

September 2022

US National Faculty Survey 2021: Doctoral Universities - Very High Research Activity

Report of Findings

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Overview

The Ithaka S+R US Faculty Survey has tracked the changing research, teaching, and publishing practices of faculty members within higher education on a triennial basis since 2000. The project aims to provide actionable findings to help four-year colleges and universities, among other relevant stakeholders such as scholarly publishers and academic libraries, make evidence-based decisions for their strategic planning. This report covers the findings from the eighth cycle of the Ithaka S+R Faculty Survey, which we fielded in the fall of 2021, and includes unweighted responses from faculty members at Doctoral Universities (Very High Research Activity). In total, 2,518 respondents from institutions within this Carnegie Classification completed the survey.¹ The questionnaire covers topics in several key thematic areas, including: how faculty members discover and access materials for research; data preservation and management behaviors and needs; scholarly communication practices and use of relevant support services; research dissemination; equitable and holistic teaching practices; perspectives on scholarly outputs and open access models and the perceived role and value of the library.

A public report covering the overall findings is available on the [Ithaka S+R website](#). Datasets from the 2006, 2009, 2012, 2015, and 2018 cycles of the US Faculty Survey have been deposited with ICPSR for long-term preservation and access.² This report is not to be distributed or cited outside of your college or university.

How to interpret the findings

For each question in the Ithaka S+R US Faculty 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 Survey and Research Operations Analyst, at nicole.betancourt@ithaka.org.

¹ This report covers results from completed surveys and does not include an overview of partially completed responses.

² Datasets from Ithaka S+R's series of surveys may be found at <http://www.icpsr.umich.edu/icpsrweb/ICPSR/series/226/studies>.

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 scale 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."

Please note: the phrase "scholarly monograph," which appears in this question and in other questions throughout this survey, refers to a single volume book for an academic audience often authored by a single scholar.

Q4

[Contingent on respondent selecting between 8-10 in Q3 for 'print versions' and 'electronic versions' items]

Below is a list of ways you may use a scholarly monograph. Please think about performing each of these activities with a scholarly monograph in print format or in digital format and use the scales below to indicate how much easier or harder it is 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/or 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

You indicated the following are among your professional responsibilities. In a typical week, **approximately** how many hours do you spend on each of the following activities? **[Items contingent on respondent selecting “yes” to the following items from Q7, those items are pulled forward to this question]**

Q9

You previously indicated you are currently performing the following activities. When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, contract renewal, or annual review, do you think that the amount of consideration given to each of the following activities is too much, too little, or about right? **[Items contingent on respondent selecting “yes” to any item in Q7, those items are pulled forward to this question]**

Q10

[Contingent on respondent selecting “yes” to conducting academic research in Q7]

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

Q11

[Contingent on respondent selecting “yes” to conducting academic research in Q7]

Which of the following **best describes** the types of research data or evidence you build up, generate, and/or collect for your own research? Please do not include re-use of pre-existing data and/or sources that were collected or generated by someone else. Please select all that apply:

Q12

[Contingent on respondent selecting “yes” to conducting academic research in Q7]

You may have the opportunity to share your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared your scholarly research in each of the following ways in the past five years.

Q13

[Contingent on respondent selecting “yes” to conducting academic research in Q7]

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

Q14

[Contingent on respondent selecting “yes” to conducting academic research in Q7]

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

Q15

[Contingent on respondent selecting between 8 - 10 for “I would be happy to see the traditional subscription-based publication model replaced entirely by an open access publication system in which all research outputs would be freely available to the public” item in Q14]

You previously indicated you would be happy to see the traditional subscription-based publication model(s) replaced entirely by an open access publication system in which all scholarly research outputs would be freely available to the public. What payment model would you most prefer under an open access publication system? Please select all that apply:

Q16

[Contingent on respondent selecting “yes” to conducting academic research in Q7]

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?

Q17

[Contingent on respondent selecting “yes” to conducting academic research in Q7]

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]

Q18

[Contingent on respondent selecting “yes” to conducting academic research in Q7]

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

Q19

[Contingent on respondent selecting “often” or “occasionally” to any items in Q12, those items are pulled forward to this question]

Are your research publications and/or products **freely available online** through your institution’s repository, a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each item listed below, please select all hosting sources that apply.

Q20

[Contingent on respondent selecting “yes” to conducting academic research in Q7]

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, NEA, etc.)?

Q21

[Contingent on respondent selecting “often” or “occasionally” to any items in Q12, those items are pulled forward to this question]

In a previous question, you indicated that you share your research in the following research product(s). When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, contract renewal, or annual review, how much recognition should you receive for these research products compared to traditional research publications such as journal articles and scholarly books?

Q22

[Contingent on respondent selecting one or more forms of research data or evidence in Q11]

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

Q23

[Contingent on respondent selecting one or more forms of research data or evidence in Q11]

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. [10 = extremely valuable; 1 = not at all valuable]

Q24

[Contingent on respondent selecting one or more forms of research data or evidence in Q11]

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.

Q25

[Contingent on respondent selecting one or more forms of research data or evidence in Q11]

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

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

Q28

[Contingent on respondent selects “yes” to teaching undergraduate and/or graduate course(s) in Q7]

Please select which types of courses you have taught in the last 2 years:

Q29

[Contingent on respondent selecting “lower division” or “upper division” in Q28]

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

Q30

[Respondent has taught any type of course in the last 2 years selected in Q28]

Does your college or university library, instructional designer, teaching and learning center, or another service provider assist you with any of the following aspects of instruction?

Q31

[Respondent has taught any type of course in the last 2 years selected in Q28]

How valuable do you find support from your **college or university library** for each of the following aspects of instruction, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]

Q32

[Respondent has taught any type of course in the last 2 years selected in Q28]

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

Q33

[Respondent has taught any type of course in the last 2 years selected in Q28]

Please note: 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.

Which, if any, of the following open educational resources have you created and/or used in your courses?
Please check all that apply.

Q34

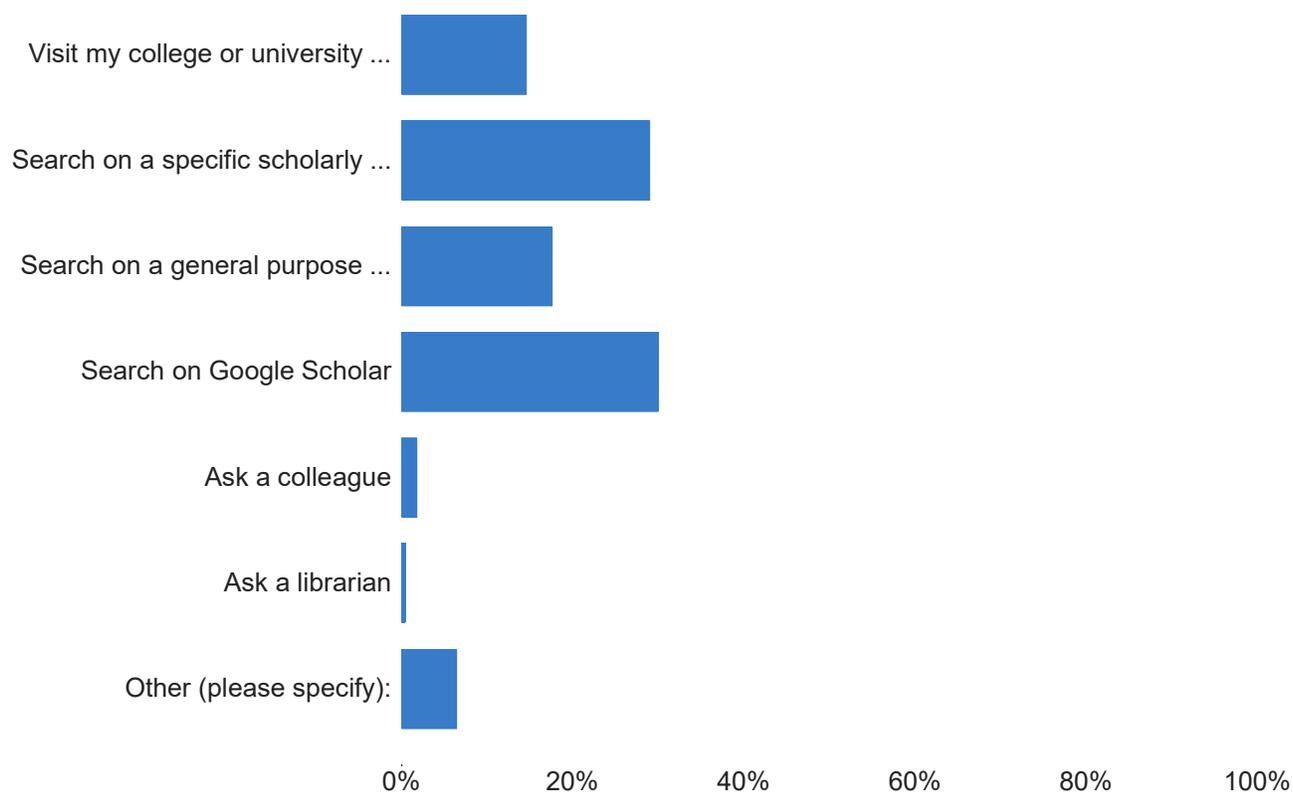
[Respondent has taught any type of course in the last 2 years selected in Q28]

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

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

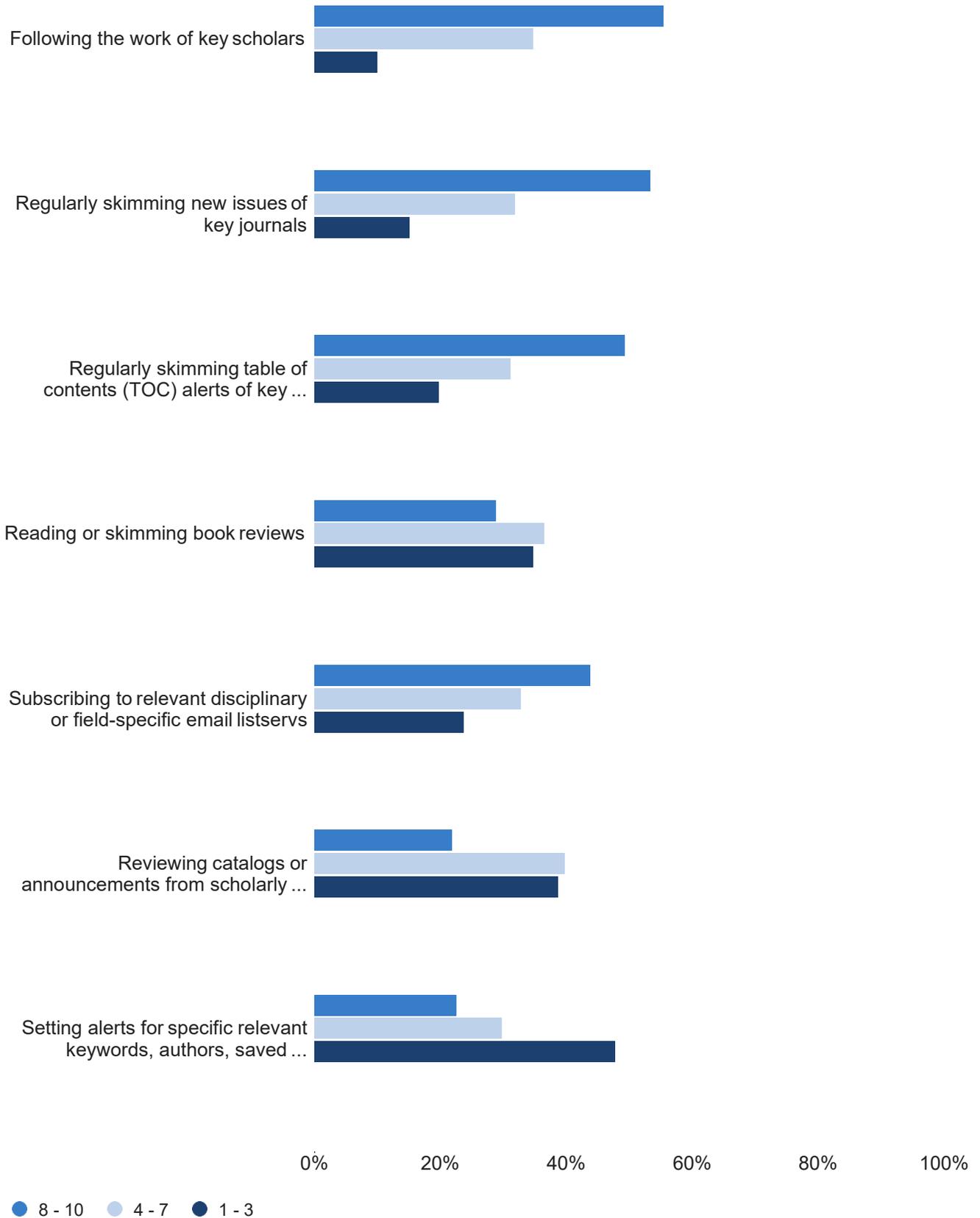
Visit my college or university library's website or online catalog	14.55%	366
Search on a specific scholarly database (e.g., EBSCOhost, JSTOR, PubMed, Web of Science)	29.01%	730
Search on a general purpose search engine (e.g., Google, Worldcat)	17.65%	444
Search on Google Scholar	30.01%	755
Ask a colleague	1.83%	46
Ask a librarian	0.48%	12
Other (please specify):	6.48%	163
Total		2516

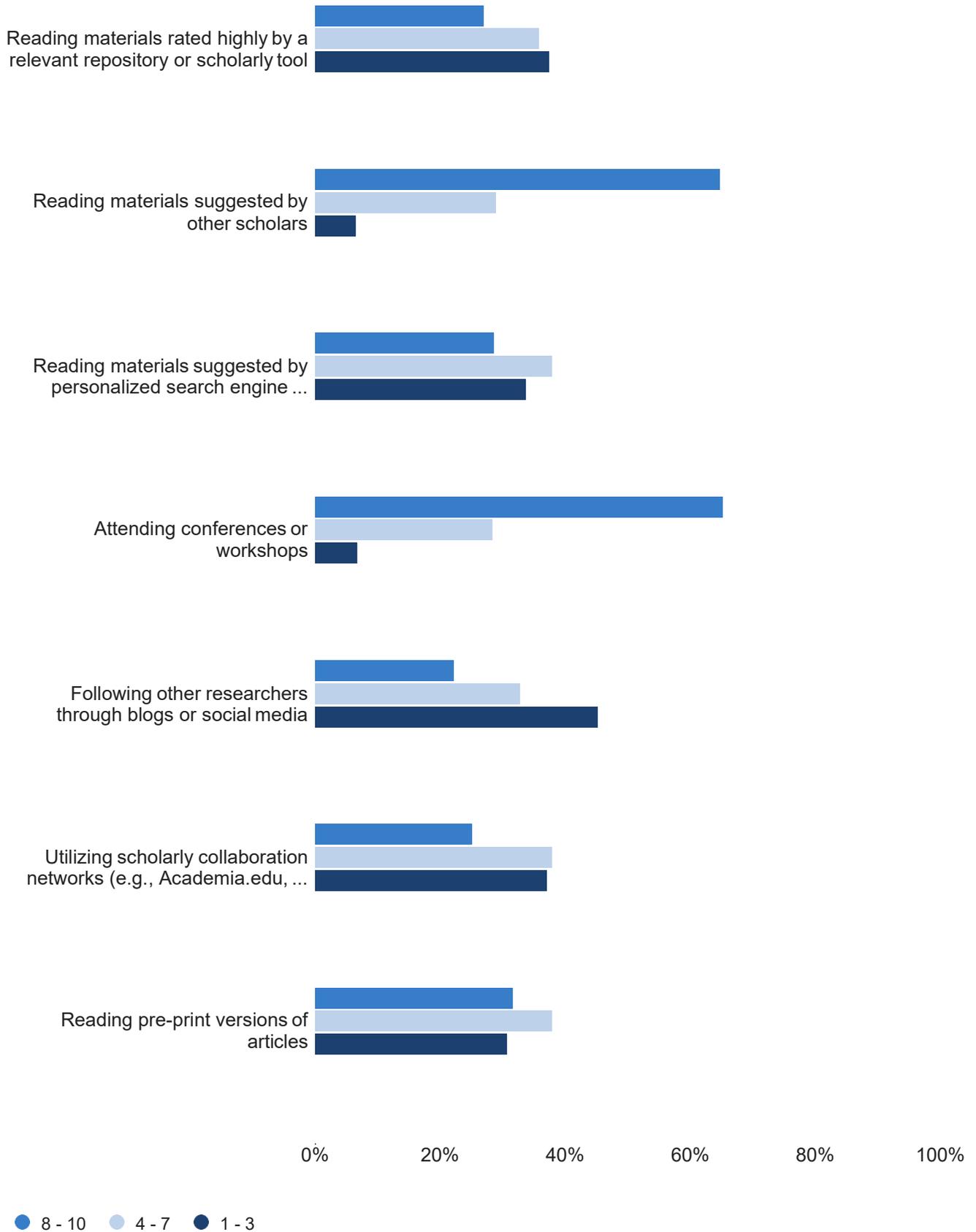


Q2 - You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field. [10 = extremely important;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

Response	8 – 10	4 - 7	1 - 3	Total
Following the work of key scholars	1,377	863	248	2488
Regularly skimming new issues of key journals	1,325	790	373	2488
Regularly skimming table of contents (TOC) alerts of key journals	1,229	776	491	2496
Reading or skimming book reviews	714	905	861	2480
Subscribing to relevant disciplinary or field-specific email listservs	1,086	812	587	2485
Reviewing catalogs or announcements from scholarly publishers	542	987	961	2490
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	557	736	1,182	2475
Reading materials rated highly by a relevant repository or scholarly tool	666	887	926	2479
Reading materials suggested by other scholars	1,616	721	160	2497
Reading materials suggested by personalized search engine recommendations	709	940	837	2486
Attending conferences or workshops	1,622	704	166	2492
Following other researchers through blogs or social media	550	811	1,121	2482
Utilizing scholarly collaboration networks (e.g., Academia.edu, ResearchGate)	623	941	920	2484
Reading pre-print versions of articles	782	935	758	2475

Response	8 - 10	4 - 7	1 - 3
Following the work of key scholars	55.35%	34.69%	9.97%
Regularly skimming new issues of key journals	53.26%	31.75%	14.99%
Regularly skimming table of contents (TOC) alerts of key journals	49.24%	31.09%	19.67%
Reading or skimming book reviews	28.79%	36.49%	34.72%
Subscribing to relevant disciplinary or field-specific email listservs	43.70%	32.68%	23.62%
Reviewing catalogs or announcements from scholarly publishers	21.77%	39.64%	38.59%
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	22.51%	29.74%	47.76%
Reading materials rated highly by a relevant repository or scholarly tool	26.87%	35.78%	37.35%
Reading materials suggested by other scholars	64.72%	28.87%	6.41%
Reading materials suggested by personalized search engine recommendations	28.52%	37.81%	33.67%
Attending conferences or workshops	65.09%	28.25%	6.66%
Following other researchers through blogs or social media	22.16%	32.68%	45.17%
Utilizing scholarly collaboration networks (e.g., Academia.edu, ResearchGate)	25.08%	37.88%	37.04%
Reading pre-print versions of articles	31.60%	37.78%	30.63%

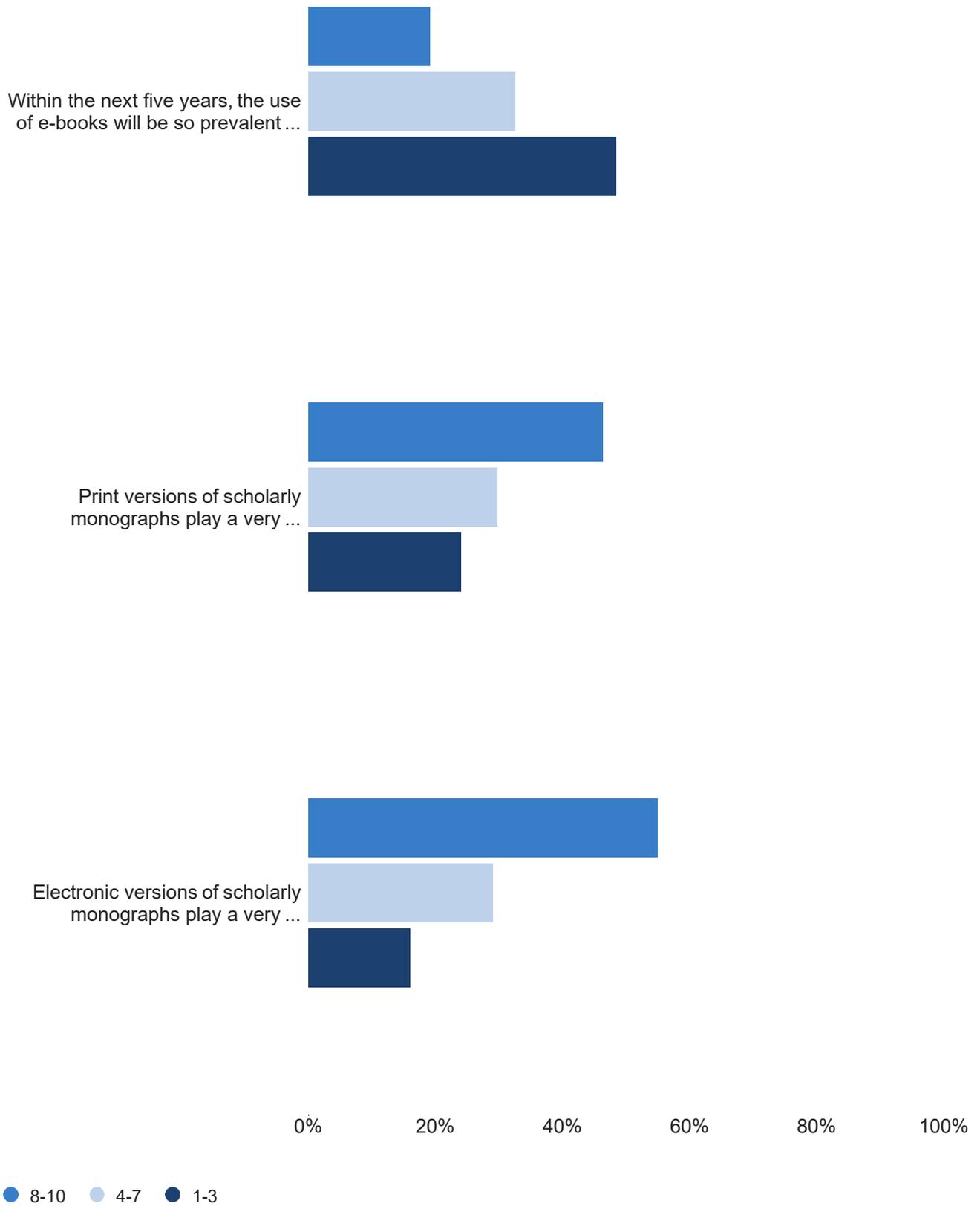




Q3 - Please use the 10 to 1 scales below to indicate how well each statement describes your point of view – a 10 equals "Extremely well" and a 1 equals "Not at all well." Please note: the phrase "scholarly monograph," which appears in this question and in other questions throughout this survey, refers to a single volume book for an academic audience often authored by a single scholar. [10 = extremely well; 1 = not at all well]

Response	8-10	4-7	1-3	Total
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.	479	814	1,211	2504
Print versions of scholarly monographs play a very important role in my research and teaching	1,159	744	602	2505
Electronic versions of scholarly monographs play a very important role in my research and teaching	1,379	728	402	2509

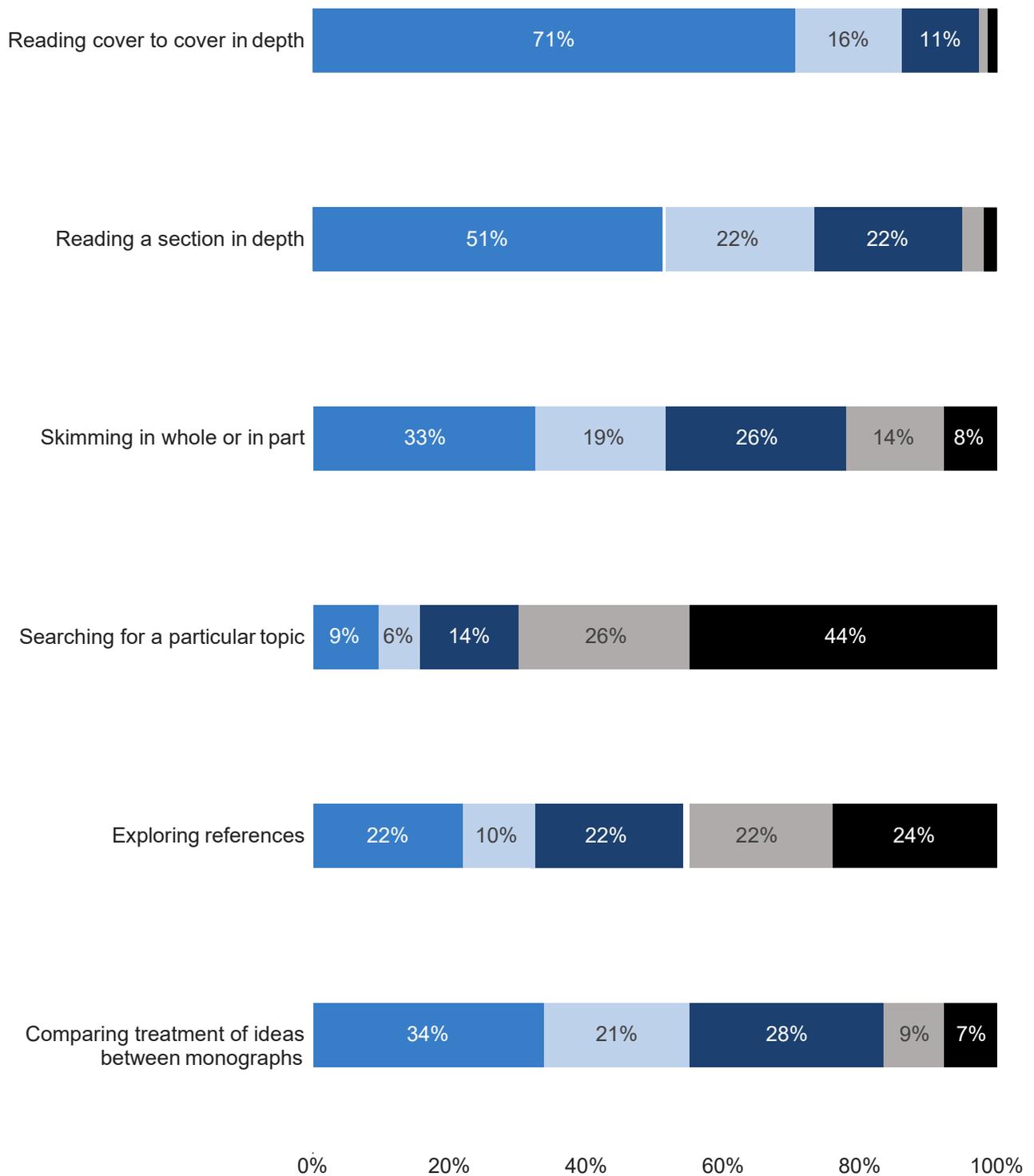
Response	8-10	4-7	1-3
Within the next five years, the use of e-books will be so prevalent among faculty and students that it will not be necessary to maintain library collections of hard-copy books.	19.13%	32.51%	48.36%
Print versions of scholarly monographs play a very important role in my research and teaching	46.27%	29.70%	24.03%
Electronic versions of scholarly monographs play a very important role in my research and teaching	54.96%	29.02%	16.02%



Q4 - Below is a list of ways you may use a scholarly monograph. Please think about performing each of these activities with a scholarly monograph in print format or in digital format, and use the scales below to indicate how much easier or harder it is to perform each activity in print or digital format. Please select one answer for each item.

