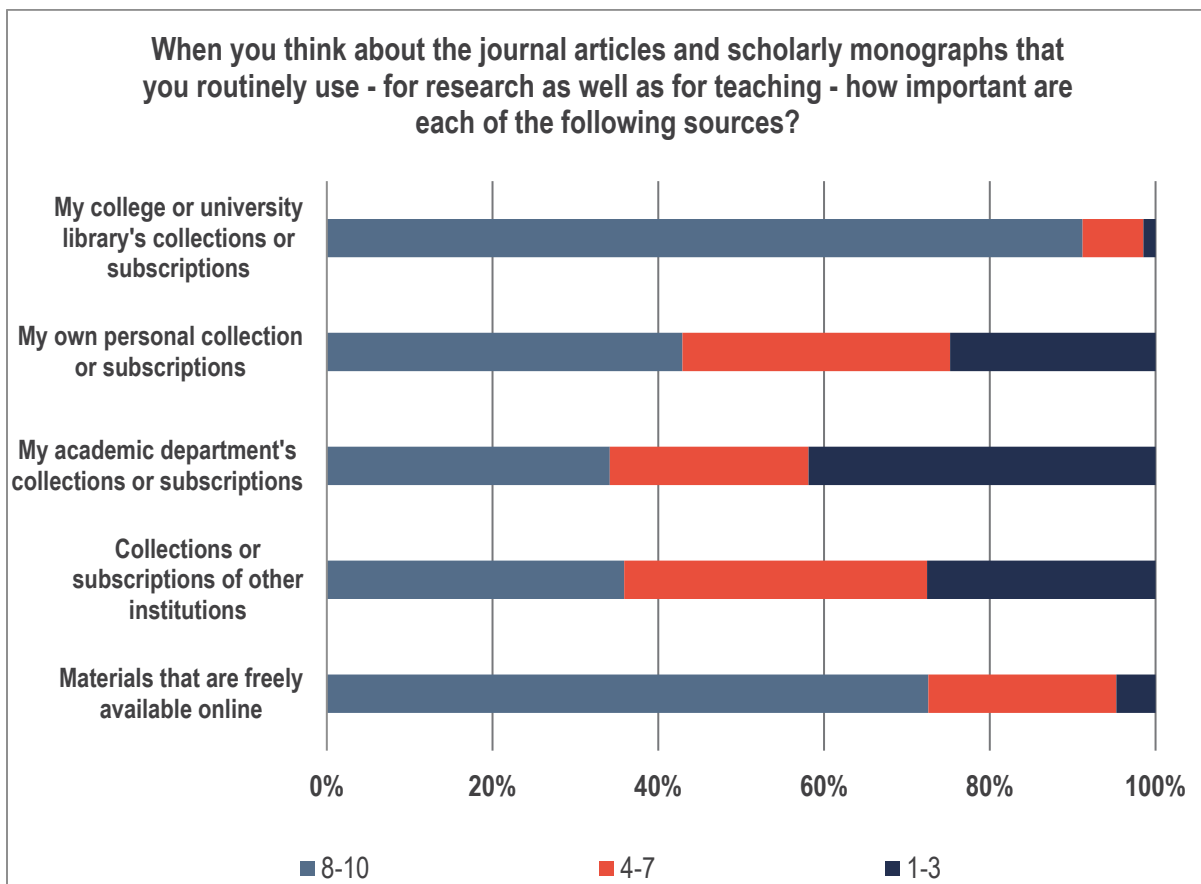
When you think about the journal articles and scholarly monographs that you routinely use - for research as well as for teaching - how important are each of the following sources?

Q6
When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?

	Often	Occasionally	Rarely	Never	Response
Give up and look for a different resource that I can access	20.03%	36.29%	29.89%	13.79%	609
Use interlibrary loan or document delivery services provided by my library	43.72%	33.93%	14.19%	8.16%	613
Contact the author	4.77%	23.36%	38.98%	32.89%	608
Search for a freely available version online	58.50%	29.90%	8.99%	2.61%	612
Purchase it myself from the publisher or a vendor	8.87%	28.24%	26.27%	36.62%	609
Ask a friend at another institution	8.25%	23.27%	33.99%	34.49%	606
Request a copy using social media (such as #icanhazpdf on Twitter, etc.)	2.47%	10.21%	17.63%	69.69%	607

Q6

When you want a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections, how often do you use each of the following methods to seek access to that material?

How often do you use each of the following methods to seek access to a scholarly monograph or journal article that you do not have immediate access to through your college or university library's physical or digital collections?

Legend: ■ Often ■ Occasionally ■ Rarely ■ Never

Categories (top to bottom):
- Give up and look for a different resource that I can access
- Use interlibrary loan or document delivery services provided by my library
- Contact the author
- Search for a freely available version online
- Purchase it myself from the publisher or a vendor
- Ask a friend at another institution
- Request a copy using social media (such as #icanhazpdf on Twitter, etc.)
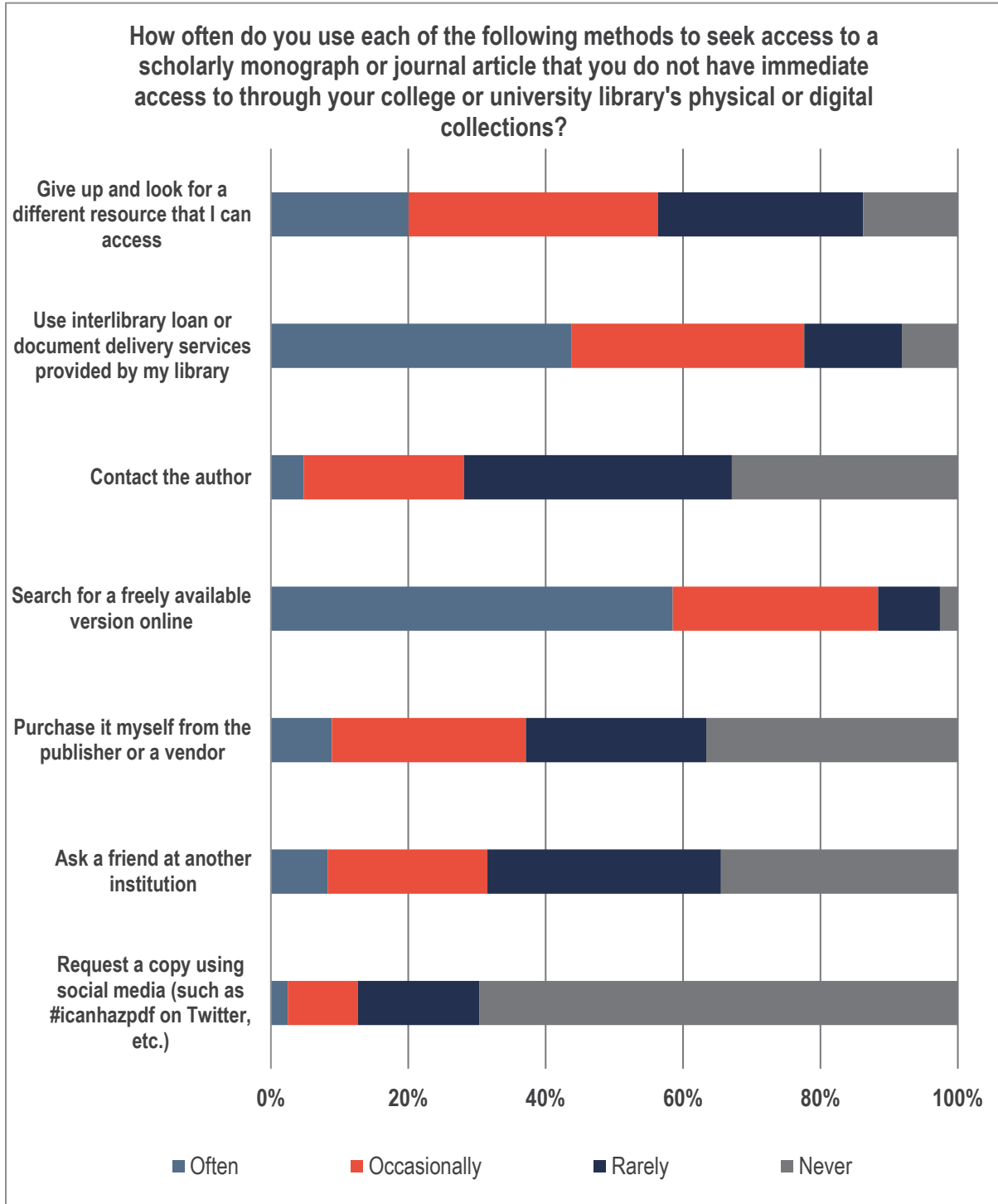
Q7
Please indicate which, if any, of the following are among your professional responsibilities.

	Yes	No	Response
Conducting academic research	88.42%	11.58%	613
Producing works of art (e.g. visual art, music, theatre, dance)	10.15%	89.85%	601
Teaching undergraduate and/or graduate students	81.15%	18.85%	610
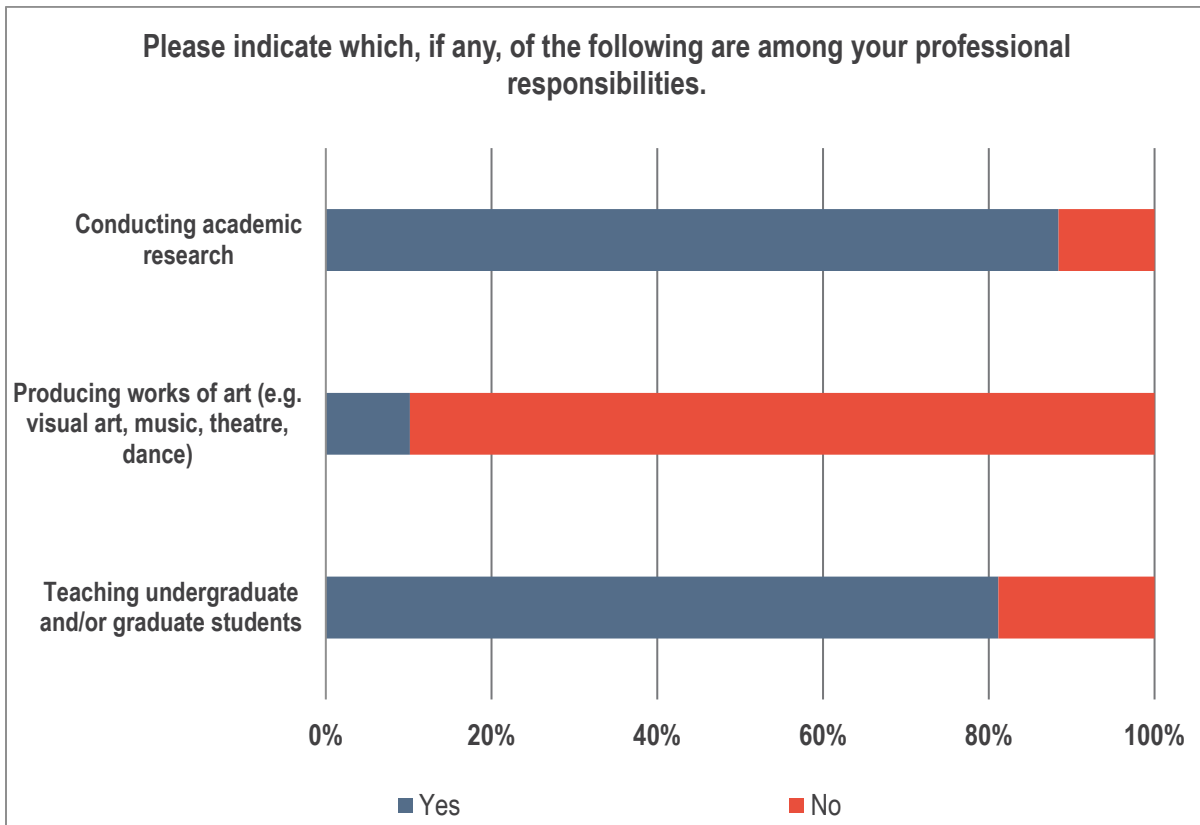
Q8 [Contingent on R conducting academic research]
How important to your research is each of the following digital research activities and methodologies today? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
Computational analysis of text (text mining)	17.42%	26.40%	56.18%	534
GIS/mapping of data	20.19%	20.93%	58.88%	535
Analysis of quantitative data that you generate in the course of your research	65.92%	13.78%	20.30%	537
Analysis of qualitative data that you generate in the course of your research	57.54%	21.23%	21.23%	537
Analysis of pre-existing quantitative data that you do not generate in the course of your research	43.28%	29.85%	26.87%	536
Analysis of pre-existing qualitative data that you do not generate in the course of your research	36.31%	29.24%	34.45%	537
Writing software or code	30.78%	17.72%	51.49%	536
Using models or simulations	35.83%	19.32%	44.84%	533

Q8 [Contingent on R conducting academic research]
How important to your research is each of the following digital research activities and methodologies today? [10 = extremely important; 1 = not at all important]

How important to your research is each of the following digital research activities and methodologies today?

Legend: ■ 8-10 ■ 4-7 ■ 1-3

Categories (top to bottom):
- Computational analysis of text (text mining)
- GIS/mapping of data
- Analysis of quantitative data that you generate in the course of your research
- Analysis of qualitative data that you generate in the course of your research
- Analysis of pre-existing quantitative data that you do not generate in the…
- Analysis of pre-existing qualitative data that you do not generate in the…
- Writing software or code
- Using models or simulations
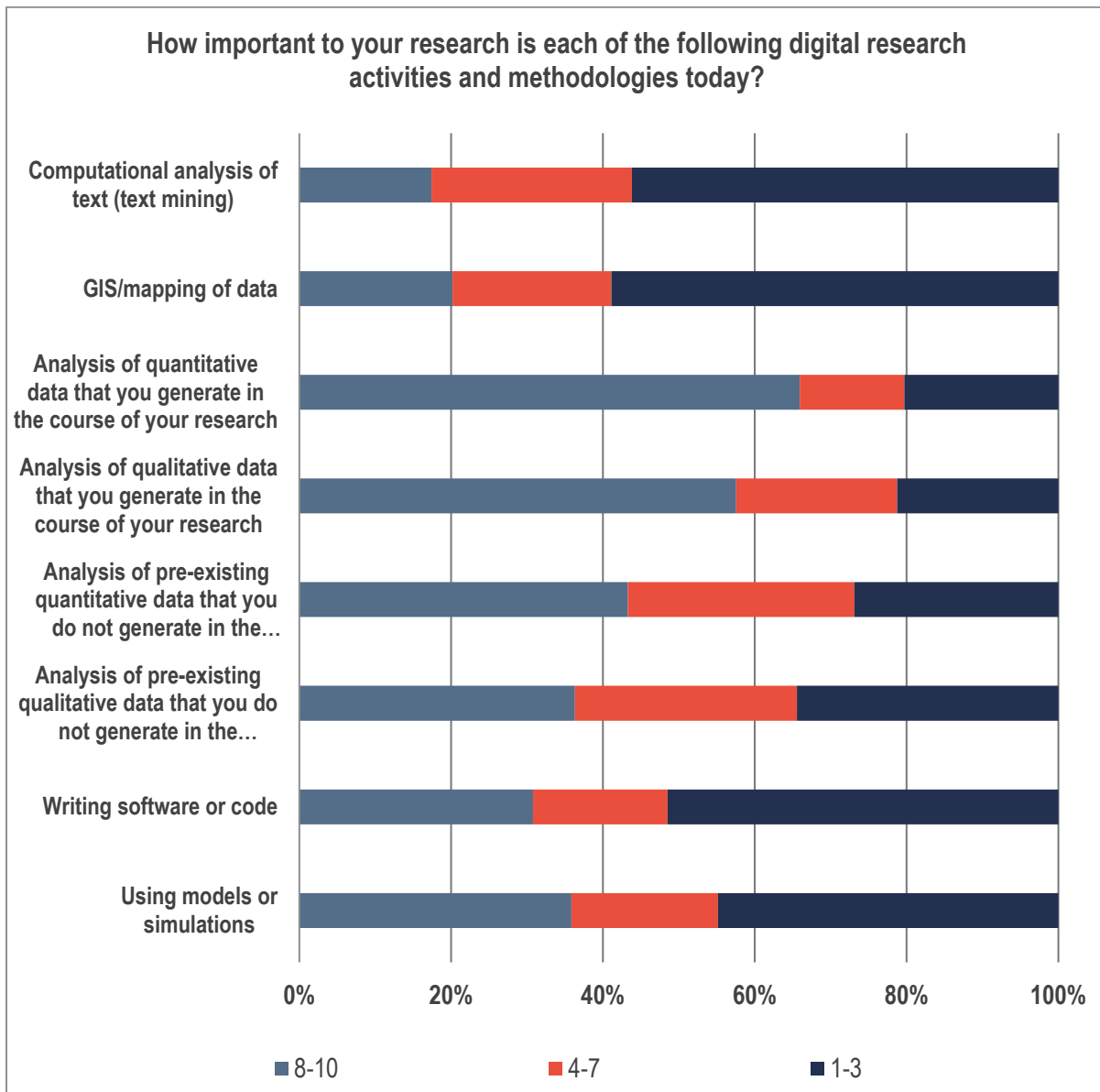
Q9 **[Contingent on R conducting academic research]**
You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.

	Often	Occasionally	Rarely	Never	Response
Peer-reviewed journals	78.01%	13.91%	5.26%	2.82%	532
Magazines and trade journals that are not peer reviewed	5.27%	18.83%	36.35%	39.55%	531
Scholarly monographs or edited volumes, published by an academic publisher	33.58%	33.02%	17.82%	15.57%	533
Trade books that do not specifically target an academic audience	3.75%	11.24%	24.53%	60.49%	534
Published conference proceedings	36.82%	34.39%	18.88%	9.91%	535
Blogs or social media	9.98%	23.35%	29.19%	37.48%	531
Working papers or pre-prints	23.64%	30.58%	22.89%	22.89%	533

Q9 **[Contingent on R conducting academic research]**
You may have the opportunity to share the findings of your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.

Please use the scales below to indicate how often you have shared the findings of your scholarly research in each of the following ways in the past five years.

Categories (top to bottom):
- Peer-reviewed journals
- Magazines and trade journals that are not peer reviewed
- Scholarly monographs or edited volumes, published by an academic publisher
- Trade books that do not specifically target an academic audience
- Published conference proceedings
- Blogs or social media
- Working papers or pre-prints

Legend: ■ Often ■ Occasionally ■ Rarely ■ Never
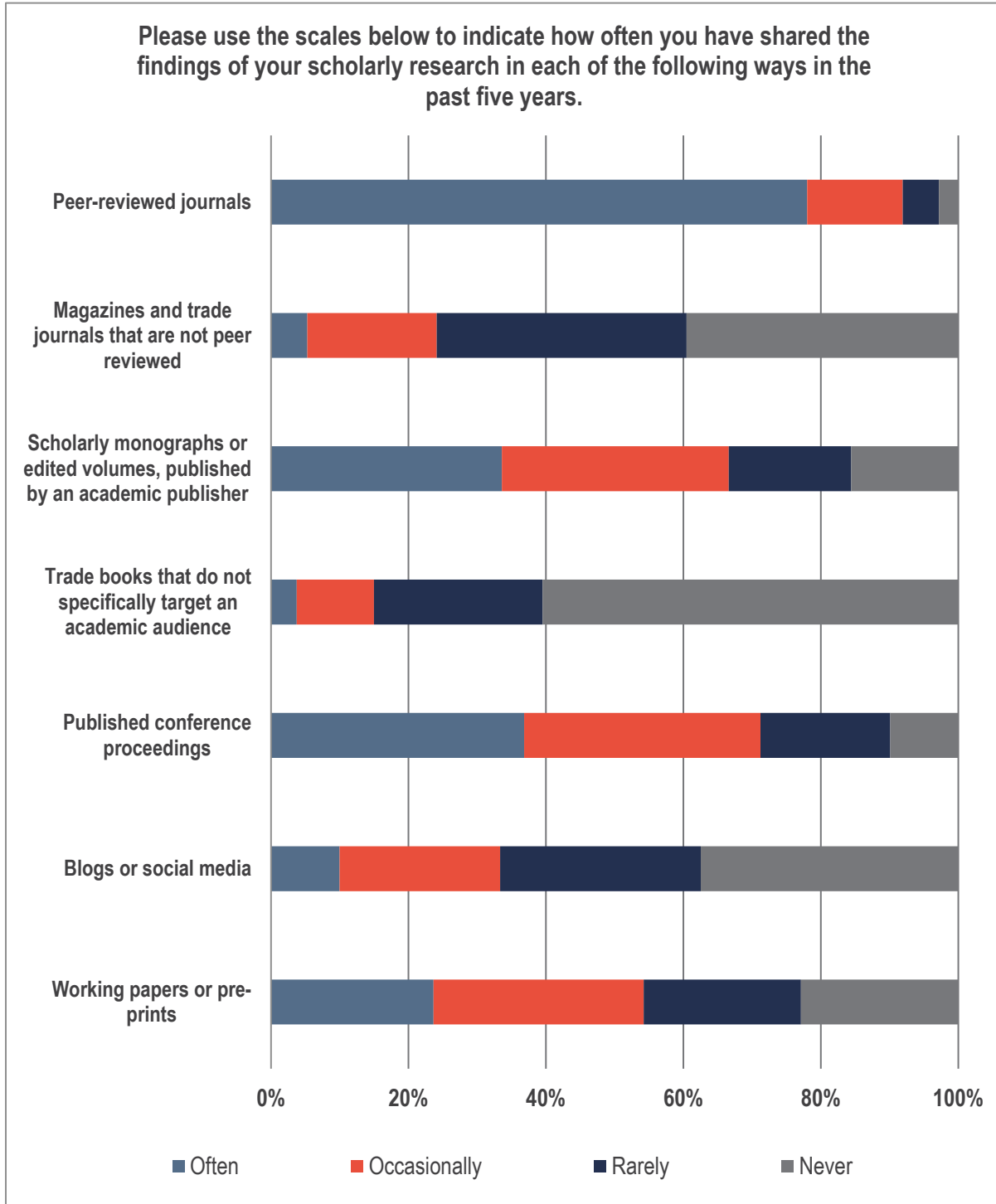
Q10 [Contingent on R conducting academic research]

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
The journal makes its articles freely available on the internet, so there is no cost to purchase or read	41.05%	37.85%	21.09%	531
The journal permits scholars to publish articles for free, without paying page or article charges	63.58%	23.96%	12.45%	530
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	48.21%	32.96%	18.83%	531
The current issues of the journal are circulated widely, and are well read by scholars in your field	90.60%	9.21%	0.19%	532
The journal is highly selective; only a small percentage of submitted articles are published	56.66%	32.27%	11.07%	533
The journal is accessible to readers not only in developed nations, but also in developing nations	42.75%	34.84%	22.41%	531
The journal has a high impact factor or an excellent academic reputation	86.12%	12.57%	1.31%	533
The journal's area of coverage is very close to my immediate area of research	89.49%	9.76%	0.75%	533
If accepted, the journal will publish my article quickly, with relatively little delay	61.91%	29.64%	8.44%	533
The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article	32.96%	32.20%	34.84%	531

Q10 [Contingent on R conducting academic research]

When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal? [10 = extremely important; 1 = not at all important]
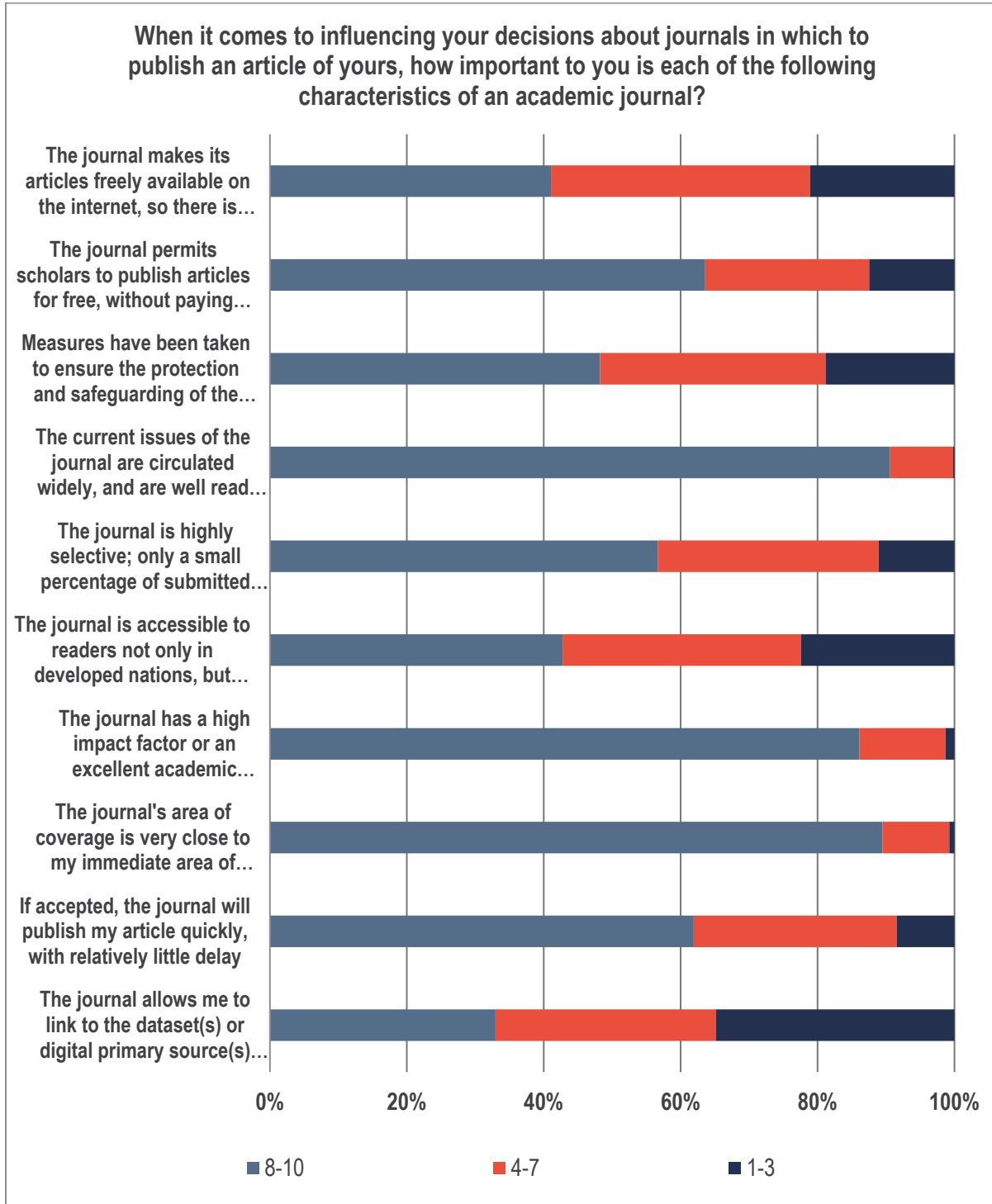
When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal?

Legend: ■ 8-10   ■ 4-7   ■ 1-3

Q11 [Contingent on R conducting academic research]

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

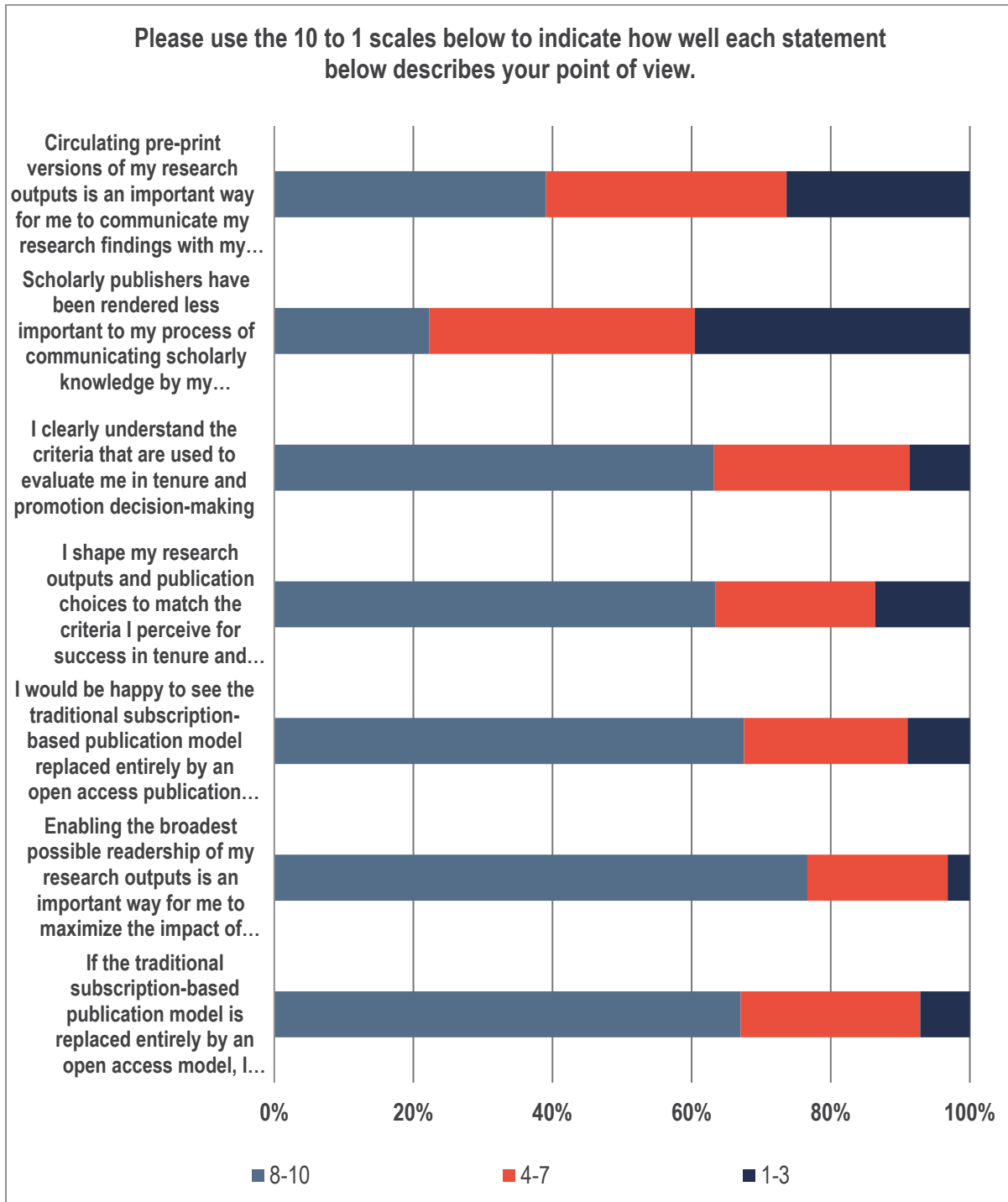|	8-10	4-7	1-3	Response
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my peers	39.07%	34.58%	26.36%	535
Scholarly publishers have been rendered less important to my process of communicating scholarly knowledge by my increasing ability to share my work directly with peers online	22.28%	38.20%	39.51%	534
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making	63.23%	28.14%	8.63%	533
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	63.40%	23.02%	13.58%	530
I would be happy to see the traditional subscription-based publication model replaced entirely by an open access publication system in which all scholarly research outputs would be freely available to the public	67.54%	23.51%	8.96%	536
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of my research findings	76.64%	20.19%	3.18%	535
If the traditional subscription-based publication model is replaced entirely by an open access model, I would be happy to see the same publishers stay involved in the open access model	67.04%	25.84%	7.12%	534

Q11 **[Contingent on R conducting academic research]**

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

Statement	8-10	4-7	1-3
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my…			
Scholarly publishers have been rendered less important to my process of communicating scholarly knowledge by my…			
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision-making			
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and…			
I would be happy to see the traditional subscription-based publication model replaced entirely by an open access publication…			
Enabling the broadest possible readership of my research outputs is an important way for me to maximize the impact of…			
If the traditional subscription-based publication model is replaced entirely by an open access model, I…			

Legend: ■ 8-10 ■ 4-7 ■ 1-3

Q12 [Contingent on R conducting academic research]

Does your college or university library, scholarly society, university press, or another service provider assist you with any of the following aspects of the publication process?

	Yes	No	Response
Helping me understand and negotiate favorable publication contracts	19.17%	80.83%	532
Helping me determine where to publish a given work to maximize its impact	23.68%	76.32%	532
Helping me to assess the impact of my work following its publication	30.77%	69.23%	533
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me	40.15%	59.85%	533

Q13 **[Contingent on R conducting academic research]**
How valuable do you find support from your **college or university library** for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]

	8-10	4-7	1-3	Response
Helping me understand and negotiate favorable publication contracts	34.60%	26.05%	39.35%	526
Helping me determine where to publish a given work to maximize its impact	36.31%	26.81%	36.88%	526
Helping me to assess the impact of my work following its publication	38.83%	28.98%	32.20%	528
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me	43.94%	23.86%	32.20%	528

Q13 [Contingent on R conducting academic research]
How valuable do you find support from your **college or university library** for each of the following aspects of the publication process, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]

How valuable do you or would you find support from your college or university library for each of the following aspects of the publication process?
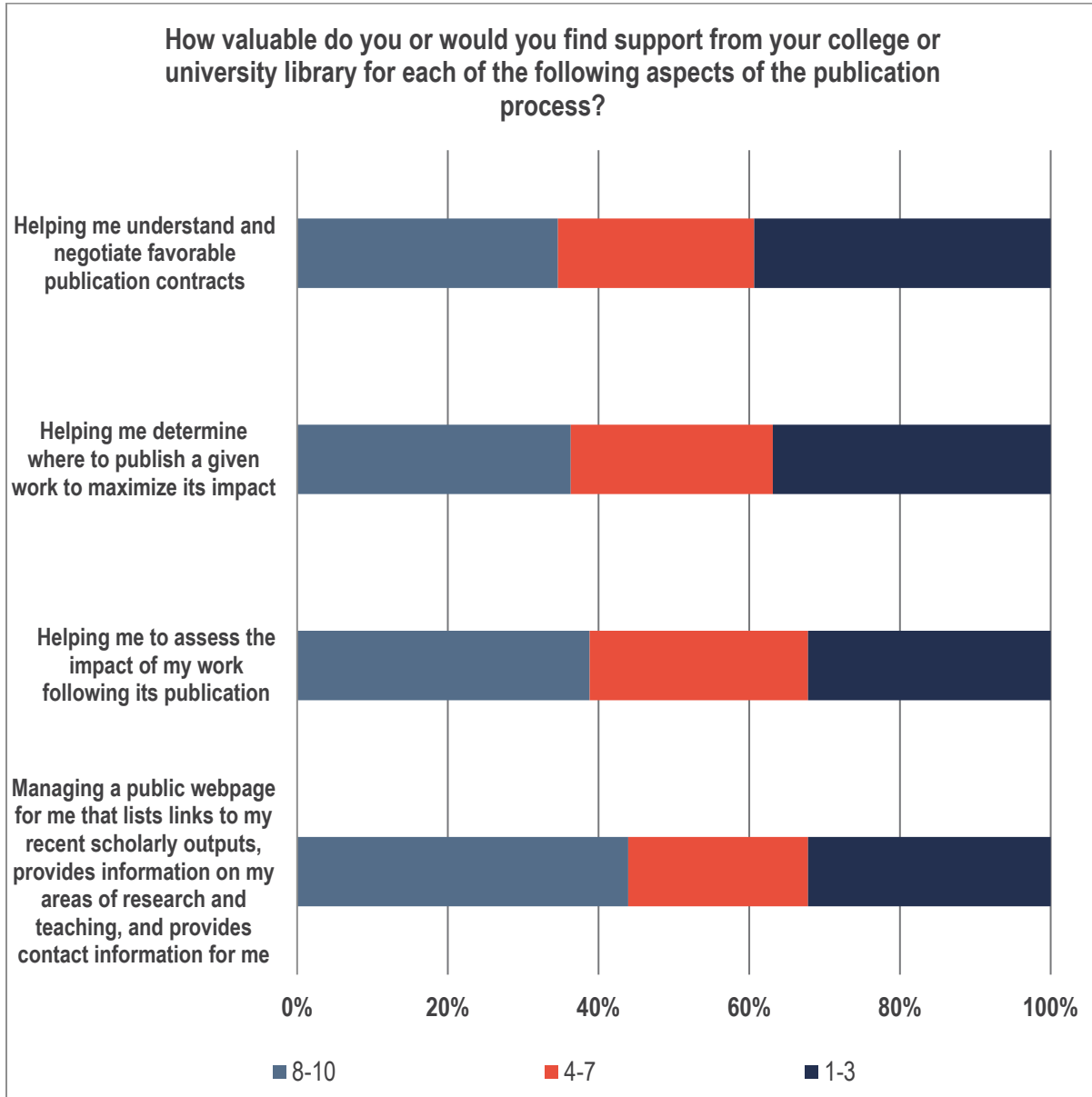
Q14 **[Contingent on R conducting academic research]**
How important is it to you that your research reaches each of the following possible audiences?
[10 = extremely important; 1 = not at all important]

|	8-10	4-7	1-3	Response
Scholars in my specific subdiscipline or field of research	94.35%	5.65%	-	531
Scholars in my discipline but outside of my specific subdiscipline or field of research	83.43%	15.07%	1.51%	531
Scholars outside my discipline	55.39%	37.81%	6.81%	529
Undergraduate students	40.34%	46.97%	12.69%	528
Professionals outside of academia in areas related to my research interests	68.61%	26.50%	4.89%	532
The general public beyond the scholarly and associated professional community	44.44%	44.07%	11.49%	531
Graduate students	83.83%	15.79%	0.38%	532
Policy makers in areas related to my field of research	61.96%	27.12%	10.92%	531

Q14 [Contingent on R conducting academic research]
How important is it to you that your research reaches each of the following possible audiences?
[10 = extremely important; 1 = not at all important]

How important is it to you that your research reaches each of the following possible audiences?

Categories (top to bottom):
- Scholars in my specific subdiscipline or field of research
- Scholars in my discipline but outside of my specific subdiscipline or field of research
- Scholars outside my discipline
- Undergraduate students
- Professionals outside of academia in areas related to my research interests
- The general public beyond the scholarly and associated professional community
- Graduate students
- Policy makers in areas related to my field of research

Legend: ■ 8-10   ■ 4-7   ■ 1-3
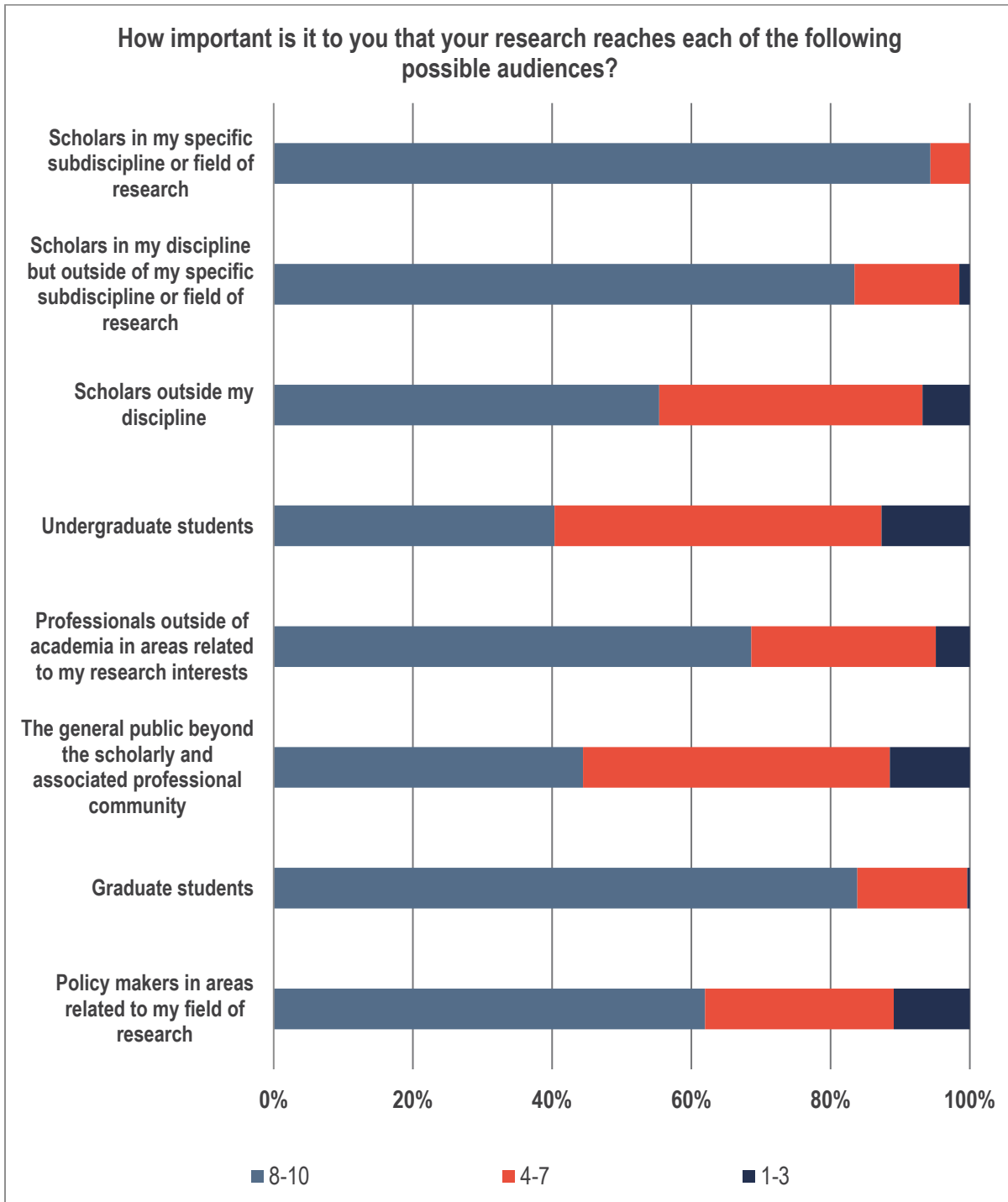
Q15 **[Contingent on R conducting academic research] [Multiple selections possible]**
Which of the following types of research data do you build up or collect for your own research?
Please select all that apply:

	Response	Percent
Qualitative (such as interview or focus group transcripts, field notes, text, documents, images, video, audio, open-ended survey responses, etc.)	351	66.98%
Scientific (such as slides, biological specimens, samples, etc.)	206	39.31%
Quantitative (such as numeric files, survey responses, geospatial data files, etc.)	362	69.08%
Other	29	5.53%
	948	

Q16 [Contingent on R conducting academic research] [Multiple selections possible]
Which of the following types of research publications and products do you produce? Please select all that apply.

