April 2023

University of Illinois Urbana-Champaign Faculty Survey

Report of Findings

ITHAKA S+R

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Overview

The University of Illinois Urbana-Champaign implementation of the Ithaka S+R Faculty Survey was launched on January 31st, 2023, and was closed to new responses on March 6th, 2023, with a total of 441 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; and undergraduate instruction. The following report provides a high-level overview of findings from the University of Illinois Urbana-Champaign faculty survey.

Details

4,135 University of Illinois Urbana-Champaign faculty members received an email invitation to participate in a survey about their research, publishing, and teaching practices. The original email invitation was sent on January 31st, 2023, and three email reminders were sent before the close of the survey.

In total, 331 respondents started the survey (partial completion) and 441 respondents finished the survey. Due to the survey flow and skip patterns, not all University of Illinois Urbana-Champaign faculty respondents received every question in the survey.

How to interpret the findings

For each question in the University of Illinois Urbana-Champaign 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 Sage Love, Ithaka S+R Research Operations Associate, at Sage.Love@ithaka.org.

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 (Haverford Scholarship), 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.

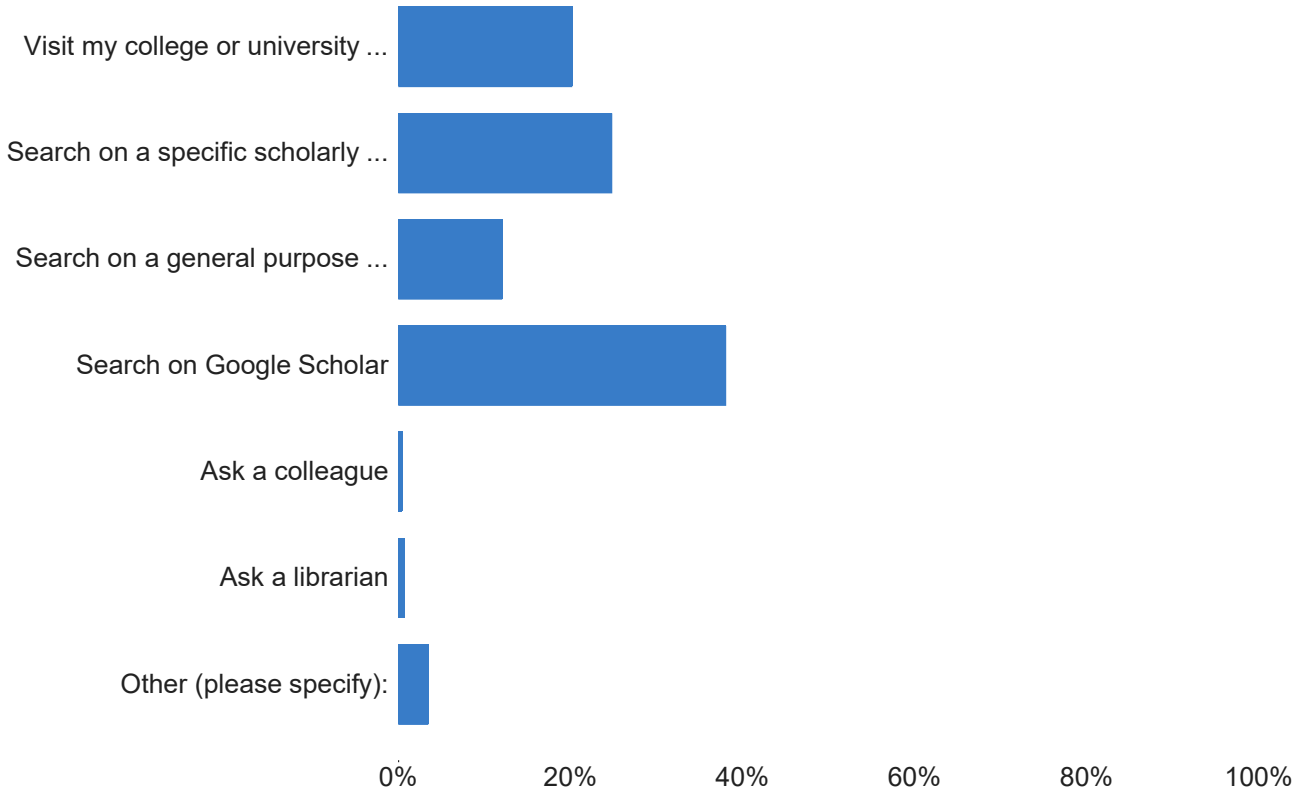
Which, if any, of the following open educational resources have you created and/or used in your courses? Please check all that apply.

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:

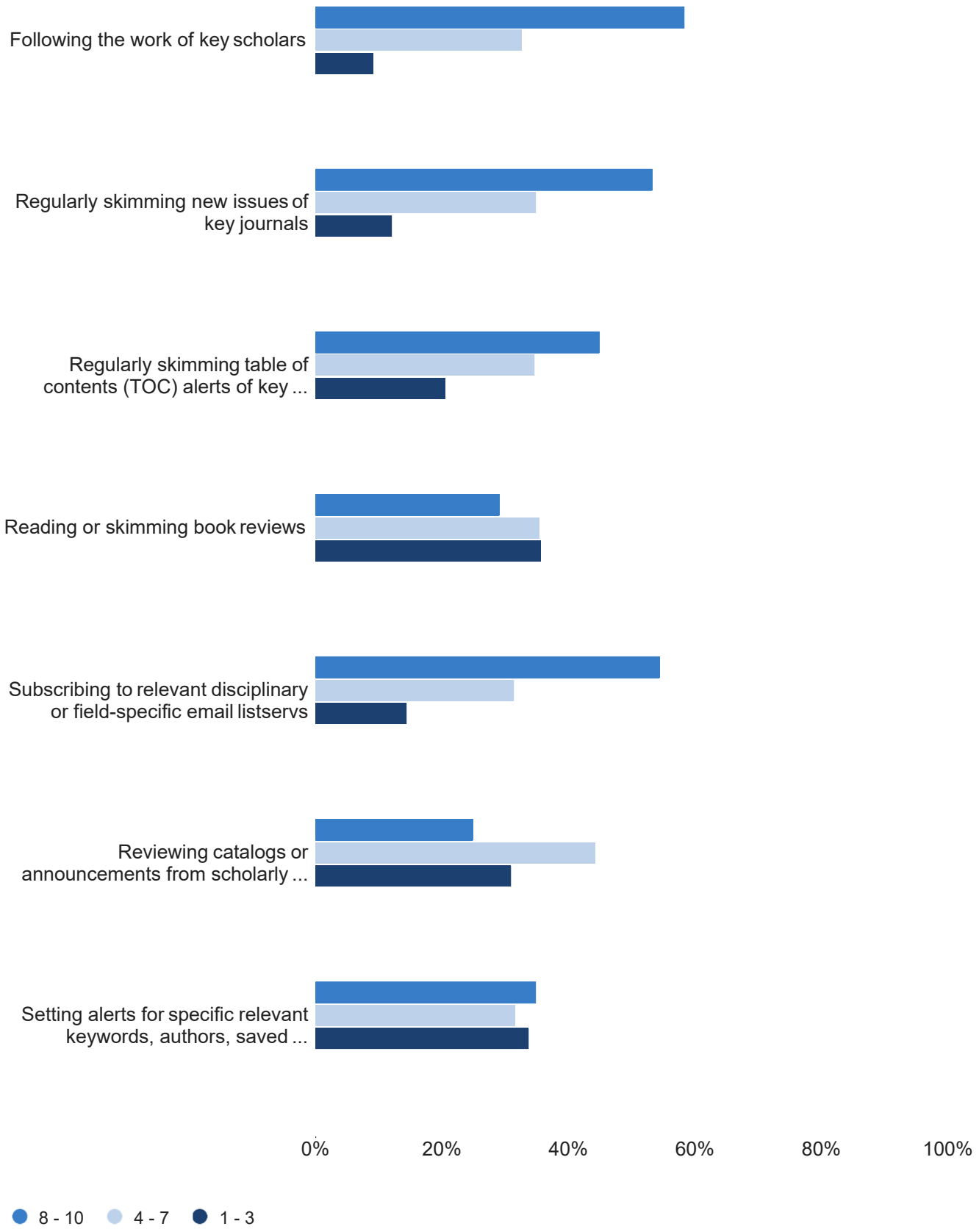
Response		
Visit my college or university library's website or online catalog	20.24%	85
Search on a specific scholarly database (e.g., EBSCOhost, JSTOR, PubMed, Web of Science)	24.76%	104
Search on a general purpose search engine (e.g., Google, Worldcat)	12.14%	51
Search on Google Scholar	38.10%	160
Ask a colleague	0.48%	2
Ask a librarian	0.71%	3
Other (please specify):	3.57%	15
Total		420

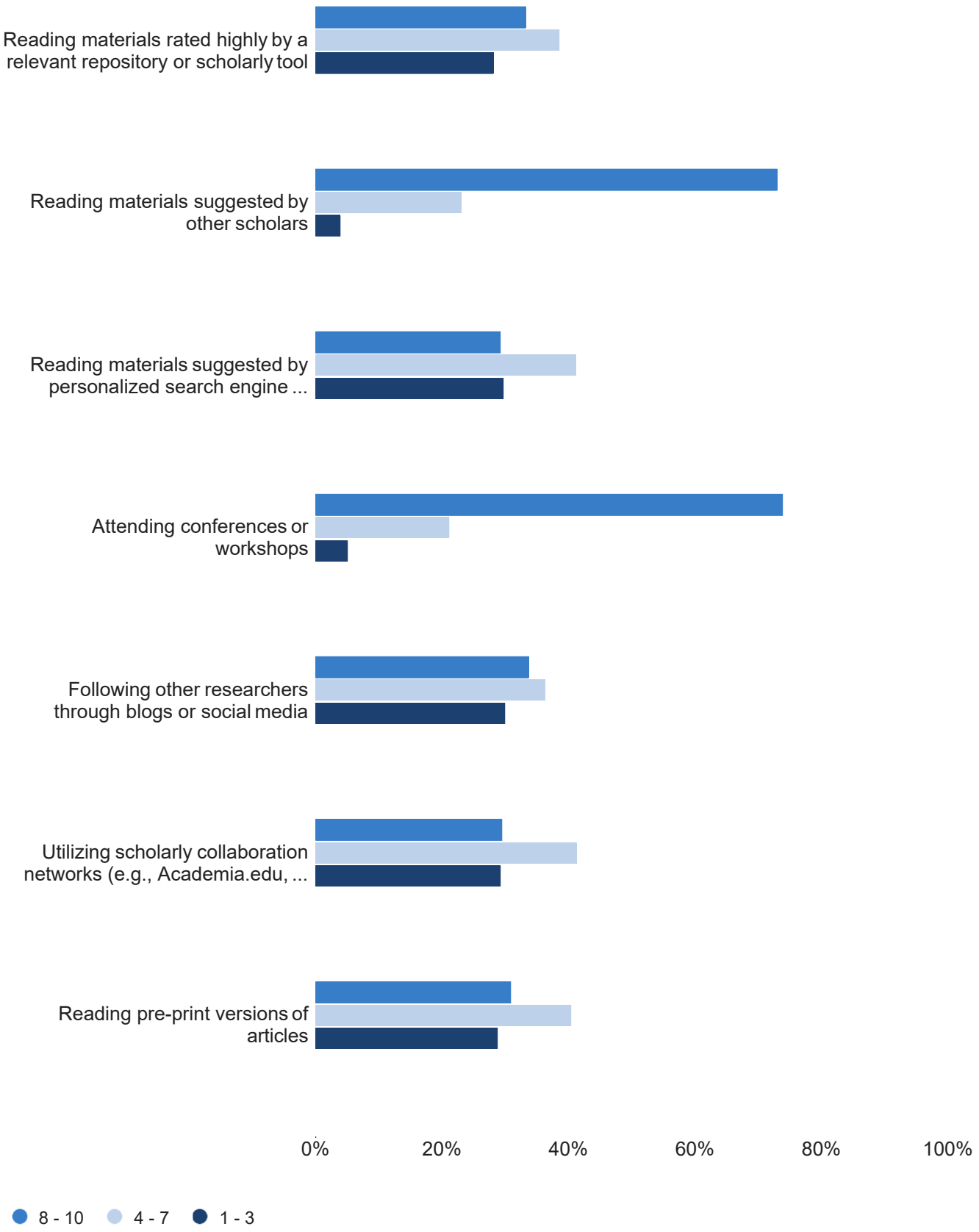


Q2 - You may employ a variety of different tactics to "keep up" with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field. [10 = extremely important;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

Response	8 - 10	4 - 7	1 - 3	Total
Following the work of key scholars	243	136	38	417
Regularly skimming new issues of key journals	222	145	50	417
Regularly skimming table of contents (TOC) alerts of key journals	188	145	86	419
Reading or skimming book reviews	121	147	148	416
Subscribing to relevant disciplinary or field-specific email listservs	228	131	60	419
Reviewing catalogs or announcements from scholarly publishers	104	185	129	418
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	145	131	140	416
Reading materials rated highly by a relevant repository or scholarly tool	138	160	117	415
Reading materials suggested by other scholars	304	96	16	416
Reading materials suggested by personalized search engine recommendations	122	172	124	418
Attending conferences or workshops	308	88	21	417
Following other researchers through blogs or social media	141	152	125	418
Utilizing scholarly collaboration networks (e.g., Academia.edu, ResearchGate)	123	172	122	417
Reading pre-print versions of articles	129	169	120	418

Response	8 - 10	4 - 7	1 - 3
Following the work of key scholars	58.27%	32.61%	9.11%
Regularly skimming new issues of key journals	53.24%	34.77%	11.99%
Regularly skimming table of contents (TOC) alerts of key journals	44.87%	34.61%	20.53%
Reading or skimming book reviews	29.09%	35.34%	35.58%
Subscribing to relevant disciplinary or field-specific email listservs	54.42%	31.26%	14.32%
Reviewing catalogs or announcements from scholarly publishers	24.88%	44.26%	30.86%
Setting alerts for specific relevant keywords, authors, saved searches, or cited references	34.86%	31.49%	33.65%
Reading materials rated highly by a relevant repository or scholarly tool	33.25%	38.55%	28.19%
Reading materials suggested by other scholars	73.08%	23.08%	3.85%
Reading materials suggested by personalized search engine recommendations	29.19%	41.15%	29.67%
Attending conferences or workshops	73.86%	21.10%	5.04%
Following other researchers through blogs or social media	33.73%	36.36%	29.90%
Utilizing scholarly collaboration networks (e.g., Academia.edu, ResearchGate)	29.50%	41.25%	29.26%
Reading pre-print versions of articles	30.86%	40.43%	28.71%

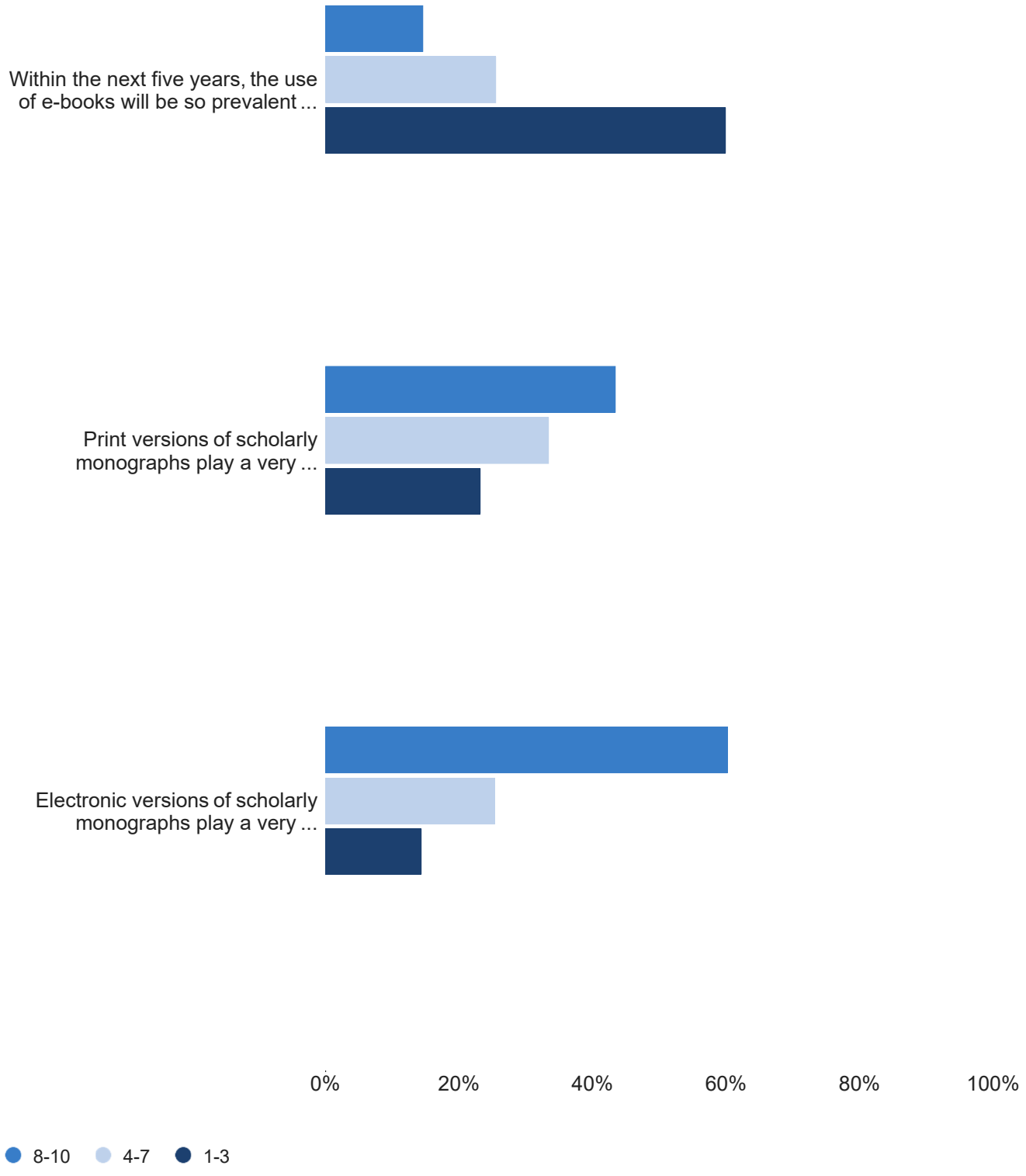

Following the work of key scholars
Regularly skimming new issues of key journals
Regularly skimming table of contents (TOC) alerts of key ...
Reading or skimming book reviews
Subscribing to relevant disciplinary or field-specific email listservs
Reviewing catalogs or announcements from scholarly ...
Setting alerts for specific relevant keywords, authors, saved ...
0%
20%
40%
60%
80%
100%
8 - 10
4 - 7
1 - 3


Reading materials rated highly by a relevant repository or scholarly tool
Reading materials suggested by other scholars
Reading materials suggested by personalized search engine ...
Attending conferences or workshops
Following other researchers through blogs or social media
Utilizing scholarly collaboration networks (e.g., Academia.edu, ...
Reading pre-print versions of articles
0%
20%
40%
60%
80%
100%
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." 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.	61	107	251	419
Print versions of scholarly monographs play a very important role in my research and teaching	182	140	97	419
Electronic versions of scholarly monographs play a very important role in my research and teaching	252	106	60	418

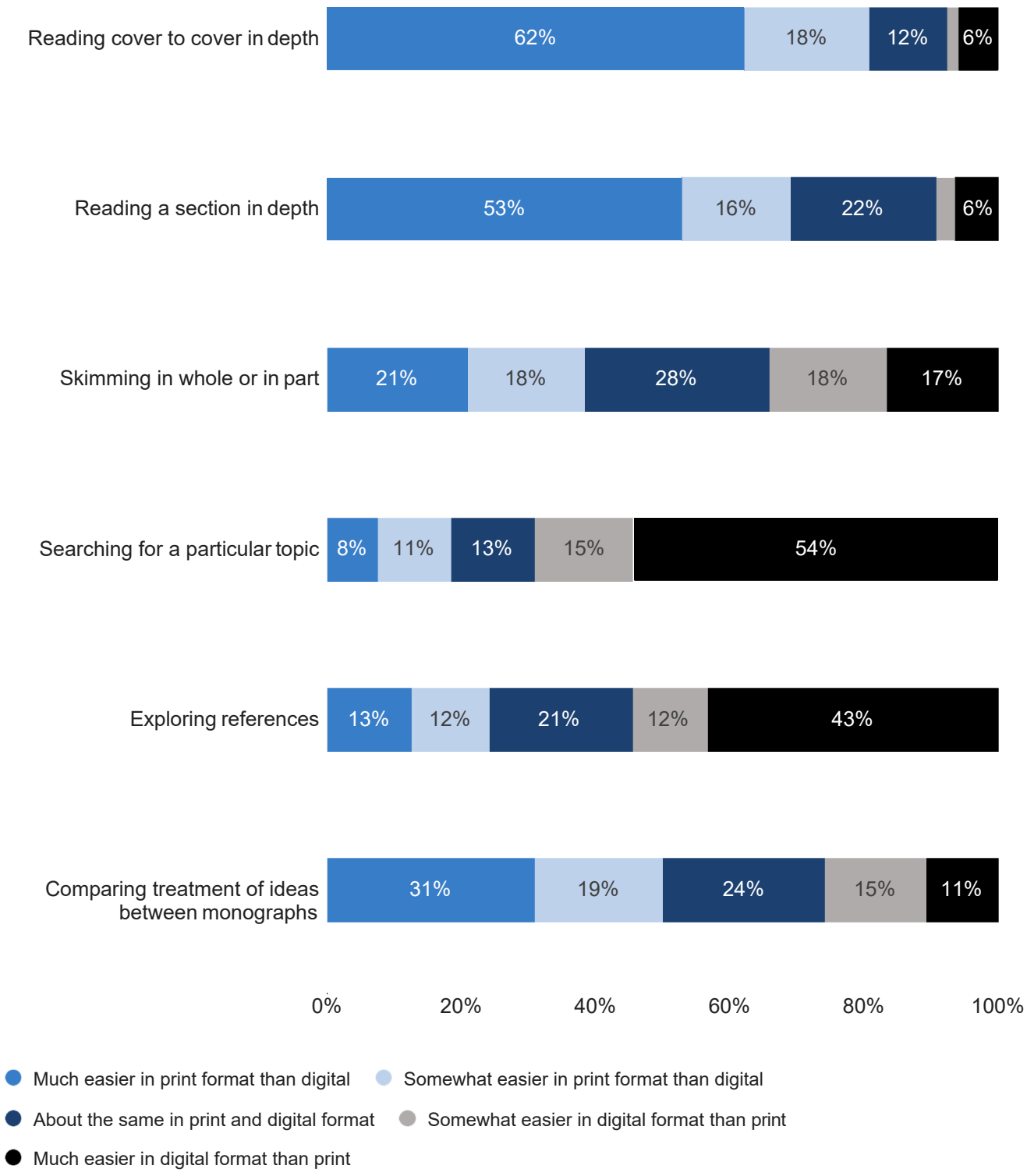
Response	8-10	4-7	1-3
Within the next five years, the use of e-books will be so prevalent among faculty and students that it will not be necessary to maintain library collections of hard-copy books.	14.56%	25.54%	59.90%
Print versions of scholarly monographs play a very important role in my research and teaching	43.44%	33.41%	23.15%
Electronic versions of scholarly monographs play a very important role in my research and teaching	60.29%	25.36%	14.35%


Within the next five years, the use of e-books will be so prevalent ...
Print versions of scholarly monographs play a very ...
Electronic versions of scholarly monographs play a very ...
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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	74	22	14	2	7	119
Reading a section in depth	63	19	26	4	7	119
Skimming in whole or in part	25	21	33	21	20	120
Searching for a particular topic	9	13	15	18	65	120
Exploring references	15	14	25	14	52	120
Comparing treatment of ideas between monographs	37	23	29	18	13	120

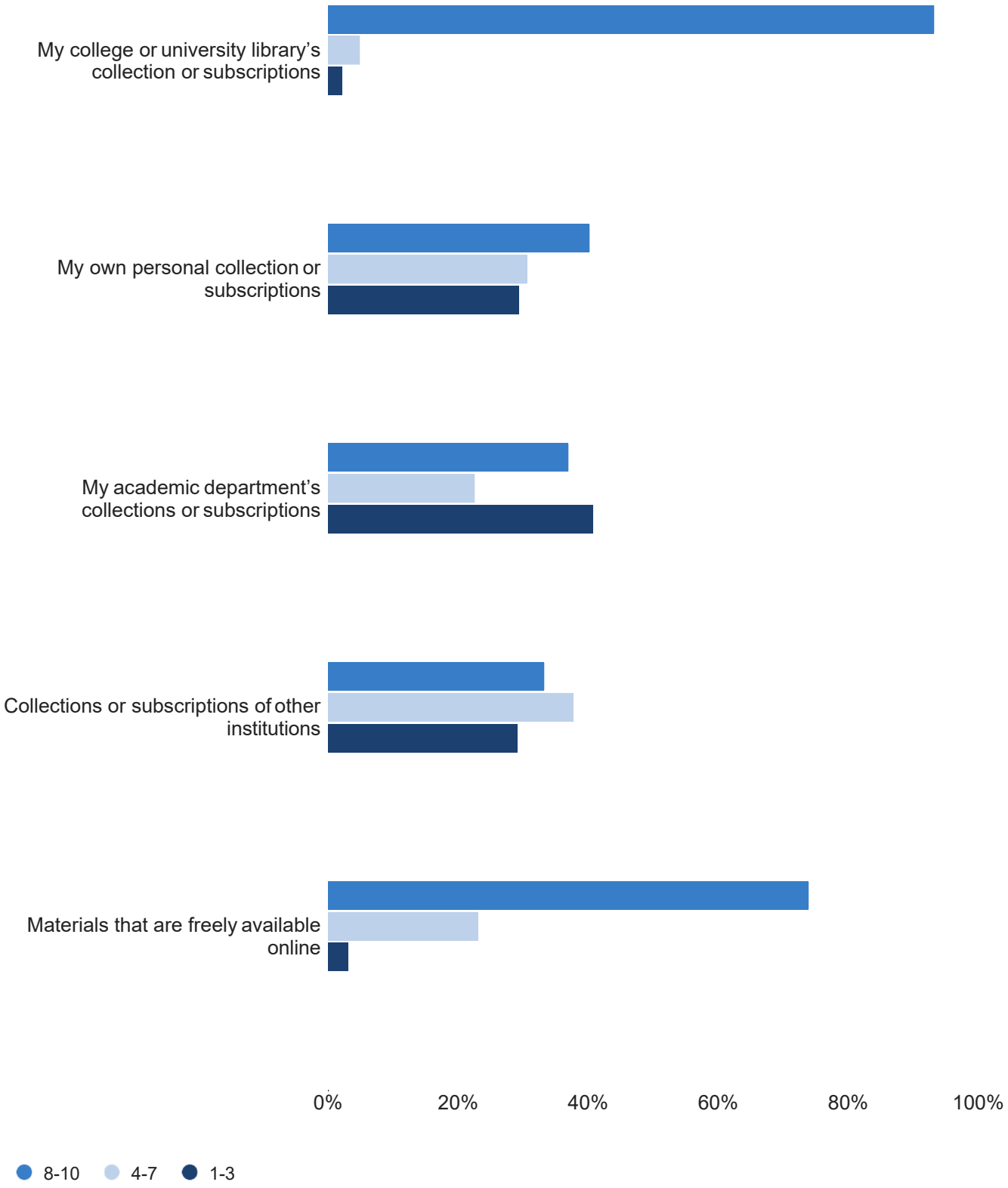
Response	Much easier in print format than digital	Somewhat easier in print format than digital	About the same in print and digital format	Somewhat easier in digital format than print	Much easier in digital format than print
Reading cover to cover in depth	62.18%	18.49%	11.76%	1.68%	5.88%
Reading a section in depth	52.94%	15.97%	21.85%	3.36%	5.88%
Skimming in whole or in part	20.83%	17.50%	27.50%	17.50%	16.67%
Searching for a particular topic	7.50%	10.83%	12.50%	15.00%	54.17%
Exploring references	12.50%	11.67%	20.83%	11.67%	43.33%
Comparing treatment of ideas between monographs	30.83%	19.17%	24.17%	15.00%	10.83%


Reading cover to cover in depth
62%
18%
12%
6%
Reading a section in depth
53%
16%
22%
6%
Skimming in whole or in part
21%
18%
28%
18%
17%
Searching for a particular topic
8%
11%
13%
15%
54%
Exploring references
13%
12%
21%
12%
43%
Comparing treatment of ideas between monographs
31%
19%
24%
15%
11%
0%
20%
40%
60%
80%
100%
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	391	20	9	420
My own personal collection or subscriptions	168	128	123	419
My academic department's collections or subscriptions	154	94	170	418
Collections or subscriptions of other institutions	139	158	122	419
Materials that are freely available online	310	97	13	420

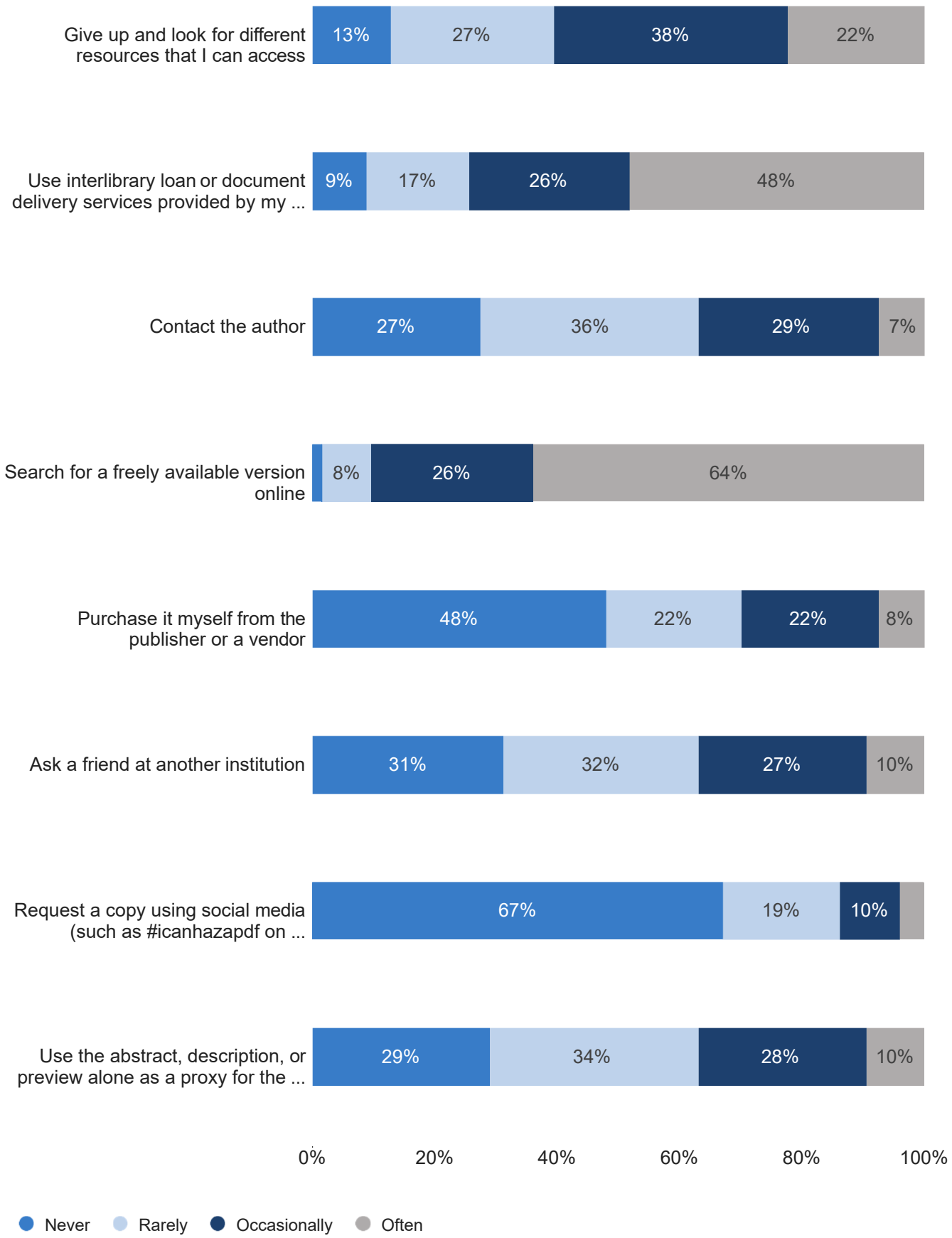
Response	8-10	4-7	1-3
My college or university library's collection or subscriptions	93.10%	4.76%	2.14%
My own personal collection or subscriptions	40.10%	30.55%	29.36%
My academic department's collections or subscriptions	36.84%	22.49%	40.67%
Collections or subscriptions of other institutions	33.17%	37.71%	29.12%
Materials that are freely available online	73.81%	23.10%	3.10%


My college or university library's collection or subscriptions
My own personal collection or subscriptions
My academic department's collections or subscriptions
Collections or subscriptions of other institutions
Materials that are freely available online
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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	53	111	160	93	417
Use interlibrary loan or document delivery services provided by my library	37	70	110	203	420
Contact the author	114	151	123	29	417
Search for a freely available version online	7	33	111	268	419
Purchase it myself from the publisher or a vendor	200	92	92	33	417
Ask a friend at another institution	131	134	115	40	420
Request a copy using social media (such as #icanhazapdf on Twitter, etc.)	281	80	41	17	419
Use the abstract, description, or preview alone as a proxy for the full resource	121	141	117	40	419

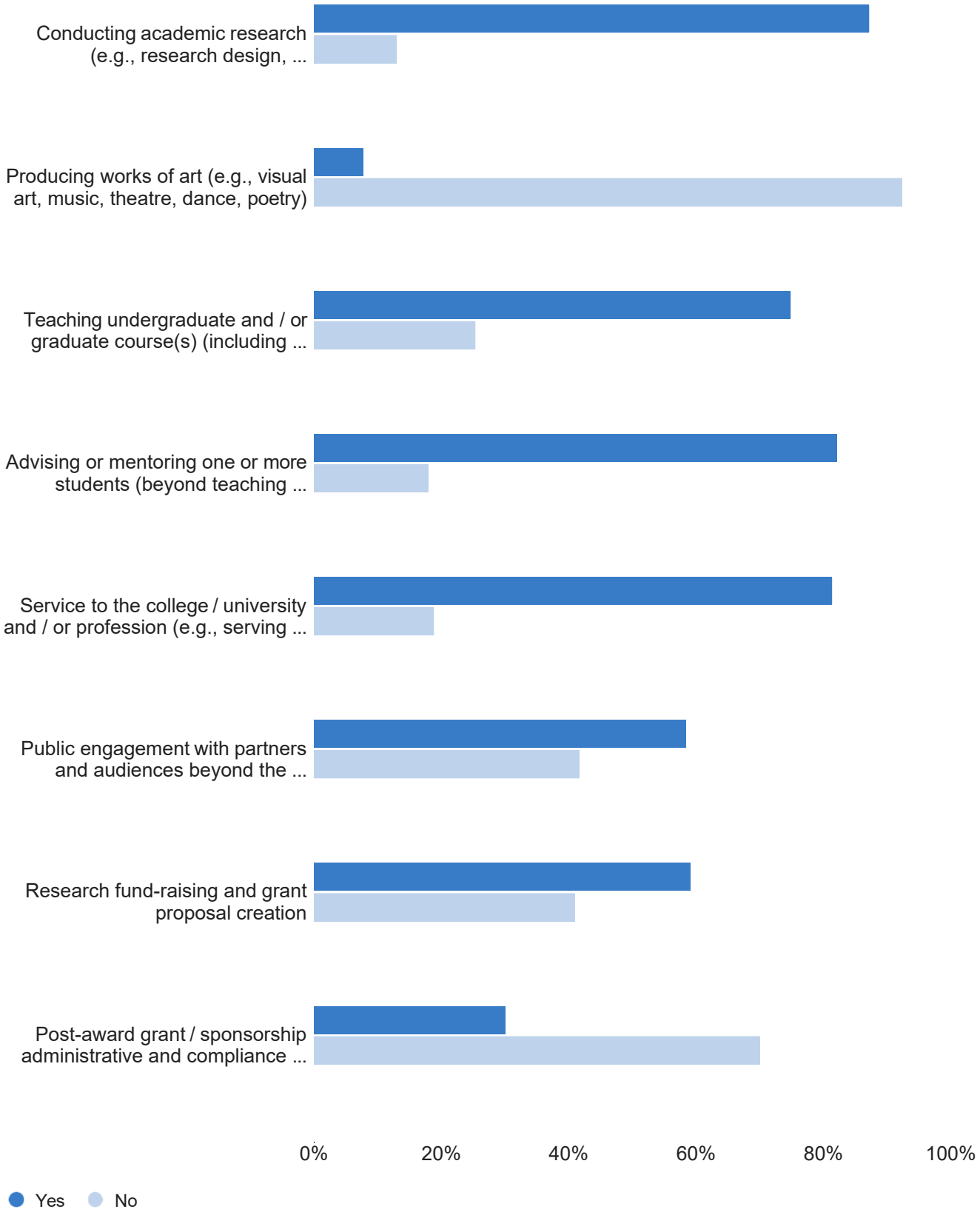
Response	Never	Rarely	Occasionally	Often
Give up and look for different resources that I can access	12.71%	26.62%	38.37%	22.30%
Use interlibrary loan or document delivery services provided by my library	8.81%	16.67%	26.19%	48.33%
Contact the author	27.34%	36.21%	29.50%	6.95%
Search for a freely available version online	1.67%	7.88%	26.49%	63.96%
Purchase it myself from the publisher or a vendor	47.96%	22.06%	22.06%	7.91%
Ask a friend at another institution	31.19%	31.90%	27.38%	9.52%
Request a copy using social media (such as #icanhazapdf on Twitter, etc.)	67.06%	19.09%	9.79%	4.06%
Use the abstract, description, or preview alone as a proxy for the full resource	28.88%	33.65%	27.92%	9.55%