Response	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	Total
Reading cover to cover in depth	486	107	78	9	9	689
Reading a section in depth	353	153	150	22	13	691
Skimming in whole or in part	227	132	178	96	56	689
Searching for a particular topic	65	43	99	178	304	689
Exploring references	151	68	153	150	166	688
Comparing treatment of ideas between monographs	231	147	194	62	51	685

Response	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
Reading cover to cover in depth	70.54%	15.53%	11.32%	1.31%	1.31%
Reading a section in depth	51.09%	22.14%	21.71%	3.18%	1.88%
Skimming in whole or in part	32.95%	19.16%	25.83%	13.93%	8.13%
Searching for a particular topic	9.43%	6.24%	14.37%	25.83%	44.12%
Exploring references	21.95%	9.88%	22.24%	21.80%	24.13%
Comparing treatment of ideas between monographs	33.72%	21.46%	28.32%	9.05%	7.45%

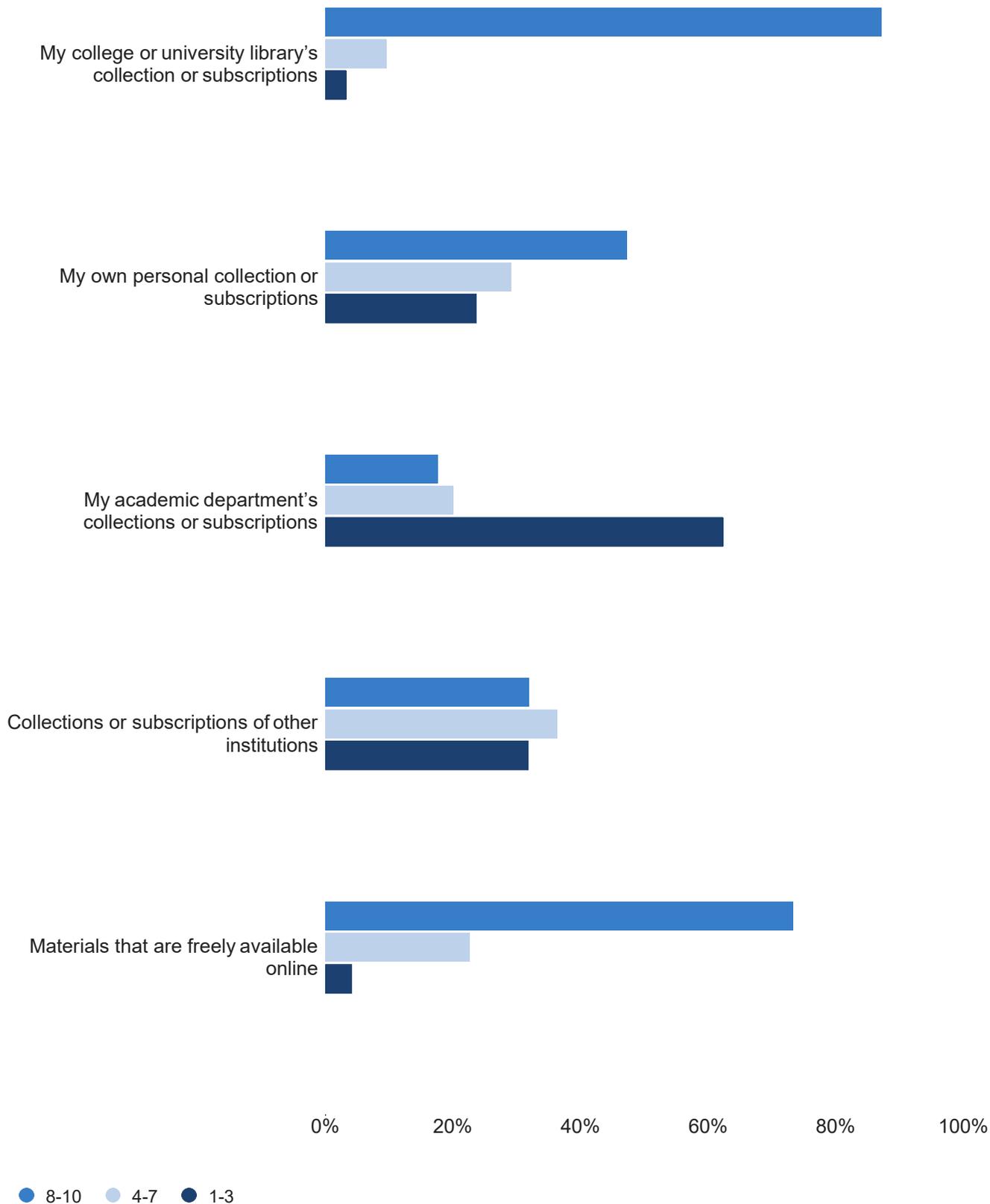


- Much easier in print format than digital
- Somewhat easier in print format than digital
- About the same in print and digital format
- Somewhat easier in digital format than print
- Much easier in digital format than print

Q5 - When you think about the journal articles and/or 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]

Response	8-10	4-7	1-3	Total
My college or university library's collection or subscriptions	2,186	240	84	2510
My own personal collection or subscriptions	1,182	730	593	2505
My academic department's collections or subscriptions	439	499	1,550	2488
Collections or subscriptions of other institutions	795	906	792	2493
Materials that are freely available online	1,833	566	104	2503

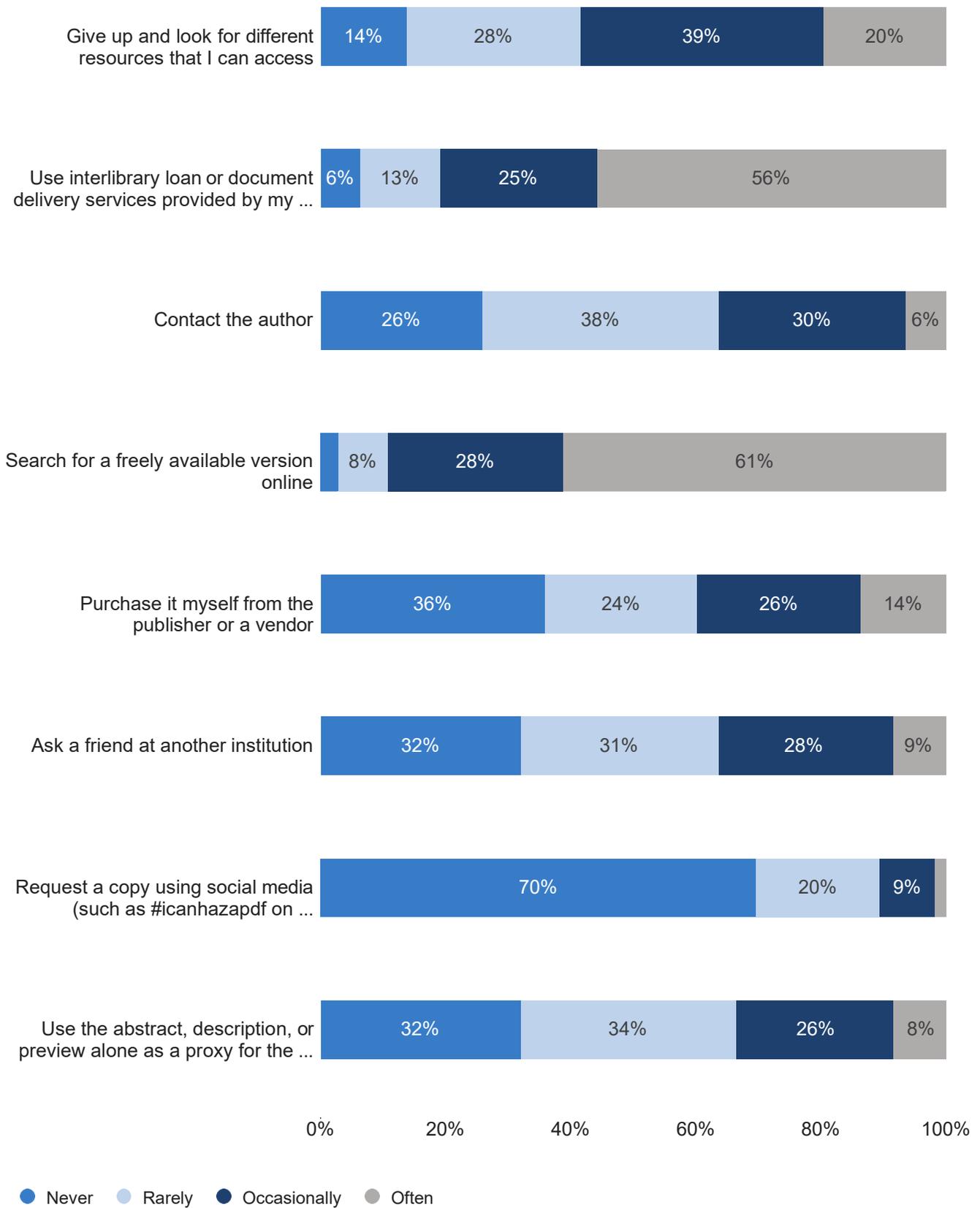
Response	8-10	4-7	1-3
My college or university library's collection or subscriptions	87.09%	9.56%	3.35%
My own personal collection or subscriptions	47.19%	29.14%	23.67%
My academic department's collections or subscriptions	17.64%	20.06%	62.30%
Collections or subscriptions of other institutions	31.89%	36.34%	31.77%
Materials that are freely available online	73.23%	22.61%	4.16%



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?

Response	Never	Rarely	Occasionally	Often	Total
Give up and look for different resources that I can access	344	691	969	489	2493
Use interlibrary loan or document delivery services provided by my library	159	321	628	1,404	2512
Contact the author	645	943	744	162	2494
Search for a freely available version online	71	198	704	1,534	2507
Purchase it myself from the publisher or a vendor	896	609	652	343	2500
Ask a friend at another institution	797	784	689	222	2492
Request a copy using social media (such as #icanhazapdf on Twitter, etc.)	1,739	492	220	45	2496
Use the abstract, description, or preview alone as a proxy for the full resource	797	862	640	200	2499

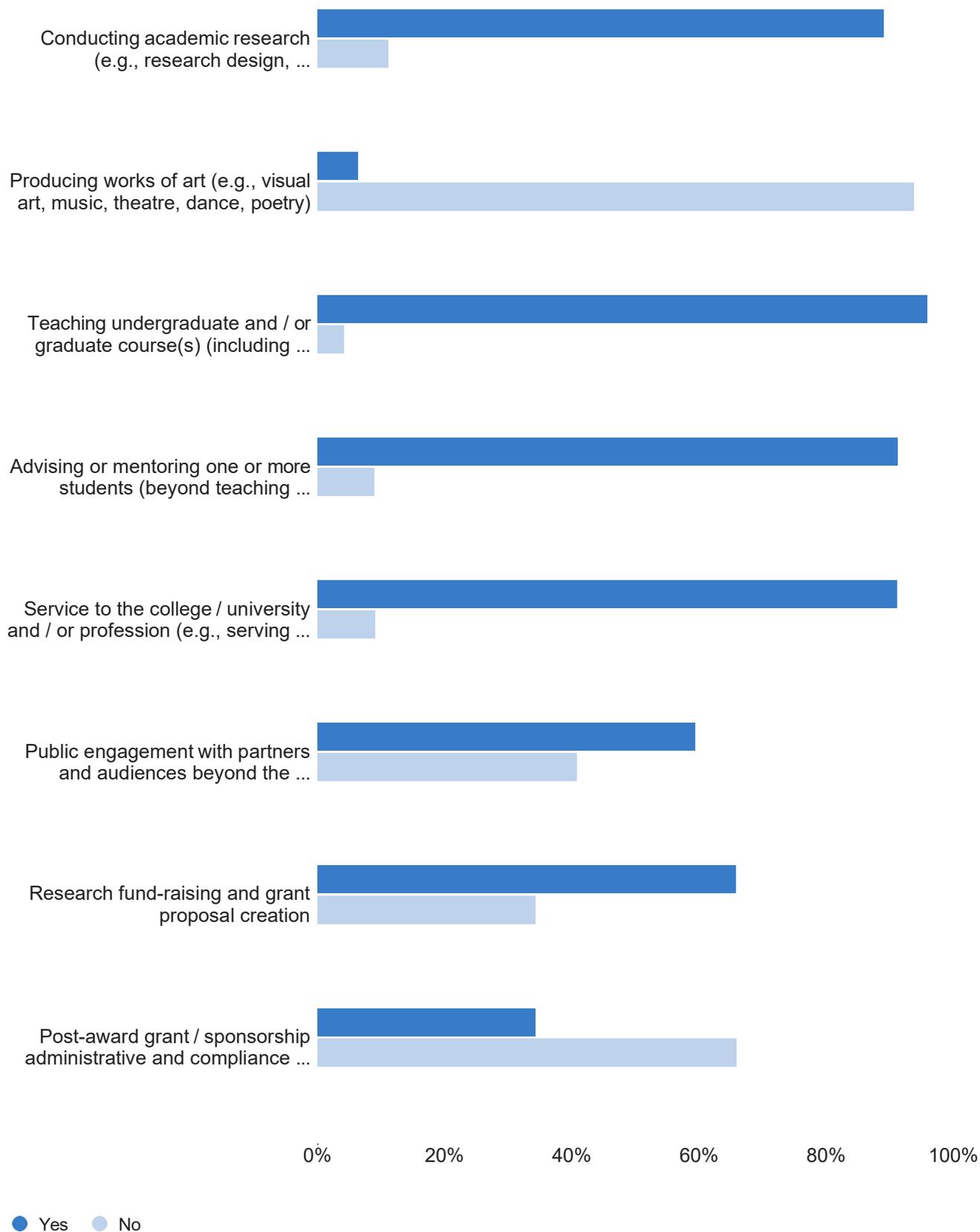
Response	Never	Rarely	Occasionally	Often
Give up and look for different resources that I can access	13.80%	27.72%	38.87%	19.61%
Use interlibrary loan or document delivery services provided by my library	6.33%	12.78%	25.00%	55.89%
Contact the author	25.86%	37.81%	29.83%	6.50%
Search for a freely available version online	2.83%	7.90%	28.08%	61.19%
Purchase it myself from the publisher or a vendor	35.84%	24.36%	26.08%	13.72%
Ask a friend at another institution	31.98%	31.46%	27.65%	8.91%
Request a copy using social media (such as #icanhazapdf on Twitter, etc.)	69.67%	19.71%	8.81%	1.80%
Use the abstract, description, or preview alone as a proxy for the full resource	31.89%	34.49%	25.61%	8.00%



Q7 - Please indicate which, if any, of the following are among your professional responsibilities

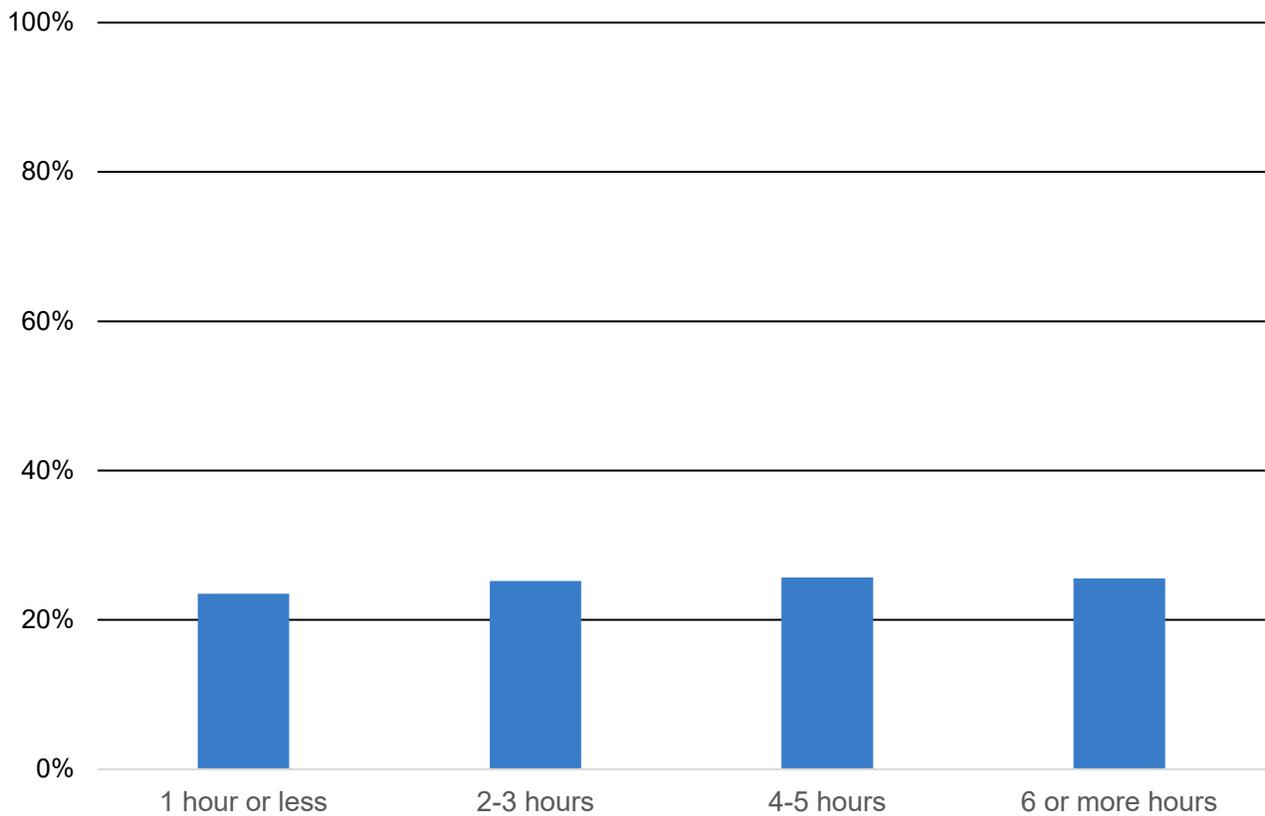
Response	Yes	No	Total
Conducting academic research (e.g., research design, implementation, and dissemination, independently or in collaboration with other scholars or students)	2,232	277	2509
Producing works of art (e.g., visual art, music, theatre, dance, poetry)	157	2,340	2497
Teaching undergraduate and / or graduate course(s) (including holding office hours, updating course materials, activities, and assessments)	2,409	104	2513
Advising or mentoring one or more students (beyond teaching related to courses)	2,291	222	2513
Service to the college / university and / or profession (e.g., serving on institutional and / or professional association committees)	2,289	226	2515
Public engagement with partners and audiences beyond the academy (e.g., through writing and speaking for broad audiences, expert advising, advocacy)	1,486	1,021	2507
Research fund-raising and grant proposal creation	1,651	860	2511
Post-award grant / sponsorship administrative and compliance activities (e.g., research ethics and safety, Title IX, budgetary management, program reviews)	855	1,647	2502

Response	Yes	No
Conducting academic research (e.g., research design, implementation, and dissemination, independently or in collaboration with other scholars or students)	88.96%	11.04%
Producing works of art (e.g., visual art, music, theatre, dance, poetry)	6.29%	93.71%
Teaching undergraduate and / or graduate course(s) (including holding office hours, updating course materials, activities, and assessments)	95.86%	4.14%
Advising or mentoring one or more students (beyond teaching related to courses)	91.17%	8.83%
Service to the college / university and / or profession (e.g., serving on institutional and / or professional association committees)	91.01%	8.99%
Public engagement with partners and audiences beyond the academy (e.g., through writing and speaking for broad audiences, expert advising, advocacy)	59.27%	40.73%
Research fund-raising and grant proposal creation	65.75%	34.25%
Post-award grant / sponsorship administrative and compliance activities (e.g., research ethics and safety, Title IX, budgetary management, program reviews)	34.17%	65.83%



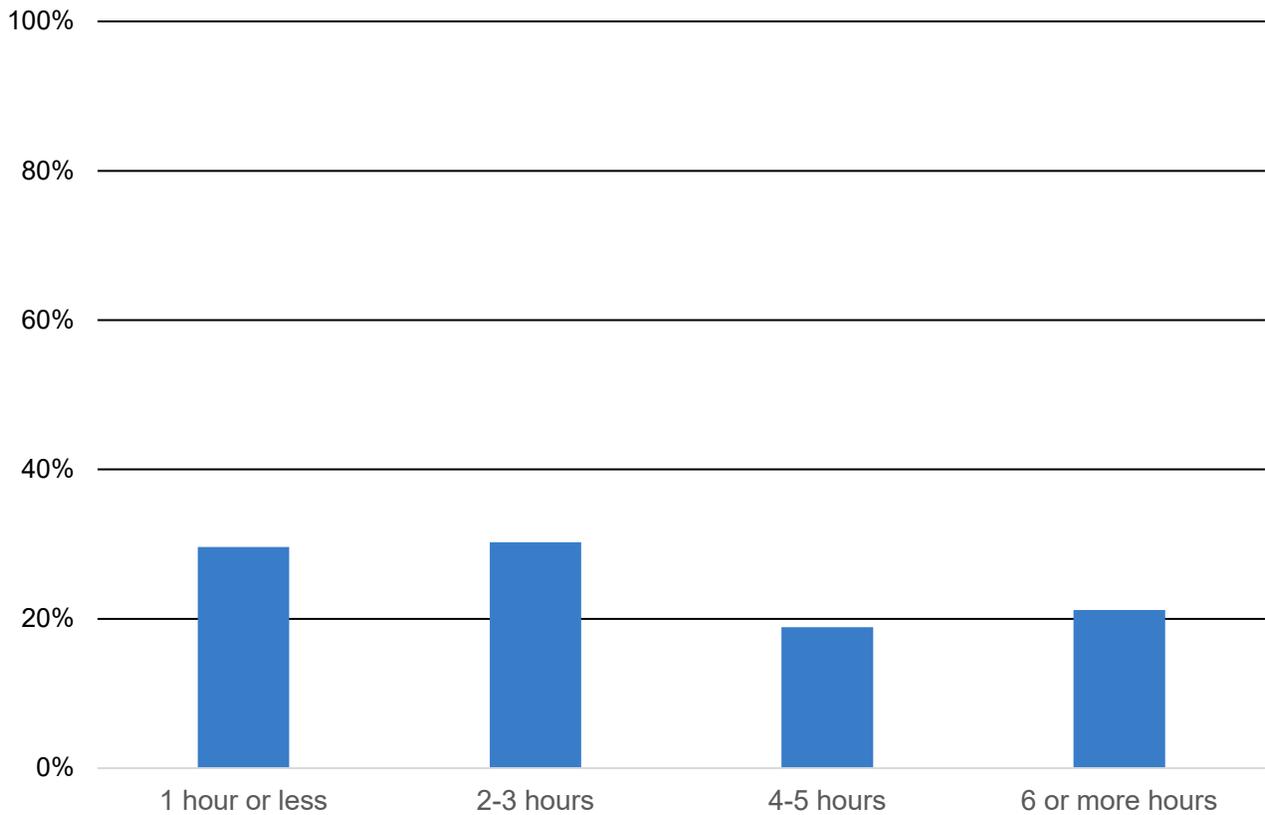
Q8 - You indicated the following are among your professional responsibilities. In a typical week, approximately how many hours do you spend on each of the following activities? - Research fundraising and grant proposal creation