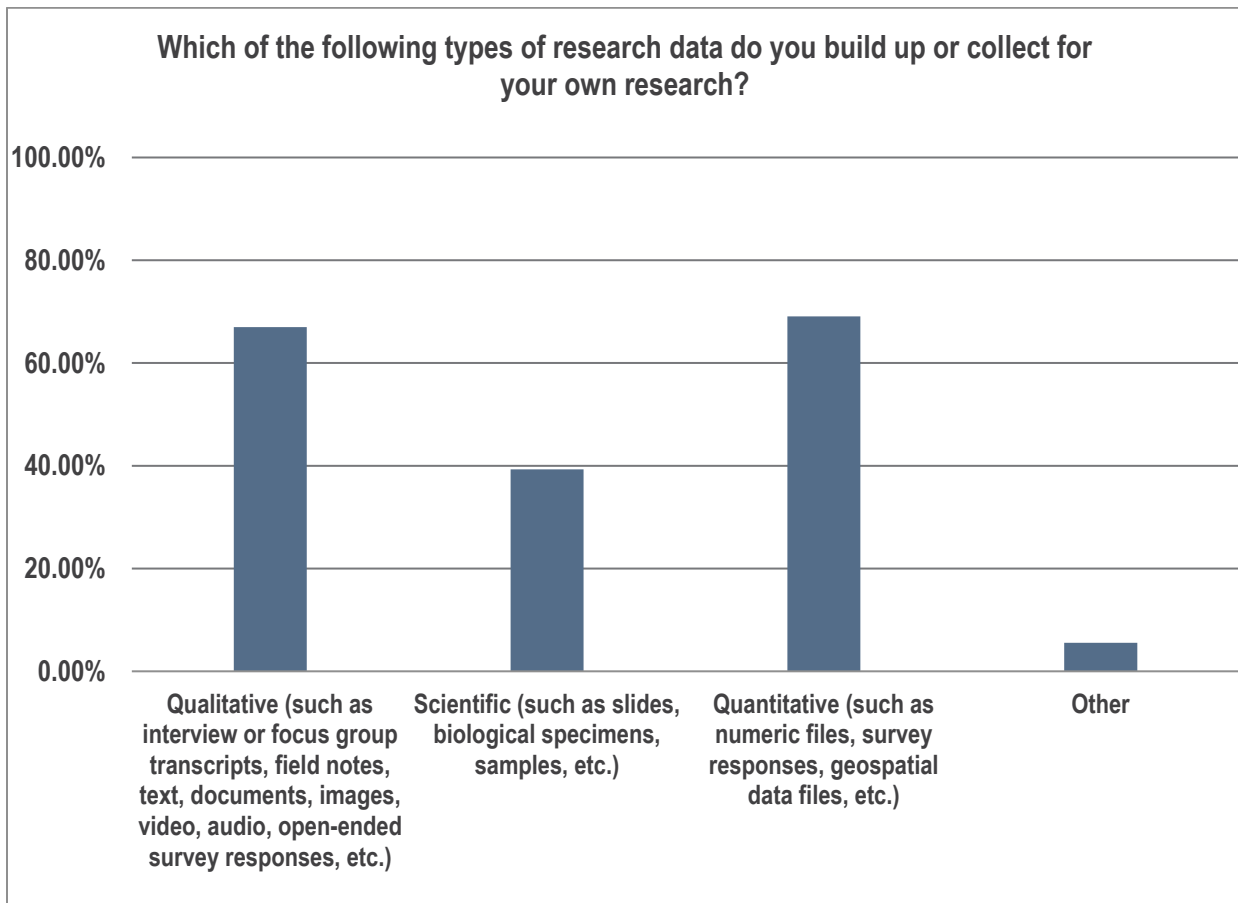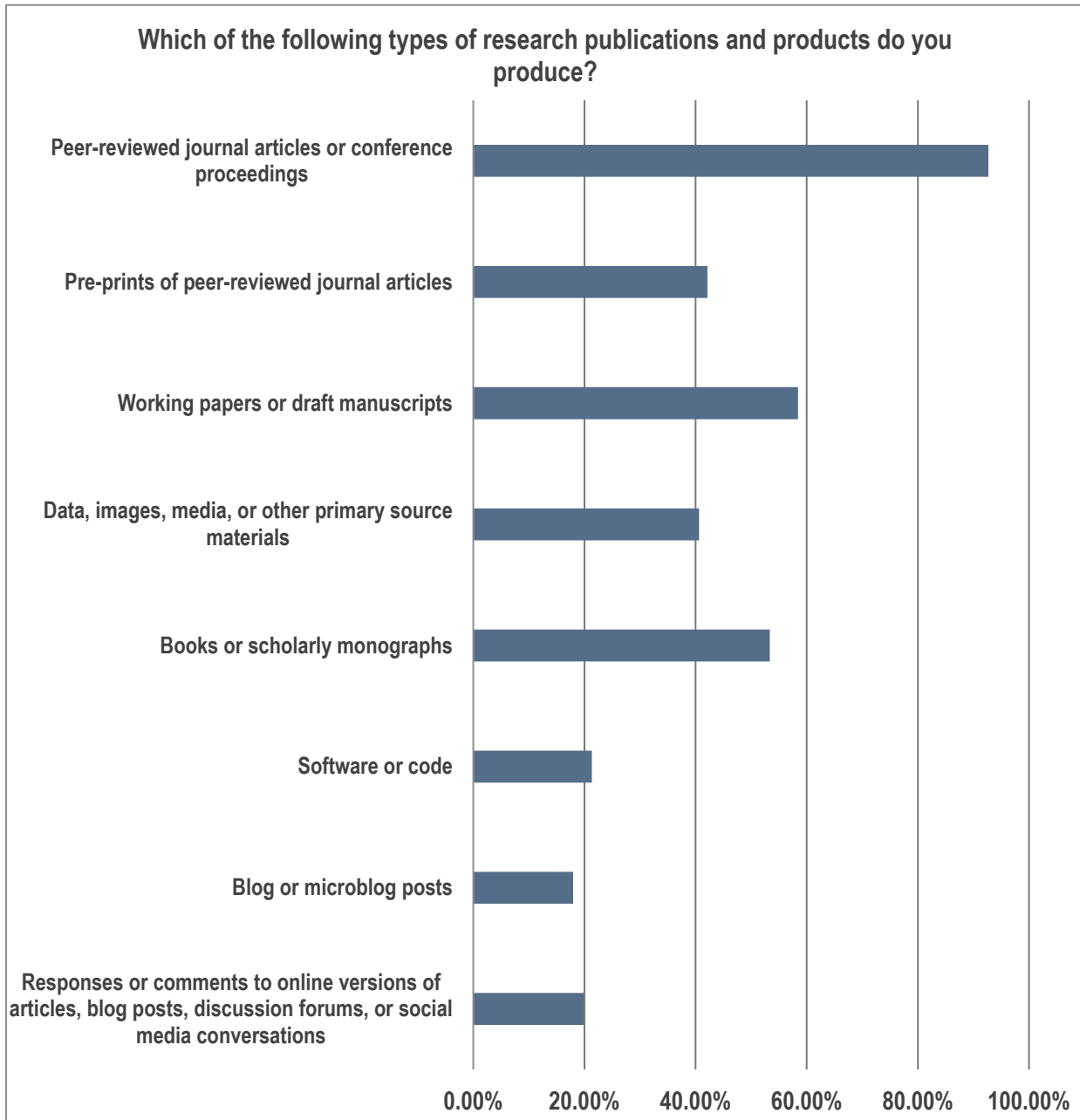|	Response	Percent
Peer-reviewed journal articles or conference proceedings	495	92.70%
Pre-prints of peer-reviewed journal articles	225	42.13%
Working papers or draft manuscripts	312	58.43%
Data, images, media, or other primary source materials	217	40.64%
Books or scholarly monographs	285	53.37%
Software or code	114	21.35%
Blog or microblog posts	96	17.98%
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	106	19.85%
	1,850	

Q16 [Contingent on R conducting academic research] [Multiple selections possible]
Which of the following types of research publications and products do you produce? Please select all that apply.

Which of the following types of research publications and products do you produce?

Q17 **[Contingent – if R answers "yes" to any options in the previous question, those options are pulled forward to this question]**
Are your research publications and/or products freely available online through your institution's repository, **[IDEALS and Illinois Data Bank],** a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply

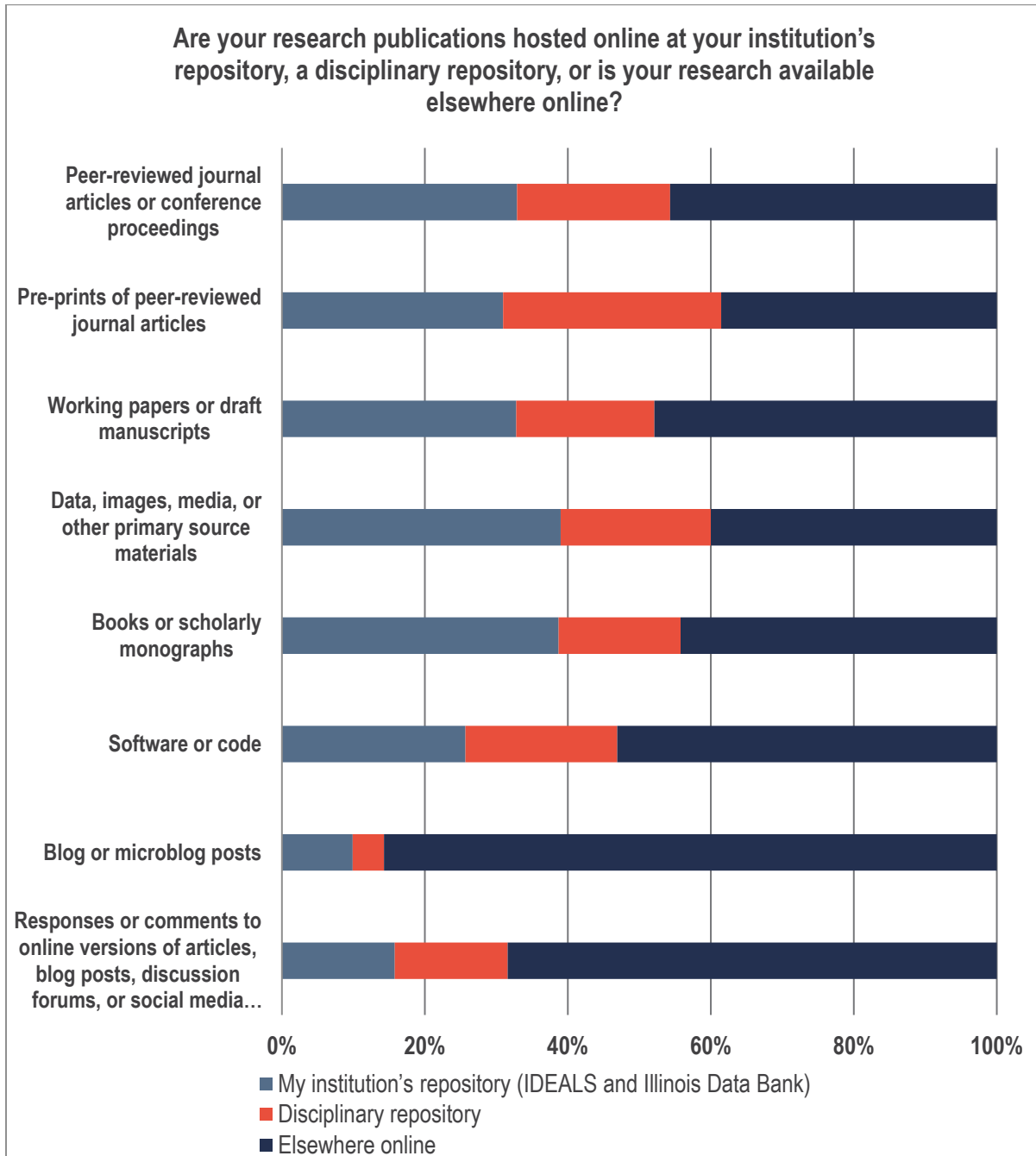|	My institution's repository (IDEALS and Illinois Data Bank)	Disciplinary repository	Elsewhere online	Response
Peer-reviewed journal articles or conference proceedings	41.95%	27.32%	58.29%	523
Pre-prints of peer-reviewed journal articles	37.82%	37.31%	47.15%	236
Working papers or draft manuscripts	37.14%	21.90%	54.29%	238
Data, images, media, or other primary source materials	47.27%	25.45%	48.48%	200
Books or scholarly monographs	46.67%	20.56%	53.33%	217
Software or code	30.85%	25.53%	63.83%	113
Blog or microblog posts	10.47%	4.65%	90.70%	91
Responses or comments to online versions of articles, blog posts, discussion forums, or social media conversations	17.24%	17.24%	74.71%	95

Q17 **[Contingent – if R answers "yes" to any options in the previous question, those options are pulled forward to this question]**
Are your research publications and/or products freely available online through your institution's repository, **[IDEALS and Illinois Data Bank],** a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each of the type(s) of scholarly work(s) listed below, please select all hosting sources that apply

Are your research publications hosted online at your institution's repository, a disciplinary repository, or is your research available elsewhere online?

Q18 **[Contingent on R conducting academic research]**
In the past five years, have you received or are you currently receiving external funding for your scholarly research from a public or government grant-making organization (such as the NSF, NIH, NEH, etc.)?

	Response	Percent
Yes	245	45.79%
No	290	54.21%
	535	100.00%
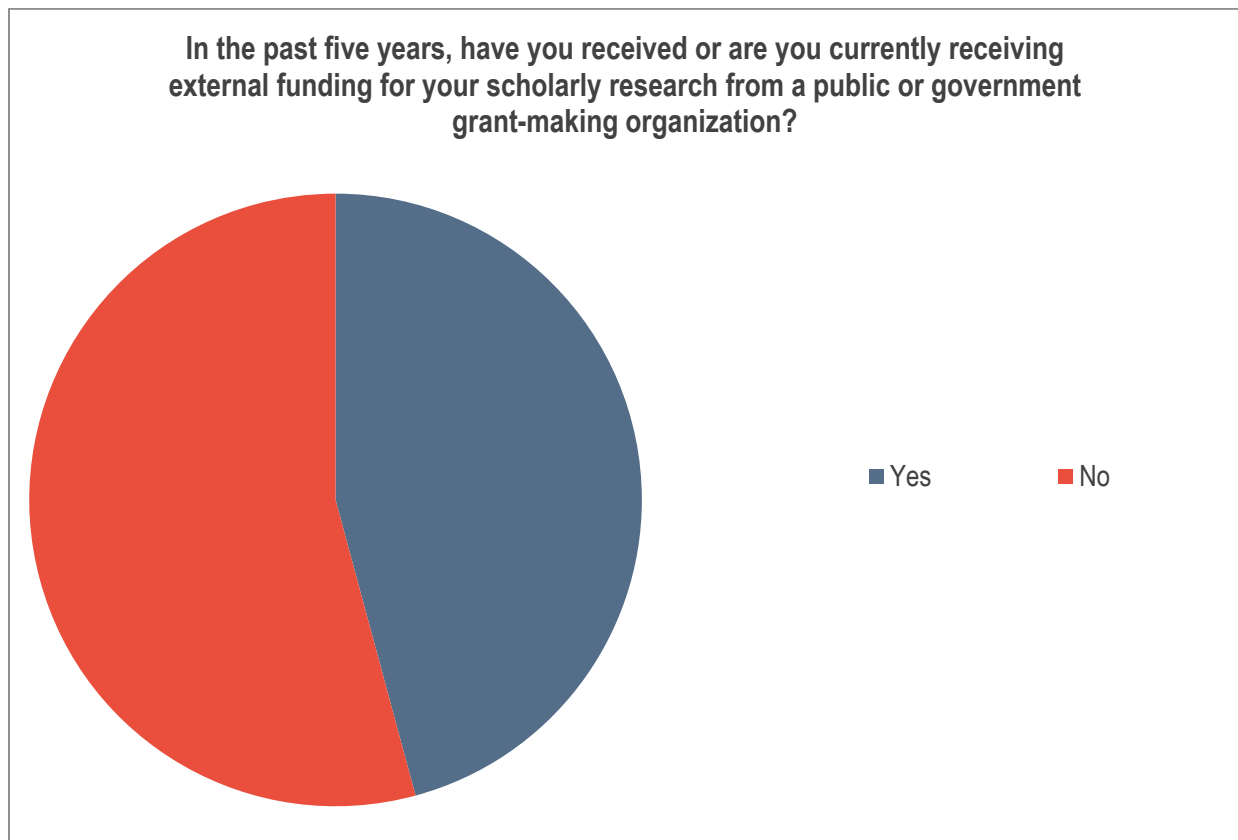
In the past five years, have you received or are you currently receiving external funding for your scholarly research from a public or government grant-making organization?

■ Yes   ■ No

Q19 **[Contingent on selections of "yes" to Q16 – only options that R selects as "yes" will be pulled into this question]**
When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

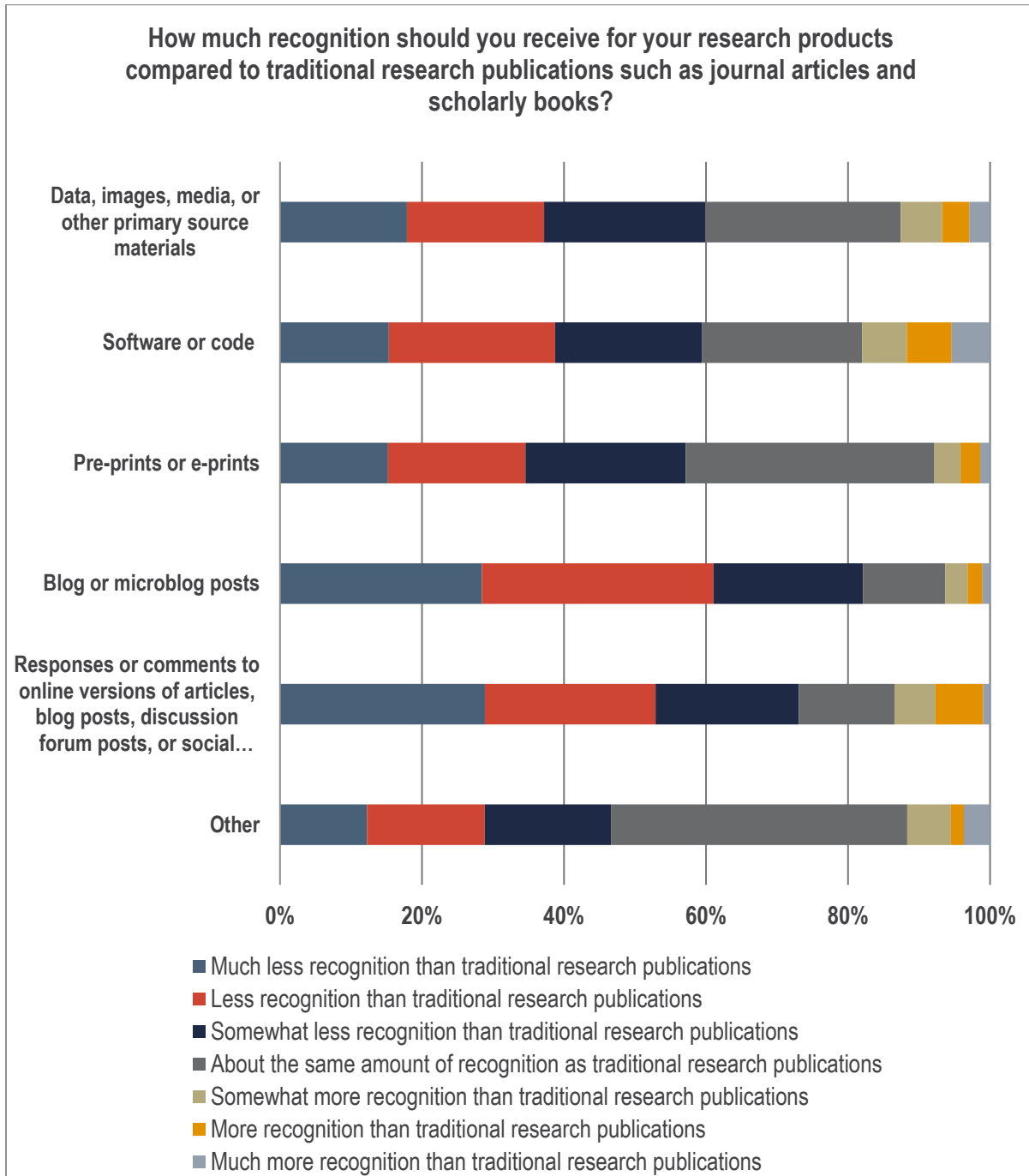|	Much less recognition than traditional research publications	Less recognition than traditional research publications	Somewhat less recognition than traditional research publications	About the same amount of recognition as traditional research publications	Somewhat more recognition than traditional research publications	More recognition than traditional research publications	Much more recognition than traditional research publications	Response
Data, images, media, or other primary source materials	17.87%	19.32%	22.71%	27.54%	5.80%	3.86%	2.90%	207
Software or code	15.32%	23.42%	20.72%	22.52%	6.31%	6.31%	5.41%	111
Pre-prints or e-prints	15.21%	19.35%	22.58%	35.02%	3.69%	2.76%	1.38%	217
Blog or microblog posts	28.42%	32.63%	21.05%	11.58%	3.16%	2.11%	1.05%	95
Responses or comments to online versions of articles, blog posts, discussion forum posts, or social media conversations	28.85%	24.04%	20.19%	13.46%	5.77%	6.73%	0.96%	104
Other	12.27%	16.56%	17.79%	41.72%	6.13%	1.84%	3.68%	163

Q19 [Contingent on selections of "yes" to Q16 – only options that R selects as "yes" will be pulled into this question]
When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, or contract renewal, how much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

How much recognition should you receive for your research products compared to traditional research publications such as journal articles and scholarly books?

Legend:
- Much less recognition than traditional research publications
- Less recognition than traditional research publications
- Somewhat less recognition than traditional research publications
- About the same amount of recognition as traditional research publications
- Somewhat more recognition than traditional research publications
- More recognition than traditional research publications
- Much more recognition than traditional research publications

Q20
Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance for tenure, promotion, or funding proposals.

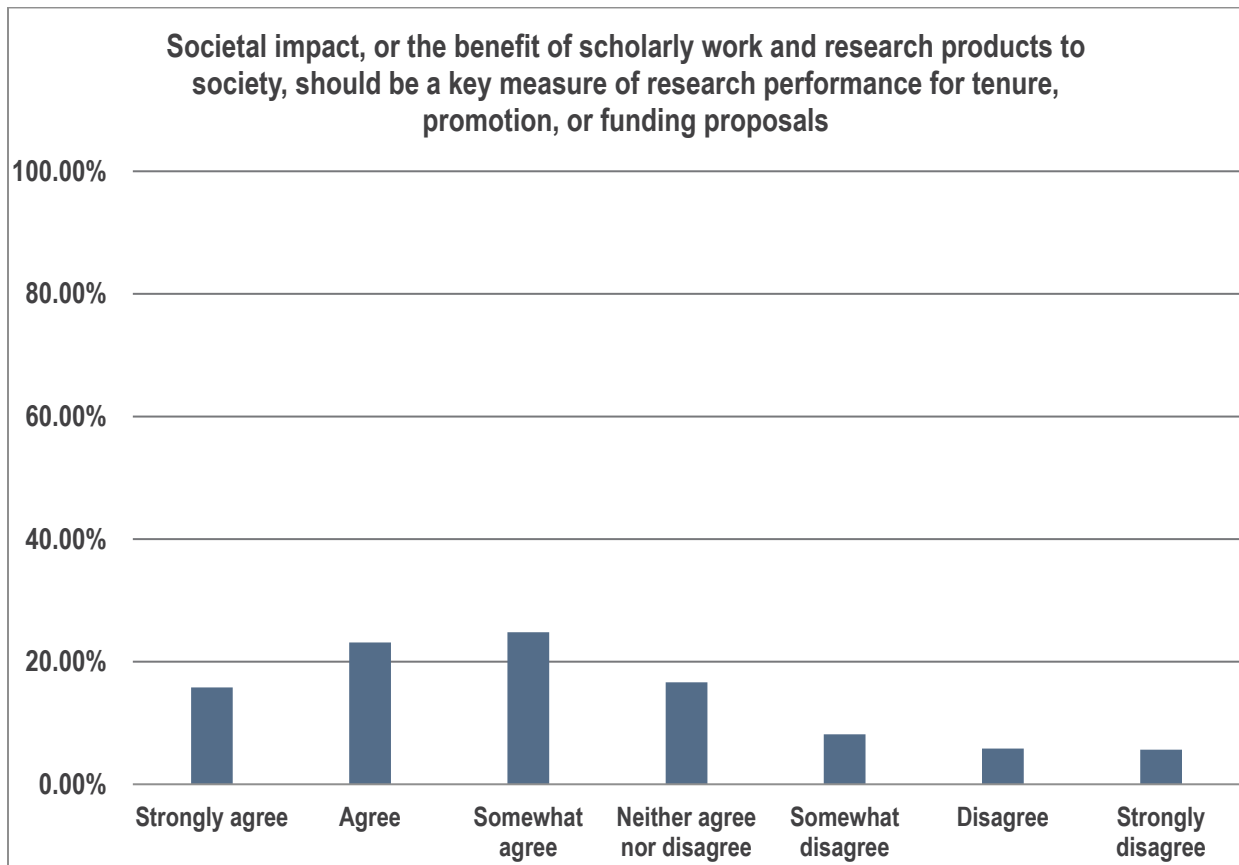|	Response	Percent
Strongly agree	95	15.81%
Agree	139	23.13%
Somewhat agree	149	24.79%
Neither agree nor disagree	100	16.64%
Somewhat disagree	49	8.15%
Disagree	35	5.82%
Strongly disagree	34	5.66%
	601	100.00%

Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance for tenure, promotion, or funding proposals

Q21 [Contingent on R selecting at least one option from Q15]
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

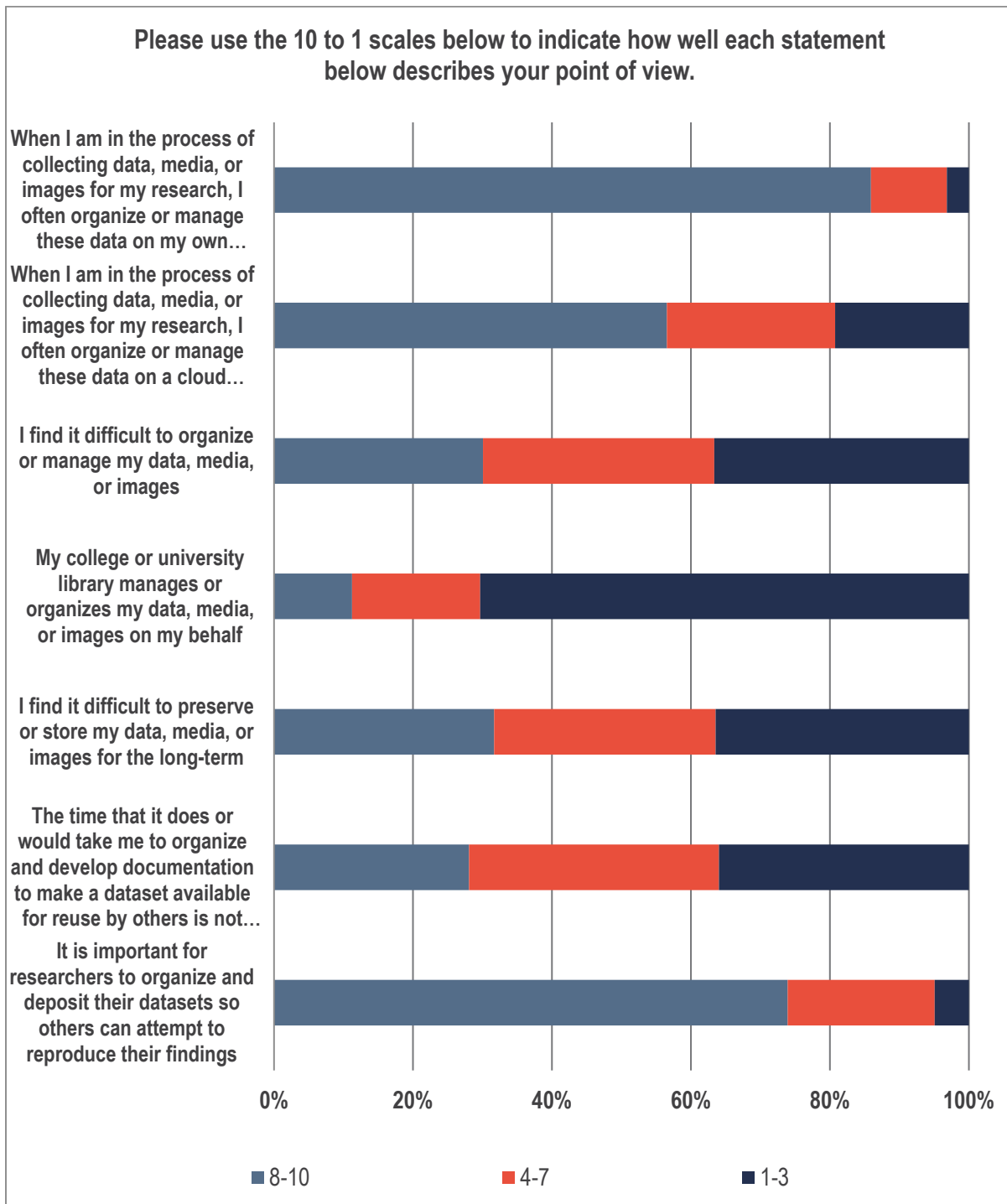|	8-10	4-7	1-3	Response
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers	85.91%	10.91%	3.17%	504
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.)	56.55%	24.21%	19.25%	504
I find it difficult to organize or manage my data, media, or images	30.08%	33.27%	36.65%	502
My college or university library manages or organizes my data, media, or images on my behalf	11.22%	18.44%	70.34%	499
I find it difficult to preserve or store my data, media, or images for the long-term	31.67%	31.87%	36.45%	502
The time that it does or would take me to organize and develop documentation to make a dataset available for reuse by others is not worth it	28.07%	35.96%	35.96%	342
It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings	73.91%	21.16%	4.93%	345

Q21 [Contingent on R selecting at least one option from Q15]
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

Categories (legend): 8-10, 4-7, 1-3

Statements:
- When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own…
- When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud…
- I find it difficult to organize or manage my data, media, or images
- My college or university library manages or organizes my data, media, or images on my behalf
- I find it difficult to preserve or store my data, media, or images for the long-term
- The time that it does or would take me to organize and develop documentation to make a dataset available for reuse by others is not…
- It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings

Q22 **[Contingent on R selecting at least one option from Q15]**
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]

|	8-10	4-7	1-3	Response
My college or university library	58.03%	25.10%	16.87%	498
My college or university IT department	46.79%	27.51%	25.70%	498
An AV or media support department at my institution	31.36%	31.77%	36.86%	491
A disciplinary or departmental repository at my institution	49.40%	25.50%	25.10%	498
A disciplinary repository at another institution	22.87%	34.41%	42.71%	494
A publisher or a university press	37.17%	32.53%	30.30%	495
A scholarly society	34.62%	35.22%	30.16%	494
Freely available software	56.25%	24.60%	19.15%	496
A third-party data repository (e.g. ICPSR, Mendeley Data, Figshare)	27.73%	33.20%	39.07%	494
File hosting service (e.g. Box, Dropbox)	71.34%	19.44%	9.22%	499

Q22 [Contingent on R selecting at least one option from Q15]
Please use the scale below to rate from 10 to 1 how valuable you would or do find each of the following possible sources of support for managing or preserving research data, media, or images. [10 = extremely valuable; 1 = not at all valuable]

How valuable do you find each of the following possible sources of support for managing or preserving research data, media, or images?

Legend: 8-10 | 4-7 | 1-3

Categories (top to bottom):
- My college or university library
- My college or university IT department
- An AV or media support department at my institution
- A disciplinary or departmental repository at my institution
- A disciplinary repository at another institution
- A publisher or a university press
- A scholarly society
- Freely available software
- A third-party data repository (e.g. ICPSR, Mendeley Data, Figshare)
- File hosting service (e.g. Box, Dropbox)
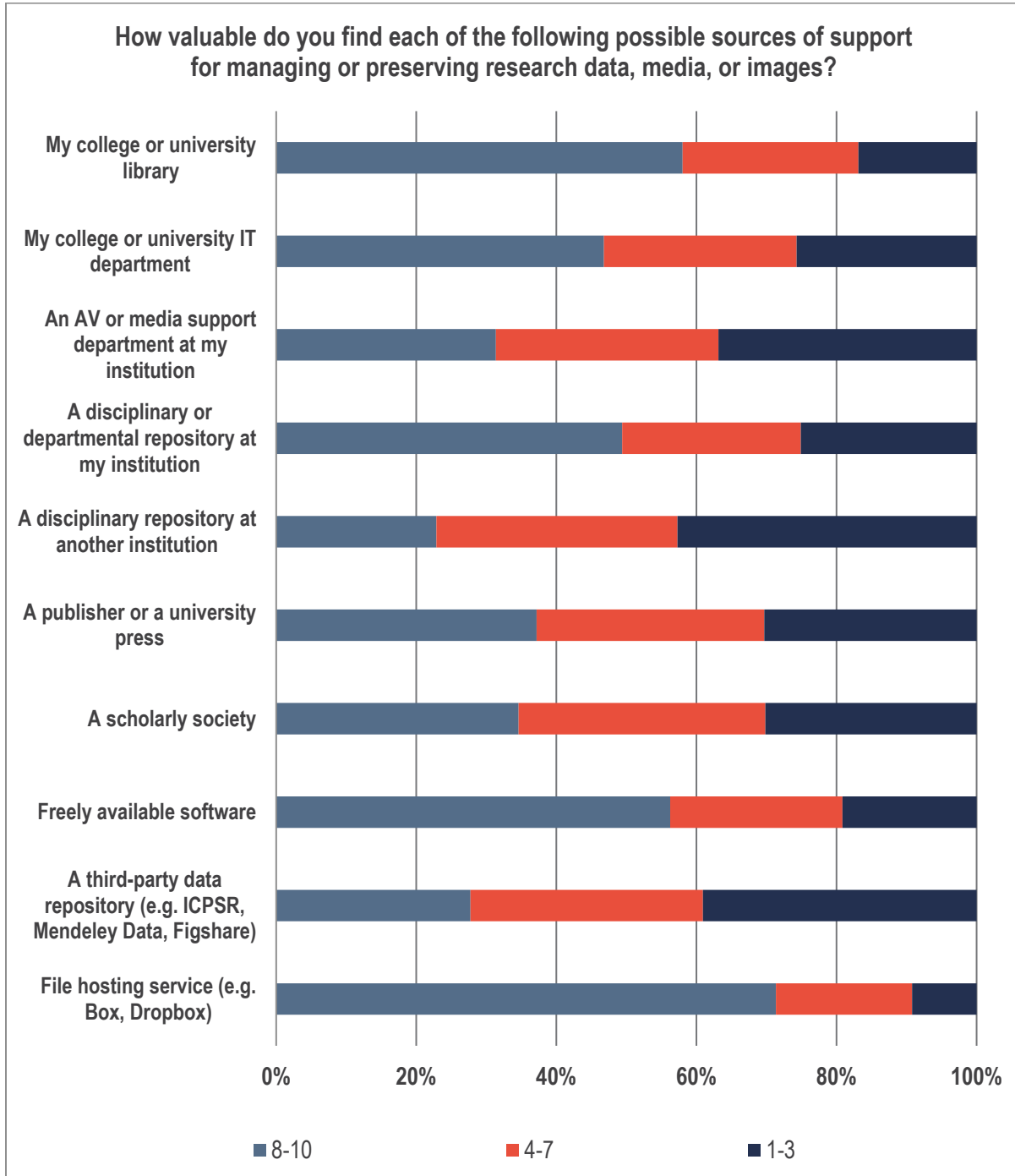
Q23 **[Contingent on R selecting at least one option from Q15] [Multiple selections possible]**

If your collections or sets of research data are preserved following the conclusion of your projects, what methods are used to preserve them? Please select each method by which they are preserved or indicate that they are not preserved.

	Response	Percent
I preserve these materials myself, using commercially or freely available software or services	341	69.31%
I preserve these materials myself in a repository made available by my institution or another type of online repository	220	44.72%
My campus or university library preserves these materials on my behalf	72	14.63%
A publisher preserves these materials on my behalf alongside the final research output	97	19.72%
These materials are generally not preserved following the conclusion of a project	71	14.43%
	801	

If your collections or sets of research data are preserved following the conclusion of your projects, what methods are used to preserve them?
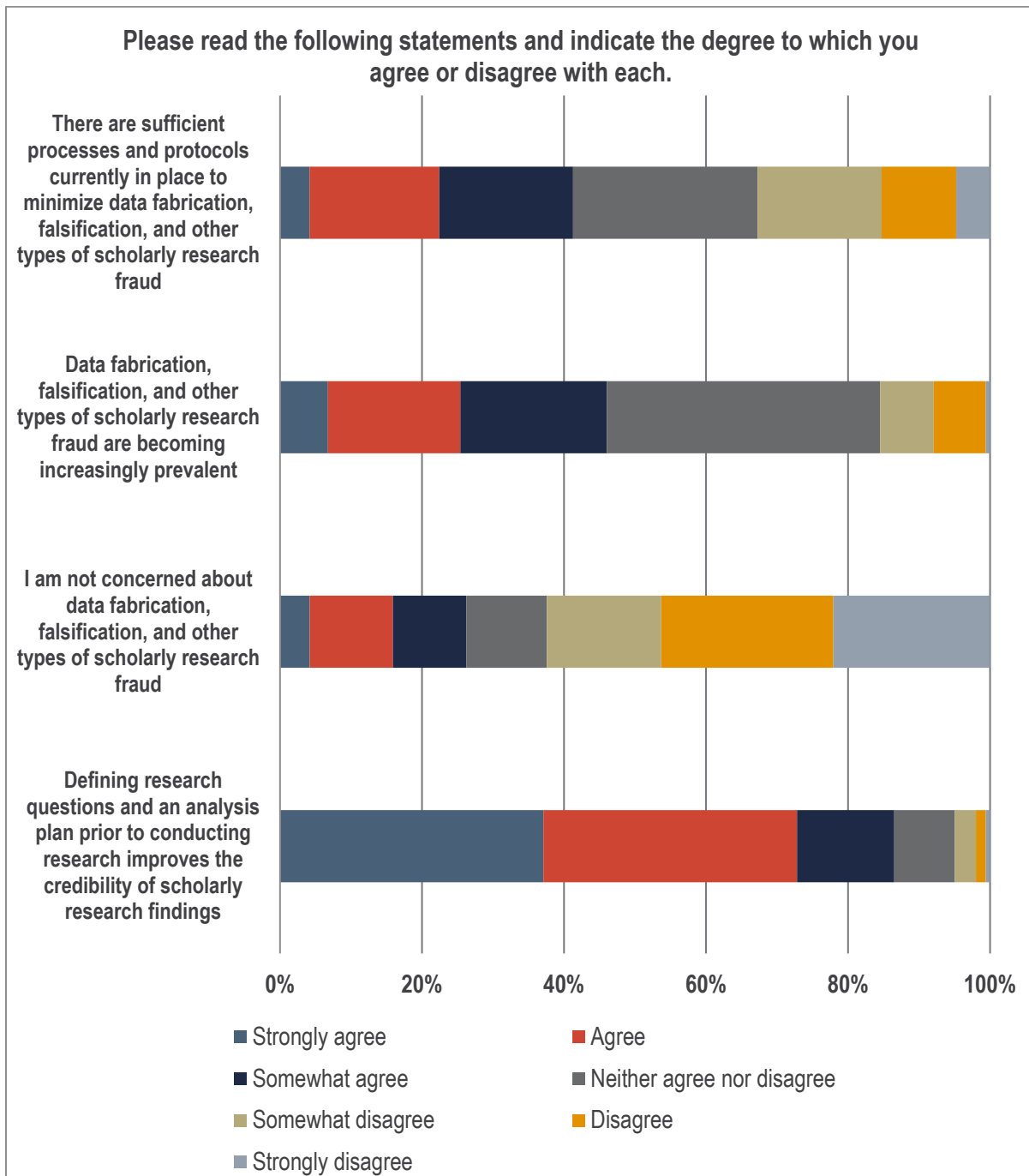
Q24 [Contingent on R selecting at least one option from Q15]

Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
There are sufficient processes and protocols currently in place to minimize data fabrication, falsification, and other types of scholarly research fraud	4.17%	18.25%	18.85%	25.99%	17.46%	10.52%	4.76%	504
Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent	6.75%	18.65%	20.63%	38.49%	7.54%	7.34%	0.60%	504
I am not concerned about data fabrication, falsification, and other types of scholarly research fraud	4.17%	11.73%	10.34%	11.33%	16.10%	24.25%	22.07%	503
Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings	37.10%	35.71%	13.69%	8.53%	2.98%	1.39%	0.60%	504

Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

Please read the following statements and indicate the degree to which you agree or disagree with each.