Give up and look for different resources that I can access
13%
27%
38%
22%
Use interlibrary loan or document delivery services provided by my ...
9%
17%
26%
48%
Contact the author
27%
36%
29%
7%
Search for a freely available version online
8%
26%
64%
Purchase it myself from the publisher or a vendor
48%
22%
22%
8%
Ask a friend at another institution
31%
32%
27%
10%
Request a copy using social media (such as #icanhazapdf on ...
67%
19%
10%
Use the abstract, description, or preview alone as a proxy for the ...
29%
34%
28%
10%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often

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

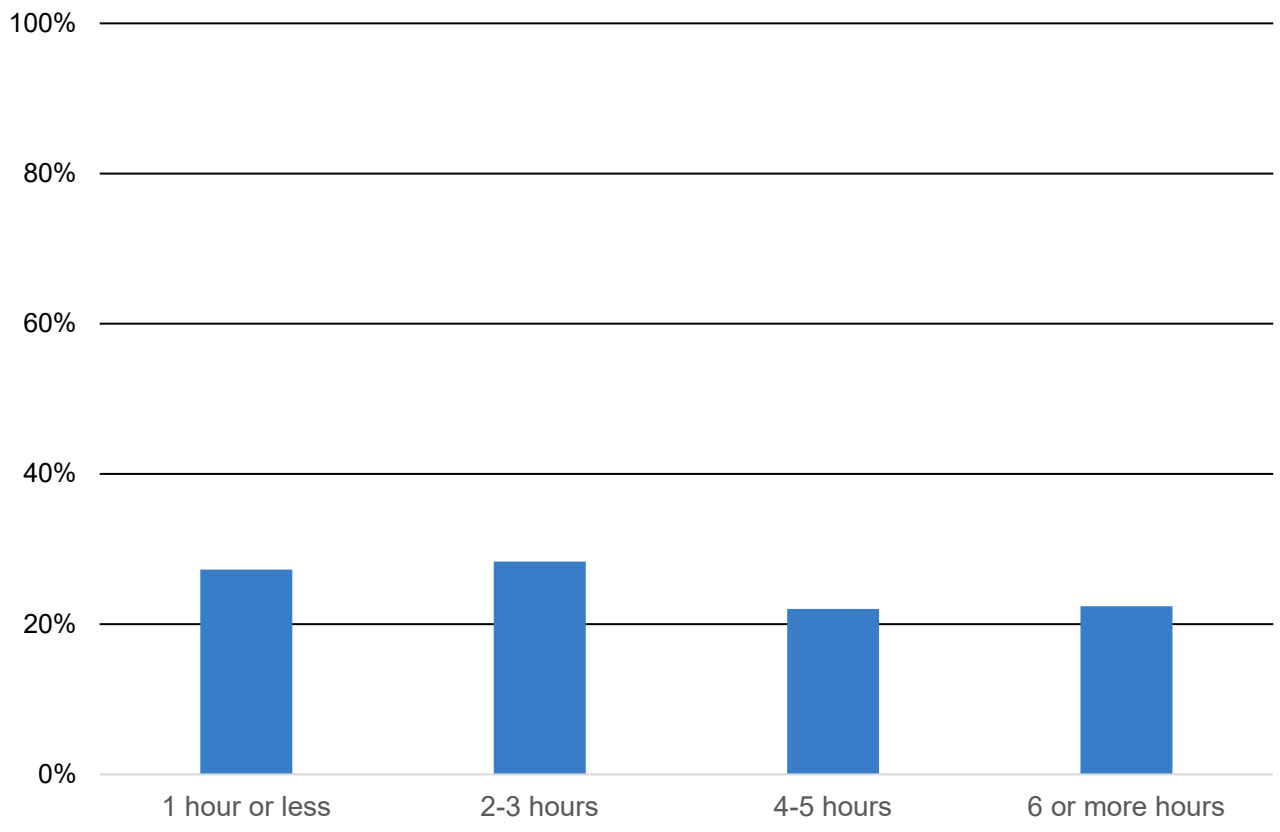
Response	Yes	No	Total
Conducting academic research (e.g., research design, implementation, and dissemination, independently or in collaboration with other scholars or students)	364	54	418
Producing works of art (e.g., visual art, music, theatre, dance, poetry)	32	385	417
Teaching undergraduate and / or graduate course(s) (including holding office hours, updating course materials, activities, and assessments)	311	105	416
Advising or mentoring one or more students (beyond teaching related to courses)	343	75	418
Service to the college / university and / or profession (e.g., serving on institutional and / or professional association committees)	338	78	416
Public engagement with partners and audiences beyond the academy (e.g., through writing and speaking for broad audiences, expert advising, advocacy)	244	174	418
Research fund-raising and grant proposal creation	247	171	418
Post-award grant / sponsorship administrative and compliance activities (e.g., research ethics and safety, Title IX, budgetary management, program reviews)	125	292	417

Response	Yes	No
Conducting academic research (e.g., research design, implementation, and dissemination, independently or in collaboration with other scholars or students)	87.08%	12.92%
Producing works of art (e.g., visual art, music, theatre, dance, poetry)	7.67%	92.33%
Teaching undergraduate and / or graduate course(s) (including holding office hours, updating course materials, activities, and assessments)	74.76%	25.24%
Advising or mentoring one or more students (beyond teaching related to courses)	82.06%	17.94%
Service to the college / university and / or profession (e.g., serving on institutional and / or professional association committees)	81.25%	18.75%
Public engagement with partners and audiences beyond the academy (e.g., through writing and speaking for broad audiences, expert advising, advocacy)	58.37%	41.63%
Research fund-raising and grant proposal creation	59.09%	40.91%
Post-award grant / sponsorship administrative and compliance activities (e.g., research ethics and safety, Title IX, budgetary management, program reviews)	29.98%	70.02%


Conducting academic research (e.g., research design, ...
Producing works of art (e.g., visual art, music, theatre, dance, poetry)
Teaching undergraduate and / or graduate course(s) (including ...
Advising or mentoring one or more students (beyond teaching ...
Service to the college / university and / or profession (e.g., serving ...
Public engagement with partners and audiences beyond the ...
Research fund-raising and grant proposal creation
Post-award grant / sponsorship administrative and compliance ...
0%
20%
40%
60%
80%
100%
Yes
No

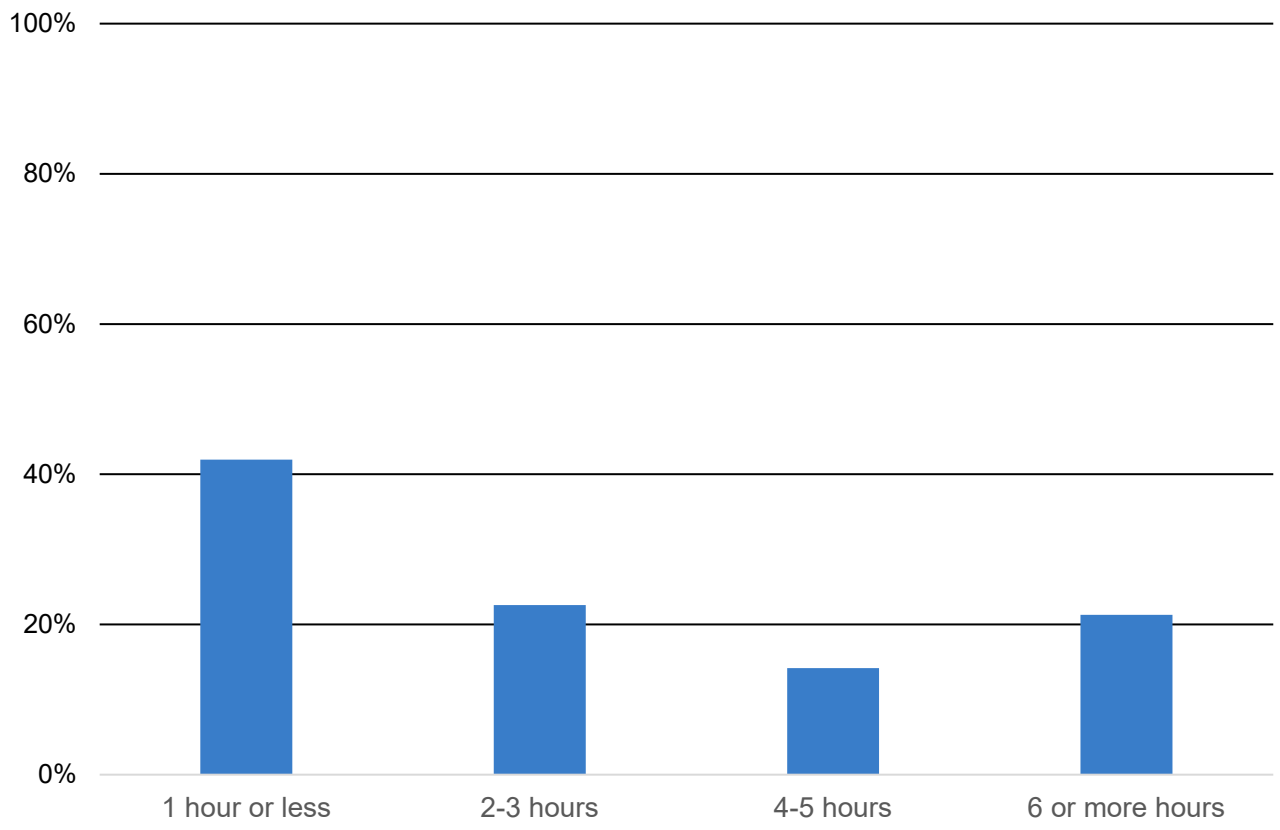
Q8a - You indicated the following are among your professional responsibilities. In a typical week, approximately how many hours do you spend on each of the following activities?

Response		
1 hour or less	27.27%	78
2-3 hours	28.32%	81
4-5 hours	22.03%	63
6 or more hours	22.38%	64
Total	100.00%	286



Q8b - 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)

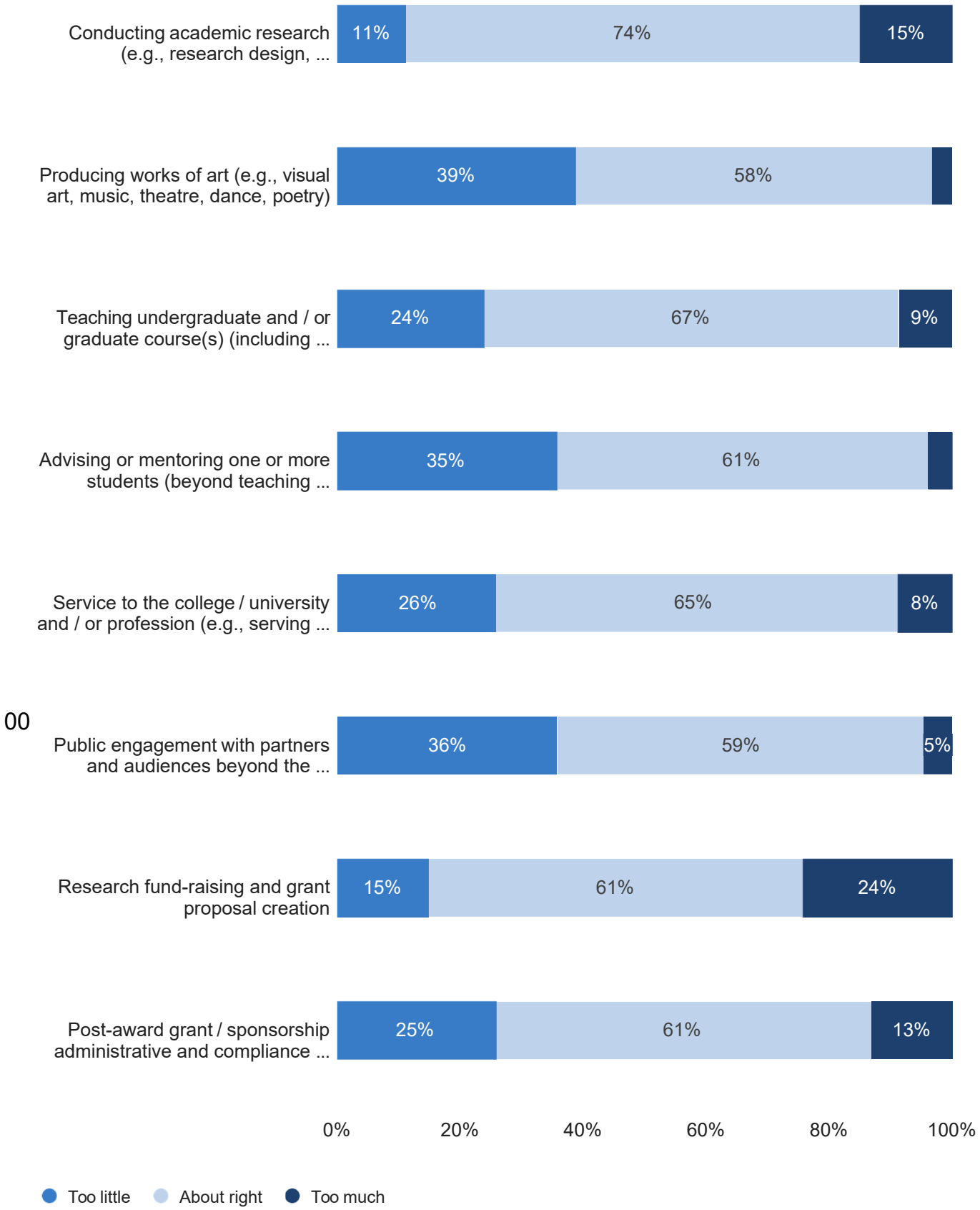
Response		
1 hour or less	41.94%	65
2-3 hours	22.58%	35
4-5 hours	14.19%	22
6 or more hours	21.29%	33
Total	100.00%	155



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)	40	266	54	360
Producing works of art (e.g., visual art, music, theatre, dance, poetry)	12	18	1	31
Teaching undergraduate and / or graduate course(s) (including holding office hours, updating course materials, activities, and assessments)	73	206	27	306
Advising or mentoring one or more students (beyond teaching related to courses)	120	206	13	339
Service to the college / university and / or profession (e.g., serving on institutional and / or professional association committees)	88	218	28	334
Public engagement with partners and audiences beyond the academy (e.g., through writing and speaking for broad audiences, expert advising, advocacy)	86	142	11	239
Research fund-raising and grant proposal creation	36	148	59	243
Post-award grant / sponsorship administrative and compliance activities (e.g., research ethics and safety, Title IX, budgetary management, program reviews)	31	75	16	122

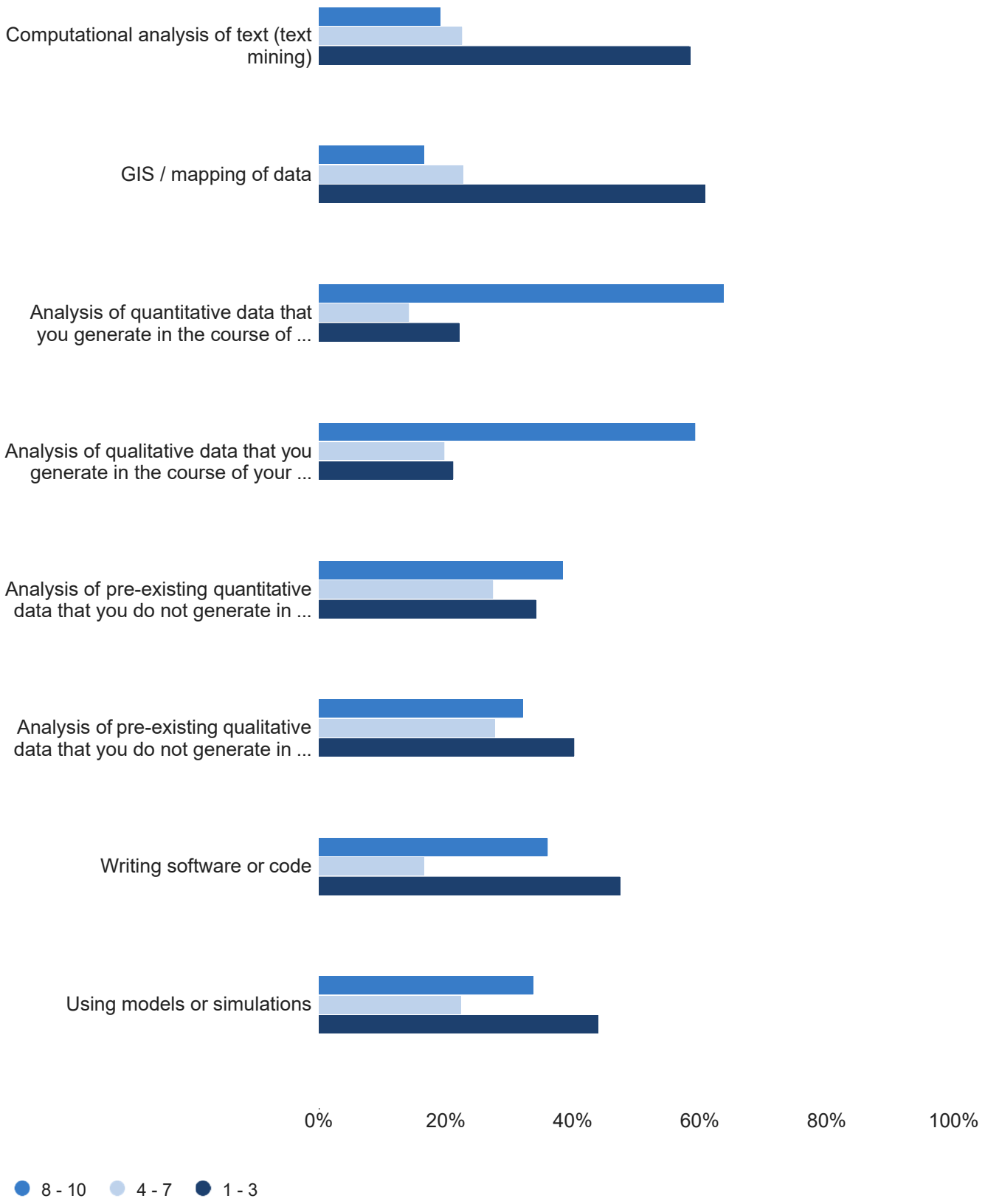
Response	Too little	About right	Too much
Conducting academic research (e.g., research design, implementation, and dissemination, independently or in collaboration with other scholars or students)	11.11%	73.89%	15.00%
Producing works of art (e.g., visual art, music, theatre, dance, poetry)	38.71%	58.06%	3.23%
Teaching undergraduate and / or graduate course(s) (including holding office hours, updating course materials, activities, and assessments)	23.86%	67.32%	8.82%
Advising or mentoring one or more students (beyond teaching related to courses)	35.40%	60.77%	3.83%
Service to the college / university and / or profession (e.g., serving on institutional and / or professional association committees)	26.35%	65.27%	8.38%
Public engagement with partners and audiences beyond the academy (e.g., through writing and speaking for broad audiences, expert advising, advocacy)	35.98%	59.41%	4.60%
Research fund-raising and grant proposal creation	14.81%	60.91%	24.28%
Post-award grant / sponsorship administrative and compliance activities (e.g., research ethics and safety, Title IX, budgetary management, program reviews)	25.41%	61.48%	13.11%


Conducting academic research (e.g., research design, ...
11%
74%
15%
Producing works of art (e.g., visual art, music, theatre, dance, poetry)
39%
58%
Teaching undergraduate and / or graduate course(s) (including ...
24%
67%
9%
Advising or mentoring one or more students (beyond teaching ...
35%
61%
Service to the college / university and / or profession (e.g., serving ...
26%
65%
8%
Public engagement with partners and audiences beyond the ...
36%
59%
5%
Research fund-raising and grant proposal creation
15%
61%
24%
Post-award grant / sponsorship administrative and compliance ...
25%
61%
13%
0%
20%
40%
60%
80%
100%
Too little
About right
Too much

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]

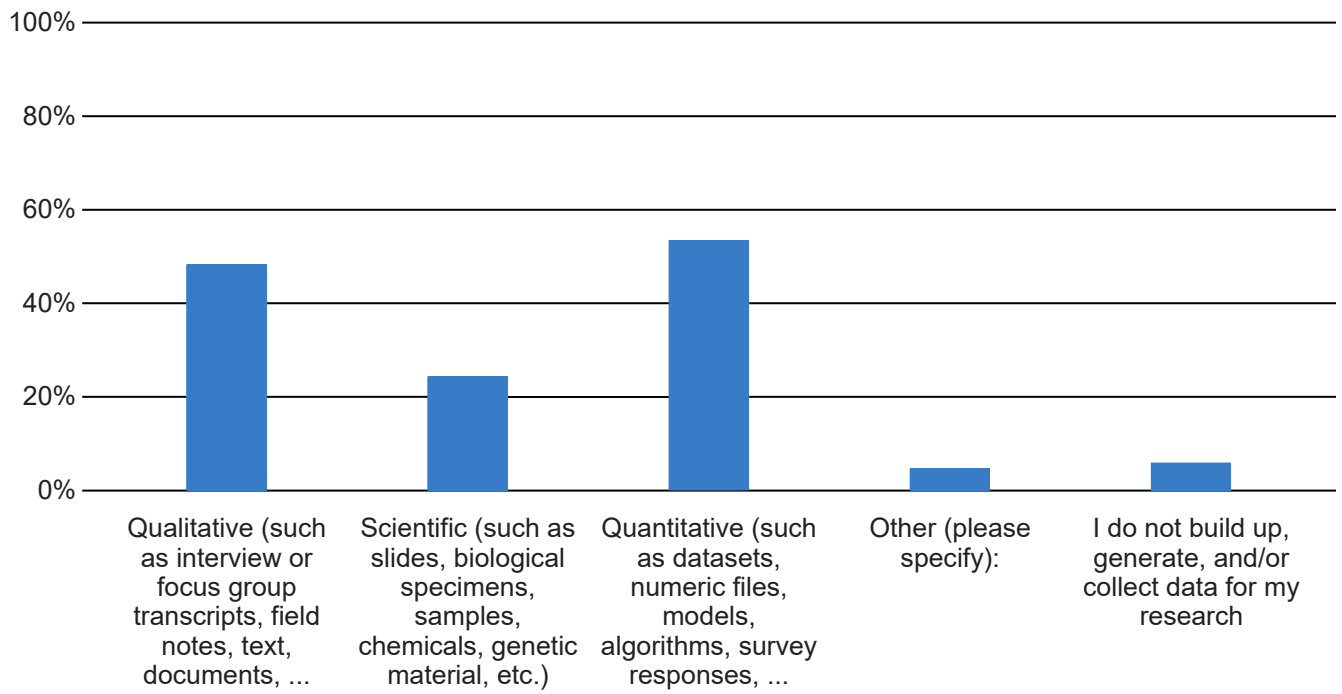
Response	8 -10	4 -7	1 - 3	Total
Computational analysis of text (text mining)	69	81	211	361
GIS / mapping of data	60	82	220	362
Analysis of quantitative data that you generate in the course of your research	230	51	80	361
Analysis of qualitative data that you generate in the course of your research	213	71	76	360
Analysis of pre-existing quantitative data that you do not generate in the course of your research	139	99	124	362
Analysis of pre-existing qualitative data that you do not generate in the course of your Research	116	100	145	361
Writing software or code	130	60	172	362
Using models or simulations	122	81	159	362

Response	8 - 10	4 - 7	1 - 3
Computational analysis of text (text mining)	19.11%	22.44%	58.45%
GIS / mapping of data	16.57%	22.65%	60.77%
Analysis of quantitative data that you generate in the course of your research	63.71%	14.13%	22.16%
Analysis of qualitative data that you generate in the course of your research	59.17%	19.72%	21.11%
Analysis of pre-existing quantitative data that you do not generate in the course of your research	38.40%	27.35%	34.25%
Analysis of pre-existing qualitative data that you do not generate in the course of your research	32.13%	27.70%	40.17%
Writing software or code	35.91%	16.57%	47.51%
Using models or simulations	33.70%	22.38%	43.92%


Computational analysis of text (text mining)
GIS / mapping of data
Analysis of quantitative data that you generate in the course of ...
Analysis of qualitative data that you generate in the course of your ...
Analysis of pre-existing quantitative data that you do not generate in ...
Analysis of pre-existing qualitative data that you do not generate in ...
Writing software or code
Using models or simulations
0%
20%
40%
60%
80%
100%
8 - 10
4 - 7
1 - 3

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:

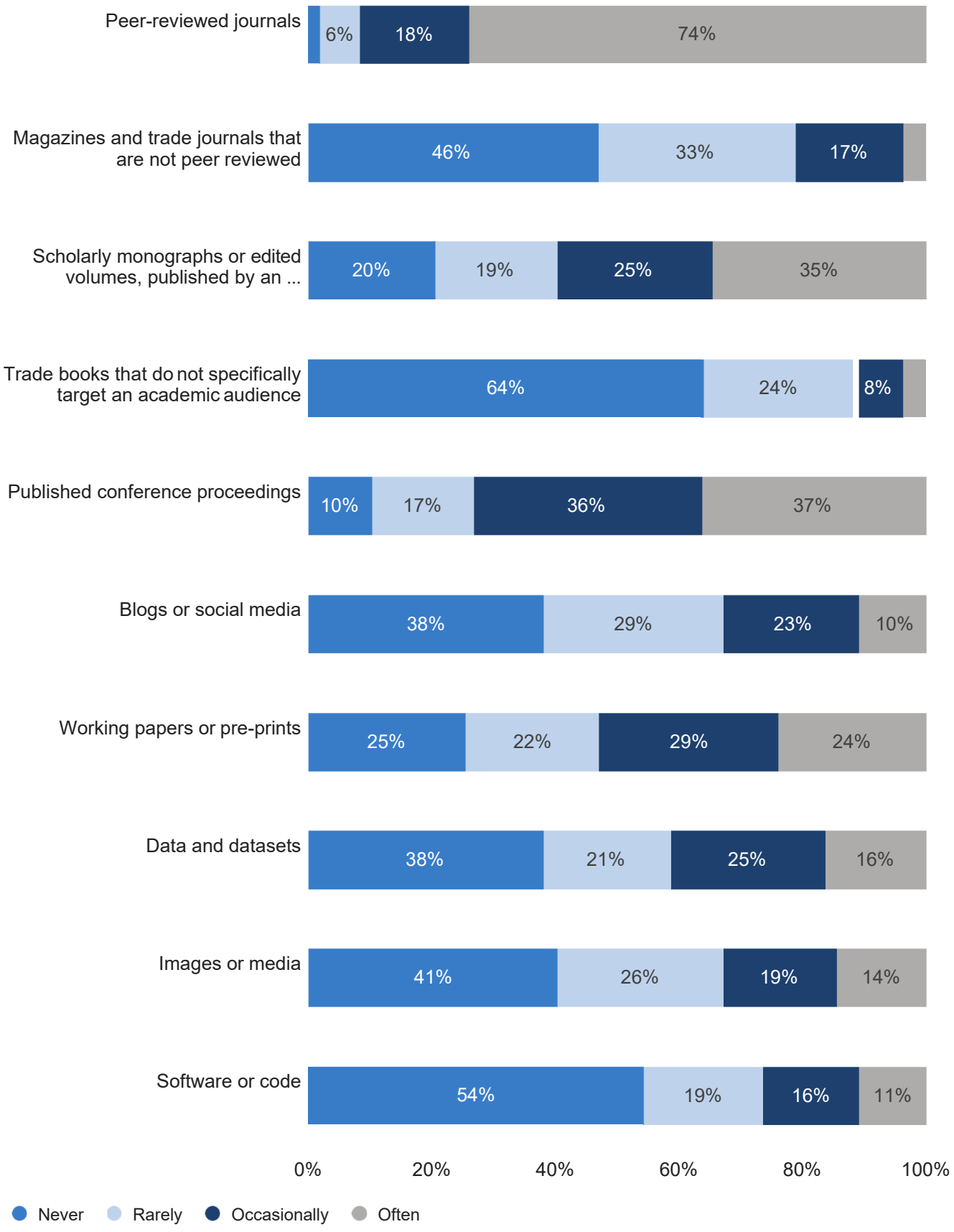
Response		
Qualitative (such as interview or focus group transcripts, field notes, text, documents, images, video, audio, open-ended survey responses, etc.)	48.30%	170
Scientific (such as slides, biological specimens, samples, chemicals, genetic material, etc.)	24.43%	86
Quantitative (such as datasets, numeric files, models, algorithms, survey responses, geospatial data files, etc.)	53.41%	188
Other (please specify):	4.83%	17
I do not build up, generate, and/or collect data for my research	5.97%	21
Total		352



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	7	23	64	268	362
Magazines and trade journals that are not peer reviewed	167	117	62	14	360
Scholarly monographs or edited volumes, published by an academic publisher	74	70	92	125	361
Trade books that do not specifically target an academic audience	232	87	30	13	362
Published conference proceedings	37	60	132	133	362
Blogs or social media	136	103	81	36	356
Working papers or pre-prints	91	79	103	86	359
Data and datasets	136	75	90	59	360
Images or media	146	95	67	52	360
Software or code	193	68	56	38	355

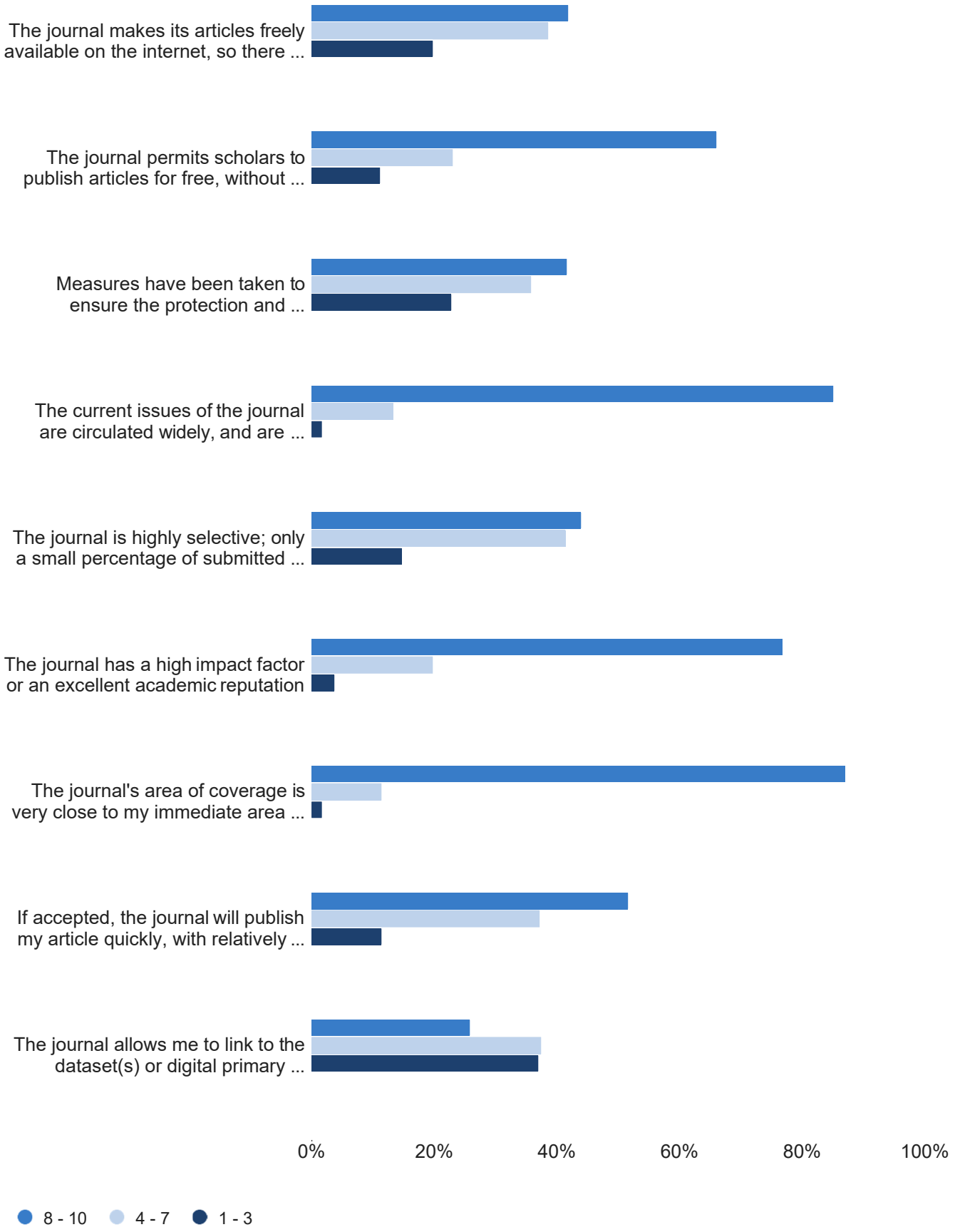
Response	Never	Rarely	Occasionally	Often
Peer-reviewed journals	1.93%	6.35%	17.68%	74.03%
Magazines and trade journals that are not peer reviewed	46.39%	32.50%	17.22%	3.89%
Scholarly monographs or edited volumes, published by an academic publisher	20.50%	19.39%	25.48%	34.63%
Trade books that do not specifically target an academic audience	64.09%	24.03%	8.29%	3.59%
Published conference proceedings	10.22%	16.57%	36.46%	36.74%
Blogs or social media	38.20%	28.93%	22.75%	10.11%
Working papers or pre-prints	25.35%	22.01%	28.69%	23.96%
Data and datasets	37.78%	20.83%	25.00%	16.39%
Images or media	40.56%	26.39%	18.61%	14.44%
Software or code	54.37%	19.15%	15.77%	10.70%