Response		
1 hour or less	23.53%	348
2-3 hours	25.22%	373
4-5 hours	25.69%	380
6 or more hours	25.56%	378
Total	100.00%	1479



Q8 - You indicated the following are among your professional responsibilities. In a typical week, approximately how many hours do you spend on each of the following activities? - Post-award grant/sponsorship administrative and compliance activities (e.g., research ethics and safety, Title IX, budgetary management, program reviews

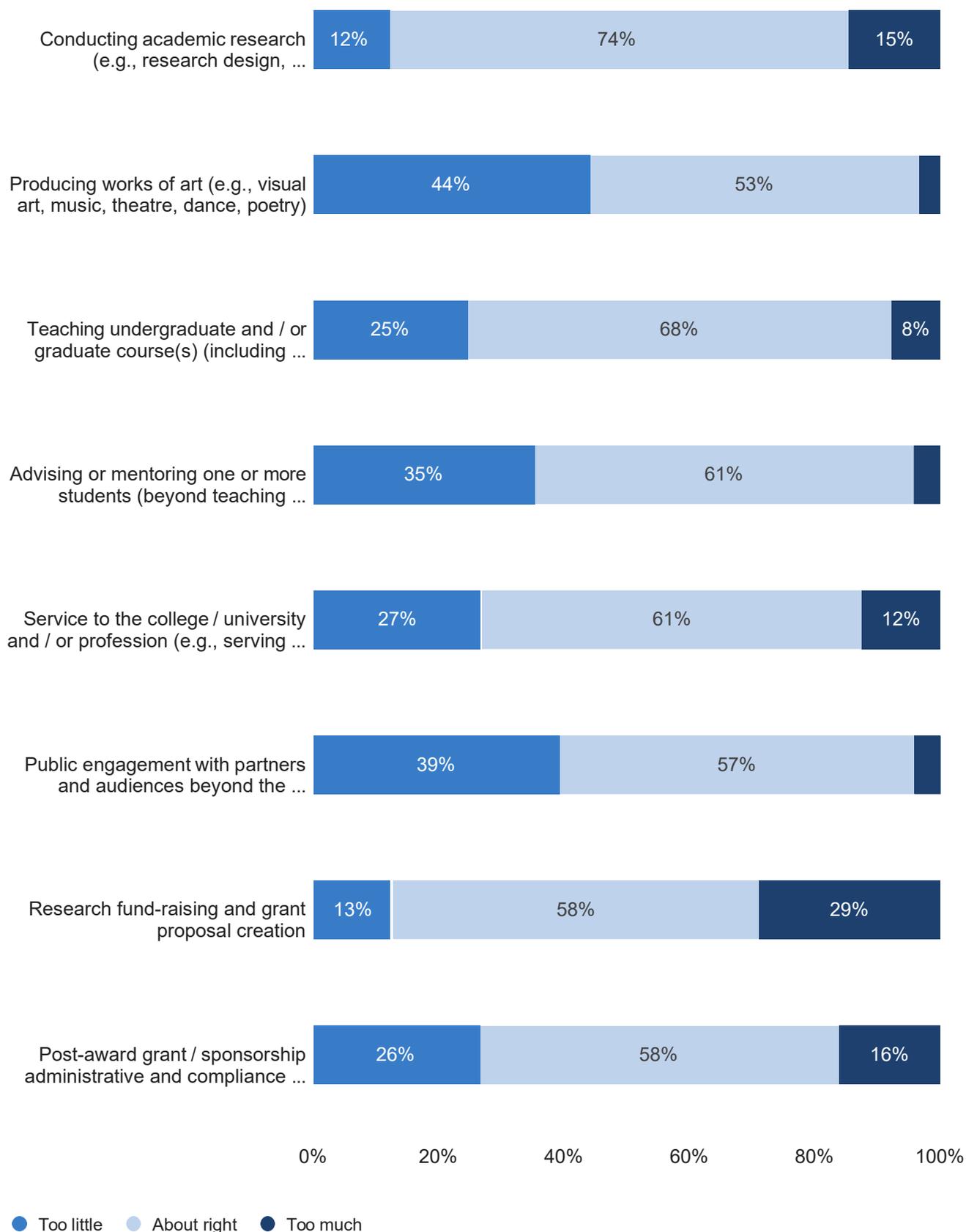
Response		
1 hour or less	29.63%	232
2-3 hours	30.27%	237
4-5 hours	18.90%	148
6 or more hours	21.20%	166
Total	100.00%	783



Q9 - You previously indicated you are currently performing the following activities. When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, contract renewal, or annual review, do you think that the amount of consideration given to each of the following activities is too much, too little, or about right?

Response	Too little	About right	Too much	Total
Conducting academic research (e.g., research design, implementation, and dissemination, independently or in collaboration with other scholars or students)	255	1,639	323	2217
Producing works of art (e.g., visual art, music, theatre, dance, poetry)	67	80	5	152
Teaching undergraduate and / or graduate course(s) (including holding office hours, updating course materials, activities, and assessments)	587	1,620	185	2392
Advising or mentoring one or more students (beyond teaching related to courses)	802	1,377	95	2274
Service to the college / university and / or profession (e.g., serving on institutional and / or professional association committees)	613	1,380	283	2276
Public engagement with partners and audiences beyond the academy (e.g., through writing and speaking for broad audiences, expert advising, advocacy)	578	833	60	1471
Research fund-raising and grant proposal creation	209	951	471	1631
Post-award grant / sponsorship administrative and compliance activities (e.g., research ethics and safety, Title IX, budgetary management, program reviews)	223	488	136	847

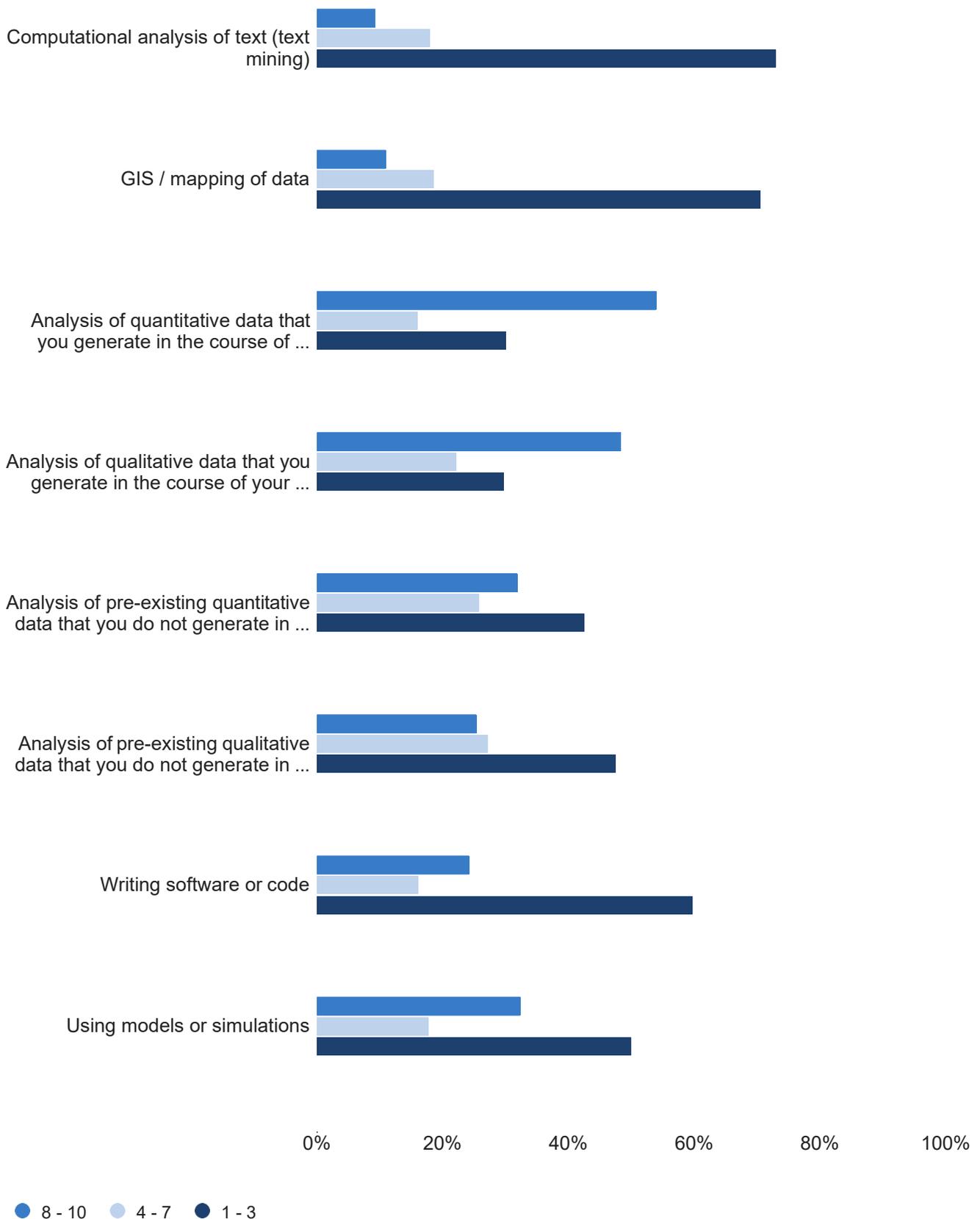
Response	Too little	About right	Too much
Conducting academic research (e.g., research design, implementation, and dissemination, independently or in collaboration with other scholars or students)	11.50%	73.93%	14.57%
Producing works of art (e.g., visual art, music, theatre, dance, poetry)	44.08%	52.63%	3.29%
Teaching undergraduate and / or graduate course(s) (including holding office hours, updating course materials, activities, and assessments)	24.54%	67.73%	7.73%
Advising or mentoring one or more students (beyond teaching related to courses)	35.27%	60.55%	4.18%
Service to the college / university and / or profession (e.g., serving on institutional and / or professional association committees)	26.93%	60.63%	12.43%
Public engagement with partners and audiences beyond the academy (e.g., through writing and speaking for broad audiences, expert advising, advocacy)	39.29%	56.63%	4.08%
Research fund-raising and grant proposal creation	12.81%	58.31%	28.88%
Post-award grant / sponsorship administrative and compliance activities (e.g., research ethics and safety, Title IX, budgetary management, program reviews)	26.33%	57.62%	16.06%



Q10 - How important to your research is each of the following digital research activities and methodologies today? [10 = extremely important; 1 = not at all important]

Response	8 - 10	4 - 7	1 - 3	Total
Computational analysis of text (text mining)	204	396	1,612	2212
GIS / mapping of data	242	408	1,555	2205
Analysis of quantitative data that you generate in the course of your research	1,192	354	664	2210
Analysis of qualitative data that you generate in the course of your research	1,069	489	656	2214
Analysis of pre-existing quantitative data that you do not generate in the course of your research	703	567	936	2206
Analysis of pre-existing qualitative data that you do not generate in the course of your research	563	600	1,050	2213
Writing software or code	537	357	1,324	2218
Using models or simulations	716	393	1,104	2213

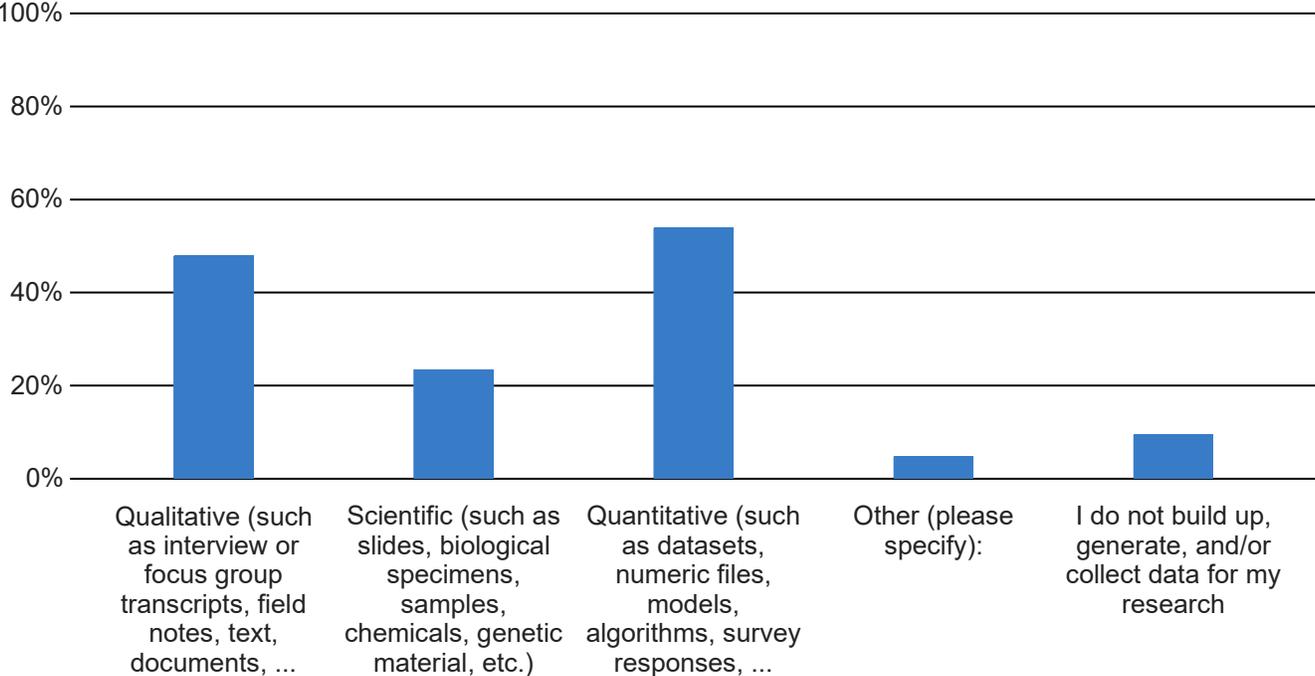
Response	8 - 10	4 - 7	1 - 3
Computational analysis of text (text mining)	9.22%	17.90%	72.88%
GIS / mapping of data	10.98%	18.50%	70.52%
Analysis of quantitative data that you generate in the course of your research	53.94%	16.02%	30.05%
Analysis of qualitative data that you generate in the course of your research	48.28%	22.09%	29.63%
Analysis of pre-existing quantitative data that you do not generate in the course of your research	31.87%	25.70%	42.43%
Analysis of pre-existing qualitative data that you do not generate in the course of your research	25.44%	27.11%	47.45%
Writing software or code	24.21%	16.10%	59.69%
Using models or simulations	32.35%	17.76%	49.89%



Q11 - Which of the following best describes the types of research data or evidence you build up, generate, and/or collect for your own research? Please do not include re-use of pre-existing data and/or sources that were collected or generated by someone else. Please select all that apply:

Response

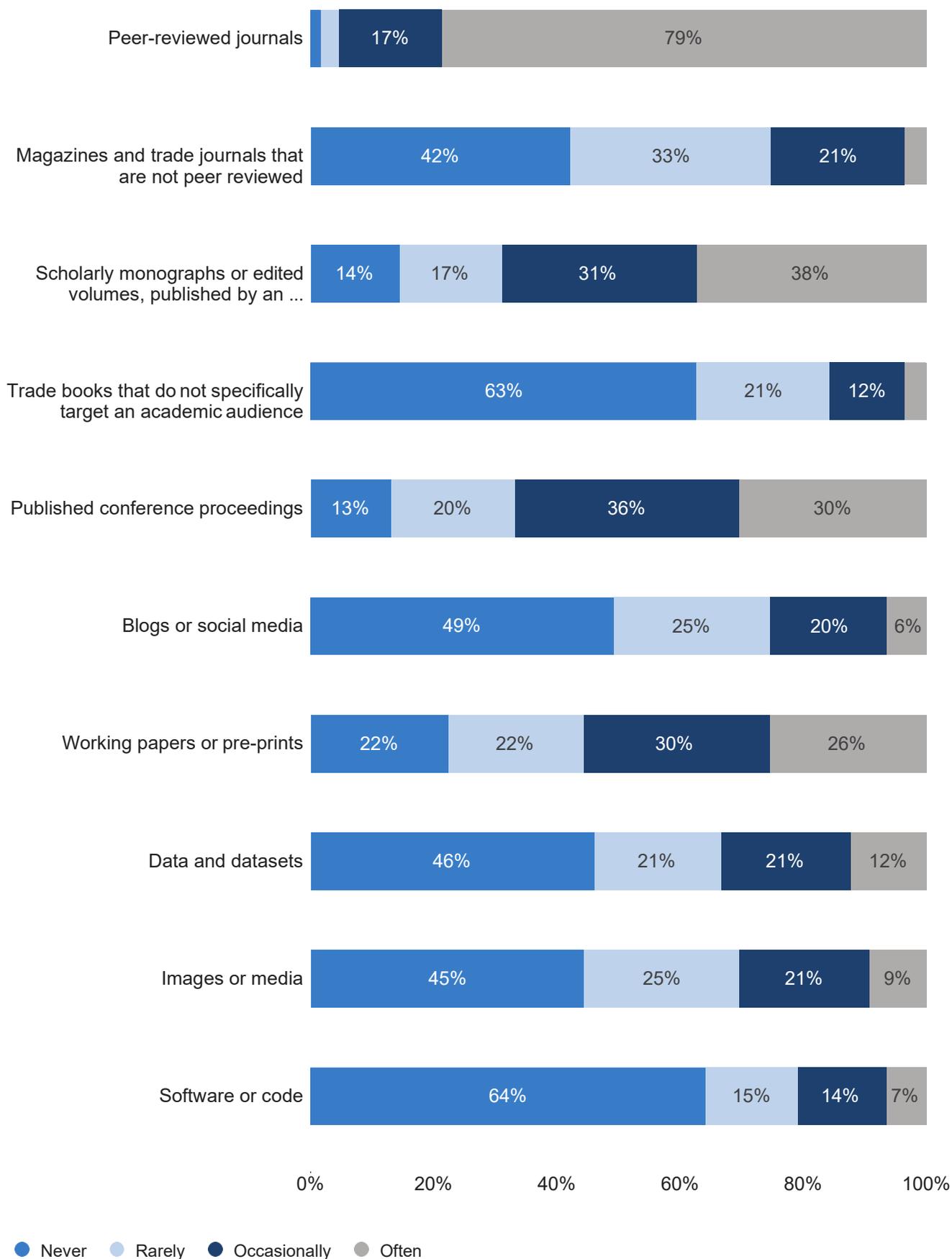
Qualitative (such as interview or focus group transcripts, field notes, text, documents, images, video, audio, open-ended survey responses, etc.)	47.95%	1,064
Scientific (such as slides, biological specimens, samples, chemicals, genetic material, etc.)	23.30%	517
Quantitative (such as datasets, numeric files, models, algorithms, survey responses, geospatial data files, etc.)	54.03%	1,199
Other (please specify):	4.82%	107
I do not build up, generate, and/or collect data for my research	9.60%	213
Total		2219



Q12 - You may have the opportunity to share your scholarly research in a variety of different formats. Please use the scales below to indicate how often you have shared your scholarly research in each of the following ways in the past five years.

Response	Never	Rarely	Occasionally	Often	Total
Peer-reviewed journals	38	64	369	1,749	2220
Magazines and trade journals that are not peer reviewed	932	725	474	79	2210
Scholarly monographs or edited volumes, published by an academic publisher	318	369	694	836	2217
Trade books that do not specifically target an academic audience	1,382	470	267	79	2198
Published conference proceedings	287	448	807	675	2217
Blogs or social media	1,082	555	431	131	2199
Working papers or pre-prints	493	478	664	570	2205
Data and datasets	1,009	453	463	273	2198
Images or media	980	546	464	205	2195
Software or code	1,406	327	304	155	2192

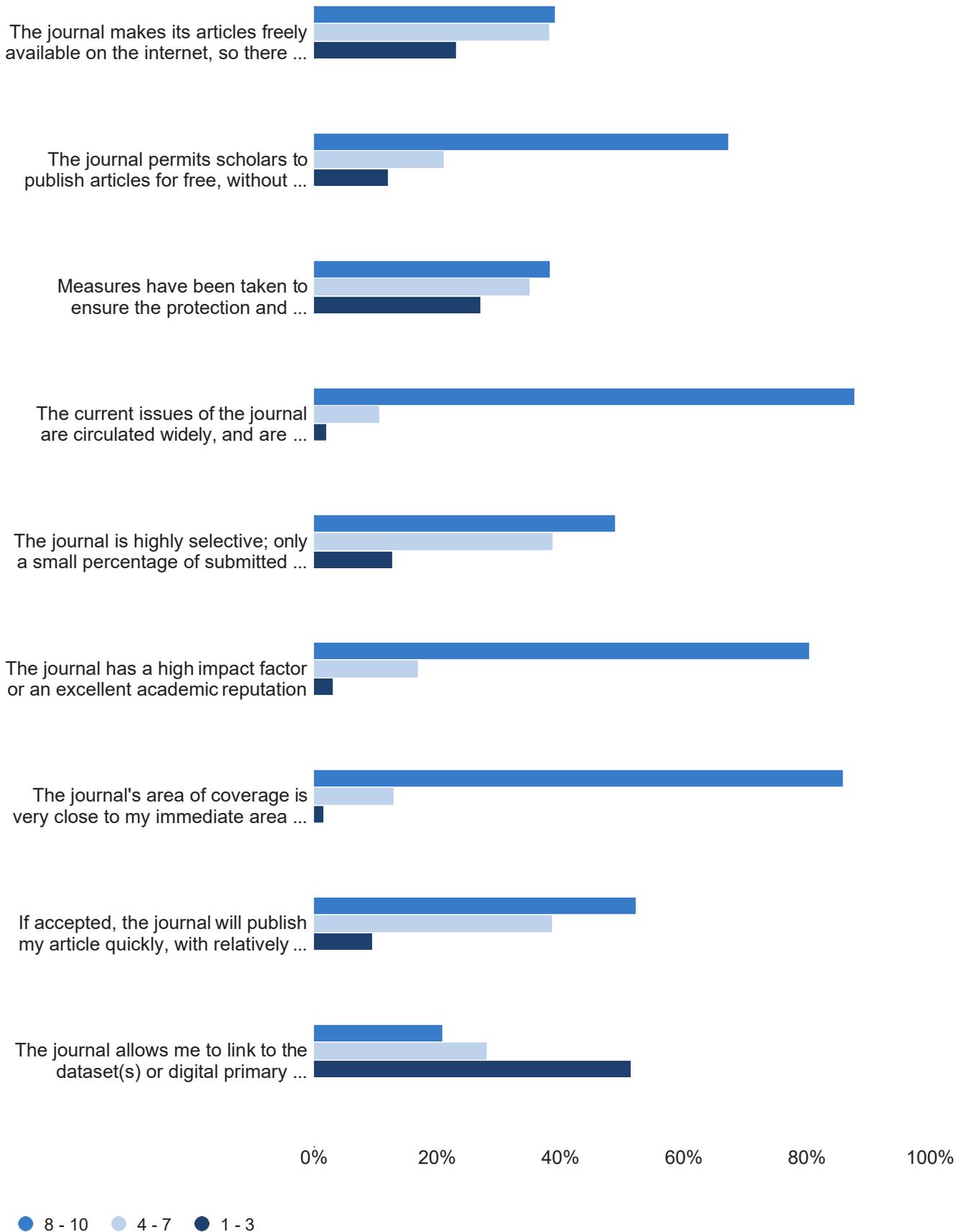
Response	Never	Rarely	Occasionally	Often
Peer-reviewed journals	1.71%	2.88%	16.62%	78.78%
Magazines and trade journals that are not peer reviewed	42.17%	32.81%	21.45%	3.57%
Scholarly monographs or edited volumes, published by an academic publisher	14.34%	16.64%	31.30%	37.71%
Trade books that do not specifically target an academic audience	62.88%	21.38%	12.15%	3.59%
Published conference proceedings	12.95%	20.21%	36.40%	30.45%
Blogs or social media	49.20%	25.24%	19.60%	5.96%
Working papers or pre-prints	22.36%	21.68%	30.11%	25.85%
Data and datasets	45.91%	20.61%	21.06%	12.42%
Images or media	44.65%	24.87%	21.14%	9.34%
Software or code	64.14%	14.92%	13.87%	7.07%



Q13 - When it comes to influencing your decisions about academic journals in which to publish an article of yours, how important to you is each of the following characteristics? [10 = extremely important; 1 = not at all important]