Legend:
- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree

Q25

How important or unimportant are each of the following in contributing to student success at your college or university? [7 = very important; 1 = very unimportant]

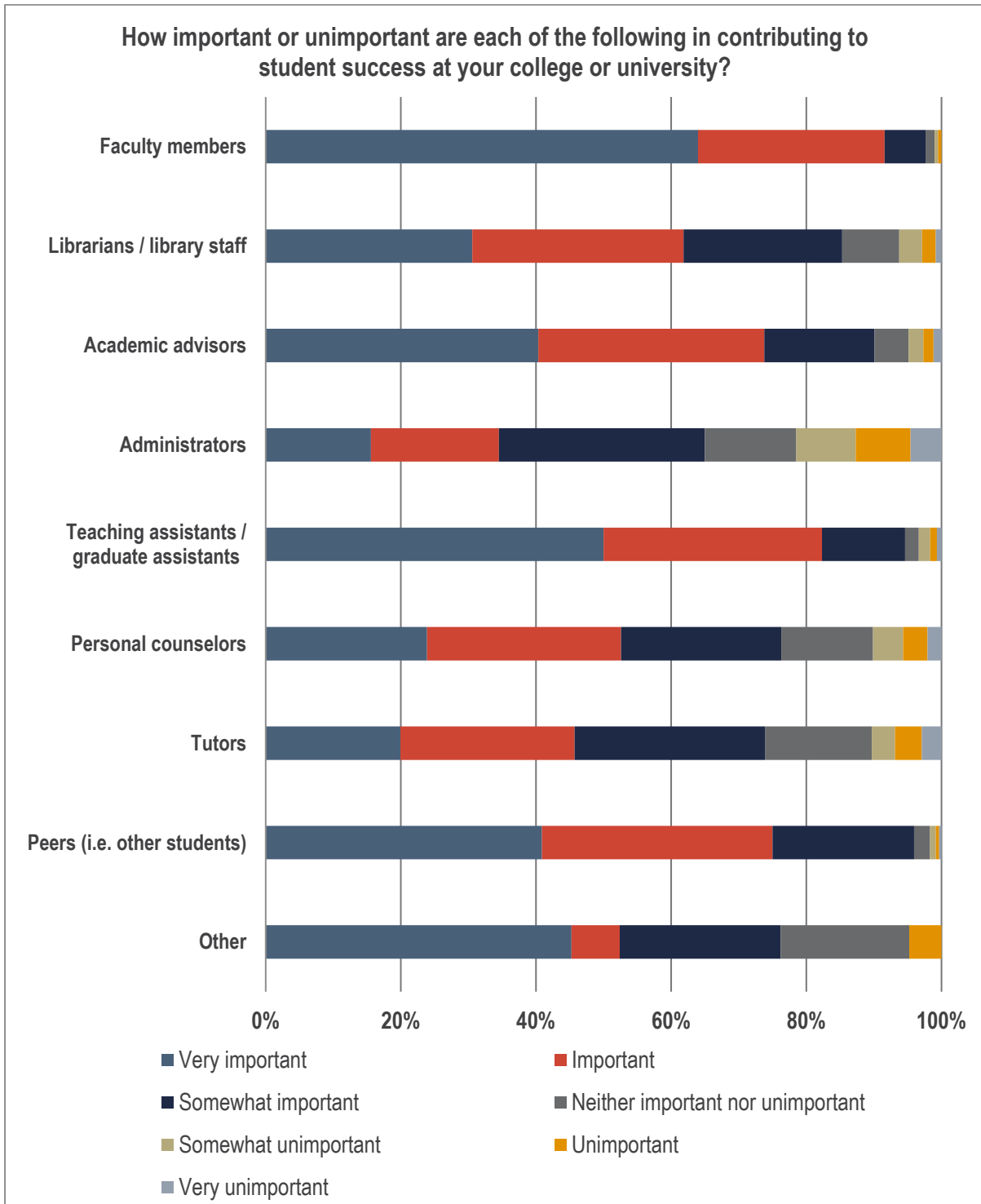|	Very important	Important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Unimportant	Very unimportant	Response
Faculty members	63.97%	27.61%	6.06%	1.35%	0.51%	0.51%	-	594
Librarians / library staff	30.57%	31.25%	23.48%	8.45%	3.38%	2.03%	0.84%	592
Academic advisors	40.34%	33.45%	16.30%	5.04%	2.18%	1.51%	1.18%	595
Administrators	15.57%	18.95%	30.46%	13.54%	8.80%	8.12%	4.57%	591
Teaching assistants / graduate assistants	50.00%	32.32%	12.29%	2.02%	1.68%	1.01%	0.67%	594
Personal counselors	23.88%	28.69%	23.71%	13.57%	4.47%	3.61%	2.06%	582
Tutors	19.93%	25.77%	28.18%	15.81%	3.44%	3.95%	2.92%	582
Peers (i.e. other students)	40.88%	34.12%	20.95%	2.36%	0.84%	0.51%	0.34%	592
Other	45.24%	7.14%	23.81%	19.05%	-	4.76%	-	42

Q25
How important or unimportant are each of the following in contributing to student success at your college or university? [7 = very important; 1 = very unimportant]

How important or unimportant are each of the following in contributing to student success at your college or university?

Legend:
- Very important
- Important
- Somewhat important
- Neither important nor unimportant
- Somewhat unimportant
- Unimportant
- Very unimportant

Categories:
- Faculty members
- Librarians / library staff
- Academic advisors
- Administrators
- Teaching assistants / graduate assistants
- Personal counselors
- Tutors
- Peers (i.e. other students)
- Other

Q26

How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]

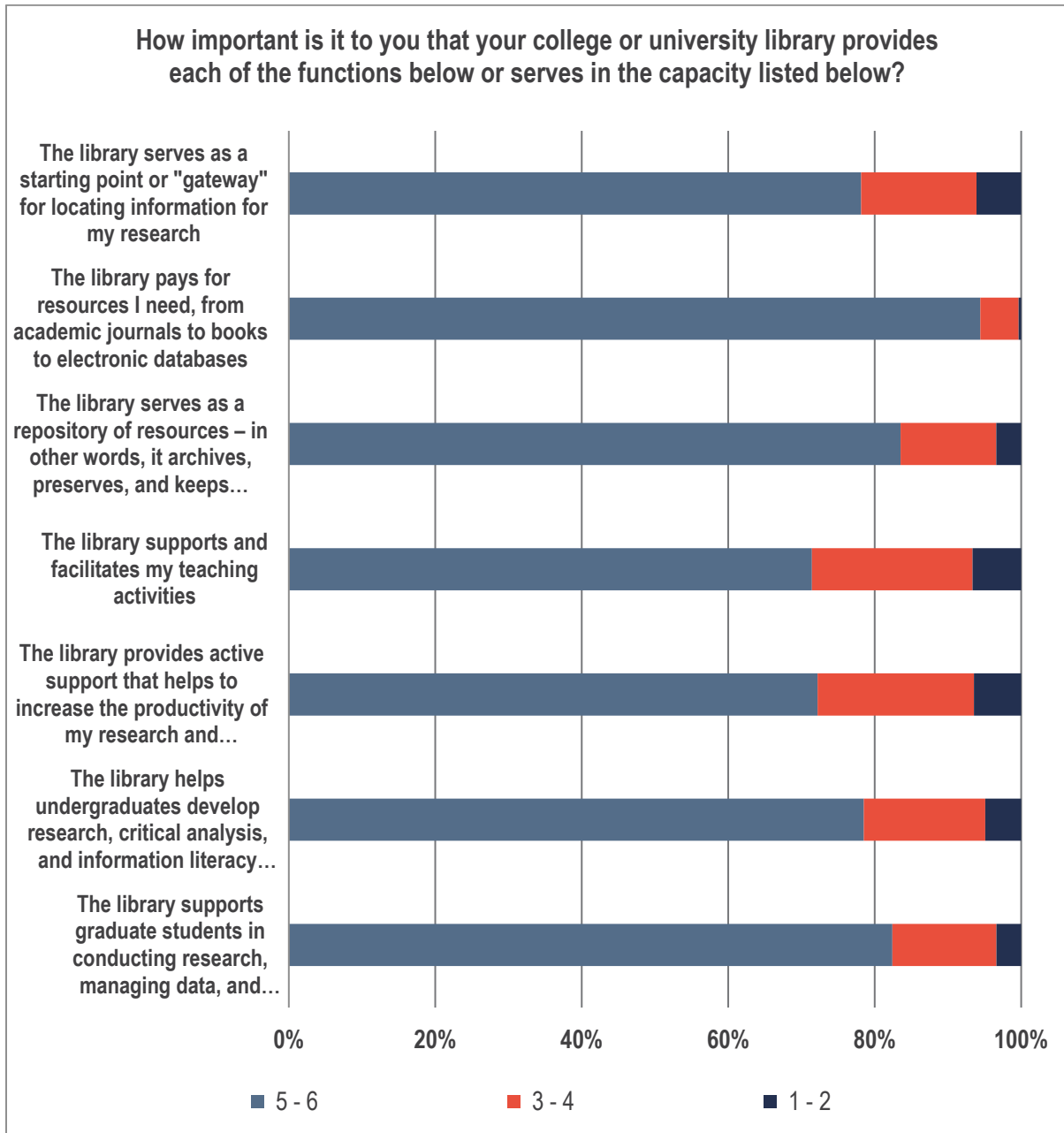|	5-6	3-4	1-2	Response
The library serves as a starting point or "gateway" for locating information for my research	78.14%	15.76%	6.10%	590
The library pays for resources I need, from academic journals to books to electronic databases	94.42%	5.25%	0.34%	591
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	83.53%	13.07%	3.40%	589
The library supports and facilitates my teaching activities	71.43%	21.94%	6.63%	588
The library provides active support that helps to increase the productivity of my research and scholarship	72.20%	21.36%	6.44%	590
The library helps undergraduates develop research, critical analysis, and information literacy skills	78.51%	16.58%	4.91%	591
The library supports graduate students in conducting research, managing data, and publishing scholarship	82.40%	14.21%	3.38%	591

Q26

How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below? [6 = extremely important; 1 = not at all important]
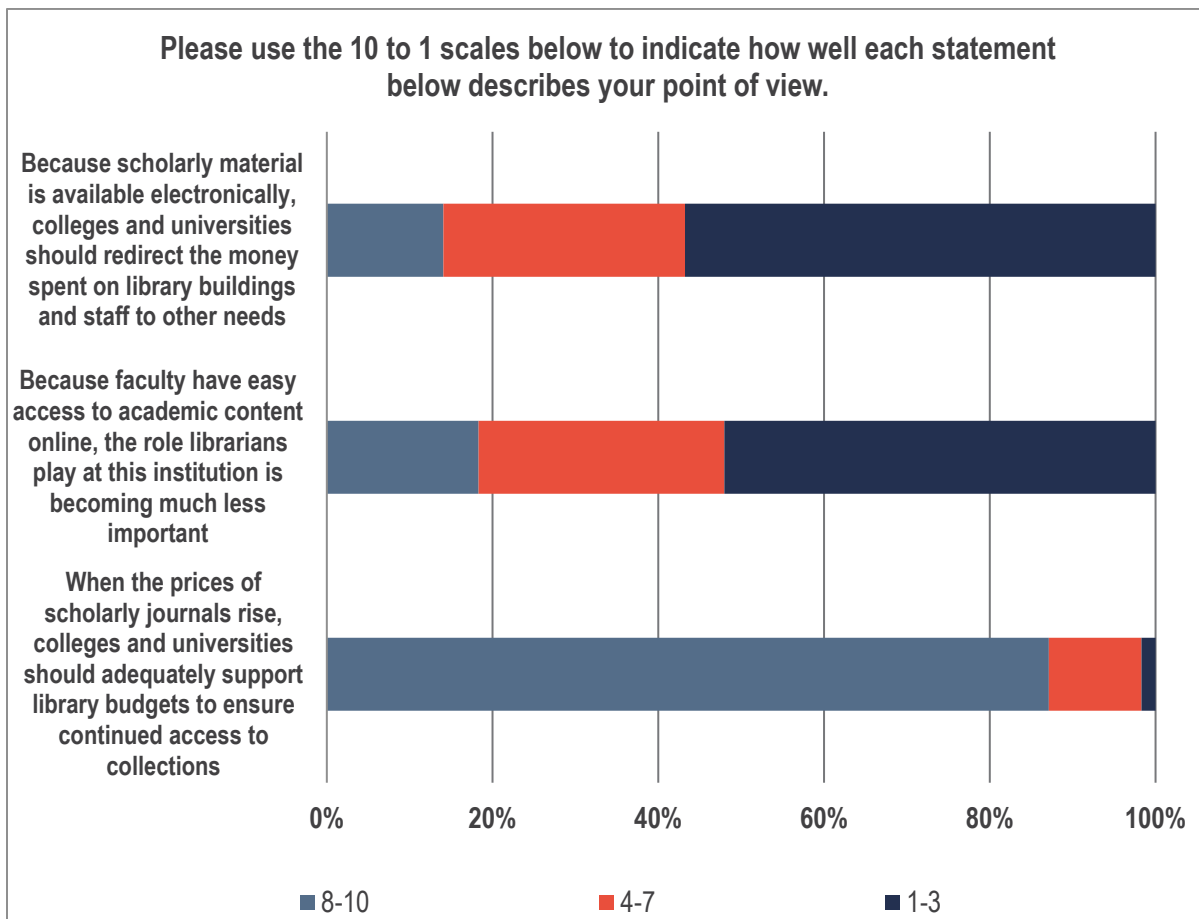
How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?

Q27
Please use the 10 to 1 scales below to indicate how well each statement describes your point of view. [10 = extremely well; 1 = not at all well]

	8-10	4-7	1-3	Response
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	14.07%	29.15%	56.78%	590
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	18.31%	29.66%	52.03%	590
When the prices of scholarly journals rise, colleges and universities should adequately support library budgets to ensure continued access to collections	87.12%	11.19%	1.69%	590

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

Q28 [Teaching is among R's professional responsibilities] [Multiple selections possible]
Please select which types of courses you have taught in the last 2 years:

	Response	Percent
A lower division undergraduate course (first and second year)	230	51.57%
An upper division undergraduate course (third and fourth year)	288	64.57%
A graduate-level course	332	74.44%
	850	
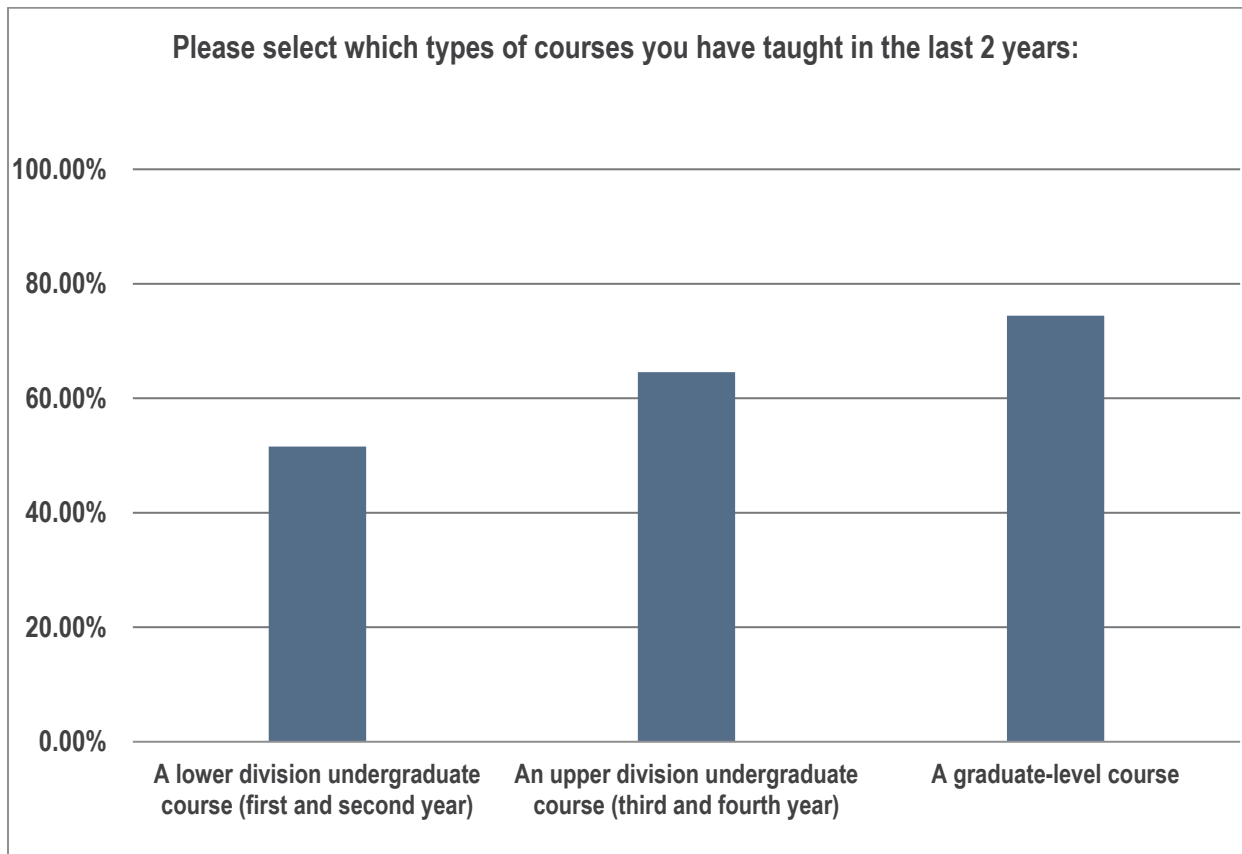
Please select which types of courses you have taught in the last 2 years:

Q29 [Contingent on R selecting "lower division" or "upper division" in previous Q]
In general, how often do you conduct each of the following activities when designing or structuring your undergraduate courses?

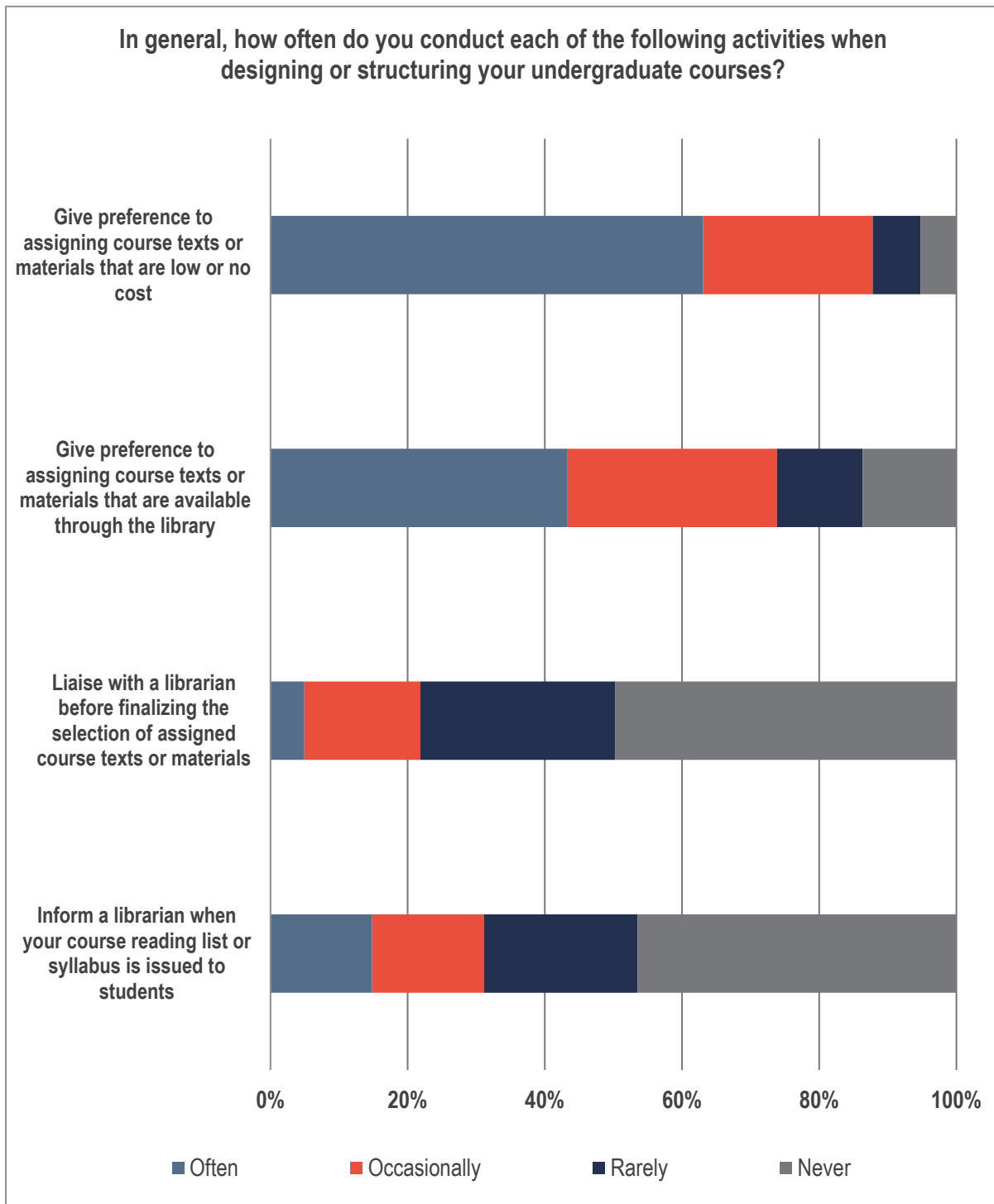|	Often	Occasionally	Rarely	Never	Response
Give preference to assigning course texts or materials that are low or no cost	63.08%	24.71%	6.98%	5.23%	344
Give preference to assigning course texts or materials that are available through the library	43.31%	30.52%	12.50%	13.66%	344
Liaise with a librarian before finalizing the selection of assigned course texts or materials	4.94%	16.86%	28.49%	49.71%	344
Inform a librarian when your course reading list or syllabus is issued to students	14.83%	16.28%	22.38%	46.51%	344

Q29 **[Contingent on R selecting "lower division" or "upper division" in previous Q]**
In general, how often do you conduct each of the following activities when designing or structuring your undergraduate courses?
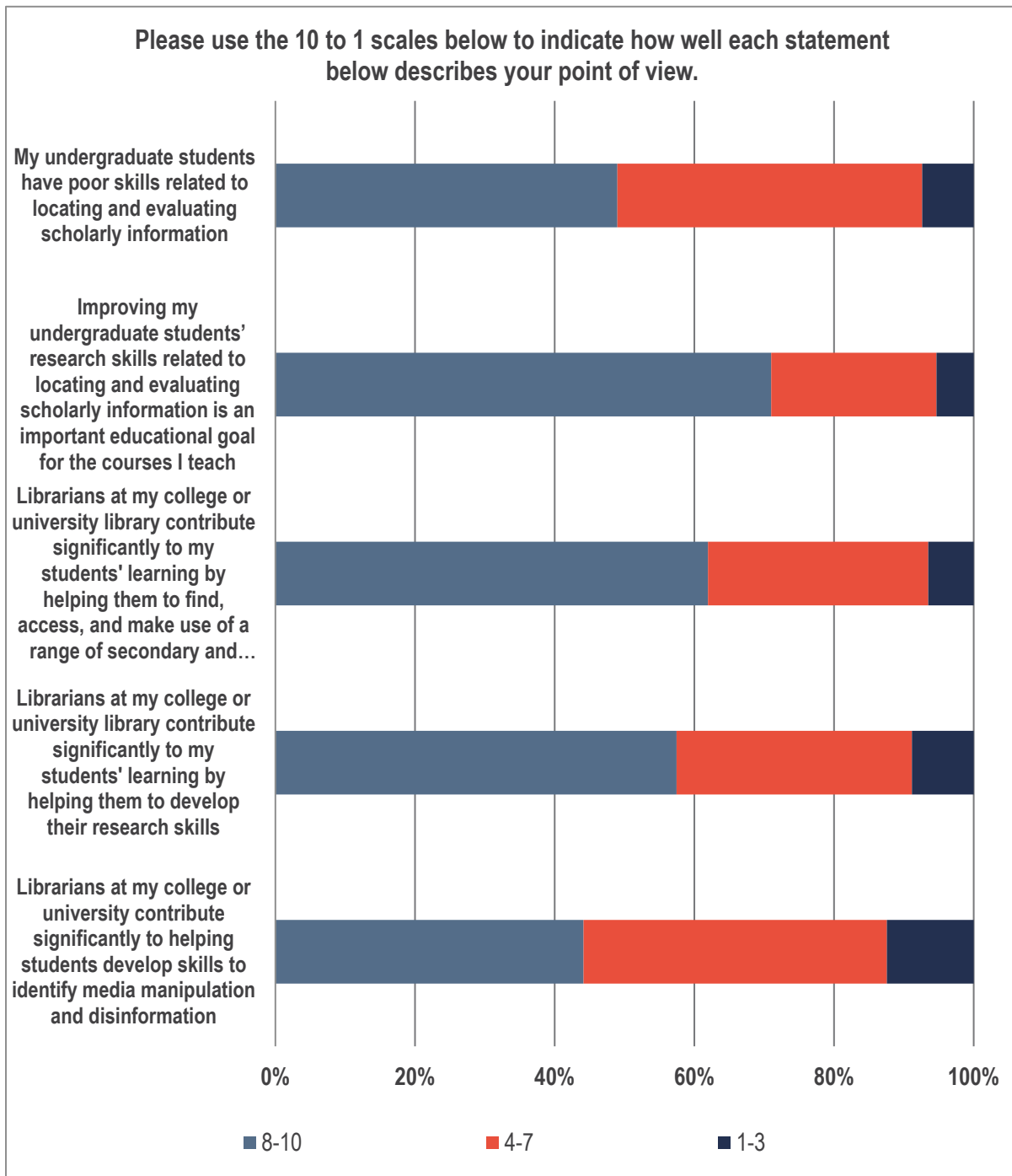

In general, how often do you conduct each of the following activities when designing or structuring your undergraduate courses?

Legend: ■ Often ■ Occasionally ■ Rarely ■ Never

Q30 **[R has taught any type of course in past 2 years]**
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

	8-10	4-7	1-3	Response
My undergraduate students have poor skills related to locating and evaluating scholarly information	48.97%	43.66%	7.37%	339
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	71.01%	23.67%	5.33%	338
Librarians at my college or university library contribute significantly to my students' learning by helping them to find, access, and make use of a range of secondary and primary sources in their coursework	61.95%	31.55%	6.50%	431
Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills	57.44%	33.72%	8.84%	430
Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation	44.13%	43.43%	12.44%	426

Q30 **[R has taught any type of course in past 2 years]**
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view. [10 = extremely well; 1 = not at all well]

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

Legend: ■ 8-10   ■ 4-7   ■ 1-3

Categories (top to bottom):
- My undergraduate students have poor skills related to locating and evaluating scholarly information
- Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach
- Librarians at my college or university library contribute significantly to my students' learning by helping them to find, access, and make use of a range of secondary and…
- Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills
- Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation

Q31 **[R has taught any type of course in past 2 years]**
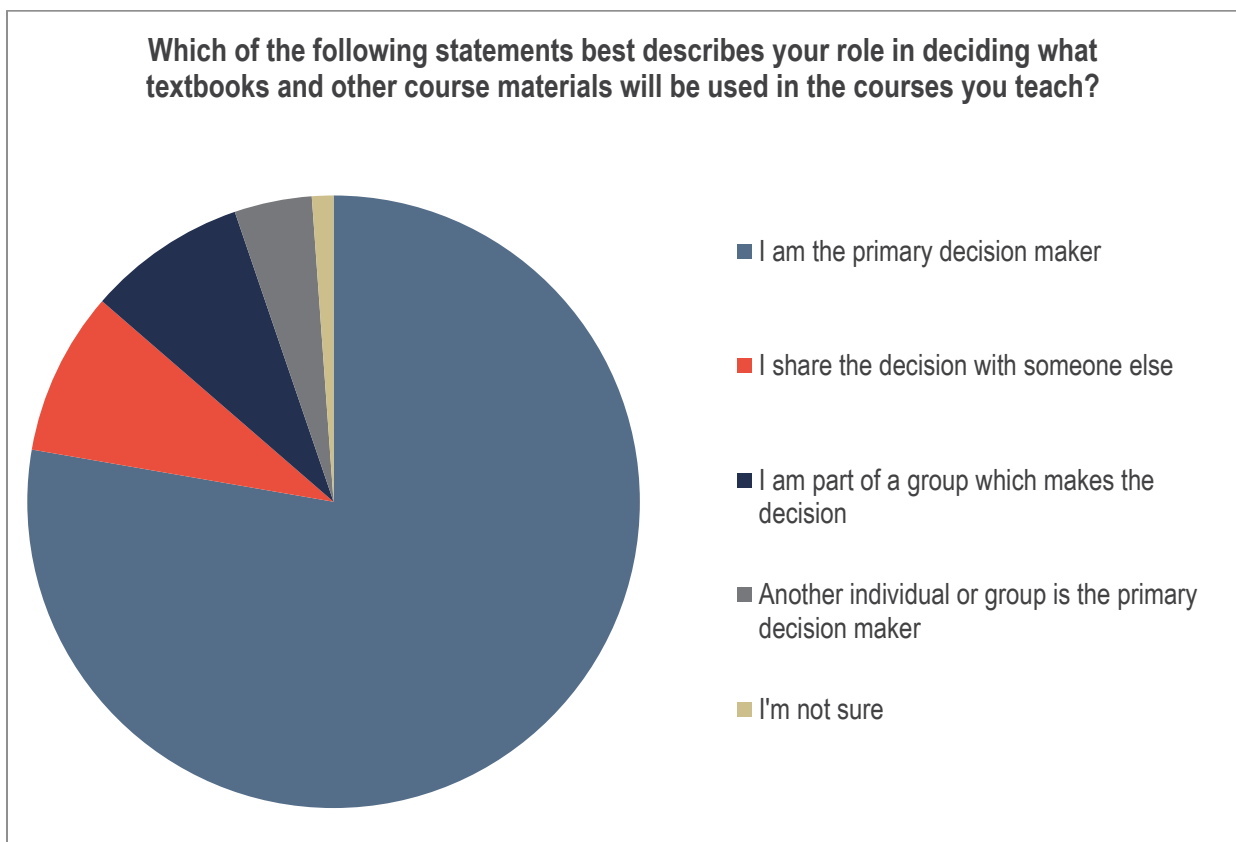Which of the following statements best describes your role in deciding what textbooks and other course materials will be used in the courses you teach?

	Response	Percent
I am the primary decision maker	342	77.73%
I share the decision with someone else	38	8.64%
I am part of a group which makes the decision	37	8.41%
Another individual or group is the primary decision maker	18	4.09%
I'm not sure	5	1.14%
	440	100.00%

Which of the following statements best describes your role in deciding what textbooks and other course materials will be used in the courses you teach?

- I am the primary decision maker
- I share the decision with someone else
- I am part of a group which makes the decision
- Another individual or group is the primary decision maker
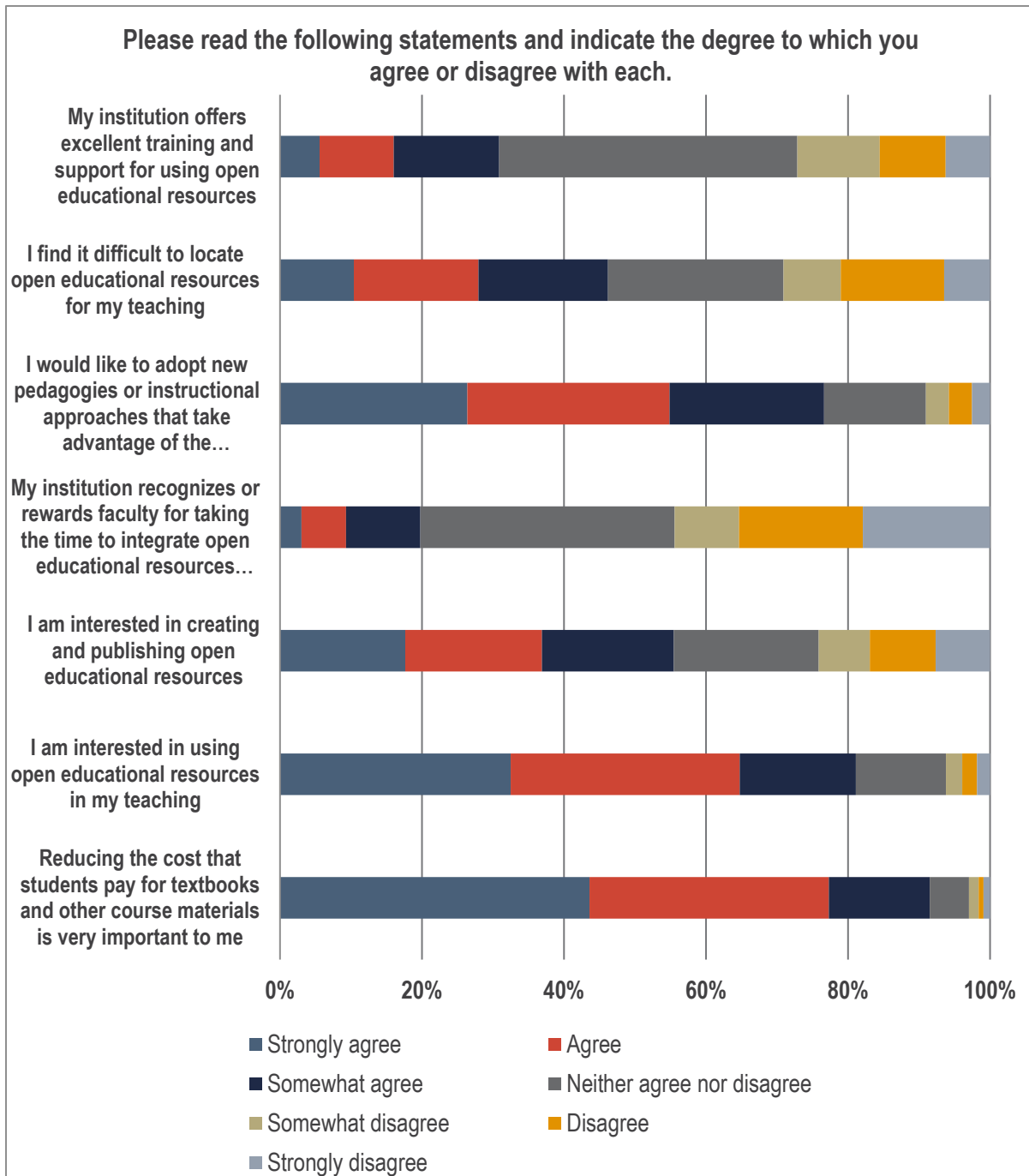- I'm not sure

Q32 **[R has taught any type of course in past 2 years]**
Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
My institution offers excellent training and support for using open educational resources	5.57%	10.44%	14.85%	42.00%	11.60%	9.28%	6.26%	431
I find it difficult to locate open educational resources for my teaching	10.39%	17.55%	18.24%	24.71%	8.08%	14.55%	6.47%	433
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by open educational resources	26.39%	28.47%	21.76%	14.35%	3.24%	3.24%	2.55%	432
My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching	3.02%	6.28%	10.47%	35.81%	9.07%	17.44%	17.91%	430
I am interested in creating and publishing open educational resources	17.63%	19.26%	18.56%	20.42%	7.19%	9.28%	7.66%	431
I am interested in using open educational resources in my teaching	32.49%	32.26%	16.36%	12.67%	2.30%	2.07%	1.84%	434
Reducing the cost that students pay for textbooks and other course materials is very important to me	43.58%	33.72%	14.22%	5.50%	1.38%	0.69%	0.92%	436

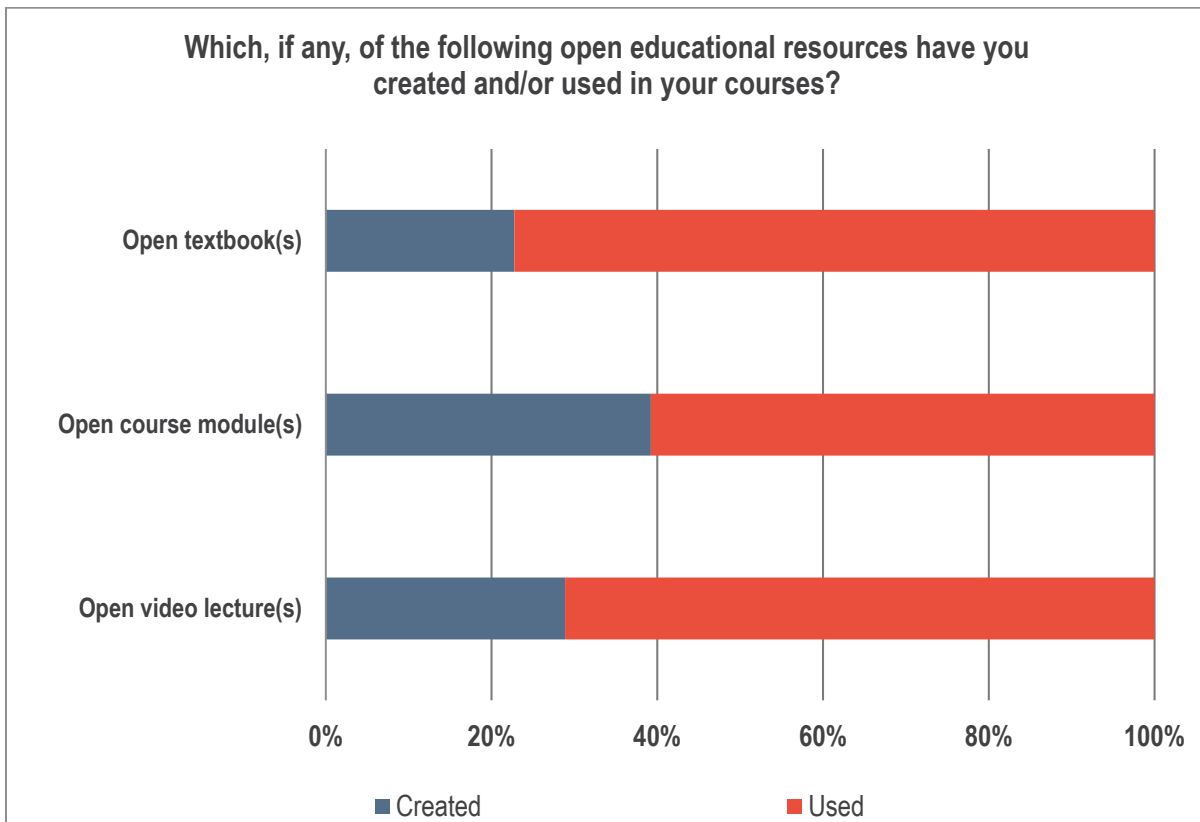Q32 **[R has taught any type of course in past 2 years]**
Open educational resources are teaching, learning, and research materials used for educational purposes that reside in the public domain or have been released under an open license, such as Creative Commons, that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

Please read the following statements and indicate the degree to which you agree or disagree with each.

- My institution offers excellent training and support for using open educational resources
- I find it difficult to locate open educational resources for my teaching
- I would like to adopt new pedagogies or instructional approaches that take advantage of the…
- My institution recognizes or rewards faculty for taking the time to integrate open educational resources…
- I am interested in creating and publishing open educational resources
- I am interested in using open educational resources in my teaching
- Reducing the cost that students pay for textbooks and other course materials is very important to me

Legend:
- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree

Q33 **[R has taught any type of course in past 2 years]**
Which, if any, of the following open educational resources have you created and/or used in your courses? Please check all that apply.
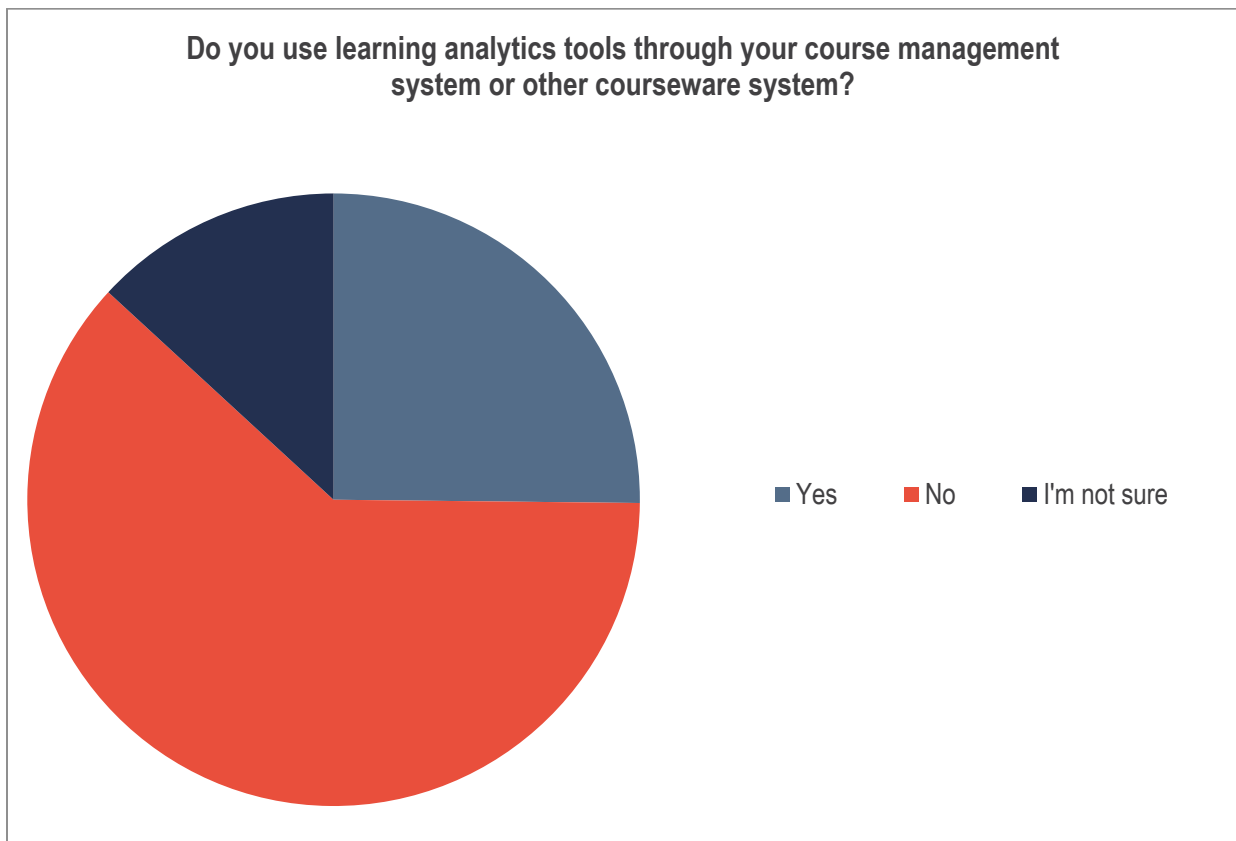
	Created	Used	Response
Open textbook(s)	24.84%	84.31%	167
Open course module(s)	46.10%	71.43%	181
Open video lecture(s)	33.13%	81.60%	187

Which, if any, of the following open educational resources have you created and/or used in your courses?