Peer-reviewed journals
6%
18%
74%
Magazines and trade journals that are not peer reviewed
46%
33%
17%
Scholarly monographs or edited volumes, published by an ...
20%
19%
25%
35%
Trade books that do not specifically target an academic audience
64%
24%
8%
Published conference proceedings
10%
17%
36%
37%
Blogs or social media
38%
29%
23%
10%
Working papers or pre-prints
25%
22%
29%
24%
Data and datasets
38%
21%
25%
16%
Images or media
41%
26%
19%
14%
Software or code
54%
19%
16%
11%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often

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	151	139	71	361
The journal permits scholars to publish articles for free, without paying page or article charges	238	83	40	361
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	150	129	82	361
The current issues of the journal are circulated widely, and are well read by scholars in your field	307	48	6	361
The journal is highly selective; only a small percentage of submitted articles are published	158	149	53	360
The journal has a high impact factor or an excellent academic reputation	277	71	13	361
The journal's area of coverage is very close to my immediate area of research	314	41	6	361
If accepted, the journal will publish my article quickly, with relatively little delay	186	134	41	361
The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article	93	135	133	361

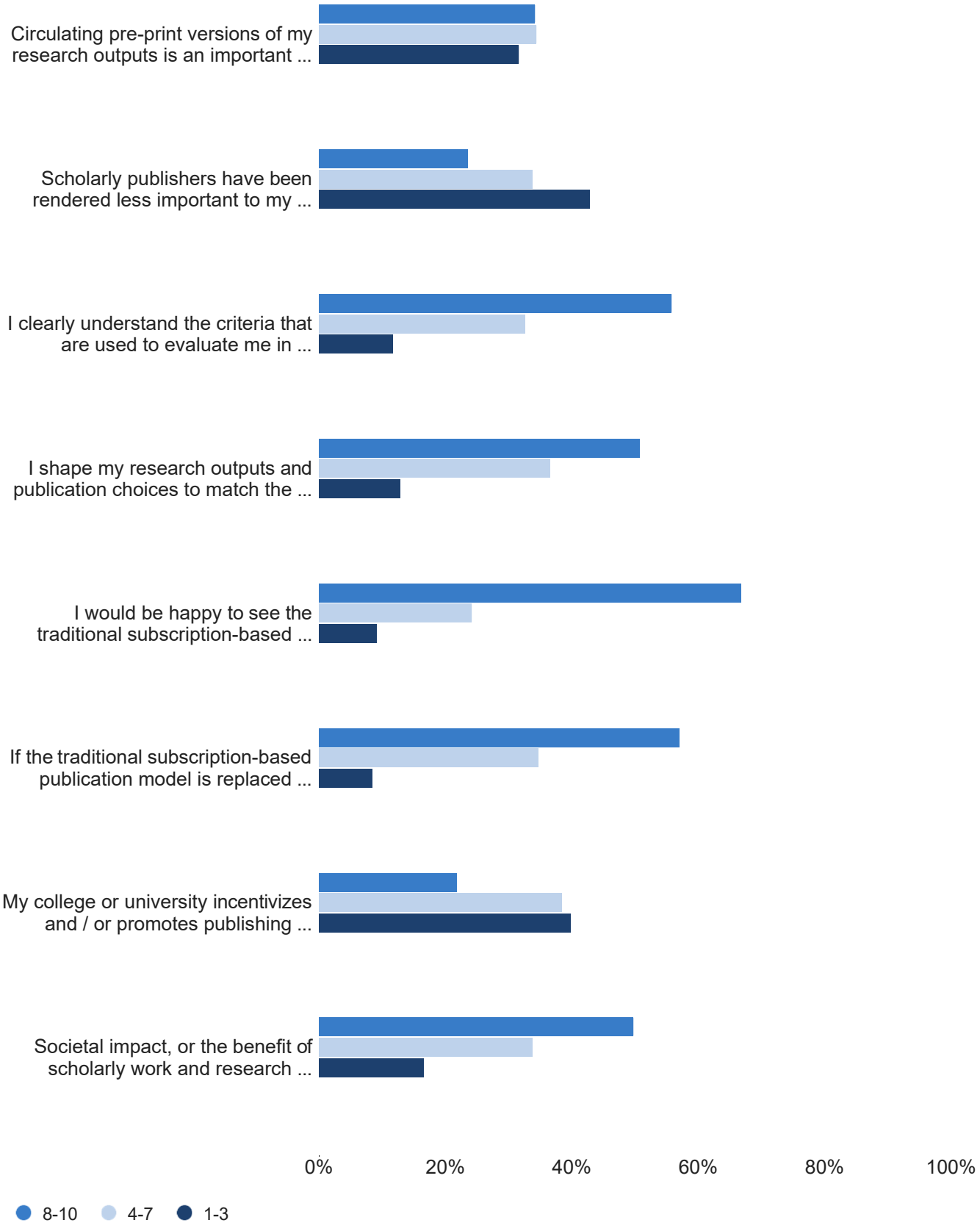
Response	8-10	4-7	1-3
The journal makes its articles freely available on the internet, so there is no cost to purchase or read	41.83%	38.50%	19.67%
The journal permits scholars to publish articles for free, without paying page or article charges	65.93%	22.99%	11.08%
Measures have been taken to ensure the protection and safeguarding of the journal's content for the long term	41.55%	35.73%	22.71%
The current issues of the journal are circulated widely, and are well read by scholars in your field	85.04%	13.30%	1.66%
The journal is highly selective; only a small percentage of submitted articles are published	43.89%	41.39%	14.72%
The journal has a high impact factor or an excellent academic reputation	76.73%	19.67%	3.60%
The journal's area of coverage is very close to my immediate area of research	86.98%	11.36%	1.66%
If accepted, the journal will publish my article quickly, with relatively little delay	51.52%	37.12%	11.36%
The journal allows me to link to the dataset(s) or digital primary source(s) associated with my article	25.76%	37.40%	36.84%


The journal makes its articles freely available on the internet, so there ...
The journal permits scholars to publish articles for free, without ...
Measures have been taken to ensure the protection and ...
The current issues of the journal are circulated widely, and are ...
The journal is highly selective; only a small percentage of submitted ...
The journal has a high impact factor or an excellent academic reputation
The journal's area of coverage is very close to my immediate area ...
If accepted, the journal will publish my article quickly, with relatively ...
The journal allows me to link to the dataset(s) or digital primary ...
0%
20%
40%
60%
80%
100%
8 - 10
4 - 7
1 - 3

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]

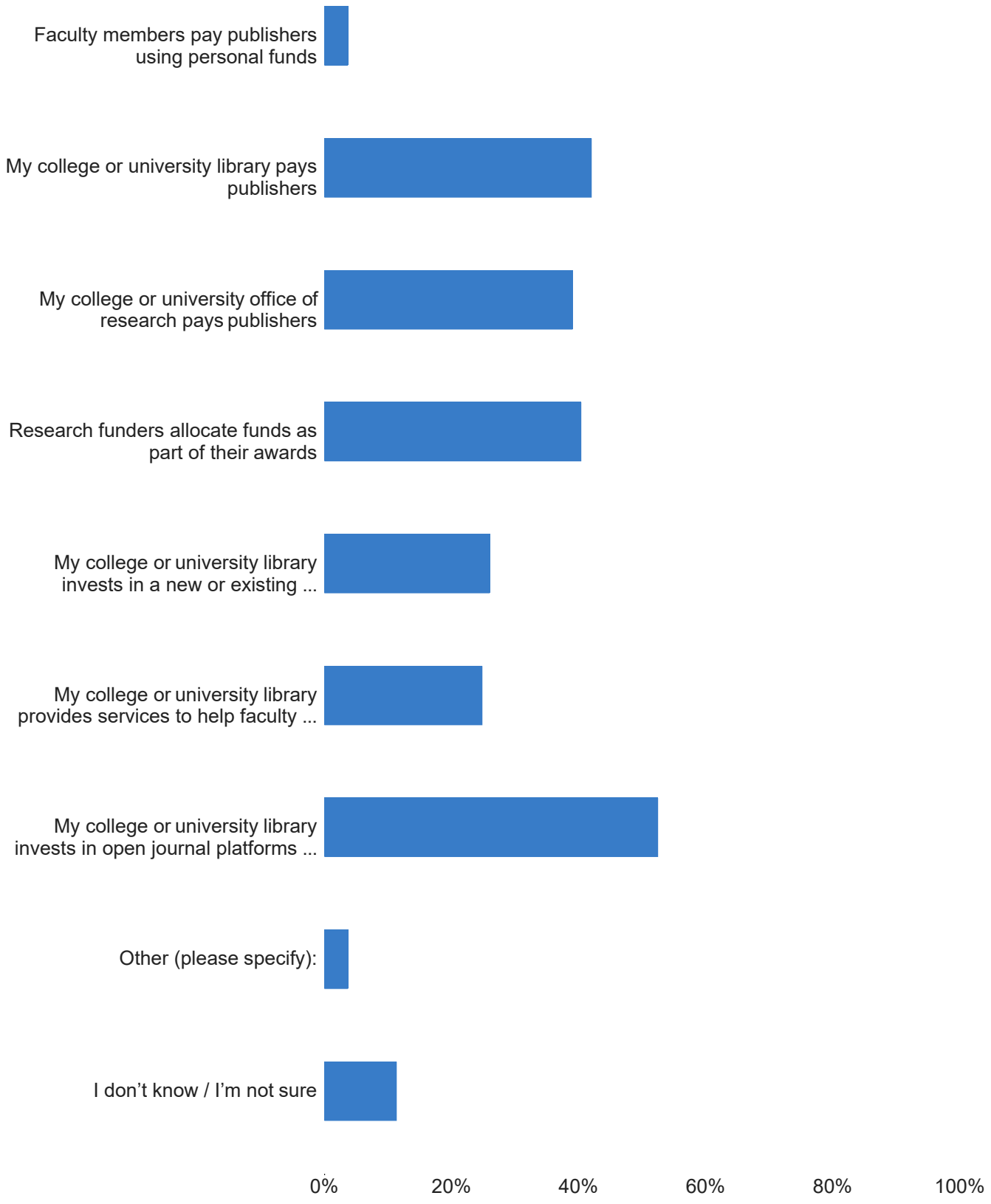
Response	8-10	4-7	1-3	Total
Circulating pre-print versions of my research outputs is an important way for me to communicate my research findings with my peers	123	124	114	361
Scholarly publishers have been rendered less important to my process of communicating scholarly knowledge by my increasing ability to share my work directly with peers online	85	122	155	362
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision making	200	117	42	359
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	182	131	46	359
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	241	87	33	361
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	204	124	30	358
My college or university incentivizes and / or promotes publishing scholarship in formats that are available at no cost to the reader	78	138	143	359
Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance	180	122	60	362

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	34.07%	34.35%	31.58%
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	23.48%	33.70%	42.82%
I clearly understand the criteria that are used to evaluate me in tenure and promotion decision making	55.71%	32.59%	11.70%
I shape my research outputs and publication choices to match the criteria I perceive for success in tenure and promotion processes	50.70%	36.49%	12.81%
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	66.76%	24.10%	9.14%
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	56.98%	34.64%	8.38%
My college or university incentivizes and / or promotes publishing scholarship in formats that are available at no cost to the reader	21.73%	38.44%	39.83%
Societal impact, or the benefit of scholarly work and research products to society, should be a key measure of research performance	49.72%	33.70%	16.57%


Circulating pre-print versions of my research outputs is an important ...
Scholarly publishers have been rendered less important to my ...
I clearly understand the criteria that are used to evaluate me in ...
I shape my research outputs and publication choices to match the ...
I would be happy to see the traditional subscription-based ...
If the traditional subscription-based publication model is replaced ...
My college or university incentivizes and / or promotes publishing ...
Societal impact, or the benefit of scholarly work and research ...
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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.

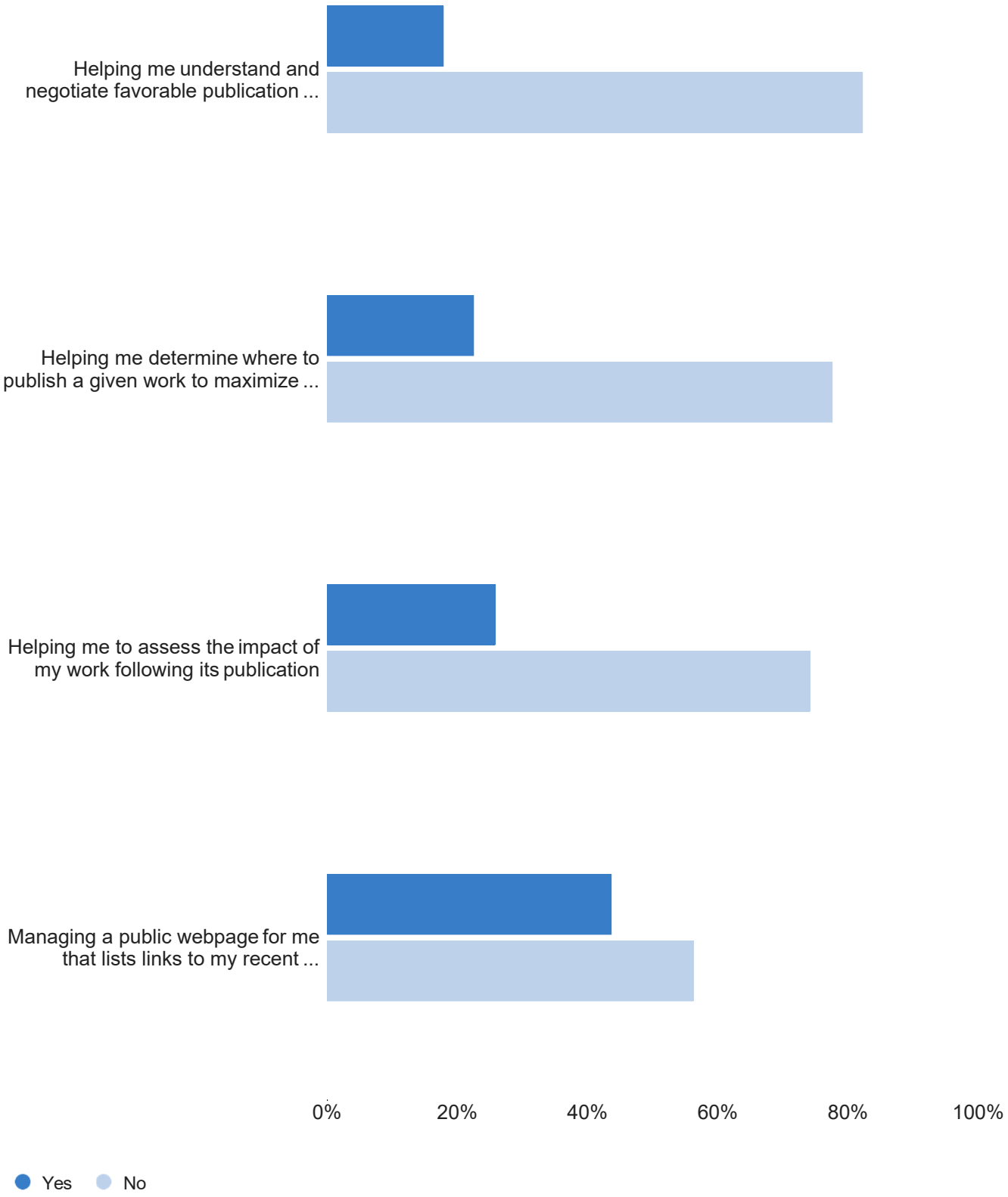
Response		
Faculty members pay publishers using personal funds	3.78%	9
My college or university library pays publishers	42.02%	100
My college or university office of research pays publishers	39.08%	93
Research funders allocate funds as part of their awards	40.34%	96
My college or university library invests in a new or existing repository where pre-prints are made available	26.05%	62
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	24.79%	59
My college or university library invests in open journal platforms and infrastructure (e.g. Open Library of the Humanities, ScholarLed, UbiquityPress)	52.52%	125
Other (please specify):	3.78%	9
I don’t know / I’m not sure	11.34%	27
Total		238


Faculty members pay publishers using personal funds
My college or university library pays publishers
My college or university office of research pays publishers
Research funders allocate funds as part of their awards
My college or university library invests in a new or existing ...
My college or university library provides services to help faculty ...
My college or university library invests in open journal platforms ...
Other (please specify):
I don't know / I'm not sure
0%
20%
40%
60%
80%
100%

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	63	291	354
Helping me determine where to publish a given work to maximize its impact	80	276	356
Helping me to assess the impact of my work following its publication	92	264	356
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	156	201	357

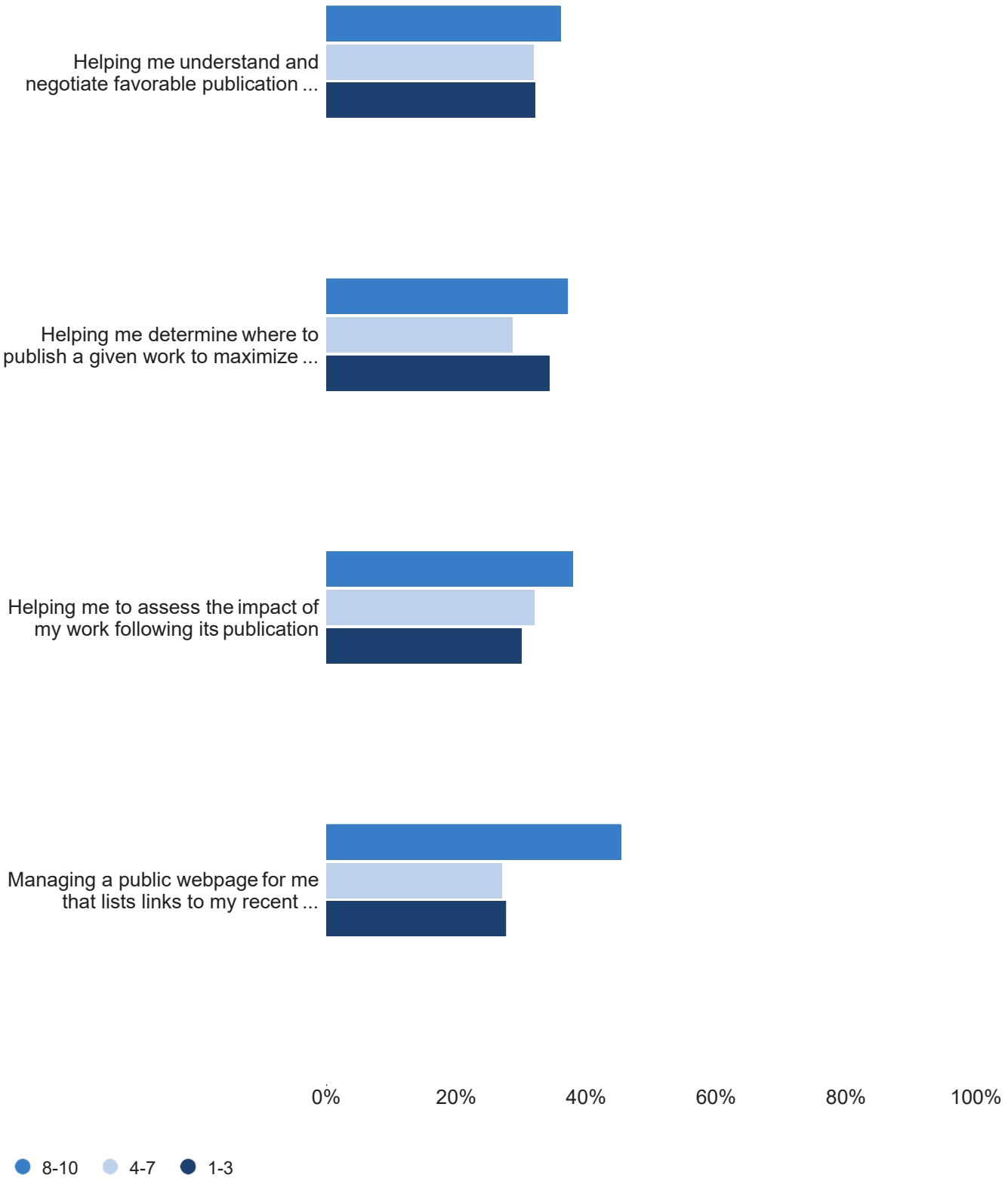
Response	Yes	No
Helping me understand and negotiate favorable publication contracts	17.80%	82.20%
Helping me determine where to publish a given work to maximize its impact	22.47%	77.53%
Helping me to assess the impact of my work following its publication	25.84%	74.16%
Managing a public webpage for me that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides information for me	43.70%	56.30%


Helping me understand and negotiate favorable publication ...
Helping me determine where to publish a given work to maximize ...
Helping me to assess the impact of my work following its publication
Managing a public webpage for me that lists links to my recent ...
0%
20%
40%
60%
80%
100%
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	128	113	114	355
Helping me determine where to publish a given work to maximize its impact	132	102	122	356
Helping me to assess the impact of my work following its publication	135	114	107	356
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	161	96	98	355

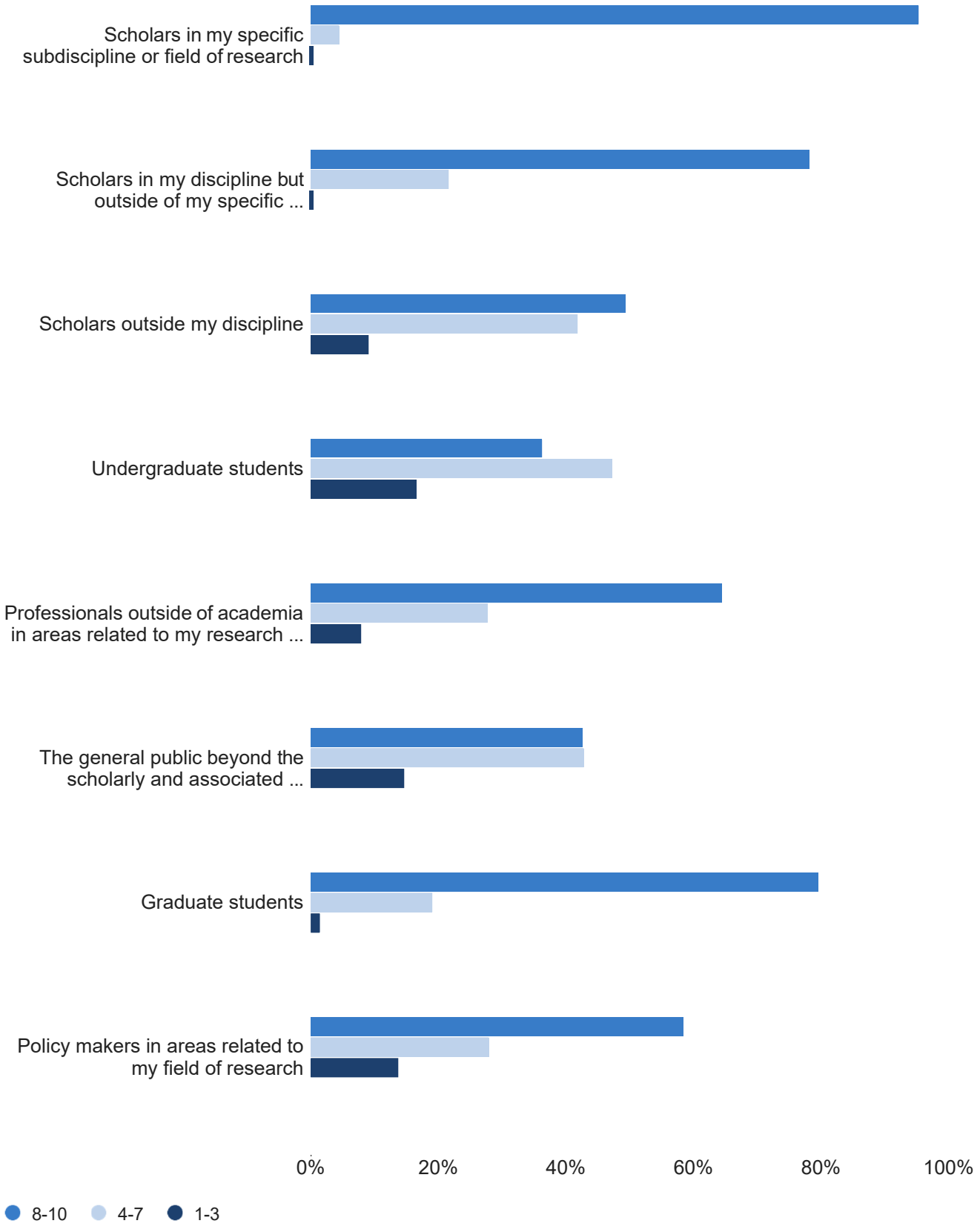
Response	8-10	4-7	1-3
Helping me understand and negotiate favorable publication contracts	36.06%	31.83%	32.11%
Helping me determine where to publish a given work to maximize its impact	37.08%	28.65%	34.27%
Helping me to assess the impact of my work following its publication	37.92%	32.02%	30.06%
Managing 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	45.35%	27.04	27.61%


Helping me understand and negotiate favorable publication ...
Helping me determine where to publish a given work to maximize ...
Helping me to assess the impact of my work following its publication
Managing a public webpage for me that lists links to my recent ...
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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	341	16	1	358
Scholars in my discipline but outside of my specific subdiscipline or field of research	279	77	1	357
Scholars outside my discipline	176	149	32	357
Undergraduate students	129	168	59	356
Professionals outside of academia in areas related to my research interests	230	99	28	357
The general public beyond the scholarly and associated professional community	152	153	52	357
Graduate students	284	68	5	357
Policy makers in areas related to my field of research	209	100	49	358

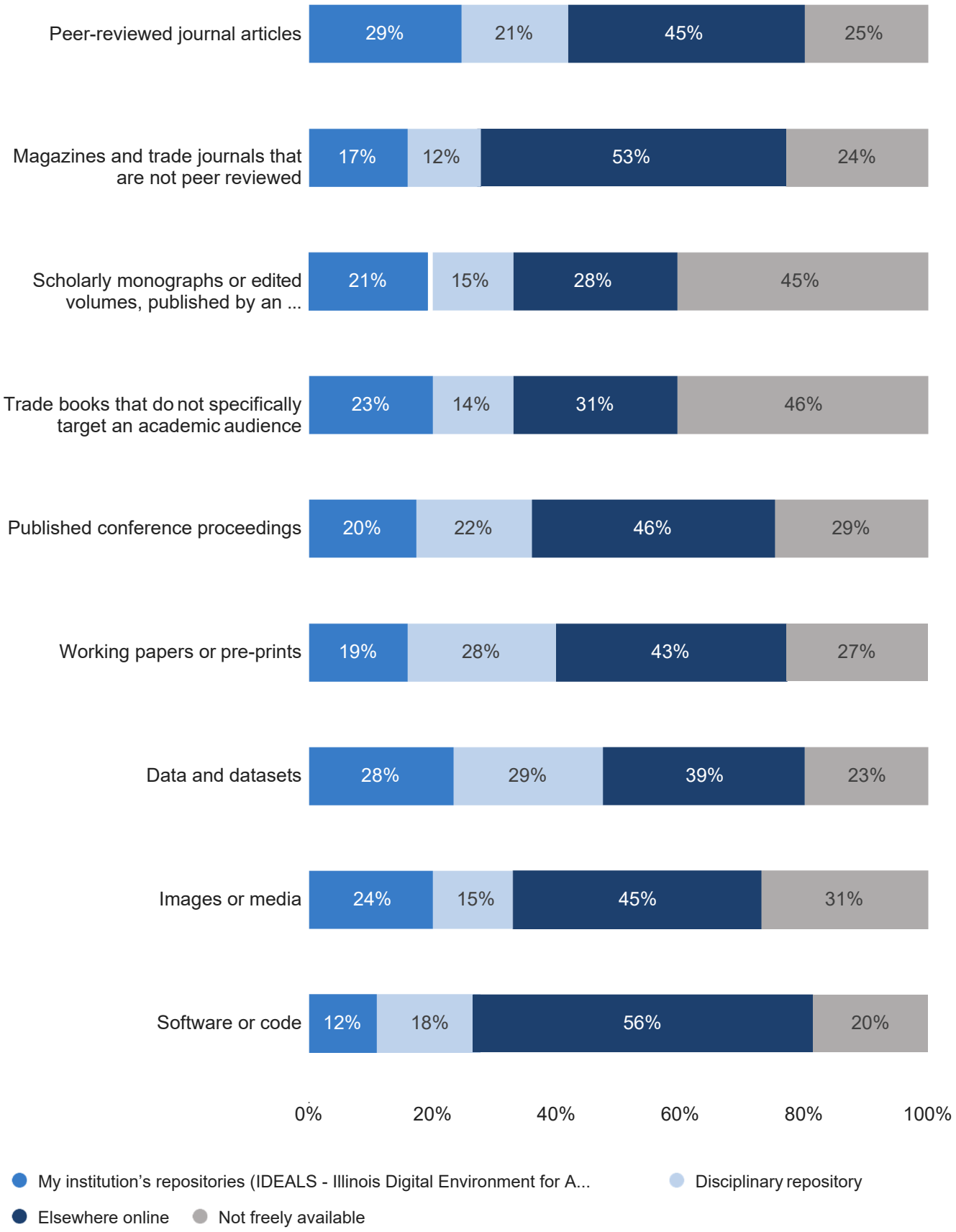
Response	8-10	4-7	1-3
Scholars in my specific subdiscipline or field of research	95.25%	4.47%	0.28%
Scholars in my discipline but outside of my specific subdiscipline or field of research	78.15%	21.57%	0.28%
Scholars outside my discipline	49.30%	41.74%	8.96%
Undergraduate students	36.24%	47.19%	16.57%
Professionals outside of academia in areas related to my research interests	64.43%	27.73%	7.84%
The general public beyond the scholarly and associated professional community	42.58%	42.86%	14.57%
Graduate students	79.55%	19.05%	1.40%
Policy makers in areas related to my field of research	58.38%	27.93%	13.69%


Scholars in my specific subdiscipline or field of research
Scholars in my discipline but outside of my specific ...
Scholars outside my discipline
Undergraduate students
Professionals outside of academia in areas related to my research ...
The general public beyond the scholarly and associated ...
Graduate students
Policy makers in areas related to my field of research
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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.

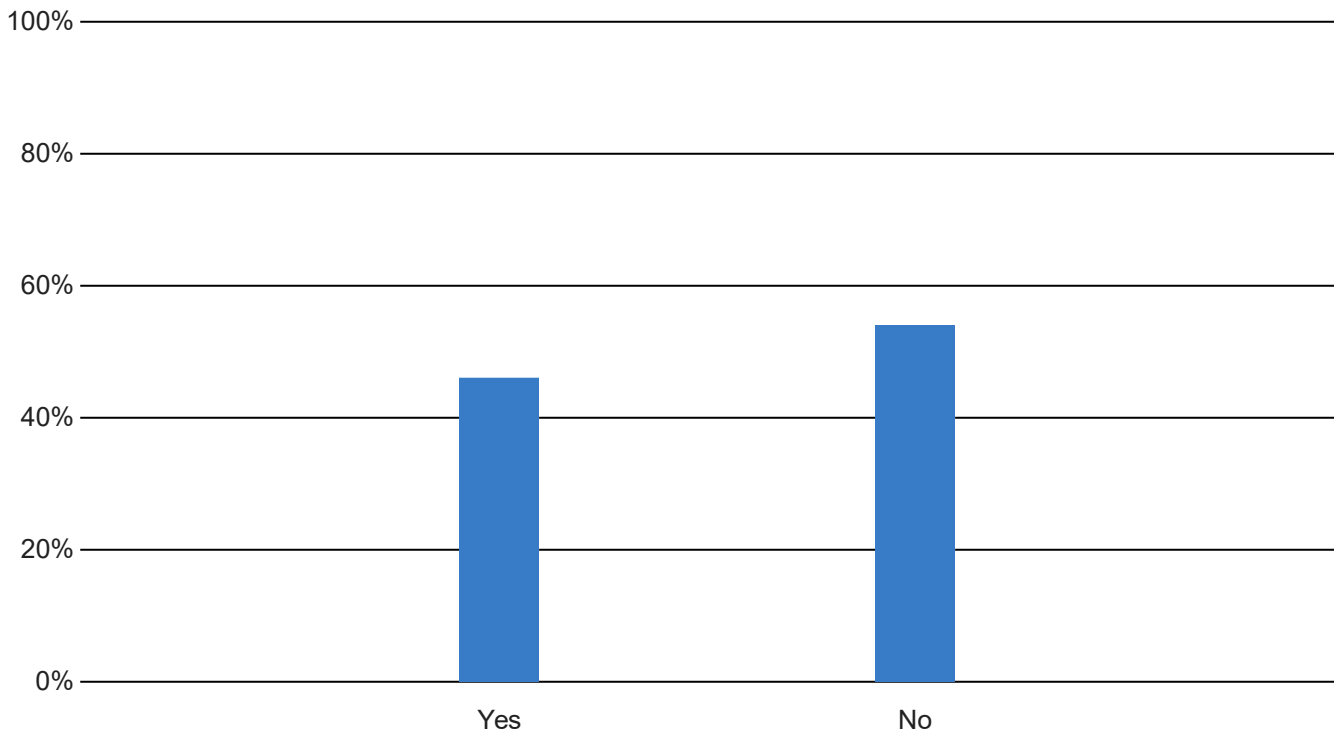
Response	My institution's repositories (IDEALS - Illinois Digital Environment for Access to Learning and Scholarship; and Illinois Data Bank)	Disciplinary repository	Elsewhere online	Not freely available	Total
Peer-reviewed journal articles	90	63	138	75	306
Magazines and trade journals that are not peer reviewed	11	8	35	16	66
Scholarly monographs or edited volumes, published by an academic publisher	40	29	54	86	190
Trade books that do not specifically target an academic audience	8	5	11	16	35
Published conference proceedings	48	52	109	69	237
Working papers or pre-prints	32	48	75	46	173
Data and datasets	38	40	54	32	137
Images or media	26	16	50	34	110
Software or code	10	16	49	17	87

Response	My institution's repositories (IDEALS - Illinois Digital Environment for Access to Learning and Scholarship; and Illinois Data Bank)	Disciplinary repository	Elsewhere online	Not freely available
Peer-reviewed journal articles	29.41%	20.59%	45.10%	24.51%
Magazines and trade journals that are not peer reviewed	16.67%	12.12%	53.03%	24.24%
Scholarly monographs or edited volumes, published by an academic publisher	19.14%	13.88%	28.42%	45.26%
Trade books that do not specifically target an academic audience	22.86%	14.29%	31.43%	45.71%
Published conference proceedings	20.25%	21.94%	45.99%	29.11%
Working papers or pre-prints	18.50%	27.75%	43.35%	26.59%
Data and datasets	27.74%	29.20%	39.42%	23.36%
Images or media	23.64%	14.55%	45.45%	30.91%
Software or code	11.49%	18.39%	56.32%	19.54%


Peer-reviewed journal articles
29%
21%
45%
25%
Magazines and trade journals that are not peer reviewed
17%
12%
53%
24%
Scholarly monographs or edited volumes, published by an ...
21%
15%
28%
45%
Trade books that do not specifically target an academic audience
23%
14%
31%
46%
Published conference proceedings
20%
22%
46%
29%
Working papers or pre-prints
19%
28%
43%
27%
Data and datasets
28%
29%
39%
23%
Images or media
24%
15%
45%
31%
Software or code
12%
18%
56%
20%
0%
20%
40%
60%
80%
100%
My institution's repositories (IDEALS - Illinois Digital Environment for A...
Disciplinary repository
Elsewhere online
Not freely available

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.)?