Response	8-10	4-7	1-3	Total
The journal makes its articles freely available on the internet, so there is no cost to purchase or read	860	839	505	2204
The journal permits scholars to publish articles for free, without paying page or article charges	1,481	464	262	2207
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	838	767	590	2195
The current issues of the journal are circulated widely, and are well read by scholars in your field	1,933	231	43	2207
The journal is highly selective; only a small percentage of submitted articles are published	1,073	849	277	2199
The journal has a high impact factor or an excellent academic reputation	1,773	371	65	2209
The journal's area of coverage is very close to my immediate area of research	1,895	284	33	2212
If accepted, the journal will publish my article quickly, with relatively little delay	1,151	851	207	2209
The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article	458	616	1,129	2203

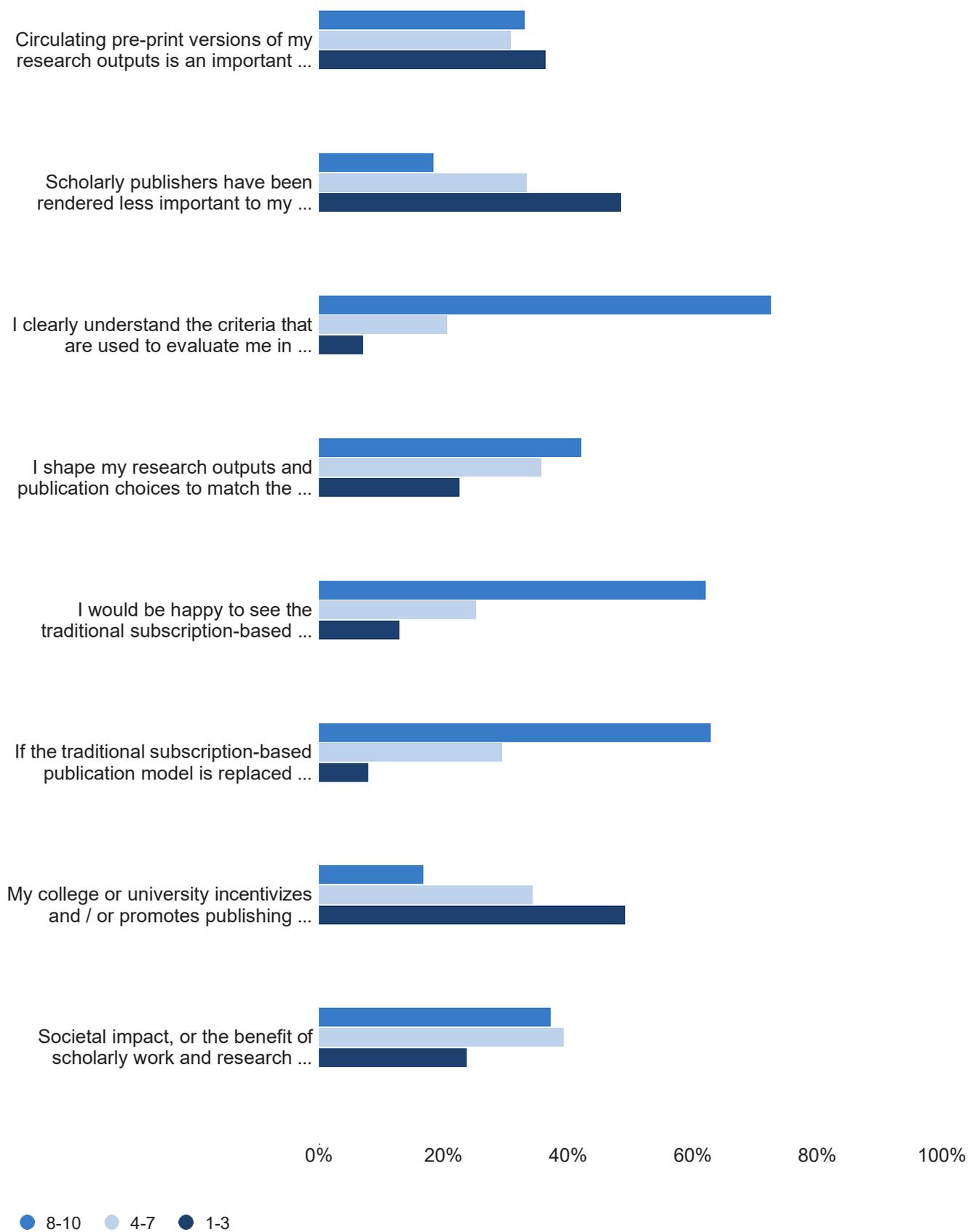
Response	8-10	4-7	1-3
The journal makes its articles freely available on the internet, so there is no cost to purchase or read	39.02%	38.07%	22.91%
The journal permits scholars to publish articles for free, without paying page or article charges	67.10%	21.02%	11.87%
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	38.18%	34.94%	26.88%
The current issues of the journal are circulated widely, and are well read by scholars in your field	87.58%	10.47%	1.95%
The journal is highly selective; only a small percentage of submitted articles are published	48.79%	38.61%	12.60%
The journal has a high impact factor or an excellent academic reputation	80.26%	16.79%	2.94%
The journal's area of coverage is very close to my immediate area of research	85.67%	12.84%	1.49%
If accepted, the journal will publish my article quickly, with relatively little delay	52.11%	38.52%	9.37%
The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article	20.79%	27.96%	51.25%



Q14 - 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]

Response	8-10	4-7	1-3	Total
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my peers	725	677	799	2201
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	403	731	1,062	2196
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision making	1,585	449	154	2188
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	920	781	492	2193
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	1,362	554	283	2199
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	1,372	642	172	2186
My college or university incentivizes and / or promotes publishing scholarship in formats that are available at no cost to the reader	364	747	1,070	2181
Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance	815	860	520	2195

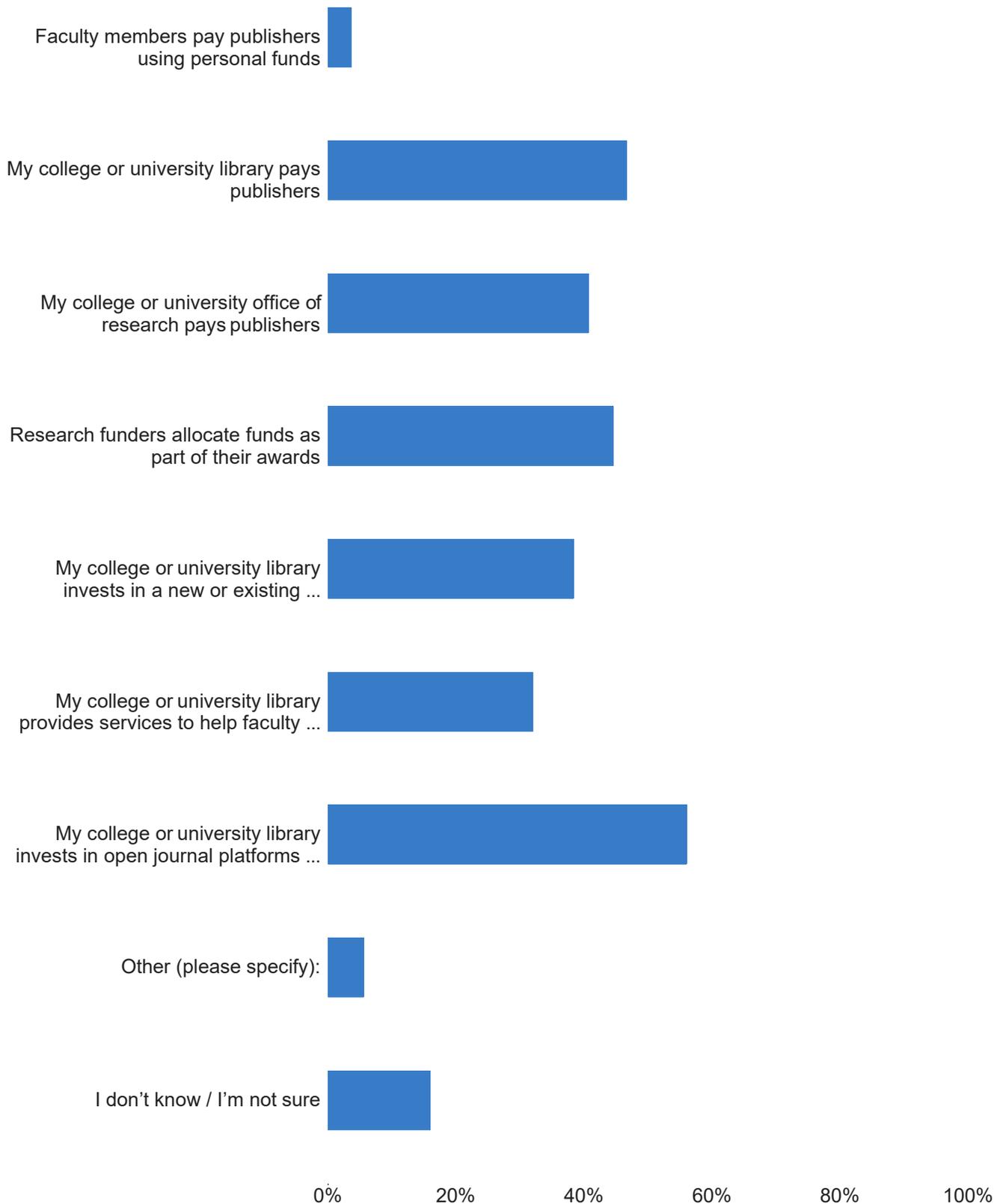
Response	8-10	4-7	1-3
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my peers	32.94%	30.76%	36.30%
Scholarly publishers have been rendered less important to my process of communicating scholarly knowledge by my increasing ability to share my work directly with peers online	18.35%	33.29%	48.36%
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision making	72.44%	20.52%	7.04%
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	41.95%	35.61%	22.44%
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	61.94%	25.19%	12.87%
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	62.76%	29.37%	7.87%
My college or university incentivizes and / or promotes publishing scholarship in formats that are available at no cost to the reader	16.69%	34.25%	49.06%
Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance	37.13%	39.18%	23.69%



Q15 - You previously indicated you would be happy to see the traditional subscription-based publication model(s) replaced entirely by an open access publication system in which all scholarly research outputs would be freely available to the public. What payment model would you most prefer under an open access publication system? Please select all that apply.

Response

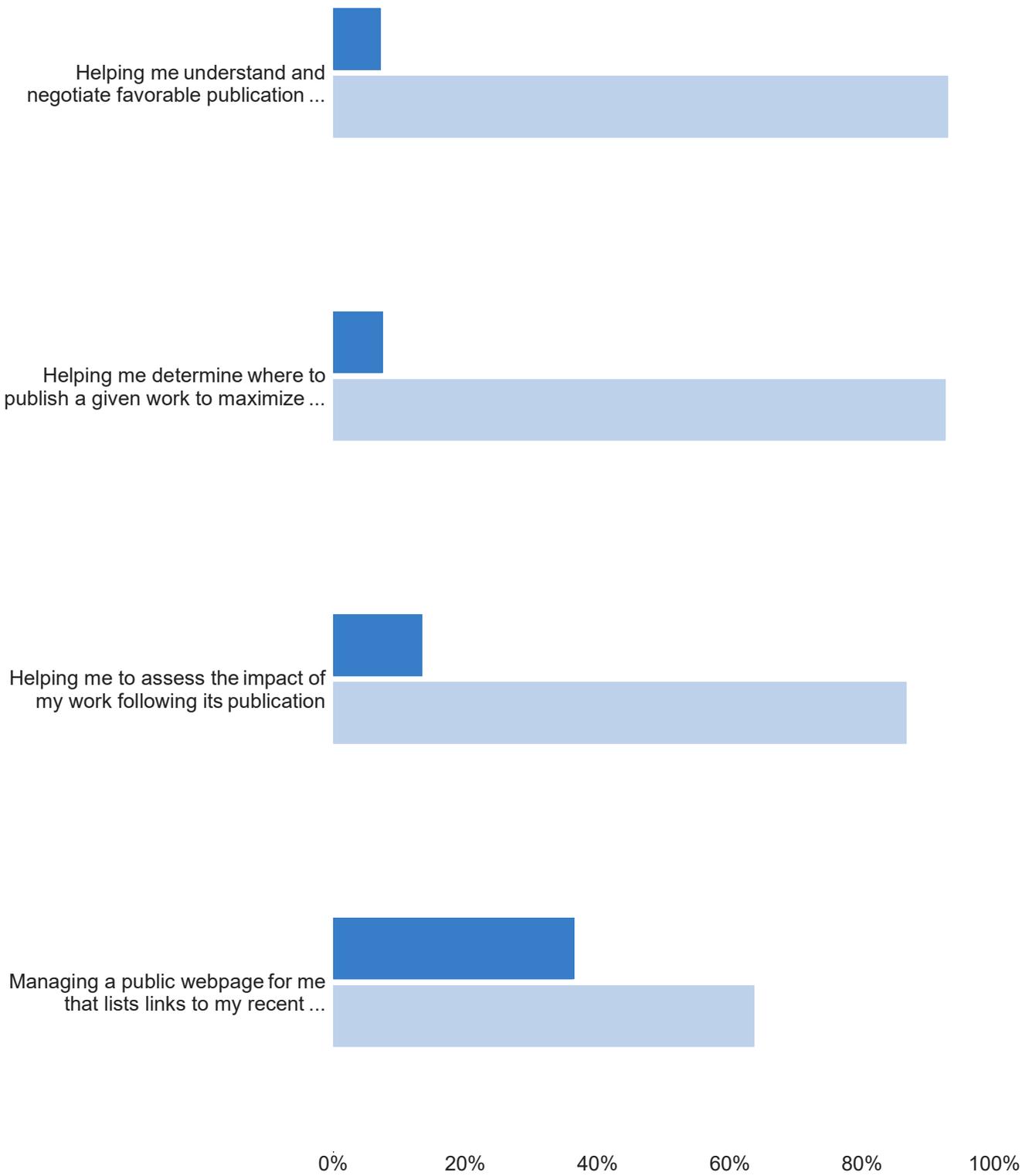
Faculty members pay publishers using personal funds	3.69%	49
My college or university library pays publishers	46.65%	619
My college or university office of research pays publishers	40.69%	540
Research funders allocate funds as part of their awards	44.61%	592
My college or university library invests in a new or existing repository where pre-prints are made available	38.43%	510
My college or university library provides services to help faculty select external/disciplinary repositories where my pre-prints are made available outside of my institution	32.03%	425
My college or university library invests in open journal platforms and infrastructure (e.g. Open Library of the Humanities, ScholarLed, UbiquityPress)	56.07%	744
Other (please specify):	5.65%	75
I don't know / I'm not sure	15.98%	212
Total		1327



Q16 - 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?

Response	Yes	No	Total
Helping me understand and negotiate favorable publication contracts	154	2,018	2172
Helping me determine where to publish a given work to maximize its impact	163	2,014	2177
Helping me to assess the impact of my work following its publication	292	1,888	2180
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 information for me	794	1,389	2183

Response	Yes	No
Helping me understand and negotiate favorable publication contracts	7.09%	92.91%
Helping me determine where to publish a given work to maximize its impact	7.49%	92.51%
Helping me to assess the impact of my work following its publication	13.39%	86.61%
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 information for me	36.37%	63.63%

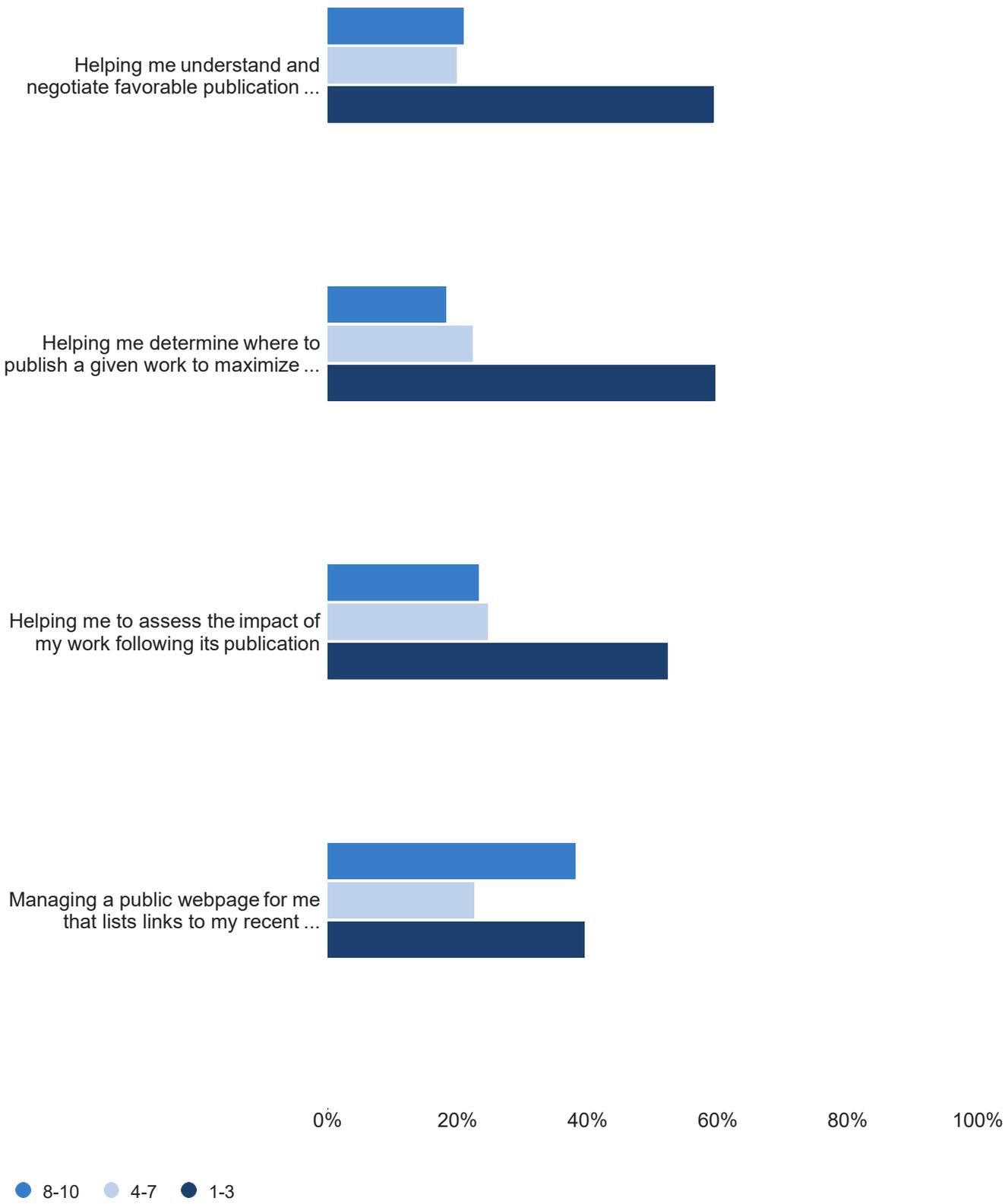


● Yes ● No

Q17 - 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]

Response	8- 10	4-7	1-3	Total
Helping me understand and negotiate favorable publication contracts	449	426	1,278	2153
Helping me determine where to publish a given work to maximize its impact	393	481	1,285	2159
Helping me to assess the impact of my work following its publication	500	530	1,124	2154
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 information for me	822	486	853	2161

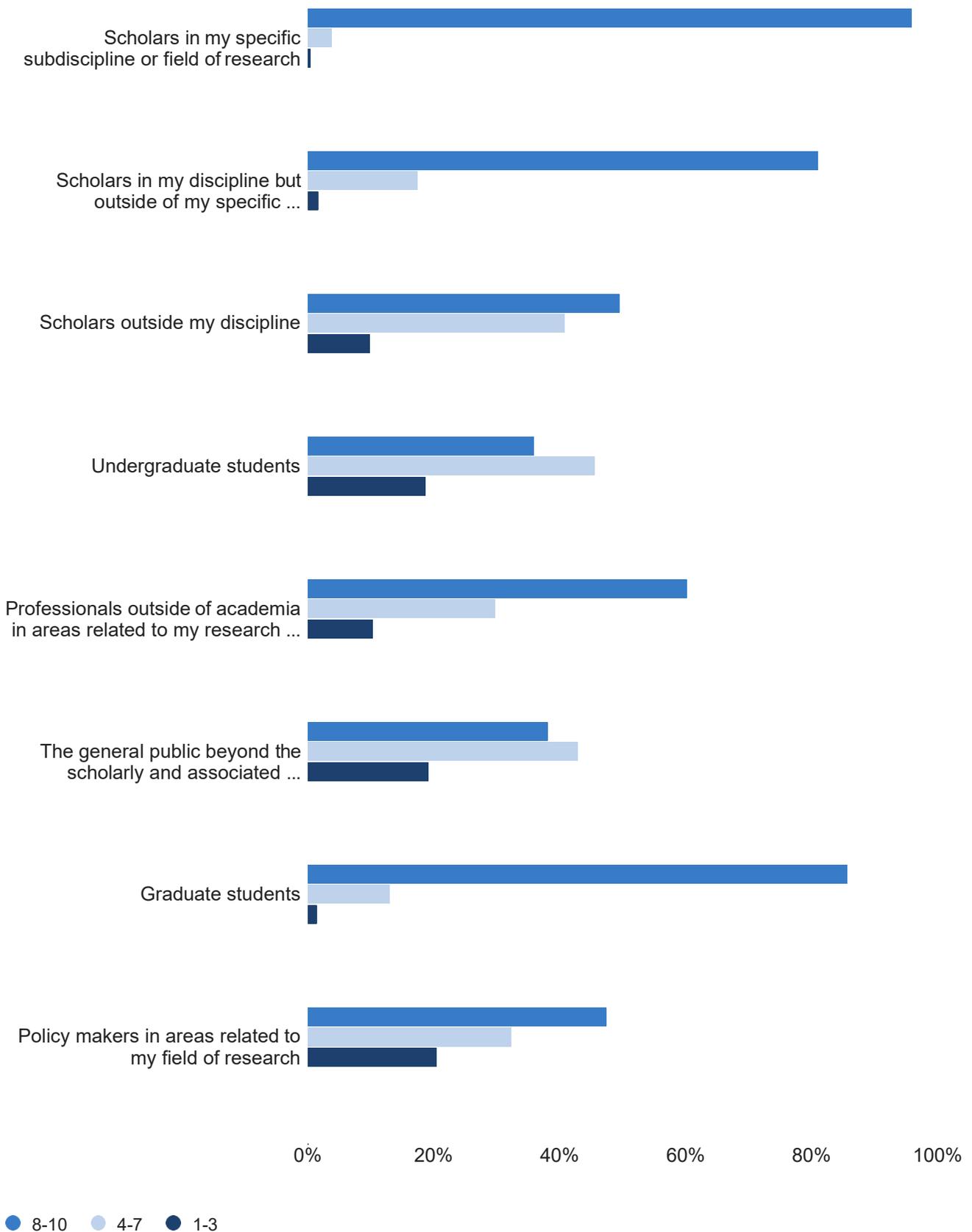
Response	8-10	4-7	1-3
Helping me understand and negotiate favorable publication contracts	20.85%	19.79%	59.36%
Helping me determine where to publish a given work to maximize its impact	18.20%	22.28%	59.52%
Helping me to assess the impact of my work following its publication	23.21%	24.61%	52.18%
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides information for me	38.04%	22.49%	39.47%



Q18 - How important is it to you that your research reaches each of the following possible audiences? [10 = extremely important; 1 = not at all important]

Response	8-10	4-7	1-3	Total
Scholars in my specific subdiscipline or field of research	2,099	83	9	2191
Scholars in my discipline but outside of my specific subdiscipline or field of research	1,770	381	37	2188
Scholars outside my discipline	1,081	891	214	2186
Undergraduate students	783	994	407	2184
Professionals outside of academia in areas related to my research interests	1,313	648	224	2185
The general public beyond the scholarly and associated professional community	830	935	416	2181
Graduate students	1,871	284	32	2187
Policy makers in areas related to my field of research	1,031	704	444	2179

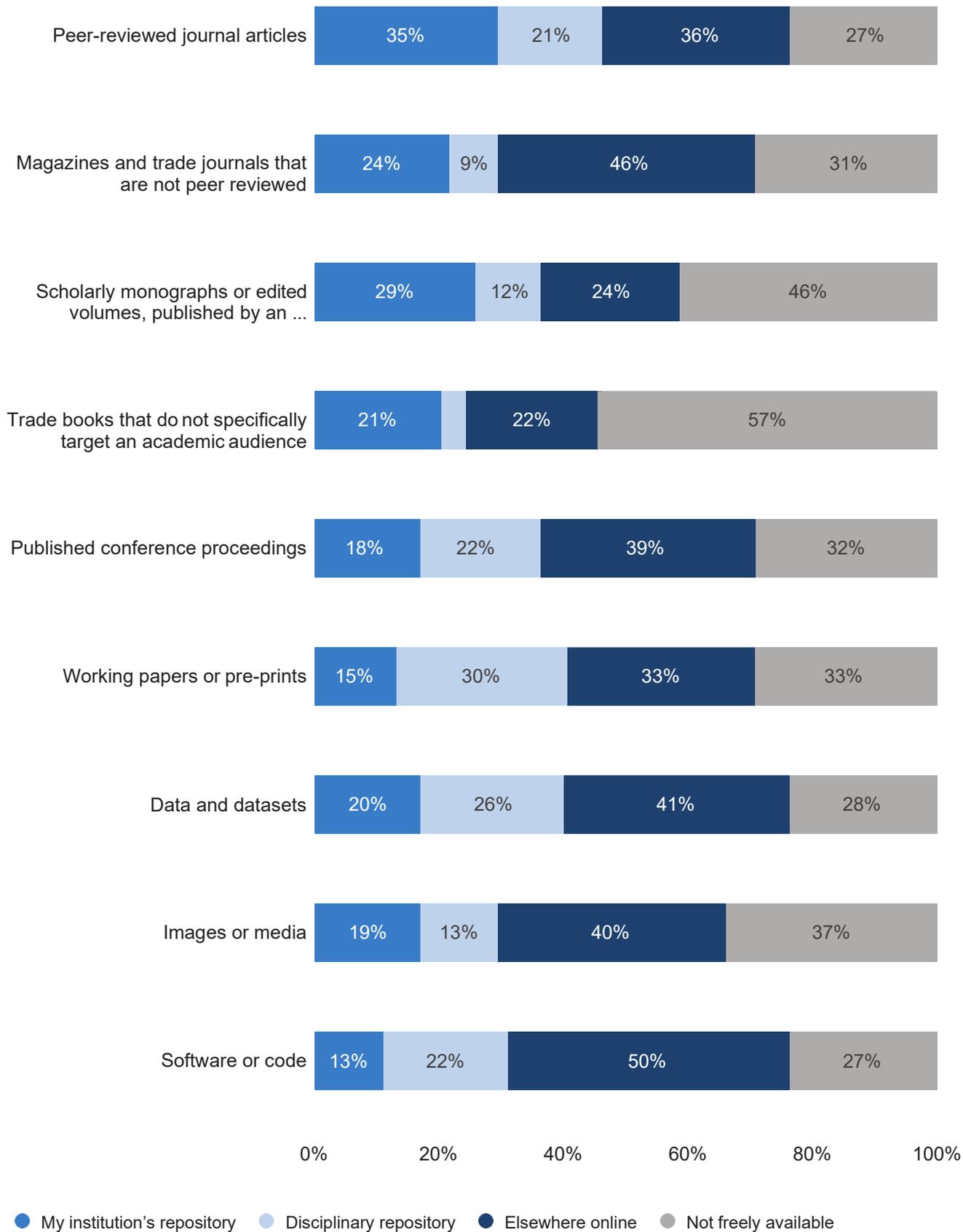
Response	8-10	4-7	1-3
Scholars in my specific subdiscipline or field of research	95.80%	3.79%	0.41%
Scholars in my discipline but outside of my specific subdiscipline or field of research	80.90%	17.41%	1.69%
Scholars outside my discipline	49.45%	40.76%	9.79%
Undergraduate students	35.85%	45.51%	18.64%
Professionals outside of academia in areas related to my research interests	60.09%	29.66%	10.25%
The general public beyond the scholarly and associated professional community	38.06%	42.87%	19.07%
Graduate students	85.55%	12.99%	1.46%
Policy makers in areas related to my field of research	47.32%	32.31%	20.38%



Q19 - Are your research publications and/or products freely available online through your institution's repository, a disciplinary repository (such as arXiv, SSRN, etc.), or available elsewhere online (such as your personal webpage)? For each item listed below, please select all hosting sources that apply.