Q34 **[R has taught any type of course in past 2 years]**
Do you use learning analytics tools (e.g. tools that summarize and/or analyze student activities, learning, or performance, and produce for you a dashboard, early alert emails, etc.) through your course management system or other courseware system(s)?

	Response	Percent
Yes	111	25.17%
No	272	61.68%
I'm not sure	58	13.15%
	441	100.00%

Do you use learning analytics tools through your course management system or other courseware system?

■ Yes ■ No ■ I'm not sure
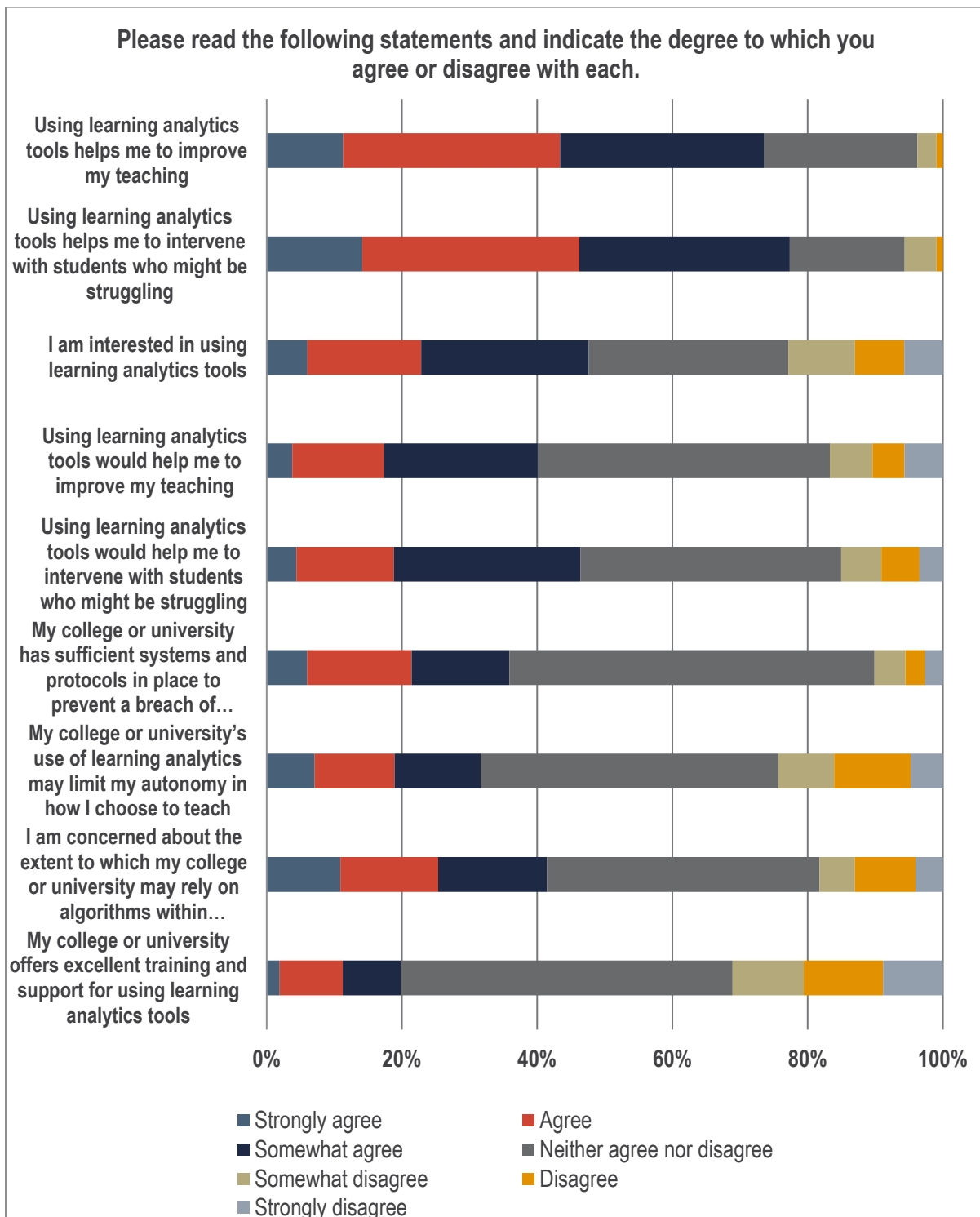
Q35 **[R has taught any type of course in past 2 years]**
Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Response
Using learning analytics tools helps me to improve my teaching	11.32%	32.08%	30.19%	22.64%	2.83%	0.94%	-	106
Using learning analytics tools helps me to intervene with students who might be struggling	14.15%	32.08%	31.13%	16.98%	4.72%	0.94%	-	106
I am interested in using learning analytics tools	6.03%	16.83%	24.76%	29.52%	9.84%	7.30%	5.71%	315
Using learning analytics tools would help me to improve my teaching	3.79%	13.56%	22.71%	43.22%	6.31%	4.73%	5.68%	317
Using learning analytics tools would help me to intervene with students who might be struggling	4.39%	14.42%	27.59%	38.56%	5.96%	5.64%	3.45%	319
My college or university has sufficient systems and protocols in place to prevent a breach of student activity data	6.02%	15.42%	14.46%	53.98%	4.58%	2.89%	2.65%	415
My college or university's use of learning analytics may limit my autonomy in how I choose to teach	7.09%	11.82%	12.77%	43.97%	8.27%	11.35%	4.73%	423
I am concerned about the extent to which my college or university may rely on algorithms within learning analytics tools	10.90%	14.45%	16.11%	40.28%	5.21%	9.00%	4.03%	422
My college or university offers excellent training and support for using learning analytics tools	1.91%	9.33%	8.61%	49.04%	10.53%	11.72%	8.85%	418

Q35 [R has taught any type of course in past 2 years]
Please read the following statements and indicate the degree to which you agree or disagree with each. [7 = strongly agree; 1 = strongly disagree]

Please read the following statements and indicate the degree to which you agree or disagree with each.

Legend:
- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree

Statements (top to bottom):
- Using learning analytics tools helps me to improve my teaching
- Using learning analytics tools helps me to intervene with students who might be struggling
- I am interested in using learning analytics tools
- Using learning analytics tools would help me to improve my teaching
- Using learning analytics tools would help me to intervene with students who might be struggling
- My college or university has sufficient systems and protocols in place to prevent a breach of…
- My college or university's use of learning analytics may limit my autonomy in how I choose to teach
- I am concerned about the extent to which my college or university may rely on algorithms within…
- My college or university offers excellent training and support for using learning analytics tools

Material Types and Formats

MT1

Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? [10 = extremely important; 1 = not at all important]

MT2

Some scholars use primary source materials, such as archival materials, historical newspapers, manuscripts, or images, in their teaching and research. Do you use these types of primary source materials in your teaching or research? Please select one answer.

MT3 **[Contingent on respondent teaching an undergraduate and/or graduate course] [Contingent on respondent using primary source materials in teaching or research]**
Some scholars use primary source materials in their teaching and research, such as archival materials, historical newspapers, manuscripts, or images. How important to your teaching are each of the following types of primary source collections? [10 = extremely important; 1 = not at all important]

MT4 **[Contingent on respondent using primary source materials in teaching or research]**
How important to your research is each of the following types of primary source collections? [10 = extremely important; 1 = not at all important]

MT5

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as standalone e-books. How often have you used scholarly monographs in digital form in the past six months - often, occasionally, rarely, or never?

MT6

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today. [10 = much more valuable than they are today; 1 = not at all more valuable than they are today]

MT1

Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? [10 = extremely important; 1 = not at all important]

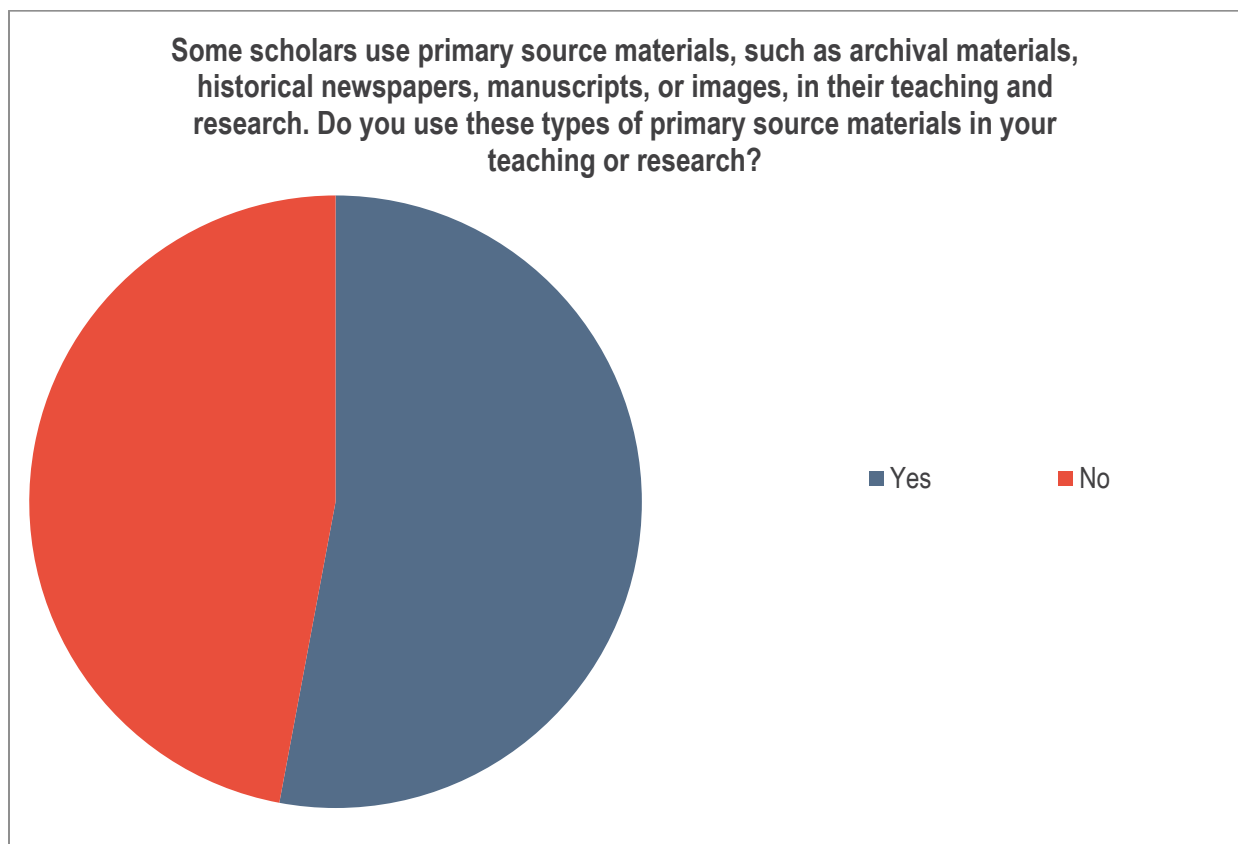|	8-10	4-7	1-3	Response
Peer reviewed journals and journal articles	92.66%	5.59%	1.75%	572
Magazines and trade journals that are not peer reviewed	26.14%	38.07%	35.79%	570
Pre-print versions of articles that will be released in a peer reviewed journal	46.32%	31.05%	22.63%	570
Non-peer reviewed "gray literature" such as reports published by government agencies or NGOs	38.00%	34.68%	27.32%	571
Scholarly monographs or edited volumes, published by an academic publisher	73.87%	20.73%	5.40%	574
Trade books that do not specifically target an academic audience	26.19%	37.96%	35.85%	569
Reference works, such as bibliographies, indices, or research handbooks	52.61%	31.36%	16.03%	574
Films, images, or other non-textual media	33.92%	30.94%	35.14%	572
Published conference proceedings	51.57%	33.92%	14.51%	572
Blogs or social media	20.21%	39.02%	40.77%	569

MT1
Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials? [10 = extremely important; 1 = not at all important]

Scholars draw on a variety of different types of scholarly materials in their research. How important to your research is each of the following types of materials?

Legend: 8-10, 4-7, 1-3

MT2
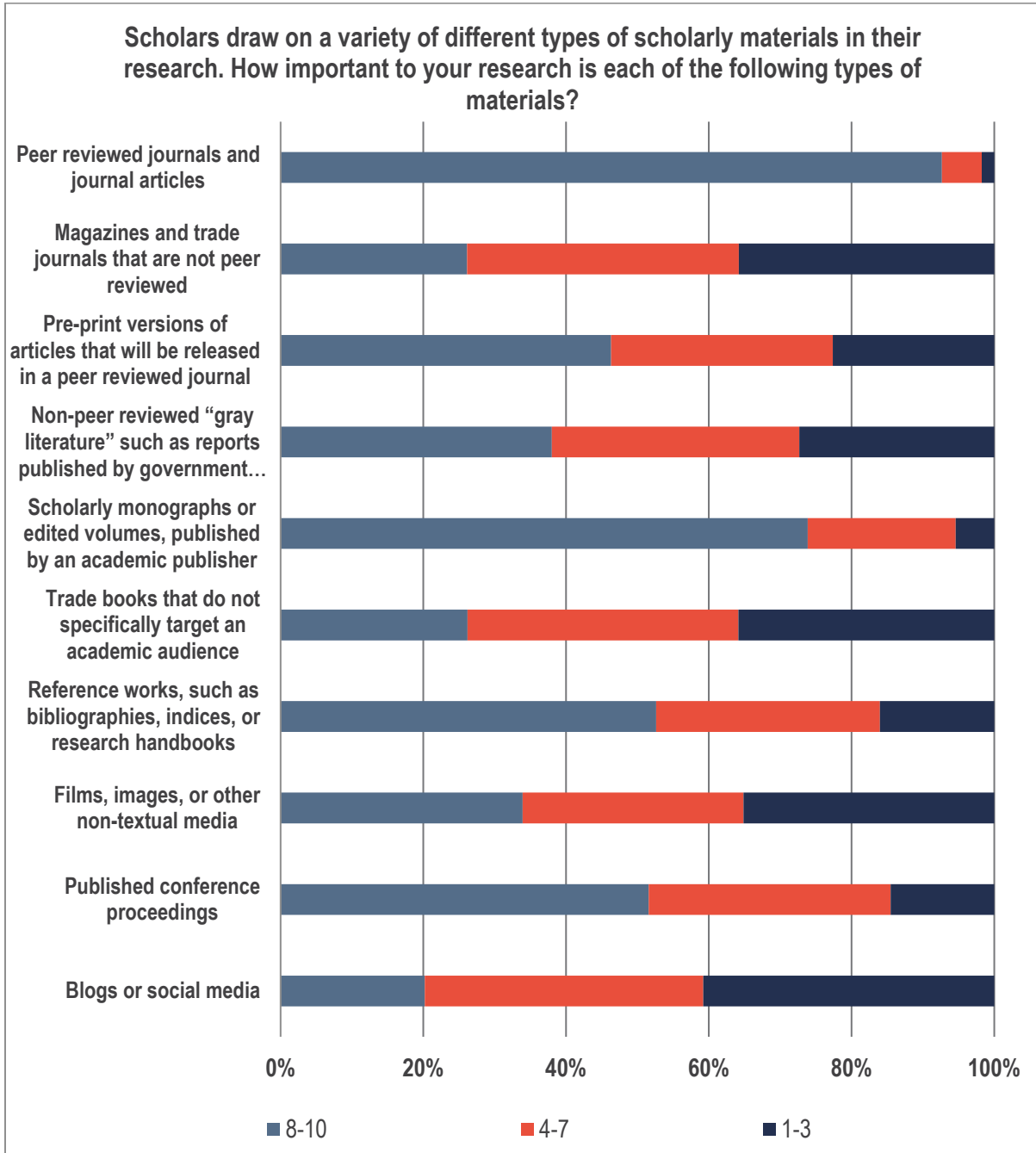
Some scholars use primary source materials, such as archival materials, historical newspapers, manuscripts, or images, in their teaching and research. Do you use these types of primary source materials in your teaching or research? Please select one answer.
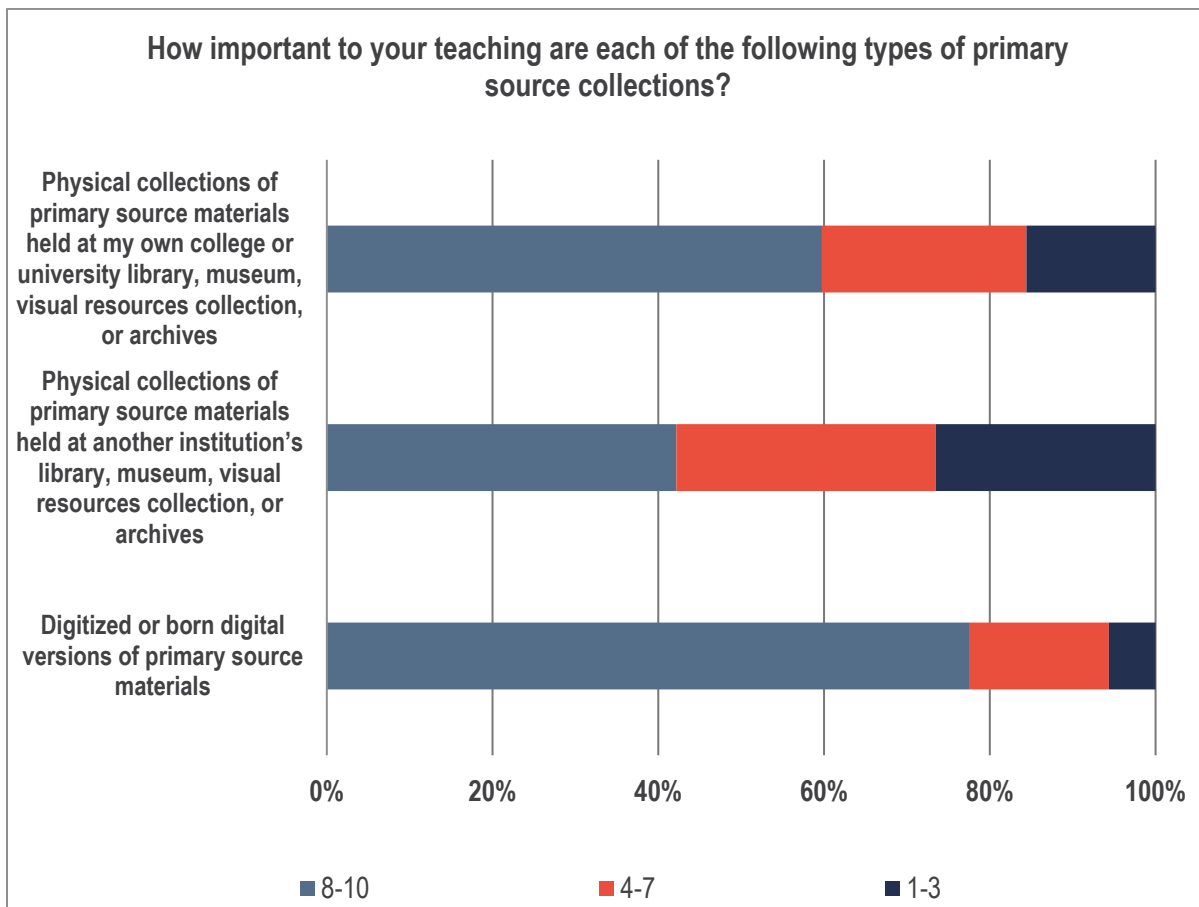
	Response	Percent
Yes	306	52.94%
No	272	47.06%
	578	100.00%

Some scholars use primary source materials, such as archival materials, historical newspapers, manuscripts, or images, in their teaching and research. Do you use these types of primary source materials in your teaching or research?

■ Yes   ■ No

MT3 **[Contingent on respondent teaching an undergraduate and/or graduate course]**
[Contingent on respondent using primary source materials in teaching or research]
Some scholars use primary source materials in their teaching and research, such as archival materials, historical newspapers, manuscripts, or images. How important to your teaching are each of the following types of primary source collections? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	59.74%	24.68%	15.58%	231
Physical collections of primary source materials held at another institution's library, museum, visual resources collection, or archives	42.17%	31.30%	26.52%	230
Digitized or born digital versions of primary source materials	77.49%	16.88%	5.63%	231

How important to your teaching are each of the following types of primary source collections?

MT4 [Contingent on respondent using primary source materials in teaching or research]
How important to your research is each of the following types of primary source collections? [10 = extremely important; 1 = not at all important]

	8-10	4-7	1-3	Response
Physical collections of primary source materials held at my own college or university library, museum, visual resources collection, or archives	64.41%	21.36%	14.24%	295
Physical collections of archival and historical primary source materials held at another institution's library, museum, visual resources collection, or archives	55.93%	26.78%	17.29%	295
Digitized or born digital versions of archival and historical primary source materials	76.27%	17.63%	6.10%	295
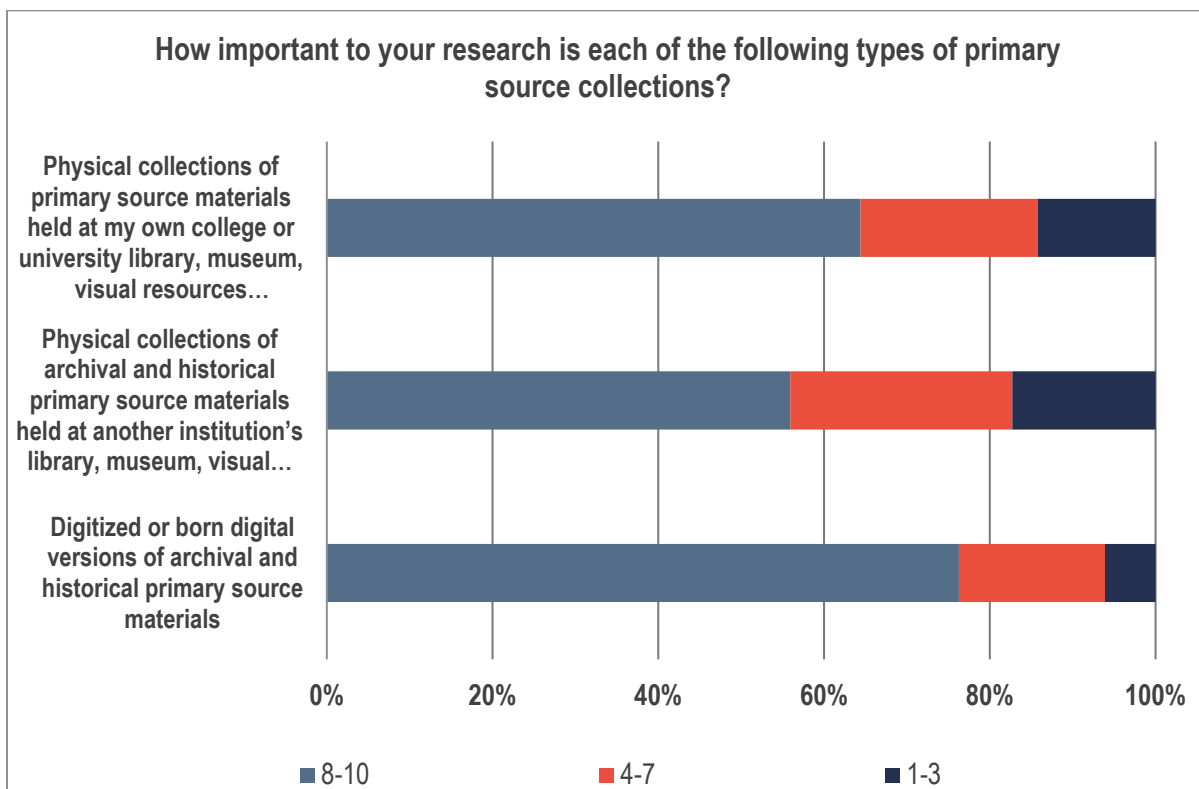
How important to your research is each of the following types of primary source collections?

MT5
You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as standalone e-books. How often have you used scholarly monographs in digital form in the past six months - often, occasionally, rarely, or never?

	Response	Percent
Often	153	26.98%
Occasionally	222	39.15%
Rarely	135	23.81%
Never	57	10.05%
	567	100.00%
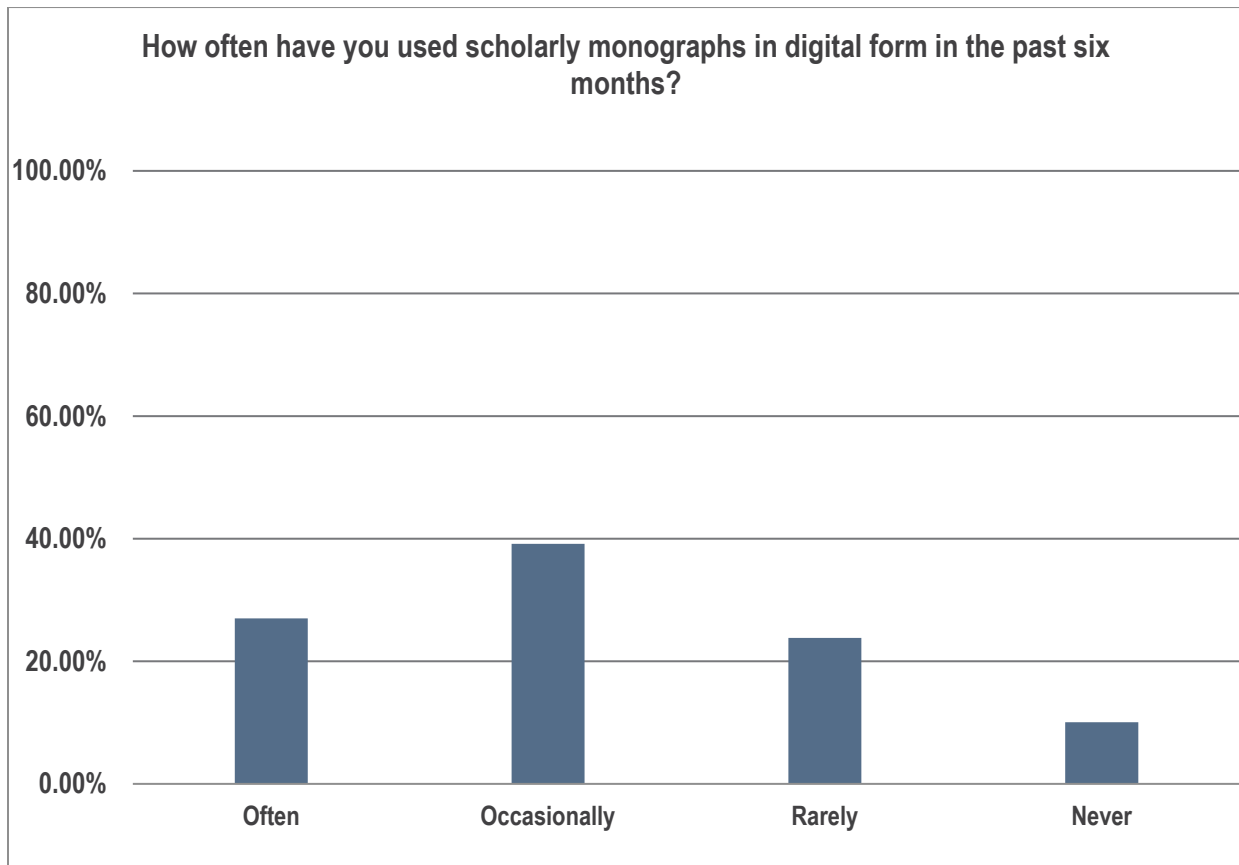
How often have you used scholarly monographs in digital form in the past six months?
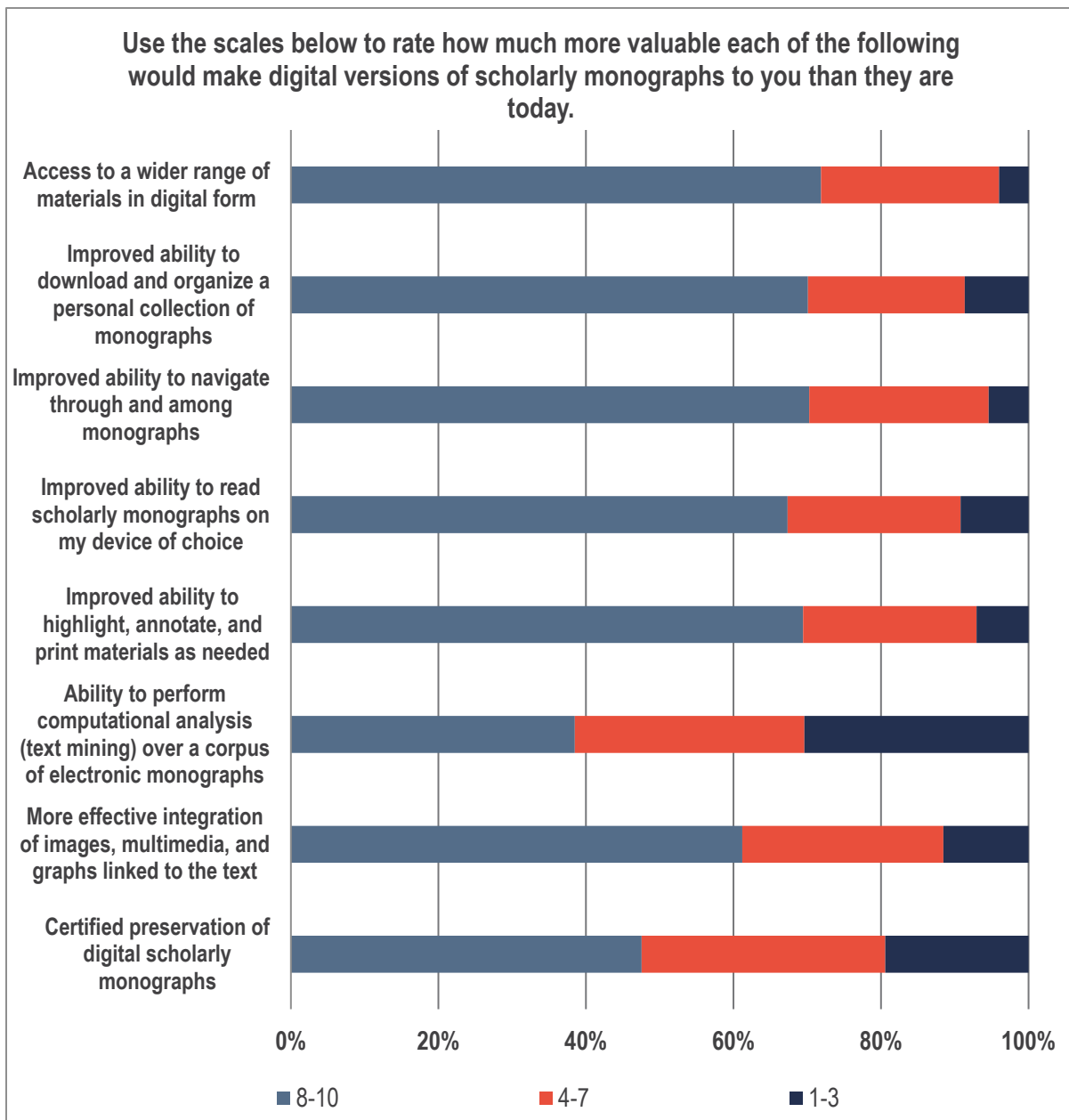
MT6

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today. [10 = much more valuable than they are today; 1 = not at all more valuable than they are today]

	8-10	4-7	1-3	Response
Access to a wider range of materials in digital form	71.87%	24.14%	3.99%	551
Improved ability to download and organize a personal collection of monographs	70.09%	21.26%	8.65%	555
Improved ability to navigate through and among monographs	70.27%	24.32%	5.41%	555
Improved ability to read scholarly monographs on my device of choice	67.33%	23.47%	9.21%	554
Improved ability to highlight, annotate, and print materials as needed	69.44%	23.51%	7.05%	553
Ability to perform computational analysis (text mining) over a corpus of electronic monographs	38.49%	31.12%	30.40%	556
More effective integration of images, multimedia, and graphs linked to the text	61.19%	27.26%	11.55%	554
Certified preservation of digital scholarly monographs	47.55%	33.03%	19.42%	551

MT6

You may have the opportunity to read scholarly monographs in electronic format, either through a library subscription database or as a standalone e-book. Certain changes in the future may make digital versions more valuable to you. Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today. [10 = much more valuable than they are today; 1 = not at all more valuable than they are today]

Use the scales below to rate how much more valuable each of the following would make digital versions of scholarly monographs to you than they are today.

	8-10	4-7	1-3
Access to a wider range of materials in digital form			
Improved ability to download and organize a personal collection of monographs			
Improved ability to navigate through and among monographs			
Improved ability to read scholarly monographs on my device of choice			
Improved ability to highlight, annotate, and print materials as needed			
Ability to perform computational analysis (text mining) over a corpus of electronic monographs			
More effective integration of images, multimedia, and graphs linked to the text			
Certified preservation of digital scholarly monographs			

■ 8-10   ■ 4-7   ■ 1-3

Undergraduate Instruction

UI1 **[R has taught a lower division course in past 2 years]**
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

UI2 **[R has taught an upper division course in past 2 years]**
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

UI3 **[R has taught a lower division course in past 2 years]**
How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.

UI4 **[R has taught a lower division course in past 2 years]**
Do the lower division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

UI5 **[R has taught a lower division course in past 2 years]**
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your lower division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.

UI6 **[R has taught a lower division course in past 2 years]**
How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

UI7 **[R has taught any type of undergraduate course in past 2 years]**
How often do you make use of email lists or discussion boards on a course management system to support collaboration or ongoing discussion between you and your students outside of the classroom - often, occasionally, rarely, or never?

UI8 **[R has taught a lower division course in past 2 years]**
How often do you do each of the following in the lower division undergraduate courses that you teach - often, occasionally, rarely, or never? Please select one answer for each item.

UI9 **[R has taught an upper division course in past 2 years]**
How often do you assign your students in an upper division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.

UI10 **[R has taught an upper division course in past 2 years]**
Do the upper division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

UI11 **[R has taught an upper division course in past 2 years]**
How often do you assign each of the following types of coursework in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

UI12 **[R has taught an upper division course in past 2 years]**
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.

UI13 **[R has taught an upper division course in past 2 years]**
How often do you do each of the following in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

UI14 **[R has taught any type of undergraduate course in past 2 years]**
Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.
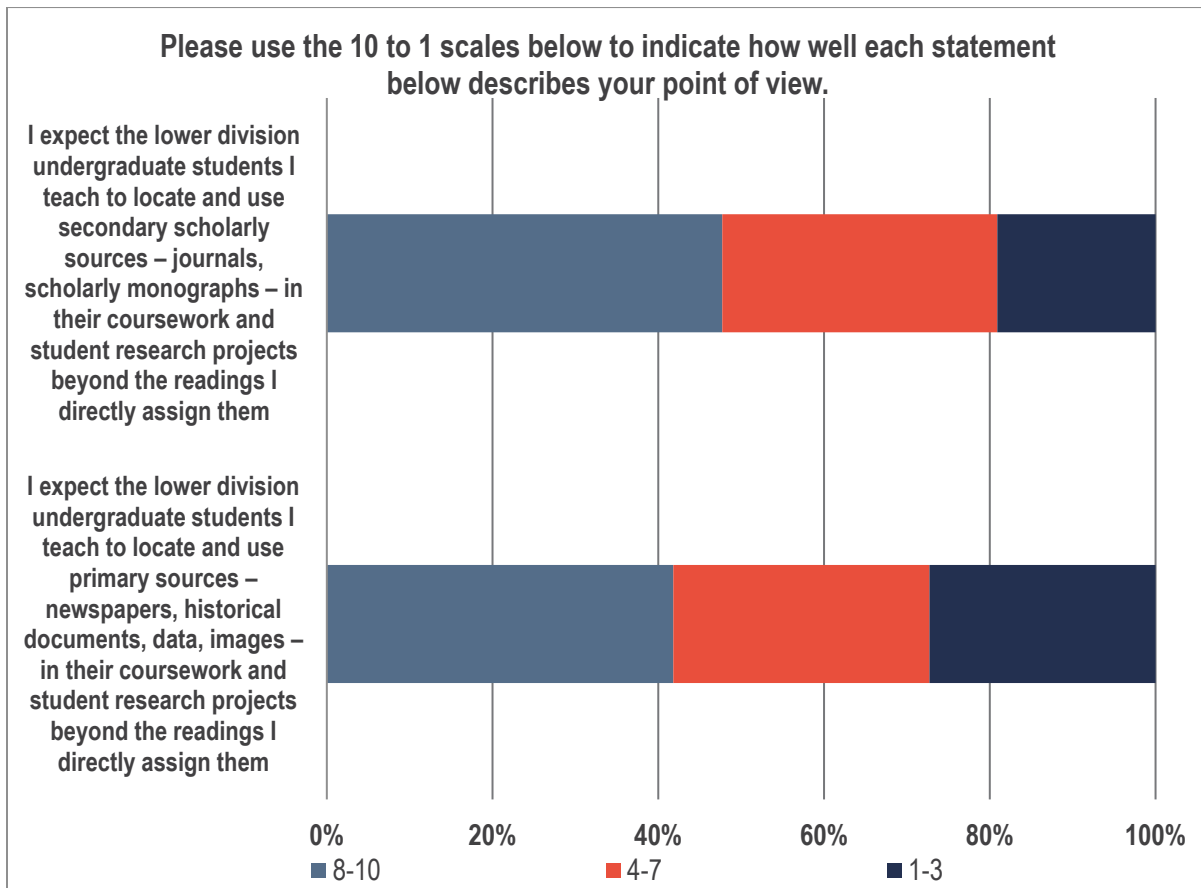
UI15 **[R has taught any type of undergraduate course in past 2 years]**
Please use the scale below to rate from 10 to 1 how much you rely on each of the following possible sources of instructional support when introducing new pedagogies or approaches that take advantage of the opportunities offered by digital technology.