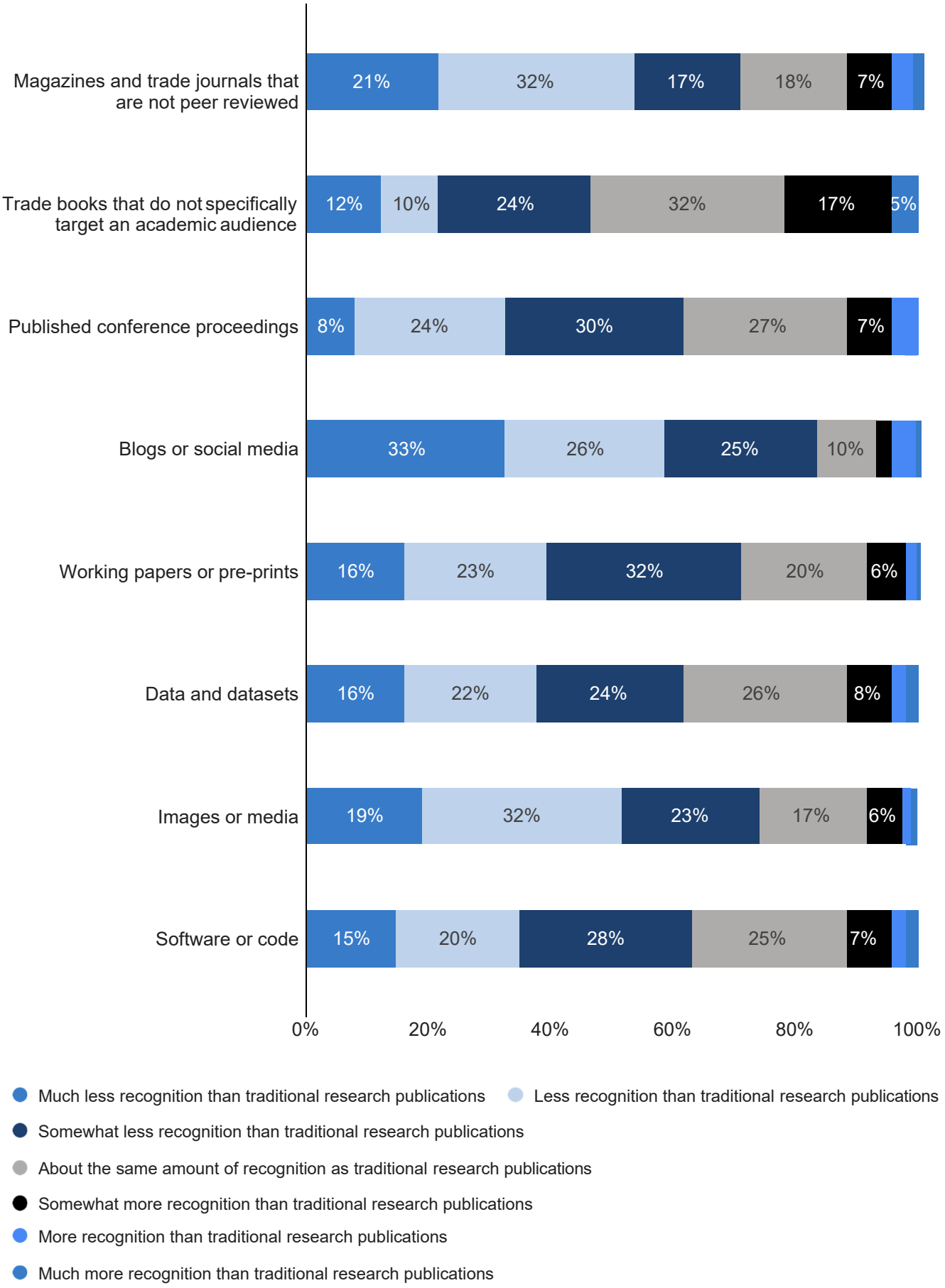
Response		
Yes	46.05%	163
No	53.95%	191
Total		354



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	15	23	12	13	5	2	1	71
Trade books that do not specifically target an academic audience	5	4	10	13	7	0	2	41
Published conference proceedings	20	61	75	68	17	6	5	252
Blogs or social media	37	29	28	11	3	4	1	113
Working papers or pre-prints	29	42	58	37	10	4	1	181
Data and datasets	23	31	34	38	12	3	3	144
Images or media	21	36	25	19	7	1	2	111
Software or code	13	18	25	22	6	3	2	89

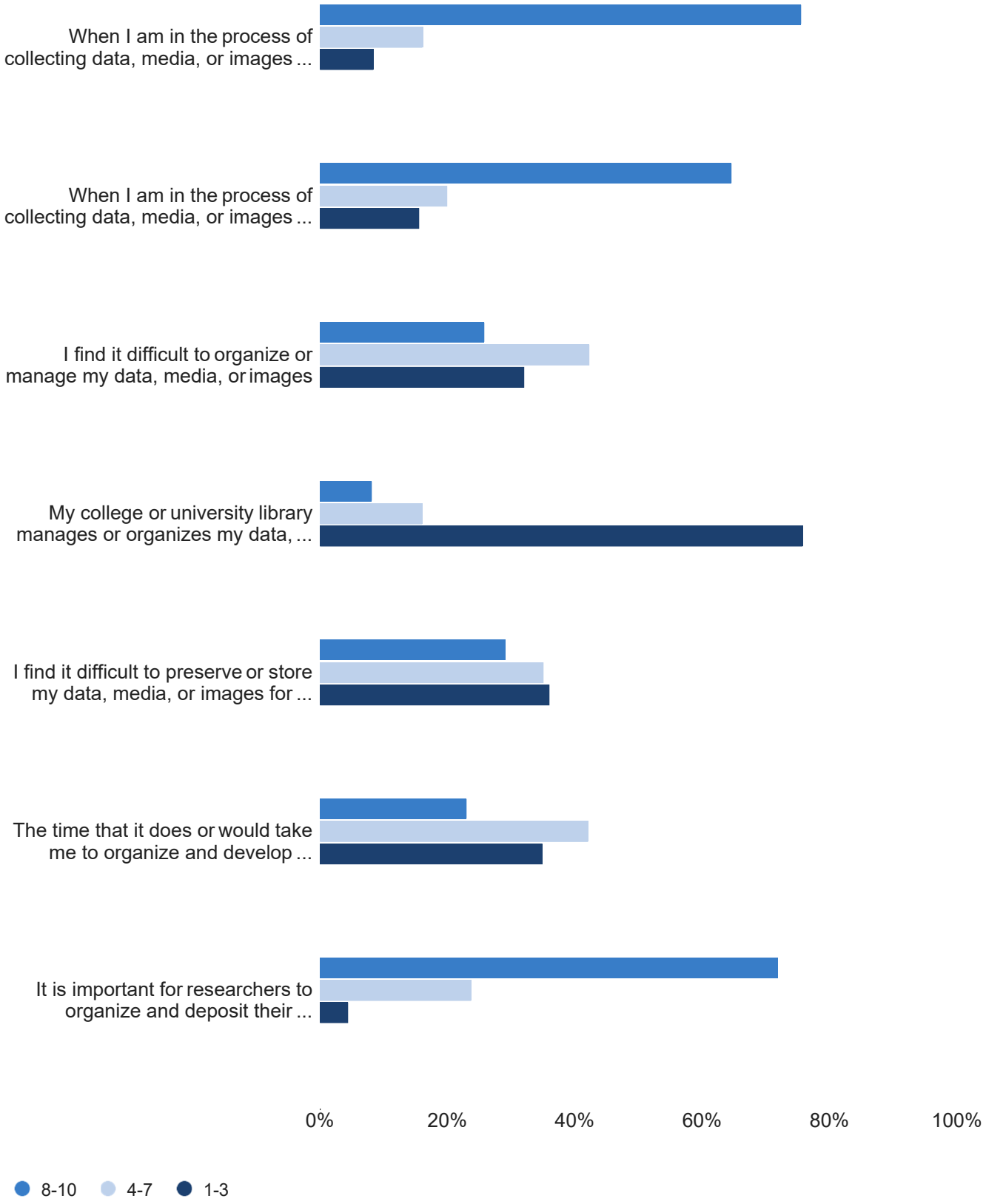
Response	Much less recognition than traditional research publications	Less recognition than traditional research publications	Somewhat less recognition than traditional research publications	About the same amount of recognition as traditional research publications	Somewhat more recognition than traditional research publications	More recognition than traditional research publications	Much more recognition than traditional research publications
Magazines and trade journals that are not peer reviewed	21.13%	32.39%	16.90%	18.31%	7.04%	2.82%	1.41%
Trade books that do not specifically target an academic audience	12.20%	9.76%	24.39%	31.71%	17.07%	0.00%	4.88%
Published conference proceedings	7.94%	24.21%	29.76%	26.98%	6.75%	2.38%	1.98%
Blogs or social media	32.74%	25.66%	24.78%	9.73%	2.65%	3.54%	0.88%
Working papers or pre-prints	16.02%	23.20%	32.04%	20.44%	5.52%	2.21%	0.55%
Data and datasets	15.97%	21.53%	23.61%	26.39%	8.33%	2.08%	2.08%
Images or media	18.92%	32.43%	22.52%	17.12%	6.31%	0.90%	1.80%
Software or code	14.61%	20.22%	28.09%	24.72%	6.74%	3.37%	2.25%


Magazines and trade journals that are not peer reviewed
21%
32%
17%
18%
7%
Trade books that do not specifically target an academic audience
12%
10%
24%
32%
17%
5%
Published conference proceedings
8%
24%
30%
27%
7%
Blogs or social media
33%
26%
25%
10%
Working papers or pre-prints
16%
23%
32%
20%
6%
Data and datasets
16%
22%
24%
26%
8%
Images or media
19%
32%
23%
17%
6%
Software or code
15%
20%
28%
25%
7%
0%
20%
40%
60%
80%
100%
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	243	52	27	322
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.)	208	64	50	322
I find it difficult to organize or manage my data, media, or images	83	136	103	322
My college or university library manages or organizes my data, media, or images on my behalf	26	52	245	323
I find it difficult to preserve or store my data, media, or images for the long-term	94	113	116	323
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	42	77	64	183
It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings	133	44	8	185

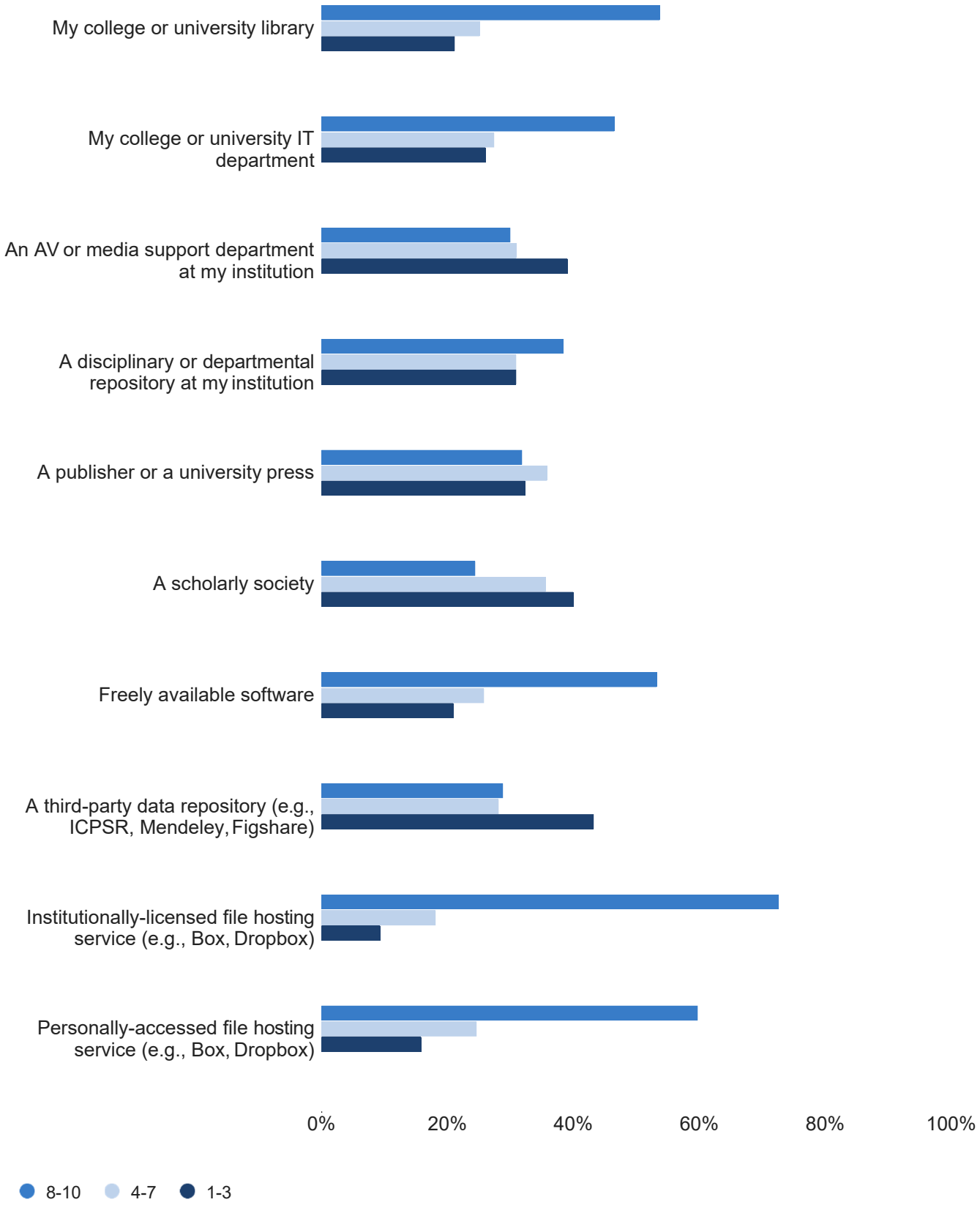
Response	8-10	4-7	1-3
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on my own computer or computers	75.47%	16.15%	8.39%
When I am in the process of collecting data, media, or images for my research, I often organize or manage these data on a cloud storage service (such as Google Drive, Dropbox, Flickr, etc.)	64.60%	19.88%	15.53%
I find it difficult to organize or manage my data, media, or images	25.78%	42.24%	31.99%
My college or university library manages or organizes my data, media, or images on my behalf	8.05%	16.10%	75.85%
I find it difficult to preserve or store my data, media, or images for the long-term	29.10%	34.98%	35.91%
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	22.95%	42.08%	34.97%
It is important for researchers to organize and deposit their datasets so others can attempt to reproduce their findings	71.89%	23.78%	4.32%


When I am in the process of collecting data, media, or images ...
When I am in the process of collecting data, media, or images ...
I find it difficult to organize or manage my data, media, or images
My college or university library manages or organizes my data, ...
I find it difficult to preserve or store my data, media, or images for ...
The time that it does or would take me to organize and develop ...
It is important for researchers to organize and deposit their ...
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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]

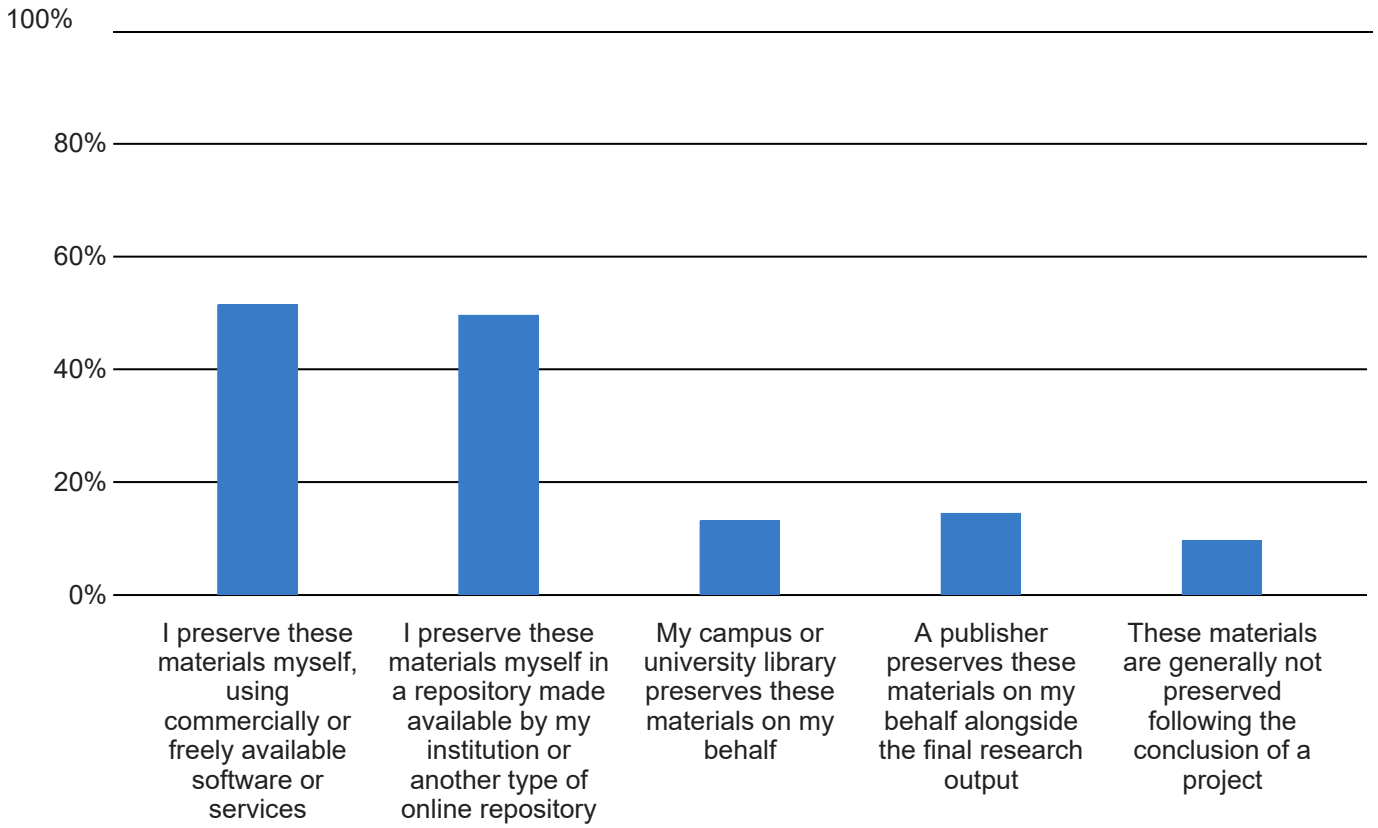
Response	8-10	4-7	1-3	Total
My college or university library	173	81	68	322
My college or university IT department	148	87	83	318
An AV or media support department at my institution	95	98	124	317
A disciplinary or departmental repository at my institution	122	98	98	318
A publisher or a university press	101	114	103	318
A scholarly society	77	113	127	317
Freely available software	170	82	67	319
A third-party data repository (e.g., ICPSR, Mendeley, Figshare)	91	89	137	317
Institutionally-licensed file hosting service (e.g., Box, Dropbox)	233	58	30	321
Personally-accessed file hosting service (e.g., Box, Dropbox)	192	79	51	322

Response	8-10	4-7	1-3
My college or university library	53.73%	25.16%	21.12%
My college or university IT department	46.54%	27.36%	26.10%
An AV or media support department at my institution	29.97%	30.91%	39.12%
A disciplinary or departmental repository at my institution	38.36%	30.82%	30.82%
A publisher or a university press	31.76%	35.85%	32.39%
A scholarly society	24.29%	35.65%	40.06%
Freely available software	53.29%	25.71%	21.00%
A third-party data repository (e.g., ICPSR, Mendeley, Figshare)	28.71%	28.08%	43.22%
Institutionally-licensed file hosting service (e.g., Box, Dropbox)	72.59%	18.07%	9.35%
Personally-accessed file hosting service (e.g., Box, Dropbox)	59.63%	24.53%	15.84%


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 publisher or a university press
A scholarly society
Freely available software
A third-party data repository (e.g., ICPSR, Mendeley, Figshare)
Institutionally-licensed file hosting service (e.g., Box, Dropbox)
Personally-accessed file hosting service (e.g., Box, Dropbox)
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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.

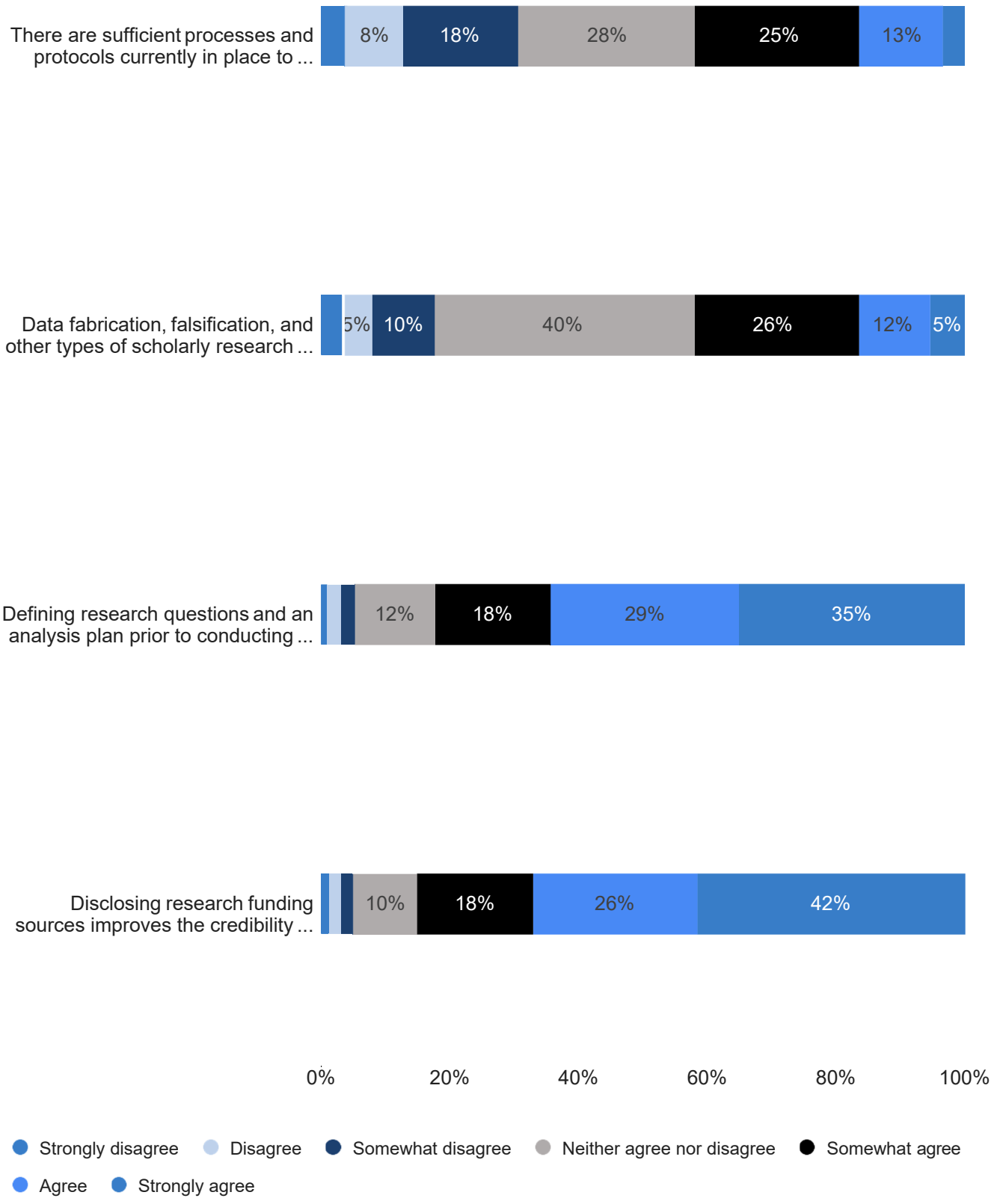
Response		
I preserve these materials myself, using commercially or freely available software or services	51.44%	161
I preserve these materials myself in a repository made available by my institution or another type of online repository	49.52%	155
My campus or university library preserves these materials on my behalf	13.10%	41
A publisher preserves these materials on my behalf alongside the final research output	14.38%	45
These materials are generally not preserved following the conclusion of a project	9.58%	30
		313



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	13	27	57	89	81	40	11	318
Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent	10	15	31	126	81	37	17	317
Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings	3	7	7	39	58	93	112	319
Disclosing research funding sources improves the credibility of scholarly research	4	6	6	32	57	82	133	320

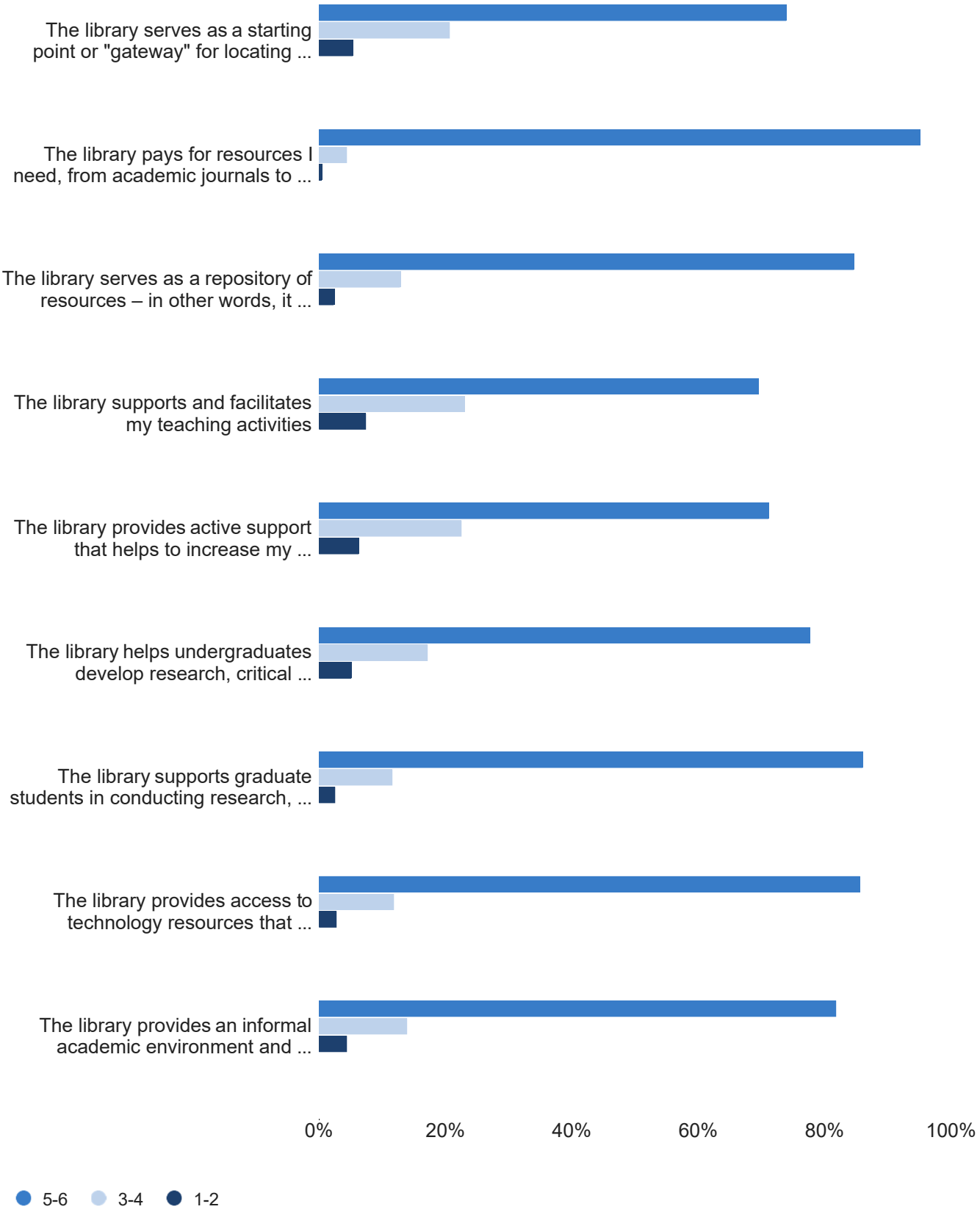
Response	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
There are sufficient processes and protocols currently in place to minimize data fabrication, falsification, and other types of scholarly research fraud	4.09%	8.49%	17.92%	27.99%	25.47%	12.58%	3.46%
Data fabrication, falsification, and other types of scholarly research fraud are becoming increasingly prevalent	3.15%	4.73%	9.78%	39.75%	25.55%	11.67%	5.36%
Defining research questions and an analysis plan prior to conducting research improves the credibility of scholarly research findings	0.94%	2.19%	2.19%	12.23%	18.18%	29.15%	35.11%
Disclosing research funding sources improves the credibility of scholarly research	1.25%	1.88%	1.88%	10.00%	17.81%	25.62%	41.56%


There are sufficient processes and protocols currently in place to ...
8%
18%
28%
25%
13%
Data fabrication, falsification, and other types of scholarly research ...
5%
10%
40%
26%
12%
5%
Defining research questions and an analysis plan prior to conducting ...
12%
18%
29%
35%
Disclosing research funding sources improves the credibility ...
10%
18%
26%
42%
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	302	84	22	408
The library pays for resources I need, from academic journals to books to electronic databases	390	18	2	410
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	348	53	10	411
The library supports and facilitates my teaching activities	283	94	30	407
The library provides active support that helps to increase my productivity in research and scholarship	292	92	26	410
The library helps undergraduates develop research, critical analysis, and information literacy skills	317	70	21	408
The library supports graduate students in conducting research, managing data, and publishing scholarship	351	47	10	408
The library provides access to technology resources that support student learning	349	48	11	408
The library provides an informal academic environment and space that supports student learning	335	57	18	410

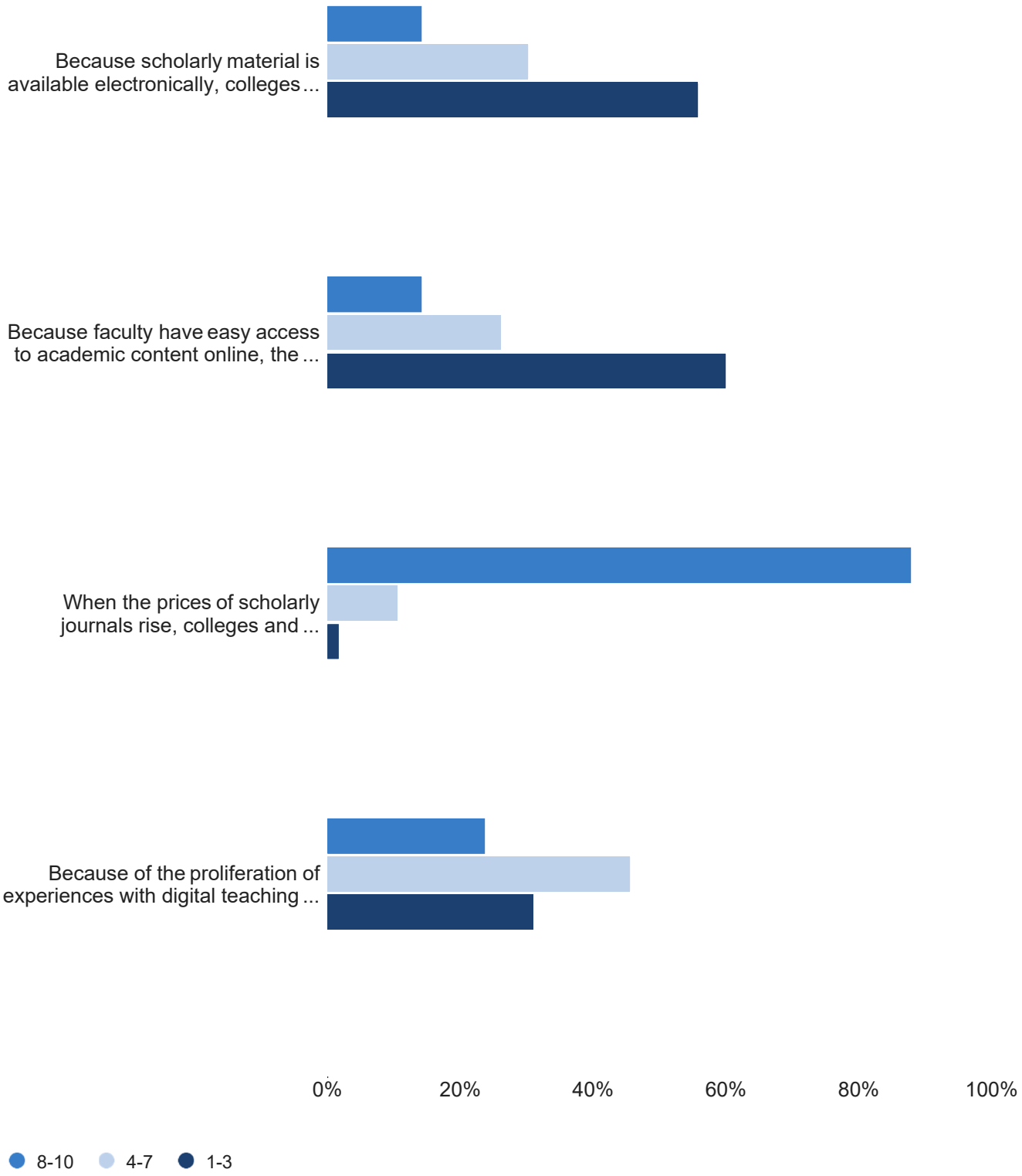
Response	5-6	3-4	1-2
The library serves as a starting point or "gateway" for locating information for my research	74.02%	20.59%	5.39%
The library pays for resources I need, from academic journals to books to electronic databases	95.12%	4.39%	0.49%
The library serves as a repository of resources – in other words, it archives, preserves, and keeps track of resources	84.67%	12.90%	2.43%
The library supports and facilitates my teaching activities	69.53%	23.10%	7.37%
The library provides active support that helps to increase my productivity in research and scholarship	71.22%	22.44%	6.34%
The library helps undergraduates develop research, critical analysis, and information literacy skills	77.70%	17.16%	5.15%
The library supports graduate students in conducting research, managing data, and publishing scholarship	86.03%	11.52%	2.45%
The library provides access to technology resources that support student learning	85.54%	11.76%	2.70%
The library provides an informal academic environment and space that supports student learning	81.71%	13.90%	4.39%


The library serves as a starting point or "gateway" for locating ...
The library pays for resources I need, from academic journals to ...
The library serves as a repository of resources – in other words, it ...
The library supports and facilitates my teaching activities
The library provides active support that helps to increase my ...
The library helps undergraduates develop research, critical ...
The library supports graduate students in conducting research, ...
The library provides access to technology resources that ...
The library provides an informal academic environment and ...
0%
20%
40%
60%
80%
100%
5-6
3-4
1-2

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]