Response	My institution's repository	Disciplinary repository	Elsewhere online	Not freely available	Total
Peer-reviewed journal articles	699	415	719	546	2011
Magazines and trade journals that are not peer reviewed	117	43	226	153	490
Scholarly monographs or edited volumes, published by an academic publisher	411	175	345	657	1423
Trade books that do not specifically target an academic audience	66	13	68	176	310
Published conference proceedings	246	294	529	443	1368
Working papers or pre-prints	167	345	385	385	1151
Data and datasets	137	180	281	190	690
Images or media	113	77	240	221	594
Software or code	54	97	218	117	432

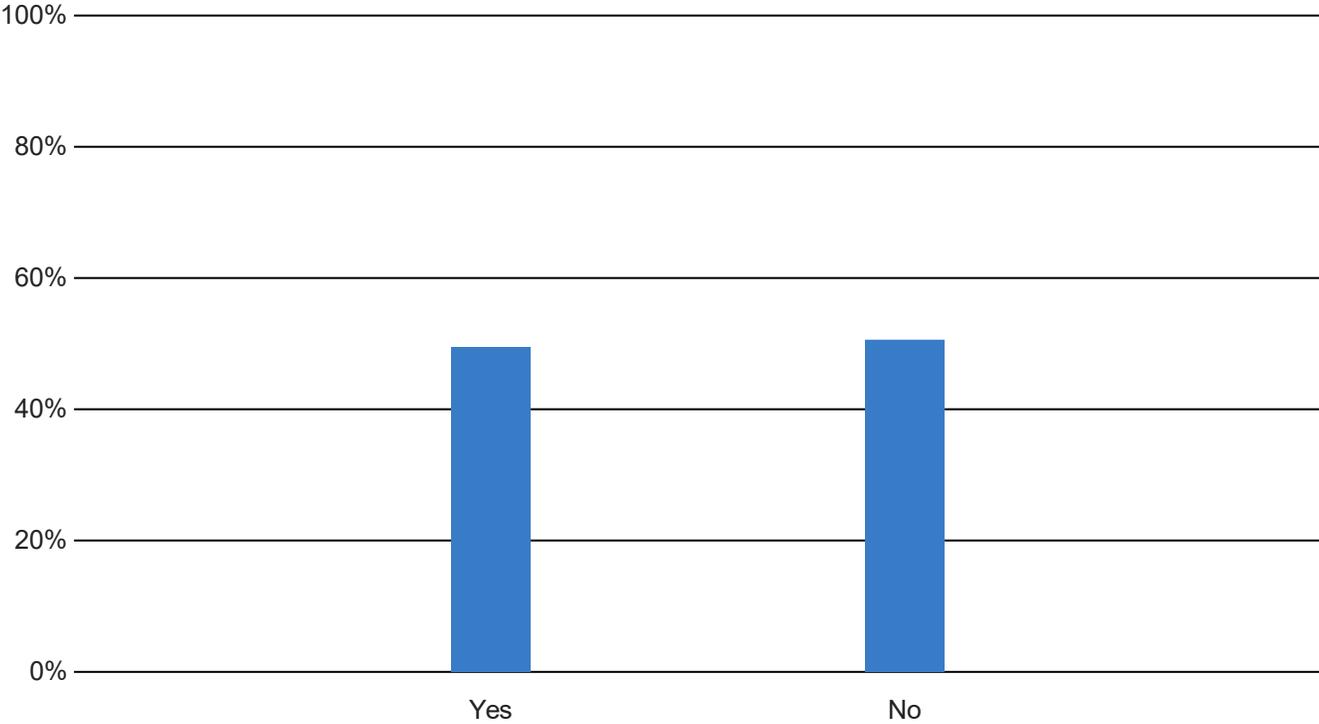
Response	My institution's repository	Disciplinary repository	Elsewhere online	Not freely available
Peer-reviewed journal articles	34.76%	20.64%	35.75%	27.15%
Magazines and trade journals that are not peer reviewed	23.88%	8.78%	46.12%	31.22%
Scholarly monographs or edited volumes, published by an academic publisher	28.88%	12.30%	24.24%	46.17%
Trade books that do not specifically target an academic audience	21.29%	4.19%	21.94%	56.77%
Published conference proceedings	17.98%	21.49%	38.67%	32.38%
Working papers or pre-prints	14.51%	29.97%	33.45%	33.45%
Data and datasets	19.86%	26.09%	40.72%	27.54%
Images or media	19.02%	12.96%	40.40%	37.21%
Software or code	12.50%	22.45%	50.46%	27.08%



Q20 - 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, NEA, etc.)?

Response

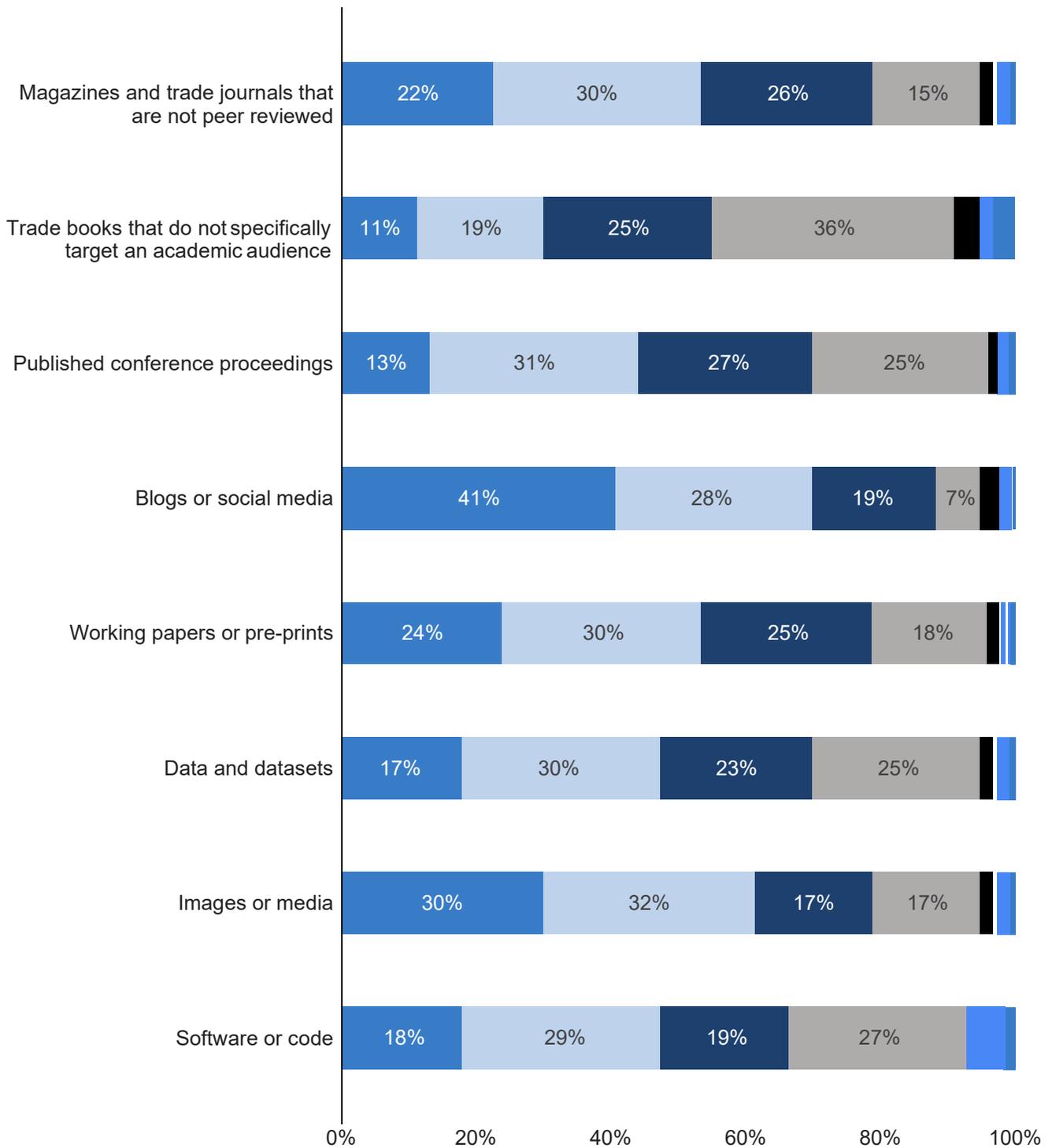
Yes	49.43%	1,093
No	50.57%	1,118
Total		2211



Q21 - In a previous question, you indicated that you share your research in the following research product(s). When you think about how your work is assessed, such as for tenure, promotion, research funding, continuing appointment, contract renewal, or annual review, how much recognition should you receive for these research products compared to traditional research publications such as journal articles and scholarly books?

Response	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	Total
Magazines and trade journals that are not peer reviewed	119	161	140	79	16	10	4	529
Trade books that do not specifically target an academic audience	37	63	83	120	13	9	8	333
Published conference proceedings	185	442	380	362	18	24	14	1425
Blogs or social media	220	154	105	36	17	8	2	542
Working papers or pre-prints	281	354	294	213	20	11	9	1182
Data and datasets	120	209	162	175	16	13	6	701
Images or media	187	200	108	105	14	12	5	631
Software or code	81	129	83	117	12	11	8	441

Response	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
Magazines and trade journals that are not peer reviewed	22.50%	30.43%	26.47%	14.93%	3.02%	1.89%	0.76%
Trade books that do not specifically target an academic audience	11.11%	18.92%	24.92%	36.04%	3.90%	2.70%	2.40%
Published conference proceedings	12.98%	31.02%	26.67%	25.40%	1.26%	1.68%	0.98%
Blogs or social media	40.59%	28.41%	19.37%	6.64%	3.14%	1.48%	0.37%
Working papers or pre-prints	23.77%	29.95%	24.87%	18.02%	1.69%	0.93%	0.76%
Data and datasets	17.12%	29.81%	23.11%	24.96%	2.28%	1.85%	0.86%
Images or media	29.64%	31.70%	17.12%	16.64%	2.22%	1.90%	0.79%
Software or code	18.37%	29.25%	18.82%	26.53%	2.72%	2.49%	1.81%

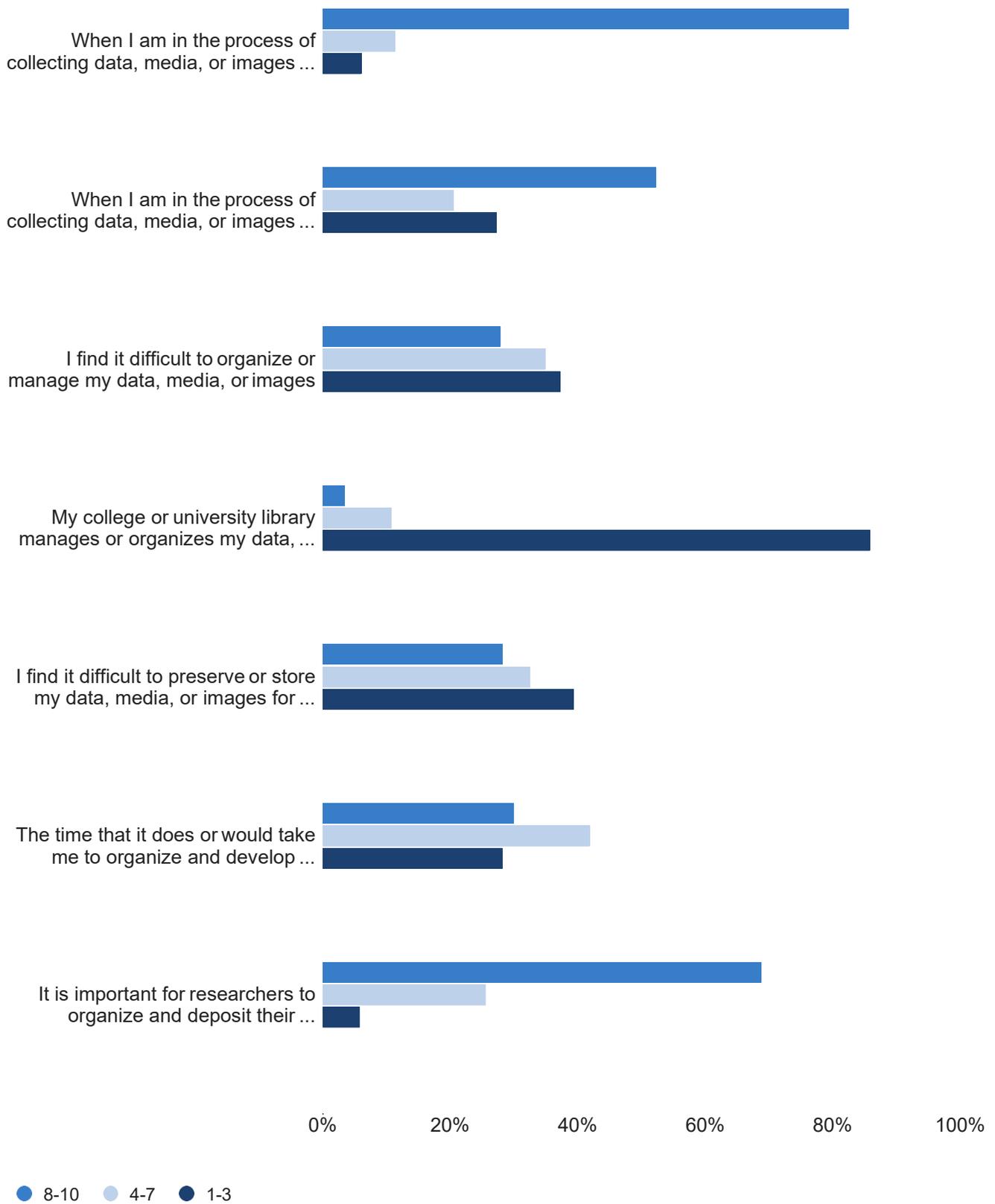


- Much less recognition than traditional research publications
- Less recognition than traditional research publications
- Somewhat less recognition than traditional research publications
- About the same amount of recognition as traditional research publications
- Somewhat more recognition than traditional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

Q22 - 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]

Response	8-10	4-7	1-3	Total
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	1,604	221	119	1944
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.)	1,015	398	530	1943
I find it difficult to organize or manage my data, media, or images	539	675	722	1936
My college or university library manages or organizes my data, media, or images on my behalf	65	208	1,659	1932
I find it difficult to preserve or store my data, media, or images for the long-term	545	627	761	1933
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	345	484	325	1154
It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings	799	296	67	1162

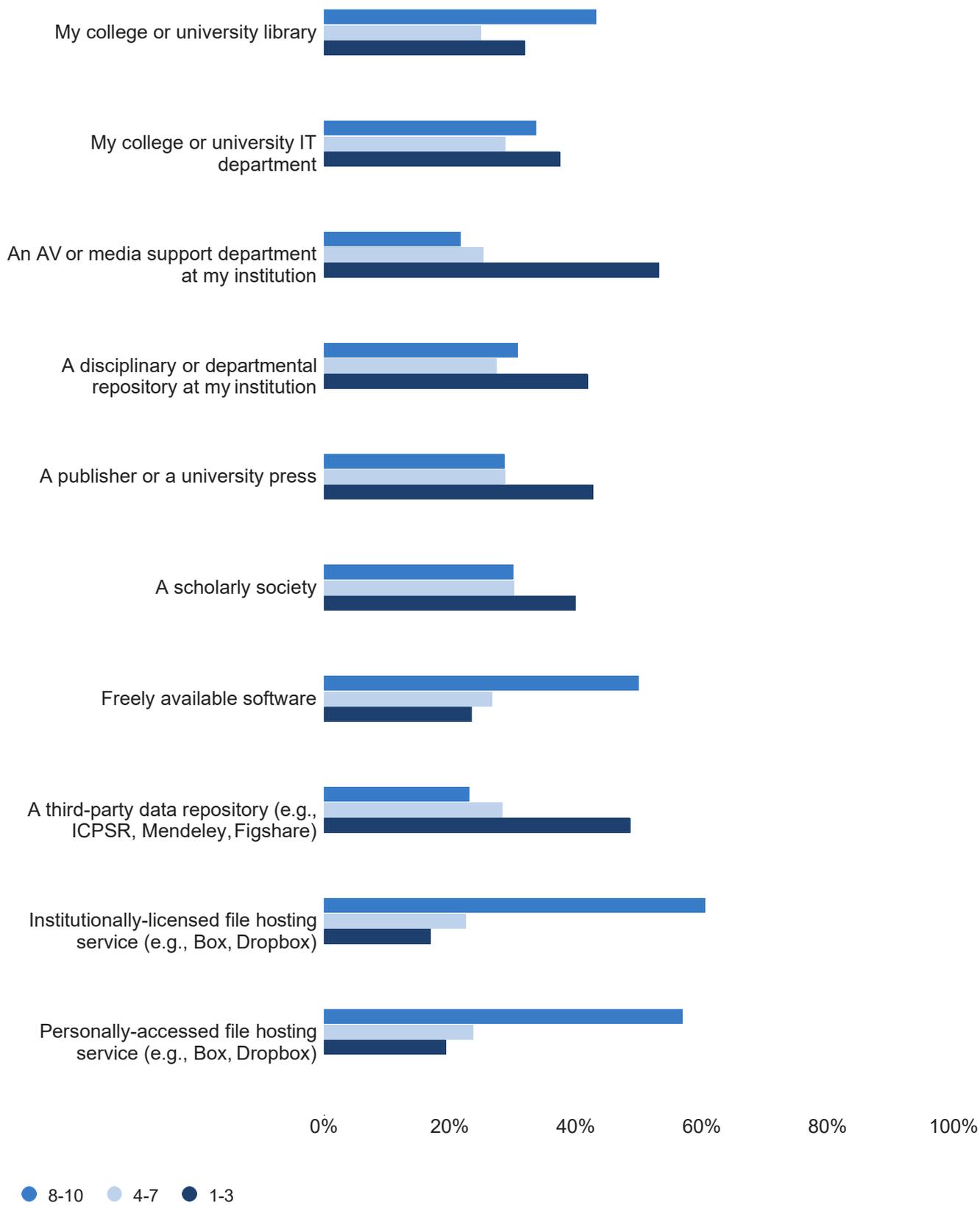
Response	8-10	4-7	1-3
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers	82.51%	11.37%	6.12%
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.)	52.24%	20.48%	27.28%
I find it difficult to organize or manage my data, media, or images	27.84%	34.87%	37.29%
My college or university library manages or organizes my data, media, or images on my behalf	3.36%	10.77%	85.87%
I find it difficult to preserve or store my data, media, or images for the long-term	28.19%	32.44%	39.37%
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	29.90%	41.94%	28.16%
It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings	68.76%	25.47%	5.77%



Q23 - 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. [10 = extremely valuable; 1 = not at all valuable]

Response	8-10	4-7	1-3	Total
My college or university library	810	467	597	1874
My college or university IT department	634	542	706	1882
An AV or media support department at my institution	405	472	994	1871
A disciplinary or departmental repository at my institution	574	511	783	1868
A publisher or a university press	535	537	799	1871
A scholarly society	560	562	744	1866
Freely available software	934	500	439	1873
A third-party data repository (e.g., ICPSR, Mendeley, Figshare)	430	527	905	1862
Institutionally-licensed file hosting service (e.g., Box, Dropbox)	1,141	425	319	1885
Personally-accessed file hosting service (e.g., Box, Dropbox)	1,078	448	367	1893

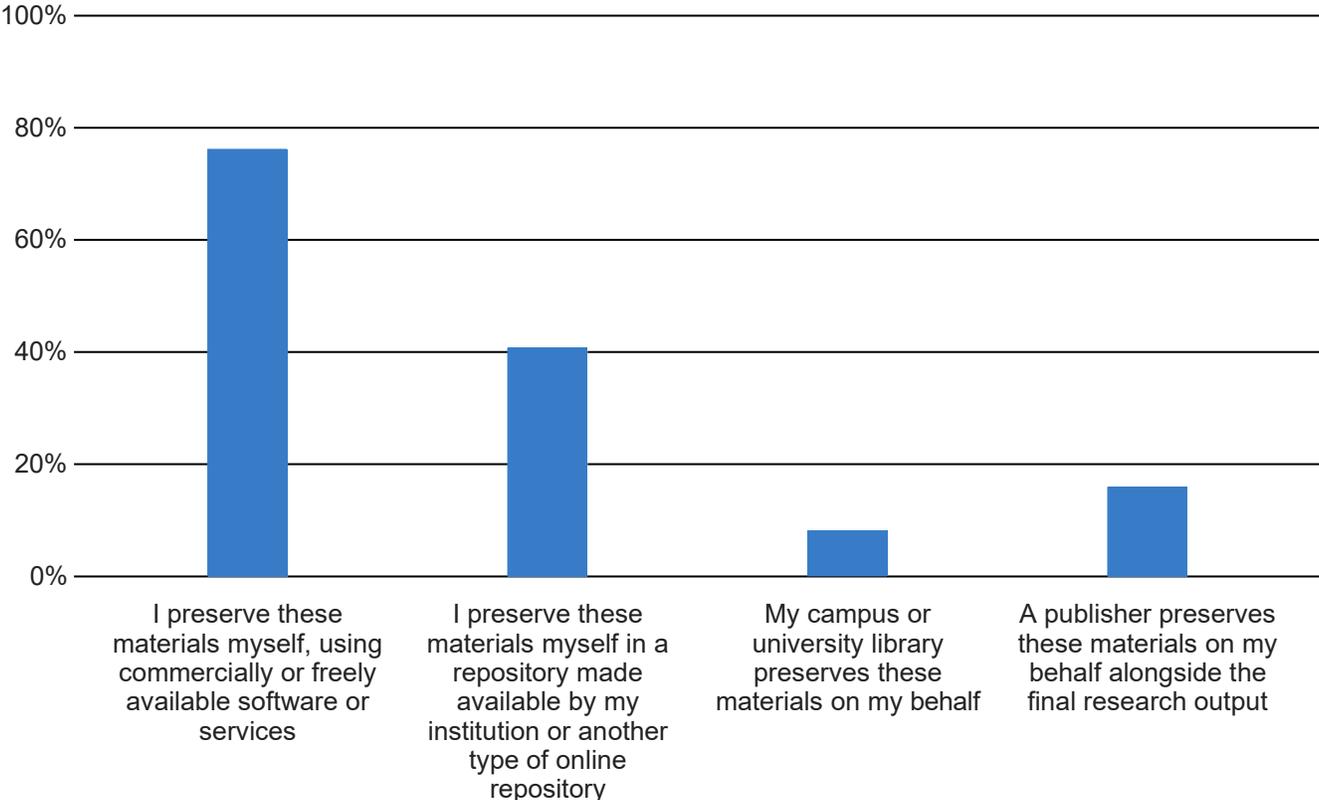
Response	8-10	4-7	1-3
My college or university library	43.22%	24.92%	31.86%
My college or university IT department	33.69%	28.80%	37.51%
An AV or media support department at my institution	21.65%	25.23%	53.13%
A disciplinary or departmental repository at my institution	30.73%	27.36%	41.92%
A publisher or a university press	28.59%	28.70%	42.70%
A scholarly society	30.01%	30.12%	39.87%
Freely available software	49.87%	26.70%	23.44%
A third-party data repository (e.g., ICPSR, Mendeley, Figshare)	23.09%	28.30%	48.60%
Institutionally-licensed file hosting service (e.g., Box, Dropbox)	60.53%	22.55%	16.92%
Personally-accessed file hosting service (e.g., Box, Dropbox)	56.95%	23.67%	19.39%



Q24 - 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

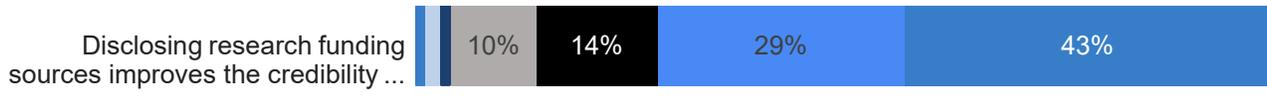
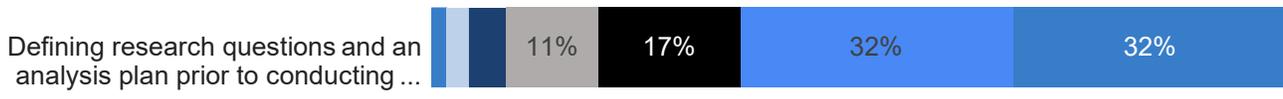
I preserve these materials myself, using commercially or freely available software or services	76.21%	1,262
I preserve these materials myself in a repository made available by my institution or another type of online repository	40.88%	677
My campus or university library preserves these materials on my behalf	8.15%	135
A publisher preserves these materials on my behalf alongside the final research output	16.06%	266
Total		1656



Q25 - Please read the following statements and indicate the degree to which you agree or disagree with each.