UI1 [R has taught a lower division course in past 2 years]
Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

	8-10	4-7	1-3	Response
I expect the lower division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	47.73%	33.18%	19.09%	220
I expect the lower division undergraduate students I teach to locate and use primary sources – newspapers, historical documents, data, images – in their coursework and student research projects beyond the readings I directly assign them	41.82%	30.91%	27.27%	220

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

I expect the lower division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them

I expect the lower division undergraduate students I teach to locate and use primary sources – newspapers, historical documents, data, images – in their coursework and student research projects beyond the readings I directly assign them

0%   20%   40%   60%   80%   100%
■ 8-10   ■ 4-7   ■ 1-3

UI2 [R has taught an upper division course in past 2 years]
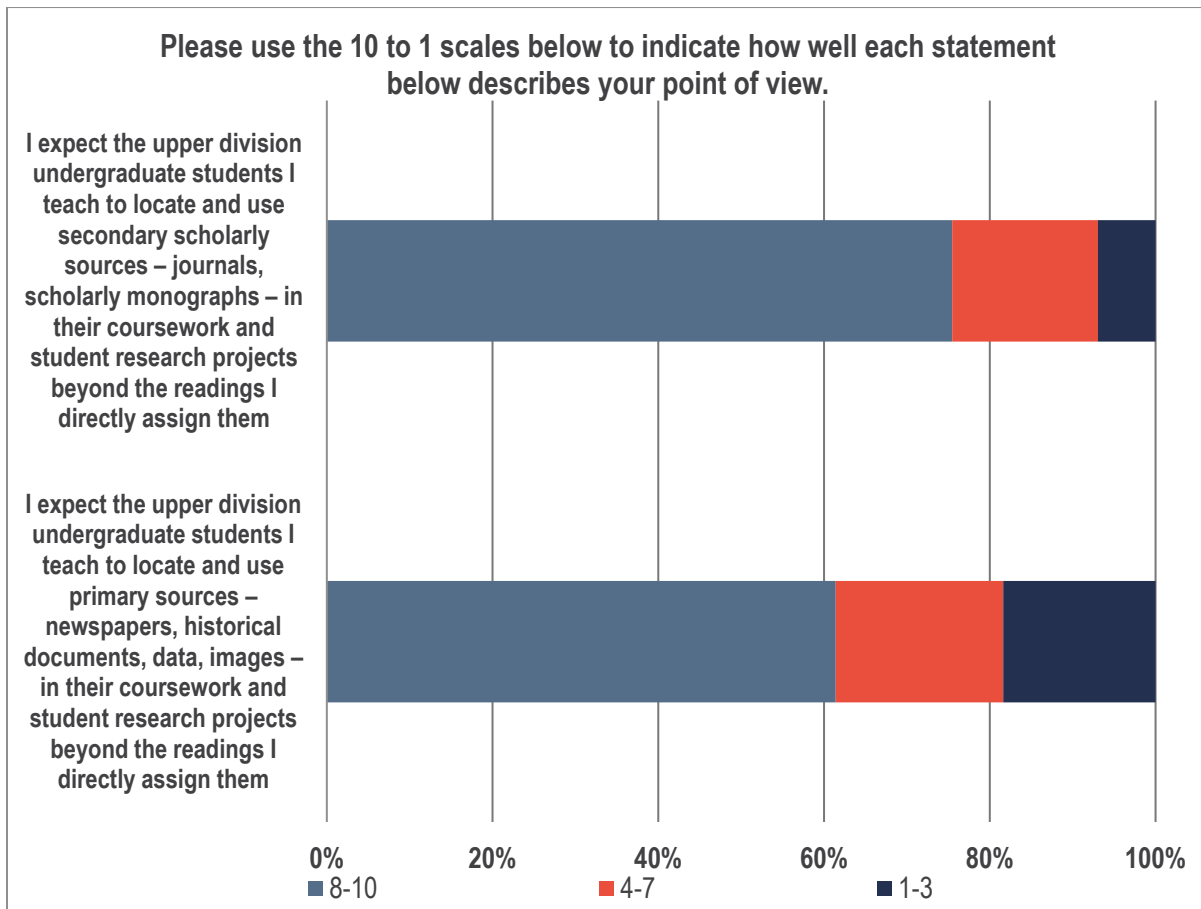Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

	8-10	4-7	1-3	Response
I expect the upper division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	75.46%	17.58%	6.96%	273
I expect the upper division undergraduate students I teach to locate and use primary sources – newspapers, historical documents, data, images – in their coursework and student research projects beyond the readings I directly assign them	61.40%	20.22%	18.38%	272

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.
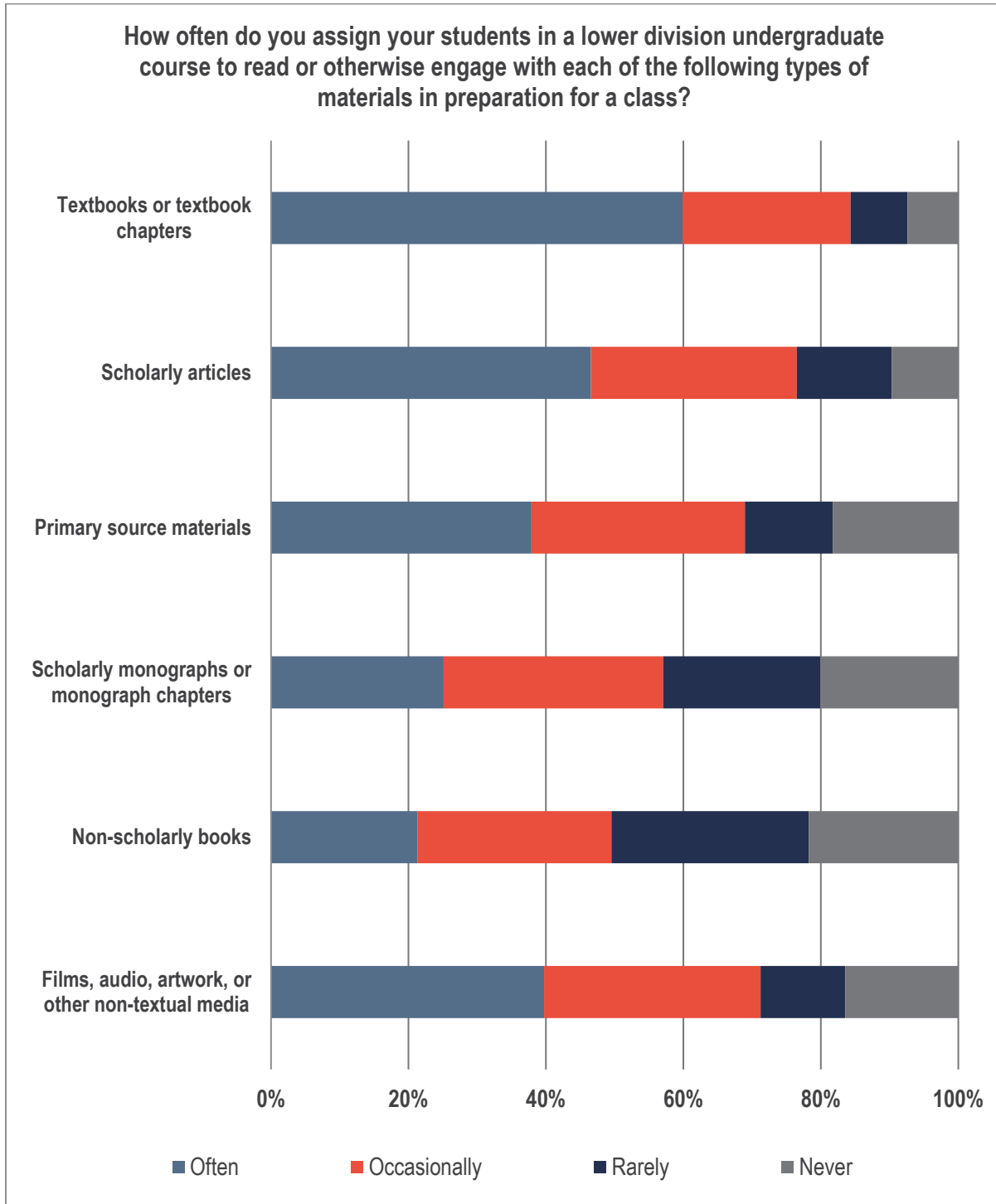
UI3 [R has taught a lower division course in past 2 years]

How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	59.91%	24.42%	8.29%	7.37%	217
Scholarly articles	46.54%	29.95%	13.82%	9.68%	217
Primary source materials	37.90%	31.05%	12.79%	18.26%	219
Scholarly monographs or monograph chapters	25.11%	31.96%	22.83%	20.09%	219
Non-scholarly books	21.30%	28.24%	28.70%	21.76%	216
Films, audio, artwork, or other non-textual media	39.73%	31.51%	12.33%	16.44%	219

UI3 [R has taught a lower division course in past 2 years]

How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.

How often do you assign your students in a lower division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class?

Legend: ■ Often   ■ Occasionally   ■ Rarely   ■ Never

Categories (top to bottom): Textbooks or textbook chapters; Scholarly articles; Primary source materials; Scholarly monographs or monograph chapters; Non-scholarly books; Films, audio, artwork, or other non-textual media
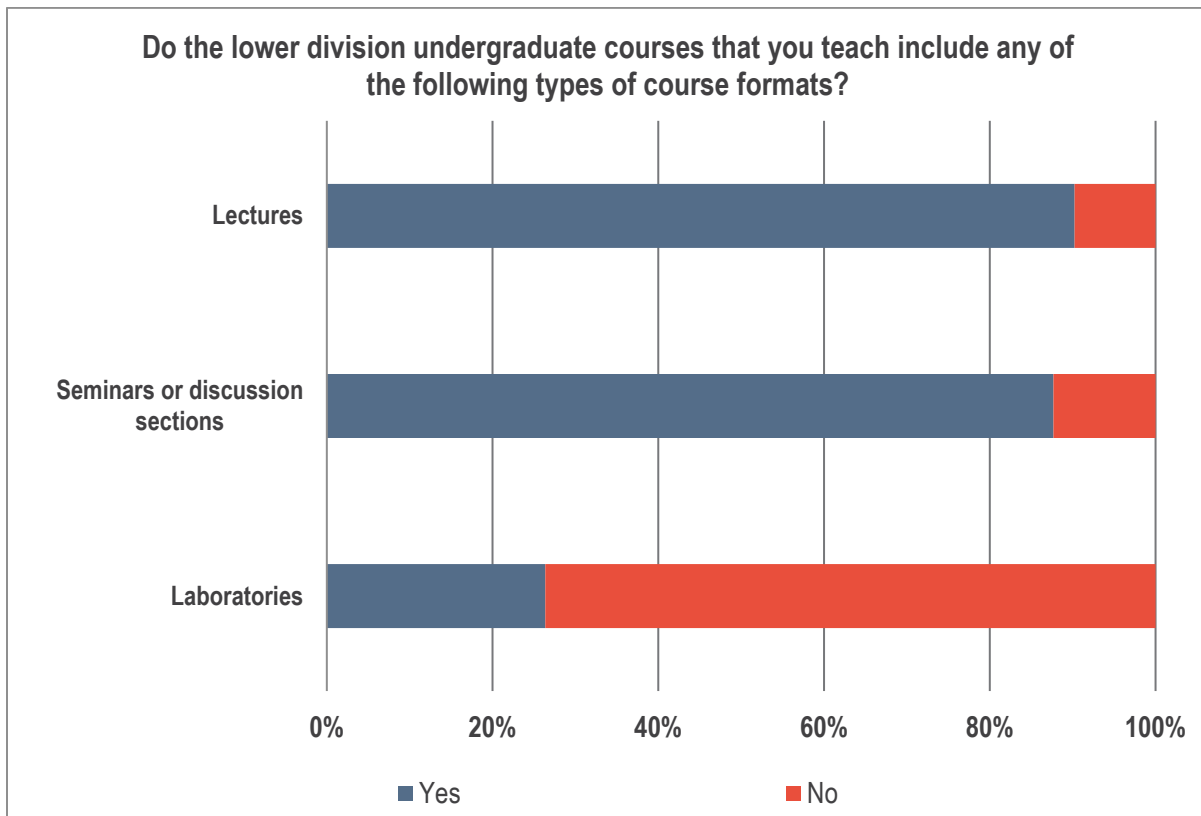
UI4 [R has taught a lower division course in past 2 years]
Do the lower division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

	Yes	No	Response
Lectures	90.23%	9.77%	215
Seminars or discussion sections	87.68%	12.32%	211
Laboratories	26.37%	73.63%	201

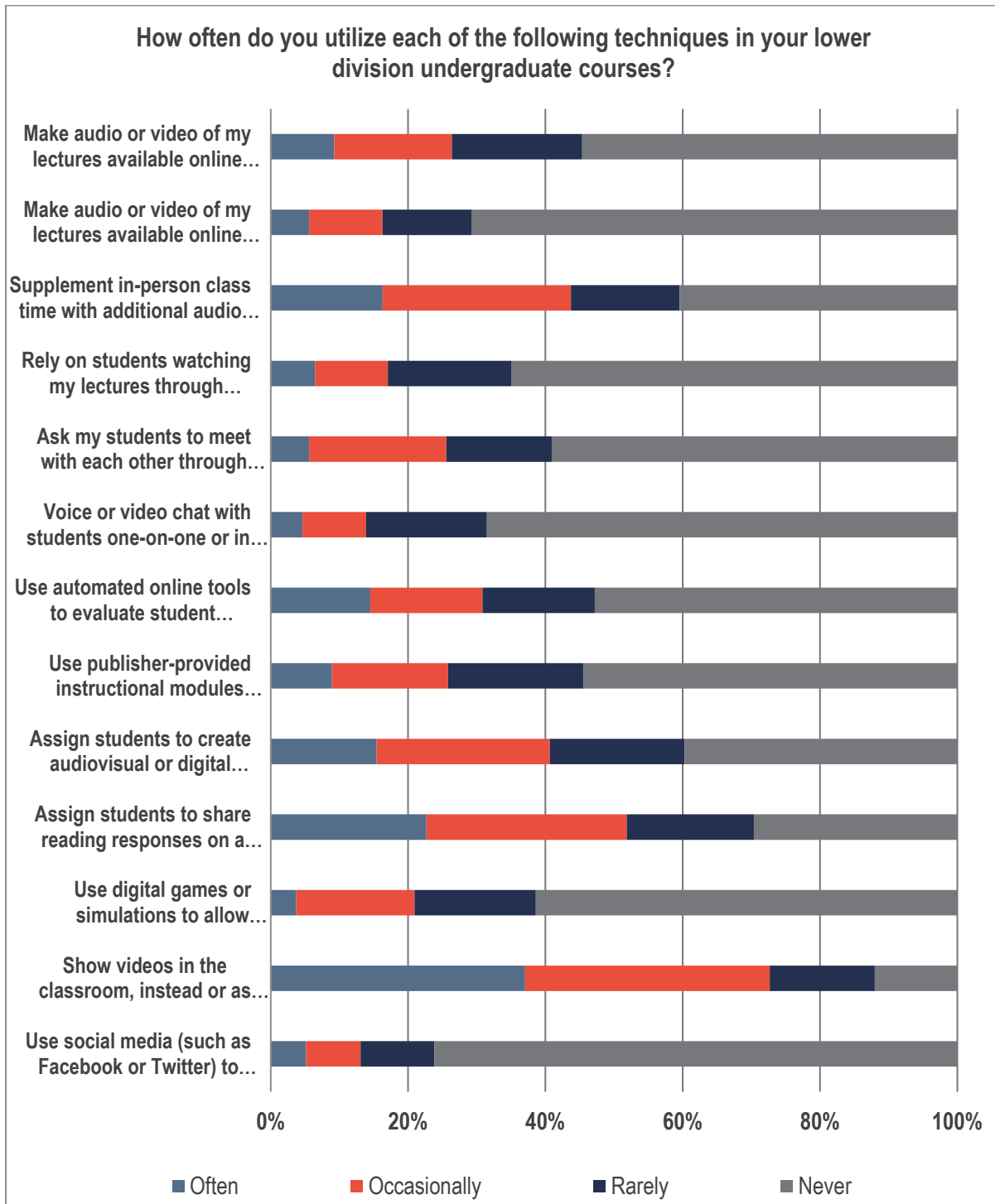**UI5 [R has taught a lower division course in past 2 years]**
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your lower division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Make audio or video of my lectures available online for my students to access	9.26%	17.13%	18.98%	54.63%	216
Make audio or video of my lectures available online for the general public to access	5.58%	10.70%	13.02%	70.70%	215
Supplement in-person class time with additional audio or video modules	16.28%	27.44%	15.81%	40.47%	215
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	6.45%	10.60%	17.97%	64.98%	217
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	5.58%	20.00%	15.35%	59.07%	215
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	4.63%	9.26%	17.59%	68.52%	216
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	14.49%	16.36%	16.36%	52.80%	214
Use publisher-provided instructional modules that accompany a textbook to assist students	8.92%	16.90%	19.72%	54.46%	213
Assign students to create audiovisual or digital media projects	15.42%	25.23%	19.63%	39.72%	214
Assign students to share reading responses on a course discussion board or a blog	22.69%	29.17%	18.52%	29.63%	216
Use digital games or simulations to allow students to explore concepts	3.72%	17.21%	17.67%	61.40%	215
Show videos in the classroom, instead or as one component of a lecture or discussion	37.04%	35.65%	15.28%	12.04%	216

	Often	Occasionally	Rarely	Never	Response
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	5.14%	7.94%	10.75%	76.17%	214

UI5 [R has taught a lower division course in past 2 years]

Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your lower division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.

How often do you utilize each of the following techniques in your lower division undergraduate courses?

Categories (left to right): Often, Occasionally, Rarely, Never

Techniques listed:
- Make audio or video of my lectures available online…
- Make audio or video of my lectures available online…
- Supplement in-person class time with additional audio…
- Rely on students watching my lectures through…
- Ask my students to meet with each other through…
- Voice or video chat with students one-on-one or in…
- Use automated online tools to evaluate student…
- Use publisher-provided instructional modules…
- Assign students to create audiovisual or digital…
- Assign students to share reading responses on a…
- Use digital games or simulations to allow…
- Show videos in the classroom, instead or as…
- Use social media (such as Facebook or Twitter) to…

UI6 [R has taught a lower division course in past 2 years]
How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Problem sets	24.06%	16.98%	15.09%	43.87%	212
Responses to assigned readings	60.38%	22.64%	8.02%	8.96%	212
Research papers	38.86%	26.54%	18.48%	16.11%	211
Experiments or experiential learning	32.55%	21.23%	16.04%	30.19%	212
Presentations or multimedia projects	38.97%	34.27%	10.80%	15.96%	213

UI6 [R has taught a lower division course in past 2 years]
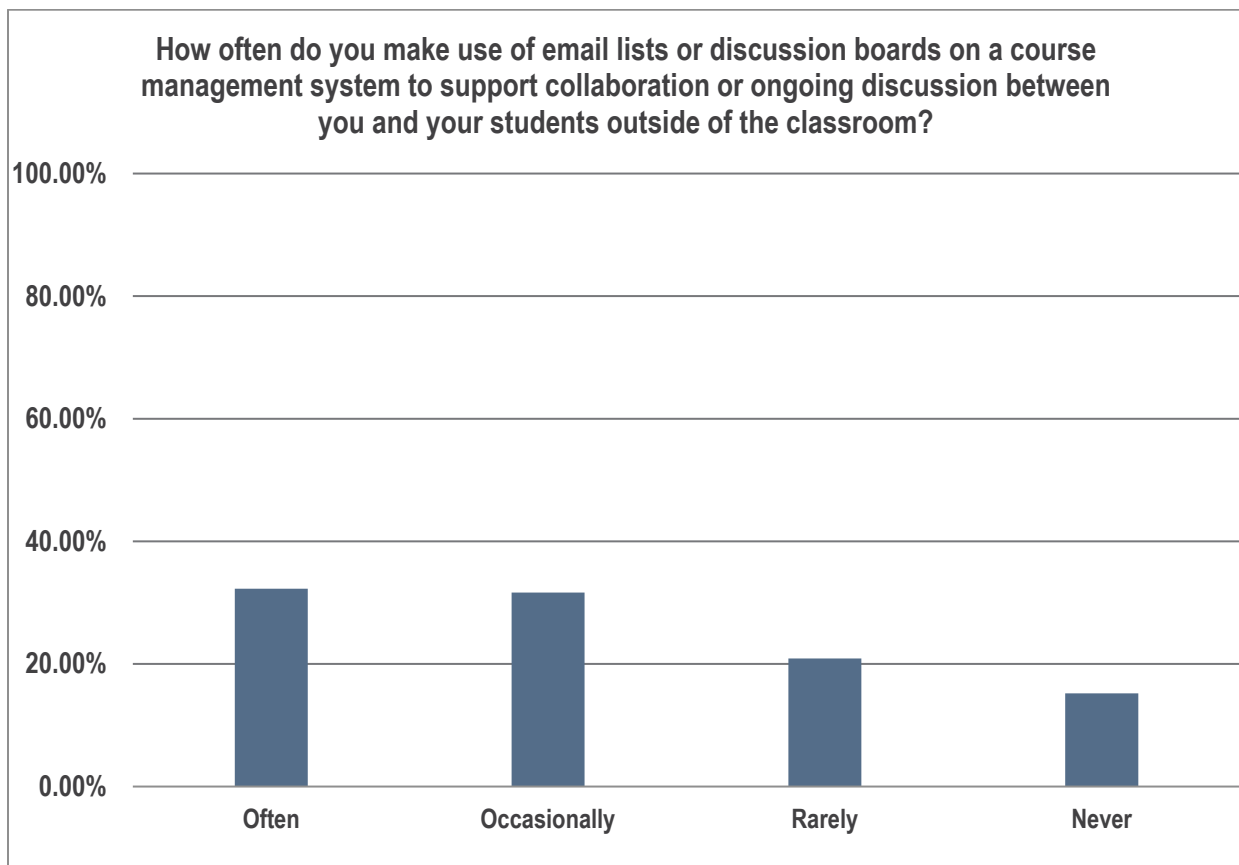
How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

How often do you assign each of the following types of coursework in the lower division undergraduate courses you teach?
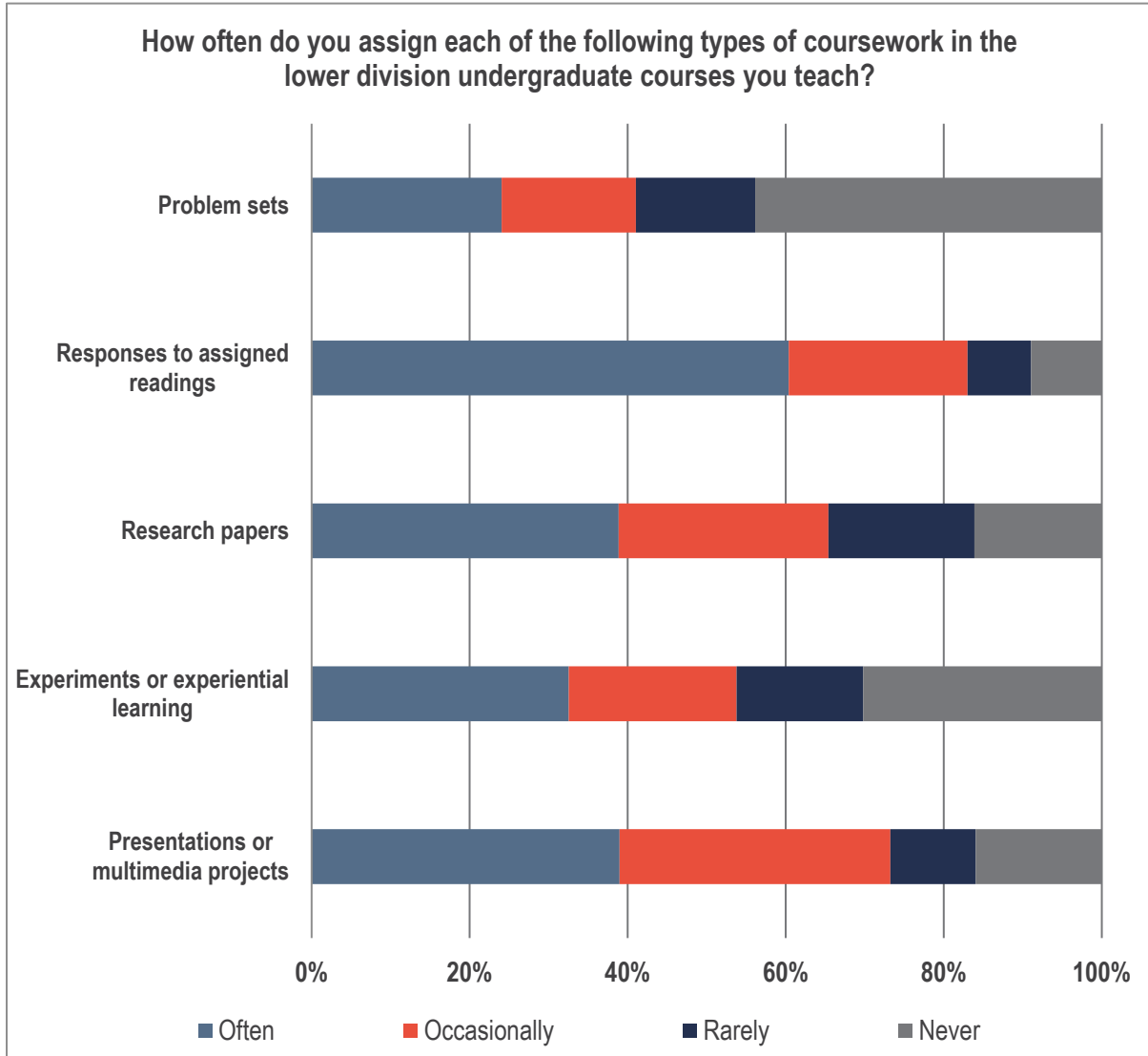
UI7 **[R has taught any type of undergraduate course in past 2 years]**

How often do you make use of email lists or discussion boards on a course management system to support collaboration or ongoing discussion between you and your students outside of the classroom - often, occasionally, rarely, or never?

	Response	Percent
Often	102	32.28%
Occasionally	100	31.65%
Rarely	66	20.89%
Never	48	15.19%
	316	100.00%

How often do you make use of email lists or discussion boards on a course management system to support collaboration or ongoing discussion between you and your students outside of the classroom?

UI8 [R has taught a lower division course in past 2 years]
How often do you do each of the following in the lower division undergraduate courses that you teach - often, occasionally, rarely, or never? Please select one answer for each item.

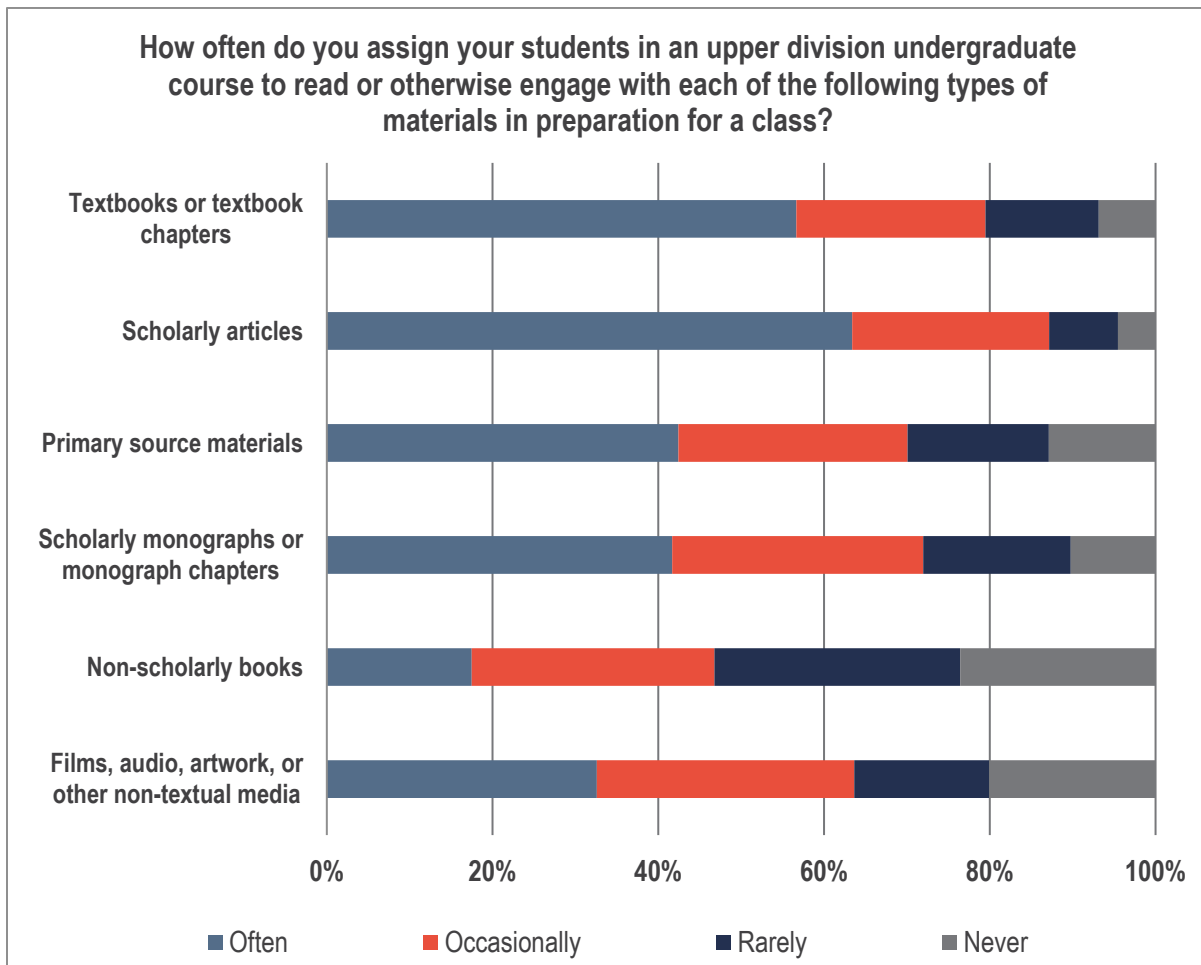|	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	3.37%	14.42%	10.58%	71.63%	208
Replace in-person laboratory exercises with digital simulations of laboratory activities	1.91%	10.53%	11.48%	76.08%	209
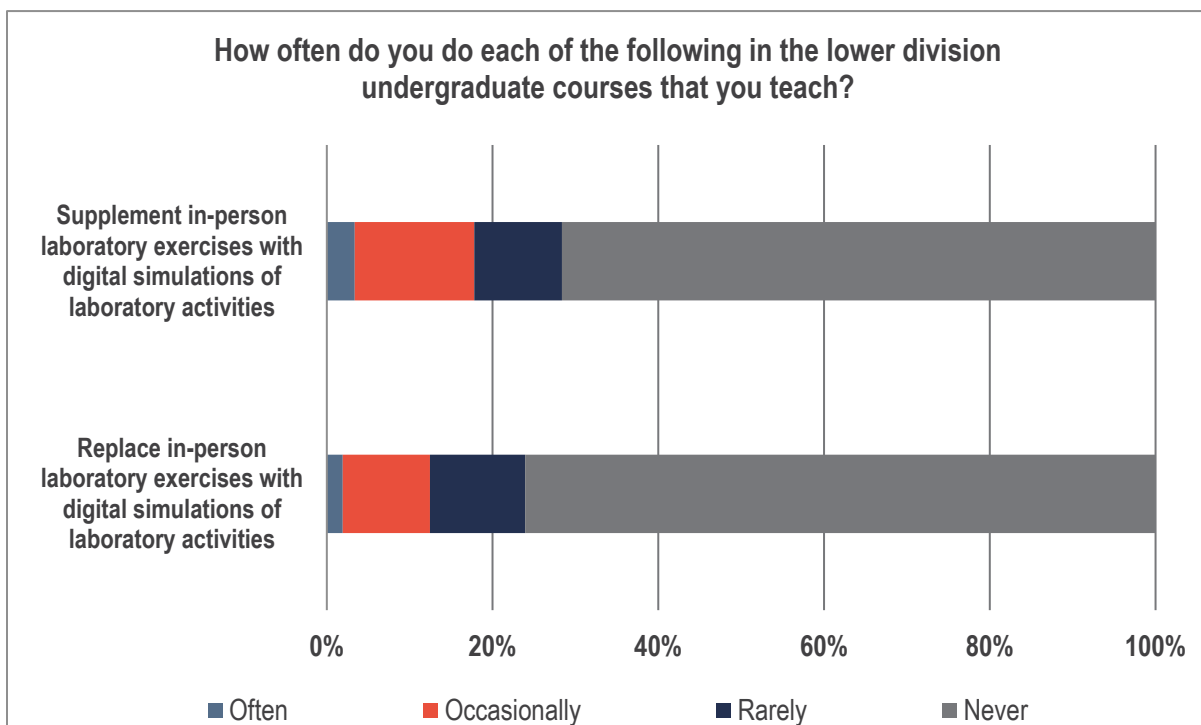
UI9 [R has taught an upper division course in past 2 years]
How often do you assign your students in an upper division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class - often, occasionally, rarely, or never? Please select one answer for each item.
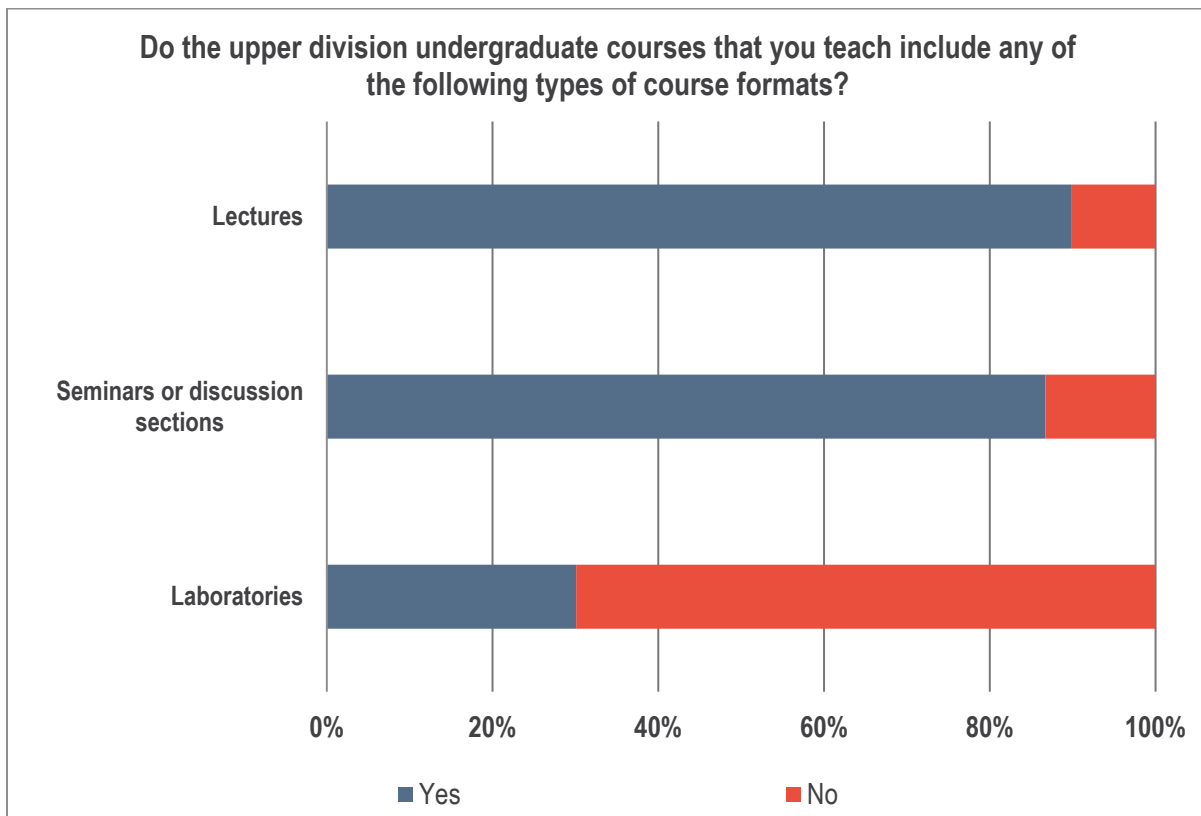
	Often	Occasionally	Rarely	Never	Response
Textbooks or textbook chapters	56.65%	22.81%	13.69%	6.84%	263
Scholarly articles	63.40%	23.77%	8.30%	4.53%	265
Primary source materials	42.42%	27.65%	17.05%	12.88%	264
Scholarly monographs or monograph chapters	41.67%	30.30%	17.80%	10.23%	264
Non-scholarly books	17.49%	29.28%	29.66%	23.57%	263
Films, audio, artwork, or other non-textual media	32.58%	31.06%	16.29%	20.08%	264

How often do you assign your students in an upper division undergraduate course to read or otherwise engage with each of the following types of materials in preparation for a class?

UI10 **[R has taught an upper division course in past 2 years]**
Do the upper division undergraduate courses that you teach include any of the following types of course formats? Please select yes or no for each item.

	Yes	No	Response
Lectures	89.80%	10.20%	255
Seminars or discussion sections	86.72%	13.28%	256
Laboratories	30.08%	69.92%	236

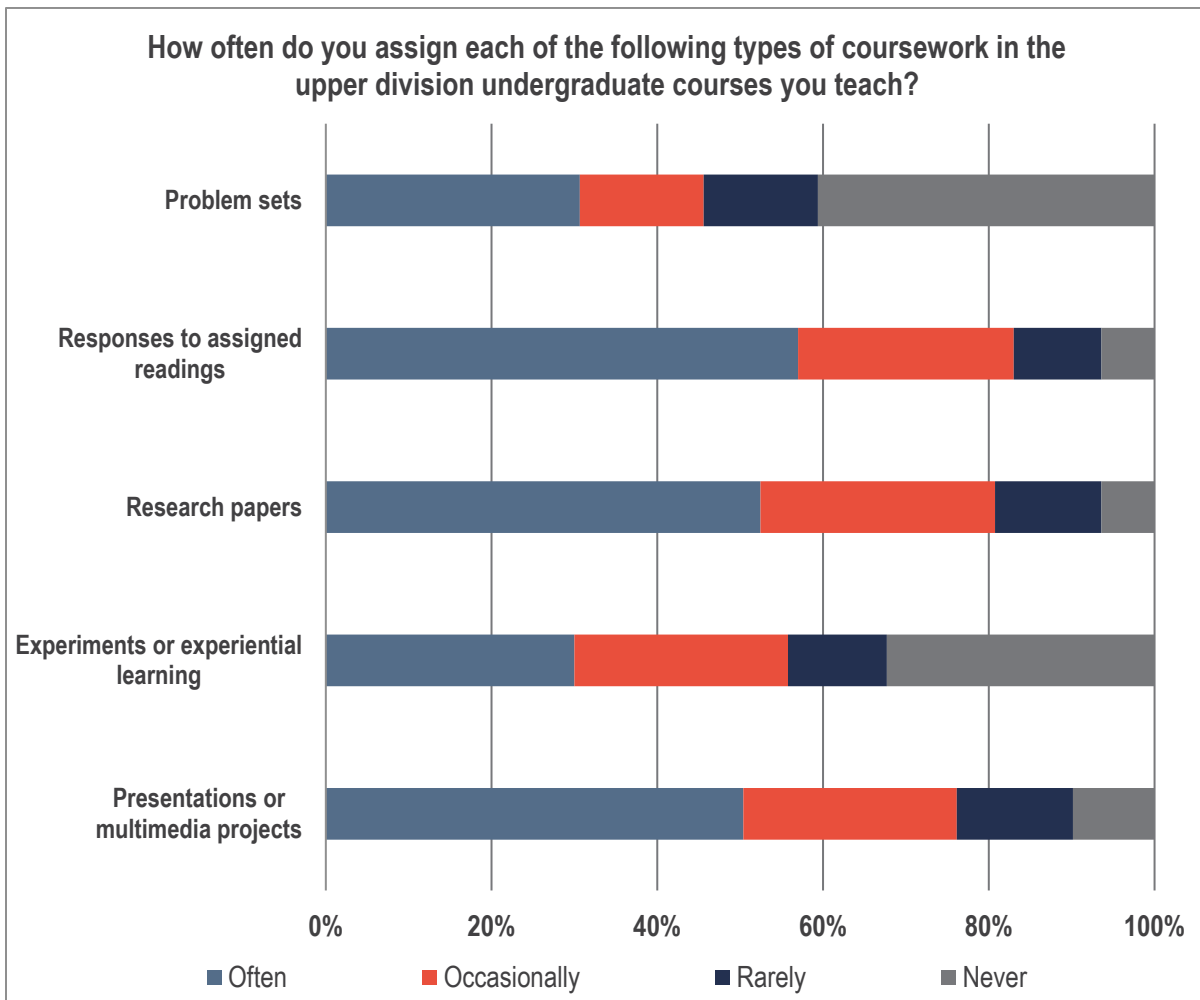**Do the upper division undergraduate courses that you teach include any of the following types of course formats?**

UI11 **[R has taught an upper division course in past 2 years]**
How often do you assign each of the following types of coursework in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Problem sets	30.65%	14.94%	13.79%	40.61%	261
Responses to assigned readings	56.98%	26.04%	10.57%	6.42%	265
Research papers	52.45%	28.30%	12.83%	6.42%	265
Experiments or experiential learning	30.00%	25.77%	11.92%	32.31%	260
Presentations or multimedia projects	50.38%	25.76%	14.02%	9.85%	264

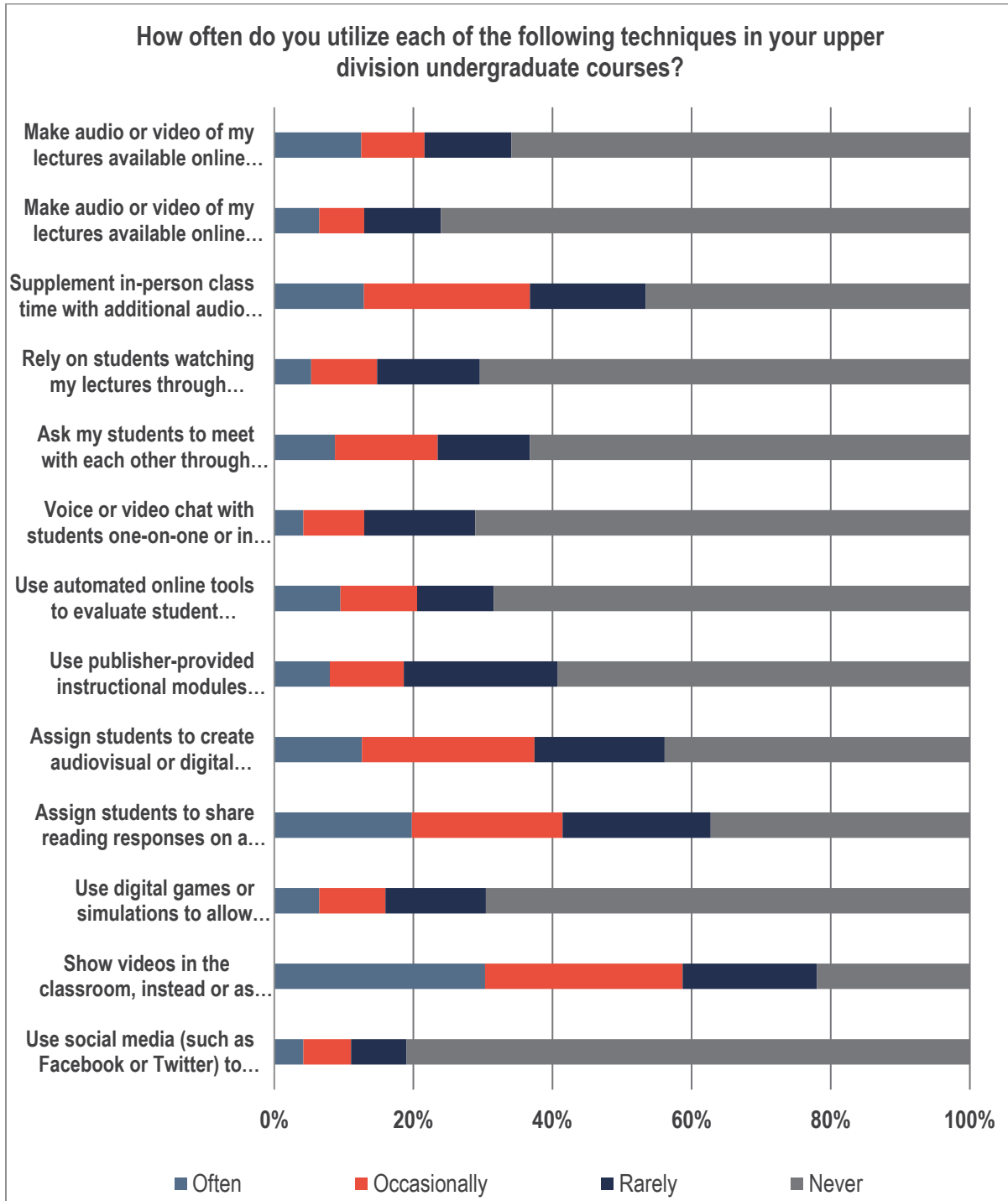**UI12 [R has taught an upper division course in past 2 years]**
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Make audio or video of my lectures available online for my students to access	12.50%	9.09%	12.50%	65.91%	264
Make audio or video of my lectures available online for the general public to access	6.46%	6.46%	11.03%	76.05%	263
Supplement in-person class time with additional audio or video modules	12.88%	23.86%	16.67%	46.59%	264
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	5.30%	9.47%	14.77%	70.45%	264
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	8.71%	14.77%	13.26%	63.26%	264
Voice or video chat with students one-on-one or in small groups for "virtual office hours"	4.18%	8.75%	15.97%	71.10%	263
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	9.51%	11.03%	11.03%	68.44%	263
Use publisher-provided instructional modules that accompany a textbook to assist students	7.98%	10.65%	22.05%	59.32%	263
Assign students to create audiovisual or digital media projects	12.60%	24.81%	18.70%	43.89%	262
Assign students to share reading responses on a course discussion board or a blog	19.77%	21.67%	21.29%	37.26%	263
Use digital games or simulations to allow students to explore concepts	6.46%	9.51%	14.45%	69.58%	263
Show videos in the classroom, instead or as one component of a lecture or discussion	30.30%	28.41%	19.32%	21.97%	264

	Often	Occasionally	Rarely	Never	Response
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	4.18%	6.84%	7.98%	80.99%	263

**UI12 [R has taught an upper division course in past 2 years]**
Whether you do it yourself or you are supported by a college or university service in doing so, how often do you utilize each of the following techniques in your upper division undergraduate courses - often, occasionally, rarely, or never? Please select one answer for each item.