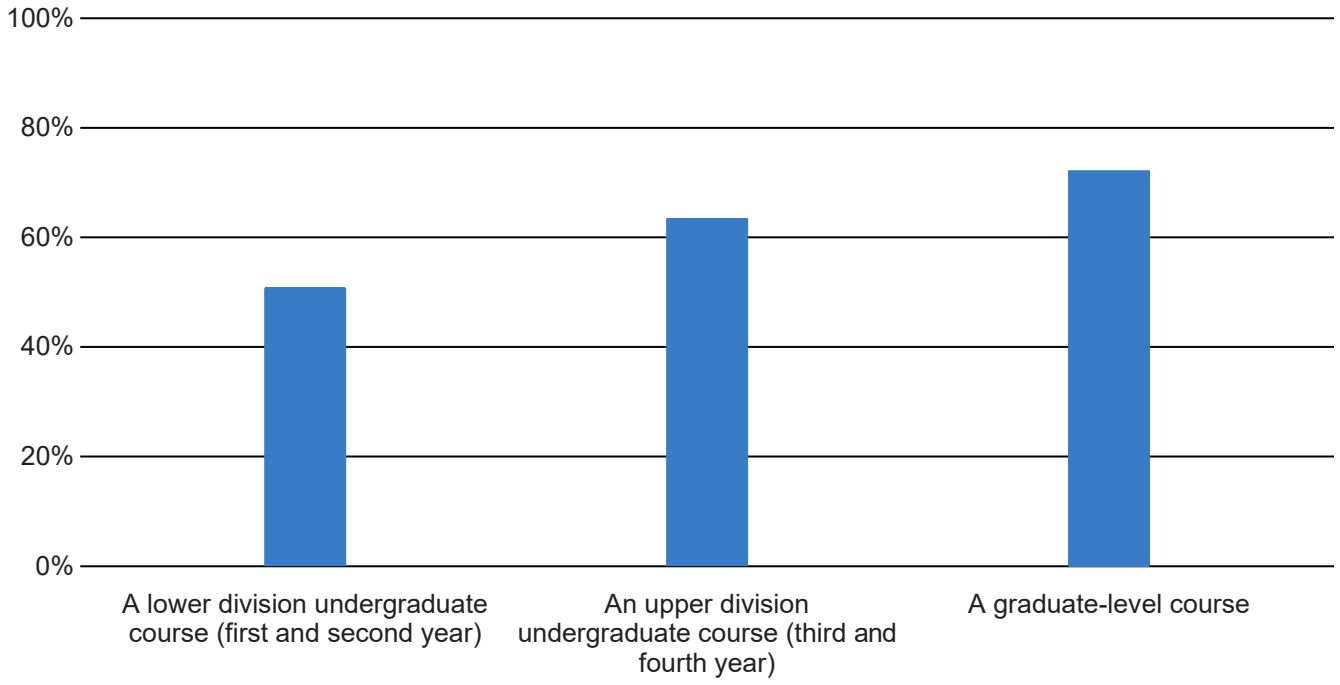
Response	8- 10	4-7	1-3	Total
Because scholarly material is available electronically, colleges and universities should redirect the money spent on library buildings and staff to other needs	58	124	229	411
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	58	107	246	411
When the prices of scholarly journals rise, colleges and universities should adequately support library budgets to ensure continued access to collections	361	43	7	411
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	97	187	127	411

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	14.11%	30.17%	55.72%
Because faculty have easy access to academic content online, the role librarians play at this institution is becoming much less important	14.11%	26.03%	59.85%
When the prices of scholarly journals rise, colleges and universities should adequately support library budgets to ensure continued access to collections	87.83%	10.46%	1.70%
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	23.60%	45.50%	30.90%


Because scholarly material is available electronically, colleges ...
Because faculty have easy access to academic content online, the ...
When the prices of scholarly journals rise, colleges and ...
Because of the proliferation of experiences with digital teaching ...
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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

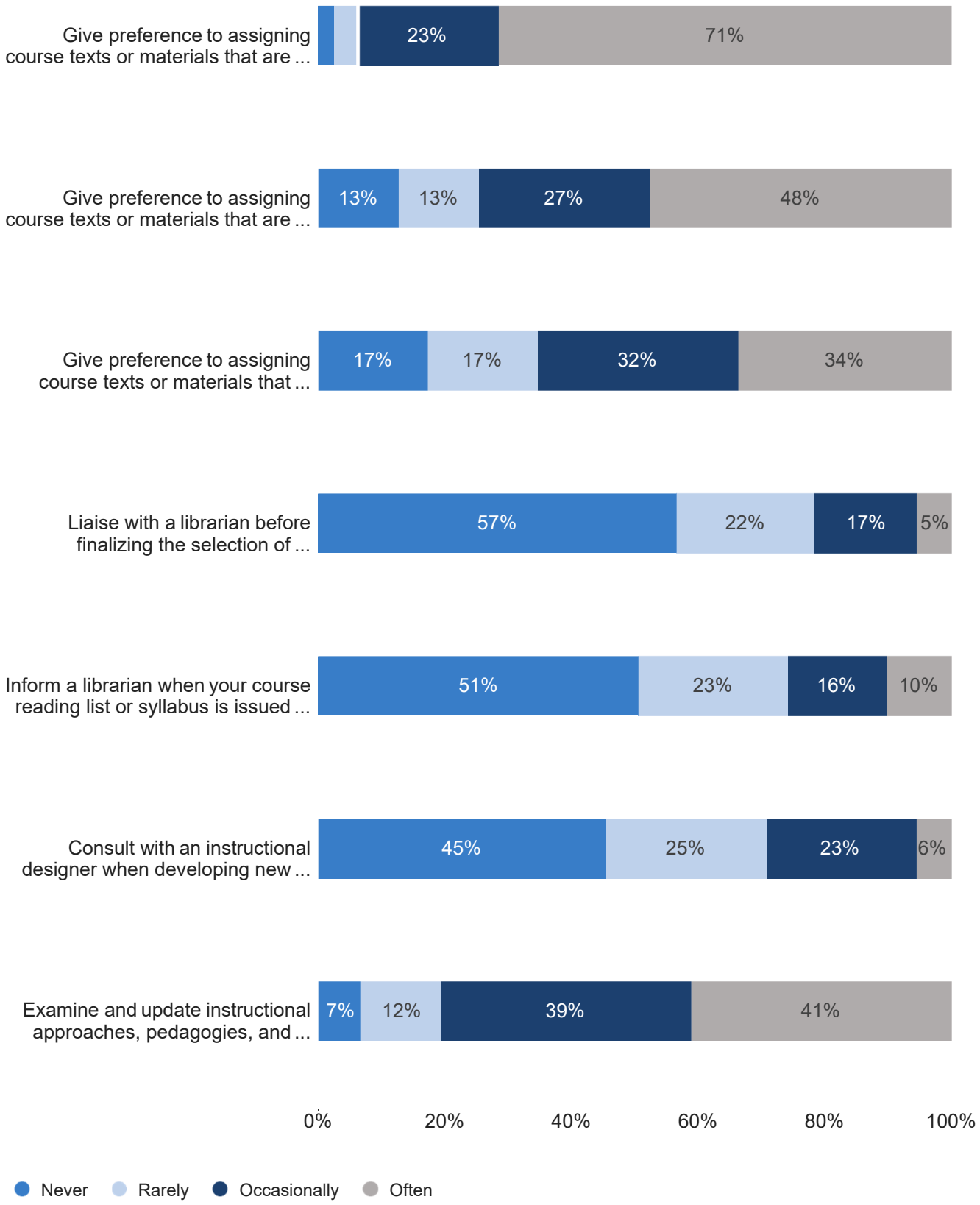
Response		
A lower division undergraduate course (first and second year)	50.83%	153
An upper division undergraduate course (third and fourth year)	63.46%	191
A graduate-level course	72.09%	217
Total		301



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	6	8	53	168	235
Give preference to assigning course texts or materials that are available through the library	30	30	64	113	237
Give preference to assigning course texts or materials that center historically underrepresented voices (e.g., through authors or content)	41	41	75	80	237
Liaise with a librarian before finalizing the selection of assigned course texts or materials	133	51	39	12	235
Inform a librarian when your course reading list or syllabus is issued to students	119	55	37	24	235
Consult with an instructional designer when developing new and/or updating current courses	107	60	55	14	236
Examine and update instructional approaches, pedagogies, and materials using empirical evidence	17	29	94	98	238

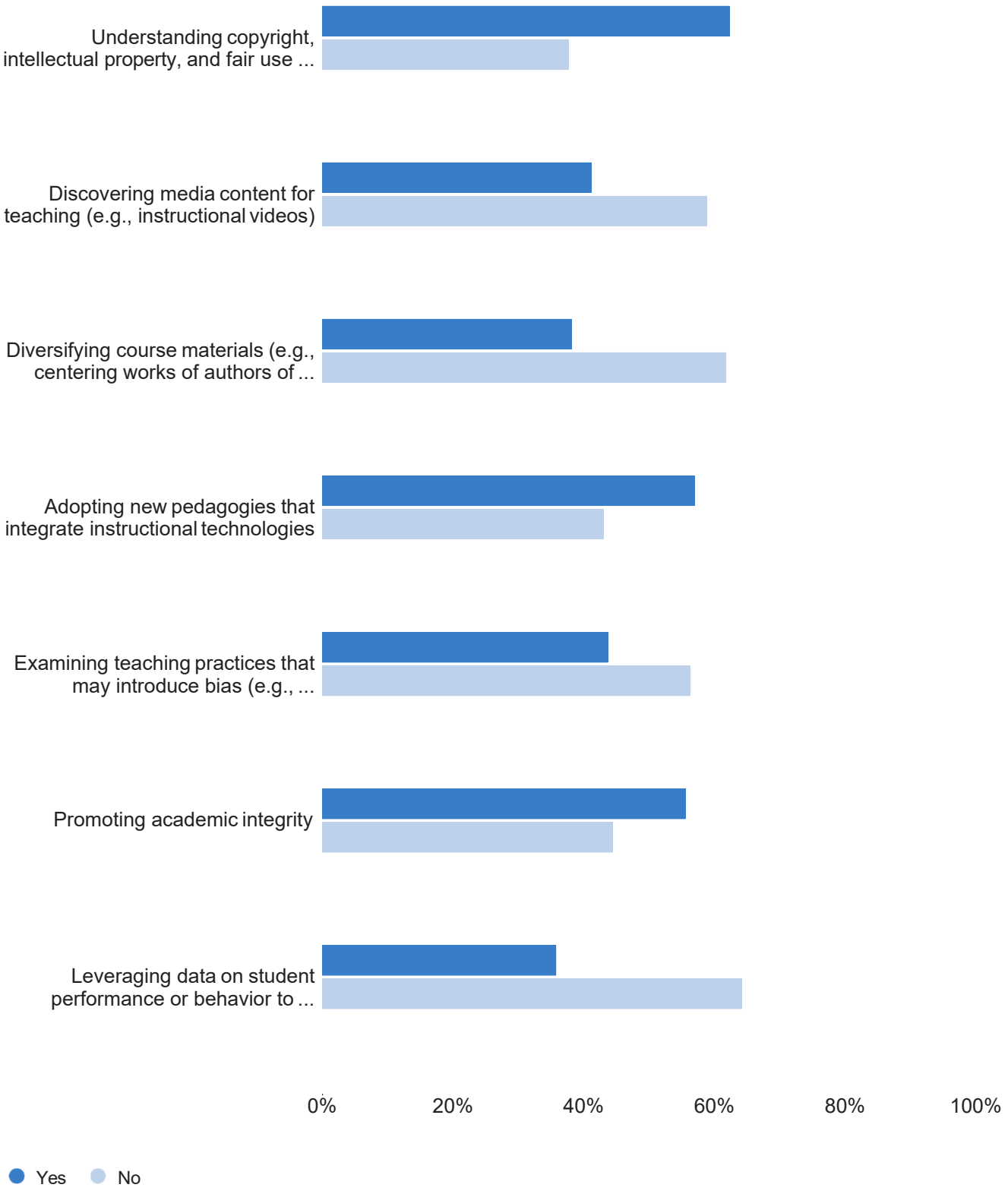
Response	Never	Rarely	Occasionally	Often
Give preference to assigning course texts or materials that are low or no cost	2.55%	3.40%	22.55%	71.49%
Give preference to assigning course texts or materials that are available through the library	12.66%	12.66%	27.00%	47.68%
Give preference to assigning course texts or materials that center historically underrepresented voices (e.g., through authors or content)	17.30%	17.30%	31.65%	33.76%
Liaise with a librarian before finalizing the selection of assigned course texts or materials	56.60%	21.70%	16.60%	5.11%
Inform a librarian when your course reading list or syllabus is issued to students	50.64%	23.40%	15.74%	10.21%
Consult with an instructional designer when developing new and/or updating current courses	45.34%	25.42%	23.31%	5.93%
Examine and update instructional approaches, pedagogies, and materials using empirical evidence	7.14%	12.18%	39.50%	41.18%


Give preference to assigning course texts or materials that are ...
23%
71%
Give preference to assigning course texts or materials that are ...
13%
13%
27%
48%
Give preference to assigning course texts or materials that ...
17%
17%
32%
34%
Liaise with a librarian before finalizing the selection of ...
57%
22%
17%
5%
Inform a librarian when your course reading list or syllabus is issued ...
51%
23%
16%
10%
Consult with an instructional designer when developing new ...
45%
25%
23%
6%
Examine and update instructional approaches, pedagogies, and ...
7%
12%
39%
41%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often

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	182	110	292
Discovering media content for teaching (e.g., instructional videos)	119	170	289
Diversifying course materials (e.g., centering works of authors of color and/or anti-racist content)	110	178	288
Adopting new pedagogies that integrate instructional technologies	164	124	288
Examining teaching practices that may introduce bias (e.g., culturally-relevant, anti-racist pedagogy)	126	162	288
Promoting academic integrity	160	128	288
Leveraging data on student performance or behavior to shape mid-course corrections and / or future course design	103	185	288

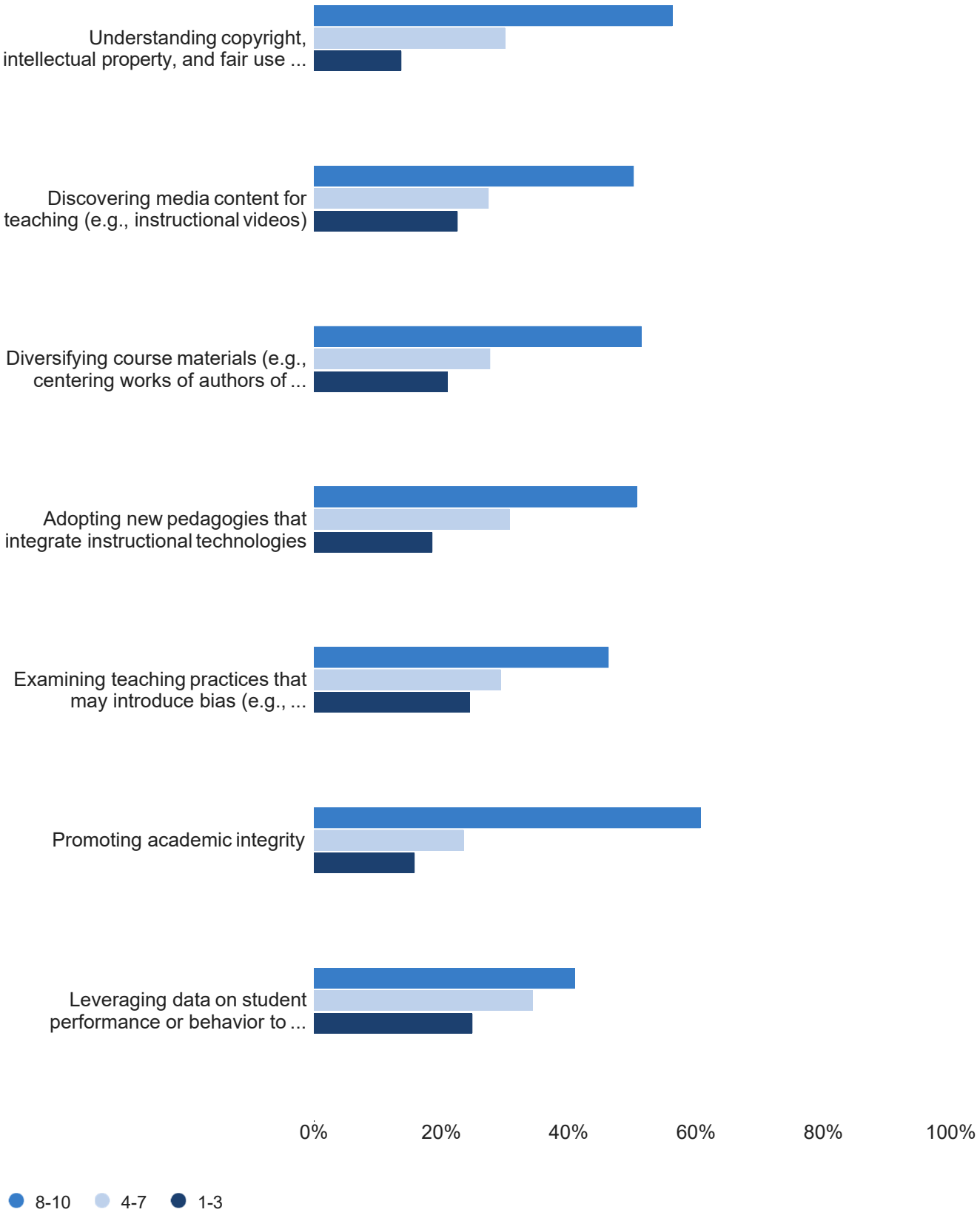
Response	Yes	No
Understanding copyright, intellectual property, and fair use standards for materials used in my courses	62.33%	37.67%
Discovering media content for teaching (e.g., instructional videos)	41.18%	58.82%
Diversifying course materials (e.g., centering works of authors of color and/or anti-racist content)	38.19%	61.81%
Adopting new pedagogies that integrate instructional technologies	56.94%	43.06%
Examining teaching practices that may introduce bias (e.g., culturally-relevant, anti-racist pedagogy)	43.75%	56.25%
Promoting academic integrity	55.56%	44.44%
Leveraging data on student performance or behavior to shape mid-course corrections and / or future course design	35.76%	64.24%


Understanding copyright, intellectual property, and fair use ...
Discovering media content for teaching (e.g., instructional videos)
Diversifying course materials (e.g., centering works of authors of ...
Adopting new pedagogies that integrate instructional technologies
Examining teaching practices that may introduce bias (e.g., ...
Promoting academic integrity
Leveraging data on student performance or behavior to ...
0%
20%
40%
60%
80%
100%
Yes
No

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	161	86	39	286
Discovering media content for teaching (e.g., instructional videos)	143	78	64	285
Diversifying course materials (e.g., centering works of authors of color and/or anti-racist content)	147	79	60	286
Adopting new pedagogies that integrate instructional technologies	145	88	53	286
Examining teaching practices that may introduce bias (e.g., culturally-relevant, anti-racist pedagogy)	132	84	70	286
Promoting academic integrity	173	67	45	285
Leveraging data on student performance or behavior to shape mid-course corrections and / or future course design	117	98	71	286

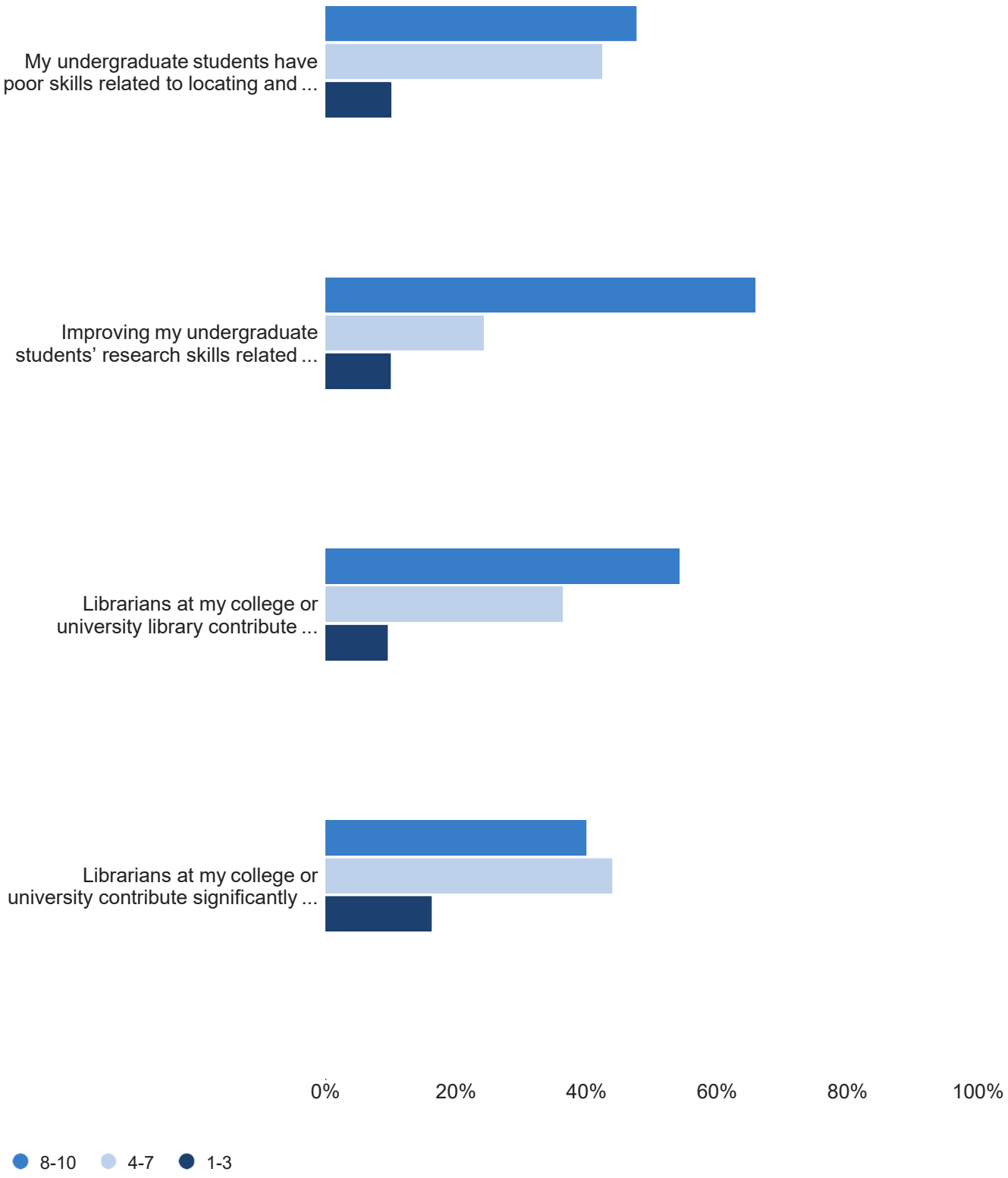
Response	8-10	4-7	1-3
Understanding copyright, intellectual property, and fair use standards for materials used in my courses	56.29%	30.07%	13.64%
Discovering media content for teaching (e.g., instructional videos)	50.18%	27.37%	22.46%
Diversifying course materials (e.g., centering works of authors of color and/or anti-racist content)	51.40%	27.62%	20.98%
Adopting new pedagogies that integrate instructional technologies	50.70%	30.77%	18.53%
Examining teaching practices that may introduce bias (e.g., culturally-relevant, anti-racist pedagogy)	46.15%	29.37%	24.48%
Promoting academic integrity	60.70%	23.51%	15.79%
Leveraging data on student performance or behavior to shape mid-course corrections and / or future course design	40.91%	34.27%	24.83%


Understanding copyright, intellectual property, and fair use ...
Discovering media content for teaching (e.g., instructional videos)
Diversifying course materials (e.g., centering works of authors of ...
Adopting new pedagogies that integrate instructional technologies
Examining teaching practices that may introduce bias (e.g., ...
Promoting academic integrity
Leveraging data on student performance or behavior to ...
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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	109	97	23	229
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	152	56	23	231
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	154	103	27	284
Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation	113	124	46	283

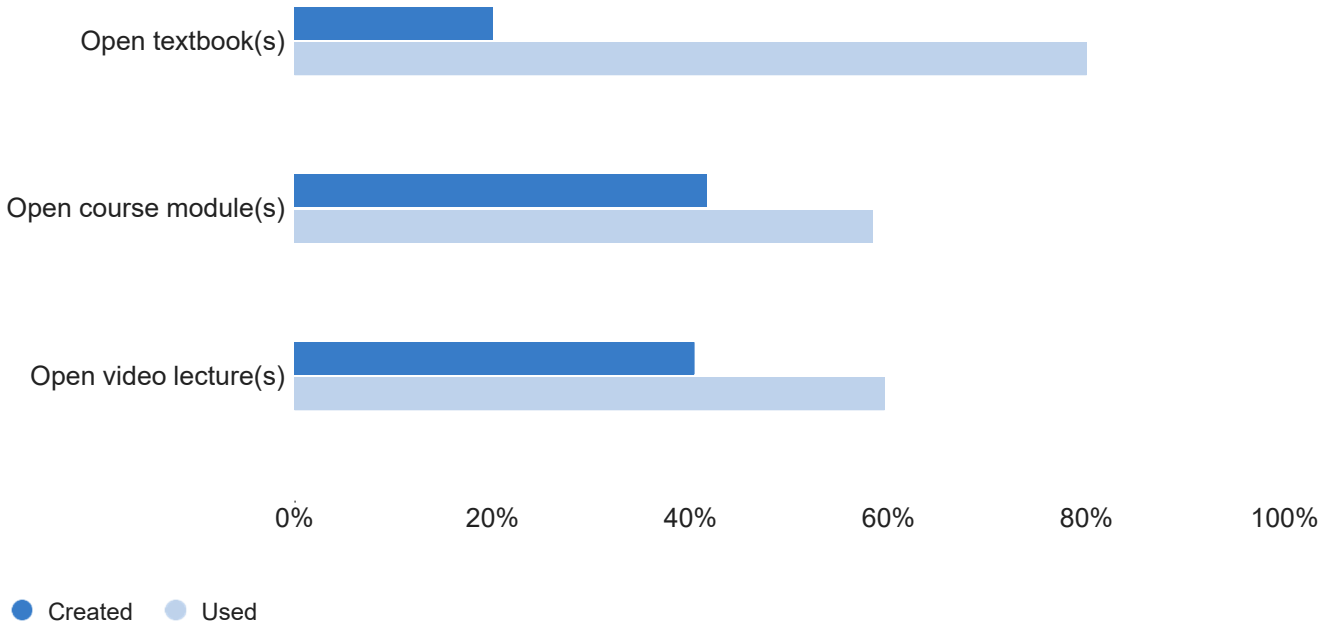
Response	8-10	4-7	1-3
My undergraduate students have poor skills related to locating and evaluating scholarly information	47.60%	42.36%	10.04%
Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach	65.80%	24.24%	9.96%
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	54.23%	36.27%	9.51%
Librarians at my college or university contribute significantly to helping students develop skills to identify media manipulation and disinformation	39.93%	43.82%	16.25%


My undergraduate students have poor skills related to locating and ...
Improving my undergraduate students' research skills related ...
Librarians at my college or university library contribute ...
Librarians at my college or university contribute significantly ...
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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)	28	112	129
Open course module(s)	52	73	103
Open video lecture(s)	67	99	138

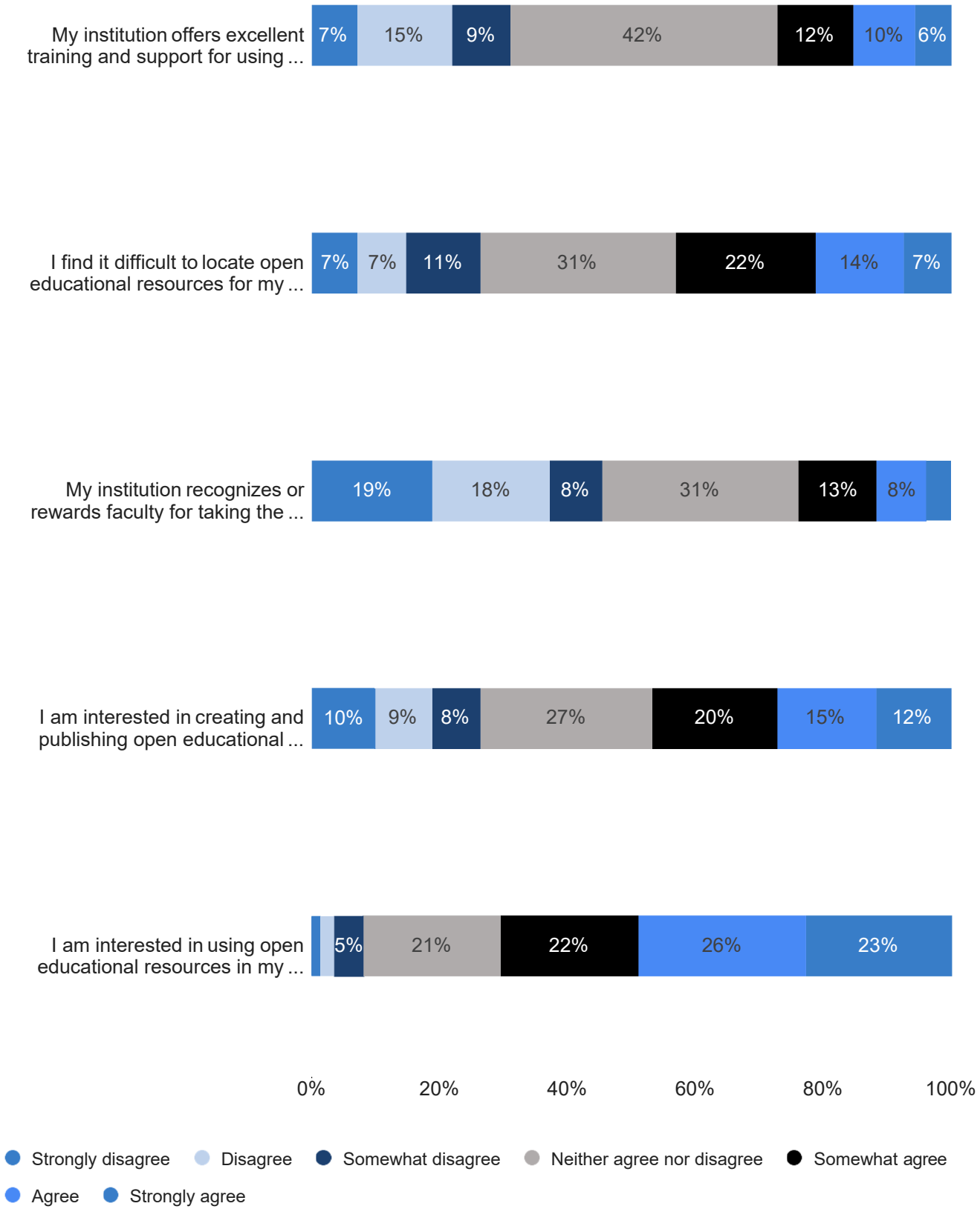
Response	Created	Used
Open textbook(s)	21.71%	86.82%
Open course module(s)	50.49%	70.87%
Open video lecture(s)	48.55%	71.74%



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

Response	Strongly	Disagree	Somewhat	Neither agree nor disagree	Somewhat	Agree	Strongly	Total
My institution offers excellent training and support for using open educational resources	19	43	25	117	34	27	16	281
I find it difficult to locate open educational resources for my teaching	21	21	32	87	62	39	21	283
My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching	53	51	23	86	35	21	11	280
I am interested in creating and publishing open educational resources	28	24	22	75	55	42	34	280
I am interested in using open educational resources in my teaching	4	6	13	60	61	74	64	282

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	6.76%	15.30%	8.90%	41.64%	12.10%	9.61%	5.69%
I find it difficult to locate open educational resources for my teaching	7.42%	7.42%	11.31%	30.74%	21.91%	13.78%	7.42%
My institution recognizes or rewards faculty for taking the time to integrate open educational resources into their teaching	18.93%	18.21%	8.21%	30.71%	12.50%	7.50%	3.93%
I am interested in creating and publishing open educational resources	10.00%	8.57%	7.86%	26.79%	19.64%	15.00%	12.14%
I am interested in using open educational resources in my teaching	1.42%	2.13%	4.61%	21.28%	21.63%	26.24%	22.70%


My institution offers excellent training and support for using ...
7%
15%
9%
42%
12%
10%
6%
I find it difficult to locate open educational resources for my ...
7%
7%
11%
31%
22%
14%
7%
My institution recognizes or rewards faculty for taking the ...
19%
18%
8%
31%
13%
8%
I am interested in creating and publishing open educational ...
10%
9%
8%
27%
20%
15%
12%
I am interested in using open educational resources in my ...
5%
21%
22%
26%
23%
0%
20%
40%
60%
80%
100%
Strongly disagree
Disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Agree
Strongly agree

Undergraduate instruction

[This module is contingent on respondents indicating that they have taught either a lower division or an upper division undergraduate course within the last 2 years in Q28]

UI1

[Contingent on respondent selecting "lower division" in Q28] Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.

UI2

[Contingent on respondent selecting "upper division" in Q28] Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.

UI3

[Contingent on respondent selecting "lower division" in Q28] 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

[Contingent on respondent selecting "lower division" in Q28] 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

[Contingent on respondent selecting "lower division" in Q28] 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

[Contingent on respondent selecting "lower division" in Q28] 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

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

[Contingent on respondent selecting "lower division" in Q28] 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

[Contingent on respondent selecting "upper division" in Q28] 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

[Contingent on respondent selecting "upper division" in Q28] 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

[Contingent on respondent selecting "upper division" in Q28] 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

[Contingent on respondent selecting "upper division" in Q28] 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

[Contingent on respondent selecting "upper division" in Q28] 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

[Contingent on respondent selecting "lower division" or "upper division" in Q28] Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.

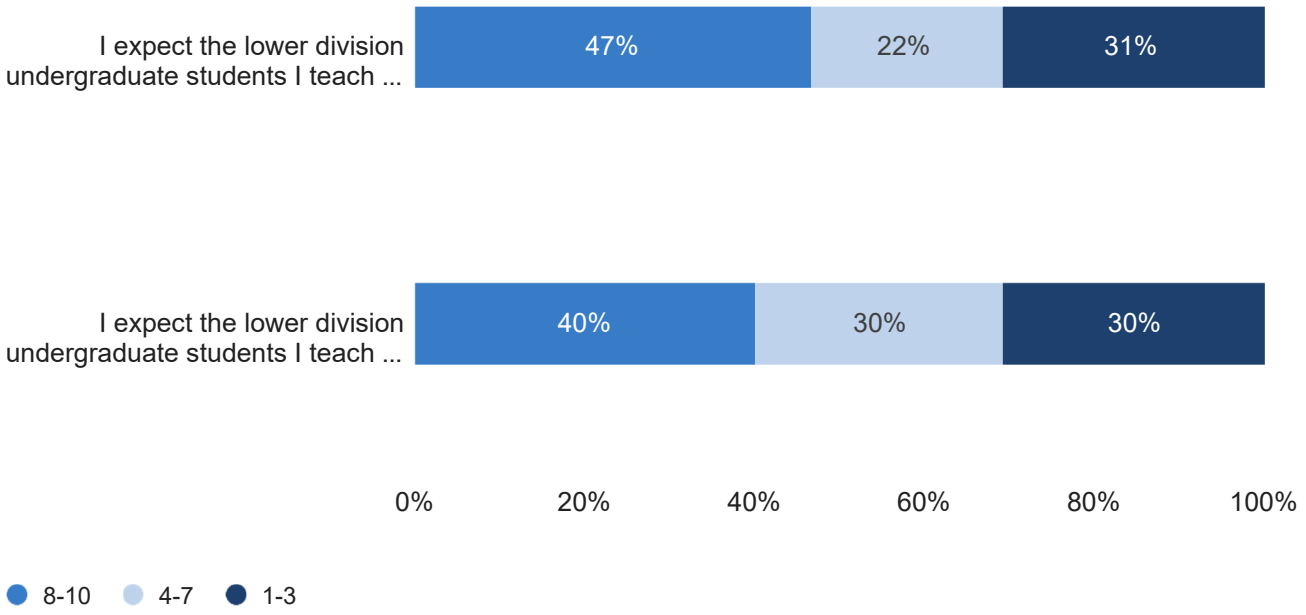
UI15

[Contingent on respondent selecting "lower division" or "upper division" in Q28] 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 - Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.