Response	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree	Total
There are sufficient processes and protocols currently in place to minimize data fabrication, falsification, and other types of scholarly research fraud	97	200	357	510	417	270	54	1905
Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent	38	154	140	848	370	234	119	1903
Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings	35	49	82	206	317	608	612	1909
Disclosing research funding sources improves the credibility of scholarly research	23	33	24	189	272	548	820	1909

Response	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
There are sufficient processes and protocols currently in place to minimize data fabrication, falsification, and other types of scholarly research fraud	5.09%	10.50%	18.74%	26.77%	21.89%	14.17%	2.83%
Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent	2.00%	8.09%	7.36%	44.56%	19.44%	12.30%	6.25%
Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings	1.83%	2.57%	4.30%	10.79%	16.61%	31.85%	32.06%
Disclosing research funding sources improves the credibility of scholarly research	1.20%	1.73%	1.26%	9.90%	14.25%	28.71%	42.95%



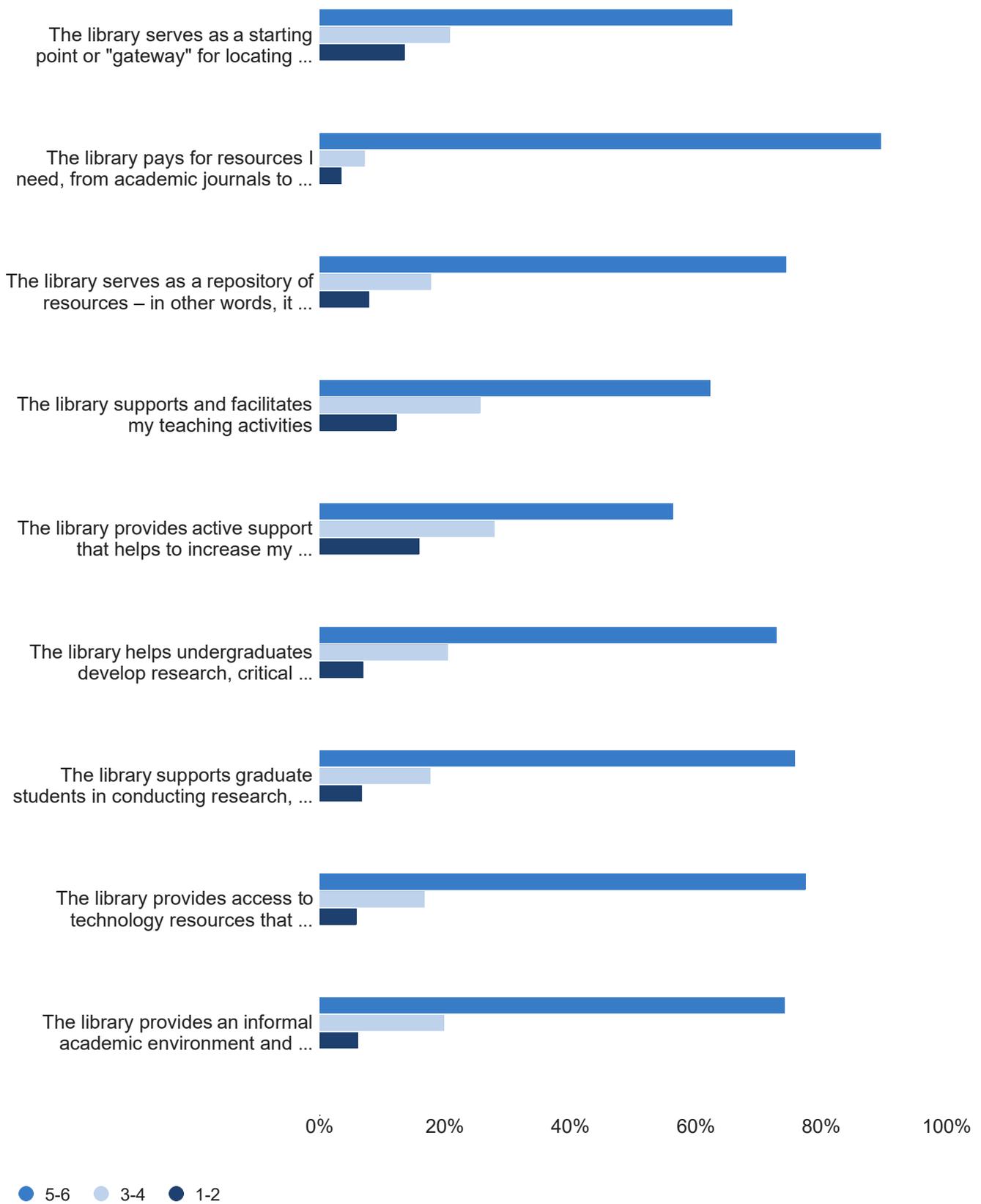
0% 20% 40% 60% 80% 100%

- Strongly disagree ● Disagree ● Somewhat disagree ● Neither agree nor disagree ● Somewhat agree
- Agree ● Strongly agree

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]

Response	5-6	3-4	1-2	Total
The library serves as a starting point or "gateway" for locating information for my research	1,578	497	326	2401
The library pays for resources I need, from academic journals to books to electronic databases	2,146	172	82	2400
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	1,779	425	188	2392
The library supports and facilitates my teaching activities	1,489	613	292	2394
The library provides active support that helps to increase my productivity in research and scholarship	1,346	666	380	2392
The library helps undergraduates develop research, critical analysis, and information literacy skills	1,739	486	164	2389
The library supports graduate students in conducting research, managing data, and publishing scholarship	1,812	421	159	2392
The library provides access to technology resources that support student learning	1,845	398	140	2383
The library provides an informal academic environment and space that supports student learning	1,776	474	146	2396

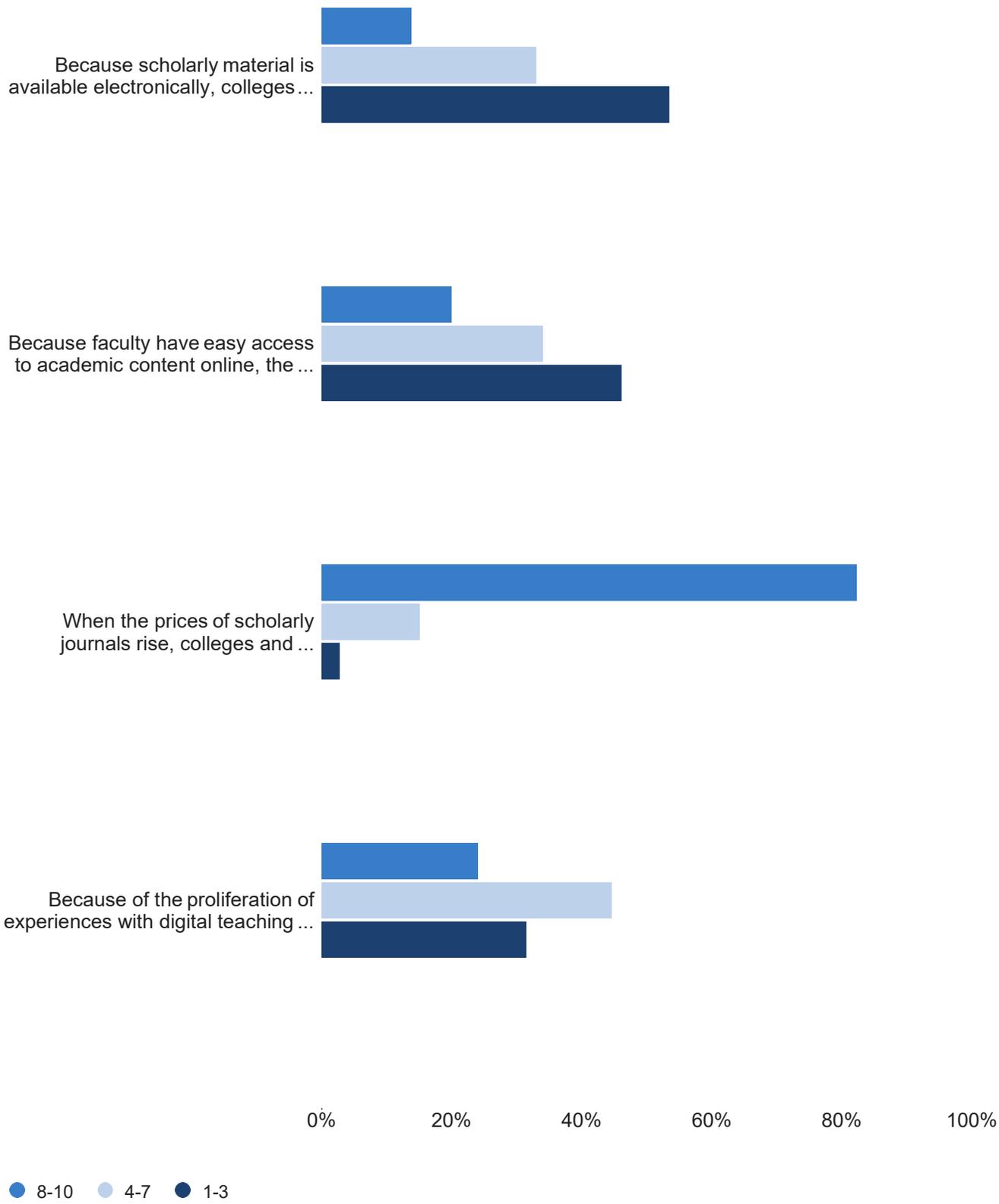
Response	5-6	3-4	1-2
The library serves as a starting point or "gateway" for locating information for my research	65.72%	20.70%	13.58%
The library pays for resources I need, from academic journals to books to electronic databases	89.42%	7.17%	3.42%
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	74.37%	17.77%	7.86%
The library supports and facilitates my teaching activities	62.20%	25.61%	12.20%
The library provides active support that helps to increase my productivity in research and scholarship	56.27%	27.84%	15.89%
The library helps undergraduates develop research, critical analysis, and information literacy skills	72.79%	20.34%	6.86%
The library supports graduate students in conducting research, managing data, and publishing scholarship	75.75%	17.60%	6.65%
The library provides access to technology resources that support student learning	77.42%	16.70%	5.87%
The library provides an informal academic environment and space that supports student learning	74.12%	19.78%	6.09%



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]

Response	8-10	4-7	1-3	Total
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	329	787	1,276	2392
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	475	813	1,101	2389
When the prices of scholarly journals rise, colleges and universities should adequately support library budgets to ensure continued access to collections	1,973	362	65	2400
Because of the proliferation of experiences with digital teaching and learning, college and university libraries should redirect money spent on in-person services to digital support options	575	1,065	753	2393

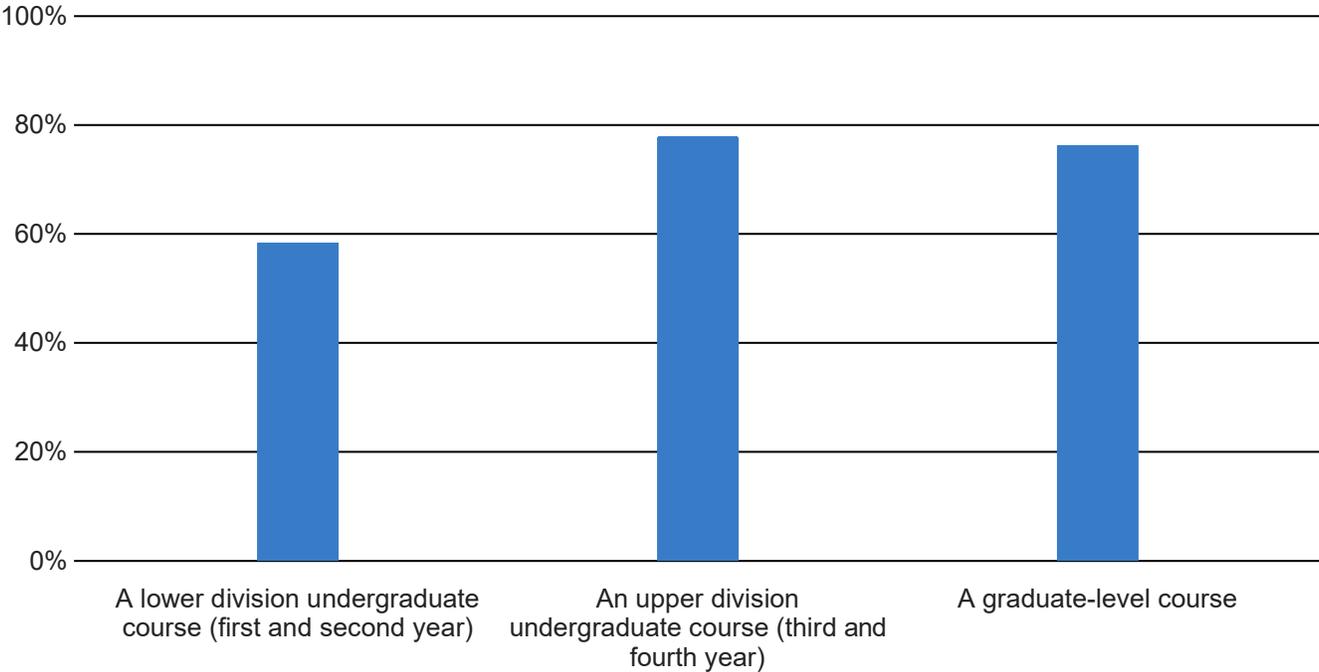
Response	8-10	4-7	1-3
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	13.75%	32.90%	53.34%
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	19.88%	34.03%	46.09%
When the prices of scholarly journals rise, colleges and universities should adequately support library budgets to ensure continued access to collections	82.21%	15.08%	2.71%
Because of the proliferation of experiences with digital teaching and learning, college and university libraries should redirect money spent on in-person services to digital support options	24.03%	44.50%	31.47%



Q28 - Please select which types of courses you have taught in the last 2 years:

Response

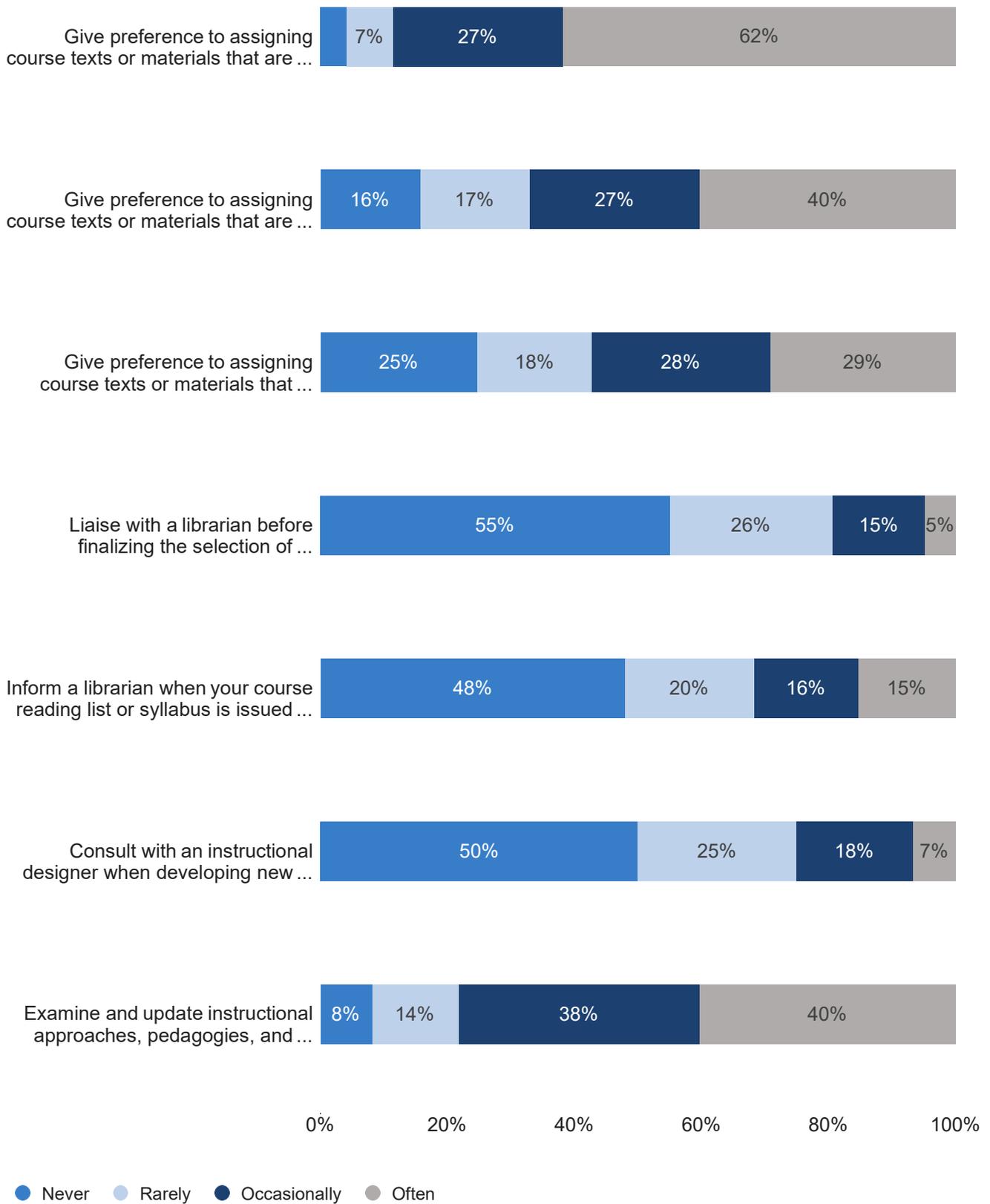
A lower division undergraduate course (first and second year)	58.28%	1,393
An upper division undergraduate course (third and fourth year)	77.78%	1,859
A graduate-level course	76.23%	1,822
Total		2390



Q29 - In general, how often do you perform each of the following when designing or structuring your undergraduate courses?

Response	Never	Rarely	Occasionally	Often	Total
Give preference to assigning course texts or materials that are low or no cost	83	148	542	1,250	2023
Give preference to assigning course texts or materials that are available through the library	317	349	542	814	2022
Give preference to assigning course texts or materials that center historically underrepresented voices (e.g., through authors or content)	497	362	563	588	2010
Liaise with a librarian before finalizing the selection of assigned course texts or materials	1,110	517	295	97	2019
Inform a librarian when your course reading list or syllabus is issued to students	972	410	333	311	2026
Consult with an instructional designer when developing new and/or updating current courses	1,014	502	374	136	2026
Examine and update instructional approaches, pedagogies, and materials using empirical evidence	163	276	766	815	2020

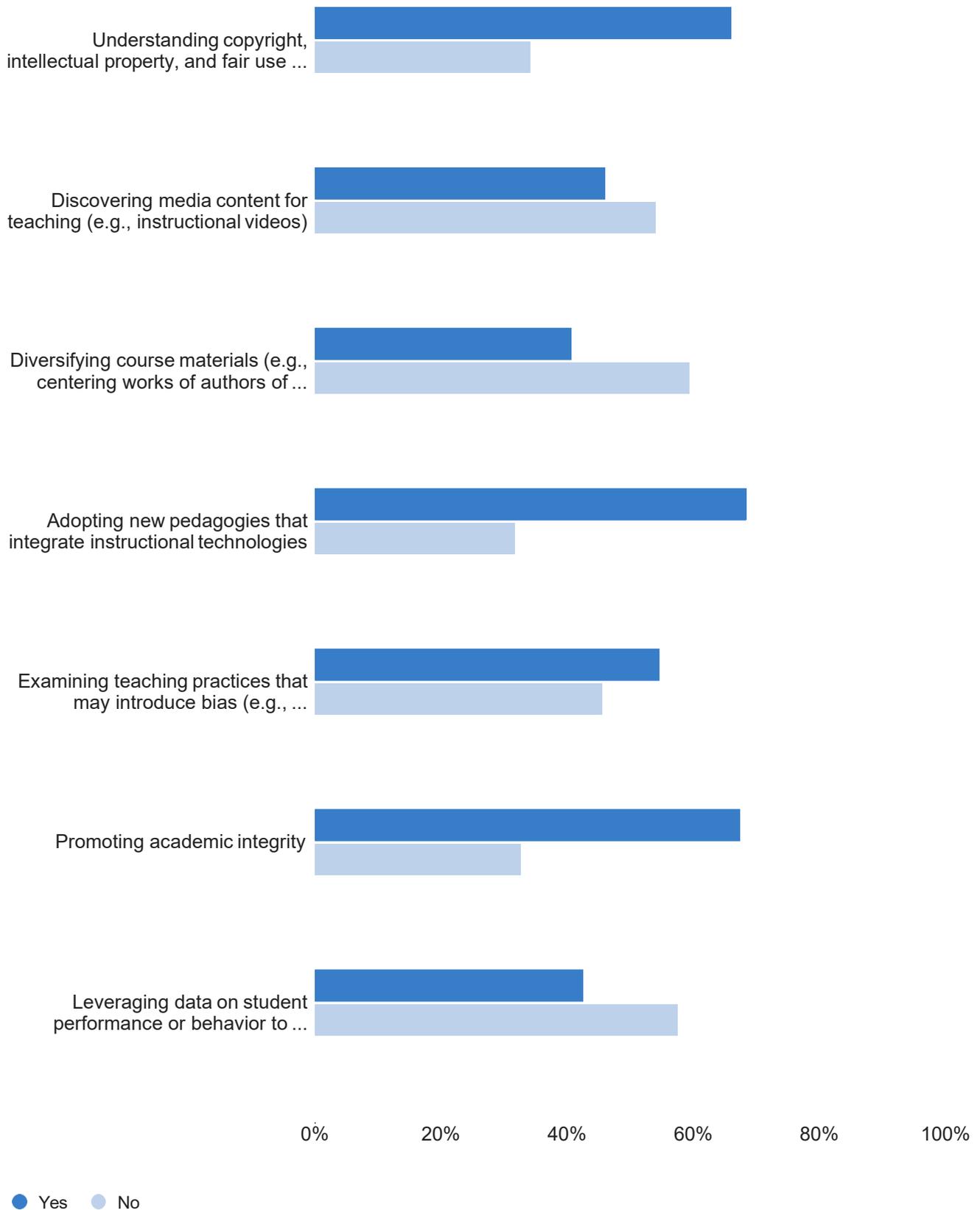
Response	Never	Rarely	Occasionally	Often
Give preference to assigning course texts or materials that are low or no cost	4.10%	7.32%	26.79%	61.79%
Give preference to assigning course texts or materials that are available through the library	15.68%	17.26%	26.81%	40.26%
Give preference to assigning course texts or materials that center historically underrepresented voices (e.g., through authors or content)	24.73%	18.01%	28.01%	29.25%
Liaise with a librarian before finalizing the selection of assigned course texts or materials	54.98%	25.61%	14.61%	4.80%
Inform a librarian when your course reading list or syllabus is issued to students	47.98%	20.24%	16.44%	15.35%
Consult with an instructional designer when developing new and/or updating current courses	50.05%	24.78%	18.46%	6.71%
Examine and update instructional approaches, pedagogies, and materials using empirical evidence	8.07%	13.66%	37.92%	40.35%



Q30 - Does your college or university library, instructional designer, teaching and learning center, or another service provider assist you with any of the following aspects of instruction?