How often do you utilize each of the following techniques in your upper division undergraduate courses?

Categories (top to bottom):
- Make audio or video of my lectures available online…
- Make audio or video of my lectures available online…
- Supplement in-person class time with additional audio…
- Rely on students watching my lectures through…
- Ask my students to meet with each other through…
- Voice or video chat with students one-on-one or in…
- Use automated online tools to evaluate student…
- Use publisher-provided instructional modules…
- Assign students to create audiovisual or digital…
- Assign students to share reading responses on a…
- Use digital games or simulations to allow…
- Show videos in the classroom, instead or as…
- Use social media (such as Facebook or Twitter) to…

Legend: ■ Often ■ Occasionally ■ Rarely ■ Never

UI13 **[R has taught an upper division course in past 2 years]**
How often do you do each of the following in the upper division undergraduate courses you teach - often, occasionally, rarely, or never? Please select one answer for each item.

	Often	Occasionally	Rarely	Never	Response
Supplement in-person laboratory exercises with digital simulations of laboratory activities	3.49%	10.47%	9.30%	76.74%	258
Replace in-person laboratory exercises with digital simulations of laboratory activities	1.16%	6.59%	9.30%	82.95%	258
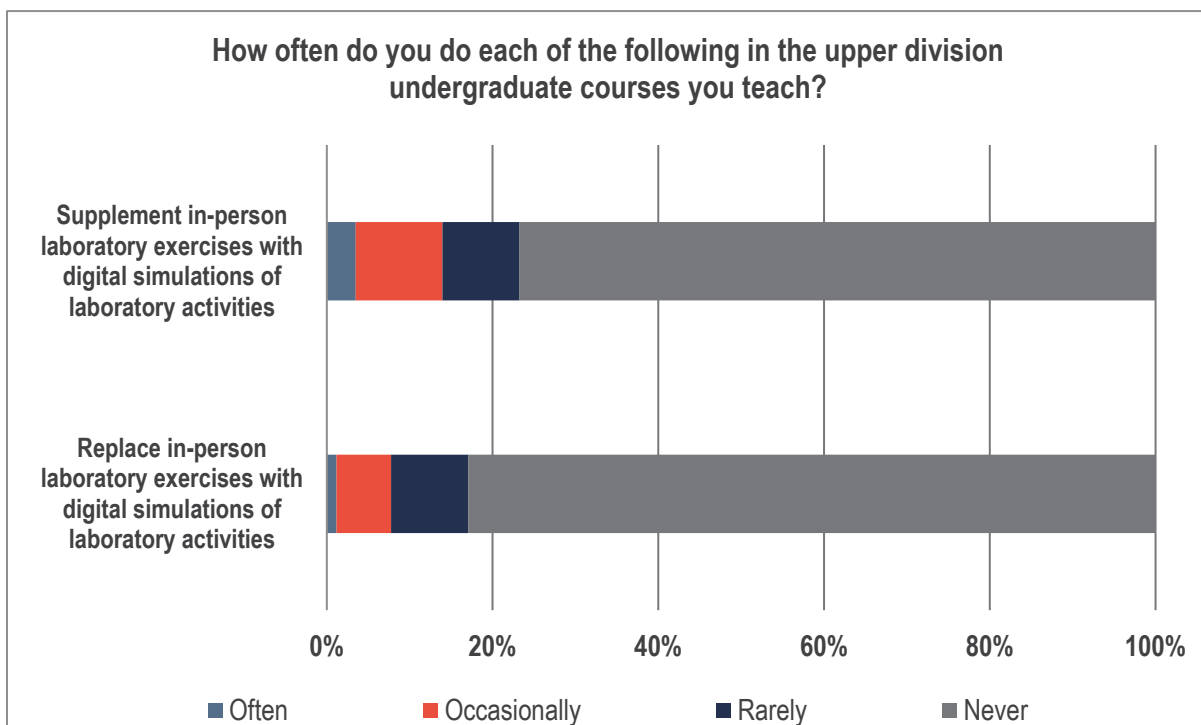
How often do you do each of the following in the upper division undergraduate courses you teach?

UI14 [R has taught any type of undergraduate course in past 2 years]
Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.

	8-10	4-7	1-3	Response
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	51.27%	37.90%	10.83%	314
My institution offers excellent training and support to help me adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	35.56%	49.52%	14.92%	315
My institution recognizes or rewards faculty for taking the time to integrate new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	31.11%	43.49%	25.40%	315

UI14 [R has taught any type of undergraduate course in past 2 years]
Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.

Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view.

I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology

My institution offers excellent training and support to help me adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology

My institution recognizes or rewards faculty for taking the time to integrate new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology

Legend: ■ 8-10 ■ 4-7 ■ 1-3
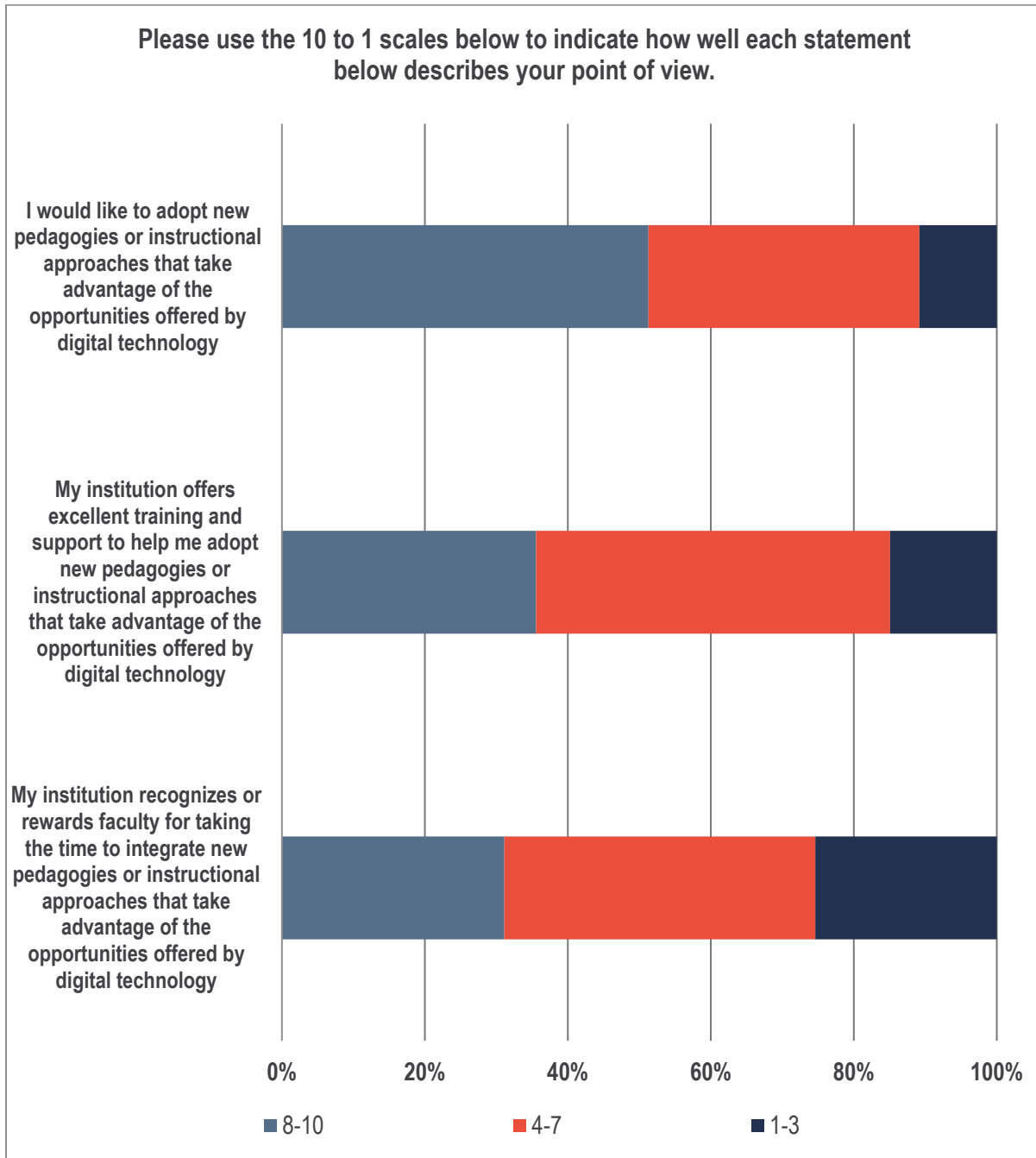
UI15 **[R has taught any type of undergraduate course in past 2 years]**
Please use the scale below to rate from 10 to 1 how much you rely on each of the following possible sources of instructional support when introducing new pedagogies or approaches that take advantage of the opportunities offered by digital technology.

	8-10	4-7	1-3	Response
My own ideas	77.24%	18.59%	4.17%	312
My college or university library	36.33%	36.01%	27.65%	311
My college or university IT office	31.19%	39.23%	29.58%	311
An AV or media support department at my institution	28.43%	39.30%	32.27%	313
A teaching center at my institution	25.97%	38.96%	35.06%	308
A disciplinary center or departmental resource at my institution	19.94%	34.73%	45.34%	311
Other scholars at academic conferences	41.29%	34.84%	23.87%	310
Other scholars in my personal network	57.19%	30.67%	12.14%	313
Blogs or other online resources	27.97%	36.01%	36.01%	311
Scholarly society conference programs, newsletters, etc.	32.05%	38.14%	29.81%	312

UI15 [R has taught any type of undergraduate course in past 2 years]
Please use the scale below to rate from 10 to 1 how much you rely on each of the following
possible sources of instructional support when introducing new pedagogies or approaches that
take advantage of the opportunities offered by digital technology.

Please use the scale below to rate from 10 to 1 how much you rely on each of the following possible sources of instructional support when introducing new pedagogies or approaches that take advantage of the opportunities offered by digital technology.
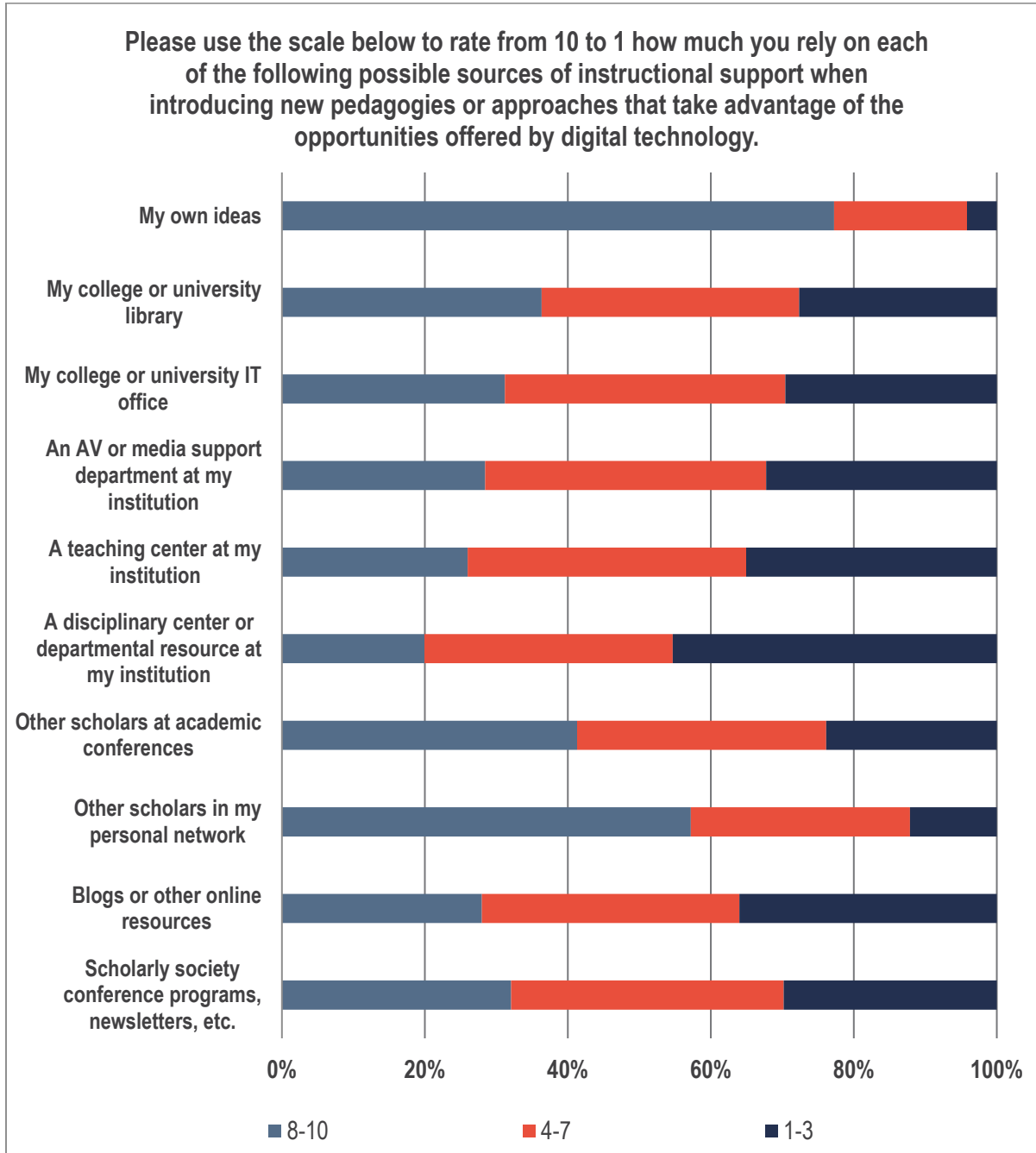
Library Space Planning

The tables and graphs for some of these data points have been omitted from this report due to size. These data can be found in the spreadsheet of raw data.

LSP1
Have you ever been in a library building on campus at this college or university?

LSP2 **[Contingent on respondent selecting "Yes" in LSP1]**
When was the last time you were in a library building on campus at this college or university?

LSP3
Which of the following campus library locations do you visit most often? Please select one:

LSP4
When was the last time you interacted with a librarian or library staff member at this college or university (either in person or via email or an online chat platform)?

LSP5 **[Contingent on respondent having interacted with a librarian or library staff member as indicated in LSP4]**
And, what was the main reason for your most recent interaction with a librarian or library staff member at this college or university?

LSP6
How often do you access research or teaching resources online from an off-campus location (such as through a proxy server, VPN, or by logging in through your college or university account)?

LSP7 **[Contingent on respondent selecting "Yes" in LSP1]**
In general, about how long do you usually stay when you go in a library building on campus at this college or university?

LSP8 **[Contingent on respondent selecting "Yes" in LSP1]**
When was the last time you did the following activities in a library building on campus at this college or university?

LSP9 **[Contingent on respondent having used physical resources in a campus library building as indicated in LSP8]**
How often do you use physical resources in a campus library building at this college or university (such as physical copies of books, images or journal articles in the library's collection, or historical documents in a special collection or archive)?

LSP10 **[Contingent on respondent selecting "Yes" in LSP1]**
In general, how spacious or confined do you find the campus library building that you visit most often?

LSP11 **[Contingent on respondent selecting "Yes" in LSP1]**
Overall, how satisfied or dissatisfied are you with each of the following aspects of the campus library building that you visit most often?

Please read the following statements and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.

LSP12
I enjoy doing research or working on my scholarship in a campus library building more than in any other type of campus building

LSP13
I would prefer to spend more time in a campus library building if I could

LSP14
When I am in a campus library building, I feel that I belong

LSP15
I feel motivated to do research or work on teaching-related activities when I am in a campus library building

LSP16
The time I spend in a campus library building could just as easily be spent somewhere else

LSP17
I know where to ask for help when I have any questions about using technological, digital, or online tools

LSP18
I know where to ask for help when I have any questions about finding information or resources for my research
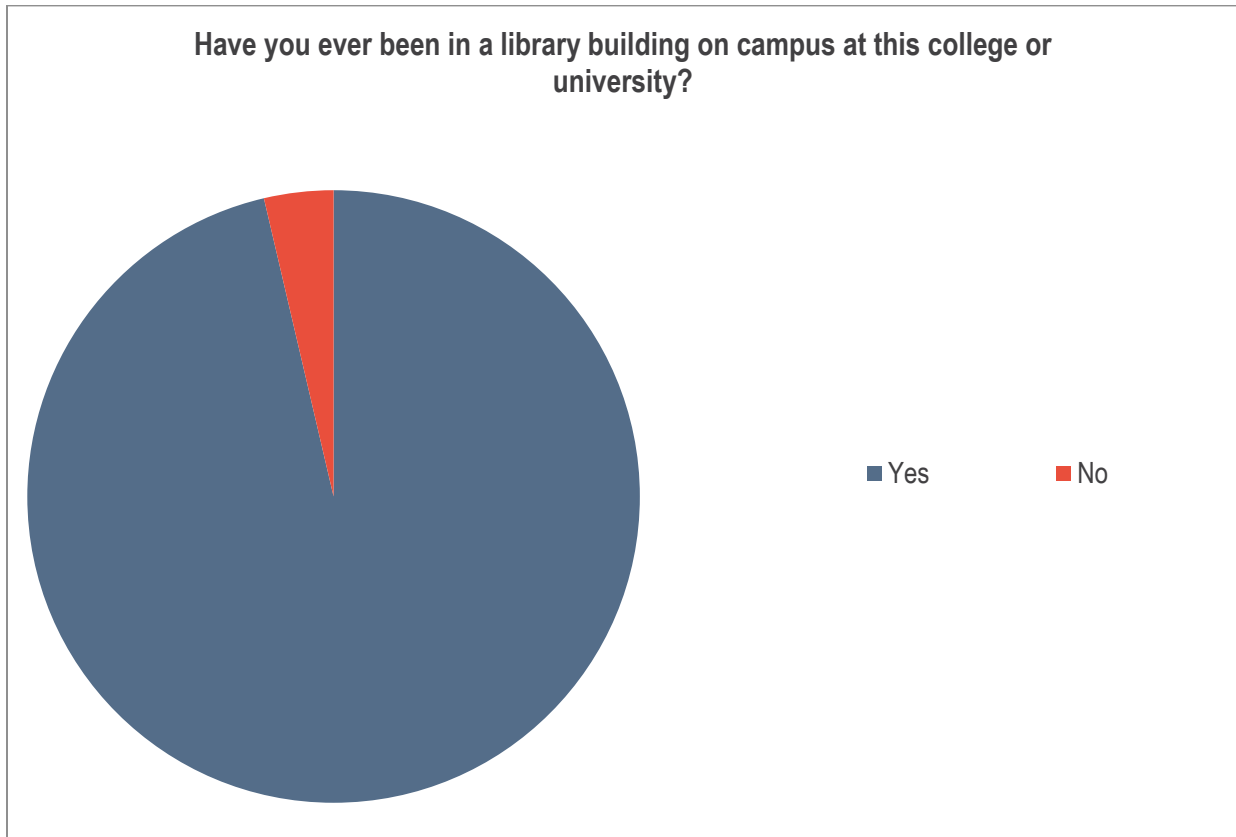
LSP19
I know where to ask for help when I have any questions about finding information or resources for my teaching

LSP1

Have you ever been in a library building on campus at this college or university?
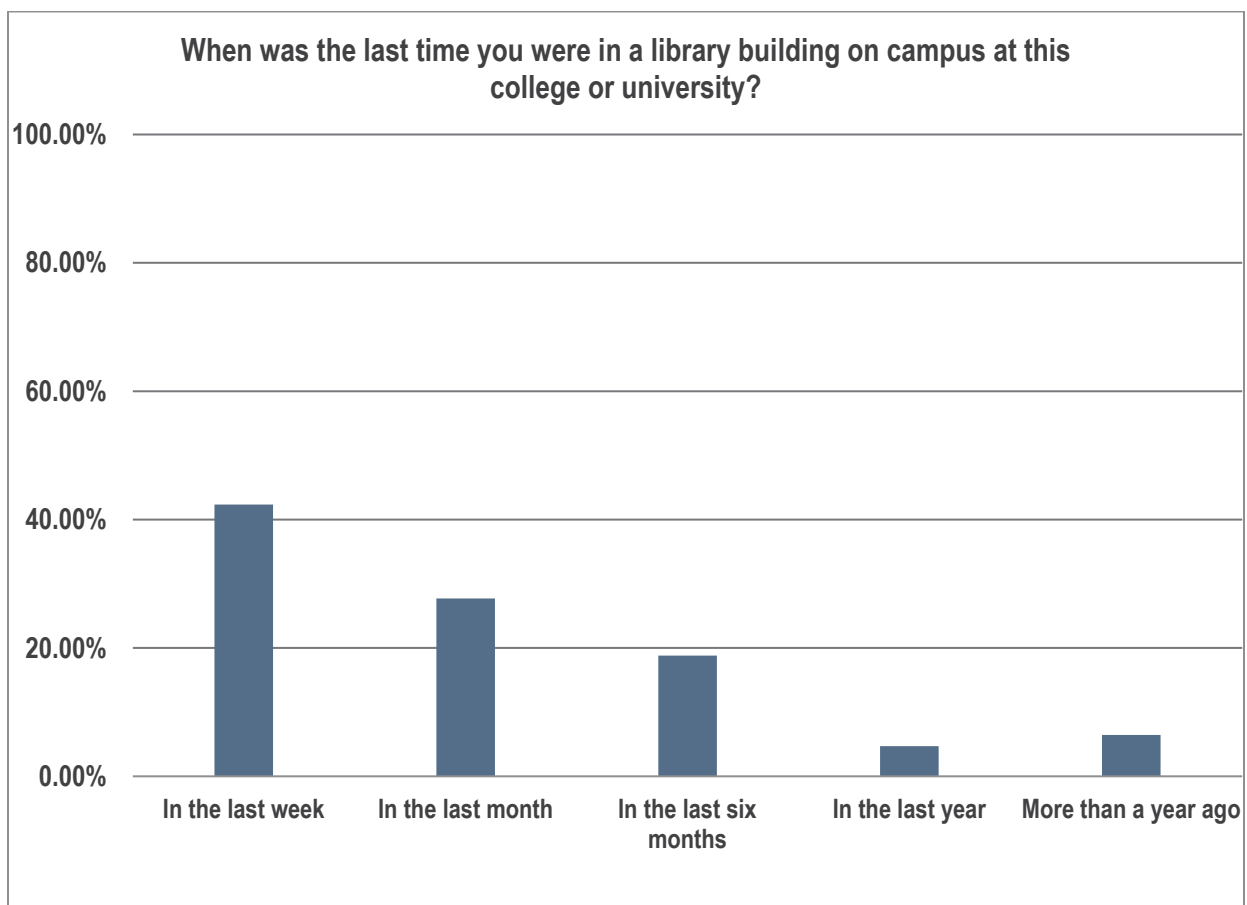
	Response	Percent
Yes	580	96.35%
No	22	3.65%
	602	100.00%

Have you ever been in a library building on campus at this college or university?

LSP2 [Contingent on respondent selecting "Yes" in LSP1]
When was the last time you were in a library building on campus at this college or university?

	Response	Percent
In the last week	243	42.33%
In the last month	159	27.70%
In the last six months	108	18.82%
In the last year	27	4.70%
More than a year ago	37	6.45%
	574	100.00%

When was the last time you were in a library building on campus at this college or university?

LSP3

Which of the following campus library locations do you visit most often? Please select one:

	Response	Percent
Architecture & Art	12	2.20%
Archives Research Center	0	0.00%
Chemistry	23	4.22%
Communications	12	2.20%
Funk ACES	47	8.62%
Grainger Engineering	84	15.41%
History, Philosophy and Newspaper	6	1.10%
Illinois History and Lincoln Collections	1	0.18%
International & Area Studies (IAS)	7	1.28%
Literatures & Languages	15	2.75%
Main Library (Main Stacks)	204	37.43%
Map Library	4	0.73%
Mathematics	12	2.20%
Music & Performing Arts	16	2.94%
Rare Book & Manuscript	6	1.10%
Scholarly Commons	6	1.10%
Social Sciences, Health, and Education (SSHEL)	32	5.87%
Sousa Archives & Center for American Music	0	0.00%
Undergraduate Library (UGL)	38	6.97%
University Archives	3	0.55%
University High School	2	0.37%
Veterinary Medicine	15	2.75%
	545	100.00%

LSP4

When was the last time you interacted with a librarian or library staff member at this college or university (either in person or via email or an online chat platform)?

	Response	Percent
In the last week	205	34.51%
In the last month	123	20.71%
In the last six months	122	20.54%
In the last year	49	8.25%
More than a year ago	54	9.09%
N/A (I have never interacted with a librarian or library staff member)	41	6.90%
	594	100.00%
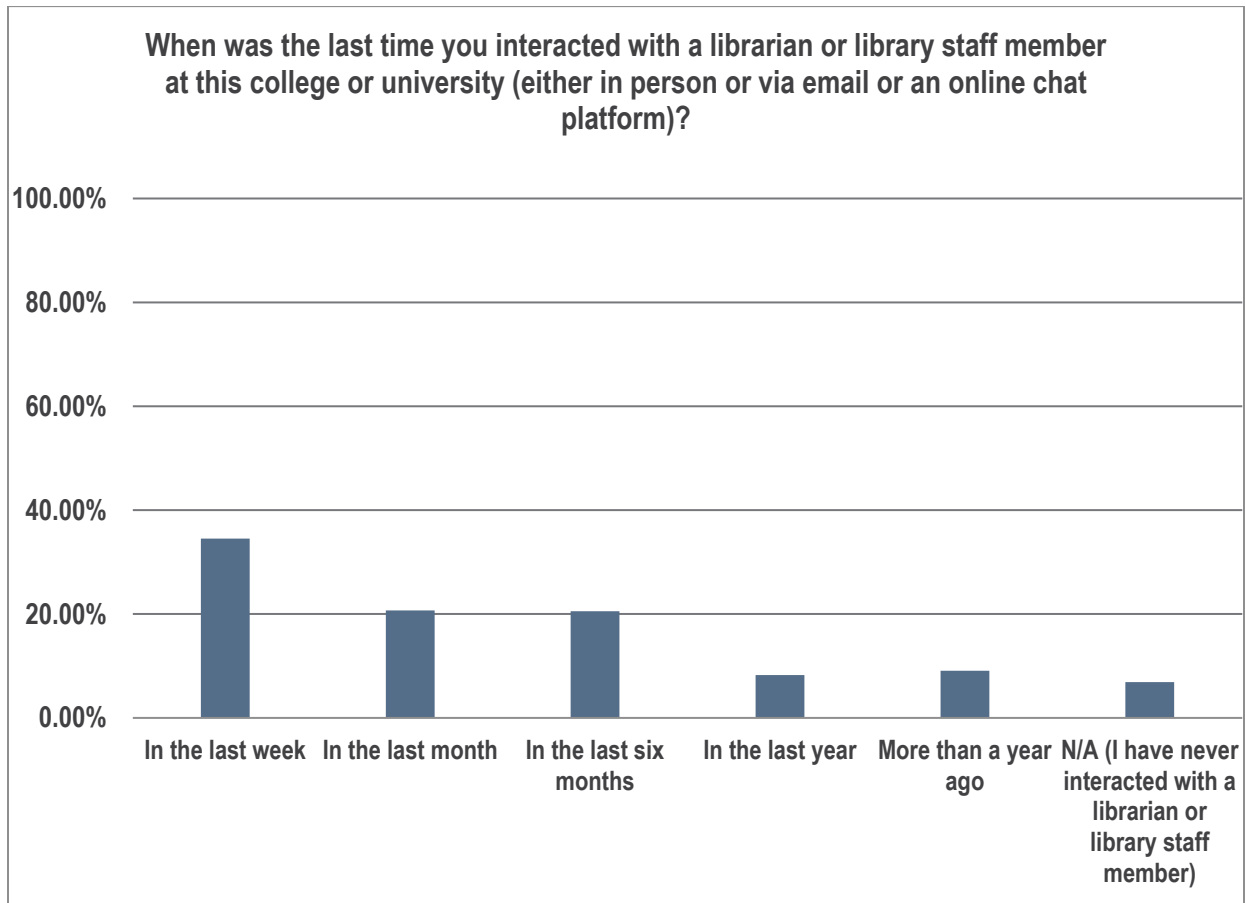
LSP5 **[Contingent on respondent having interacted with a librarian or library staff member as indicated in LSP4]**
And, what was the main reason for your most recent interaction with a librarian or library staff member at this college or university?

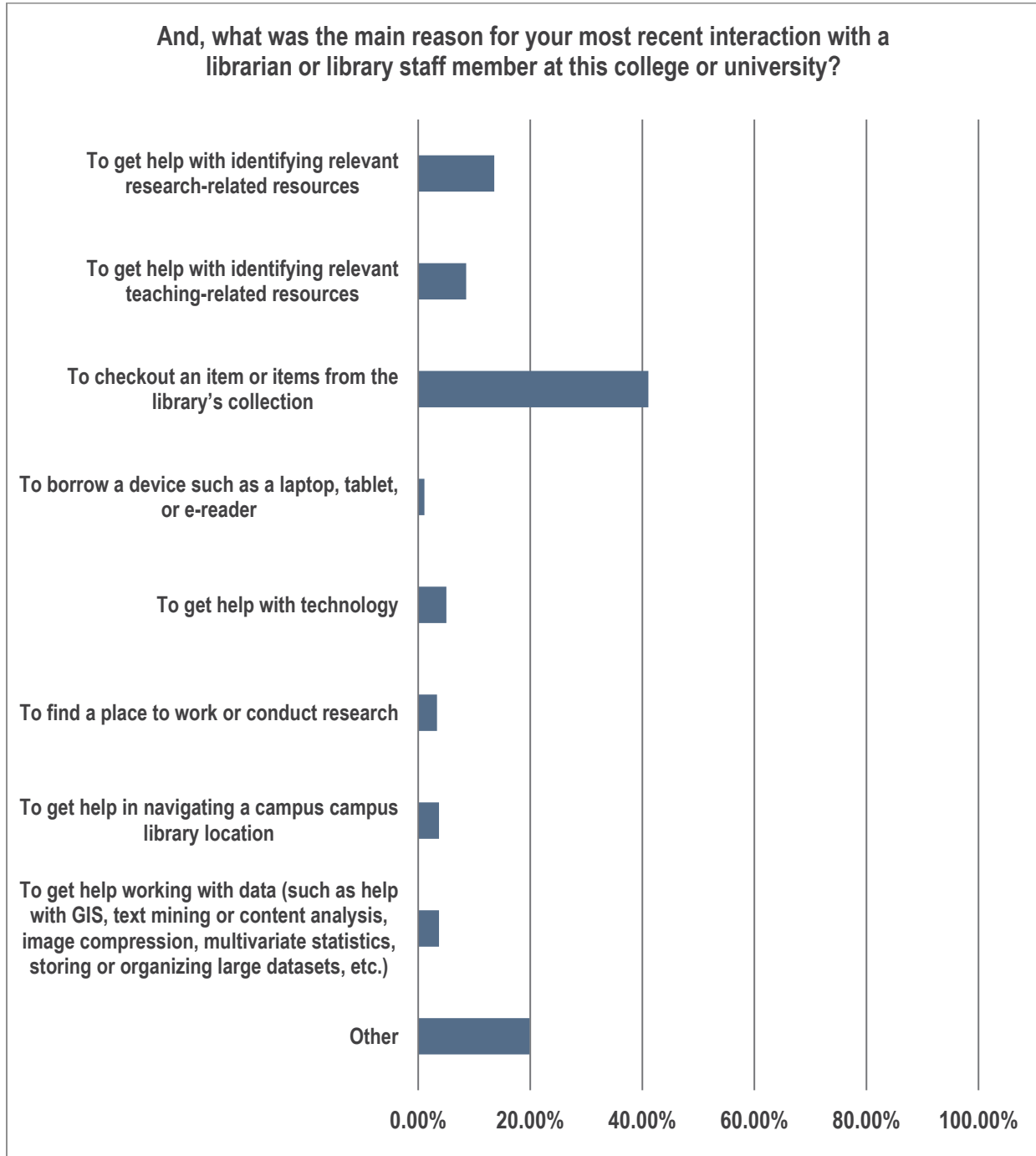|	Response	Percent
To get help with identifying relevant research-related resources	73	13.57%
To get help with identifying relevant teaching-related resources	46	8.55%
To checkout an item or items from the library's collection	221	41.08%
To borrow a device such as a laptop, tablet, or e-reader	6	1.12%
To get help with technology	27	5.02%
To find a place to work or conduct research	18	3.35%
To get help in navigating a campus library building	20	3.72%
To get help working with data (such as help with GIS, text mining or content analysis, image compression, multivariate statistics, storing or organizing large datasets, etc.)	20	3.72%
Other	107	19.89%
	538	100.00%

LSP5 [Contingent on respondent having interacted with a librarian or library staff member as indicated in LSP4]
And, what was the main reason for your most recent interaction with a librarian or library staff member at this college or university?

And, what was the main reason for your most recent interaction with a librarian or library staff member at this college or university?

LSP6
How often do you access research or teaching resources online from an off-campus location (such as through a proxy server, VPN, or by logging in through your college or university account)?

	Response	Percent
Often	388	66.21%
Occasionally	127	21.67%
Rarely	49	8.36%
Never	22	3.75%
	586	100.00%
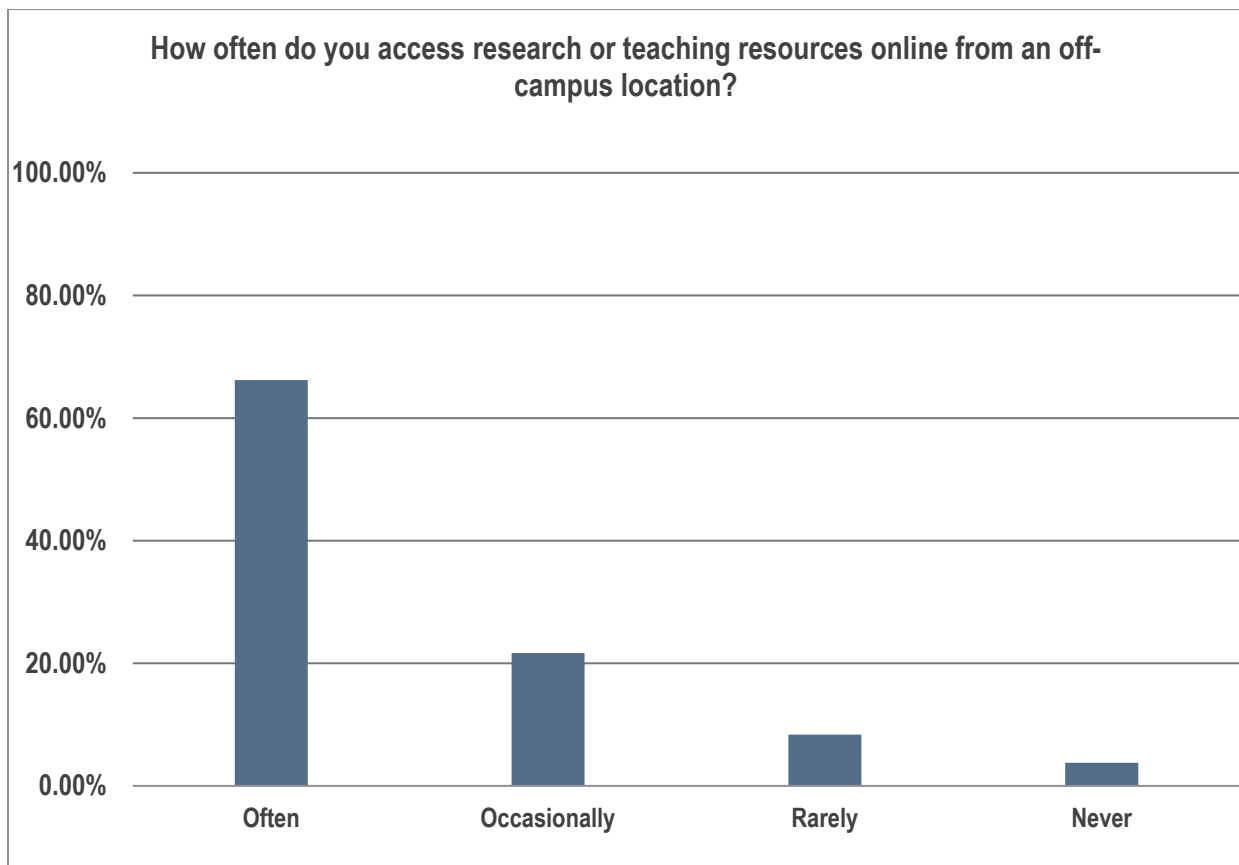
How often do you access research or teaching resources online from an off-campus location?

LSP7 [Contingent on respondent selecting "Yes" in LSP1]

In general, about how long do you usually stay when you go in a library building on campus at this college or university?

	Response	Percent
Less than 15 minutes	101	18.23%
15 – 30 minutes	183	33.03%
31 – 45 minutes	85	15.34%
46 – 60 minutes	62	11.19%
More than 1 hour	123	22.20%
	554	100.00%
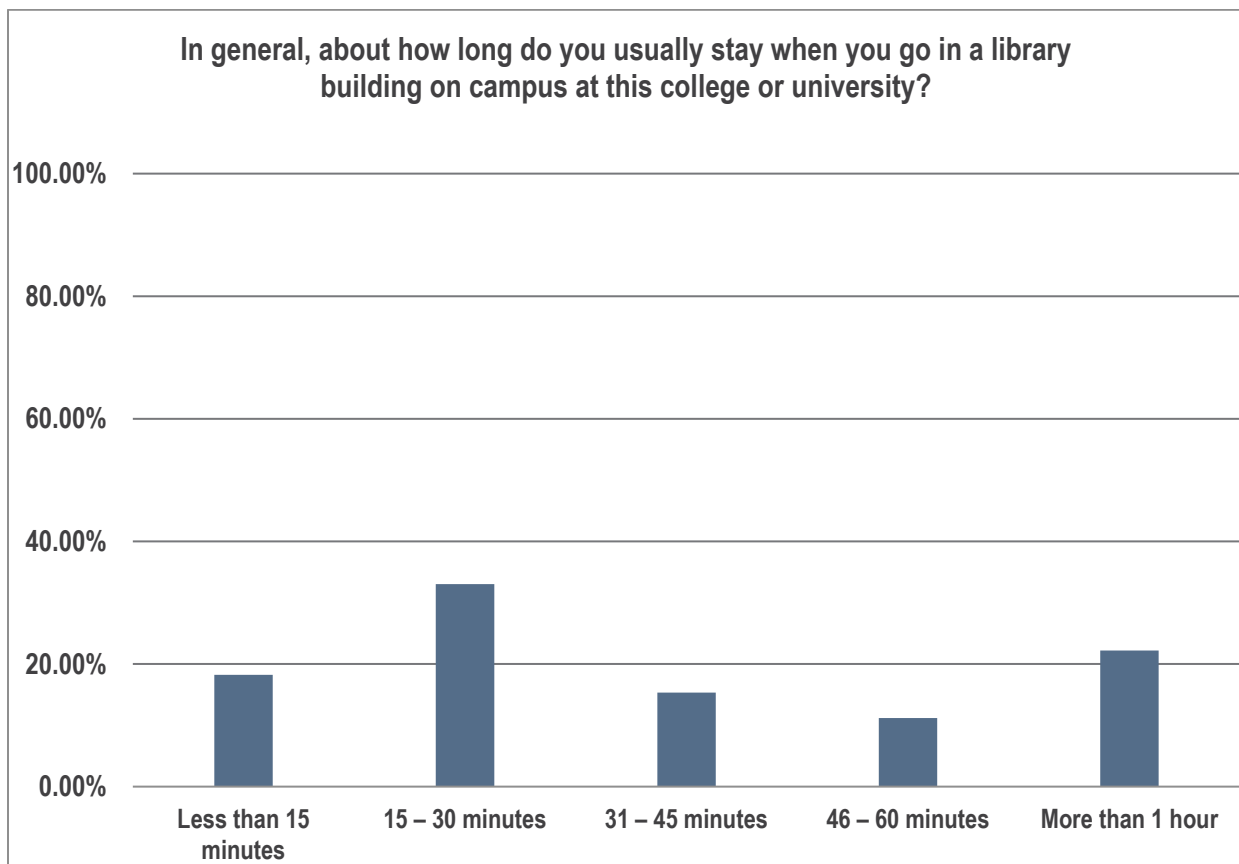
LSP8 **[Contingent on respondent selecting "Yes" in LSP1]**
When was the last time you did the following activities in a library building on campus at this college or university?