Response	8- 10	4- 7	1-3	Total
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	67	32	45	144
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	58	43	44	145

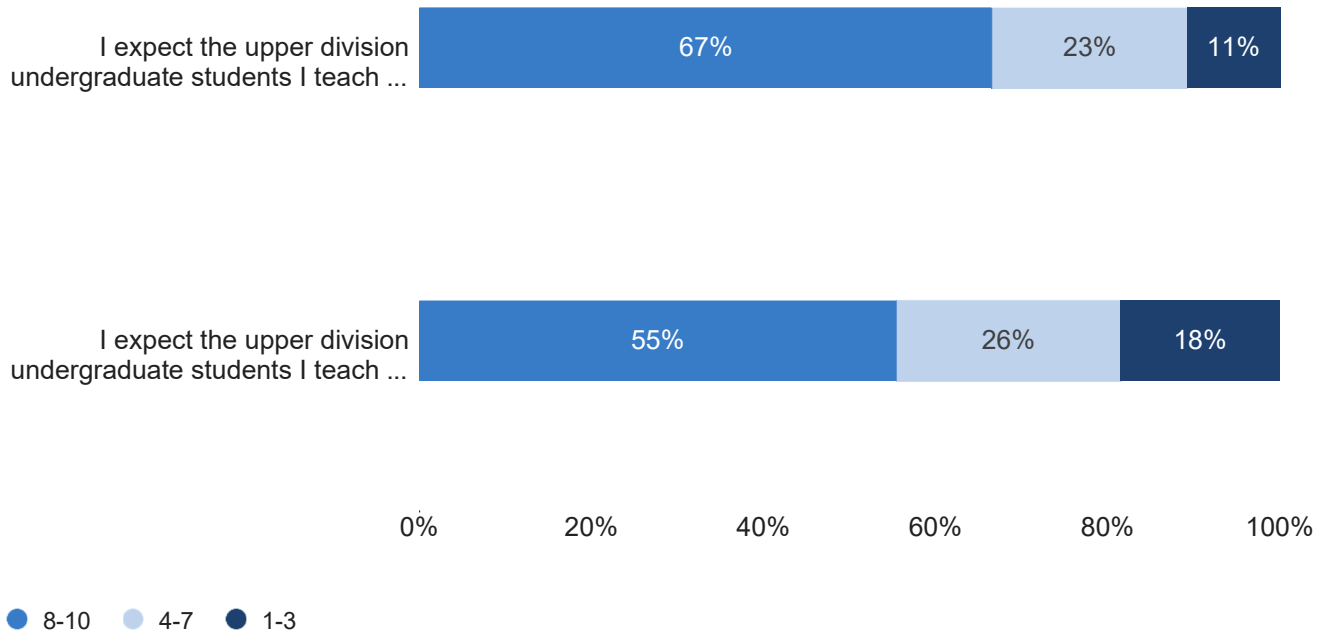
Response	8-10	4-7	1-3
I expect the lower division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	46.53%	22.22%	31.25%
I expect the lower division 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	40.00%	29.66%	30.34%



UI2 - Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.

Response	8-10	4- 7	1- 3	Total
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	124	42	20	186
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	102	48	34	184

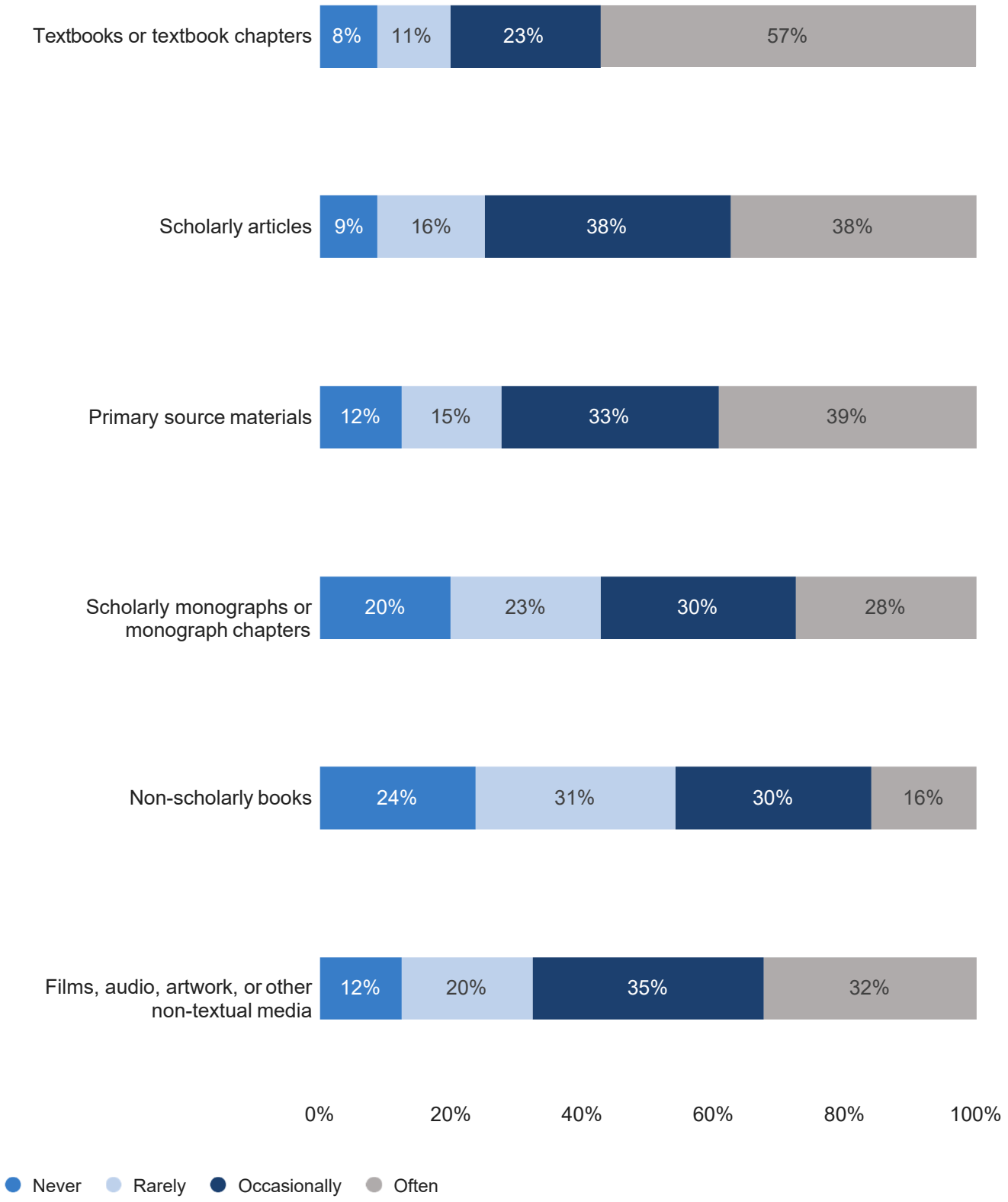
Response	8-10	4-7	1-3
I expect the upper division undergraduate students I teach to locate and use secondary scholarly sources – journals, scholarly monographs – in their coursework and student research projects beyond the readings I directly assign them	66.67%	22.58%	10.75%
I expect the upper division 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	55.43%	26.09%	18.48%



UI3 - 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.

Response	Never	Rarely	Occasionally	Often	Total
Textbooks or textbook chapters	12	16	33	82	143
Scholarly articles	13	23	54	54	144
Primary source materials	18	22	48	57	145
Scholarly monographs or monograph chapters	29	33	43	40	145
Non-scholarly books	34	44	43	23	144
Films, audio, artwork, or other non-textual media	18	29	51	47	145

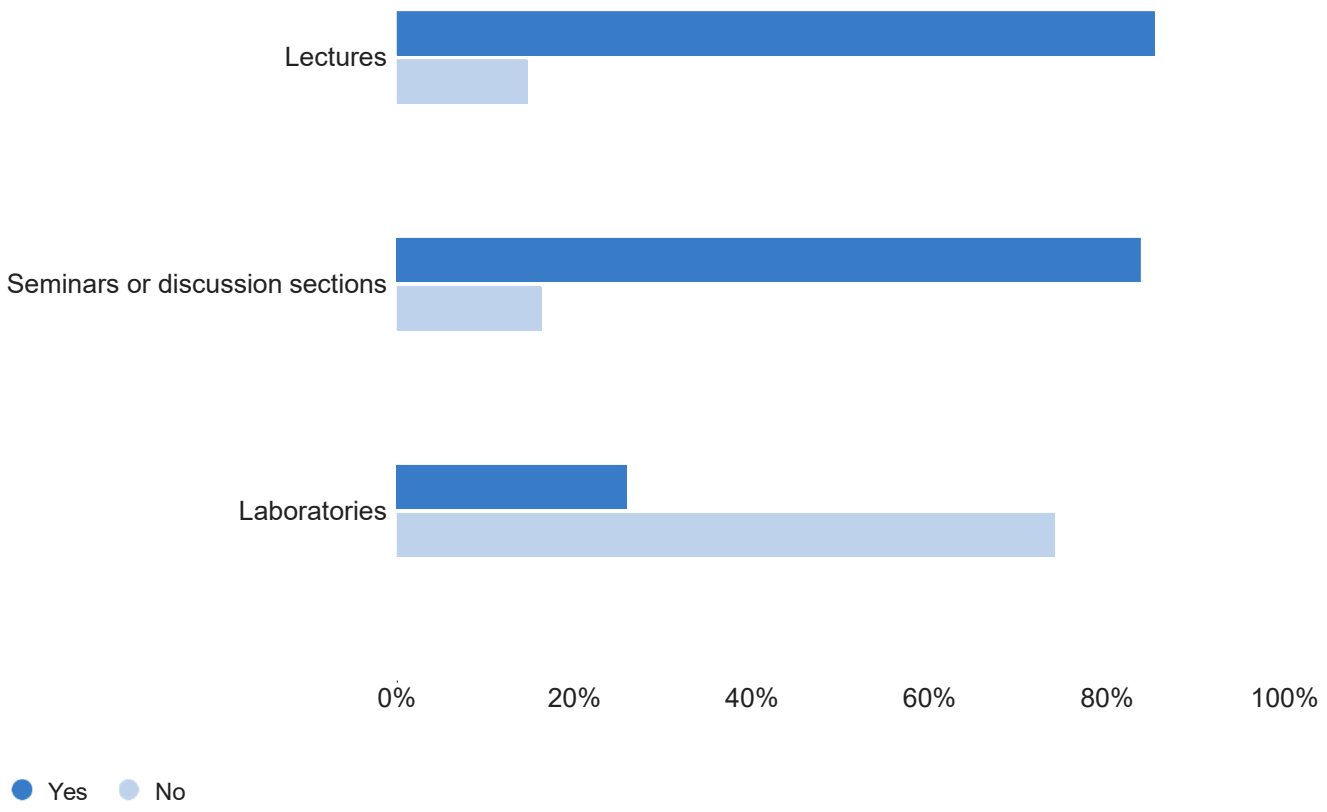
Response	Never	Rarely	Occasionally	Often
Textbooks or textbook chapters	8.39%	11.19%	23.08%	57.34%
Scholarly articles	9.03%	15.97%	37.50%	37.50%
Primary source materials	12.41%	15.17%	33.10%	39.31%
Scholarly monographs or monograph chapters	20.00%	22.76%	29.66%	27.59%
Non-scholarly books	23.61%	30.56%	29.86%	15.97%
Films, audio, artwork, or other non-textual media	12.41%	20.00%	35.17%	32.41%


Textbooks or textbook chapters
8%
11%
23%
57%
Scholarly articles
9%
16%
38%
38%
Primary source materials
12%
15%
33%
39%
Scholarly monographs or monograph chapters
20%
23%
30%
28%
Non-scholarly books
24%
31%
30%
16%
Films, audio, artwork, or other non-textual media
12%
20%
35%
32%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often

UI4 - Do the lower division undergraduate courses that you teach include any of the following types of course formats?

Response	Yes	No	Total
Lectures	122	21	143
Seminars or discussion sections	118	23	141
Laboratories	35	100	135

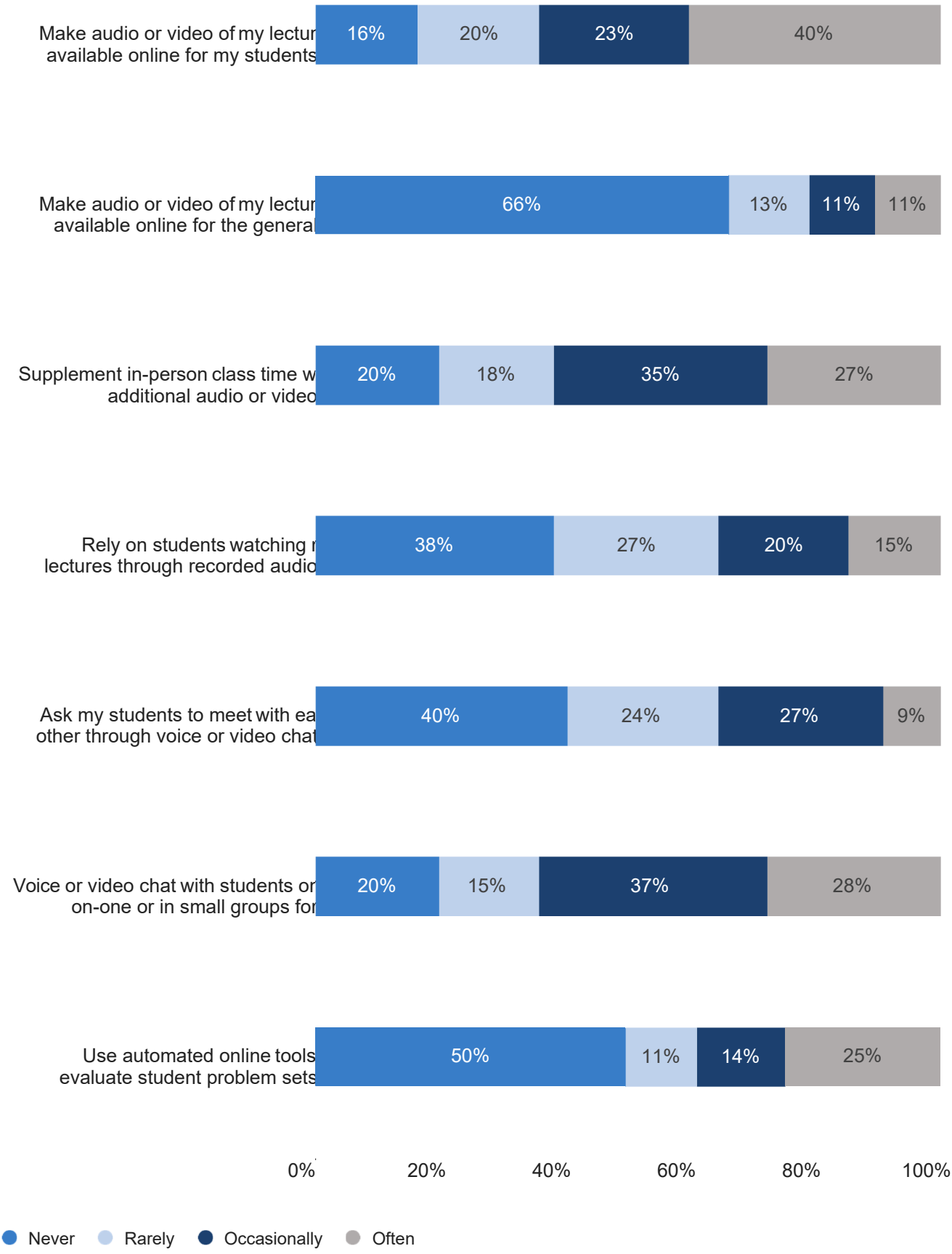
Response	Yes	No
Lectures	85.31%	14.69%
Seminars or discussion sections	83.69%	16.31%
Laboratories	25.93%	74.07%



UI5 - 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.

Response	Never	Rarely	Occasionally	Often	Total
Make audio or video of my lectures available online for my students to access	23	28	33	57	141
Make audio or video of my lectures available online for the general public to access	94	18	15	15	142
Supplement in-person class time with additional audio or video modules	28	26	49	39	142
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	54	38	29	21	142
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	57	34	38	13	142
Voice or video chat with students one-on-one or in small groups for “virtual office hours”	28	22	52	40	142
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	70	16	20	35	141
Use publisher-provided instructional modules that accompany a textbook to assist students	69	31	23	19	142
Assign students to create audiovisual or digital media projects	48	27	41	26	142
Assign students to share reading responses on a course discussion board or a blog	31	20	44	46	141
Use digital games or simulations to allow students to explore concepts	74	40	16	12	142
Show videos in the classroom, instead or as one component of a lecture or discussion	19	33	55	35	142
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	111	20	6	4	141

Response	Never	Rarely	Occasionally	Often
Make audio or video of my lectures available online for my students to access	16.31%	19.86%	23.40%	40.43%
Make audio or video of my lectures available online for the general public to access	66.20%	12.68%	10.56%	10.56%
Supplement in-person class time with additional audio or video modules	19.72%	18.31%	34.51%	27.46%
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	38.03%	26.76%	20.42%	14.79%
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	40.14%	23.94%	26.76%	9.15%
Voice or video chat with students one-on-one or in small groups for “virtual office hours”	19.72%	15.49%	36.62%	28.17%
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	49.65%	11.35%	14.18%	24.82%
Use publisher-provided instructional modules that accompany a textbook to assist students	48.59%	21.83%	16.20%	13.38%
Assign students to create audiovisual or digital media projects	33.80%	19.01%	28.87%	18.31%
Assign students to share reading responses on a course discussion board or a blog	21.99%	14.18%	31.21%	32.62%
Use digital games or simulations to allow students to explore concepts	52.11%	28.17%	11.27%	8.45%
Show videos in the classroom, instead or as one component of a lecture or discussion	13.38%	23.24%	38.73%	24.65%
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	78.72%	14.18%	4.26%	2.84%


Make audio or video of my lectur available online for my students
16%
20%
23%
40%
Make audio or video of my lectur available online for the genera
66%
13%
11%
11%
Supplement in-person class time w additional audio or video
20%
18%
35%
27%
Rely on students watching r lectures through recorded audio
38%
27%
20%
15%
Ask my students to meet with ea other through voice or video chat
40%
24%
27%
9%
Voice or video chat with students or on-one or in small groups for
20%
15%
37%
28%
Use automated online tools evaluate student problem sets
50%
11%
14%
25%
0%
20%
40%
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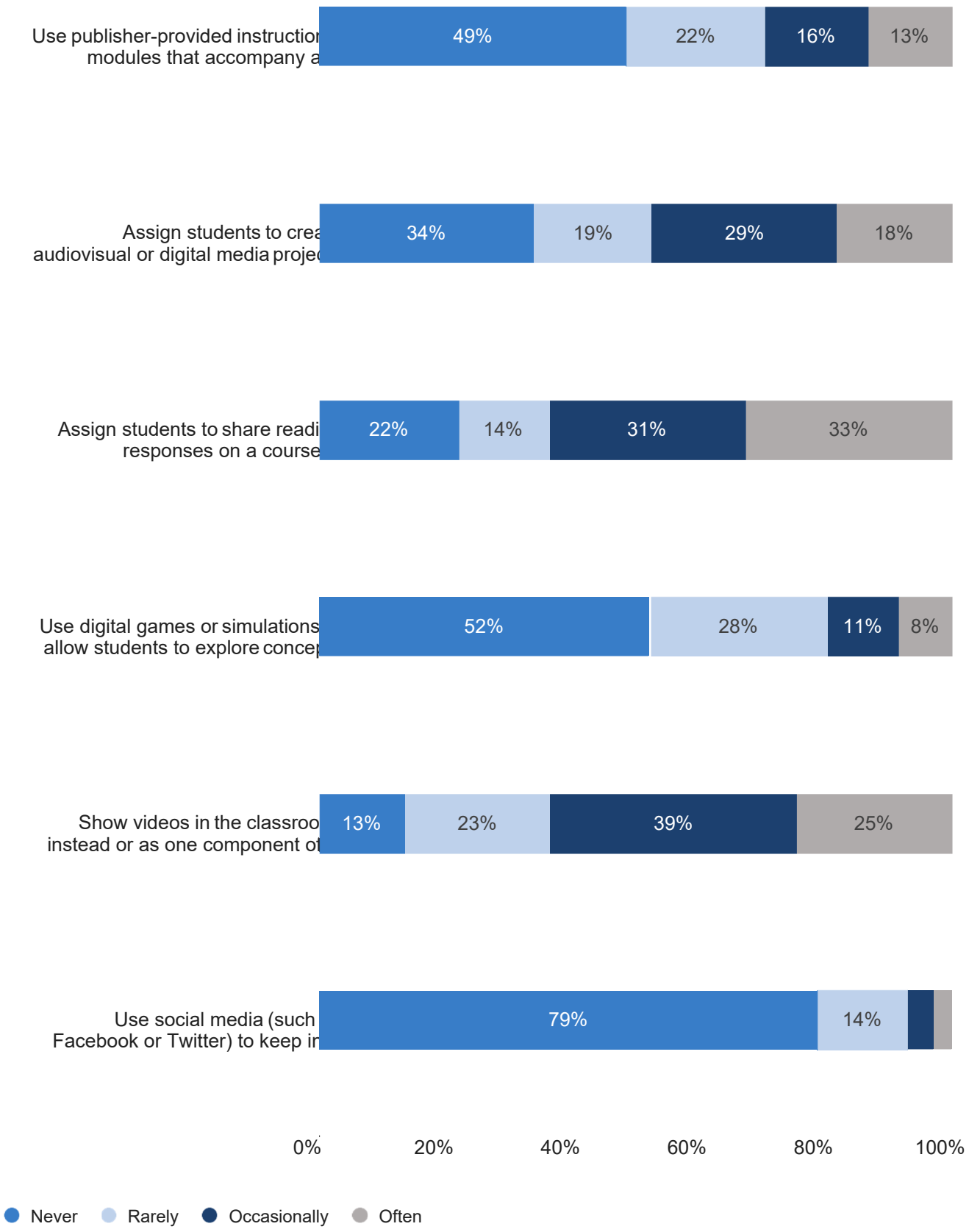
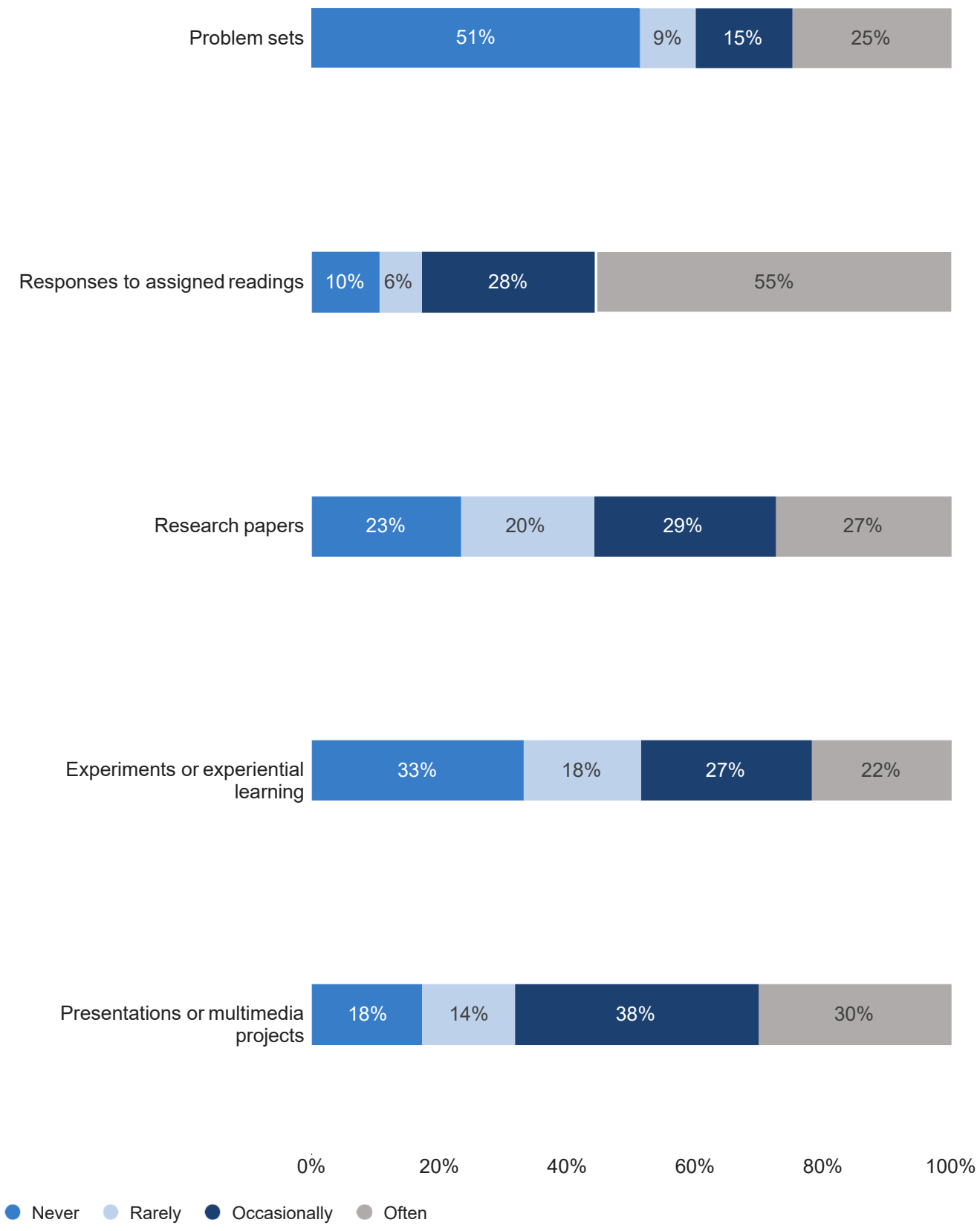
80%
100%
Never
Rarely
Occasionally
Often


Use publisher-provided instructio
modules that accompany a
49%
22%
16%
13%
Assign students to crea
audiovisual or digital media proje
34%
19%
29%
18%
Assign students to share readi
responses on a course
22%
14%
31%
33%
Use digital games or simulations
allow students to explore concep
52%
28%
11%
8%
Show videos in the classroo
instead or as one component of
13%
23%
39%
25%
Use social media (such
Facebook or Twitter) to keep in
79%
14%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often

UI6 - 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.

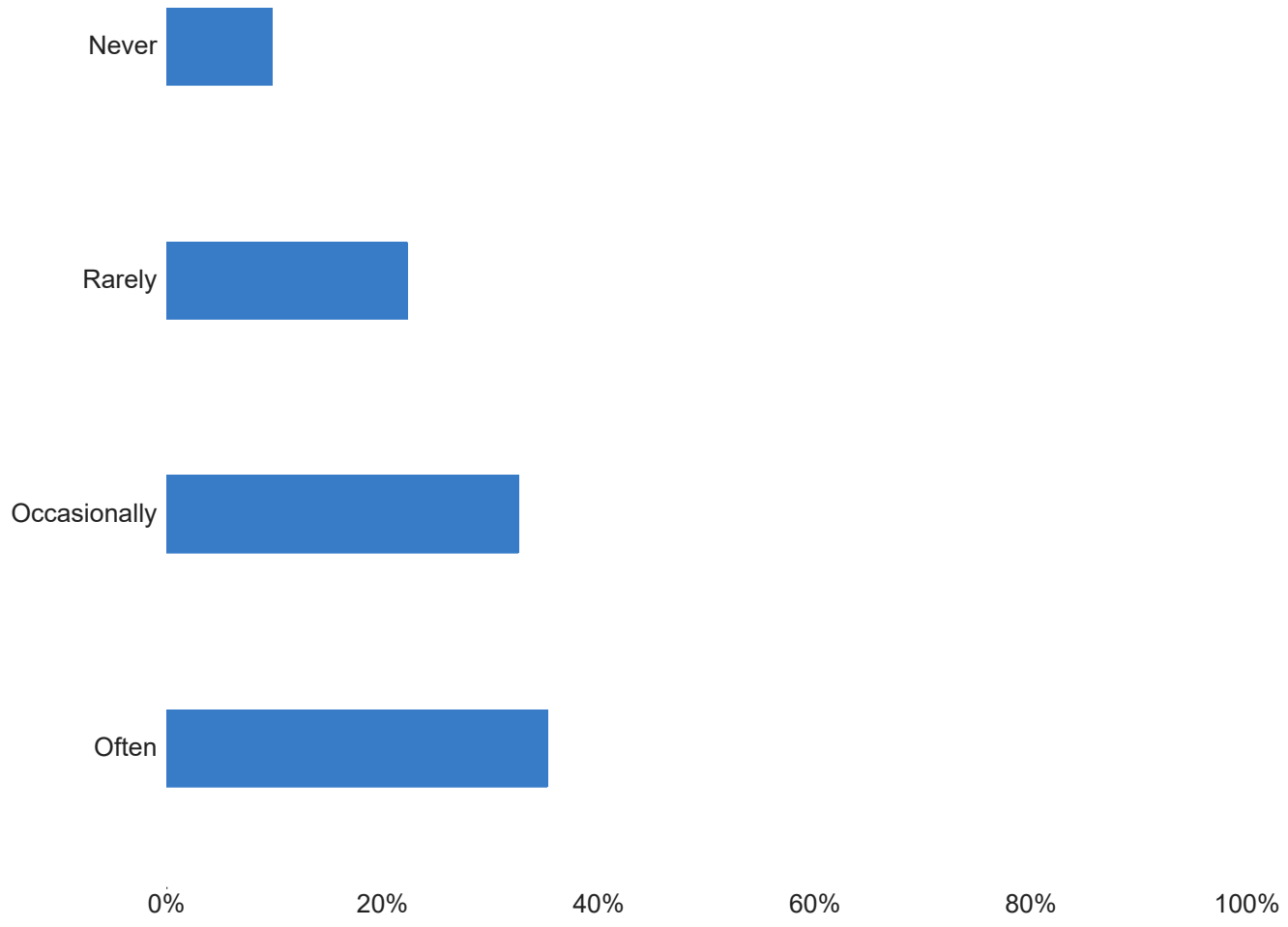
Response	Never	Rarely	Occasionally	Often	Total
Problem sets	72	12	21	35	140
Responses to assigned readings	15	9	40	79	143
Research papers	33	29	41	39	142
Experiments or experiential learning	47	26	38	31	142
Presentations or multimedia projects	25	20	54	43	142

Response	Never	Rarely	Occasionally	Often
Problem sets	51.43%	8.57%	15.00%	25.00%
Responses to assigned readings	10.49%	6.29%	27.97%	55.24%
Research papers	23.24%	20.42%	28.87%	27.46%
Experiments or experiential learning	33.10%	18.31%	26.76%	21.83%
Presentations or multimedia projects	17.61%	14.08%	38.03%	30.28%


Problem sets
51%
9%
15%
25%
Responses to assigned readings
10%
6%
28%
55%
Research papers
23%
20%
29%
27%
Experiments or experiential learning
33%
18%
27%
22%
Presentations or multimedia projects
18%
14%
38%
30%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often

UI7 - 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?

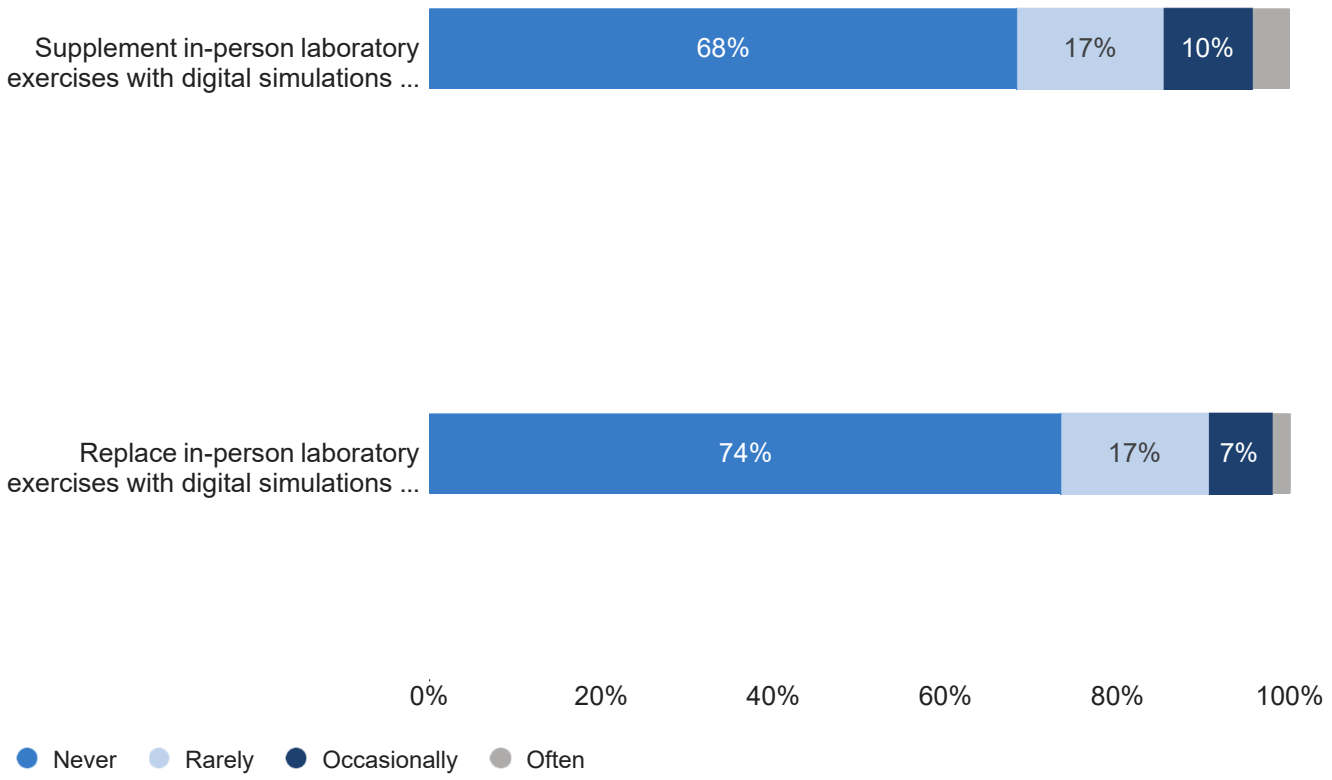
Response		
Never	9.78%	18
Rarely	22.28%	41
Occasionally	32.61%	60
Often	35.33%	65
Total		184



UI8 - 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.

Response	Never	Rarely	Occasionally	Often	Total
Supplement in-person laboratory exercises with digital simulations of laboratory activities	93	23	14	6	136
Replace in-person laboratory exercises with digital simulations of laboratory activities	100	23	10	3	136

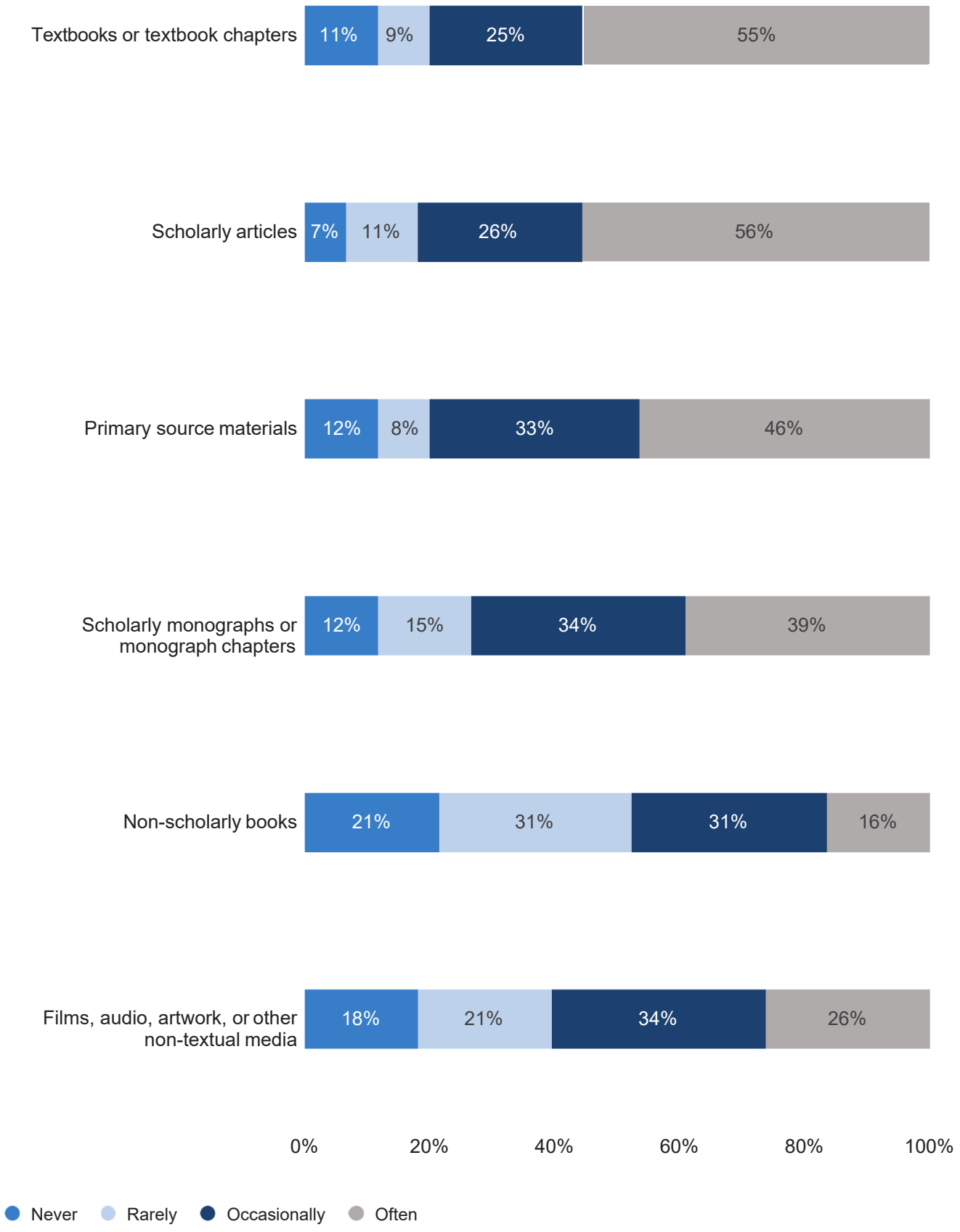
Response	Never	Rarely	Occasionally	Often
Supplement in-person laboratory exercises with digital simulations of laboratory activities	68.38%	16.91%	10.29%	4.41%
Replace in-person laboratory exercises with digital simulations of laboratory activities	73.53%	16.91%	7.35%	2.21%



UI9 - 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.