Response	Yes	No	Total
Understanding copyright, intellectual property, and fair use standards for materials used in my courses	1,503	776	2279
Discovering media content for teaching (e.g., instructional videos)	1,044	1,226	2270
Diversifying course materials (e.g., centering works of authors of color and/or anti-racist content)	912	1,333	2245
Adopting new pedagogies that integrate instructional technologies	1,555	719	2274
Examining teaching practices that may introduce bias (e.g., culturally-relevant, anti-racist pedagogy)	1,236	1,031	2267
Promoting academic integrity	1,529	740	2269
Leveraging data on student performance or behavior to shape mid-course corrections and / or future course design	962	1,301	2263

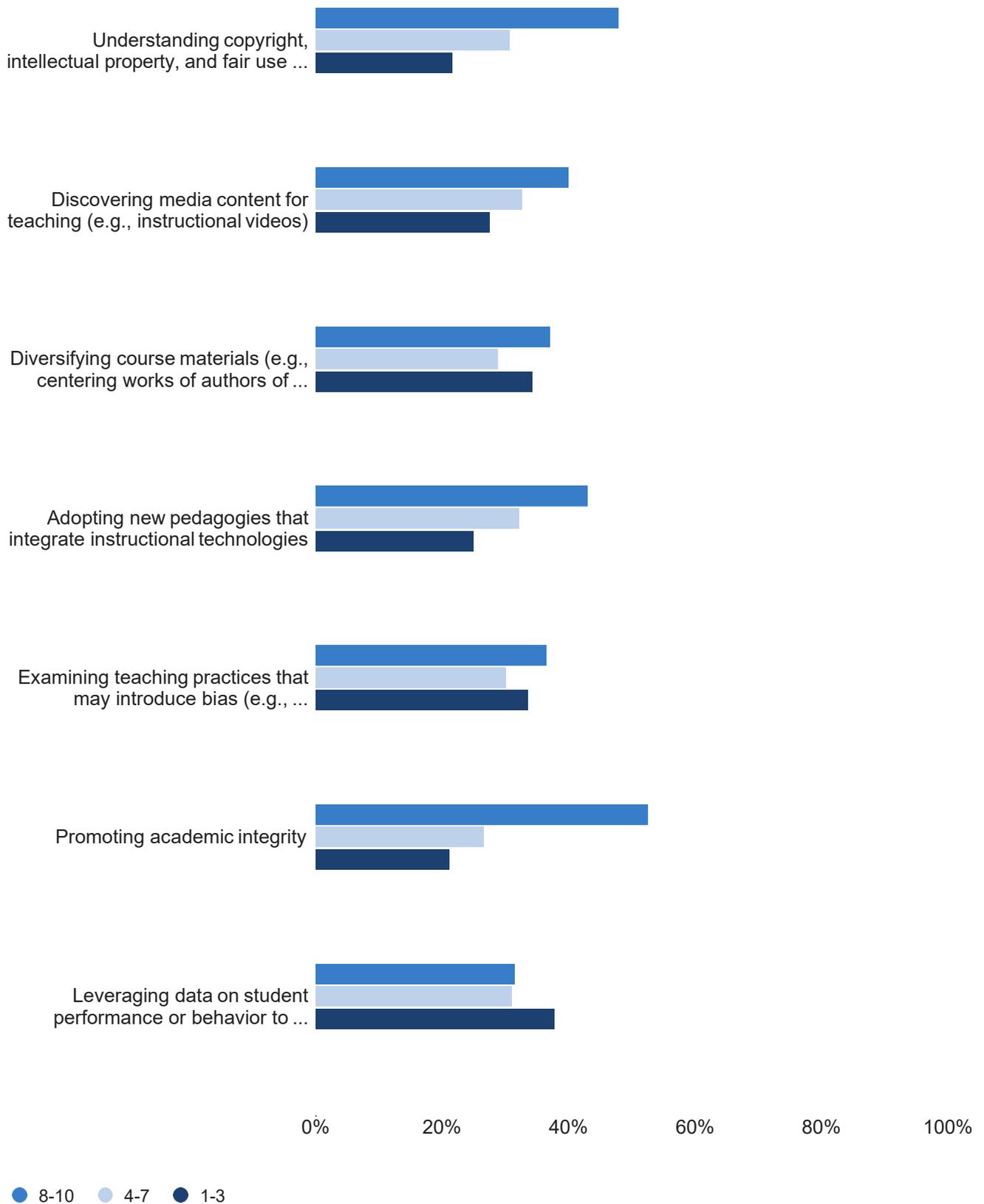
Response	Yes	No
Understanding copyright, intellectual property, and fair use standards for materials used in my courses	65.95%	34.05%
Discovering media content for teaching (e.g., instructional videos)	45.99%	54.01%
Diversifying course materials (e.g., centering works of authors of color and/or anti-racist content)	40.62%	59.38%
Adopting new pedagogies that integrate instructional technologies	68.38%	31.62%
Examining teaching practices that may introduce bias (e.g., culturally-relevant, anti-racist pedagogy)	54.52%	45.48%
Promoting academic integrity	67.39%	32.61%
Leveraging data on student performance or behavior to shape mid-course corrections and / or future course design	42.51%	57.49%



Q31 - How valuable do you find support from your college or university library for each of the following aspects of instruction, or how valuable would you find it if this support was offered to you? [10 = extremely valuable; 1 = not at all valuable]

Response	8-10	4-7	1-3	Total
Understanding copyright, intellectual property, and fair use standards for materials used in my courses	1,066	682	479	2227
Discovering media content for teaching (e.g., instructional videos)	889	725	610	2224
Diversifying course materials (e.g., centering works of authors of color and/or anti-racist content)	816	634	755	2205
Adopting new pedagogies that integrate instructional technologies	950	712	553	2215
Examining teaching practices that may introduce bias (e.g., culturally-relevant, anti-racist pedagogy)	807	666	742	2215
Promoting academic integrity	1,163	588	467	2218
Leveraging data on student performance or behavior to shape mid-course corrections and / or future course design	696	686	835	2217

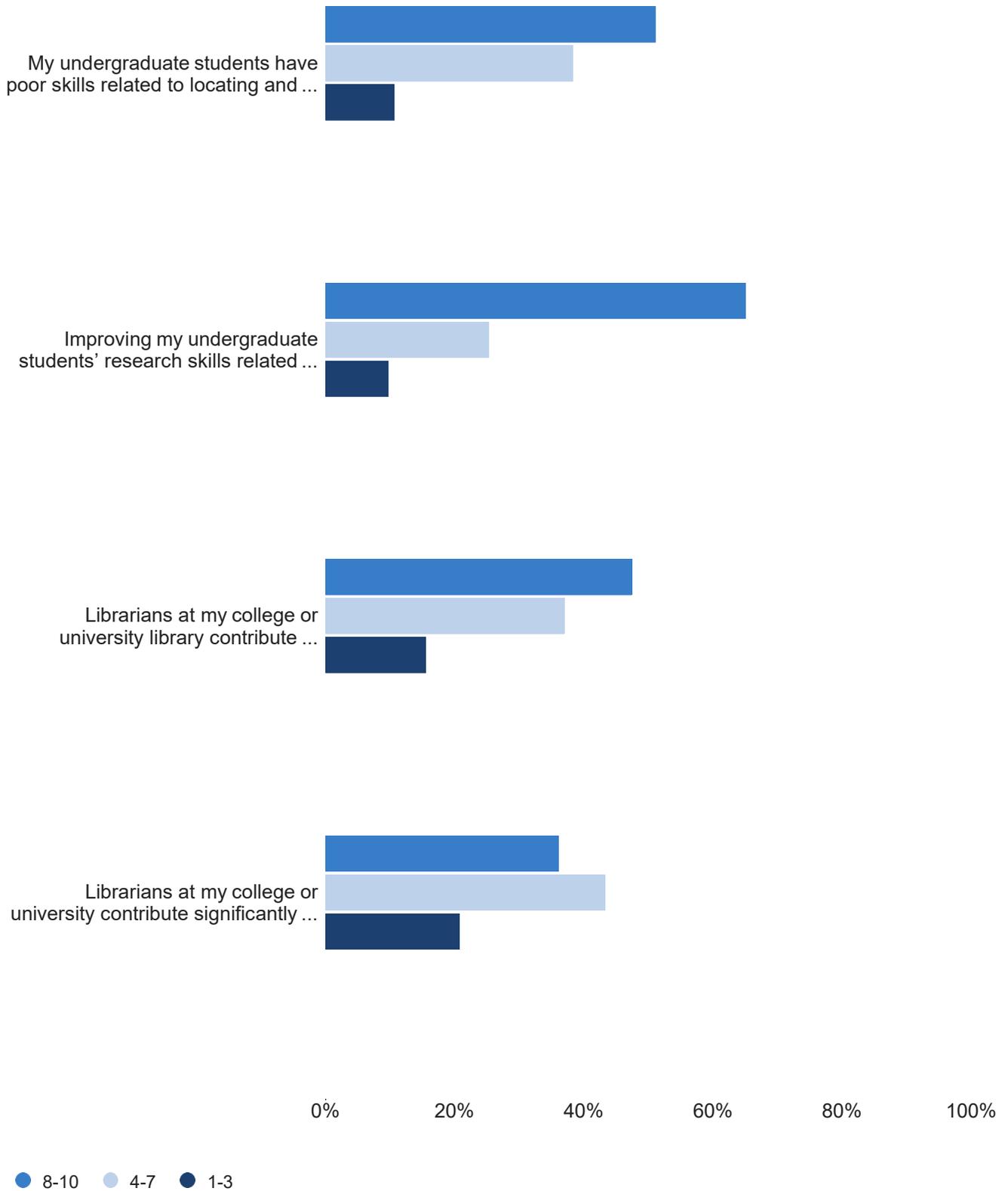
Response	8-10	4-7	1-3
Understanding copyright, intellectual property, and fair use standards for materials used in my courses	47.87%	30.62%	21.51%
Discovering media content for teaching (e.g., instructional videos)	39.97%	32.60%	27.43%
Diversifying course materials (e.g., centering works of authors of color and/or anti-racist content)	37.01%	28.75%	34.24%
Adopting new pedagogies that integrate instructional technologies	42.89%	32.14%	24.97%
Examining teaching practices that may introduce bias (e.g., culturally-relevant, anti-racist pedagogy)	36.43%	30.07%	33.50%
Promoting academic integrity	52.43%	26.51%	21.06%
Leveraging data on student performance or behavior to shape mid-course corrections and / or future course design	31.39%	30.94%	37.66%



Q32 - 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]

Response	8-10	4-7	1-3	Total
My undergraduate students have poor skills related to locating and evaluating scholarly information	995	744	207	1946
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	1,271	494	190	1955
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	1,040	812	339	2191
Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation	784	941	450	2175

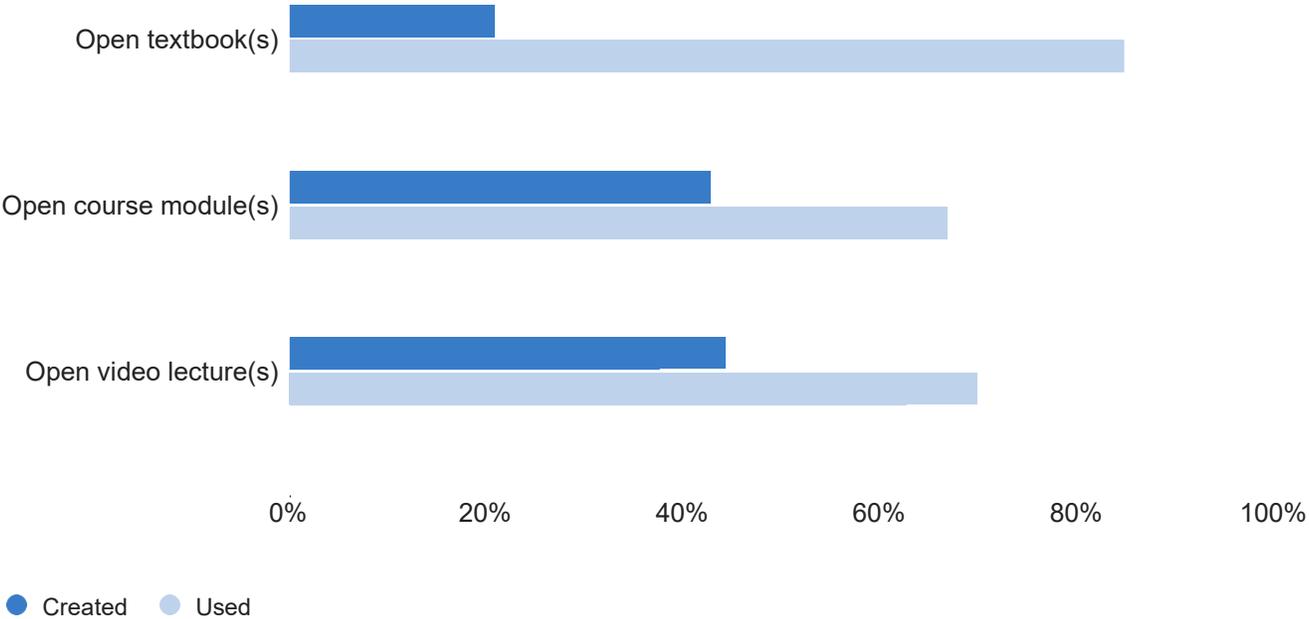
Response	8-10	4-7	1-3
My undergraduate students have poor skills related to locating and evaluating scholarly information	51.13%	38.23%	10.64%
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	65.01%	25.27%	9.72%
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	47.47%	37.06%	15.47%
Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation	36.05%	43.26%	20.69%



Q33 - Please note: 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. Which, if any, of the following open educational resources have you created and/or used in your courses? Please check all that apply.

Response	Created	Used	Total
Open textbook(s)	208	795	926
Open course module(s)	383	515	757
Open video lecture(s)	443	739	1005

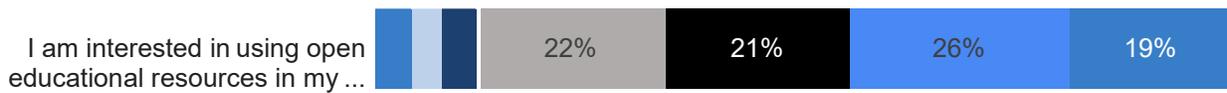
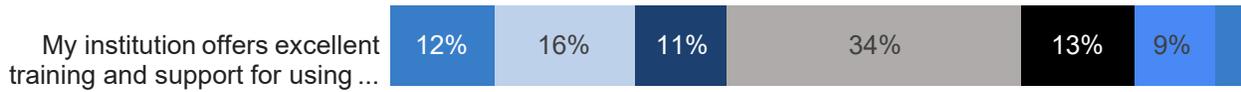
Response	Created	Used
Open textbook(s)	22.46%	85.85%
Open course module(s)	50.59%	68.03%
Open video lecture(s)	44.08%	73.53%



Q34 - Please read the following statements and indicate the degree to which you agree or disagree with each.

Response	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree	Total
My institution offers excellent training and support for using open educational resources	269	360	246	746	292	195	90	2198
I find it difficult to locate open educational resources for my teaching	103	203	220	780	431	326	142	2205
My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching	416	443	232	653	235	159	67	2205
I am interested in creating and publishing open educational resources	282	308	214	591	361	268	186	2210
I am interested in using open educational resources in my teaching	95	77	89	489	475	569	419	2213

Response	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
My institution offers excellent training and support for using open educational resources	12.24%	16.38%	11.19%	33.94%	13.28%	8.87%	4.09%
I find it difficult to locate open educational resources for my teaching	4.67%	9.21%	9.98%	35.37%	19.55%	14.78%	6.44%
My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching	18.87%	20.09%	10.52%	29.61%	10.66%	7.21%	3.04%
I am interested in creating and publishing open educational resources	12.76%	13.94%	9.68%	26.74%	16.33%	12.13%	8.42%
I am interested in using open educational resources in my teaching	4.29%	3.48%	4.02%	22.10%	21.46%	25.71%	18.93%



0% 20% 40% 60% 80% 100%

● Strongly disagree
 ● Disagree
 ● Somewhat disagree
 ● Neither agree nor disagree
 ● Somewhat agree
● Agree
 ● Strongly agree

Demographics

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

Which of the following best describes the format(s) of the course(s) you **currently** teach? If you teach in multiple formats, please select the item that represents the largest portion of your time/classes.

D5

What is your age?

D6

Please indicate your gender(s). Select all that apply.

D7

Are you transgender?

D8

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

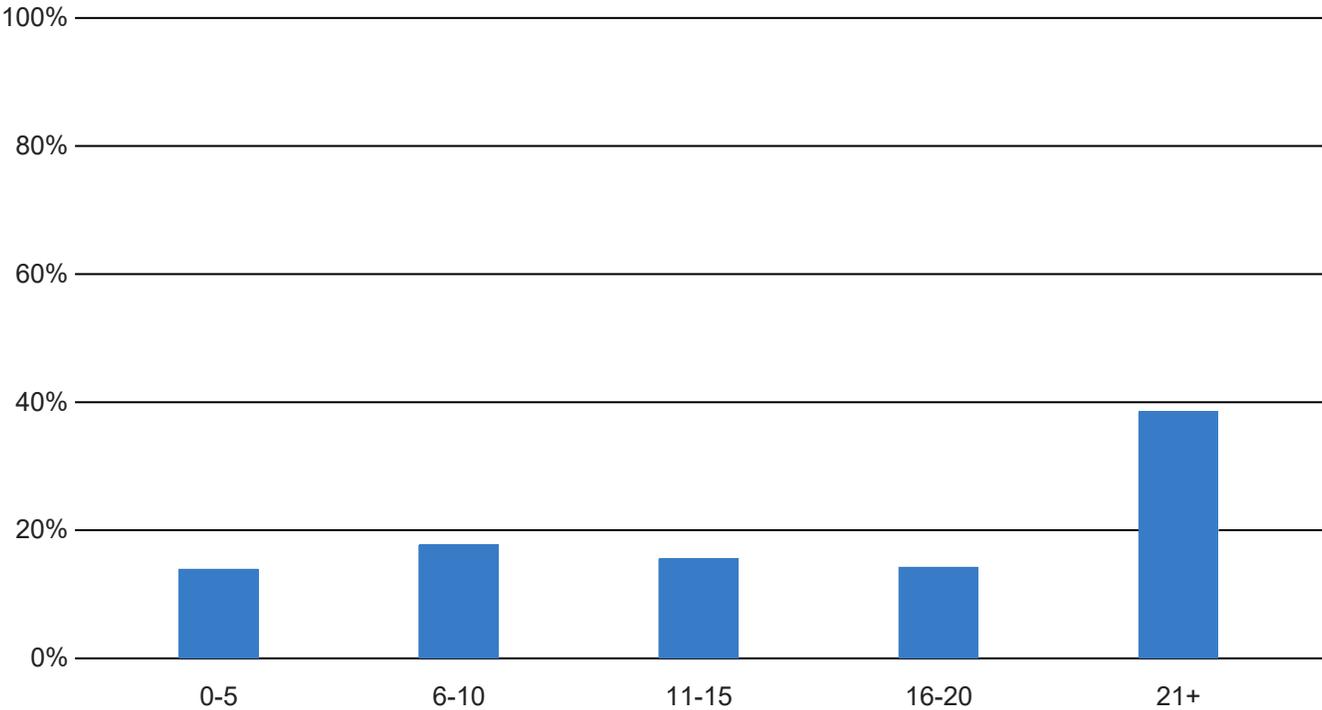
D9

Please indicate your race-ethnicity(ies). Select all that apply.

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

Response

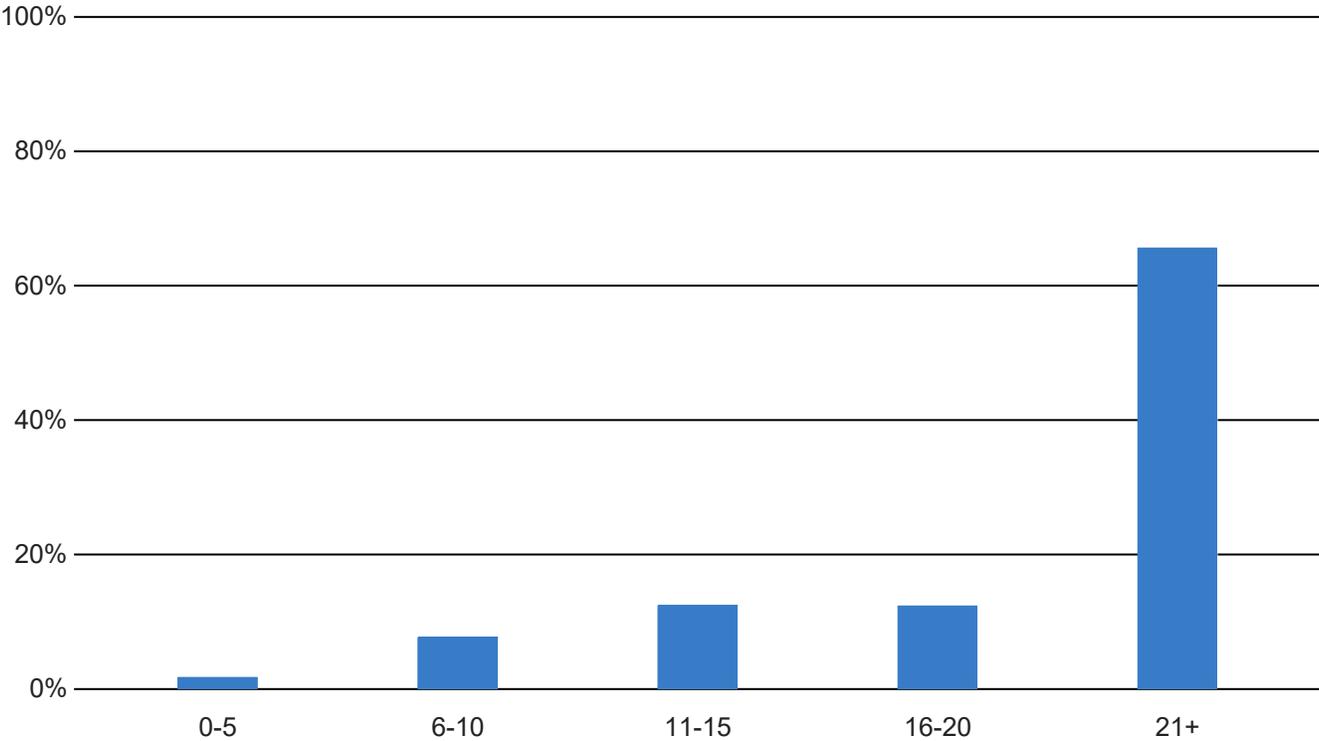
0-5	13.84%	345
6-10	17.73%	442
11-15	15.60%	389
16-20	14.28%	356
21+	38.55%	961
Total		2493



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

Response

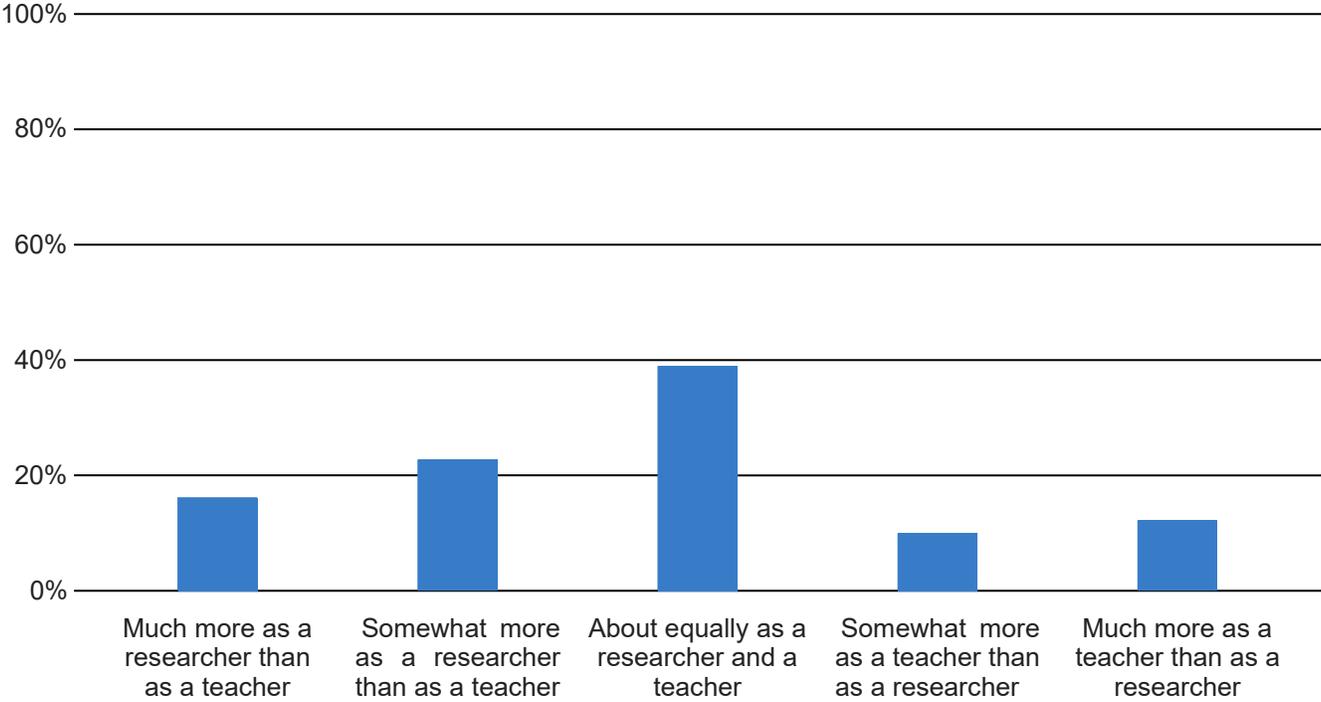
0-5	1.77%	44
6-10	7.70%	191
11-15	12.49%	310
16-20	12.41%	308
21+	65.63%	1,629
Total		2482



D3 - Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?