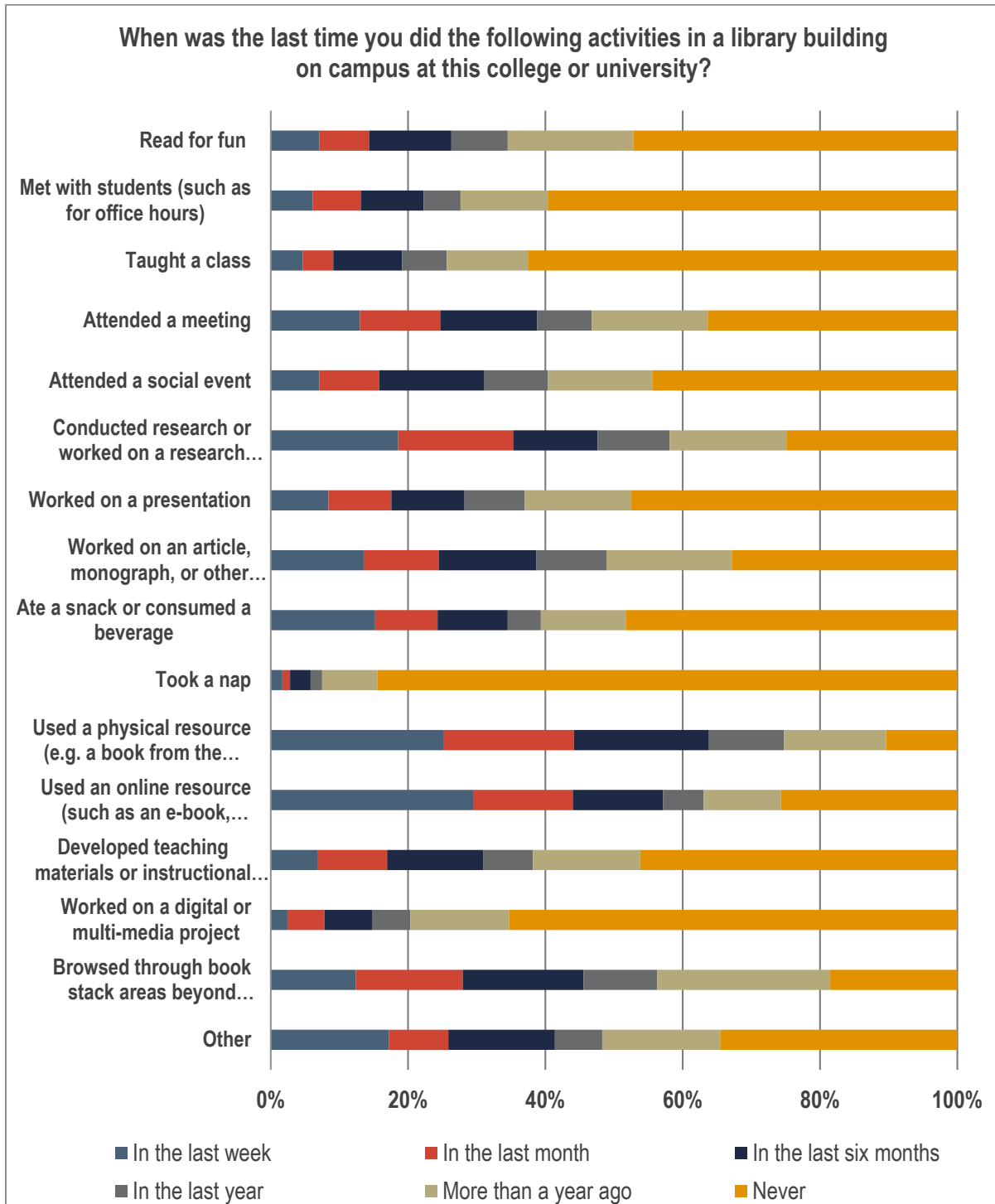|	In the last week	In the last month	In the last six months	In the last year	More than a year ago	Never	Response
Read for fun	7.09%	7.28%	11.94%	8.21%	18.28%	47.20%	536
Met with students (such as for office hours)	6.12%	7.05%	9.09%	5.38%	12.80%	59.55%	539
Taught a class	4.65%	4.46%	10.04%	6.51%	11.90%	62.45%	538
Attended a meeting	12.99%	11.69%	14.10%	7.98%	16.88%	36.36%	539
Attended a social event	7.06%	8.74%	15.24%	9.29%	15.24%	44.42%	538
Conducted research or worked on a research project	18.57%	16.73%	12.32%	10.48%	17.10%	24.82%	544
Worked on a presentation	8.41%	9.16%	10.65%	8.79%	15.51%	47.48%	535
Worked on an article, monograph, or other manuscript for publication	13.52%	10.93%	14.26%	10.19%	18.33%	32.78%	540
Ate a snack or consumed a beverage	15.21%	9.09%	10.20%	4.82%	12.43%	48.24%	539
Took a nap	1.68%	1.12%	2.99%	1.68%	8.04%	84.49%	535
Used a physical resource (e.g. a book from the library's stacks)	25.23%	18.92%	19.67%	10.95%	14.84%	10.39%	539
Used an online resource (such as an e-book, digital or .pdf copy of a journal article, etc.)	29.57%	14.42%	13.12%	5.91%	11.28%	25.69%	541

	In the last week	In the last month	In the last six months	In the last year	More than a year ago	Never	Response
Developed teaching materials or instructional resources	6.89%	10.06%	13.97%	7.26%	15.64%	46.18%	537
Worked on a digital or multi-media project	2.43%	5.41%	6.90%	5.60%	14.37%	65.30%	536
Browsed through book stack areas beyond seeking a specific item	12.41%	15.56%	17.59%	10.74%	25.19%	18.52%	540
Other	17.24%	8.62%	15.52%	6.90%	17.24%	34.48%	58

LSP8 [Contingent on respondent selecting "Yes" in LSP1]
When was the last time you did the following activities in a library building on campus at this college or university?

When was the last time you did the following activities in a library building on campus at this college or university?

Categories (bars):
- Read for fun
- Met with students (such as for office hours)
- Taught a class
- Attended a meeting
- Attended a social event
- Conducted research or worked on a research…
- Worked on a presentation
- Worked on an article, monograph, or other…
- Ate a snack or consumed a beverage
- Took a nap
- Used a physical resource (e.g. a book from the…
- Used an online resource (such as an e-book,…
- Developed teaching materials or instructional…
- Worked on a digital or multi-media project
- Browsed through book stack areas beyond…
- Other

Legend:
- In the last week
- In the last month
- In the last six months
- In the last year
- More than a year ago
- Never

LSP9 **[Contingent on respondent having used physical resources in a campus library building as indicated in LSP8]**
How often do you use physical resources in a campus library building at this college or university (such as physical copies of books, images or journal articles in the library's collection, or historical documents in a special collection or archive)?

|	Response	Percent
Often	207	43.58%
Occasionally	160	33.68%
Rarely	96	20.21%
Never	12	2.53%
	475	100.00%
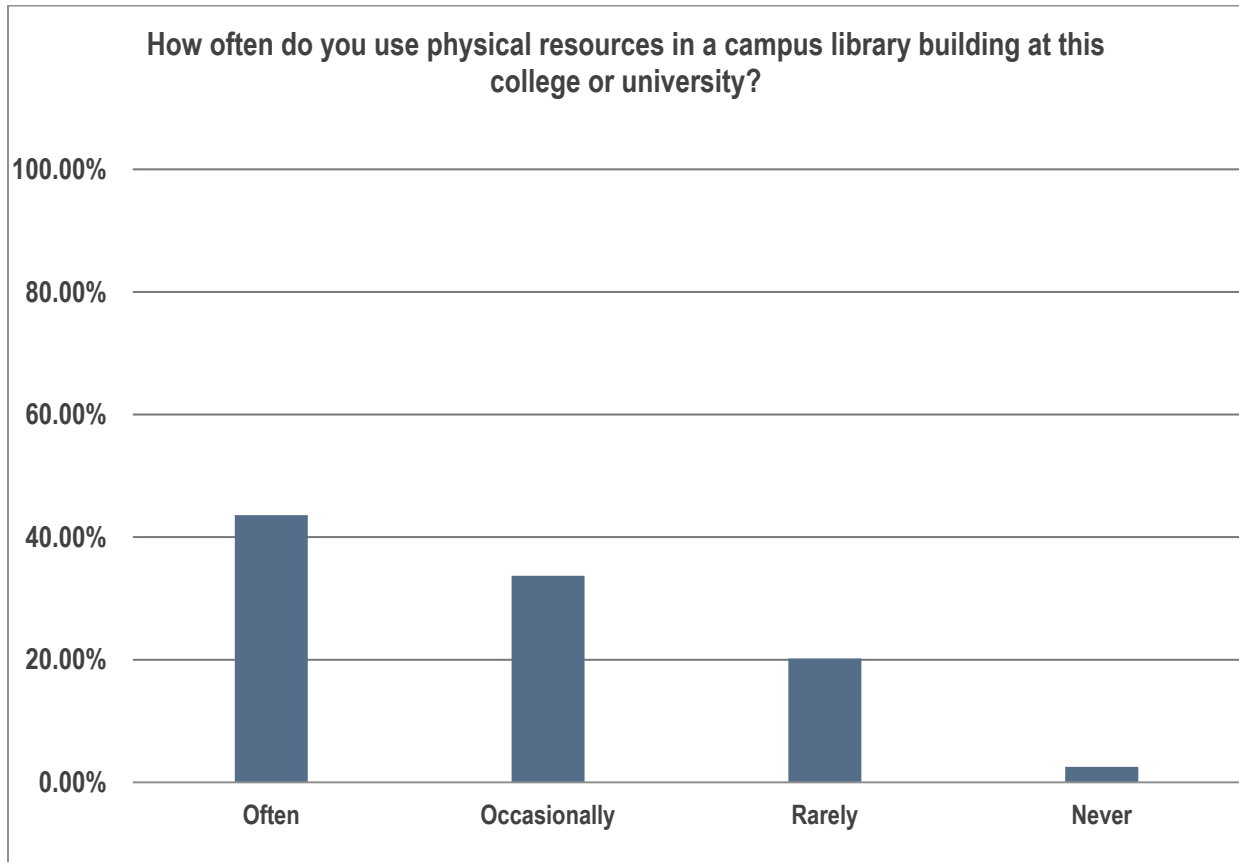
How often do you use physical resources in a campus library building at this college or university?

LSP10 [Contingent on respondent selecting "Yes" in LSP1]
In general, how spacious or confined do you find the campus library building that you visit most often?

	Response	Percent
Extremely confined	9	1.66%
Confined	27	4.99%
Somewhat confined	53	9.80%
Neither confined nor spacious	130	24.03%
Somewhat spacious	121	22.37%
Spacious	163	30.13%
Extremely spacious	38	7.02%
	541	100.00%
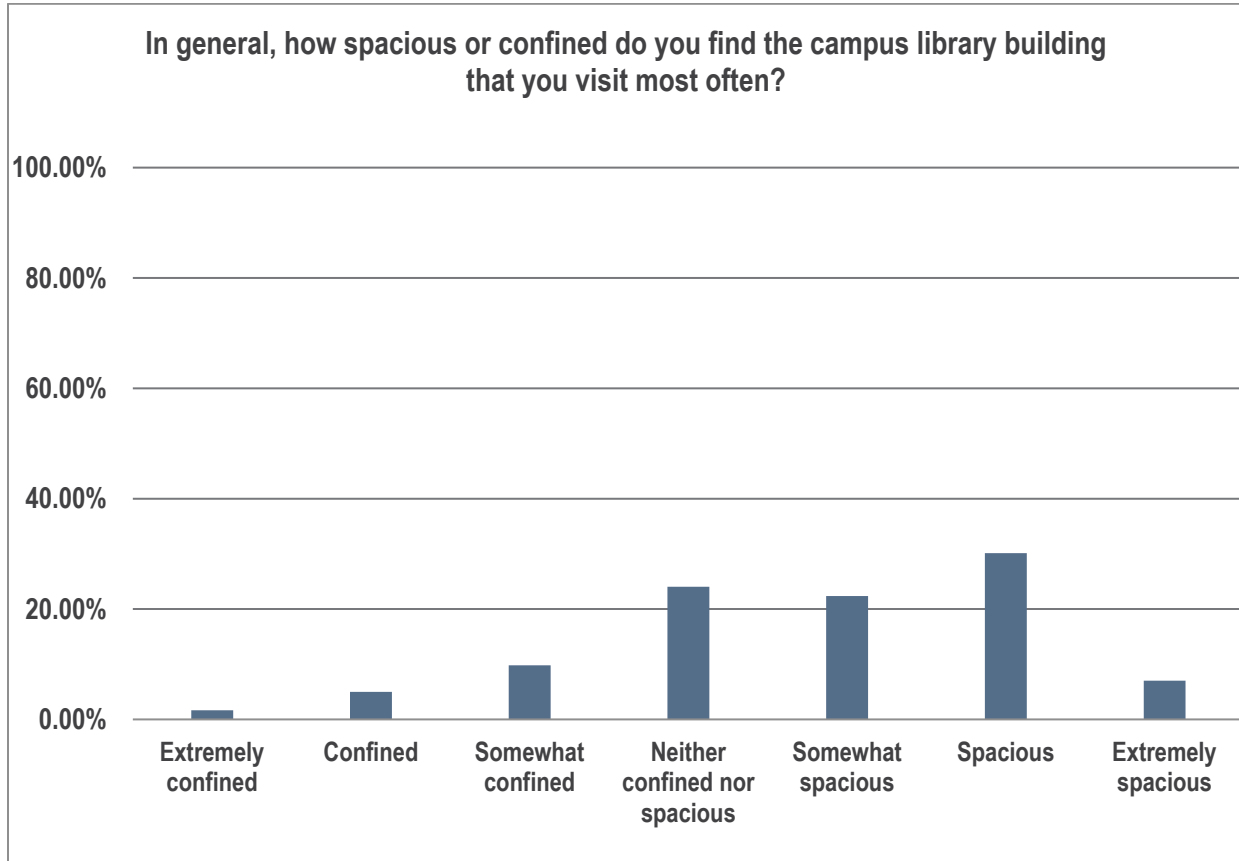
In general, how spacious or confined do you find the campus library building that you visit most often?

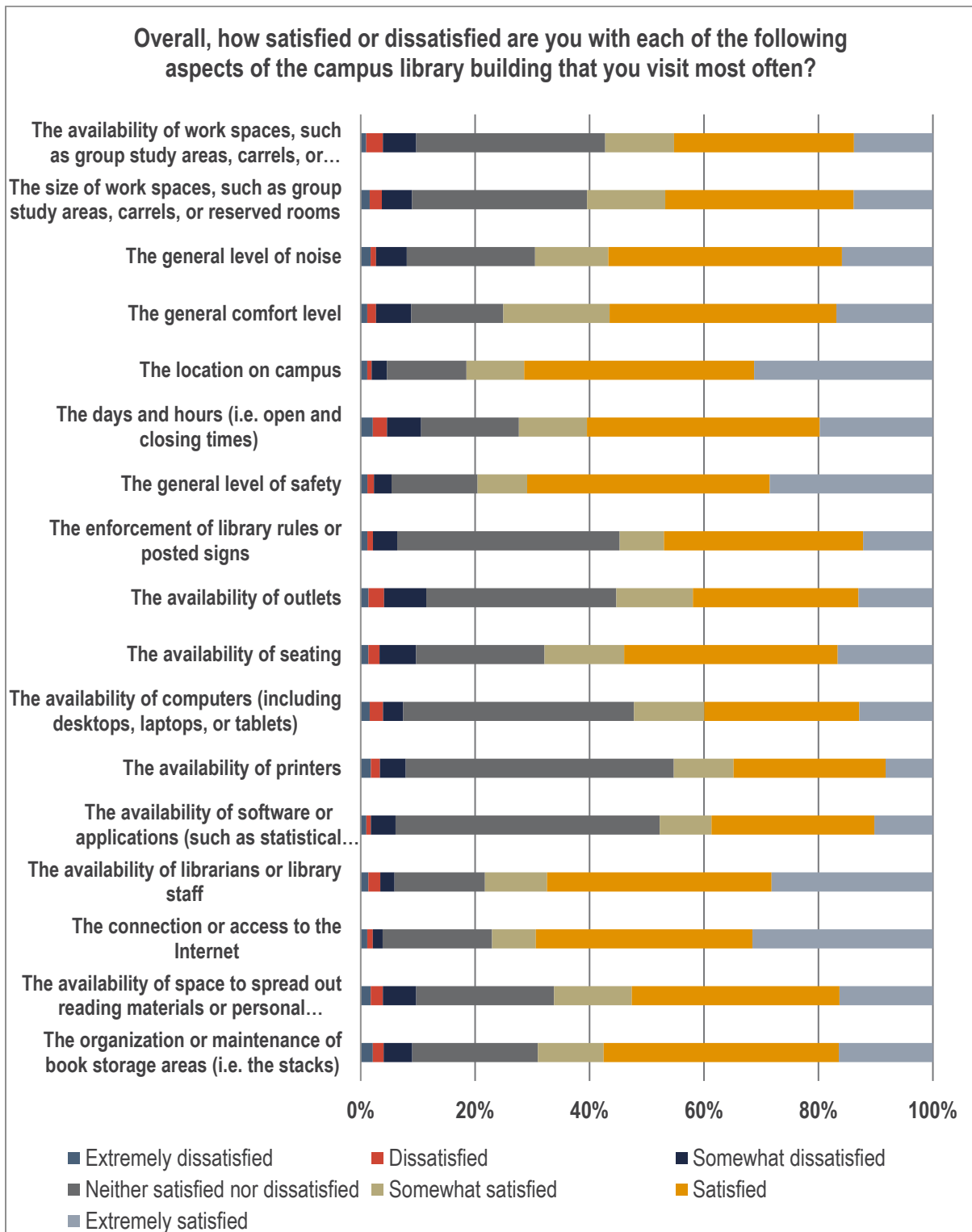## LSP11 [Contingent on respondent selecting "Yes" in LSP1]
Overall, how satisfied or dissatisfied are you with each of the following aspects of the campus library building that you visit most often?

	Extremely dissatisfied	Dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Satisfied	Extremely satisfied	Response
The availability of work spaces, such as group study areas, carrels, or reserved rooms	0.97%	2.91%	5.83%	33.01%	12.04%	31.46%	13.79%	515
The size of work spaces, such as group study areas, carrels, or reserved rooms	1.56%	2.14%	5.26%	30.60%	13.65%	32.94%	13.84%	513
The general level of noise	1.72%	0.96%	5.36%	22.41%	12.84%	40.80%	15.90%	522
The general comfort level	1.15%	1.53%	6.13%	16.09%	18.58%	39.66%	16.86%	522
The location on campus	1.14%	0.76%	2.67%	13.90%	10.10%	40.19%	31.24%	525
The days and hours (i.e. open and closing times)	2.11%	2.50%	5.95%	17.08%	11.90%	40.69%	19.77%	521
The general level of safety	1.16%	1.16%	3.08%	15.03%	8.67%	42.39%	28.52%	519
The enforcement of library rules or posted signs	1.16%	0.97%	4.26%	38.88%	7.74%	34.82%	12.19%	517
The availability of outlets	1.36%	2.72%	7.38%	33.20%	13.40%	28.93%	13.01%	515
The availability of seating	1.35%	1.93%	6.38%	22.44%	13.93%	37.33%	16.63%	517
The availability of computers (including desktops, laptops, or tablets)	1.56%	2.34%	3.51%	40.35%	12.28%	27.10%	12.87%	513
The availability of printers	1.77%	1.57%	4.53%	46.85%	10.43%	26.57%	8.27%	508
The availability of software or applications (such as statistical analysis programs, Word/Excel/PowerPoint, Internet browsers, etc.)	0.98%	0.79%	4.32%	46.17%	9.04%	28.49%	10.22%	509
The availability of librarians or library staff	1.33%	2.10%	2.48%	15.81%	10.86%	39.24%	28.19%	525
The connection or access to the Internet	1.15%	0.96%	1.72%	19.12%	7.65%	37.86%	31.55%	523

	Extremely dissatisfied	Dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Satisfied	Extremely satisfied	Response
The availability of space to spread out reading materials or personal belongings	1.75%	2.14%	5.83%	24.08%	13.59%	36.31%	16.31%	515
The organization or maintenance of book storage areas (i.e. the stacks)	2.10%	1.91%	4.97%	21.99%	11.47%	41.11%	16.44%	523

LSP11 [Contingent on respondent selecting "Yes" in LSP1]

Overall, how satisfied or dissatisfied are you with each of the following aspects of the campus library building that you visit most often?

**Overall, how satisfied or dissatisfied are you with each of the following aspects of the campus library building that you visit most often?**

Categories (rows, top to bottom):
- The availability of work spaces, such as group study areas, carrels, or…
- The size of work spaces, such as group study areas, carrels, or reserved rooms
- The general level of noise
- The general comfort level
- The location on campus
- The days and hours (i.e. open and closing times)
- The general level of safety
- The enforcement of library rules or posted signs
- The availability of outlets
- The availability of seating
- The availability of computers (including desktops, laptops, or tablets)
- The availability of printers
- The availability of software or applications (such as statistical…
- The availability of librarians or library staff
- The connection or access to the Internet
- The availability of space to spread out reading materials or personal…
- The organization or maintenance of book storage areas (i.e. the stacks)

Legend:
- ■ Extremely dissatisfied
- ■ Dissatisfied
- ■ Somewhat dissatisfied
- ■ Neither satisfied nor dissatisfied
- ■ Somewhat satisfied
- ■ Satisfied
- ■ Extremely satisfied

LSP12

I enjoy doing research or working on my scholarship in a campus library building more than in any other type of campus building

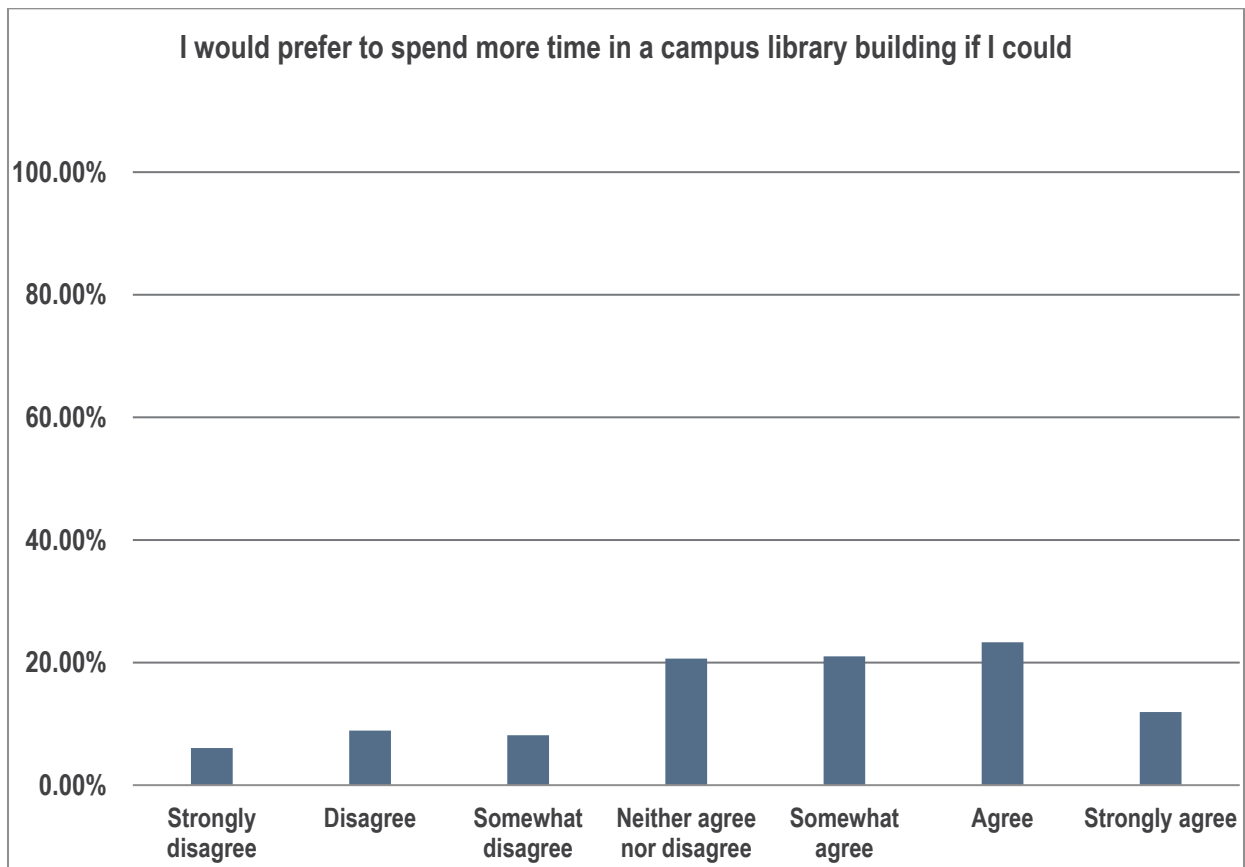|	Response	Percent
Strongly disagree	47	8.87%
Disagree	92	17.36%
Somewhat disagree	50	9.43%
Neither agree nor disagree	152	28.68%
Somewhat agree	78	14.72%
Agree	72	13.58%
Strongly agree	39	7.36%
	530	100.00%

I enjoy doing research or working on my scholarship in a campus library building more than in any other type of campus building
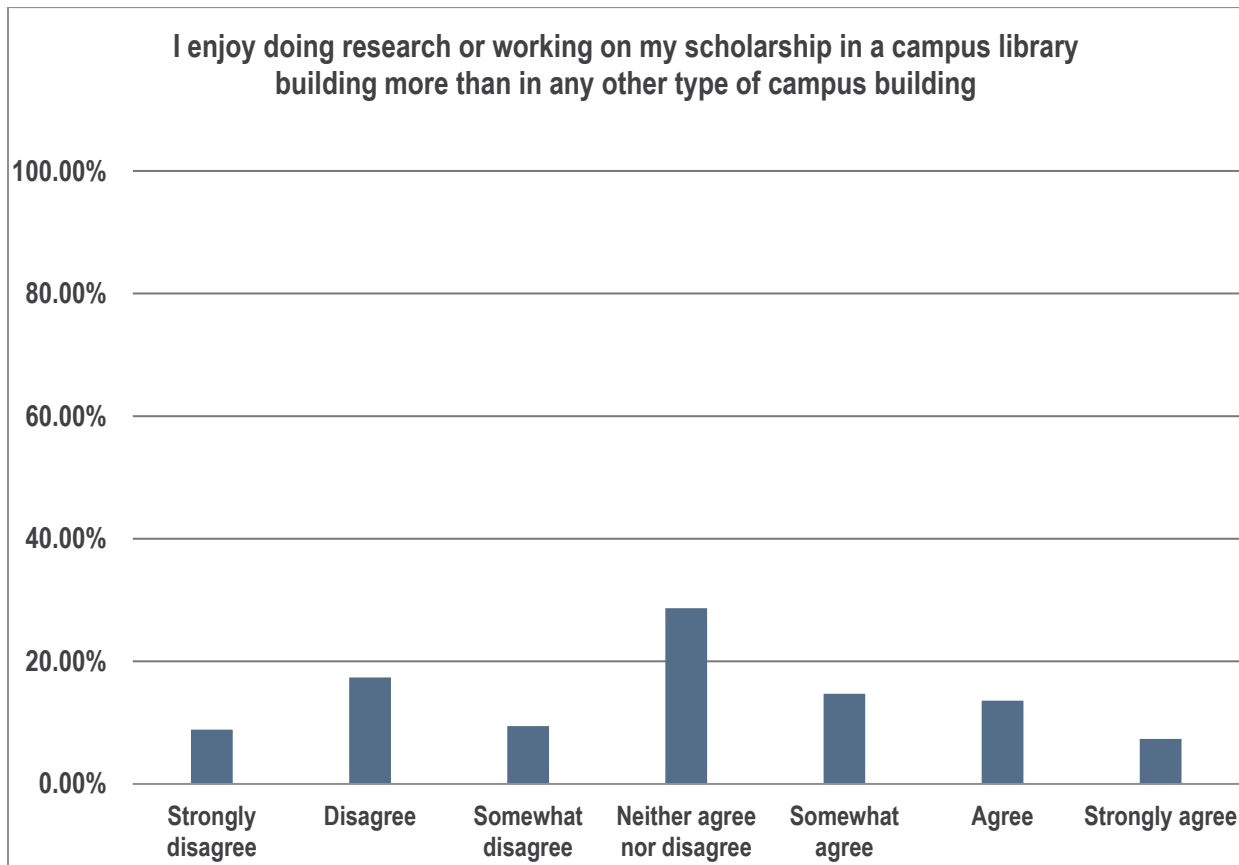
LSP13

I would prefer to spend more time in a campus library building if I could

	Response	Percent
Strongly disagree	32	6.06%
Disagree	47	8.90%
Somewhat disagree	43	8.14%
Neither agree nor disagree	109	20.64%
Somewhat agree	111	21.02%
Agree	123	23.30%
Strongly agree	63	11.93%
	528	100.00%

I would prefer to spend more time in a campus library building if I could

LSP14
When I am in a campus library building, I feel that I belong

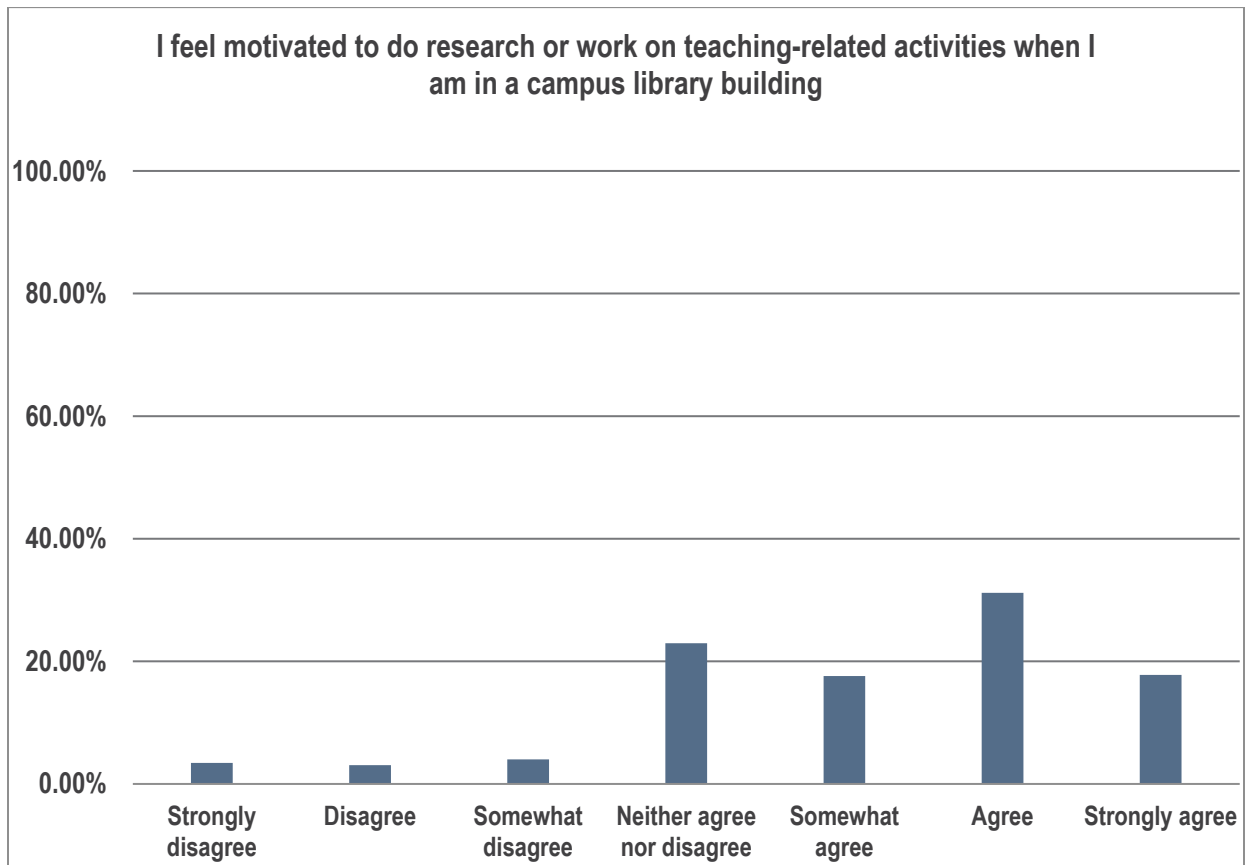|	Response	Percent
Strongly disagree	7	1.34%
Disagree	14	2.69%
Somewhat disagree	18	3.45%
Neither agree nor disagree	89	17.08%
Somewhat agree	76	14.59%
Agree	186	35.70%
Strongly agree	131	25.14%
	521	100.00%
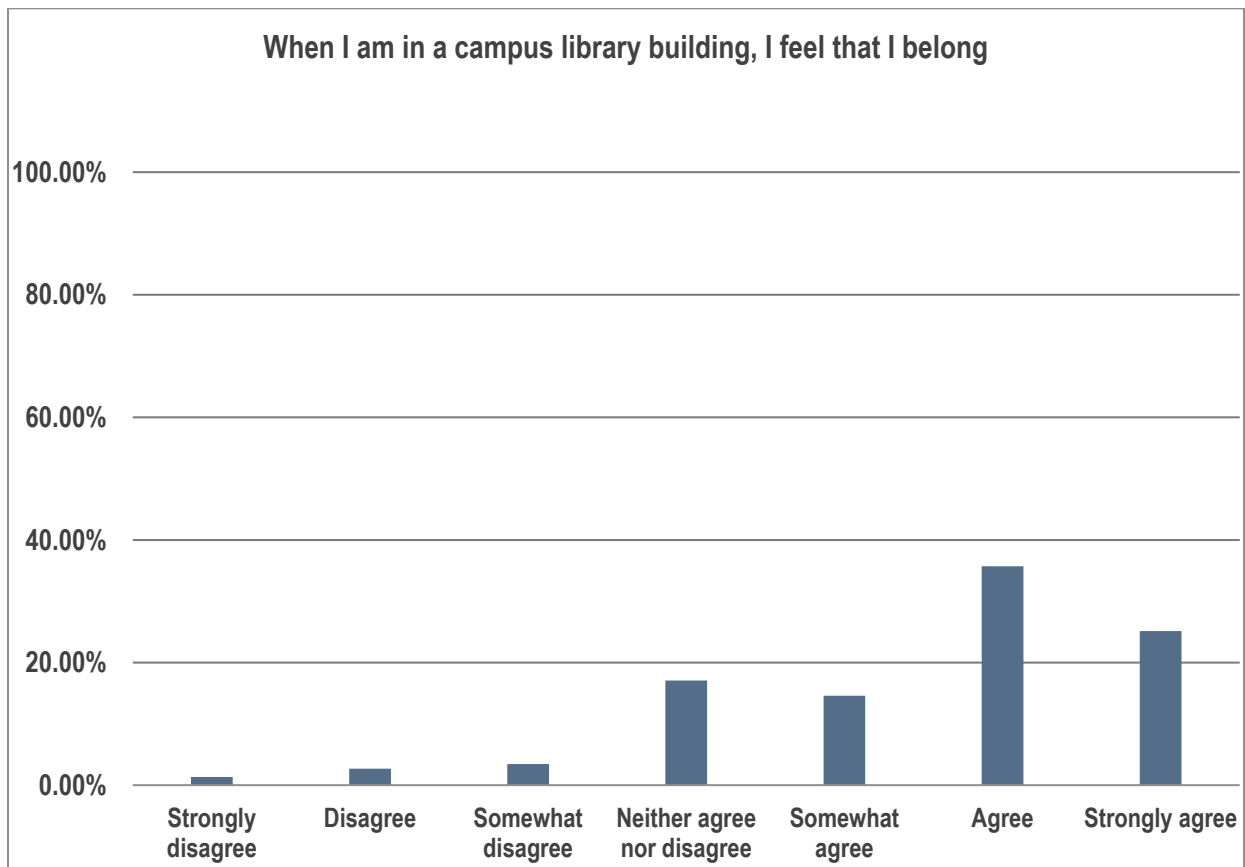
When I am in a campus library building, I feel that I belong

LSP15

I feel motivated to do research or work on teaching-related activities when I am in a campus library building

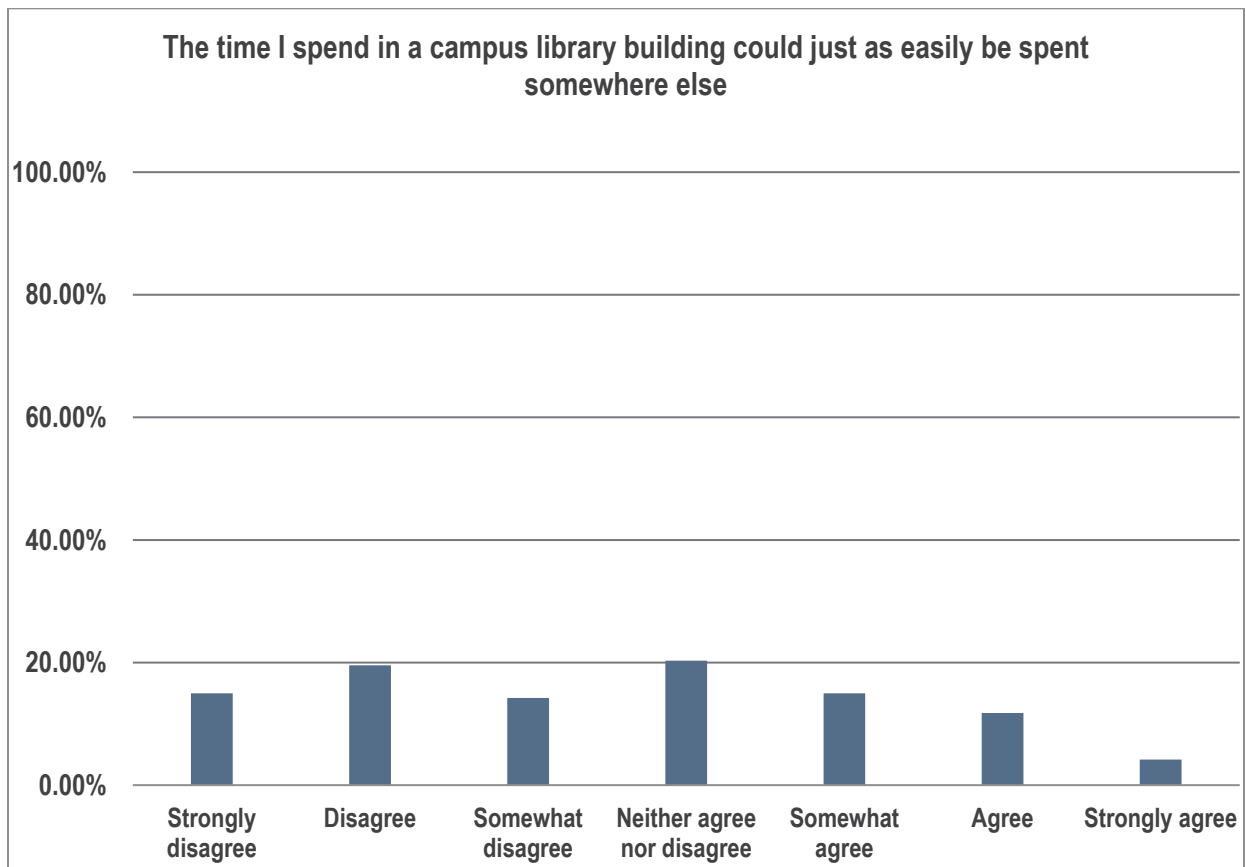|	Response	Percent
Strongly disagree	18	3.44%
Disagree	16	3.06%
Somewhat disagree	21	4.02%
Neither agree nor disagree	120	22.94%
Somewhat agree	92	17.59%
Agree	163	31.17%
Strongly agree	93	17.78%
	523	100.00%

I feel motivated to do research or work on teaching-related activities when I am in a campus library building

LSP16

The time I spend in a campus library building could just as easily be spent somewhere else

	Response	Percent
Strongly disagree	79	14.99%
Disagree	103	19.54%
Somewhat disagree	75	14.23%
Neither agree nor disagree	107	20.30%
Somewhat agree	79	14.99%
Agree	62	11.76%
Strongly agree	22	4.17%
	527	100.00%

The time I spend in a campus library building could just as easily be spent somewhere else

LSP17

I know where to ask for help when I have any questions about using technological, digital, or online tools