Response	Never	Rarely	Occasionally	Often	Total
Textbooks or textbook chapters	20	16	46	101	183
Scholarly articles	12	21	48	103	184
Primary source materials	22	15	61	85	183
Scholarly monographs or monograph chapters	22	27	63	72	184
Non-scholarly books	39	56	57	30	182
Films, audio, artwork, or other non-textual media	33	39	63	48	183

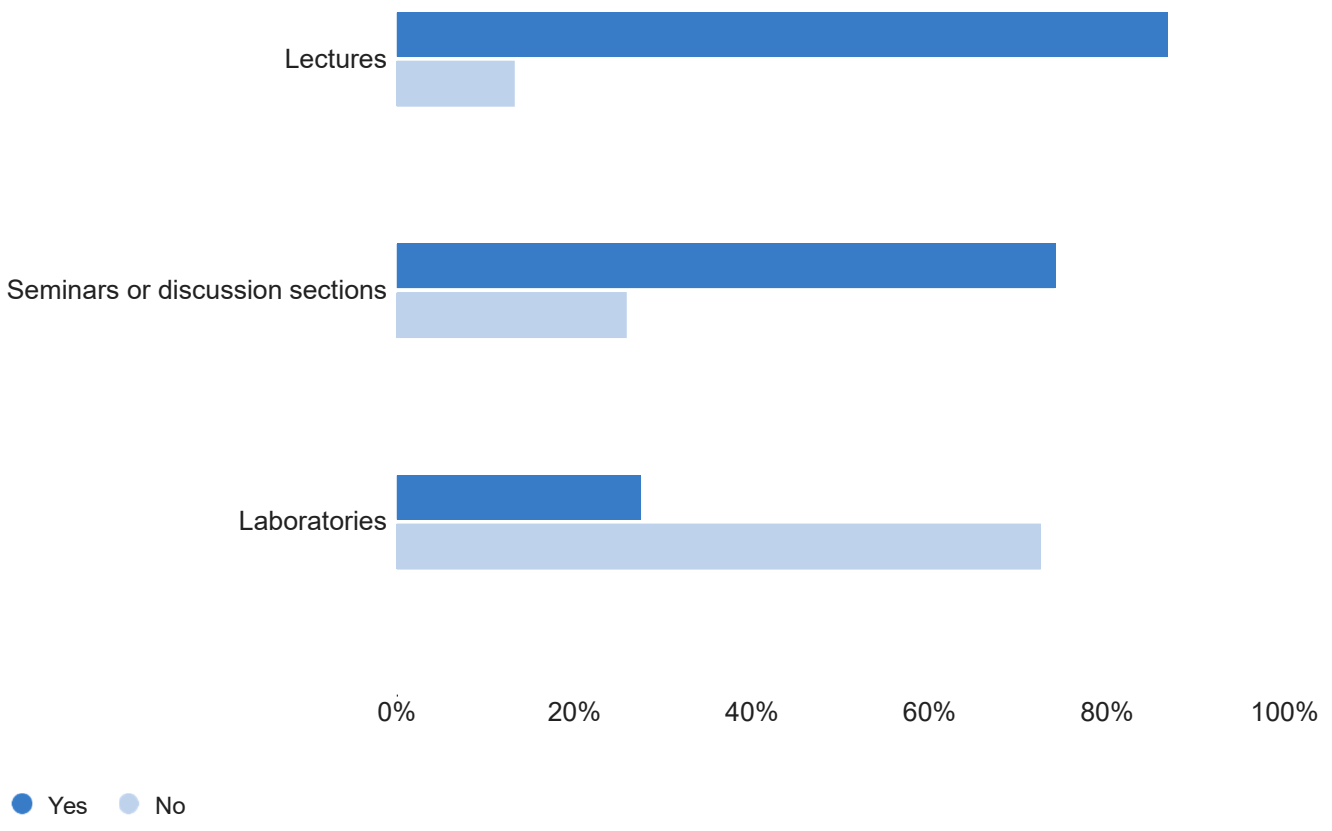
Response	Never	Rarely	Occasionally	Often
Textbooks or textbook chapters	10.93%	8.74%	25.14%	55.19%
Scholarly articles	6.52%	11.41%	26.09%	55.98%
Primary source materials	12.02%	8.20%	33.33%	46.45%
Scholarly monographs or monograph chapters	11.96%	14.67%	34.24%	39.13%
Non-scholarly books	21.43%	30.77%	31.32%	16.48%
Films, audio, artwork, or other non-textual media	18.03%	21.31%	34.43%	26.23%


Textbooks or textbook chapters
11%
9%
25%
55%
Scholarly articles
7%
11%
26%
56%
Primary source materials
12%
8%
33%
46%
Scholarly monographs or monograph chapters
12%
15%
34%
39%
Non-scholarly books
21%
31%
31%
16%
Films, audio, artwork, or other non-textual media
18%
21%
34%
26%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often

UI10 - 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.

Response	Yes	No	Total
Lectures	158	24	182
Seminars or discussion sections	135	47	182
Laboratories	48	127	175

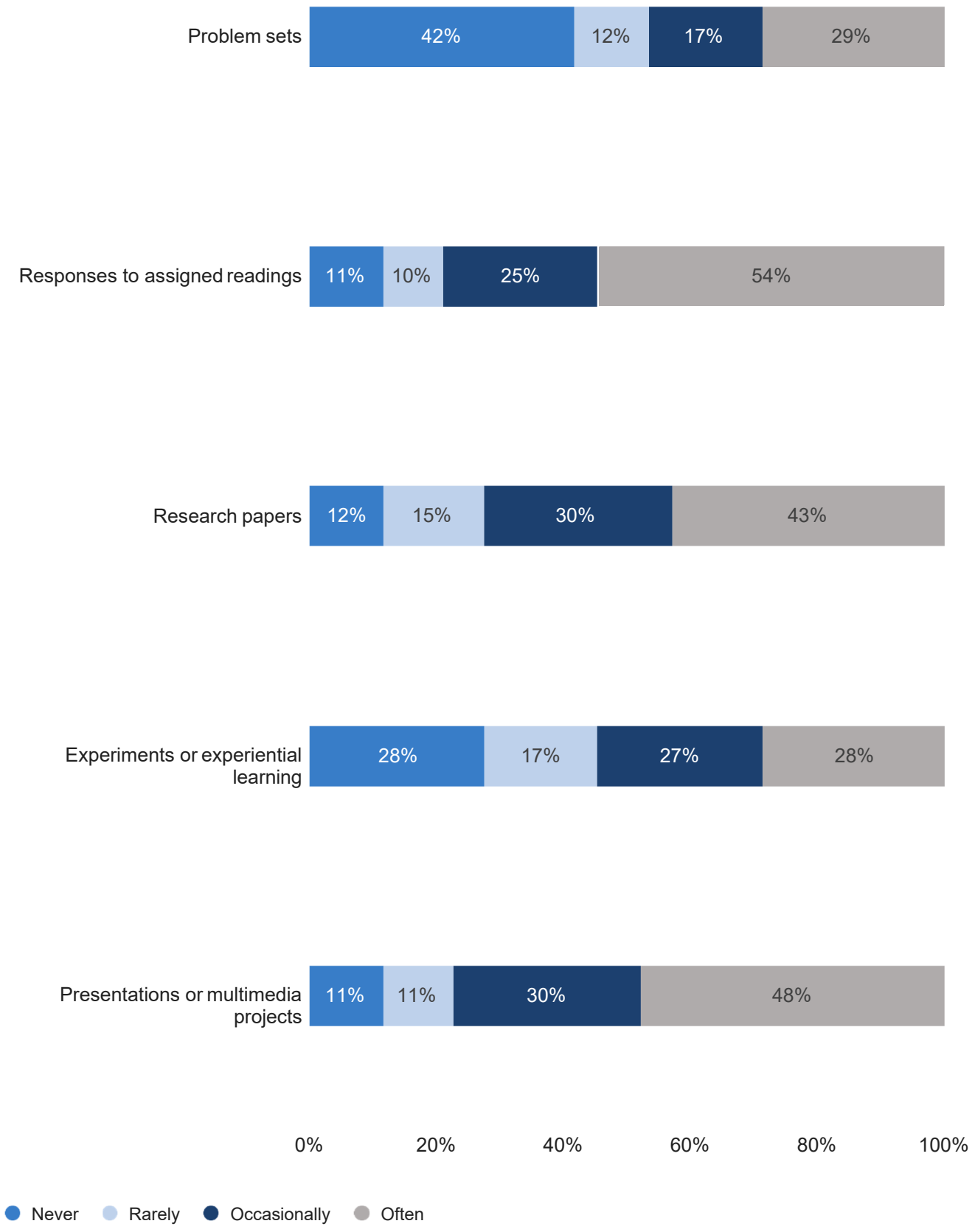
Response	Yes	No
Lectures	86.81%	13.19%
Seminars or discussion sections	74.18%	25.82%
Laboratories	27.43%	72.57%



UI11 - 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.

Response	Never	Rarely	Occasionally	Often	Total
Problem sets	77	22	32	54	185
Responses to assigned readings	21	18	46	101	186
Research papers	22	28	56	80	186
Experiments or experiential learning	52	31	50	52	185
Presentations or multimedia projects	21	21	55	89	186

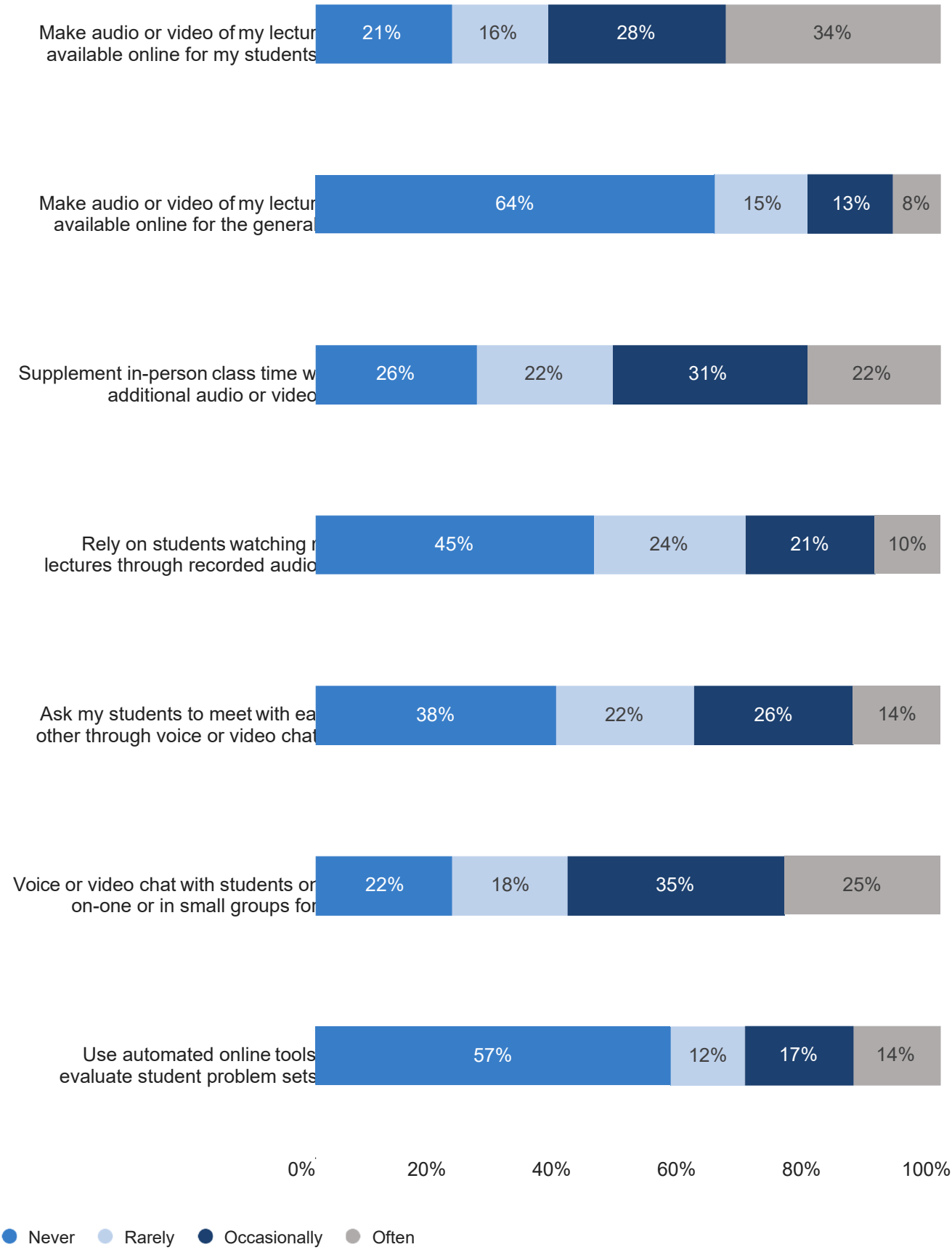
Response	Never	Rarely	Occasionally	Often
Problem sets	41.62%	11.89%	17.30%	29.19%
Responses to assigned readings	11.29%	9.68%	24.73%	54.30%
Research papers	11.83%	15.05%	30.11%	43.01%
Experiments or experiential learning	28.11%	16.76%	27.03%	28.11%
Presentations or multimedia projects	11.29%	11.29%	29.57%	47.85%

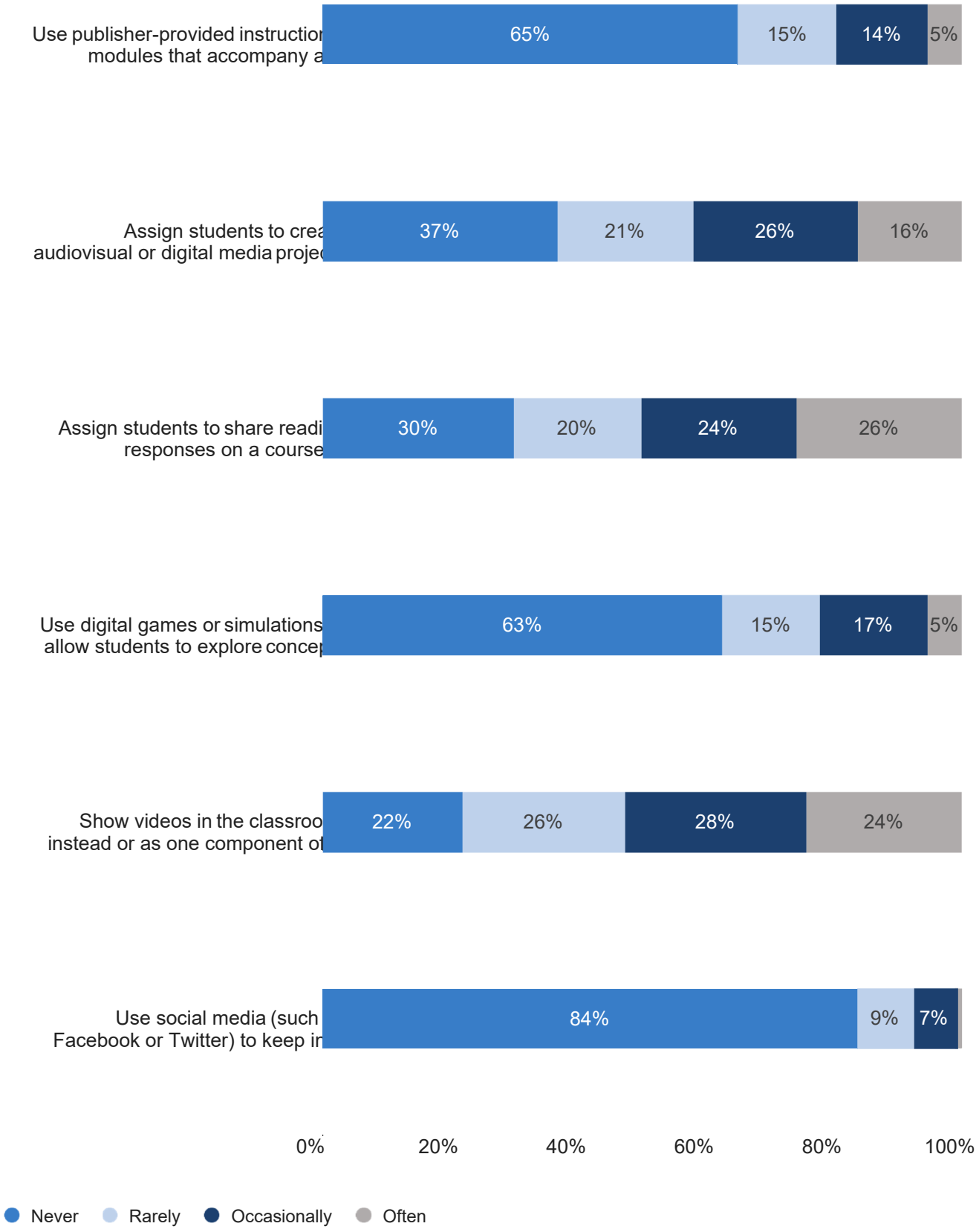

Problem sets
42%
12%
17%
29%
Responses to assigned readings
11%
10%
25%
54%
Research papers
12%
15%
30%
43%
Experiments or experiential learning
28%
17%
27%
28%
Presentations or multimedia projects
11%
11%
30%
48%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often

UI12 - 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.

Response	Never	Rarely	Occasionally	Often	Total
Make audio or video of my lectures available online for my students to access	39	29	52	63	183
Make audio or video of my lectures available online for the general public to access	117	28	24	14	183
Supplement in-person class time with additional audio or video modules	47	40	56	40	183
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	81	44	38	19	182
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	70	40	47	25	182
Voice or video chat with students one-on-one or in small groups for “virtual office hours”	41	33	64	46	184
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	104	22	31	26	183
Use publisher-provided instructional modules that accompany a textbook to assist students	119	28	26	10	183
Assign students to create audiovisual or digital media projects	67	39	47	30	183
Assign students to share reading responses on a course discussion board or a blog	54	36	44	47	181
Use digital games or simulations to allow students to explore concepts	115	28	31	10	184
Show videos in the classroom, instead or as one component of a lecture or discussion	40	47	52	45	184
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	153	16	12	2	183

Response	Never	Rarely	Occasionally	Often
Make audio or video of my lectures available online for my students to access	21.31%	15.85%	28.42%	34.43%
Make audio or video of my lectures available online for the general public to access	63.93%	15.30%	13.11%	7.65%
Supplement in-person class time with additional audio or video modules	25.68%	21.86%	30.60%	21.86%
Rely on students watching my lectures through recorded audio or video to reserve face to face time for other activities	44.51%	24.18%	20.88%	10.44%
Ask my students to meet with each other through voice or video chat for collaboration or discussion of course materials	38.46%	21.98%	25.82%	13.74%
Voice or video chat with students one-on-one or in small groups for “virtual office hours”	22.28%	17.93%	34.78%	25.00%
Use automated online tools to evaluate student problem sets and offer feedback or guidance in real time to students	56.83%	12.02%	16.94%	14.21%
Use publisher-provided instructional modules that accompany a textbook to assist students	65.03%	15.30%	14.21%	5.46%
Assign students to create audiovisual or digital media projects	36.61%	21.31%	25.68%	16.39%
Assign students to share reading responses on a course discussion board or a blog	29.83%	19.89%	24.31%	25.97%
Use digital games or simulations to allow students to explore concepts	62.50%	15.22%	16.85%	5.43%
Show videos in the classroom, instead or as one component of a lecture or discussion	21.74%	25.54%	28.26%	24.46%
Use social media (such as Facebook or Twitter) to keep in touch with students currently enrolled in your courses	83.61%	8.74%	6.56%	1.09%

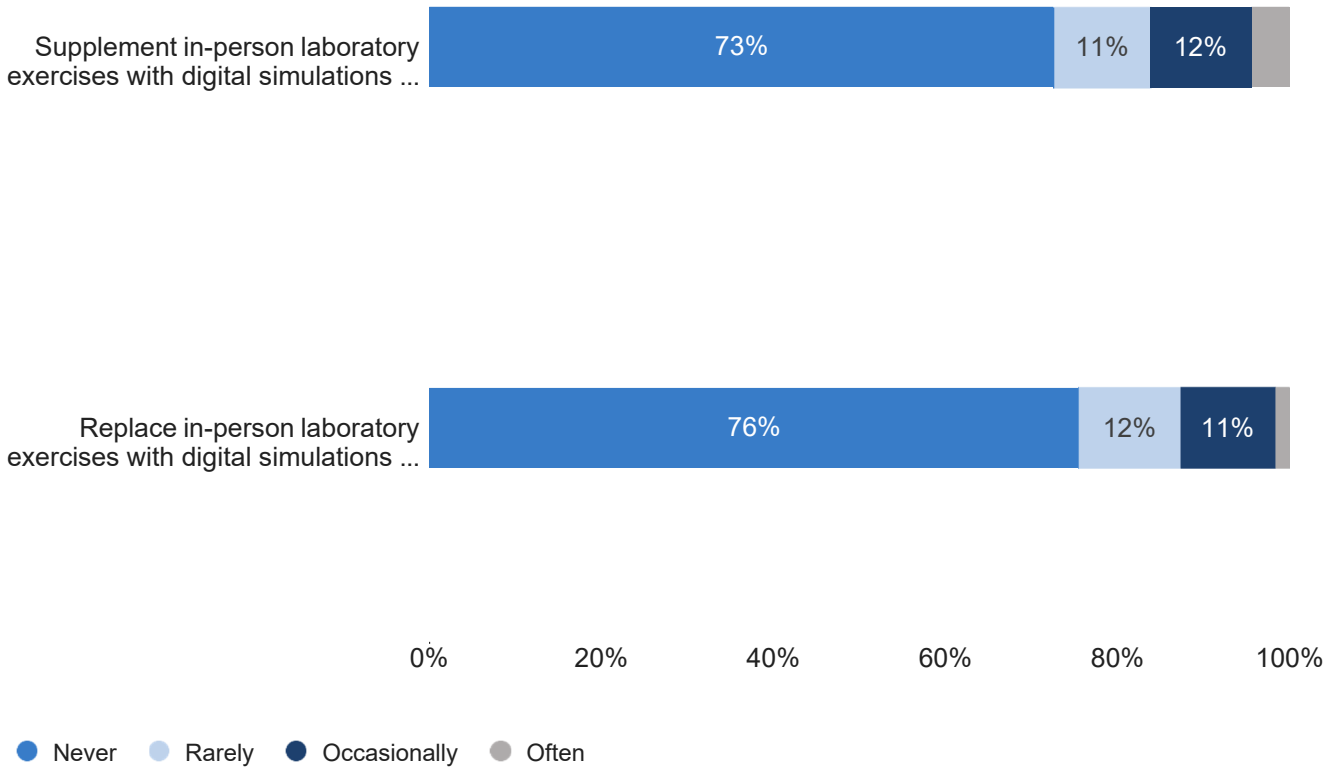

Make audio or video of my lectur available online for my students
21%
16%
28%
34%
Make audio or video of my lectur available online for the genera
64%
15%
13%
8%
Supplement in-person class time w additional audio or video
26%
22%
31%
22%
Rely on students watching r lectures through recorded audio
45%
24%
21%
10%
Ask my students to meet with ea other through voice or video chat
38%
22%
26%
14%
Voice or video chat with students or on-one or in small groups for
22%
18%
35%
25%
Use automated online tools evaluate student problem sets
57%
12%
17%
14%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often


Use publisher-provided instructio
modules that accompany a
65%
15%
14%
5%
Assign students to crea
audiovisual or digital media proje
37%
21%
26%
16%
Assign students to share readi
responses on a course
30%
20%
24%
26%
Use digital games or simulations
allow students to explore concep
63%
15%
17%
5%
Show videos in the classroo
instead or as one component of
22%
26%
28%
24%
Use social media (such
Facebook or Twitter) to keep in
84%
9%
7%
0%
20%
40%
60%
80%
100%
Never
Rarely
Occasionally
Often

UI13 - 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.

Response	Never	Rarely	Occasionally	Often	Total
Supplement in-person laboratory exercises with digital simulations of laboratory activities	130	20	21	8	179
Replace in-person laboratory exercises with digital simulations of laboratory activities	136	21	20	3	180

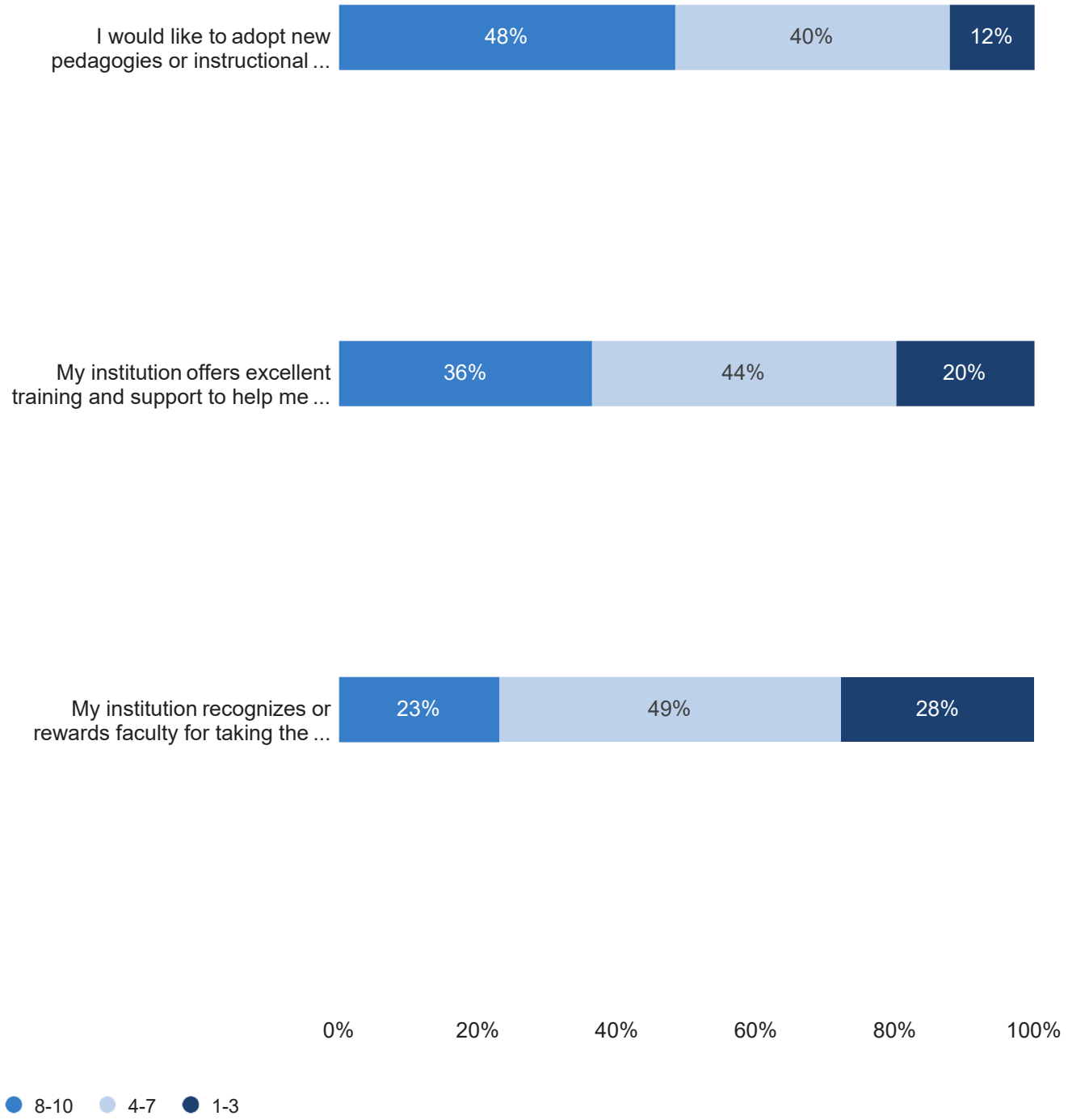
Response	Never	Rarely	Occasionally	Often
Supplement in-person laboratory exercises with digital simulations of laboratory activities	72.63%	11.17%	11.73%	4.47%
Replace in-person laboratory exercises with digital simulations of laboratory activities	75.56%	11.67%	11.11%	1.67%



UI14 - Please use the 10 to 1 scales below to indicate how well each statement describes your point of view.

Response	8- 10	4-7	1-3	Total
	111	91	28	230
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	84	101	46	231
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	53	114	64	231

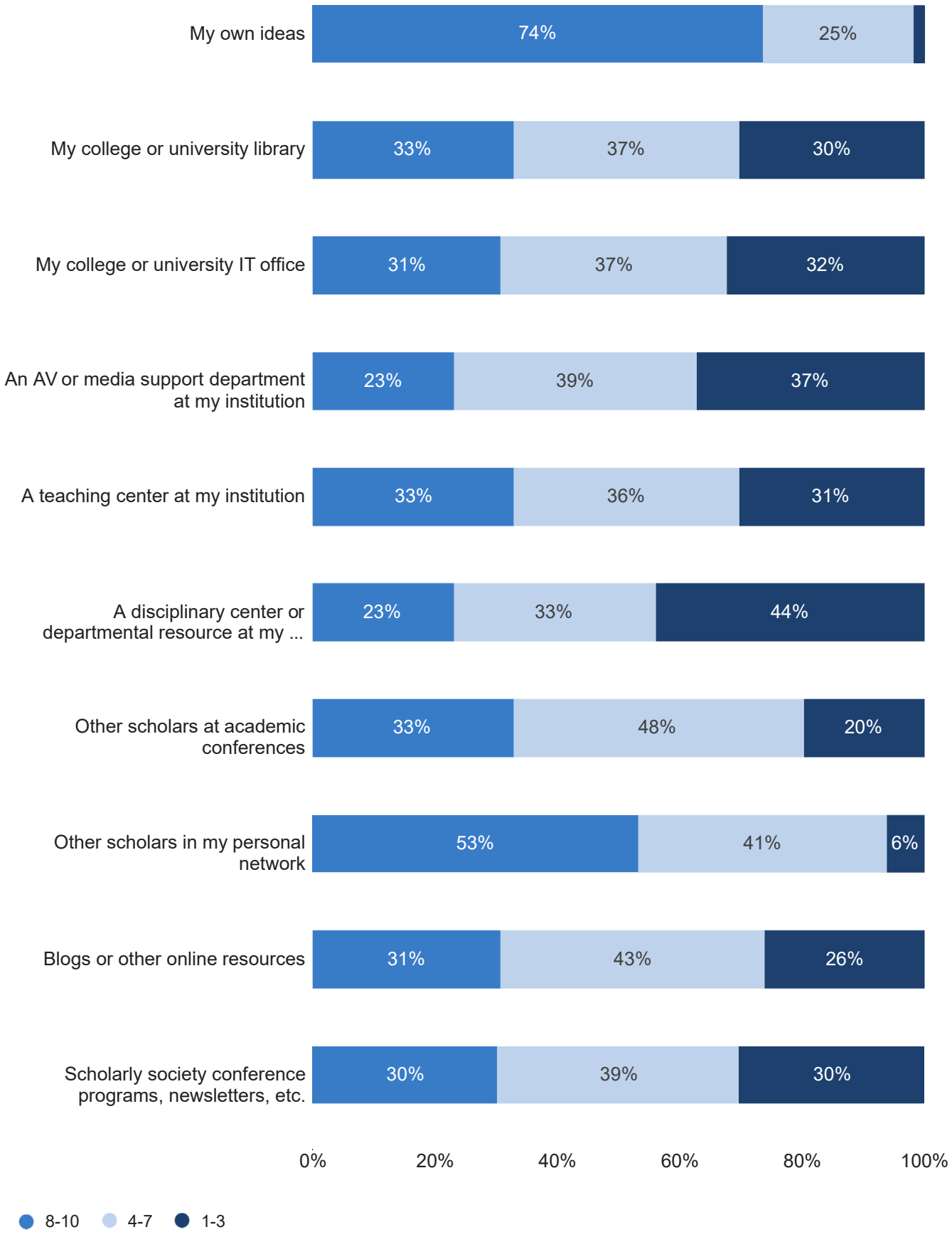
Response	8-10	4-7	1-3
I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	48.26%	39.57%	12.17%
My institution offers excellent training and support to help me adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology	36.36%	43.72%	19.91%
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	22.94%	49.35%	27.71%


I would like to adopt new pedagogies or instructional ...
48%
40%
12%
My institution offers excellent training and support to help me ...
36%
44%
20%
My institution recognizes or rewards faculty for taking the ...
23%
49%
28%
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

UI15 - 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.

Response	8-10	4-7	1-3	Total
My own ideas	168	56	4	228
My college or university library	74	84	68	226
My college or university IT office	70	83	73	226
An AV or media support department at my institution	53	90	85	228
A teaching center at my institution	75	82	69	226
A disciplinary center or departmental resource at my institution	52	76	100	228
Other scholars at academic conferences	74	108	45	227
Other scholars in my personal network	121	92	14	227
Blogs or other online resources	70	99	59	228
Scholarly society conference programs, newsletters, etc.	69	90	69	228

Response	8-10	4-7	1-3
My own ideas	73.68%	24.56%	1.75%
My college or university library	32.74%	37.17%	30.09%
My college or university IT office	30.97%	36.73%	32.30%
An AV or media support department at my institution	23.25%	39.47%	37.28%
A teaching center at my institution	33.19%	36.28%	30.53%
A disciplinary center or departmental resource at my institution	22.81%	33.33%	43.86%
Other scholars at academic conferences	32.60%	47.58%	19.82%
Other scholars in my personal network	53.30%	40.53%	6.17%
Blogs or other online resources	30.70%	43.42%	25.88%
Scholarly society conference programs, newsletters, etc.	30.26%	39.47%	30.26%


My own ideas
74%
25%
My college or university library
33%
37%
30%
My college or university IT office
31%
37%
32%
An AV or media support department at my institution
23%
39%
37%
A teaching center at my institution
33%
36%
31%
A disciplinary center or departmental resource at my ...
23%
33%
44%
Other scholars at academic conferences
33%
48%
20%
Other scholars in my personal network
53%
41%
6%
Blogs or other online resources
31%
43%
26%
Scholarly society conference programs, newsletters, etc.
30%
39%
30%
0%
20%
40%
60%
80%
100%
8-10
4-7
1-3

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.