Response

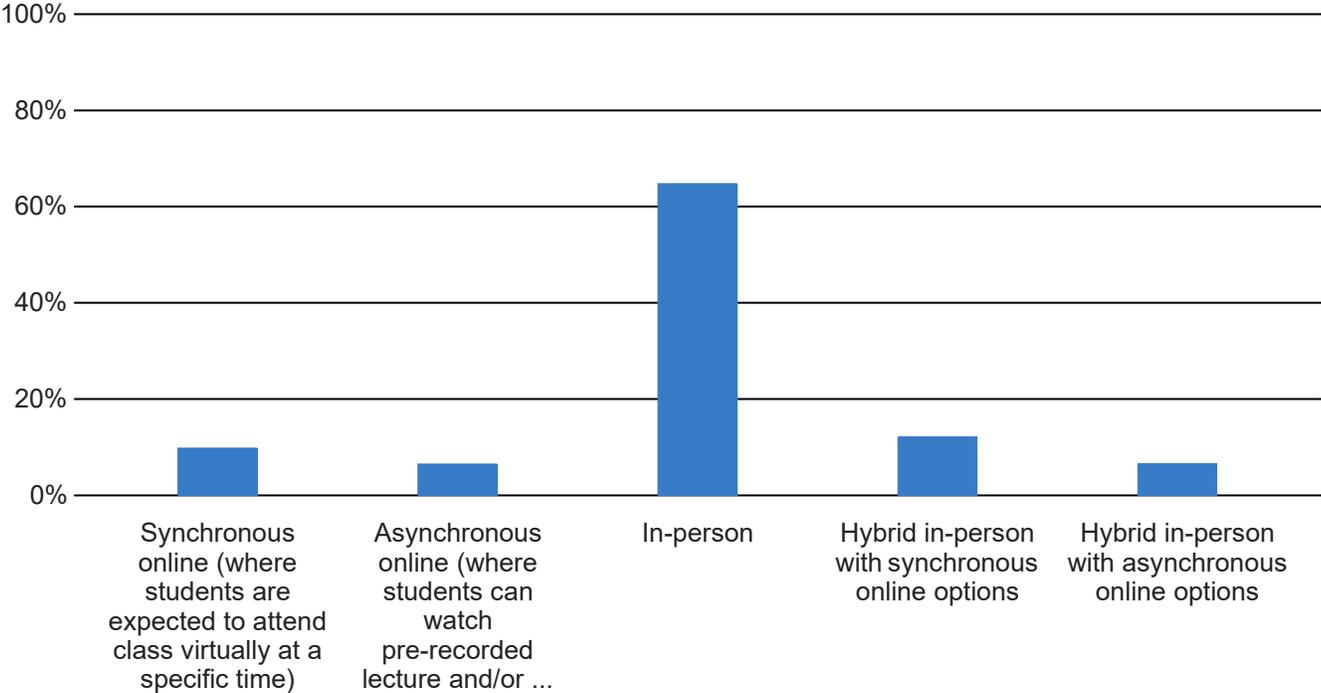
Much more as a researcher than as a teacher	16.10%	401
Somewhat more as a researcher than as a teacher	22.68%	565
About equally as a researcher and a teacher	38.98%	971
Somewhat more as a teacher than as a researcher	10.04%	250
Much more as a teacher than as a researcher	12.20%	304
Total		2491



D4 - Which of the following best describes the format(s) of the course(s) you currently teach? If you teach in multiple formats, please select the item that represents the largest portion of your time/classes.

Response

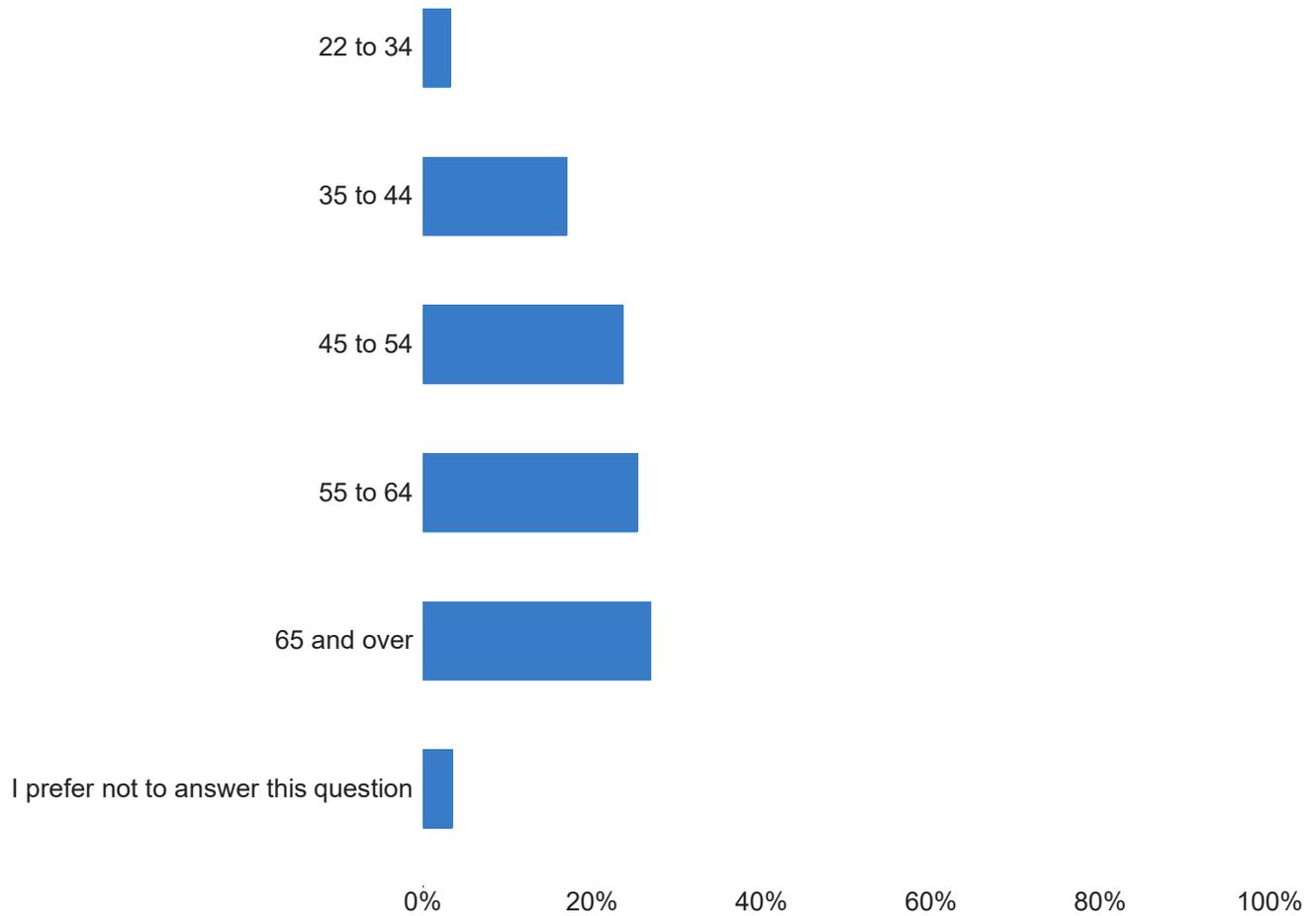
Synchronous online (where students are expected to attend class virtually at a specific time)	9.82%	237
Asynchronous online (where students can watch pre-recorded lecture and/or participate in full course= activities at any time)	6.55%	158
In-person	64.75%	1,563
Hybrid in-person with synchronous online options	12.18%	294
Hybrid in-person with asynchronous online options	6.71%	162
Total		2414



D5 - What is your age?

Response

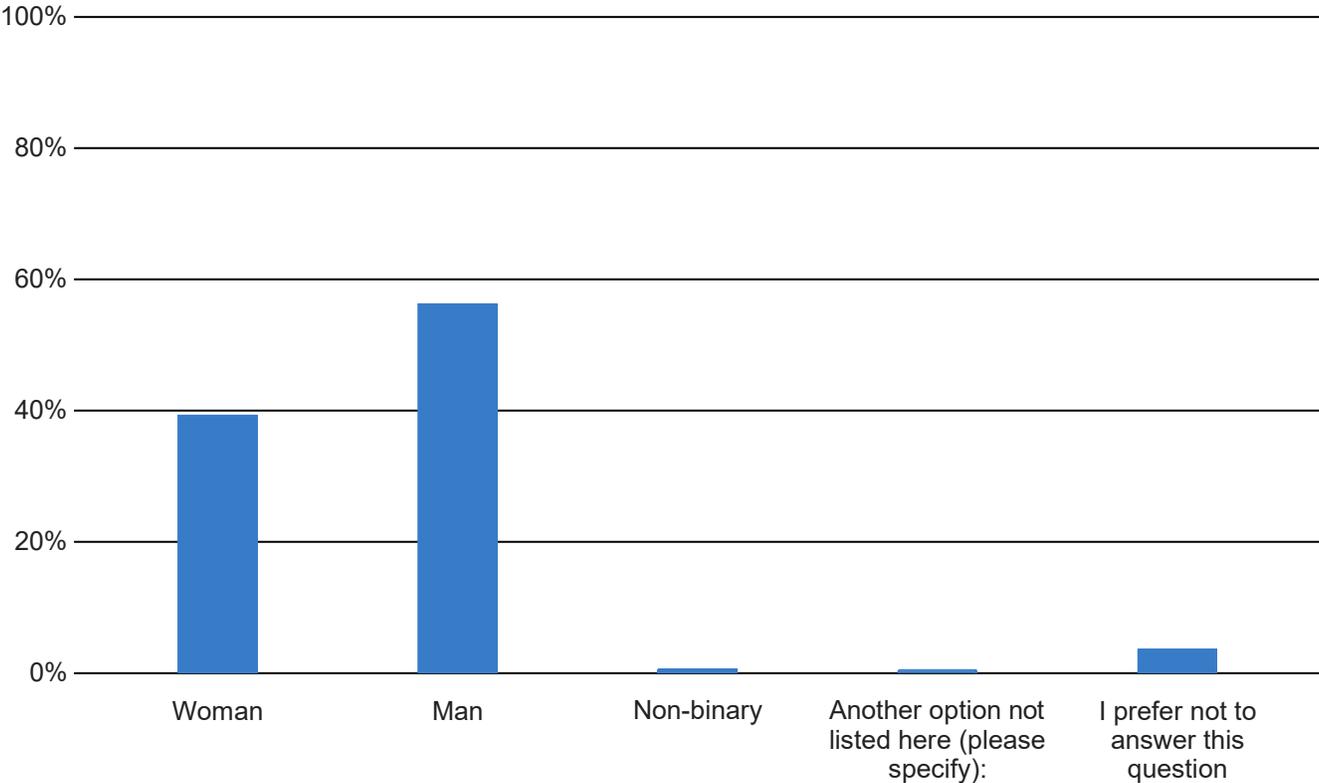
Response	Percentage	Count
22 to 34	3.34%	83
35 to 44	17.04%	423
45 to 54	23.69%	588
55 to 64	25.42%	631
65 and over	26.95%	669
I prefer not to answer this question	3.55%	88
Total		2482



D6 - Please indicate your gender(s). Select all that apply.

Response

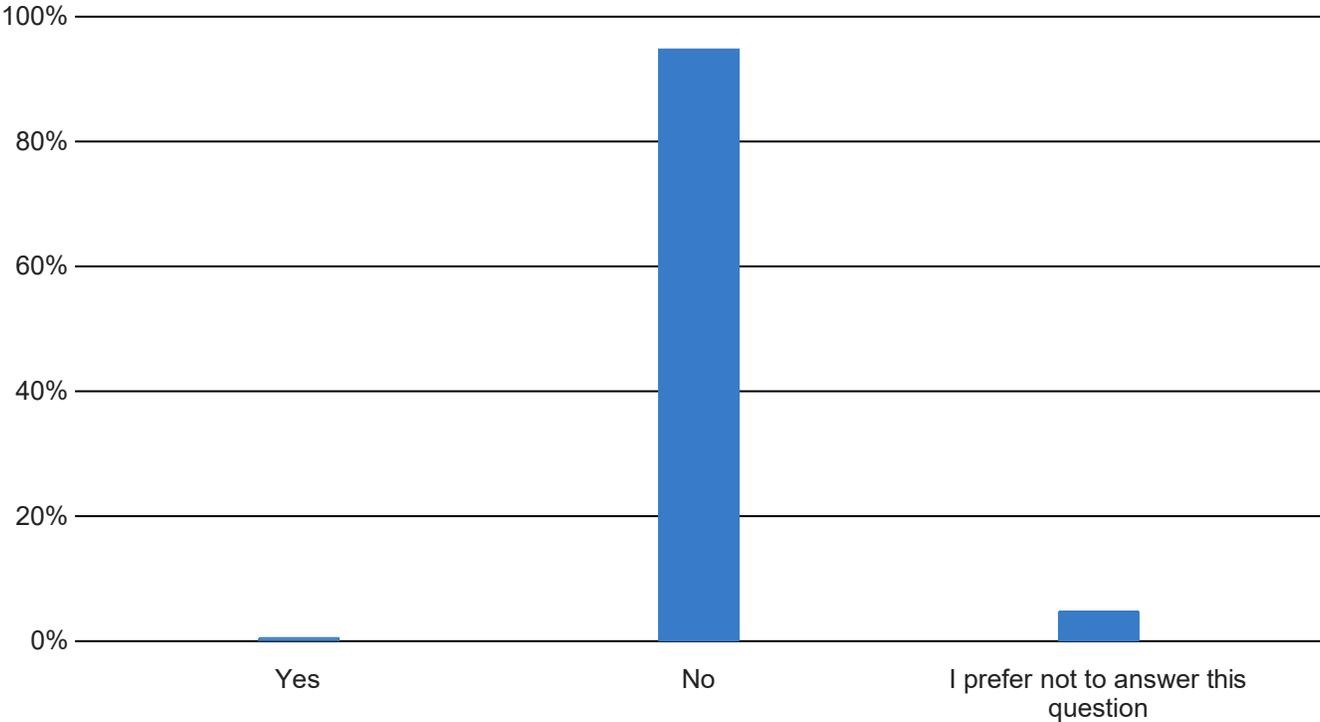
Woman	39.33%	973
Man	56.35%	1,394
Non-binary	0.69%	17
Another option not listed here (please specify):	0.28%	7
I prefer not to answer this question	3.68%	91
Total		2474



D7 - Are you transgender?

Response

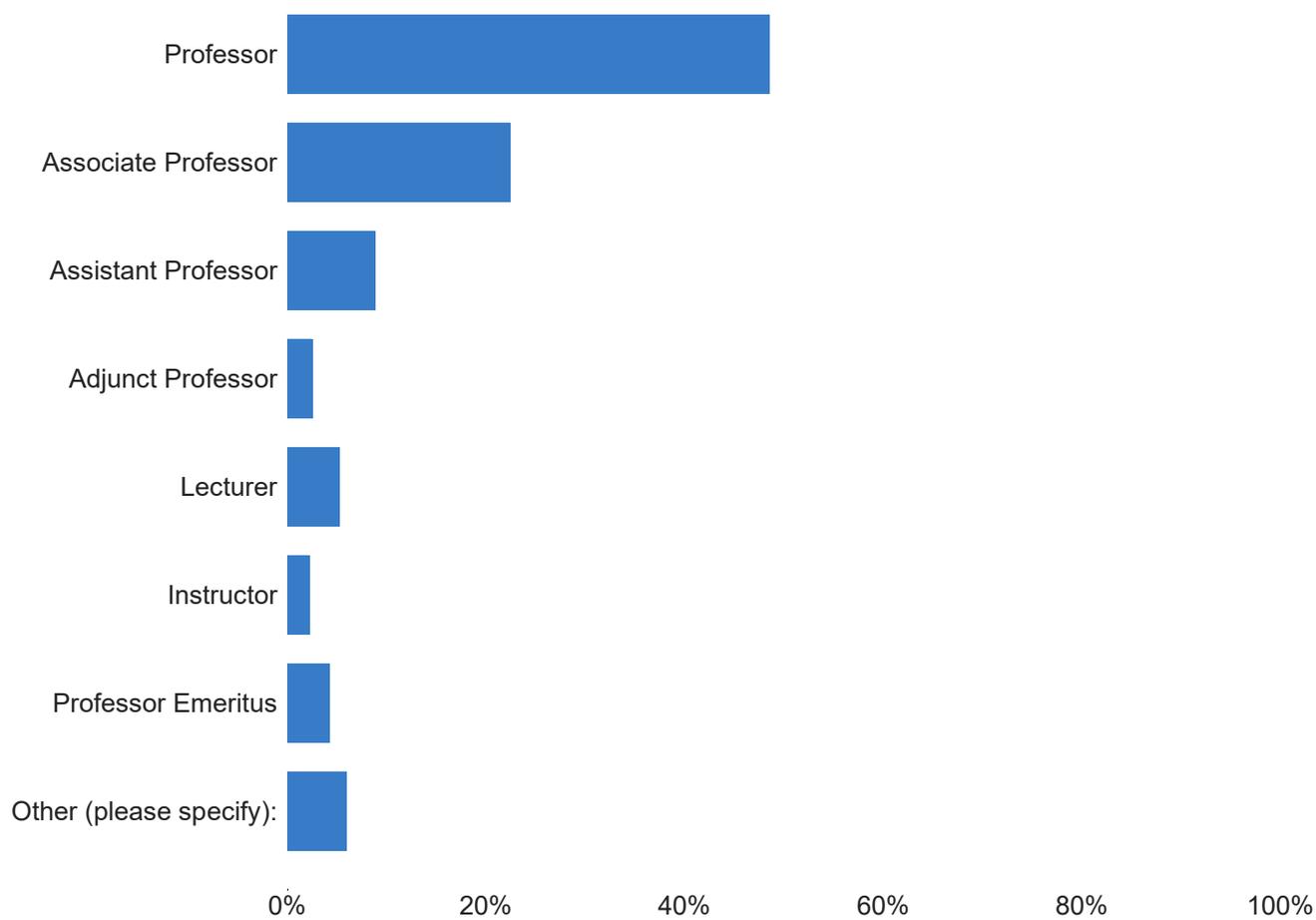
Yes	0.29%	7
No	94.83%	2,311
I prefer not to answer this question	4.88%	119
Total		2437



D8 - What is your title or role? Please select one answer below.

Response

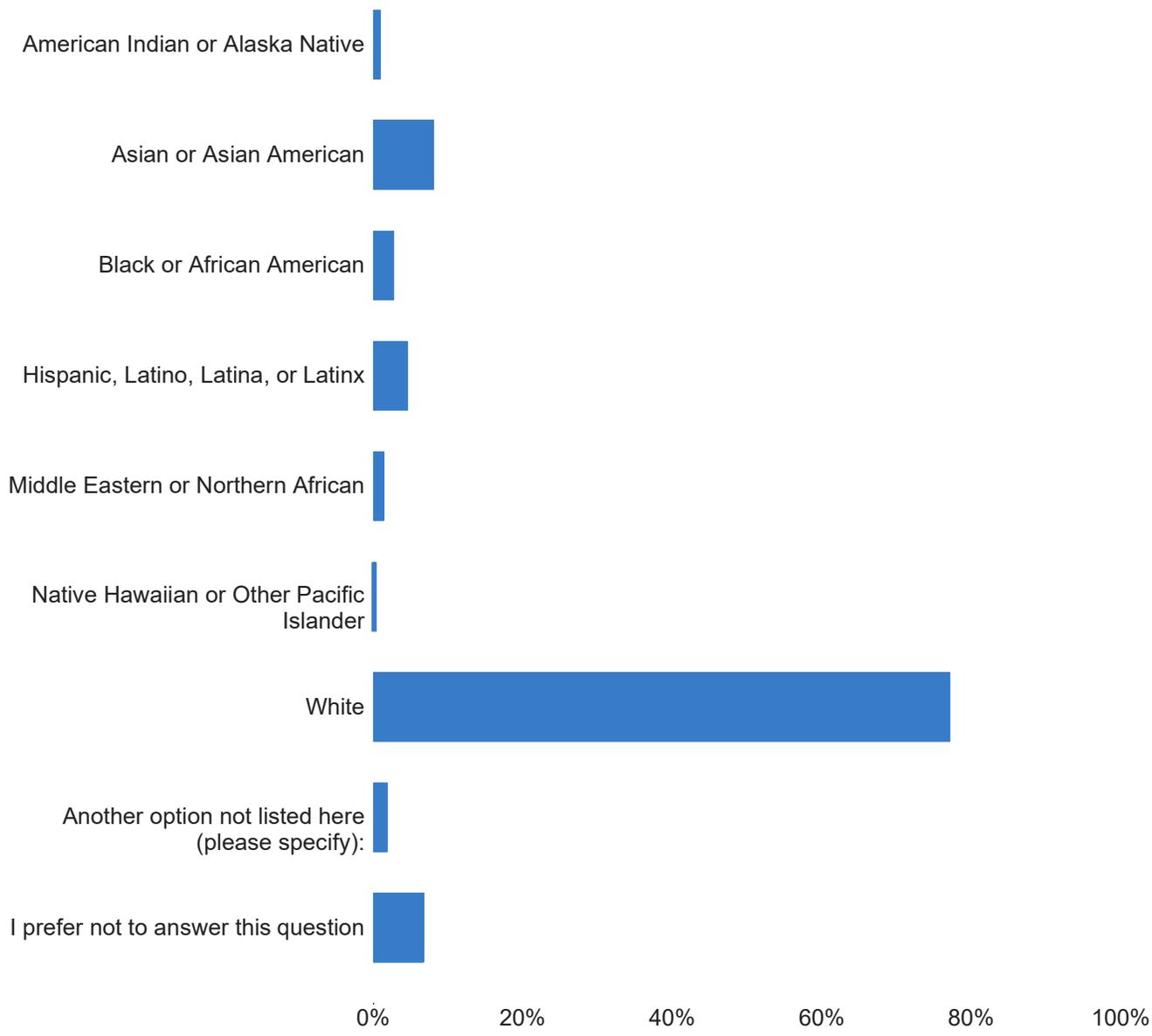
Professor	48.51%	1,206
Associate Professor	22.41%	557
Assistant Professor	8.85%	220
Adjunct Professor	2.49%	62
Lecturer	5.27%	131
Instructor	2.25%	56
Professor Emeritus	4.22%	105
Other (please specify):	5.99%	149
Total		2486



D9 - Please indicate your race-ethnicity(ies). Select all that apply.

Response

American Indian or Alaska Native	1.01%	25
Asian or Asian American	8.06%	199
Black or African American	2.71%	67
Hispanic, Latino, Latina, or Latinx	4.58%	113
Middle Eastern or Northern African	1.50%	37
Native Hawaiian or Other Pacific Islander	0.08%	2
White	77.12%	1,904
Another option not listed here (please specify):	1.94%	48
I prefer not to answer this question	6.76%	167
Total		2469



Embedded Variables

Keycode

KEYCODE

Response

Eng	11.32%	285
History	9.81%	247
Educ	8.42%	212
Bio	7.11%	179
Math	6.67%	168
Physics	5.92%	149
Anthro	4.45%	112
BusFin	3.81%	96
Psych	3.81%	96
Phil	3.65%	92
Geol	3.49%	88
Foreignl	3.46%	87
Agric	3.42%	86
Lit	3.14%	79
PoliSci	3.14%	79
Music	3.10%	78
Soc	2.46%	62
Econ	1.95%	49
Chem	1.91%	48
Religion	1.59%	40
Classics	1.03%	26
Theater	0.99%	25
ArtHist	0.87%	22
PubPol	0.75%	19

AsiaStud	0.71%	18
PhysSci	0.71%	18
Geog	0.68%	17
WomStud	0.48%	12
SlavStud	0.36%	9
AfAmStud	0.28%	7
IndStud	0.12%	3
MED	0.12%	3
AmStud	0.08%	2
LAStud	0.08%	2
Law	0.08%	2
PubHlth	0.04%	1
Total		2518