	Response	Percent
Strongly disagree	11	2.09%
Disagree	14	2.66%
Somewhat disagree	43	8.16%
Neither agree nor disagree	59	11.20%
Somewhat agree	103	19.54%
Agree	194	36.81%
Strongly agree	103	19.54%
	527	100.00%
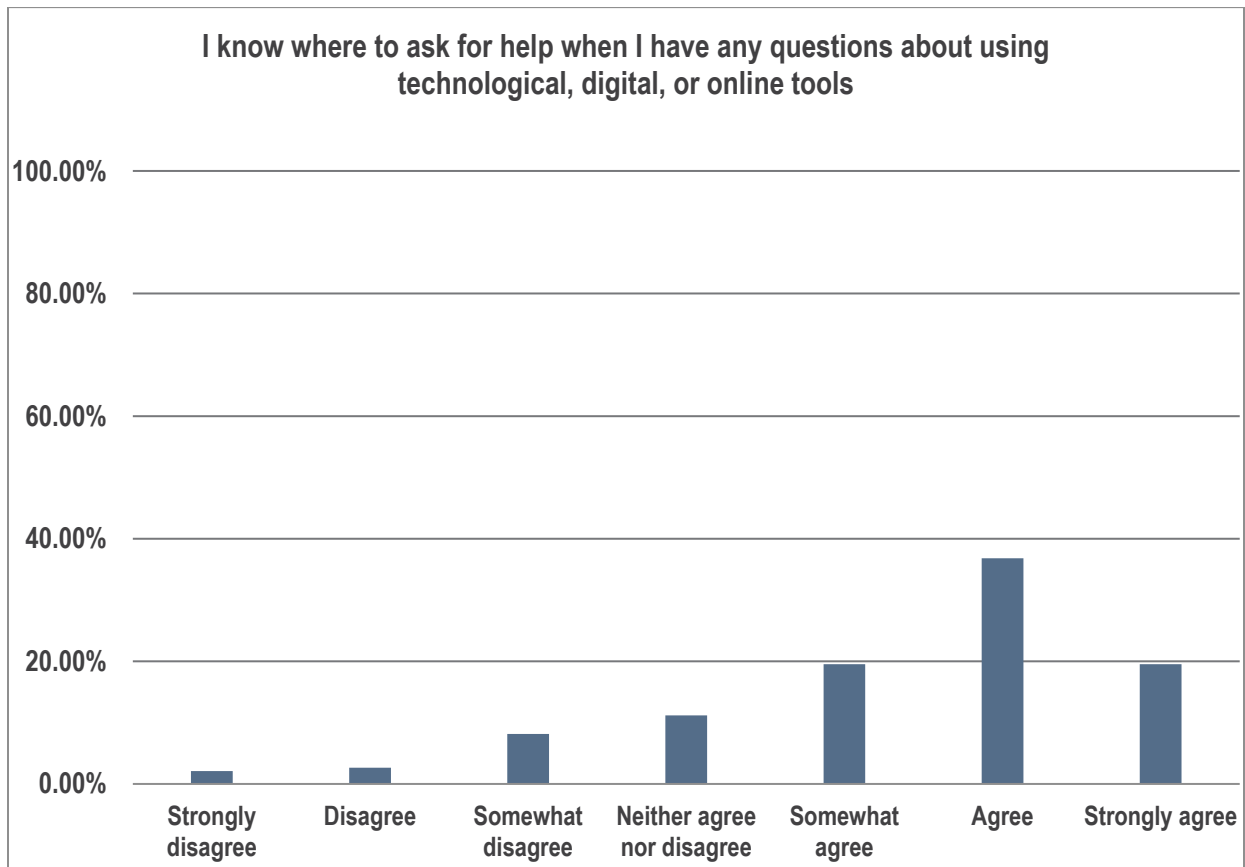
I know where to ask for help when I have any questions about using technological, digital, or online tools

LSP18

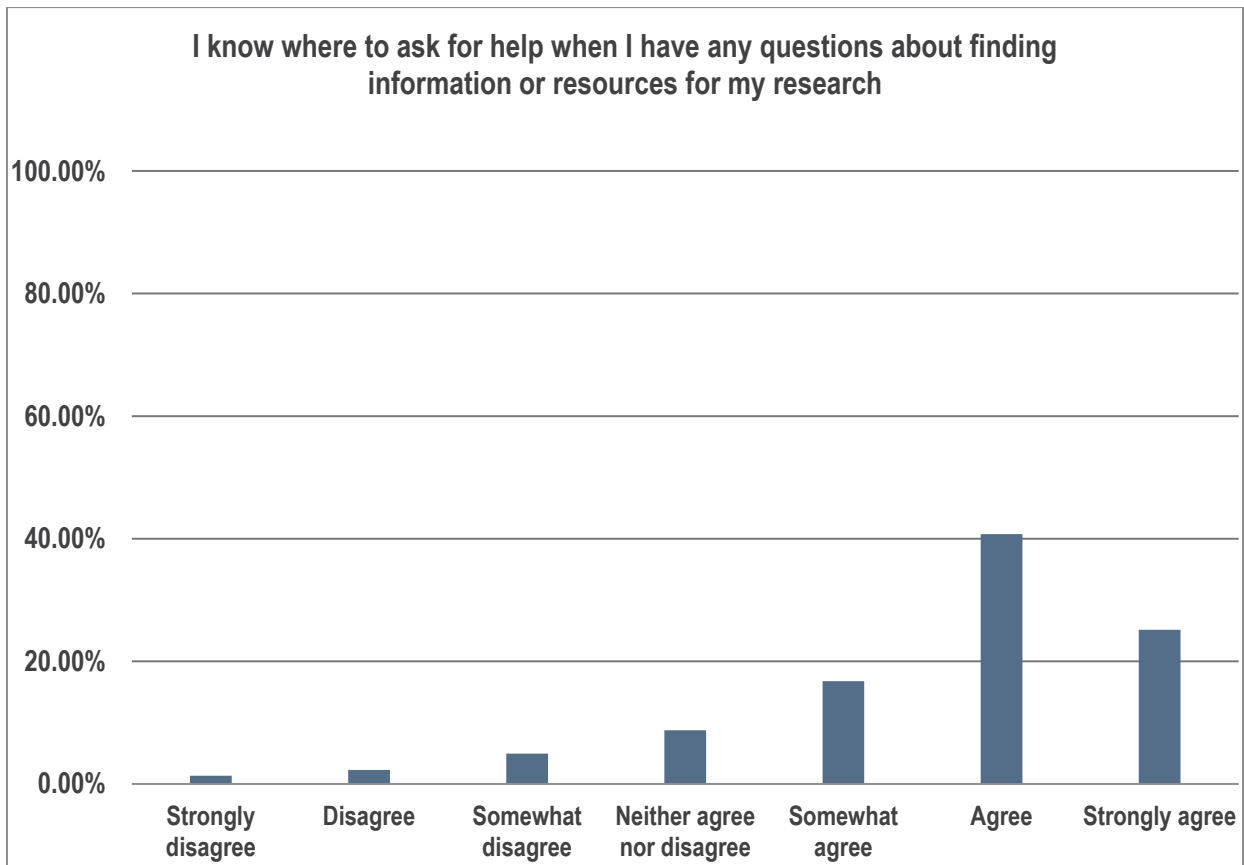I know where to ask for help when I have any questions about finding information or resources for my research

	Response	Percent
Strongly disagree	7	1.33%
Disagree	12	2.29%
Somewhat disagree	26	4.95%
Neither agree nor disagree	46	8.76%
Somewhat agree	88	16.76%
Agree	214	40.76%
Strongly agree	132	25.14%
	525	100.00%

**I know where to ask for help when I have any questions about finding information or resources for my research**

LSP19
I know where to ask for help when I have any questions about finding information or resources for my teaching

	Response	Percent
Strongly disagree	8	1.50%
Disagree	14	2.63%
Somewhat disagree	34	6.39%
Neither agree nor disagree	84	15.79%
Somewhat agree	111	20.86%
Agree	182	34.21%
Strongly agree	99	18.61%
	532	100.00%

I know where to ask for help when I have any questions about finding information or resources for my teaching
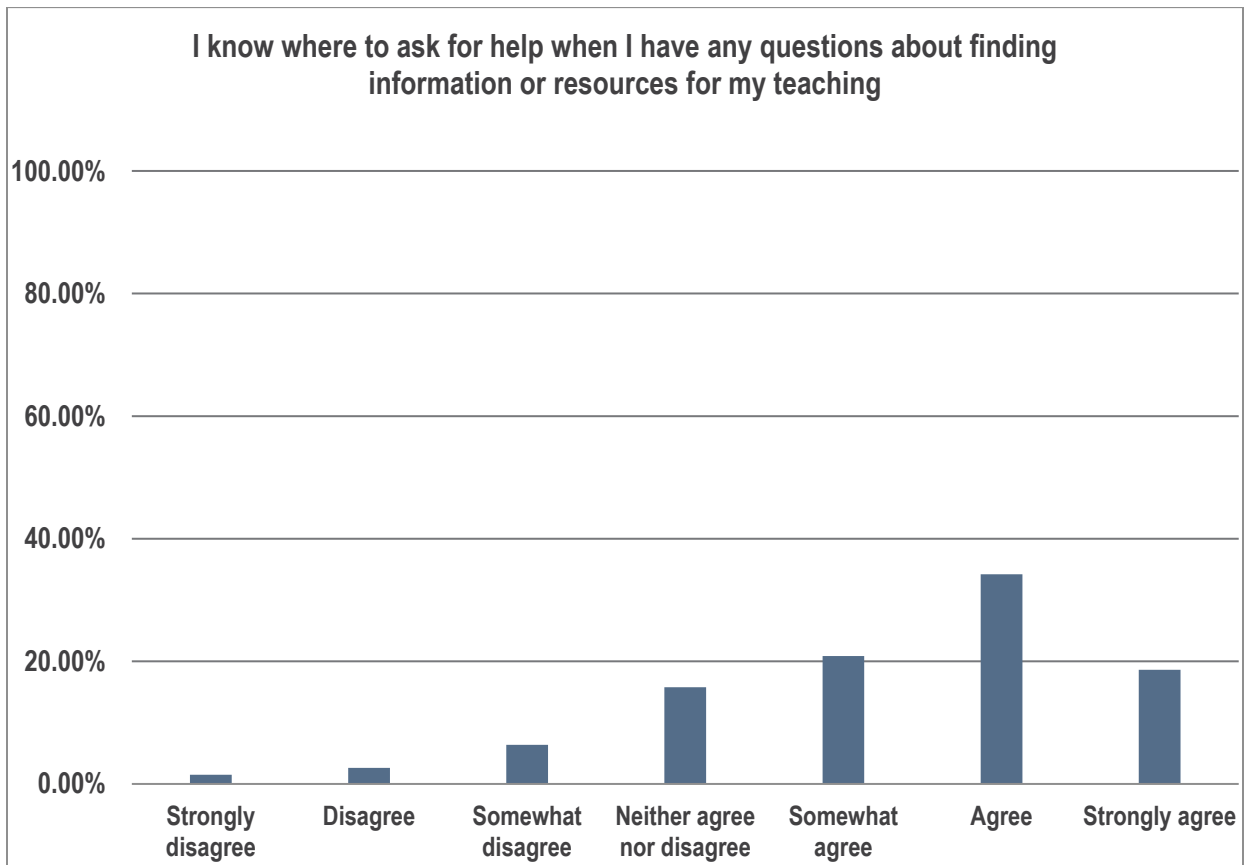
Demographic Questions

D1

For how many years have you been at your current college or university?

D2

For how many years have you been in your field?

D3

Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?

D4

Faculty members teach courses both in traditional face-to-face classroom settings and using a variety of distance education models. Do you teach courses primarily face-to-face, primarily remotely, or somewhere in between?

D5

What is your age?

D6

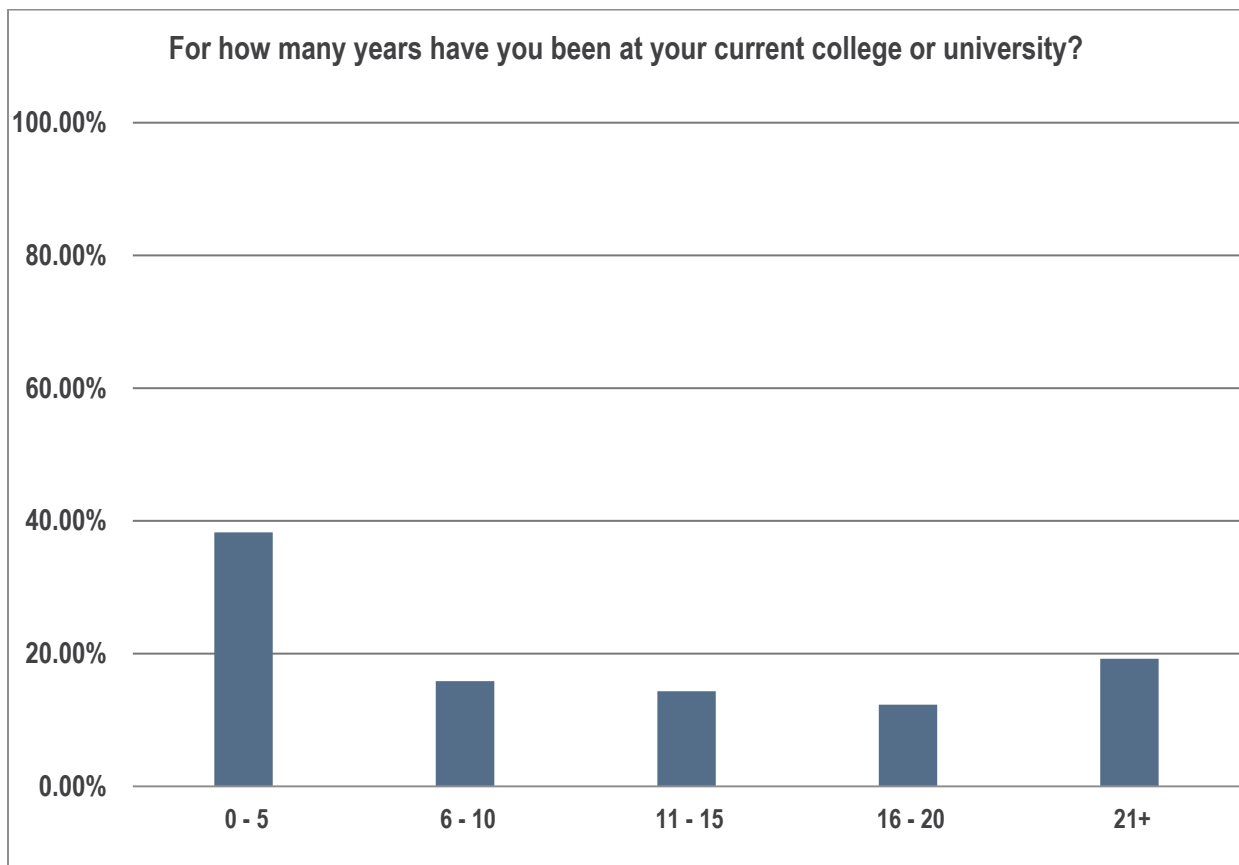With which gender identity do you most identify?

D7

What is your title or role? Please select one answer below.

D1
For how many years have you been at your current college or university?

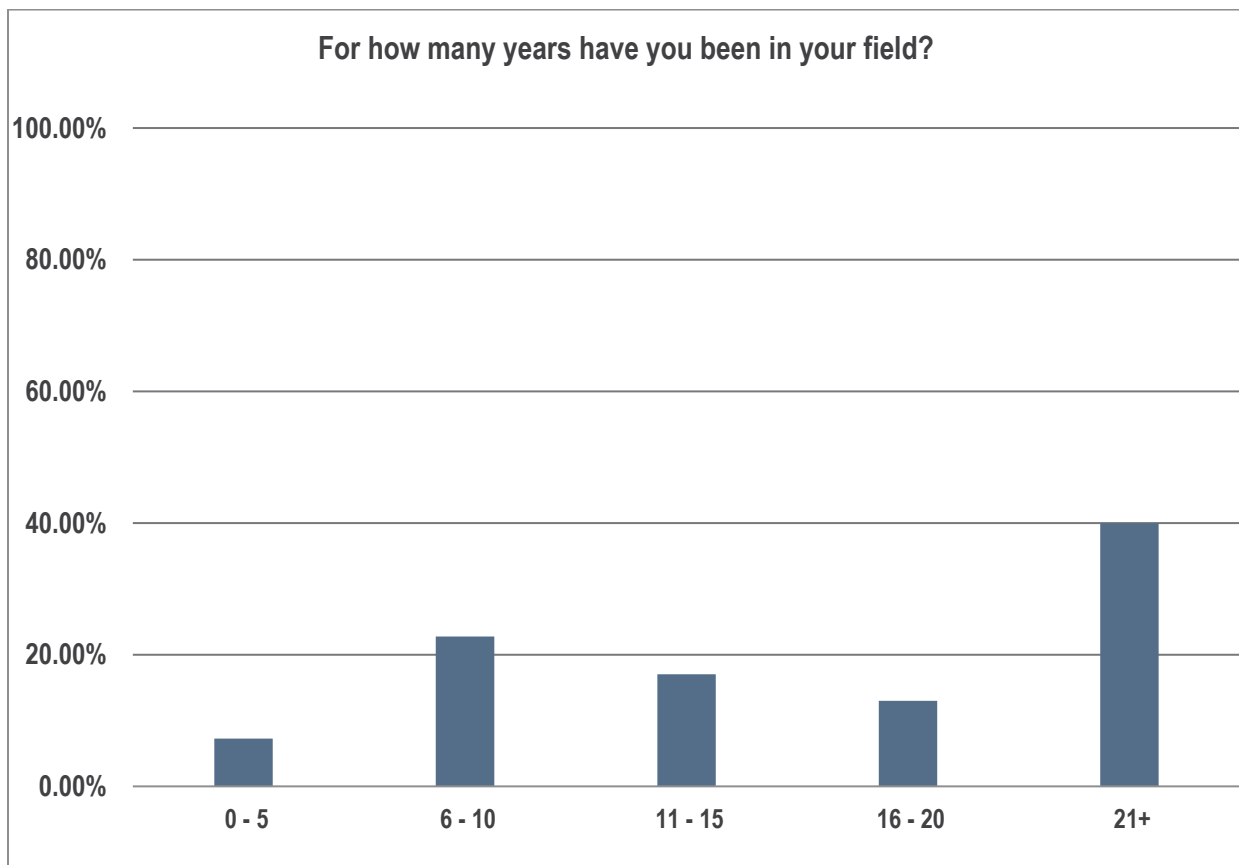|	Response	Percent
0 - 5	227	38.28%
6 - 10	94	15.85%
11 - 15	85	14.33%
16 - 20	73	12.31%
21+	114	19.22%
	593	100.00%

For how many years have you been at your current college or university?

D2
For how many years have you been in your field?

	Response	Percent
0 - 5	43	7.25%
6 - 10	135	22.77%
11 - 15	101	17.03%
16 - 20	77	12.98%
21+	237	39.97%
	593	100.00%

For how many years have you been in your field?

D3

Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?

	Response	Percent
Much more as a researcher than as a teacher	169	28.50%
Somewhat more as a researcher than as a teacher	122	20.57%
About equally as a researcher and a teacher	165	27.82%
Somewhat more as a teacher than as a researcher	57	9.61%
Much more as a teacher than as a researcher	80	13.49%
	593	100.00%
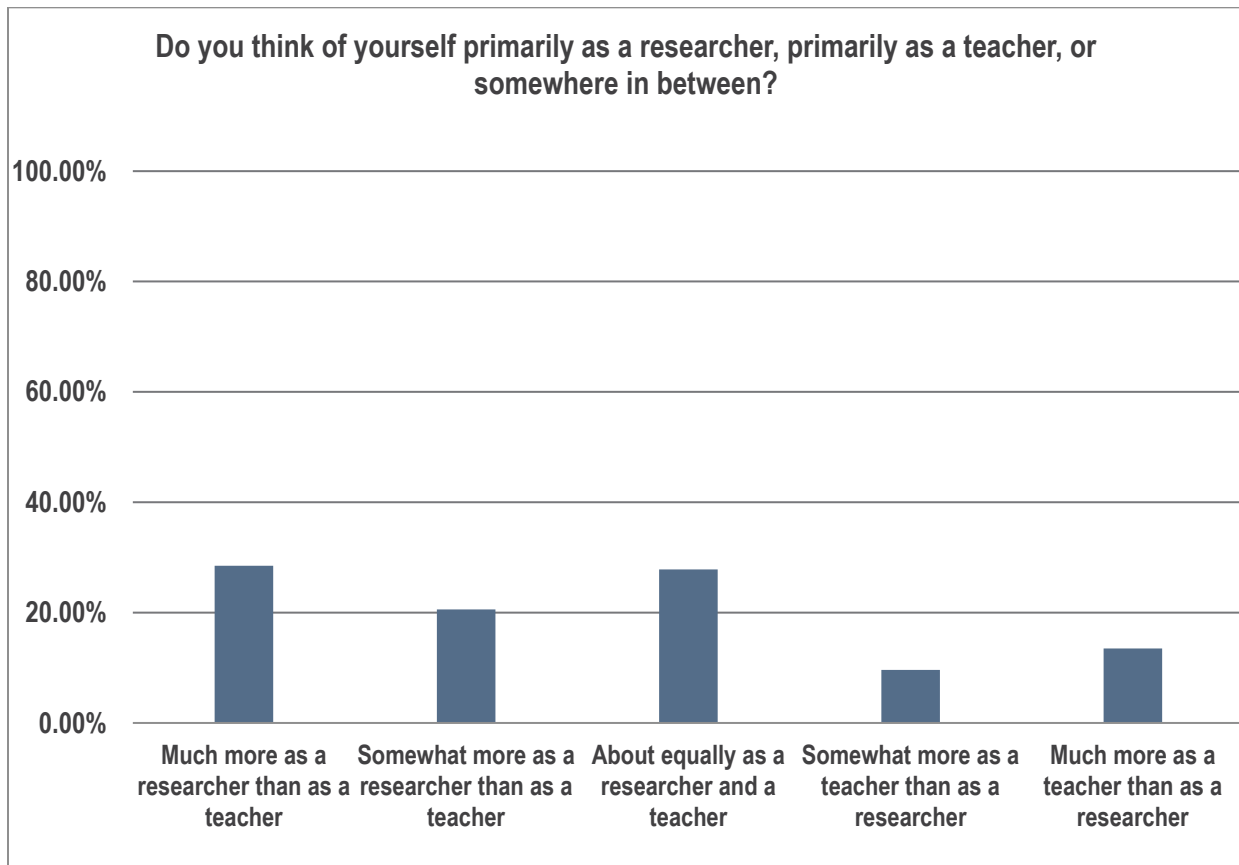
**Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?**

D4

Faculty members teach courses both in traditional face-to-face classroom settings and using a variety of distance education models. Do you teach courses primarily face-to-face, primarily remotely, or somewhere in between?

	Response	Percent
Primarily teach face-to-face	462	83.54%
About equally face-to-face and at a distance	65	11.75%
Primarily teach at a distance	26	4.70%
	553	100.00%

Do you teach courses primarily face-to-face, primarily remotely, or somewhere in between?
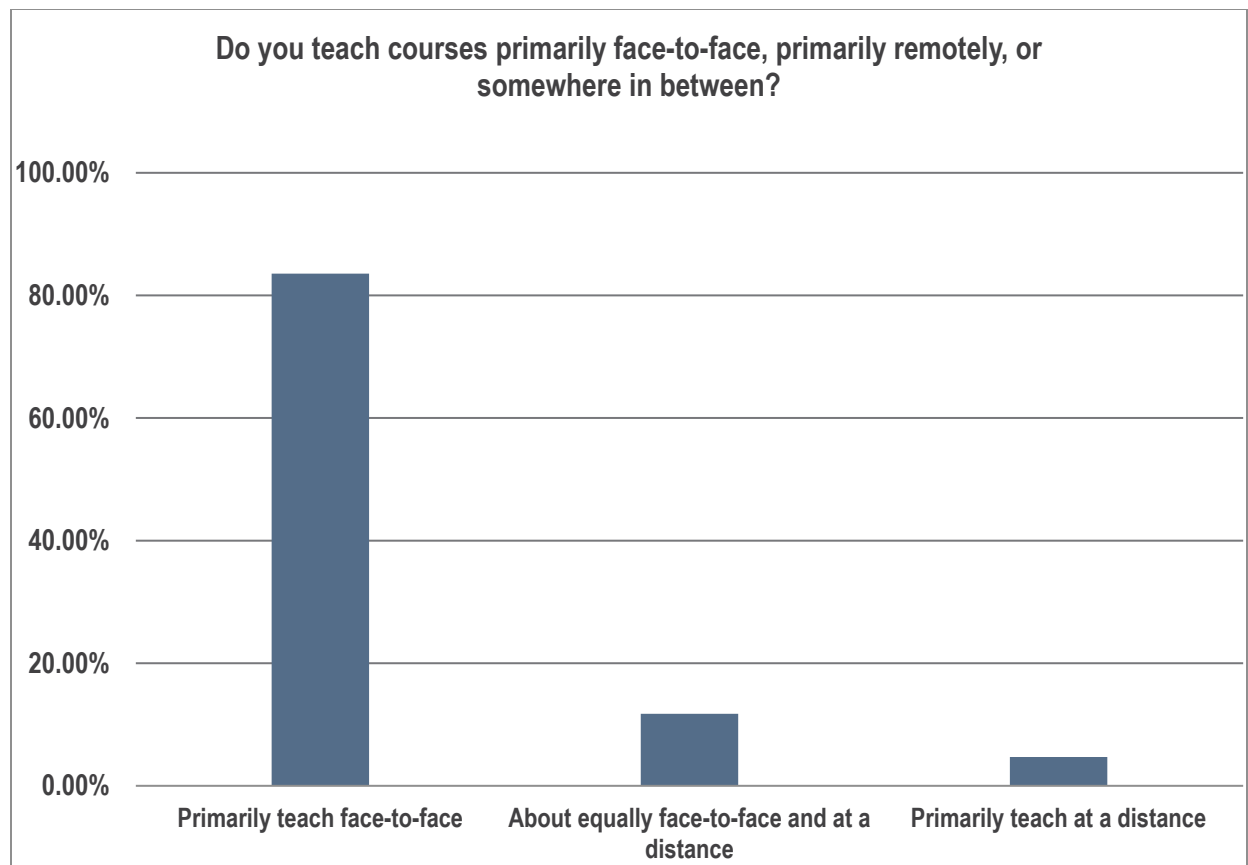
D5
What is your age?

	Response	Percent
22 to 34	117	19.97%
35 to 44	162	27.65%
45 to 54	130	22.18%
55 to 64	118	20.14%
65 and over	59	10.07%
	586	100.00%

What is your age?

D6
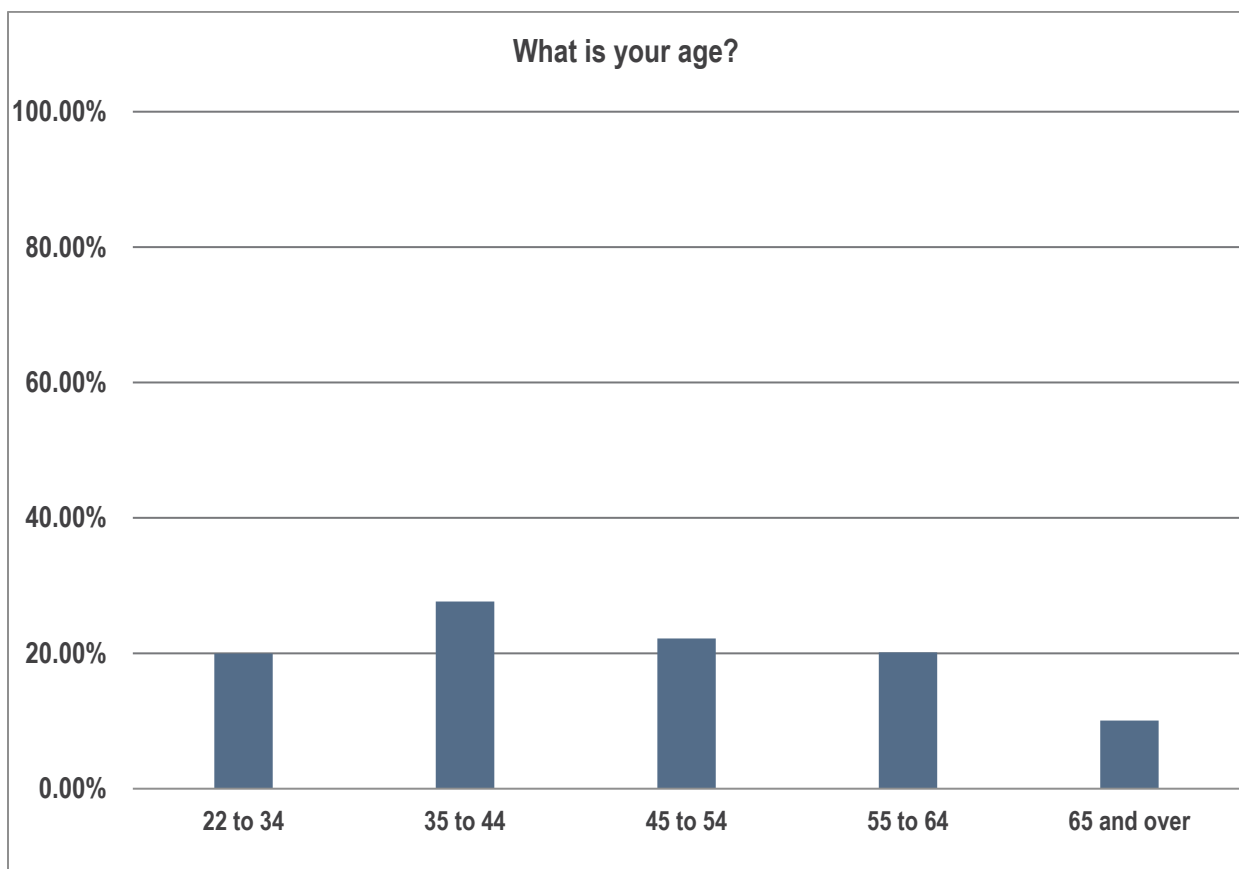
With which gender identity do you most identify?

	Response	Percent
Man	282	48.12%
Woman	277	47.27%
I don't identify as either of these, instead I identify as:	5	0.85%
I prefer not to answer this question	22	3.75%
	586	100.00%

With which gender identity do you most identify?
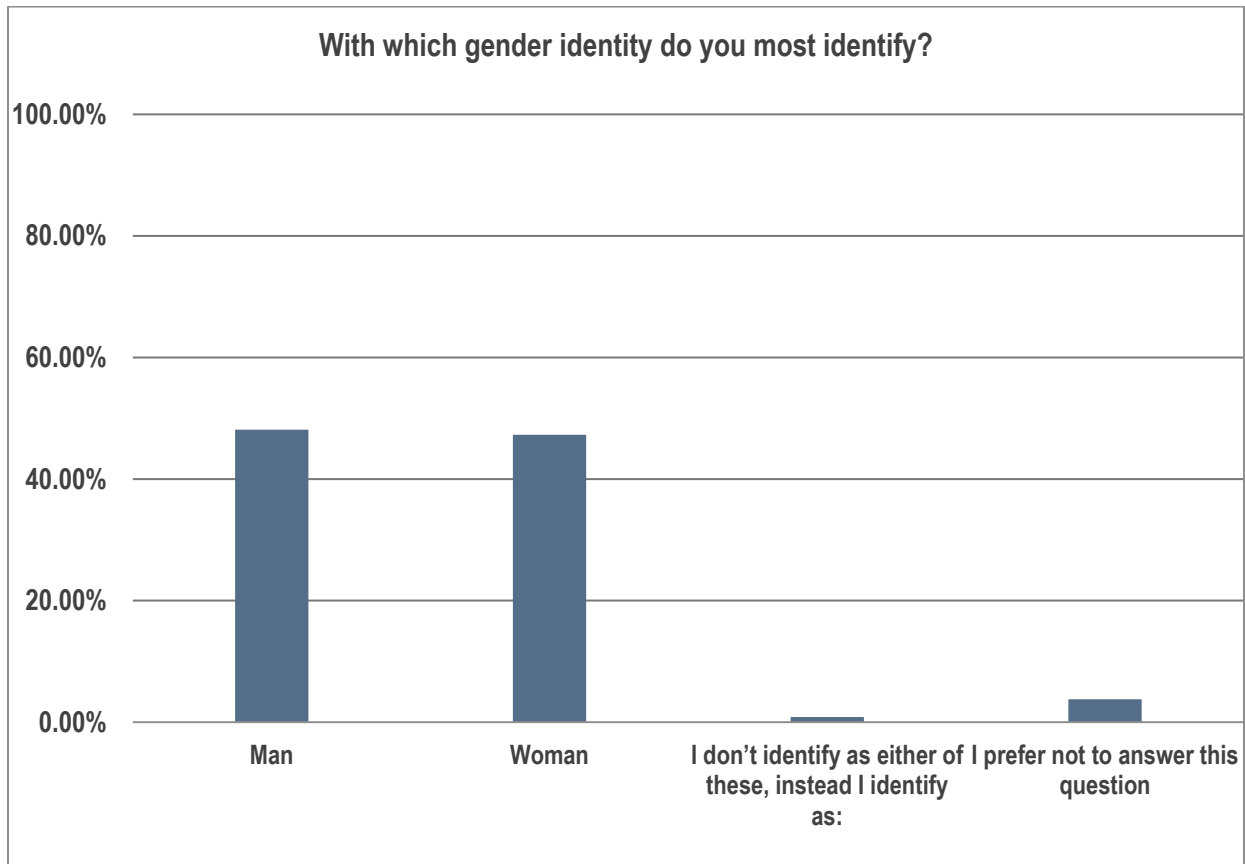
D7
What is your title or role? Please select one answer below.

	Response	Percent
Professor	140	24.05%
Associate Professor	86	14.78%
Assistant Professor	83	14.26%
Postdoc	49	8.42%
Specialized Faculty – Clinical Faculty	23	3.95%
Specialized Faculty – Teaching Faculty	16	2.75%
Specialized Faculty – Research Faculty	24	4.12%
Specialized Faculty – Instructor	9	1.55%
Specialized Faculty – Lecturer	19	3.26%
Specialized Faculty – Visiting Faculty	6	1.03%
Specialized Faculty – Other	0	0.00%
Academic Professional	54	9.28%
Civil Services	0	0.00%
Other	73	12.54%
	582	100.00%

D7
What is your title or role? Please select one answer below.

What is your title or role?

Role	Percentage
Professor	~24%
Associate Professor	~15%
Assistant Professor	~14%
Postdoc	~8%
Specialized Faculty – Clinical Faculty	~4%
Specialized Faculty – Teaching Faculty	~3%
Specialized Faculty – Research Faculty	~4%
Specialized Faculty – Instructor	~1%
Specialized Faculty – Lecturer	~3%
Specialized Faculty – Visiting Faculty	~1%
Specialized Faculty – Other	
Academic Professional	~9%
Civil Services	
Other	~12%

Embedded Data

The tables and graphs for some of these data points have been omitted from this report due to size. These data can be found in the spreadsheet of raw data.

COLLEGE

DEPT

Scopus Author ID

Scopus based h-index

COLLEGE

	Response	Percent
Agr, Consumer, & Env Sciences	40	7.07%
Applied Health Sciences	17	3.00%
Auxiliary Units	4	0.71%
Carle Illinois Medicine	2	0.35%
Center Innov in Teach Learn	1	0.18%
College of Media	14	2.47%
Division of General Studies	4	0.71%
Education	19	3.36%
Engineering	72	12.72%
Fine & Applied Arts	37	6.54%
Gies College of Business	14	2.47%
Graduate College	2	0.35%
Illinois International	2	0.35%
Law	11	1.94%
Liberal Arts & Sciences	186	32.86%
Medicine at UIUC	1	0.18%
Provost & VC Acad Affairs	3	0.53%
School of Information Sciences	24	4.24%
School of Labor & Empl. Rel.	7	1.24%
School of Social Work	2	0.35%
University Library	42	7.42%
VC Student Affairs	7	1.24%
Veterinary Medicine	20	3.53%
Vice Chanc Research Institutes	30	5.30%
Vice Chancellor for Diversity	1	0.18%
Vice Chancellor for Research	4	0.71%
	566	100.00%

DEPT

	Response	Percent
Accountancy	4	0.71%
Advertising	4	0.71%
Aerospace Engineering	3	0.53%
African American Studies	4	0.71%
Agr & Consumer Economics	4	0.71%
Agr Animal Care & Use Program	1	0.18%
Agr, Consumer, & Env Sci Admn	3	0.53%
Agricultural & Biological Engr	6	1.06%
American Indian Studies Prgrm	1	0.18%
Animal Biology	3	0.53%
Animal Sciences	8	1.41%
Anthropology	5	0.88%
Architecture	4	0.71%
Art & Design	10	1.77%
Asian American Studies	2	0.35%
Astronomy	3	0.53%
Atmospheric Sciences	2	0.35%
Beckman Institute	3	0.53%
Biochemistry	1	0.18%
Bioengineering	3	0.53%
Biotechnology Center	1	0.18%
Business Administration	6	1.06%
Business Online Programs	1	0.18%
Carle IL COM Administration	2	0.35%
Cell & Developmental Biology	1	0.18%
Center Advising & Acad Svcs	4	0.71%
Center for Global Studies	1	0.18%
Center Innov in Teach Learn	1	0.18%
Chemical & Biomolecular Engr	3	0.53%
Chemistry	20	3.53%
Civil & Environmental Eng	7	1.24%
Classics	5	0.88%
College of Media Admin	1	0.18%
Communication	3	0.53%
Comparative & World Literature	3	0.53%
Comparative Biosciences	8	1.41%
Computer Science	5	0.88%
Cooperative Extension	1	0.18%
Coordinated Science Lab	4	0.71%
Council Teacher Ed Admin	1	0.18%

	Response	Percent
Counseling Center	3	0.53%
Crop Sciences	4	0.71%
Curriculum and Instruction	4	0.71%
Dance	1	0.18%
Disability Res & Educ Svcs	1	0.18%
Division of Animal Resources	1	0.18%
E. Asian Languages & Cultures	1	0.18%
Economics	2	0.35%
Educ Policy, Orgzn & Leadrshp	3	0.53%
Educational Psychology	4	0.71%
Electrical & Computer Eng	6	1.06%
Engineering Administration	4	0.71%
English	28	4.95%
Entomology	4	0.71%
Finance	2	0.35%
Fine & Applied Arts Admin	1	0.18%
Food Science & Human Nutrition	4	0.71%
French and Italian	5	0.88%
Gender and Women's Studies	1	0.18%
Geography & Geographic InfoSci	1	0.18%
Geology	5	0.88%
Germanic Languages & Lit	2	0.35%
Gies Undergraduate Affairs	1	0.18%
Graduate Admin	2	0.35%
History	8	1.41%
Housing Division	4	0.71%
Human Dvlpmt & Family Studies	3	0.53%
IL Natural History Survey	6	1.06%
IL State Geological Survey	3	0.53%
IL Sustainable Technology Ctr	1	0.18%
Illinois Leadership Center	1	0.18%
Inclusion & Intercultural Rels	1	0.18%
Industrial&Enterprise Sys Eng	4	0.71%
Information Sciences	24	4.24%
Information Trust Institute	1	0.18%
Inst for Sustain, Enrgy, & Env	2	0.35%
Institute for Genomic Biology	10	1.77%
Intensive English Institute	1	0.18%
Internal Medicine	1	0.18%
Journalism	4	0.71%
Kinesiology & Community Health	7	1.24%
Krannert Art Museum	1	0.18%

	Response	Percent
Landscape Architecture	2	0.35%
LAS Administration	1	0.18%
Latin American & Carib Studies	1	0.18%
Latina/Latino Studies	2	0.35%
Law	11	1.94%
Library	33	5.83%
Library Admin	3	0.53%
Library Collections/Support	3	0.53%
Library Research & Publication	2	0.35%
Linguistics	7	1.24%
Materials Science & Engineerng	5	0.88%
Mathematics	9	1.59%
Mechanical Sci & Engineering	9	1.59%
Media and Cinema Studies	5	0.88%
Micro and Nanotechnology Lab	1	0.18%
Microbiology	2	0.35%
Molecular & Integrative Physl	4	0.71%
Mortenson Cntr Int'l Lib Prgms	1	0.18%
Music	10	1.77%
Natural Res & Env Sci	7	1.24%
Nuclear, Plasma, & Rad Engr	5	0.88%
Office of Dean of Students	1	0.18%
Pathobiology	5	0.88%
Philosophy	2	0.35%
Physics	15	2.65%
Plant Biology	3	0.53%
Political Science	8	1.41%
Provost/VCAA Admin	2	0.35%
Psychology	12	2.12%
Recreation, Sport and Tourism	5	0.88%
Religion	1	0.18%
Sch Earth, Soc, Environ Admin	1	0.18%
School of Chemical Sciences	1	0.18%
School of Integrative Biology	1	0.18%
School of Labor & Empl. Rel.	7	1.24%
School of Molecular & Cell Bio	1	0.18%
School of Social Work	2	0.35%
Slavic Languages & Literature	2	0.35%
Sociology	4	0.71%
Spanish and Portuguese	8	1.41%
Special Education	7	1.24%
Speech & Hearing Science	4	0.71%

	Response	Percent
Statistics	3	0.53%
Supercomputing Applications	5	0.88%
The Career Center	1	0.18%
Theatre	5	0.88%
University Laboratory HS	1	0.18%
Urban & Regional Planning	3	0.53%
Vet Clinical Medicine	7	1.24%
Vice Chancellor for Diversity	1	0.18%
Vice Chancellor-Research	1	0.18%
	566	100.00%

Scopus base h-index (Restricted Access)