D4a
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?

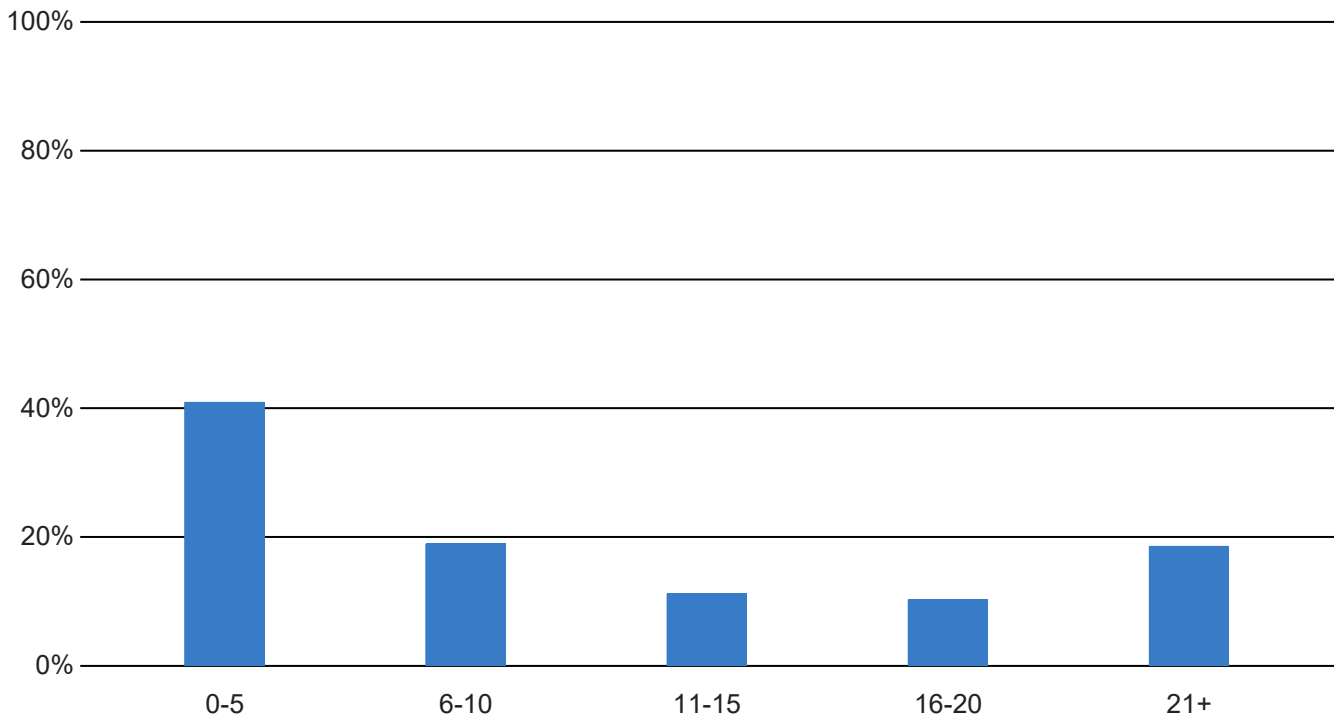
D6
Please indicate your gender(s). Select all that apply.

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

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

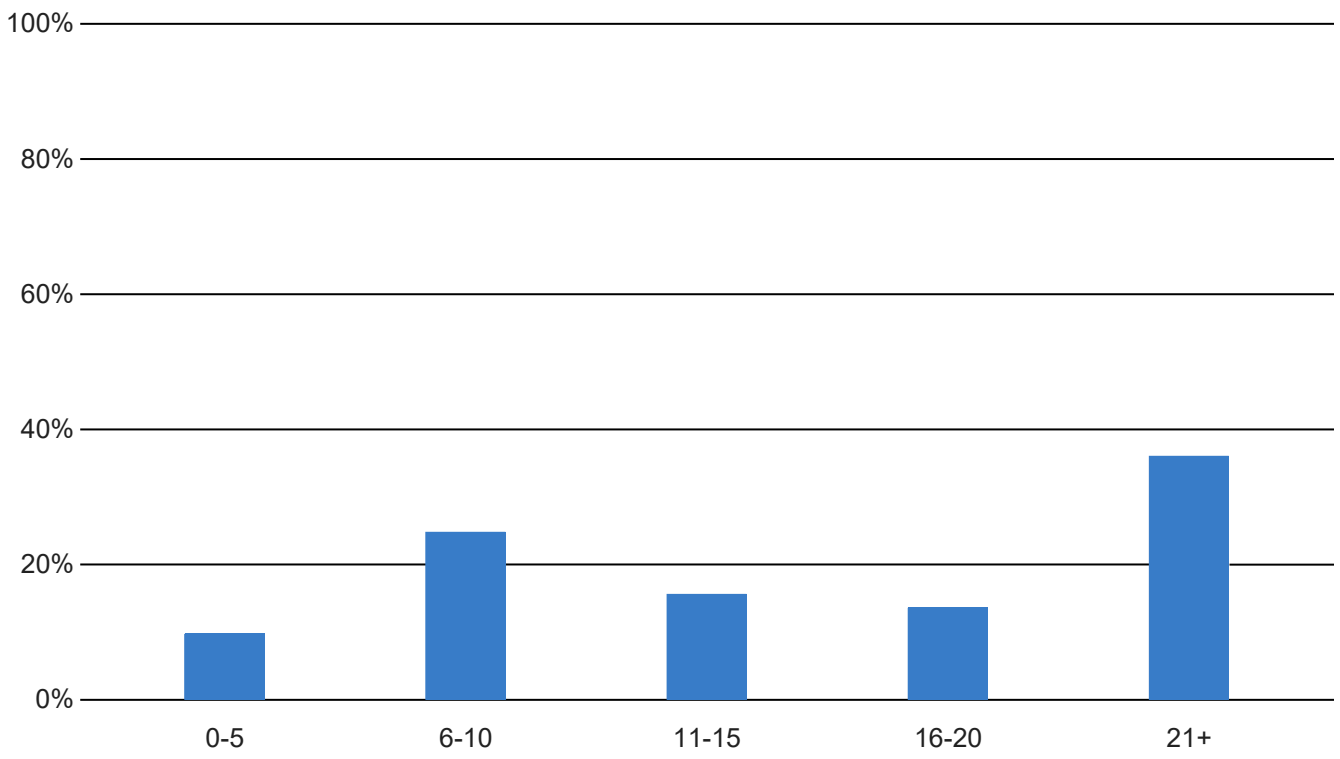
D1 - For how many years have you been at your current college or university?

Response		
0-5	40.87%	170
6-10	18.99%	79
11-15	11.30%	47
16-20	10.34%	43
21+	18.51%	77
Total		416



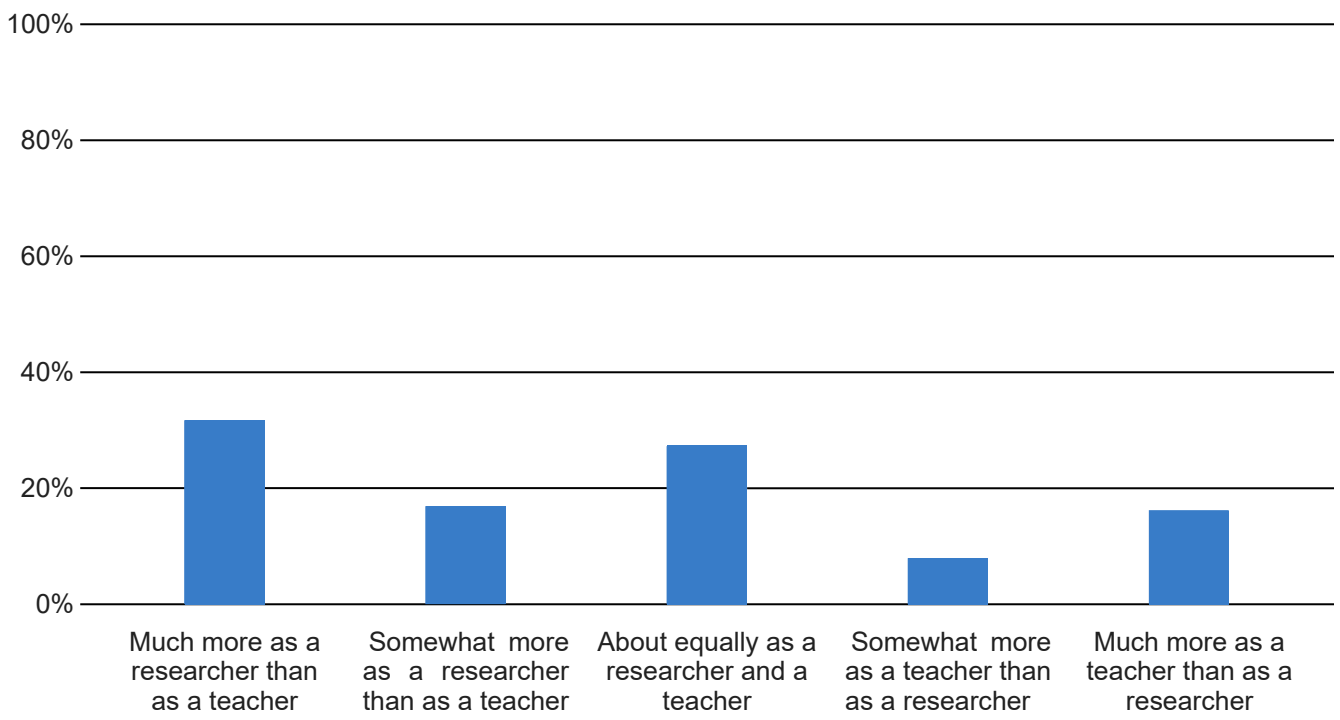
D2 - For how many years have you been in your field?

Response		
0-5	9.86%	41
6-10	24.76%	103
11-15	15.63%	65
16-20	13.70%	57
21+	36.06%	150
Total		416



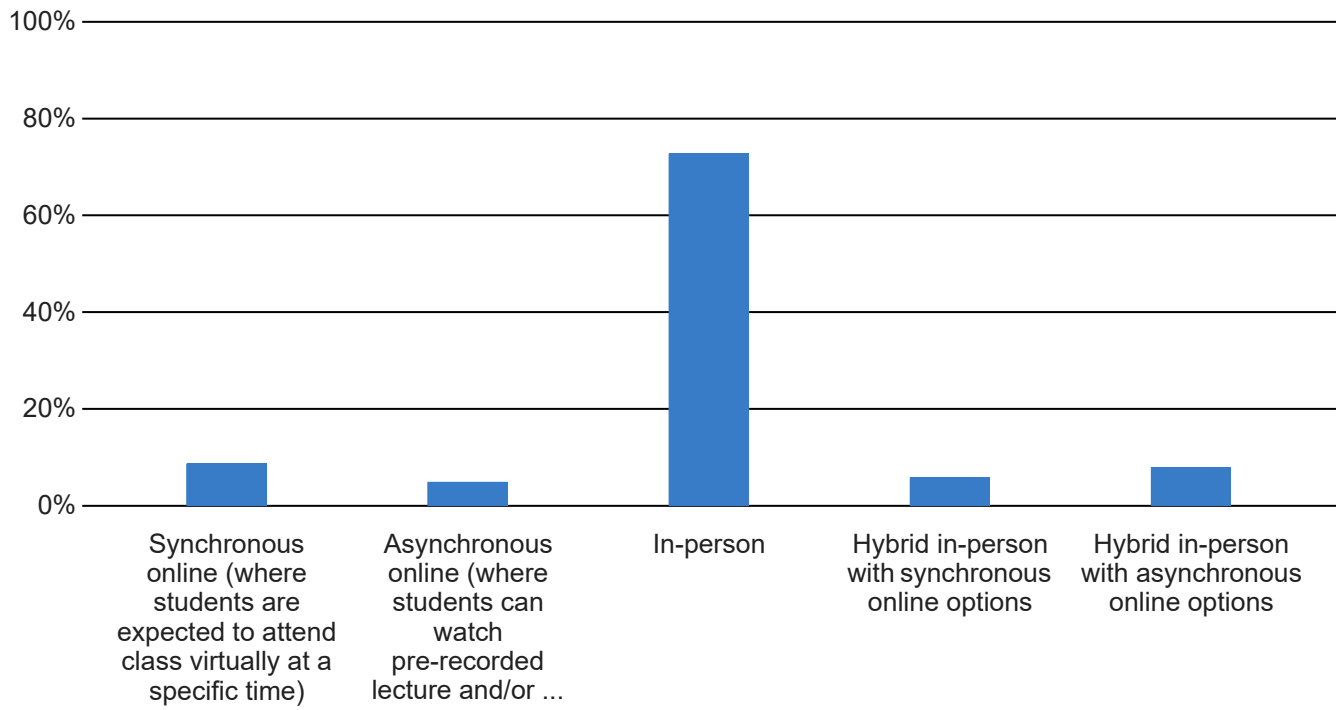
D3 - Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?

Response		
Much more as a researcher than as a teacher	31.73%	132
Somewhat more as a researcher than as a teacher	16.83%	70
About equally as a researcher and a teacher	27.40%	114
Somewhat more as a teacher than as a researcher	7.93%	33
Much more as a teacher than as a researcher	16.11%	67
Total		416



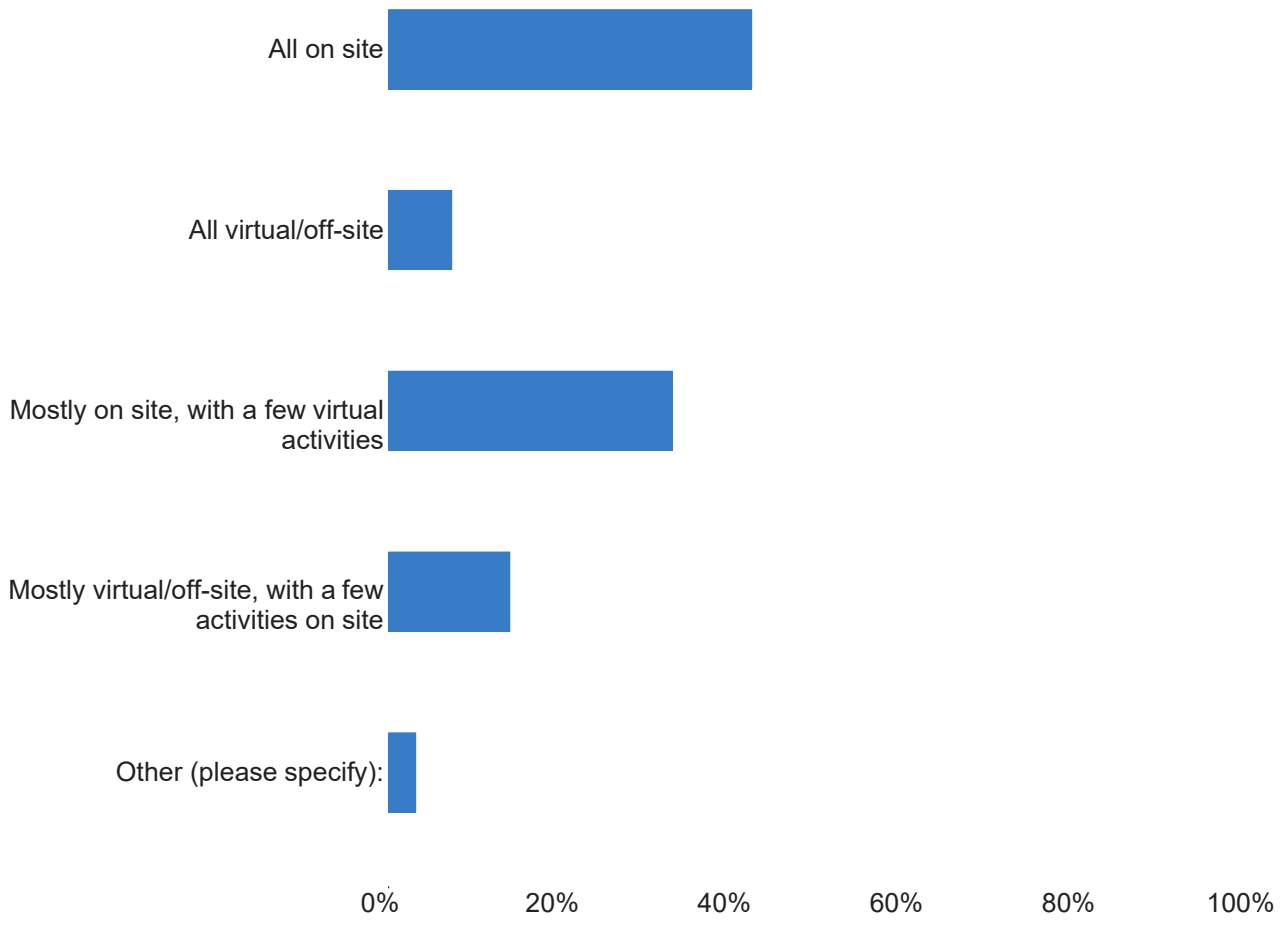
D4 - Which of the following best describes the format(s) of the course(s) you currently teach? If you teach in multiple formats, please select the item that represents the largest portion of your time/classes.

Response		
Synchronous online (where students are expected to attend class virtually at a specific time)	8.68%	31
Asynchronous online (where students can watch pre-recorded lecture and/or participate in full course activities at any time)	4.76%	17
In-person	72.83%	260
Hybrid in-person with synchronous online options	5.88%	21
Hybrid in-person with asynchronous online options	7.84%	28
Total		357



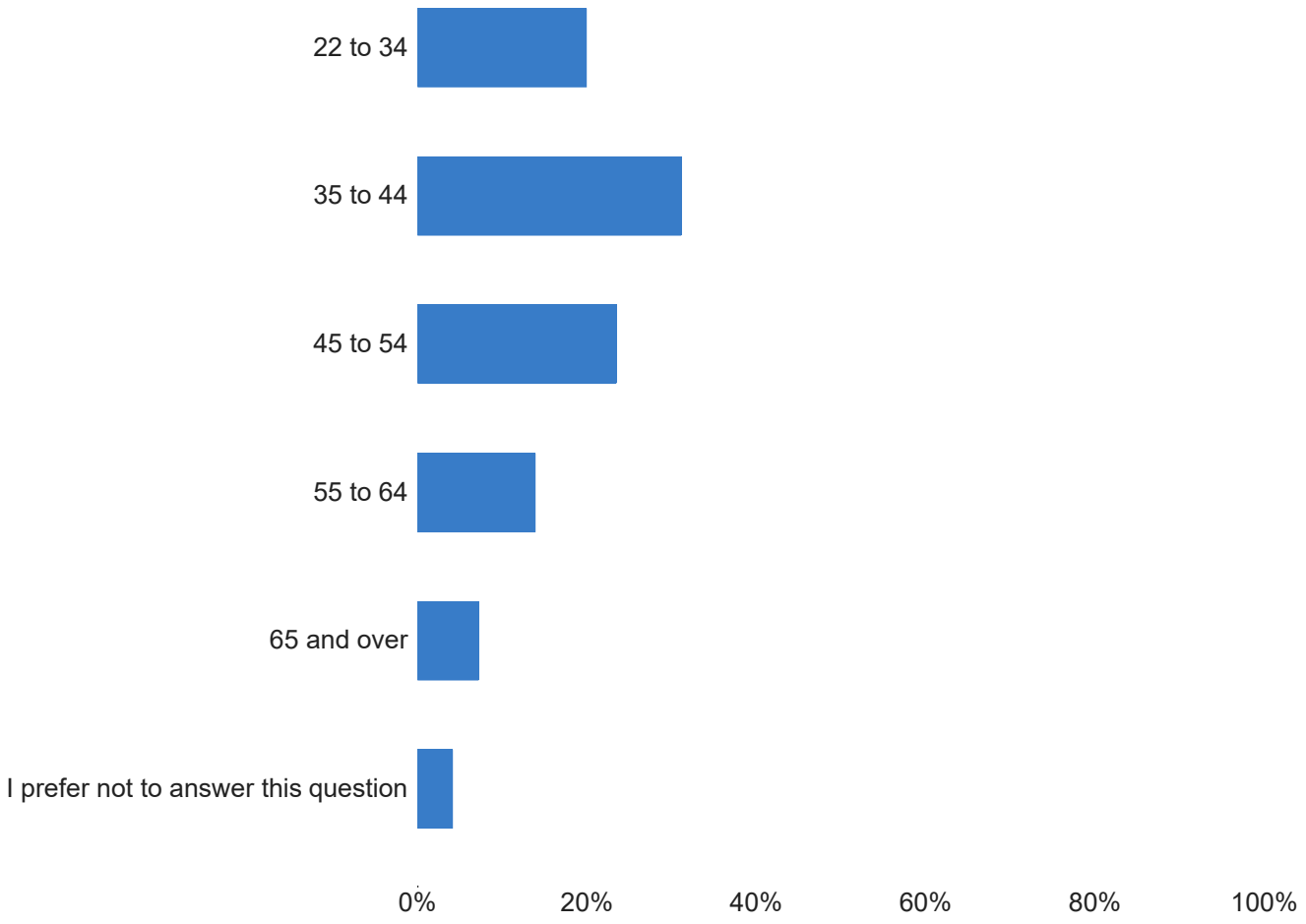
D4a - Which of the following best describes how you conduct research and/or teaching this semester? - Selected Choice

Response		
All on site	42.22%	171
All virtual/off-site	7.41%	30
Mostly on site, with a few virtual activities	33.09%	134
Mostly virtual/off-site, with a few activities on site	14.07%	57
Other (please specify):	3.21%	13
Total		405



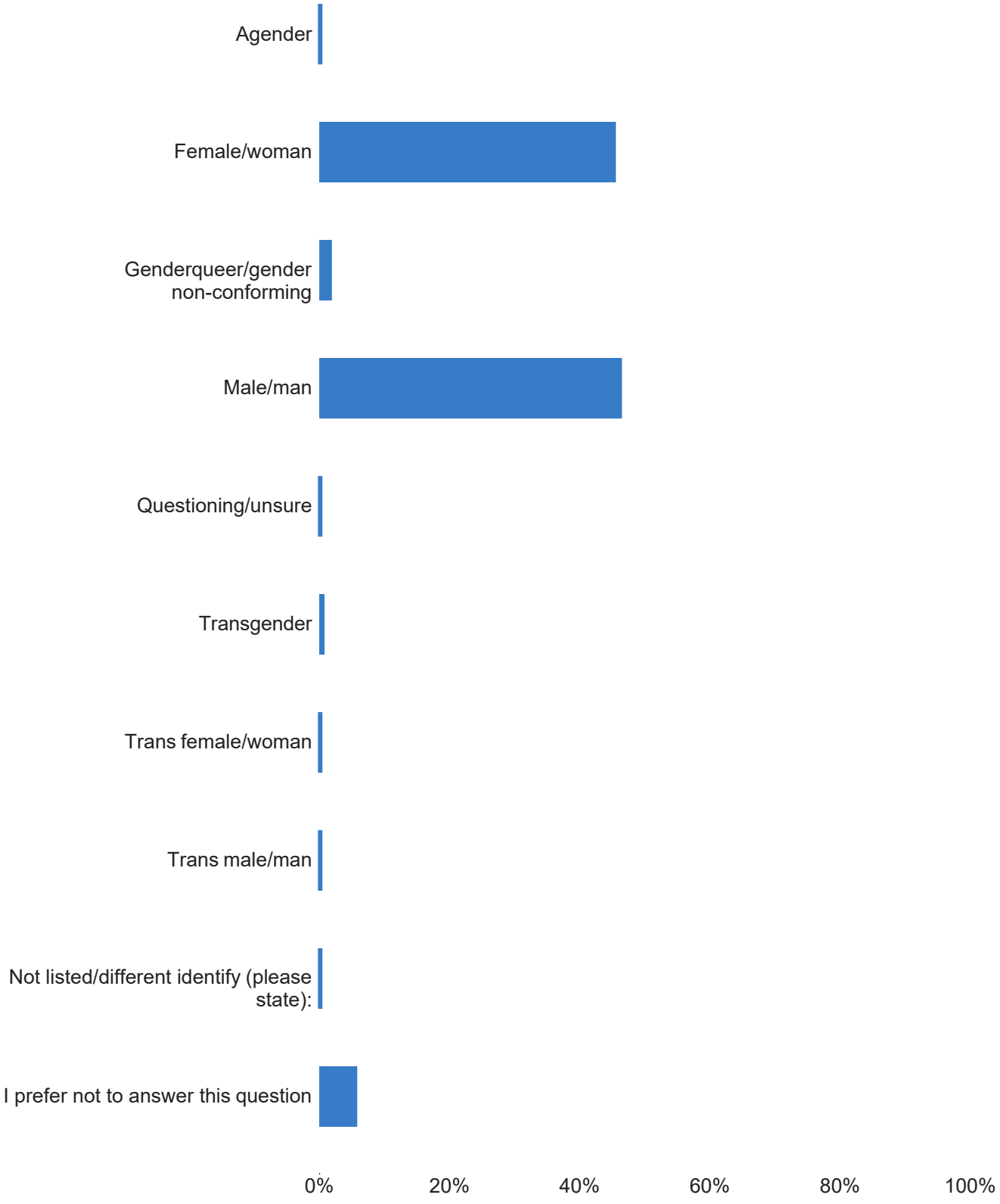
D5 - What is your age?

Response		
22 to 34	19.95%	83
35 to 44	31.25%	130
45 to 54	23.56%	98
55 to 64	13.94%	58
65 and over	7.21%	30
I prefer not to answer this question	4.09%	17
Total		416



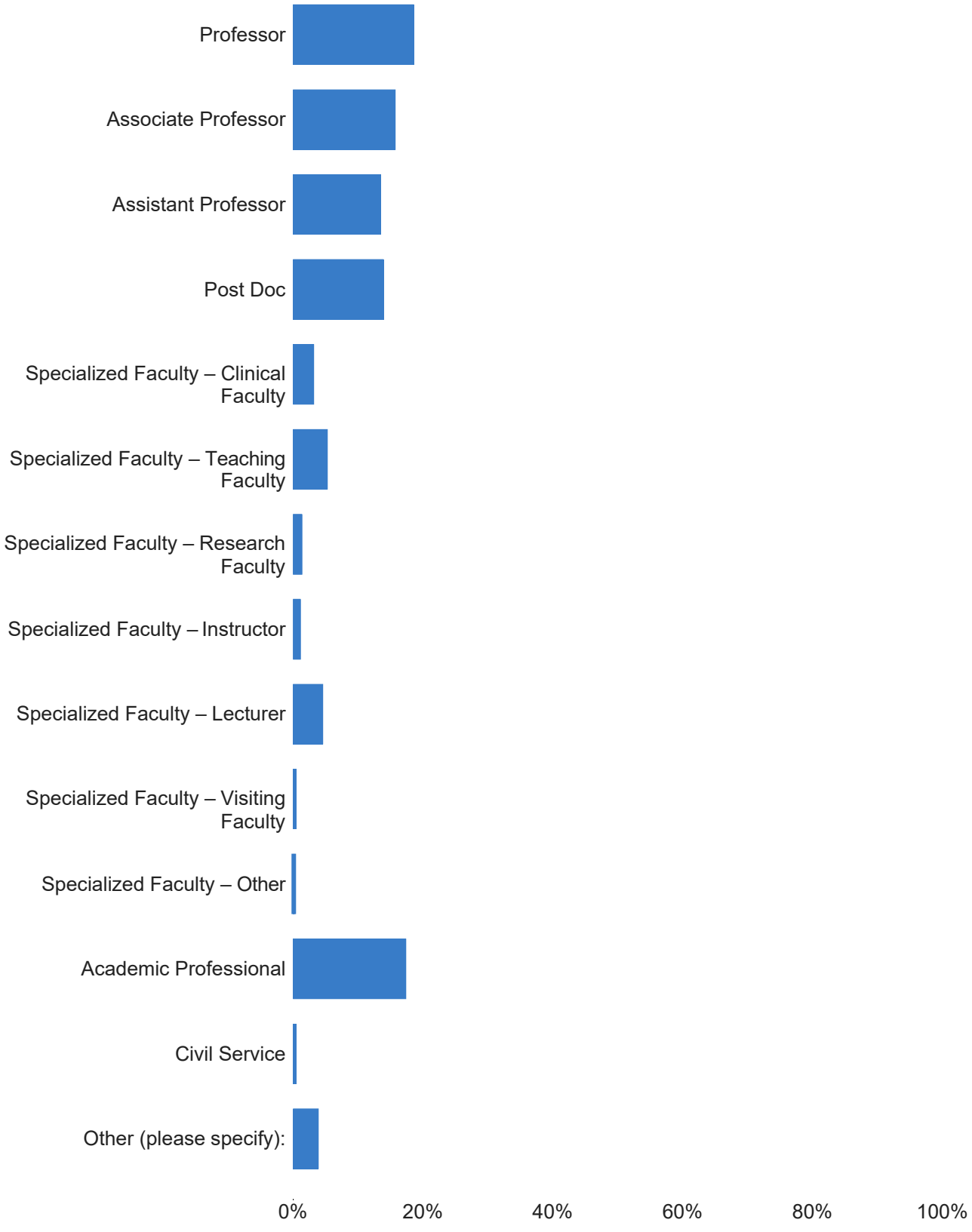
D6 - Please indicate your gender(s). Select all that apply.

Response		
Agender	0.24%	1
Female/woman	45.45%	190
Genderqueer/gender non-conforming	1.91%	8
Male/man	46.41%	194
Questioning/unsure	0.00%	0
Transgender	0.72%	3
Trans female/woman	0.00%	0
Trans male/man	0.24%	1
Not listed/different identify (please state):	0.24%	1
I prefer not to answer this question	5.74%	24
Total		418


Agender
Female/woman
Genderqueer/gender non-conforming
Male/man
Questioning/unsure
Transgender
Trans female/woman
Trans male/man
Not listed/different identify (please state):
I prefer not to answer this question
0%
20%
40%
60%
80%
100%

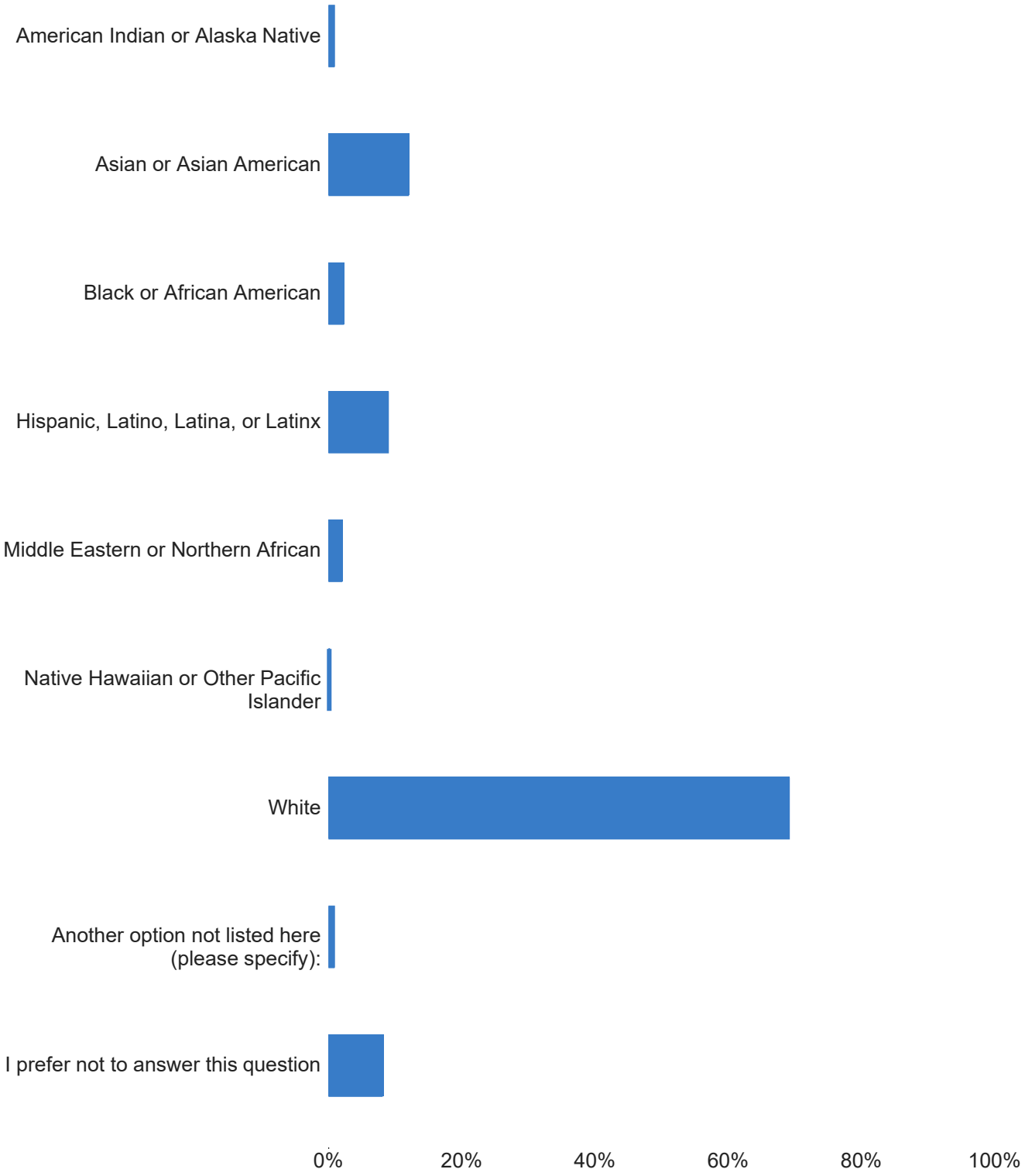
D8 - What is your title or role? Please select one answer below.

Response		
Professor	18.60%	77
Associate Professor	15.70%	65
Assistant Professor	13.53%	56
Post Doc	14.01%	58
Specialized Faculty – Clinical Faculty	3.14%	13
Specialized Faculty – Teaching Faculty	5.31%	22
Specialized Faculty – Research Faculty	1.45%	6
Specialized Faculty – Instructor	1.21%	5
Specialized Faculty – Lecturer	4.59%	19
Specialized Faculty – Visiting Faculty	0.48%	2
Specialized Faculty – Other	0.24%	1
Academic Professional	17.39%	72
Civil Service	0.48%	2
Other (please specify):	3.86%	16
Total		414


Professor
Associate Professor
Assistant Professor
Post Doc
Specialized Faculty – Clinical Faculty
Specialized Faculty – Teaching Faculty
Specialized Faculty – Research Faculty
Specialized Faculty – Instructor
Specialized Faculty – Lecturer
Specialized Faculty – Visiting Faculty
Specialized Faculty – Other
Academic Professional
Civil Service
Other (please specify):
0%
20%
40%
60%
80%
100%

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

Response		
American Indian or Alaska Native	0.97%	4
Asian or Asian American	12.11%	50
Black or African American	2.42%	10
Hispanic, Latino, Latina, or Latinx	8.96%	37
Middle Eastern or Northern African	2.18%	9
Native Hawaiian or Other Pacific Islander	0.24%	1
White	69.25%	286
Another option not listed here (please specify):	0.97%	4
I prefer not to answer this question	8.23%	34
Total		413


American Indian or Alaska Native
Asian or Asian American
Black or African American
Hispanic, Latino, Latina, or Latinx
Middle Eastern or Northern African
Native Hawaiian or Other Pacific Islander
White
Another option not listed here (please specify):
I prefer not to answer this question
0%
20%
40%
60%
80%
100%

Embedded Data

Category

College Name

Department Name